

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

Wednesday, 23rd November, 2016

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Wednesday, 23 November 2016 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Jemma West**
Telephone: **03000 419619**

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

Membership (16)

Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman),
Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman,
Mrs P A V Stockell and Vacancy

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

Webcasting Notice

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

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

UNRESTRICTED ITEMS

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

A - Committee Business

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

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

A4 Minutes of the meeting held on 22 September 2016 (Pages 7 - 16)

To consider and approve the minutes as a correct record

A5 Verbal updates

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

A6 Meeting dates 2017/18

To agree that meetings of the Cabinet Committee in 2017/18 will take place as follows:

22 June 2017

7 September 2017

22 November 2017

18 January 2018

8 March 2018.

It has previously been agreed that meetings will take place on 1 February and 30 March 2017

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

B1 16/00099 Proposed changes to Oakley (Special) School - Tunbridge Wells (Pages 17 - 32)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young Peoples Services, and to consider and endorse or make recommendations to the Cabinet Member on the proposed decision set out in the report.

B2 16/00100 Proposal to expand Harrietsham CEP School (Pages 33 - 50)

To consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on a proposed decision to expand Harrietsham CEP School

B3 16/00070 The Commissioning Plan for Education Provision in Kent 2017-2021 (Pages 51 - 218)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services, and to consider and endorse or make recommendations on the Plan, prior to the final version being considered and approved by the Cabinet on 9 January 2017.

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

C1 Early Years and School Performance in 2016 - National Curriculum Test and Public Examination Results (Pages 219 - 232)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services, giving a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), and GCSE and post 16 results for 2016, which Members are asked to note.

C2 Teacher Recruitment and Retention Activity for 2016 (Pages 233 - 242)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services setting out an update on Teacher Recruitment and Retention Activity for 2016 and key issues in relation to teacher recruitment and retention in Kent schools, on which Members are asked to note.

C3 The process around identifying school sites as surplus to requirements (Pages 243 - 278)

To receive a report that sets out the current process around identifying school sites as surplus to requirements

D - Monitoring of Performance

D1 Performance Scorecard (Pages 279 - 316)

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 outlining performance against the targets set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

D2 Work Programme 2017 (Pages 317 - 322)

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.

D3 Education and Young People's Services Strategic Vision and Priorities for Improvement 2017-2020 (Pages 323 - 430)

To receive a report from the Cabinet Member for Education and Health Reform, the Cabinet Member for Community Services, the Cabinet member for Children's Services and the Corporate Director for Education and Young People's Services setting out the draft EYPS Strategic Vision and Priorities for Improvement 2017-2020 document, progress made in delivery EYPS priorities for 15-16, and proposed priorities and targets for 16-17 which Members are asked to note.

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)

Head of Democratic Services
03000 410466

Tuesday, 15 November 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.

KENT COUNTY COUNCIL**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET
COMMITTEE**

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Thursday, 22 September 2016.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr D Brunning, Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mrs T Dean, MBE (Substitute for Mr M J Vye), Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mr T L Shonk, Mrs P A V Stockell and Mr R Truelove

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

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

UNRESTRICTED ITEMS**203. Apologies and Substitutes**

(Item A2)

- (1) Apologies for absence were received from Mr Roper and Mr Vye.
- (2) Mrs Dean attended as substitute for Mr Vye and Mrs Stockell attended the meeting to fill the vacancy.

204. Declarations of Interest by Members in items on the Agenda

(Item A3)

There were no declarations of interest.

205. Minutes of the meeting held on 1 July 2016

(Item A4)

Resolved that the minutes of the meeting held on 1 July 2016 are correctly recorded and that they be signed by the Chairman.

206. Verbal updates

(Item A5)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) said a new Secretary of State for Education, Justine Greening, had been appointed since the last meeting of the Cabinet Committee. She had deferred implementation of the national funding formula for schools for a year to enable further consideration and review. This deferral had mixed implications for Kent. It had been expected that Kent schools would benefit from a small increase in funding as a result of the introduction of the Fair Funding Formula which would have been welcome, particularly as schools had received "flat cash" for the

last six years and pressure on budgets continued. On the other hand, the deferral was welcome as there were concerns that some of the proposals, including a proposal to fund the Schools Block directly from the centre and separate it from the High Needs Block, would negatively impact on local flexibility and reduce incentives to work co-operatively across the whole system.

- (2) Mr Gough said the Secretary of State had set out Government policy in relation to the conversion of all schools to academies. While it was still policy that all schools would become academies, the previous deadline of 2020/22 had been relaxed.
- (3) Mr Gough referred to the green paper on Grammar Schools Expansion and said many points in it were similar in spirit and to the recommendations of the authority's recent Select Committee on Grammar Schools and Social Mobility. He said the proportion of grammar school places in the county was broadly correct and new grammar school places would be provided only in response to an increasing school population as a result of housing development and to fill egregious gaps in provision. The green paper also addressed some of the concerns of the Catholic Archdiocese which might result in the development of Catholic Free Schools which would have implications for schools expansion in Kent.
- (4) Mr Gough also referred to the consultation on converting to a mixed sex grammar school being undertaken by Meopham School in Gravesend.
- (5) Mr Hill (Cabinet Member for Community Services) said that the Community Learning and Skills service (Adult Education) had been inspected by Ofsted in June and had been assessed as good against a national standard that had been raised considerably. Mr Hill said this was an excellent achievement particularly in the light of the significant disruption experienced by the service in the past year and congratulated the service on the achievement.
- (6) Mr Hill said that 2016 was the sixtieth anniversary of the Duke of Edinburgh's Award and a celebratory event would be held at Detling to thank volunteers. He said that Kent County Council was one of the largest providers of opportunities to complete the Duke of Edinburgh Award in the country. He said he had been particularly proud to attend an award ceremony at St James Palace, a few years ago, where a complete room was full of young people from Kent receiving their gold award.
- (7) Mr Hill said that the Kent Youth County Council had asked to shadow County Councillors as part of Local Democracy week (10-16 October 2016). He said one of the young people would shadow him when he was attending the Community Safety Partnership meeting on 13 October.
- (8) Mr Oakford (Cabinet Member for Specialist Children's Services) said the number of unaccompanied asylum seeking minors (UASM) in the county remained at 1400 of whom 600 were over 18. From January 2017 the number of over 18s would increase to 800 and this had significant budgetary implications. The authority continued to lobby the Government to increase

funding as £100 per week was spent on each person over 18, only £50 of which was received directly from the government.

- (9) The number of UASM arriving until May 2016 was greater than the number arriving over the same period in the previous year, however, numbers were down by 25% since May when security measures had been put in place. Mr Oakford said that 70 UASM were being supported by other local authorities under the Voluntary Dispersal Scheme. In practice, new arrivals were being dispersed but the cohort remaining in Kent was not being reduced.
- (10) Mr Oakford said that the authority had written to the Children's Commissioner requesting a meeting to discuss concerns about children from other areas being placed in Kent without prior discussion. The letter included case studies illustrating the danger to the children of such practices. About 1300 children had been placed in Kent.
- (11) Mr Oakford said he had completed his visits to all children's centres in August and the review of improved utilisation of buildings was well underway. The aim of the review was to consider ways of generating additional income to maintain the viability of some of the buildings used by children's centres.
- (12) Mr Oakford said he had attended the VSK awards in Canterbury and that the authority was participating in the Children's Commissioner's Take Over Challenge. As part of the challenge his job would be done for one day by 8 young people and the plans for the day included an opportunity for the young people to consider a report on accommodation for care leavers, a report on foster care placements and a review of the Early Help and Preventative Services Scorecard.
- (13) Mr Oakford said he had spent a day at the Port of Dover following an invitation from the UK Border Agency and a joint meeting would be convened shortly to consider opportunities for joint working.
- (14) Mr Leeson (Corporate Director for Education and Young People's Services) said that 89.6% of schools in Kent had been assessed by Ofsted as good or outstanding and was ahead of the target for 2017 of 90% of schools being good or outstanding. 90% of primary schools, 84% of secondary schools, 96% of special schools and 86% of pupil referral units were judged to be good or outstanding. As of July 2016, 26 schools more schools were judged to be good or outstanding compared with July 2015 and this meant that 16,425 more pupils attended good or outstanding schools. Mr Leeson said this was a good outcome and that the upward trend was expected to continue.
- (15) Mr Leeson said there had been particular challenges in providing additional school places for the new school year and paid tribute to the work of the Property team and the area education officers who had ensured that every child who needed a place got one. 601 additional reception class places had been provided in 19 schools and 20 additional classes had been provided in primary schools. While at secondary level, 447 additional places had been created in 15 schools. 38% of additional places at primary level and 36% of additional places at secondary level had been provided in Dartford and Gravesham.

- (16) Comments were made in response to the verbal updates including:
- concerns about the frequency of changes to the Secretary of State for Education and to changes to the Government's education policies;
 - the possibility of a boys' grammar school on the Wilderness site in Sevenoaks;
 - the continuing need to improve performance at A-Level and to lobby the Government on making the voluntary dispersal scheme compulsory;
 - the ability of the Government to deal directly with 23000 schools nationally in the way local authorities traditionally had;
 - the potential impact of a loss of income on the viability of community centres run by volunteers when KCC ceased to provide community services from them.
- (17) In response to comments and questions, Mr Gough said that, as a result of legislative changes arising from the green paper, there might be a different way of making grammar school provision for both boys and girls in Sevenoaks.
- (18) Mr Oakford said that the authorities that placed children in Kent paid for their care but KCC met the costs of social care and support. He confirmed that the letter to the Children's Commissioner listed the authorities who had placed children in Kent without prior discussion.
- (19) In response to questions, Mr Leeson said the Lilac Sky School Academy Trust had failed, however, the regional and national schools commissioners had responded quickly to ensure the management of schools affected passed to other sponsors quickly and with minimum disruption.
- (20) In response to a further question, Mr Leeson said the recruitment of teachers was still a concern and not enough teachers were being trained nationally. He said the Department of Education was taking the matter seriously and work was underway to support recently qualified teachers to reduce the number of them that left within their first five years.
- (21) In response to a concern raised, Mr Oakford undertook to investigate the upkeep of the grounds around the Pie Factory in Thanet which were overgrown and poorly maintained.
- (22) Ian Watts (Area Education Officer – North Kent) and his team were thanked for their work in providing additional school places in Dartford and Gravesham.

207. Provisional Early Years and School Results 2016

(Item A6)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which provided a summary of the early provisional Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs) and GCSE and post 16 results for 2016.
- (2) Mr Leeson (Corporate Director for Education and Young People's Services) drew the Cabinet Committee's attention to the results for the Early Years Foundation Stage for Kent which had improved; performance at Key Stage 1

which was above the national average; the gap in attainment between pupils with special educational needs compared with all pupils; and the performance at Key Stage 2 which was above the national average apart from measures relating to grammar, punctuation and spelling which were in line with the national average. He also said there was no attainment gap in reading, writing and mathematics combined for pupils for whom English was an additional language; the position at Key Stage 4 and GCSE results was pleasing and that the provisional results for the percentage of students achieving two A-Level grades A* to E showed a small decline compared with 2015 while the number of students gaining 2 plus substantial vocational qualifications was higher. He concluded by saying that the A-Level performance was of concern with a continuing decline in results and that this reflected a similar picture nationally.

- (3) Resolved that the provisional results be noted and that they are subject to change.

208. Order of Agenda Items

(Item)

Mr Ridings proposed, and the Cabinet Committee agreed, that consideration of items B4 – Early Help and Preventative Services and B5 – NEET Service Contract Award be deferred to the end of the meeting to enable the information contained in the exempt appendices to be discussed.

209. Decision number: 16/00085 - Special School Programme - Additional Costs for Portal House Special School, Dover

(Item B1)

- (1) David Adams (Area Education Officer- South Kent) and Keith Abbott (Director of Education Planning and Access) introduced the report which set out the reasons behind the request to increase the Education and Young People's Services Capital Budget allocation for the re-development and expansion of Portal House Special School, Dover from the agreed £9m to £10.39m. The report also asked the Cabinet Committee to consider and endorse or make recommendations to the Cabinet Member on the proposed decision to increase the funding.
- (2) Mr Adams drew particular attention to the changes to the scheme following strong local opposition that had resulted in pressure on the capital allocation.
- (3) The Committee welcomed the report.
- (4) Resolved that the Cabinet Committee endorsed the proposed decision of the Cabinet Member for Education and Health Reform to increase the funding allocated from the Education and Young People's Capital Budget to the redevelopment and expansion of Portal House Special School, Dover from the agreed £9m to £10.39m.

210. Decision number: 16/00097 - Expansion of Joy Lane Primary School, Whitstable

(Item B2)

- (1) Marissa White (Area Education Officer-East Kent) introduced the report which set out the reasons for the request to increase the funding allocated from the Education Learning and Skills Capital Budget for the expansion of Joy Lane Primary School and informed the Cabinet Member for Education and Health Reform of the revised costs of the project. It also asked the Cabinet Committee to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to increase the funding from £1.5m to £3.5m.
- (2) Mrs White said that the original estimate of £1.5m was based on the provision of seven additional classrooms and ancillary facilities. She also said that the expansion of the school had to be phased in to ensure the school could accommodate the additional pupils that had been admitted and to undertake consultation relating to the main build project following local concerns about traffic management and parking.
- (3) The original scheme had to be re-designed to address potential planning objections arising from increased pressure on the road system. The revised scheme which would create a one-way traffic system required the demolition of a de-commissioned care home building to connect the internal roadway to Vulcan Close and the re-siting of fencing to take some of the care home site into the boundary of Joy Lane Primary School to provide additional parking spaces. This revised scheme required additional funding. The phasing of the project and the re-design of the main scheme had resulted in an increase in the overall cost of the project.
- (4) Resolved that the Cabinet Committee endorsed the proposed decision of the Cabinet Member for Education and Health Reform to increase the funding allocated from the Education and Young People's Services Capital Budget to expand Joy Lane Primary School from £1.5m to £3.5m.

211. Decision number: 16/00069 - Additional Costs for the Expansion of Chantry Community Academy, Gravesend

(Item B3)

- (1) Ian Watts (Area Education Officer – North Kent) introduced the report which set out the revised project costs for the expansion of Chantry Community Academy. The report also asked the Cabinet Committee to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on his proposed decision to allocate £2.5m from the Education and Young People's Services Budget for the expansion of Chantry Community Academy.
- (2) Mr Watts said it was originally agreed to expand the academy from 1FE to 2FE in 2014, however, building work was required for the expansion to 2FE and £2.5m had been included in the KCC Capital programme submitted to Property Advisory Group.
- (3) Resolved that the decision of the Cabinet Member for Education and Health Reform to allocate £2.5m from the Education and Young People's Services budget be endorsed.

212. Update - Education Traded Services Company

(Item C1)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which provided an update on the progress of developing an outline business case for an Education Trading Services Company.
- (2) Mr Gough said that in April 2016 it had been agreed to investigate the options for an Education Services Company which would include trading based around the existing EduKent model and drew Members' attention to the work undertaken with Ernst and Young to investigate the options for setting up an Educational Services Trading Company.
- (3) Mr Leeson (Corporate Director for Education and Young People's Services) said there were a number of drivers including Government policy in relation to schools and the role of local authorities; the desire of Kent schools to continue to work within the "Kent family" and to purchase services from Kent County Council as well as the continuing reduction in local authority funding and the potential for further income generation.
- (4) The proposal was welcomed by the Cabinet Committee and the importance of KCC retaining control and ownership of the Alternative Service Delivery Vehicle was emphasised.
- (5) In response to comments and questions Mr Leeson said that: the exact form of any trading arm had not yet decided; he chaired the working group which was comprised of officers; and he reported regularly to the Cabinet Member.
- (6) Resolved that the report be noted.

213. Work Programme 2016/17

(Item C2)

Resolved that the work programme be agreed subject to consideration, at the next agenda setting meeting, of the inclusion of measures relating to the performance of the youth service.

214. Education and Young People's Services Directorate Scorecard

(Item D1)

- (1) Mr Leeson (Corporate Director for Education and Young People's Services) introduced the report which set out the performance against the targets in the Strategic Priority Statement, the Vision and Priorities for Improvement and service business plans.
- (2) Data relating to the percentage of parents getting their first preference of primary school (EYPS 2), the percentage of parents getting first preference of secondary school (EYPS) and the percentage of pupils with a Statement or Education, Health and Care Plan (SEND10) appeared to be missing or incomplete and Mr Leeson undertook to take the matter up with the management information team.

- (3) Resolved that the report be noted.

215. Annual Equality and Diversity Report for Education and Young People's Services 2015-16

(Item D2)

- (1) Akua Agyepong (Corporate Lead, Equality and Diversity) introduced the report which provided a position statement for services within the Education and Young People's Services Directorate regarding equality and diversity work and provided an update on progress in the delivery of Kent County Council's Equality Objectives for 2015-16.
- (2) Mrs Agyepong said the Council had a statutory duty under the Equality Act 2010 to promote equality, undertake equality analyses to inform all policy decisions and to publish equality information.
- (3) Mrs Agyepong drew the Cabinet Committee's attention to some of the Directorate's achievements over the last year including the fall in youth unemployment for 18-24 year olds, the development of a new NEET Strategy and vulnerable learner strategy as well as the improvement in performance relating to the completion of SEN statutory assessments.
- (4) In response to comments, Mr Leeson said that, last year, action had been taken to reduce the numbers of primary school pupils permanently excluded and this was reflected in the report. Mr Gough said that most pupils attending the Royal School for the Deaf in Margate when it closed had been found suitable placements locally.
- (5) Resolved that:
- (a) the current performance of EYPS in relation to equality priorities in Appendix 1 to the report be noted;
 - (b) the progress EYPS had made in reducing inequalities in 2015-16 and future key actions proposed in Appendix 1 to the report be noted; and
 - (c) this report be received annually in order to comply with the Public Sector Equality Duty.

216. Exclusion of the Press and Public

Resolved that under Section 100A of the Local Government Act 1972 the press and public be excluded from the meeting for the following items of business on the grounds that they involved the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act.

217. Decision number: 16/00073 - NEET Service Contract Award

(Item B5)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which documented the procurement process, evaluation methodology and the award decision for the Not in Education, Employment or Training (NEET) Support Services contract expected to commence on 1 December and

asked the Cabinet Committee to consider and endorse or make recommendations on his proposed decision.

- (2) In response to Members' comments, officers said that: the procurement process had been thorough; robust contract monitoring arrangements would be put in place; the successful contractor already had a clear mobilisation plan; and that Members would be kept up dated on the delivery of the contract.
- (3) Resolved that the Cabinet Committee endorsed the proposed decision of the Cabinet Member for Education and Health Reform:
 - (a) To agree that the contracts for the delivery of commissioned NEET services across Kent be awarded on the terms and for the duration set out in the report and exempt appendix; and
 - (b) That the Head of Strategic Commissioning - Children's would, on behalf of the Corporate Director of Education and Young People's Services, take all such steps as are necessary to implement the decision.

218. Decision number: 16/00059 - Early Help and Preventative Services - Procurement of Youth Services

(Item B4)

- (1) Mr Hill (Cabinet Member for Community Services) introduced the report which asked the Cabinet Committee to consider and endorse or make recommendations on his proposed decision. Mr Hill said that, four years ago, KCC had been the first local authority to commission youth services from external providers and that he was keen to use the expertise of the voluntary sector. He outlined the extensive consultation that had taken place and said he was confident that the providers were in a position to give a good service locally.
- (2) Comments were made about: the position of the youth services four years ago; decisions that had been made relating to some purpose built youth centres; the fact that the current procurement process had been thorough; and the need for any youth service to be delivered professionally and to meet the aims and aspirations of young people.
- (3) In response to concerns about contract management and, in particular, the involvement of Members it was confirmed that: systematic and robust contract monitoring arrangements including monthly and quarterly reviews was planned; the Commissioning Advisory Board would receive regular reports similar to the in-house dashboard for Early Years Services; regular briefings for Members would be rolled out and this Cabinet Committee would receive half-yearly reports on performance. It was also confirmed that the Youth Advisory Groups had been re-structured and re-launched with increased opportunity for Member involvement.
- (4) Resolved that the Cabinet Committee endorsed the proposed decision of the Cabinet Member for Community Services:

- (a) To agree that the contracts for the delivery of commissioned youth services across Kent be awarded on the terms and for the duration set out in the report and exempt appendix; and
- (b) That the Head of Strategic Commissioning - Children's would, on behalf of the Corporate Director of Education and Young People's Services, take all such steps as are necessary to implement the decision.

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

To: Education and Young People's Cabinet Committee,
23 November 2016

Decision Number: 16/00099

Subject: **Proposed changes to Oakley (Special) School – Tunbridge Wells**

Classification: Unrestricted

Past Pathway of Paper: Education and Young People's Cabinet Committee –
15 December 2015

Future Pathway of Paper: Cabinet Member decision

Electoral Divisions: James Scholes (Tunbridge Wells South), Richard Long and
Chris Smith (Tonbridge)

Summary: This report sets out the results of the public consultation of the proposed changes to Oakley (Special) School, Pembury Road, Tunbridge Wells, Kent TN2 4NE

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:

Issue a public notice to:

- (i) increase the designated number of places from 218 to 242
- (ii) extend the lower age range at Oakley (Special) School to age 2 for 1st September 2017 in order to develop an observation and assessment nursery provision

And, subject to no new objections to the public notice

- (iii) Implement the proposals for 1 September 2017.
- (iv) Allocate £586,000 from the Education and Young People's Services Capital Budget
- (v) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (vi) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

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.

1. Introduction

- 1.1 Kent County Council's strategy for children and young people with special educational needs and who are disabled (SEND) identified the need to add capacity across the county. The SEND Strategy shows how we will be creating 209 extra places in special schools and 164 in mainstream schools.
- 1.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2016-20.
- 1.3 For a number of years the County Council has had an arrangement with Barnardo's to provide nursery provision for Tunbridge Wells children with complex special educational needs (SEND). The existing contract (which for education covers outreach and nursery provision) is coming to an end and cannot be extended. Kent County Council must have arrangements in place for 1 September 2017 for the children who will no longer be at Barnardo's Ravensdale Nursery.
- 1.4 Oakley School is currently the only district special school which does not deliver nursery provision from age 2. Oakley School serves children with complex needs from across Tunbridge Wells with high quality local specialist provision. Oakley was rated 'Good' by Ofsted in March 2015 and is a popular and successful school. We feel it is important to ensure the needs of children are met locally and that Oakley School can extend its offer to admit children from age 2 as other district special schools do.
- 1.5 Oakley School operates across three sites, currently arranged as primary aged provision at the Waveney Road site in Tonbridge and secondary and post-16 provision at the Pembury Road site in Tunbridge Wells, with a "satellite provision" supporting and integrating a small number of children with special needs into the mainstream setting of the Skinners' Kent Primary School.
- 1.6 As over 50% of the pupils currently attending the primary department in Tonbridge live in Tunbridge Wells the school already has its own plans to alter the current arrangements, which may result in primary aged provision being available at the Oakley Road campus from September 2017.
- 1.7 The need for places is firmly established in Tunbridge Wells and there is a need to ensure high quality provision is maintained to serve the area. The proposal is therefore to establish the O&A provision at the Pembury Road site. We have given careful thought to the location of the nursery on the school site, to ensure that it will be secure and appropriate for the age range and will not impact on the other provision on the school site.
- 1.8 The proposed observation and assessment provision (O&A) would be established for up to 24 children, which would equate to 12 full time

equivalent places. Over time it is likely that this would comprise up to 20 children between 3 and 4 years old who claim the free entitlement funding with 4 further children eligible for the two year old funding. It is envisaged that at a practical level this would mean up to 12 children will be attending the O&A nursery at any one time. The additional places will necessitate an increase in the overall designated number of the school, from 218 to 242.

- 1.9 With the support of the Governing Body, KCC carried out a public consultation. This report sets out the results of the public consultation, which took place from 23 September 2016 until 10 October 2016. An information 'drop-in' session was held on 27 September 2016 at Oakley School Pembury between 3.30pm and 5.00pm.

2. Financial Implications

- 2.1 KCC is proposing to increase the designated number of places offered at Oakley School from September 2017 and extend the lower age range of Oakley in order to allow the admission of pupils from age 2 for the 1st September 2017.

a. Capital

- i. The current accommodation at Oakley would not readily accommodate an increase in places and we therefore have developed initial plans to create purpose built accommodation at the Oakley School off the Pembury Road, Tunbridge Wells. External finishes will be sympathetic to the sensitive nature of the site and in keeping with the existing buildings.
- ii. The nursery is to be a single storey building located immediately adjacent to the south of the existing school, partly surrounded by the existing building and well screened by the mature trees on site. Accommodation will comprise generous entrance lobby, main play area, adult only area, hygiene room, break out space, toilets and storage. Additionally there will be an outside play area, some of which will be covered and external store.
- iii. The total cost is estimated to be in the region of £586,000 to be allocated from the Education and Young People's Services Capital Budget. The costs 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 allocated the additional funding.

b. Revenue

- iv. The O&A nursery places will be reflected in an increase in the school's formula funding, including an adjustment for the increase in floor area.
- v. Human – Providing continuity for families who currently access provision at Ravensdale Nursery is of the utmost importance to us. We also recognise the great work, skills and expertise that Barnardo's staff have provided over recent years and would seek to retain core staff who directly work with the children should the proposal to create a nursery at Oakley School proceed. Oakley School will be consulting with Barnardo's staff separately in order to review their rights under the

Transfer of Undertakings (Protection of Employment) (Amendment) regulations 2014 (referred to as TUPE).

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)’

4. Consultation Outcomes

- 4.1 Approximately 400 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, Tunbridge Wells 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.
- 4.2 A drop-in session was organised on 27 September 2016 between 3.30 and 5.00pm at Oakley (Special) School, Pembury Road, Tunbridge Wells, Kent TN2 4NE.
- 4.3 Oakley School primary phase Key Stage Leader, Caroline Fish, gave an assembly to explain to the children about the proposed addition of a nursery to Oakley School. Following this the children were given the opportunity for discussion in classes. The children were overwhelmingly in favour of the idea, their comments are attached at Appendix 1.

In addition, a survey of parents of children who had recently come to Oakley School from the existing Ravensdale nursery was conducted. This was primarily to ascertain what attracted such parents to have Oakley school as their preferred primary school and to solicit their wider views on the proposal. Whilst a few understandable concerns were expressed at the closure of Ravensdale, it is very clear that what attracted parents to Oakley is summed up by the views “We heard good reviews regarding the school (Oakley) and how it was similar to Ravensdale”; “I had heard positive feedback from friends and work colleagues”; “We had professionals telling us to have a look, and when we did, it just seemed to fit X so well! We were impressed by the children’s work too.”

In response to the question “What are your thoughts about the link between Ravensdale and Oakley school?” every respondent who expressed a view is very positive: five out of the seven respondents (71%) saying “Good”, “great” or “very positive”; one (14%) did not know and one did not express an opinion other than sadness that Ravensdale will close. The full survey responses have been passed to the Cabinet Member for Education and Health Reform for his consideration.

4.4 Following the closure of the education consultation period 28 positive responses were received, 2 were negative and 6 were undecided bringing the total to 36 responses. A summary of all written responses are attached at Appendix 2. The Cabinet Member for Education and Health Reform has been passed a copy of the full set of responses for his consideration.

5. Views

5.1 The View of the Local Members for Tunbridge Wells South and Tonbridge have been consulted about these proposals and confirm that no objections have been raised from residents.

5.2 The View of the Headteacher and Governing Body of Oakley Primary School
The Head, Leadership Team and Full Governing Body of Oakley School are unanimous in their support of the proposed amendment of Oakley's age range to include 2 – 4 year olds and of the associated proposal to build a specialist nursery on our Tunbridge Wells site. Oakley has already purposefully built strong, effective and mutually beneficial relationships with Ravensdale in recent years and integrate very well with their provision. Transition for children (& parents) from Ravensdale to Oakley primary phase is already good but will be even better if co-located.

Furthermore, the synergy of two-way sharing of best practice will undoubtedly raise already high standards yet further. Also, being able to integrate with Oakley's primary children will benefit the social, communication and interaction skills of the nursery age children, whilst learning about and understanding their complex needs at an early stage will benefit Oakley primary staff – enabling them to further tailor our provision to meet the individual needs of each child as they progress into full time education.

All Oakley School staff, including external therapists, were appraised of the proposal during INSET training at the beginning of September and clearly expressed the collective view that the proposal made good sense and was a logical and worthwhile move forward.

The proposal includes an increase in capacity to meet the needs of children in the district - the Head, Leadership Team and Full Governing Body of Oakley School are aware of increasing demand; recognise the needs of the current community together with future growth and thus fully support the increased provision.

In summary therefore, the Head, Leadership Team, staff and Full Governing Body of Oakley School endorse the proposed plan – the only proviso being that the resources, finance and staffing needed to maintain Outstanding specialist nursery provision are provided in addition to, and not drawn from, the existing Oakley School.

5.3 The View of the KCC Head of SEN Assessment and Placement

Kent SEND Strategy, launched in January 2014, sets out a vision of a well-planned continuum of provision, from birth to age 25, supporting every Kent child in their local community wherever possible. The Strategy has three overarching aims for Kent's most vulnerable children; to improve their outcomes, ensure the Council fulfils its statutory duties towards them and most relevant to this proposal, address any gaps in the range of Kent's specialist provision. The plan is ambitious. We must keep in step with the demand for Special school places and identify children with SEND at the

earliest possible opportunity in order to provide them with the support they need to make good educational progress. Parents have asked us to ensure that the SEND Strategy keeps their needs at the heart of the system and increase the support closer to home.

We recognise that the early intervention offered by specialist nurseries attached to special schools catering for children with Profound, Severe, and Complex Needs is an essential part of making sure help is available early. We are committed to increase the number of children for whom we can provide a specialist nursery place. Across Kent, all of the PSCN schools, with the exception of Oakley are now in a position to offer that support. As the district special school, Oakley has already demonstrated the skills and expertise which give parents confidence in the help their children need. The proposal to change the designated age range of the school to enable it to deliver specialist nursery provision responds to the needs of families for local provision that can give their children the earliest possible access to specialist teaching and support.

The Council has had a long and valued relationship with Barnardo's and the natural conclusion of the contract with them provided us with an opportunity to ensure children from Tunbridge Wells have the same offer as those in other districts.

5.4 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. Oakley School is a good school with an inclusive and welcoming ethos.

6. Proposal

- 6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to expand
- 6.2 The proposed alterations to Oakley (Special) School are subject to KCC statutory decision making process and planning.
- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.
- 6.4 There will be an impact on KCC's property portfolio with the value increased.

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 Infrastructure will sign contracts on behalf of the County Council.

8. Conclusions

- 8.1 This proposal will create an additional 24 places at Oakley School Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

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:

Issue a public notice to:

- (i) Increase the designated number of places from 218 to 242
- (ii) Extend the lower age range at Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE to age 2 for 1st September 2017 in order to develop an observation and assessment nursery provision

And, subject to no new objections to the public notice

- (iii) Implement the proposals for 1 September 2017.
- (iv) Allocate £586,000 from the Education and Young People's Services Capital Budget
- (v) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (vi) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

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.

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 http://www.kent.gov.uk/_data/assets/pdf_file/0007/56329/Commissioning-Plan-for-Education-Provision-in-Kent-2016-2020.pdf
- 10.3 Consultation Document and Equalities Impact Assessment www.kent.gov.uk/schoolconsultations

10.4 Strategy for Children & Young People with Special Educational Needs and Disabilities <http://www.kent.gov.uk/about-the-council/strategies-and-policies/childrensocial-care-and-families-policies>

11. Report Author

- Jared Nehra, Area Education Officer – West Kent
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12 Relevant Director

- Keith Abbott, Director of Education Planning and Access
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KS2 Response to Nursery – What ‘Bears’ think of the Oakley Nursery idea.

“Amazing”

“Good because I would get to play with them!”

“Because we would get to see them at school.”

“Because the children would like it there”

“If they get hurt the teachers would look after them.”

“If they want to say something they would learn that they have to put their hand up.”

“The babies can calm down.”

“Every child needs to go to school.”

“It’s good to make a place for the little ones.”

“It makes me feel a bit nervous.”

“Oakley is the best place for a nursery.”

“To help them have a good start to school.”

“A good experience for me to show them how to do it.”

“Exciting”

“Happy”

“Making Friends”

“Nice”

“Be kind”

“Awesome”

“It’s a big improvement for school”

“It will help them learn”

“It will be new and exciting for us.”

Summary of responses

Summary of Written Responses

Proposal to:

- **Increase the designated number of places from 218 to 242**
- **Extend the lower age range at Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE to age 2 for 1st September 2017 in order to develop an observation and assessment nursery provision**

Consultation documents (hard copies) distributed: approximately 400

Responses received: 36

| | Support | Undecided | Against | Total |
|-------------------------------|-----------|-----------|----------|-----------|
| Parents/Carers | 20 | 2 | 2 | 24 |
| Members of Staff (Oakley) | 6 | 1 | 0 | 7 |
| Members of staff (Ravensdale) | 1 | 2 | 0 | 3 |
| Other Interested Parties | 1 | 1 | 0 | 2 |
| Total | 28 | 6 | 2 | 36 |

In support of the proposals

Agree - Parents/Carers

- Very good idea to provide appropriate educational input from the beginning. Continuity is also important for students who find change hard. Using the same site seems good use of space as long as it does not distract from/prevent expansion of senior site facilities.
- This would be beneficial provided the children are diagnosed fully and properly. It would also enhance the school profile as a very good school.
- Good idea to have primary pupils at Pembury site, would make more united and older pupils could mentor.
- This would be beneficial provided the children are diagnosed fully and properly. It would also enhance the school profile as a very good school.
- This is a very good school that has the expertise and capacity to help even more students.
- Great idea. Concerned re implications for parking at secondary site which is already difficult on many occasions.
- Proposals are a brilliant idea – will give children attending at better chance in life.
- Fully supports increasing the number of places at school. However, concern about ending the nursery provision and Ravensdale part way through the year. Believes this is extremely disruptive for the children who attend and in particular children leaving in Sept 2017.
- Beneficial to have consistent provision all under one roof.
- In support - there is currently insufficient SEND provision for this age group in this area.

Agree - Members of Staff (Oakley)

- Very well thought through proposal and much needed.
- Makes sense to extend to cover pre-school provision. It will aid transition from pre-school to reception for children as well as parents and carers.

Agree - Members of Staff (Ravensdale)

- Priority is always about children and their families – concerns re:

Practicality:

- Latest floor plan for the new nursery – to accommodate 12 children + at least 6 staff within the confines of the proposed classroom is clearly not suitable and nowhere big enough – is the floor space designated by regulation for children with special needs?
- 2 classrooms of 6 children would better suit the very individual needs of our children.
- There is no provision for soft room/multi-sensory room

Supporting parents/carers

- The Office/Reception area needs to be at the front of the building with a clear view of who is approaching the nursery, i.e. to receive children, families and visitors, not tucked away the other side of the staff room. Need to pre-empt any difficulties our children and parents demonstrate as they come into nursery and to welcome them accordingly – this cannot be done if no one can see who is coming into the building.

Agree - Other Interested Parties

- District Coordinator for STLS/Outreach - based at Broomhill Bank School, aware of the excellent work undertaken by the Ravensdale. However, also acutely aware of the growing need for specialist nursery places. Welcomes proposal, although acknowledges that the change will have an impact on Barnardos staff and there will be a period of change that may prove challenging, the end result will be of benefit to the district. Trusts that Ravensdale and Oakley will be able to work together in order to ensure that Oakley continue the delivery of 'outstanding' rated provision that has been benchmarked by Ravensdale.

Undecided

Undecided - Parents/Carers

- A good idea to have nursery facilities but important to get it right.
- Ravensdale has provided a wonderful facility, the building and premise have been equally important as well as staff. Beneficial to nursery age children who require this provision and will be less disruptive for those children as they get older as they can continue onto school.
- Points to raise which they believe plans lack:

- Space- the new nursery will be double the amount of children, equipment, parents and carers - the area allocated would be too small for easy storage of equipment. (example given of equipment their daughter needs on a daily basis - high chair/floor seat/standing frame/buggy chair).
- Entrance hall on plans seems small. Currently Ravensdale has a large hall area where wheelchair services, physio visits etc are held easily but with space for visitors, play area and child. There is no sensory room in new plans.
- Parent believes this to be 'page one of the handbook requirement as all children benefit from this', although there is one in the senior school it would not provide a service to the nursery. No parents room on the plans - this room is often used and valued in the school as a private place to meet with professionals. Classroom space is biggest concern and wants to highlight how this space will look with children/staff and equipment. Safety concerns - children running around/those laying on the floor quite possibly on oxygen and some children may struggle with noise levels of such a big room. Parents would appreciate these points looked at to ensure the nursery meets all requirements.

Undecided - Members of Staff (Oakley)

- Concerned with the space and parking for extra pupils and staff

Undecided - Members of Staff (Ravensdale)

- Agreement is based entirely on whether the new build is fit for purpose for the number and special individual needs of the children which I don't think the current plans are at all. The physical inside space is simply not safe or practical in my opinion for the number of children/adults proposed, with all their equipment, furniture, toys etc.
- The nursery requires its own sensory/soft play area. The main school facility is a) too far away from the proposed nursery site, b) far too big for 2, 3 & 4 year olds and would obviously have to be timetabled which nursery children would not understand.
- Understand that this nursery is for the long term and therefore it is important that it is right at the beginning and that the staff who are experienced in working with such children's views are listened to. I also understand that the fantastic facilities that we have at Ravensdale are not going to be exactly replicated. However, there are basic essentials that I feel are not yet included in the plans.
- I think it imperative that the change does not happen mid-academic year as this would be too disruptive for the children currently attending Ravensdale.
- The principal idea of the move is a good one and speaking to most people that will be involved in the move agree. However as a member of staff working directly with children I would like to see that we are involved in the planning and set up of the new nursery, working directly with the children and understanding their needs in my eyes makes us the best to consult.
- If you are going to increase the number of children up to 12 at any one time then two rooms would much more preferable. We have children that are so

poorly and their immunity cannot cope with large groups, smaller ones enable the children to access nursery and enjoy and experience it, sadly sometimes is a very short life span.

- The new setting should have a sensory room, soft room and a parent room even if it's a small one. The sensory and soft room are used on a frequent basis and often at the same time to meet the needs of the children. The parent room is used more so when new children start with us and parents need a place to sit and talk, often crying at the loss of the child that was going to be in their minds. We use it to discuss the children's progress go through the files etc. and when the parents are not quite confident at first to leave their child for a length of time they can sit and relax in the knowledge we are just next door.
- Ravensdale has a great atmosphere and a homely feel, another thing that is so important to keep when thinking about the plans.
- Breaking up a team that works so fantastically is devastating. We as the nursery staff working directly with the children are able to do this because of the backup we have from our team manager, admin staff and our family liaison worker all who we understand will probably lose their jobs. Another area that KCC need to think about when setting up the new nursery.

Undecided - Other Interested Parties

- Would just like to highlight the potential need for more involvement from occupational therapy regarding planning of new building for children with disabilities. E.g. looking at access, space for equipment, sensory rooms, changing facilities, hoisting, turning tables, door widths.

Against

No – Parent/Carer

- Oakley should stay as it is. The school isn't big enough to cope. Will more staff be taken on? Will the quality of teaching not be to a high standard?
- Oppose the proposals. Although the two proposals themselves are not objectionable, the framework supporting these proposals is not viable in its present form:
 - KCC consultation – costs have not been outlined for equipment, storage, etc for the new provision.
 - The timeline does not offer clear timetable from March 2017 re building and disruption to all pupils and staff on TW site.
 - Transport arrangements from Tonbridge site and implications on Oakley School.
 - Road works re: A21 are not addressed.
 - Lack of planning in the areas of building and transition.

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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:

16/00099

For publication

Subject: Proposed Changes to Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE

Decision:

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

Issue a public notice to:

- (ii) Increase the designated number of places at Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE from 218 to 242
- (iii) Extend the lower age range at Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE to age 2 for 1st September 2017 in order to develop an observation and assessment nursery provision

And, subject to no new objections to the public notice

- (iv) Allocate £586,000 from the Education and Young People's Services Capital Budget
- (v) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (vi) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.
- (vii) Implement the proposals according to the dates identified above

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

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 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 which are set out below

Cabinet Committee recommendations and other consultation:

23 November 2016 report to Education and Young People's Cabinet Committee

To be completed following meeting

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 places in the area.

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

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

To: Education and Young People's Cabinet Committee,
 23 November 2016

Subject: Proposed changes to Harrietsham CEP School (Maidstone)

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 15 December 2015;
 Future Pathway of Paper: Cabinet Member decision

Electoral Divisions: Maidstone Rural East, Jenny Whittle

Summary: This report sets out the results of the public consultation of the proposed changes to Harrietsham CEP School (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 on a proposed decision to:

Issue a public notice to:

- (i) Expand Harrietsham CEP School, West Street, Harrietsham, Kent ME17 1JZ from 210 to 420 increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2018.

And, subject to no new objections to the public notice

- (ii) Implement the proposals for 1 September 2018.
- (iii) Allocate £3 million from the Basic Needs budget, which over a period of time will be offset by approximately £1 million from developer contributions.
- (iv) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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.

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.

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. These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2016-20
- 1.2 The identified housing need for Maidstone Borough is 18,560 dwellings for the period 2011-31. In the past year a number of significant development sites have been granted planning consent. A significant amount of housing has been proposed in the Rural Service Centres which includes Harrietsham.
- 1.3 Maidstone Borough Council has recently submitted their proposed Local Plan to the Planning Inspectorate, setting out the quantity and location of housing development up to 2031. Within the Plan both Harrietsham and Lenham have been designated as Rural Service Centres, regarded as sustainable locations away from the town with infrastructure to support further growth.
- 1.4 Whilst submission of the Local Plan is a significant step forward towards a clear plan for housing in the Borough, a five year housing supply has not existed for a number of years and several developments not within the Plan have been granted consent in addition to those allocated.
- 1.5 Within the Local Plan 242 new dwellings are proposed for Harrietsham across three sites up to 2031. In reality 220 have homes already been consented with a further 141 in the planning system. Approximately 360 new houses would be anticipated to result in more than 100 additional pupils requiring primary aged school provision. This pressure could not be met locally without an increase in the capacity of existing primary schools. KCC's preference is to expand Harrietsham CEP School, which would necessitate the provision of additional land adjacent to the existing school buildings.
- 1.6 Harrietsham CEP School is a popular school judged 'Good' school by Ofsted in November 2013. For September 2016 reception year intake the school received a total of 72 preferences for a PAN of 30. The school's students are the heart of a vibrant and creative learning environment with a Christian ethos. Every child is valued and expected to reach their full potential as a confident and independent learner. This would secure Kent's 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)'.

- 1.7 KCC, with the support of the Governing Body, is proposing to provide additional school places by expanding Harrietsham CEP School from 1 to 2 forms of entry (from 30 to 60 Reception places each year). The expansion of Harrietsham CEP School by 1FE for September 2017 will act as the strategic response to the forecast population growth in Harrietsham village and neighbouring village of Lenham. Should the proposal proceed additional accommodation would be provided to enable the school to expand.
- 1.8 The expansion of Harrietsham CEPS would require additional land to be secured to provide appropriate facilities. KCC is seeking to acquire land adjacent to the school to facilitate this.
- 1.9 This report sets out the results of the public consultation, which took place from 19 September 2016 until 17 October 2016. An information 'drop-in' session was held on 5 October 2016 at Harrietsham CEP School between 4.00pm and 5.30pm.

2. Financial Implications

- 2.1 KCC is proposing to relocate and enlarge Harrietsham CEP School by 30 places taking the PAN to 60 (2FE) for the September 2018 intake and eventually a total capacity of 420 places.

Capital –

- a. The proposal is for a new building providing 6 classrooms with associated ancillary facilities and a small group room, additional soft and hard play areas and the provision of additional car parking. The new building will also provide enhanced administration facilities for the School, with the current office space refurbished to provide the second Reception Class. Currently the School Hall and Kitchen are undersized and will be increased to accommodate the 1FE expansion. The total cost is estimated to be in the region of £3m from Basic Need budget, of which approximately £1m is anticipated to be secured from developer contributions over a period of time. The costs are estimates and these may increase as the project is developed. If the cost of the project would be exceeded by more than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue
 - i. The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
 - ii. Growth funding will be provided annually for the new Reception Year class for three years. This will include a £6,000 contribution towards the set up costs of each class.
 - iii Human – Harrietsham Primary School will appoint additional teachers and support staff, as the school size increases and the need arises.

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

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

4. Consultation Outcomes

- 4.1 Approximately 400 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, Maidstone 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.
- 4.2 A drop-in session was organised on 5 October 2016 between 4.00 and 5.30pm at Harrietsham CEP School.
- 4.3 The Head Teacher, Linda Oliver, in an Act of Worship on the 10th October 2016 explained to the children about the proposed expansion of the school. 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 7 classes across the schools. Overall 69% of the children were in favour of the proposed expansion with 5% against and 26% undecided. A summary of children’s views are attached as Appendix 1.
- 4.4 Following the closure of the consultation period 24 positive responses were received, 13 were negative and 6 were undecided bringing the total to 43 responses. A summary of all written responses are attached at Appendix 2. The Cabinet Member for Education and Health Reform has been passed a copy of the full set of responses for his consideration.

5. Views

5.1 The View of the Local Member for Maidstone Rural East

I support expansion of the school by way of a direct agreement with the landowner to acquire the land required. I do not support expansion of the school dependent on a resident application on Tong Meadow being approved.

5.2 The View of the Headteacher and Governing Body of Harrietsham C of E Primary School

We feel the proposed expansion of the school is absolutely necessary in an attempt to serve the needs of the current community together with its proposed growth. The proposal has already met with the approval of the majority who attend and work at the school and the wider community during a

consultation period. Therefore we endorse without reservation the proposed plan. The governors would like you to note that they are agreeing to the proposed expansion of the school not for future housing developments in Harrietsham.

5.4 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. Harrietsham CEP School is a good school with an inclusive and welcoming ethos.

6. **Proposal**

6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to expand Harrietsham CEP School from 210 to 420 for 1 September 2018.

6.2 The proposed alterations to Harrietsham CEP School are subject to KCC statutory decision making process and planning.

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

6.4 There will be an impact on KCC's property portfolio with the value increased.

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 Infrastructure will sign contracts on behalf of the County Council.

8. **Conclusions**

8.1 This proposal will create an additional 210 places at Harrietsham CEP School for primary aged children in line with Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

9. **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 on a proposed decision to:

Issue a public notice to:

- (i) Expand Harrietsham CEP School, West Street, Harrietsham, Kent ME17

1JZ from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2018.

And, subject to no new objections to the public notice

- (ii) Implement the proposals for 1 September 2018.
- (iii) Allocate £3 million from the Basic Needs budget, which over a period of time will be offset by up to £1 million from developer contributions.
- (iv) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

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.

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 http://www.kent.gov.uk/_data/assets/pdf_file/0007/56329/Commissioning-Plan-for-Education-Provision-in-Kent-2016-2020.pdf
- 10.3 Consultation Document and Equalities Impact Assessment www.kent.gov.uk/schoolconsultations
- 10.4 Strategy for Children & Young People with Special Educational Needs and Disabilities <http://www.kent.gov.uk/about-the-council/strategies-and-policies/childrensocial-care-and-families-policies>

11. Report Author

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12 Relevant Director

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Harrietsham CEP School - Our thoughts on the expansion of the School

Butterfly Class – Year R

- Here are some of the children’s responses to our class discussion:
- How are we going to fit in a circle?
- Our school will still be our school
- It’s a good thing, we will have a bigger school
- We can have new friends
- New toys to play with!
- Are we going to have a bigger playground?
- More children to play with
- What new classrooms are we going to have?
- Will the computers still be here?
- Where will we go?
- What about our toys to play with? We’re going to have more equipment!

Year 1

- I like the school the way it is.
- Brilliant – make more friends
- Love it – classes would be bigger
- Too many people – won’t know their names.
- More Year R’s to look after and play with.
- Bit scared – won’t know everyone
- Bigger library means more books.
- More toys and resources.

Year 2 – Dormice Class

Concerns

- We don’t know what it will look like; we discussed that there will be plans and artists impressions drawings to look at.
- It might be confusing – you sometimes get lost in bigger places: we talked about knowing how to get to school field and wildlife area a long way from our classroom and both further away than our new building)
- There will be lots of people on the playground (very pleased to hear there will be more playing space).
- I’m a shy person and I won’t know people (discussed that when we first started school didn’t know each other and that soon we had lots of friends).

Positives

- There will be more space to play in.
- There will be lots of new friends
- There will be grass to play on in the summertime.
- It will be good for others in the village who have not been able to get into our school.

Year 3

For

- The library will expand this means more books to read.
- We can make more new friends and the playground will get bigger.
- More playing space and grass to play on.
- We can fit more people in our school and have a bigger community.
- More clubs for children to attend.
- More resources and equipment in our classrooms.

Against

- The village will get bigger and become busy.
- There will be less parking.
- Plants and wildlife might be destroyed.
- Playground becoming over crowded.
- Hard for the cooks to cook more food.

Questions:

1. When will the shelter and little playground get bigger?
2. Do we have to get a bigger school?
3. How big will the school become?
4. How long will the building take?
5. Will there be one big library or a few small ones?

Year 5

Many children in Year 5 were very eager to express their sensible views on the school expansion. Most children that spoke seemed to be in favour of expansions.

As a class, Year 5 gave the following explanations as to why they thought the expansion was a good or a bad idea.

Good idea

- The expansion would create more school places for children who live close to the school.
- There would be extra space in the school.
- There would be more rooms to access in a lockdown situation.
- It would create the opportunity for the school to recruit extra staff.

Bad idea

- The expansion may destroy the habitats of some animals, in particular rabbits.
- It could create more traffic, which would make it harder for people to access the school and could cause delays to local buses.
- The extra traffic could make it more dangerous for children crossing or cycling on the roads at the end of the school day.

School Design

- As a class, Year 5 raised the following points that they thought should be borne in mind when designing the new school:

- The design of the new building ought to keep the style of the existing building, so that the new building feels like part of the school.
- The new building ought to have bigger classrooms than the current building.
- Year groups ought to occupy adjacent classrooms, possibly with adjoining doors.
- The expansion of the school hall ought to be bigger than currently planned.

Year 6 – Badgers Class

What is your opinion about the school being expanded?

| Very bad idea | Bad | Unsure | Good | Very good |
|---------------|-----|--------|------|-----------|
| 0 | 0 | 8 | 17 | 1 |

What benefits would there be to expanding Harrietsham?

- When we go to secondary, already used to a bigger school.
- Children who live near or have friends/siblings here will be able to come.
- Due to housing developments, more children will be need schools in this area.
- More people in the school mean more friends.

Do you have any concerns about the expansion?

- What new classes would be in the new build?
- Will there be another hall?
- Will the playground be expanded?
- If the playgrounds are bigger, would there be more staff or would they stagger break?
- What about eating? There won't be space/time. Wouldn't we need more facilities and resources?
- What would happen about the school field e.g. Sport's Day?

What are your opinions about the plan?

- How would we all fit in the church?
- What would happen with house points?
- Concern – it would be difficult to find your friends?
- Would twins be split?
- What about the staff hiring?
- What would happen about going swimming?

Comments

- Lots of change – unsure how it would all work
- I like the small school atmosphere
- A lot more children overall could lead to more bullying.
- At the beginning, I thought it would be good with more things added but it might affect the amount of time swimming and whole school activities.

Appendix 2

Summary of Written Responses

Proposal to:

- **Expand Harrietsham CEP School, West Street, Harrietsham, Kent ME17 1JZ from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2018**

Consultation documents (hard copies) distributed: approximately 400

Responses received: 43

| | Support | Undecided/ Not stated | Against | Total |
|--------------------------|-----------|-----------------------|-----------|-----------|
| Parents/Carers | 12 | 5 | 6 | 23 |
| Pupils | 0 | 0 | 1 | 1 |
| Members of Staff | 5 | 0 | 0 | 5 |
| Other Interested Parties | 7 | 1 | 6 | 14 |
| Total | 24 | 6 | 13 | 43 |

In support of the proposals

Parents/Carers

Agree

- Understand that as the village expands the school will have to increase to meet demand.
- A shame that Harrietsham has been chosen as an area for massive development. A small community turning into an expanse of housing, losing the community feel. However, if the village is to expand then the school must also grow to meet residents' needs.
- Traffic concerns, around West Street and surrounding side streets are dangerously congested. Cars parked inappropriately, no formal crossing, busy people driving without due care.
- The school should get priority for the land over more housing development as a lot of local residents already struggle to get their children into the school and the amount of new housing is only going to increase the problem.
- Local school needs local school places.
- Concerned about the amount of noise/disruption caused by building work during school hours and the amount of playground/field space they will get.
- Concerned about the impact of construction on education and the focus of teaching staff, disruption to external play areas.
- Expect the school and KCC to fully engage pupils re: the build at an early stage.
- Would hope the school hall will either be significantly enlarged or rebuilt elsewhere to create a space where the expanded school can meet, learn and worship.
- Interested to find out what the environmental impact will be as the extension of the school will be on translocated land, which has already been diminished in size following the Hollies housing development.
- Concerned about lack of local school spaces and availability of places at Harrietsham PS if housing continues.

- I think the school and KCC could incorporate a scooter shed along with the bikes which will help with traffic. Many times the children want to scoot but it is difficult to carry the scooters home.
- Concerns around the pick-up and drop-off and traffic management.
- The car park of the school should be one way, as a loop to alleviate drop-off and collection.
- From the plans it appeared that the pre-school and reception would be separated that would be a shame as the transition for the children in the rooms next door currently works really well.
- Agree with the proposal but is this proposal going to be enough- will this eliminate the need for children born and raised in Harrietsham attending primary school of the village?
- Agree for need to expand – hope same consideration is given to secondary.

Member of Staff

Agree

- The expansion is needed due to the population of Harrietsham increasing. The children who live in the village should be able to attend their local primary school.
- Due to the number of disappointed parents whose children did not get offered a place for this current academic year I feel the school expansion is a good idea, especially with the number of new properties being built and young families moving into the area.
- A pedestrian crossing is needed near the school with the amount of cars dropping and collecting as this will increase.
- Without the expansion classes will be forced to exceed their current capacity, which would be problematic for the pupils and the staff.
- Good idea if more reception places can be offered.

Other Interested Parties

Agree

- Agree but if the school has an existing travel plan, clearly it is not working. West Street is already seriously congested. The Parish Council is already very worried about the access to buses and emergency vehicles and the problem of large lorries negotiating the sharp junction at Station Road.
- Perhaps school buses could be used to collect children from designated points around the village and entering and exiting the school campus only from the Parkwood end of West Street.
- The extension of the school should be funded by Kent Education Committee and not as a quid pro quo arrangement which permits the further residential development of the site.
- Supportive of the expansion, however, specific detailed concerns regarding environmental impact around surface water drainage and the impact on the Parkwood Trout Farm and water supply to Leeds Castle. Letter and diagrams have been passed to KCC Property design team.

- It is very important for children of primary school age to attend school where they live. This is not possible at present in Harrietsham due to limited space and recent new housing development.
- In favour of the proposed expansion even if it means developing part of the site adjacent to the East of the school to help finance the works but also to ensure the playground and playing field arrangements are better located to the school buildings.
- Major concern for everyone is the traffic movement in West Street. – Make it one way from West to East which would require adjusting the junctions with the A20 at both ends to allow safe access and egress.
- Support the growth of the school but the proposed expansion is not enough. Lenham and Harrietsham are both planned for many more houses.
- Concerned about the current infrastructure of the school and lack of future proofing.
- Concerned there is no footpath for pupils or pedestrians for pupils or pedestrians from the school west wards to the A20.

Response was received from Harrietsham Parish Council on 13th October 2016

The full response has been passed to the Cabinet Member for Education and Health Reform for consideration. The response broadly supports the expansion of Harrietsham Primary School but has grave concerns about how this is to be achieved. The Parish Council raise concerns about:

- The consultation process. If the proposal is approved by KCC needs to be joined up thinking with the Highways Department on how this expansion can happen without it being detrimental to all road users, pedestrians and surrounding home owners.
- Traffic and congestion issues along West Street and the Hollies, particularly around pick-up and drop-off times.
- How KCC will ensure that children can safely walk to school along a road with very limited footpath.

The Parish Council suggests KCC commences negotiations with the Landowner with a view of purchasing the required land; without there being the need for the land to be held to ransom by the developer. The Parish Council would vigorously oppose any future development of Tongs Meadow.

Response from Maidstone Borough Council

The Borough Council is supportive of the principle of expanding this school to accommodate the additional pupils generated by planned development in Harrietsham. The need for additional primary school capacity is reflected in Policy SP6 Harrietsham Rural Service Centre of the submission version of the Maidstone Borough Local Plan 2011 – 2031. Significant developer contributions have been secured towards improvements at Harrietsham CEP School through the Council's development management system. The Council would welcome further discussions when more detailed proposals are developed.

Undecided/did not indicate whether in support or against

Parents/Carers

- Understand and accept need to increase the school due to the large expansion of the village. It has been suggested that once the school has been expanded, further housing development will be built taking away the only green space in this part of the village. Strongly oppose further housing.
- Concern about increase in traffic - calming measures should be introduced.
- Current school grounds are too small to effectively double school capacity. Concern about where additional facilities will be located.
- Need understanding on impact to local residents with increased parking/how the school would cope with teaching staff. A lot of change has happened at feel the team is stretched.
- Space is limited with the school now even more students would impact on existing students.
- Concerned the school would lose its village culture and parents/teachers become more distant.
- Will additional monies adequately set class rooms up ready for use or will more money be needed? Where will increased number of teachers come from? How will they be paid? Will additional assistance be given to 'special needs' pupils as increase in pupil numbers may increase those with specific care needs?

Undecided/did not indicate whether in support or against

Other Interested Parties

- Concerned there is not a valid case for additional pupils – approximately 70% will be taken up by children from other villages impacting on traffic issues in West Street.
- KCC should consider expanding other areas where demand comes from. KCC has not provided any evidence why schools such as Lenham can't be expanded as they appear to have plenty of land around the school and much better and quieter access roads.
- Only supportive of expanding Harrietsham PS by three classes to provide places for children from Harrietsham.

Against the proposals

Parents/carers

- Concerned that expanding to 2FE will have a detrimental effect on school standards and will result in loss of community/village feel.
- Do not want education of children compromised by building work in the most important years at Primary School.
- Area needed for expansion has footpaths and is full of wildlife that people love.
- Concern about traffic, West Street congestion, no Zebra crossing and impact on residents.
- Concern about currently quality of education offer - efforts should be focused on quality not quantity.

- Concern about traffic management/safety – consideration of pupils safety and wellbeing must be taken
- Concern about established trees will be cut down.

Pupil

- I don't like this idea because I was going to ride my bike to school but now it will be too dangerous so I don't want this done.

Other Interested Parties Against

- Harrietsham Against Reckless Development (HARD) submitted a full response which has been passed to the Cabinet Member for Education and Health Reform. Comments were documented including:
 - Unsuitability of current site for expansion – will the land required for expansion be purchased with the condition that the whole of Tongs Meadow be developed as a housing development or can it be purchased without a condition.
 - Poor level of communicating the proposal – communication is biased.
 - One FE expansion is more than is required.
 - Current state of traffic in West Street is already chaotic on school days.
 - HARD members believe insufficient thought has been given by KCC in regard to planning the future (total) educational needs of Harrietsham, Lenham and possibly as far afield as Ashford by 2030.
- Not strong enough case to expand to double in size. Concerned that 70% of additional places will be taken up by children from other villages.
- Opposed to expansion that requires the loss of extremely sensitive reptile, amphibian and wildlife habitat (RAW). The original school build and the shorts field has already resulted in the relocation of RAW and the destruction of their habitat.
- KCC had to apply for a European protected species licence for the development of the school's sports field. In its justification for the field's current location, it was stated that should the sports field be located immediately east of the school "it would affect a higher quality herpetofauna habitat." However, KCC is now ignoring the content of this licence application and considering destroying this habitat by building on it. If it was applicable then, it is applicable now.
- Object as Campaign to Protect Rural England, Kent Wildlife Trust and the Kent Downs AONB have all issued robust and compelling objections on Tongs Meadow.
- Concerns about traffic particularly around West Street – it will ruin the village and the quality of life.
- There are not many schools which have such diverse countryside in one meadow, ponds, small wood, boggy area, wild flowers and butterflies, why lose it.
- Where will development stop - no to more houses!
- It would be better if KCC brought the land direct from the landowner.
- KCC should consider looking for an alternative school site off the A20 with land that does not have all the complications of Tong's Meadow and that could allow for future expansion of a 2FE.

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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:

16/00100

For publication

Subject: Proposed Expansion of Harrietsham CEP School (Maidstone)

Decision:

As Cabinet Member for Education and Health Reform I agree to issue a public notice to:

- (i) Expand Harrietsham CEP School, West Street, Harrietsham, Kent ME17 1JZ from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2018

And, subject to no new objections to the public notice

- (ii) Allocate £3 million from the Basic Needs budget, which over a period of time will be offset by up to £1 million from developer contributions over a period of time.
- (iii) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (iv) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Implement the proposals according to the dates identified above

The costs are estimates and these may increase as the project is developed. If the cost of the project would be exceeded by more than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

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 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 which are set out below

Cabinet Committee recommendations and other consultation:

23 November 2016 report to Education and Young People's Cabinet Committee

To be added following the meeting

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 places in the area.

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 of Education and Young People's Services

To: Education and Young People's Services Cabinet Committee – 23 November 2016

Subject: **The Commissioning Plan for Education Provision in Kent 2017-21**

Classification: Unrestricted

Past Pathway of Paper: The 2016-20 Version was presented at the Education and Young People's Services Cabinet Committee on 15 December 2015

Future Pathway of Paper: Cabinet - 9 January 2017

Electoral Division: All

This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2017-21, prior to final approval by Cabinet.

Recommendations:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 9 January 2017.

1. Introduction

- 1.1 The Commissioning Plan for Education Provision in Kent (KCP) is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient Early Years, SEND, Primary and Secondary places and to ensure that there are appropriate learning pathways for pupils at Post 16. It is also our responsibility to ensure that we have enough places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority role has changed to being the commissioner, as well as continuing to be a provider, of education provision.
- 1.2 There have been significant increases in the birth rate, birth numbers and inward migration as well as other demographic changes over recent years, which require substantial increases in the provision of school places in the coming years. The KCP sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out plans to meet the commissioning needs which arise in each District in Kent, in more detail for the next two to three years.

2. Proposal

- 2.1 This updated KCP for the period 2017-21 is a 'live' document which underpins our on-going dialogue and consultation with schools, District Councils, Diocesan Authorities and Elected Members, to inform the process of ensuring there are sufficient school places of good quality in the right locations, and other provision including childcare, for Kent children and families.
- 2.2 The yearly number of births in Kent increased by 24% in the period 2002-12. The number of births dropped in 2013, but has risen since. Local Kent Health Authority data shows a greater rise than Office of National Statistics; it is this birth data which underpins our forecasts. The number of Primary age pupils is expected to continue rising significantly from 119,943 in 2015-16, to 127,859 in 2020-21, which almost 8,000 extra pupils over the next five years. Beyond this point strategic forecasts suggest that the number of Primary pupils will continue to rise until 2030 at which point they will drop slightly. The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,007 in 2015-16 to over 93,749 in 2022-23. Beyond this point the longer term strategic forecasts indicate a continuing rise in pupil numbers. Longer term forecasts are heavily influenced by new housing development beyond 2026.
- 2.3 This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places each year as follows:

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|---|---|--|---|
| <i>Primary</i> 9.5FE* permanent 150 Year R places 30 Year 2 places 30 Year 3 places | <i>Primary</i> 12FE* permanent 30 Year R places | <i>Primary</i> 13FE* permanent | <i>Primary</i> 51FE* permanent |
| <i>Secondary</i> 10FE permanent | <i>Secondary</i> 26FE permanent | <i>Secondary</i> 17FE permanent 60 Year 7 places | <i>Secondary</i> 26FE permanent 210 Year 7 places |

*NB the FE figures above are rounded to the nearest 0.5FE

- 2.5 Much of the additional provision will be achieved by expanding existing schools. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

3. Financial Implications

- 3.1 The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools. The cost of providing additional school places is met from Government basic need grant, supported borrowing by KCC and developer contribution monies. The previous Medium Term Financial Plan (2016-19) made clear that KCC was no longer in a position to undertake any further prudential borrowing to support new provision (as it has done in the past - notably with the Special Schools programme). To do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. This position has not changed in respect of the new Medium Term Financial Plan (2017-20). Delivery of the additional schools places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate

- 3.2 Figure 3.1 summarises KCC's spending and phased spending on school places for the period 2010 – 2020.

Figure 3.1: Summary of spending on school places 2010-2020

| Year | Cost by Funding Source | | | | Total (£) |
|--------------|------------------------|---------------------------------|-----------------------------|----------------|--------------------|
| | Basic Need (£) | Council Borrowing and Funds (£) | Developer Contributions (£) | Other (£) | |
| 2010-11 | 1,796,594 | 0 | 35,971 | 0 | 1,832,565 |
| 2011-12 | 7,860,135 | 0 | 2,865 | 0 | 7,863,000 |
| 2012-13 | 7,359,521 | 1,839,000 | 6,813,479 | 0 | 16,012,000 |
| 2013-14 | 14,052,384 | 1,545,000 | 703,198 | 62,888 | 16,363,470 |
| 2014-15 | 27,710,662 | 0 | 2,599,090 | 0 | 30,309,752 |
| 2015-16 | 79,569,970 | 28,181,399 | 8,596,322 | 325,000 | 116,672,691 |
| 2016-17 | 33,620,510 | 25,566,895 | 19,198,396 | 0 | 78,385,801 |
| 2017-18 | 43,031,376 | 26,255,213 | 30,145,846 | 0 | 99,432,435 |
| 2018-19 | 15,580,579 | 778,307 | 15,272,374 | 0 | 31,631,260 |
| 2019-20 | 6,050,000 | 1,050,000 | 0 | 0 | 7,100,000 |
| Total | 236,631,731 | 85,215,814 | 83,367,541 | 387,888 | 405,602,974 |

- 3.3 Government funding for 'Basic Need' 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.

- 3.4 Last year we estimated the gap between the level of funding available and our initial cost estimate to provide the number of places needed to meet the pupil forecasts as being in excess of £100m across the MTFP period 2016-19. This significant funding gap was subsequently closed based on assumptions on the future delivery of new provision through the Free Schools programme and some difficult decisions taken on project phasing and scope. However, price inflation in the construction industry and the sheer number of places, particularly in the Secondary sector, will continue to make our capital funding position a challenging one.

It is clear from our experience over the past year that the assumptions made on Free School based provision now bring a greater degree of risk to the delivery of the Kent Commissioning Plan than expected. Free School projects are led by the EFA and to date we have witnessed delays to a number of projects, which have had financial and reputational consequences for KCC. We have been raising our concerns with the EFA and seeking to discuss options with them to reduce this level of risk.

In updating the Kent Commissioning Plan we have revisited the programme costs for the new MFTP period 2017-20. Our initial estimate of the revised gap faced in the MTFP period 2017-20 is £28m. This does not take account of the 2019-20 Basic Need allocation from the DfE which will not be known until February 2017. The 2018-19 allocation was £24.8m. Clearly a 2019-20 allocation of a similar order would significantly reduce this gap. Work is already underway to identify options to balance the programme by the time the County Council sets its budget in February 2017. The Commissioning Plan provides the evidence with which to lobby the DfE further, with a view to ensuring all authorities receive the financial support required to meet the National Challenge of ensuring sufficient school places. As previously described, further borrowing by the Council would not be prudent and we cannot look to divert the already low levels of funding for maintenance and modernisation of the existing estate.

3.5 For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.

4. Next Steps

4.1 Following the Education and Young People's Services Cabinet Committee's comments, any final changes and amendments will be made prior to the Commissioning Plan being presented to Cabinet for consideration and approval on 9 January 2017.

4.2 The final approved Plan will be published as soon as it has been agreed by Cabinet.

4.3 The Plan will be reviewed, updated and published annually, in the autumn term, following updating of roll and forecast information and 6 monthly monitoring and review. The six month review will be reported to the Cabinet Committee in summer 2017.

5. Recommendation(s)

| |
|---|
| 5.1 The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 9 January 2017. |
|---|

10. Background Documents

10.1 Vision and Priorities for Improvement

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

10.2 Commissioning Plan for Education Provision in Kent 2016-20

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

10.3 Equalities Impact Assessment.

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

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet

DECISION NO:

16/00070

For publication

Subject: Education Commissioning Plan 2017 – 21

Decision:

Cabinet will be asked to agree to: approve the Commissioning Plan for Education Provision in Kent 2017 – 21**1, Reason(s) for decision:**

- 1.1 The Education Commissioning Plan is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient early years, SEND, Primary and Secondary places and to ensure that there are appropriate learning pathways for pupils at post 16. It is also our responsibility to ensure that we have enough places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority role has changed to being the commissioner, as well as continuing to be a provider, of education provision. The Plan sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out plans to meet the commissioning needs which arise in each District in Kent, in more detail for the next two to three years.
- 1.2 This updated KCP for the period 2017-21 is a 'live' document which underpins our on-going dialogue and consultation with schools, District Councils, Diocesan Authorities and Elected Members, to inform the process of ensuring there are sufficient school places of good quality in the right locations, and other provision including childcare, for Kent children and families.
- 1.3 There have been significant increases in the birth rate, birth numbers and inward migration as well as other demographic changes over recent years, which require substantial increases in the provision of school places in the coming years. The yearly number of births in Kent increased by 24% in the period between 2002-12*. The number of births dropped in 2013, but has risen since. The number of Primary age pupils is expected to continue rising significantly from 119,943 in 2015-16, to 127,859 in 2020-21, which almost 8,000 extra pupils over the next five years. Beyond this point strategic forecasts suggest that the number of Primary pupils will continue to rise until 2030 at which point they will drop slightly. The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,007 in 2015-16 to 93,749 in 2022-23. Beyond this point the longer term strategic forecasts indicate a continuing rise in pupil numbers.

*Source: Office of National Statistics (ONS)

2. Financial Implications:

- 2.1 The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools. The cost of providing additional school places is met from Government basic need grant, supported borrowing by KCC and developer contribution monies. It is clear from the Medium Term Financial Plan (2016-19) that KCC is no longer in a position to undertake any further prudential borrowing to support new provision (as it has done in the past - notably with the Special

Schools programme – as shown in figure 3.1, column 3 below) as to do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. Delivery of the additional schools places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

2.2 The table below summarises KCC’s spending and phased spending on school places for the period 2010 – 2020.

Summary of spending on school places 2010-2020

| Year | Cost by Funding Source | | | | Total (£) |
|--------------|------------------------|---------------------------------|-----------------------------|----------------|--------------------|
| | Basic Need (£) | Council Borrowing and Funds (£) | Developer Contributions (£) | Other (£) | |
| 2010-11 | 1,796,594 | 0 | 35,971 | 0 | 1,832,565 |
| 2011-12 | 7,860,135 | 0 | 2,865 | 0 | 7,863,000 |
| 2012-13 | 7,359,521 | 1,839,000 | 6,813,479 | 0 | 16,012,000 |
| 2013-14 | 14,052,384 | 1,545,000 | 703,198 | 62,888 | 16,363,470 |
| 2014-15 | 27,710,662 | 0 | 2,599,090 | 0 | 30,309,752 |
| 2015-16 | 79,569,970 | 28,181,399 | 8,596,322 | 325,000 | 116,672,691 |
| 2016-17 | 33,620,510 | 25,566,895 | 19,198,396 | 0 | 78,385,801 |
| 2017-18 | 43,031,376 | 26,255,213 | 30,145,846 | 0 | 99,432,435 |
| 2018-19 | 15,580,579 | 778,307 | 15,272,374 | 0 | 31,631,260 |
| 2019-20 | 6,050,000 | 1,050,000 | 0 | 0 | 7,100,000 |
| Total | 236,631,731 | 85,215,814 | 83,367,541 | 387,888 | 405,602,974 |

2.3 Government funding for ‘Basic Need’ 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.

2.4 Our current estimate of the likely level of available funding (from all sources) 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 of in excess of £100m across the period 2017-20. This will need to be addressed through negotiation with the DfE about the grant funding that is needed, as well as looking at the costs associated with individual schemes. We will have to find a way to close any funding gap and reduce costs. The level of funding for maintenance and modernisation of the existing estate is already at a low level, so KCC has little scope to divert existing other schools capital funding to support the development of new provision.

2.5 For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.

Cabinet Committee recommendations and other consultation:
Report to Education and Young People’s Services Cabinet Committee - 23 November 2016
 To be added after meeting

Any alternatives considered:

Alternative projects to those identified in the KCP have been considered prior to publication.

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

Decision

The Cabinet approve the Commissioning Plan for Education Provision in Kent 2017-21

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.....

Signed

Date

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Commissioning Plan for Education Provision in Kent

2017–2021



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1 Contact Details

The responsibility for the commissioning, planning and delivery of new school places in Kent is vested in the Director of Education Planning and Access, Keith Abbott, and the team of four Area Education Officers whose contact details are given below.

| | |
|---|--|
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2 Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent for 2017-21. This is a five year rolling plan which we update annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

This plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers for the next few years. A report on progress since last year was taken to Education and Young People's Services Cabinet Committee on 1 July 2016 and can be found here:

http://www.kent.gov.uk/_data/assets/pdf_file/0011/59915/ECC-Report-Education-Commissioning-Plan-Review-FINAL.pdf.

Progress made during the course of the 2015-16 academic year was as follows:

- The County Council's target of maintaining at least a 5% surplus of school places overall was achieved. Surplus capacity in the Primary School sector is at 6.1% in Reception Year and 5.0% across all Primary School year groups. The surplus capacity in Districts varies across the County from 0.5% in Dartford to 10.6% in Swale. Surplus capacity both in Year 7 and across the Secondary school sector remains high across the County at 9.1% and 10.1% respectively. There are exceptions to this in individual Districts. Surplus places in Year 7 were below 5% in the Travel to Learn Area of Dartford, Gravesham and North Sevenoaks and in Thanet. Across Years 7-11 surplus places were below 5% in Canterbury and Thanet.
- KCC delivered the additional new school places needed for September 2016. The majority of these new school places were within the Primary sector. We expanded 25 Primary schools, adding 14 permanent forms of entry and 184 temporary Reception places that will not be needed in the long term. 6FE of Secondary provision was commissioned across four schools. In addition, 263 temporary Year 7 places were added.
- The programme to refurbish or rebuild all Special Schools has continued. Four further projects were completed. The remaining four projects - Foreland, Ridgeview, Five Acre Wood and Portal House - are underway. Two Special Schools are expanding: Wyvern (Ashford) and Meadowfield (Swale). For September 2016 we have commissioned 85 new places across twelve Primary school Specialist Resourced Provisions (SRPs).
- Sufficient Early Years places existed for all children eligible for Free for 2 childcare provision.
- Our target of at least 85% of parents securing their first preference Primary school with 87.2% securing their first preference on offer day was achieved.

The strategic forecasts, which include pupil growth linked to proposed new housing, show that the number of Primary age pupils is expected to continue



rising significantly from 119,943 in 2015-16, to 127,859 in 2020-21, which is just under 8,000 extra pupils over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2030, at which point they will level off. New provision will continue to be needed in some Districts on both a permanent and temporary basis.

The strategic forecasts show that the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,007 in 2015-16 to 93,749 in 2022-23. From 2017-18, as rising rolls feed into Secondary schools, there will be less than 5% surplus Year 7 places across Kent. Beyond 2026 the strategic forecasts indicate a continuing rise in pupil numbers. However, these longer term strategic forecasts are heavily influenced by new housing development. Further information on our forecasting methodology can be found in Appendix 1.

Actions planned in the KCP will address the increasing rolls by expanding existing schools, and creating new Primary and Secondary schools.

The need for additional school places in the County has been recognised by Government with a further £24.8m basic need allocation for 2018-19. The allocation for 2019-20 will not be known until February 2017. However, price inflation in the construction industry and the sheer number of places, particularly in the Secondary sector, continues to make our capital funding challenging.

We are determined we will meet these challenges with this robust Commissioning Plan, which has been secured through collaboration and consultation with schools and other partners. We aim to deliver good quality buildings through cost-effective procurement and construction options. Our track record on these counts is outstanding.

We believe this Plan sets out a reliable and realistic vision for future education provision in Kent and provides the template for schools and other providers to work closely with the Local Authority to deliver a place in a good or outstanding school for every Kent child.

Roger Gough
Cabinet Member
Education and Health Reform

Patrick Leeson
Corporate Director
Education and Young People's Services



3 Executive Summary

3.1 Purpose

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships. The Plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient places for Kent children in schools, and other provisions. It is subject to regular discussion and consultation with schools, District Councils, Local Elected Members, Diocesan Authorities and others. The content of this Plan reflects those discussions and consultations.

3.2 The Kent Context

Kent is a diverse County. It is largely rural with a collection of small towns. Economically our communities differ, with economic advantage generally in the West, and disadvantage concentrated in our coastal communities in the South and East. Early Years education and childcare are predominantly provided by the private and voluntary sectors. Our schools are promoted by the County Council and many different Trusts and take different forms including infant, junior, primary, grammar, wide ability comprehensive, all-through, single sex and faith based. Post-16 opportunities are available through schools, colleges and private training organisations.

3.3 What We Are Seeking to Achieve

Our vision is that 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 overarching priorities and targets for education in Kent are set out in the strategic document: [Vision and Priorities for Improvement](#). Focusing on commissioning education provision from good or better providers can assist in securing this vision.

We believe that parents and communities should have a strong voice in proposals for future school development. We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so. Such expansions are welcome to help meet both the need for extra places and our objective of providing access to a good local school for every Kent child. We therefore welcome proposals from existing schools, Trusts, the three Dioceses and new providers that address the needs set out in this Plan.



We aim to maintain at least 5% surplus capacity in schools in each sector in each District to facilitate parental preferences.

3.4 Principles and Guidelines

The role of the Local Authority is set within a legal framework of statutory duties which are set out in the relevant sections of the Plan. We also have a set of principles and planning guidelines to help us in our role as the Commissioner of Education Provision (Section 6). It is important that the Local Authority is transparent and clear when making commissioning decisions or assessing the relative merits of any proposals it might receive.

3.5 Capital Funding

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The cost is currently met from basic need grant from the Government, significant supported borrowing by the County Council and Section 106 property developer contributions and Community Infrastructure Levy monies (CIL). Another funding option is the Free Schools programme. This proposes to create 500 new schools in the lifetime of the current Parliament. Recent indications are that Government wishes to work more closely with local authorities to ensure that the majority of these new free schools support basic need pressures, and deliver the high quality of education we all strive for. Projects included within this programme undergo rigorous internal appraisal and approval processes prior to commencement.

3.6 Kent's Demographic Trends

The yearly number of births in Kent increased by 24% in the period between 2002-12*. The number of births dropped in 2013, but has risen since. Interestingly local Kent Health Authority data shows a greater rise than ONS; it is this birth data which underpins our forecasts. The number of Primary age pupils is expected to continue rising significantly from 119,943 in 2015-16, to 127,859 in 2020-21, which almost 8,000 extra pupils over the next five years. Beyond this point strategic forecasts suggest that the number of Primary pupils will continue to rise until 2030 at which point they will drop slightly. The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,007 in 2015-16 to 93,749 in 2022-23. Beyond this point the longer term strategic forecasts indicate a continuing rise in pupil numbers. Longer term forecasts are heavily influenced by new housing development beyond 2026.

*Source: Office of National Statistics (ONS)

3.7 Special Educational Needs

As at January 2016 Kent was maintaining 7,043 Education Health and Care Plans (EHCPs) and Statements. Kent's combined total is the third highest in England. We have seen a 6% increase in the number of pupils with Statements during the last year.

Over a five year period, the number of EHCPs and Statements for Autistic Spectrum Disorder (ASD) has increased by 1,100. Nationally 24.5% of all pupils



subject to a Statement or EHC plan were recorded as having ASD as their primary barrier to learning. In Kent this figure is significantly higher at 38%. 54% of Kent pupils with an EHCP setting out their primary barrier as ASD are supported in a Kent Special School and the number of placements in Kent Special Schools increased by over 200 since 2014.

There has been a 17% increase over the last five years, in the number of pupils with Statements identifying Profound and Multiple Difficulties (PMLD) as their need type. To address the need for further PMLD provision five Special Schools that cater for PMLD pupils are being expanded. A proposal to expand Oakley School by adding an Observation and Assessment nursery is also being taken forward.

The percentage of Kent pupils whose EHCP identifies behaviour as their primary need has increased slightly above the overall percentage increase in pupils with EHCPs (7% vs 6.1%).

Our SEND Strategy sets out our intention to ensure we have sufficient state maintained specialist provision to meet demand and to avoid unnecessary travel. We therefore have to increase capacity in this sector. We have reduced the proportion of all placements being made in Independent and out of County maintained Special schools from over 13% to 12%, although the actual pupil numbers have increased.

To help address the pressures and ensure sufficient local state maintained provision, we would welcome and support applications for four new Special schools via the free school programme, to provide 642 new specialist places.

3.8 Early Education and Childcare

Assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. Analysis of childcare places for 0-4 year olds shows that we have sufficient places in all Districts except Gravesham. However this masks where there may be deficit places within planning areas. In some cases, neighbour planning areas will have a surfeit of places. However, transport costs and availability may prevent access for families with lower household incomes.

We are working with providers and potential providers to encourage the establishment of additional provision where this is required, either for Free for 2 places or the delivery of sufficient places for the new entitlement of 30 hours of provision for 3 and 4 year olds by September 2017.



3.9 Post-16 Education and Training in Kent

We work closely with schools, colleges, training providers and workplaces offering apprenticeships to ensure that sufficient provision exists to enable all young people aged 16–19 years (up to 24 years for some pupils with SEND) to engage in education and training.

We recognise that attainment at age 16 is the single most important factor in securing participation, learning and achievement between the ages of 16 and 19 years, especially attainment in Maths and English. We recognise that this can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high quality learning pathways. Vulnerable learners, particularly those who do not have Maths and/or English should have opportunities to engage in personalised pathways which lead to sustained employment.

The Skills and Employability Service’s annual review of provision supports the development of personalised pathways within redesigned Study Programmes to improve the outcomes and destinations for all young people.

3.10 Kent’s Forward Plan – by District

Detailed analysis, at District level, of the future need for Primary and Secondary school places is contained in Section 12 of this Plan. This clearly sets out what provision needs to be commissioned, where, and when. Information on school expansions is contained in the District plans and we will consult on the proposals in line with statutory responsibilities and agreed protocols. Temporary enlargements (bulge year groups) will also be required where there is not a need for permanent additional provision.

It is recognised that in many cases the need for additional school places is dependent upon future planned housing developments, and thus the timings may need to be adjusted.

This Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|---|---|---|--|
| <i>Primary</i> 9.5FE* permanent 150 Year R places 30 Year 2 places 30 Year 3 places <i>Secondary</i> 10FE permanent | <i>Primary</i> 12FE* permanent 30 Year R places <i>Secondary</i> 26FE permanent | <i>Primary</i> 13FE* permanent <i>Secondary</i> 17FE permanent 60 Year 7 places | <i>Primary</i> 51FE* permanent <i>Secondary</i> 26FE permanent 210 Year 7 places |

*NB the FE figures above are rounded to the nearest 0.5FE

This extra capacity will be a mix of expansion of existing schools, and the commissioning of new schools.



4 The Kent Context

4.1 Kent - A County of Differences

Kent is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when looking at the difference between the richest and poorest areas in the County. For example, the 2015 Indices of Multiple Deprivation (IMD), shows that Thanet is Kent's most deprived District and is within England's 10% most deprived areas. In comparison Kent's least deprived District is Tunbridge Wells which is within the 20% least deprived areas. Pockets of significant deprivation are found across Kent.

4.2 A Place of Change

Over 135,000 new dwellings are currently planned in Kent by 2030, with most Districts anticipating high numbers of new homes. This demand for housing places significant pressure on all services and public infrastructure. It shapes the school organisation challenges that we face in the future.

4.3 A Place of Diversity and Choice

Just under 200,000 children and young people aged 4-16 years are educated in Kent schools. In 2016-17 there are 2139 private and voluntary Early Years providers and accredited child-minders, one maintained Nursery school, 28 Infant schools, 28 Junior schools, 399 Primary schools, 99 Secondary schools (of which 32 are selective), 22 Special schools and 7 Pupil Referral Units.

The County has a diversity of provision with 170 community schools, 202 academies (of which seven are free schools), 39 foundation schools including a number of Trusts and 147 Voluntary Aided or Voluntary Controlled schools. The majority of the Voluntary Aided and Controlled schools belong to the Canterbury and Rochester Church of England Dioceses and the Roman Catholic Archdiocese of Southwark. There are 67 non-selective Secondary schools (of which five are single sex) and 32 grammar schools (of which the majority are single-sex).

There are five general and one Specialist Further and Higher Education colleges in Kent, based on 11 sites across the County.

4.4 A Place of Partnership

There are a wide variety of providers of schools each bringing their own ethos and ideas to the system. This provides parents with choice and helps all schools continue to improve as each learns from the successes and innovations of others. The growth in the number of academies and free schools is adding to this, and there are some academy chains sponsoring schools in the County.



Kent has a long history of working with private and voluntary education providers in the Pre-school and school sectors. We also have strong links with training providers and employers in the County who provide invaluable training and apprenticeship opportunities for many young people.

We aim to support and work with all schools and training providers in Kent, to ensure all children and young people in Kent have the very best education opportunities and achieve well.



5 What We Are Seeking to Achieve

5.1 Vision and Priorities for Improvement

Our vision for Kent is that:

- 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.
- 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.
- We 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.

It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.

The Local Authority seeks to maintain between 5% and 7% surplus capacity in schools across each District in Kent. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.

It should be noted that overall figures of surplus capacity aggregated at District level can mask localised pressures or a deficit of places in individual year groups. For example, it is possible to have surplus capacity in schools but not enough Reception Year places. The level of surplus capacity across any given locality can therefore only be a guide to the actual availability of spaces, and it may be necessary to increase capacity in one area of a District while simultaneously reducing capacity elsewhere in the District.

It is also important to recognise that the Local Authority does not achieve these ambitions without working in partnership with schools and other partners. The increasingly diverse environment in which decisions about school sizes and locations are now taken means that the Local Authority commissions school places in an open and transparent fashion, and works closely with all education providers to secure the best for Kent's children and young people.



The Local Authority holds similar ambitions for the Early Years and Post-16 age groups and for those children and young people who require specialist SEND provision and therefore:

- We will continue to work with Early Years providers to respond positively to the ever changing needs of families to ensure high quality childcare provision is available to give children the best start in life and support families' working commitments.
- We are committed to delivering the Government's drive to extend free entitlement to two year olds from disadvantaged backgrounds, and to increase the free entitlement from 15 to 30 hours per week from September 2017 for the eligible parents of 3 and 4 year olds. We are working closely with providers to make this happen.
- We are working with schools, colleges, employers and training organisations to ensure appropriate pathways and provision are in place for young people aged 16-19 in Kent.
- Our commissioning intentions for SEND, set out in the SEND Strategy for Kent, include encouraging a mixed economy of providers, reducing the demand for school places outside Kent and creating more places in Kent Special schools and in SEN specialist resource base provision (SRBP) in mainstream schools.



6 Principles and Planning Guidelines

In the national policy context the Local Authority is the commissioner of education provision and providers come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties; the duties for each phase or type of education in Kent are shown under the relevant section in this Plan. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Education in Kent is divided into three phases, although there is some overlap between these. These three phases are:

- Early Years - primarily delivered by private, voluntary and independent Pre-school providers, accredited child-minders, and schools with maintained nursery classes.
- 4-16 years - “compulsory school age” during which schools are the main providers.
- Post-16 - colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25 years.

The Local Authority also has specific duties in relation to provision for pupils with Special Educational Needs, pupils excluded from school or pupils unable to attend school due to ill health.

6.1 Principles and Guidelines

It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education. To help guide us in this role we abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

6.2 These are our Over-Arching Principles

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.



- The needs of Children in Care and those with SEN and disabilities will be given priority in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional school provision.
- In areas of high surplus capacity we will take action to reduce such surplus.¹

6.3 Planning Guidelines – Primary

- The curriculum is generally delivered in Key Stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least four classes.
- We will actively look at federation opportunities for small Primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30, but where this is not possible multiples of 15 are used.
- We believe all-through Primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises we will either amalgamate separate Infant and Junior schools into a single Primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- At present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

6.4 Planning Guidelines – Secondary

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120 or greater than 360. PANs for Secondary schools will normally be multiples of 30.

¹ Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users and promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.



- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- All but two of our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).
- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools where this is in the interests of the local community.

6.5 Planning Guidelines - Special Educational Needs

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent Special schools. For young people aged 16-19 years provision may be at school or college. For young people who are aged 19-25 years provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

6.6 Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must meet an identified need and adhere to the planning principles and guidelines set out above.



7 Capital Funding

7.1 Funding Sources

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.

The cost of providing additional school places is met from Government basic need grant, supported borrowing by KCC and developer contribution monies. The previous Medium Term Financial Plan (2016-19) made clear that KCC was no longer in a position to undertake any further prudential borrowing to support new provision (as it has done in the past - notably with the Special Schools programme). To do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. This position has not changed in respect of the new Medium Term Financial Plan (2017-20). Delivery of the additional schools places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

Figure 7.1 summarises KCC's spending and phased spending on school places for the period 2010–20.

Figure 7.1: Summary of Spending on School Places 2010-20

| Year | Cost by Funding Source | | | | Total (£) |
|--------------|------------------------|---------------------------------|-----------------------------|----------------|--------------------|
| | Basic Need (£) | Council Borrowing and Funds (£) | Developer Contributions (£) | Other (£) | |
| 2010-11 | 1,796,594 | 0 | 35,971 | 0 | 1,832,565 |
| 2011-12 | 7,860,135 | 0 | 2,865 | 0 | 7,863,000 |
| 2012-13 | 7,359,521 | 1,839,000 | 6,813,479 | 0 | 16,012,000 |
| 2013-14 | 14,052,384 | 1,545,000 | 703,198 | 62,888 | 16,363,470 |
| 2014-15 | 27,710,662 | 0 | 2,599,090 | 0 | 30,309,752 |
| 2015-16 | 79,569,970 | 28,181,399 | 8,596,322 | 325,000 | 116,672,691 |
| 2016-17 | 33,620,510 | 25,566,895 | 19,198,396 | 0 | 78,385,801 |
| 2017-18 | 43,031,376 | 26,255,213 | 30,145,846 | 0 | 99,432,435 |
| 2018-19 | 15,580,579 | 778,307 | 15,272,374 | 0 | 31,631,260 |
| 2019-20 | 6,050,000 | 1,050,000 | 0 | 0 | 7,100,000 |
| Total | 236,631,731 | 85,215,814 | 83,367,541 | 387,888 | 405,602,974 |

Government funding for 'Basic Need' 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.

Last year we estimated the gap between the level of funding available and our initial cost estimate to provide the number of places needed to meet the pupil forecasts as being in excess of £100m across the MTFP period 2016-19. This



significant funding gap was subsequently closed based on assumptions on the future delivery of new provision through the Free Schools programme and some difficult decisions taken on project phasing and scope. However, price inflation in the construction industry and the sheer number of places, particularly in the Secondary sector, will continue to make our capital funding position a challenging one.

It is clear from our experience over the past year that the assumptions made on Free School based provision now bring a greater degree of risk to the delivery of the Kent Commissioning Plan than expected. Free School projects are led by the EFA and to date we have witnessed delays to a number of projects, which have had financial and reputational consequences for KCC. We have been raising our concerns with the EFA and seeking to discuss options with them to reduce this level of risk.

In updating the Kent Commissioning Plan we have revisited the programme costs for the new MFTP period 2017-20. Our initial estimate of the revised gap faced in the MFTP period 2017-20 is £28m. This does not take account of the 2019-20 Basic Need allocation from the DfE which will not be known until February 2017. The 2018-19 allocation was £24.8m. Clearly a 2019-20 allocation of a similar order would significantly reduce this gap. Work is already underway to identify options to balance the programme by the time the County Council sets its budget in February 2017. The Commissioning Plan provides the evidence with which to lobby the DfE further, with a view to ensuring all authorities receive the financial support required to meet the National Challenge of ensuring sufficient school places. As previously described, further borrowing by the Council would not be prudent and we cannot look to divert the already low levels of funding for maintenance and modernisation of the existing estate.

It is necessary to look to developer contribution monies for the pupil places required because of new housing development. In the past developer contribution funding has been secured through the negotiation of Section 106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all development to provide new service capacity to support development.

Account will be taken of existing capacity prior to seeking developer contributions. Where surplus capacity above the Local Authority's 5% operating surplus is expected to exist after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed, but these costs are not passed on to developers. Developers are asked only to contribute to needs arising from additional housing which cannot be accommodated within a surplus service capacity in the area (including the 5% operating surplus). Further information on Kent's approach to developer contributions can be found at the following:



<https://shareweb.kent.gov.uk/Documents/community-and-living/Regeneration/KCCDevelopmentContributionGuideSep2008155k.pdf>

Proposals to establish new provision which are driven by parents or promoters in response to preference, rather than a basic need for new places, may be funded by the Government's free school programme, or through the Local Authority if funding is available.

7.2 Availability of Capital and Planning Permission

Statutory proposals to alter school provision cannot be published until the necessary capital funding has been identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals may be approved subject to planning consent being obtained.



7.3 Existing Premises and Sites

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an options appraisal on existing premises and sites to inform feasibility. The issues to be considered include:

- The condition and suitability of existing premises.
- The ability to expand or alter the premises (including arrangements whilst works are in process).
- The works required to expand or alter the premises.
- The estimated capital costs.
- The size and topography of the site.
- Road access to the site, including transport and safety issues.

7.4 Value for Money

The Government has reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. 'Baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Kent is committed to securing value for money when providing additional school accommodation which is of a high quality. New school design and build decisions are based on the long term sustainability of school rolls. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

A review of build costs indicates KCC is securing good value for money. Figure 7.2 shows the average gross cost per square metre for a new build school, while Figure 7.3 shows that for rebuild and extensions. It is evident Kent's costs are significantly below National averages and that of neighbouring authorities.

Table 7.2: Average gross cost per square metre for a new build school

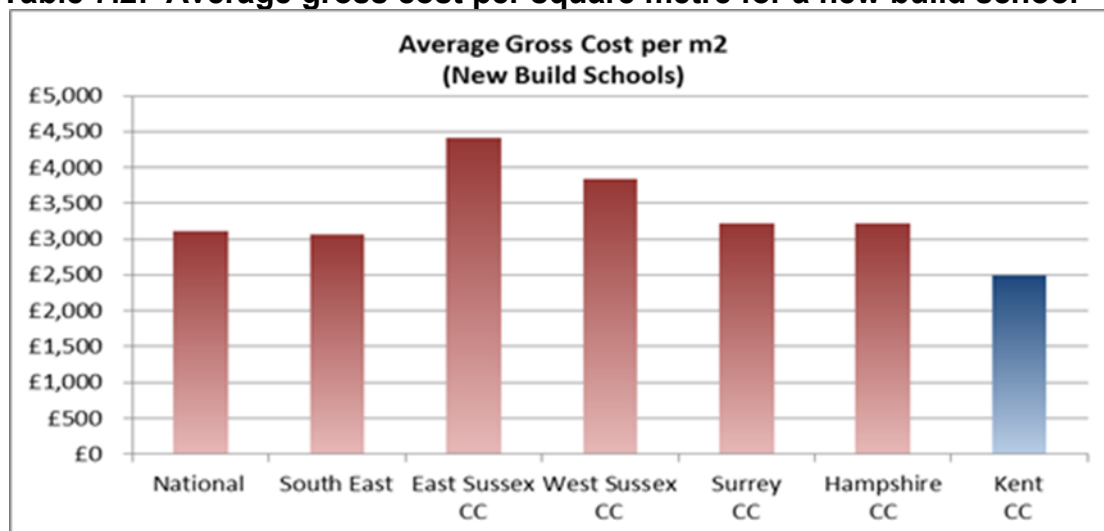
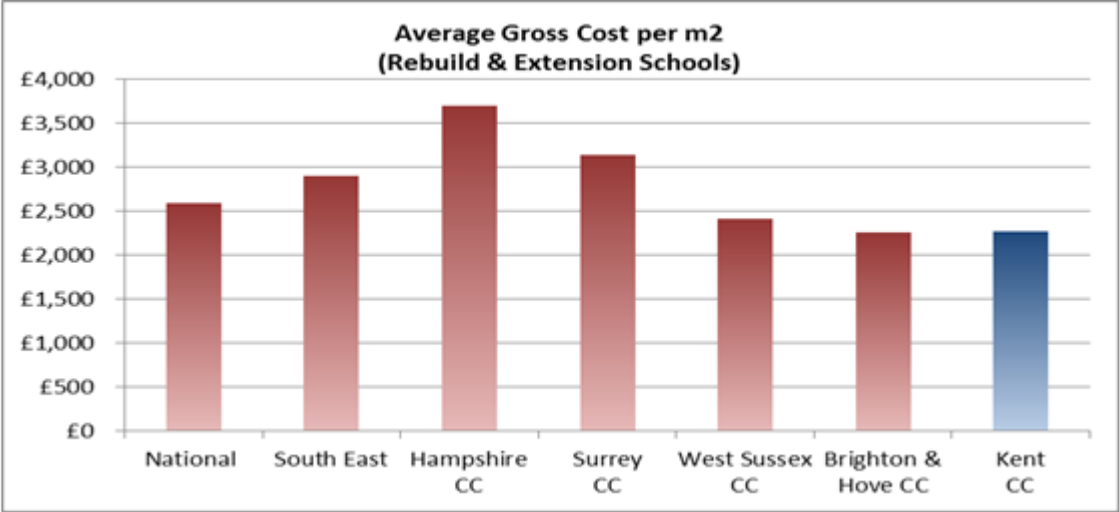


Table 7.3: Average gross cost per square metre for rebuild/extensions



8 Overview of Kent's Demographic Trends

8.1 Kent Birth Rate and Long Term Forecasts

Figure 8.1 shows the change in birth rate in England and Wales over the past 25 years. Figure 8.2 shows the number of births in Kent. The birth rate in Kent, according to the Office for National Statistics (ONS), has clearly dropped since 2012. However, the number of births in Kent according to Health Authority data, which is used in our forecasts, suggests the decline since 2012 reversed in 2015. The pattern of declining numbers of Year 7 pupils entering our Secondary schools has started to reverse. District information is contained in Section 12.

Figure 8.1: Kent and England & Wales Birth Rate (1990–2015)

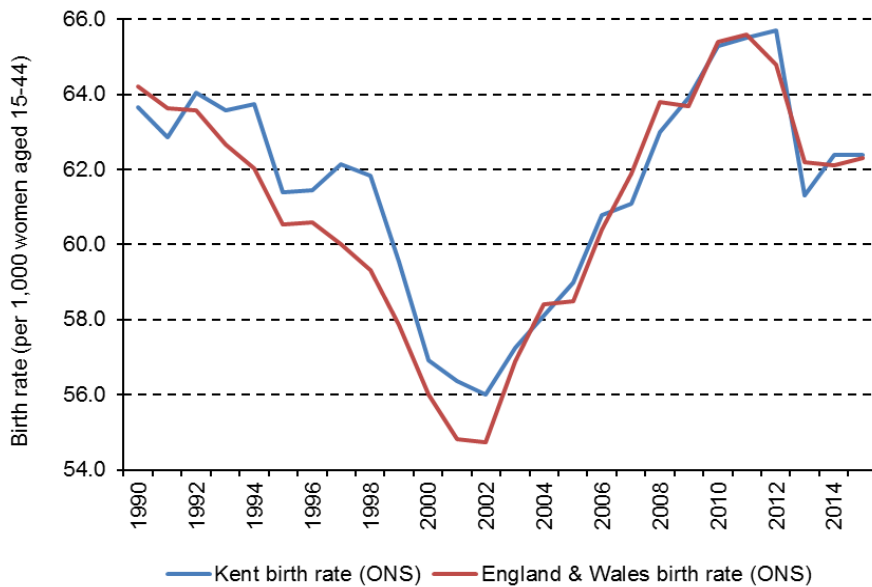
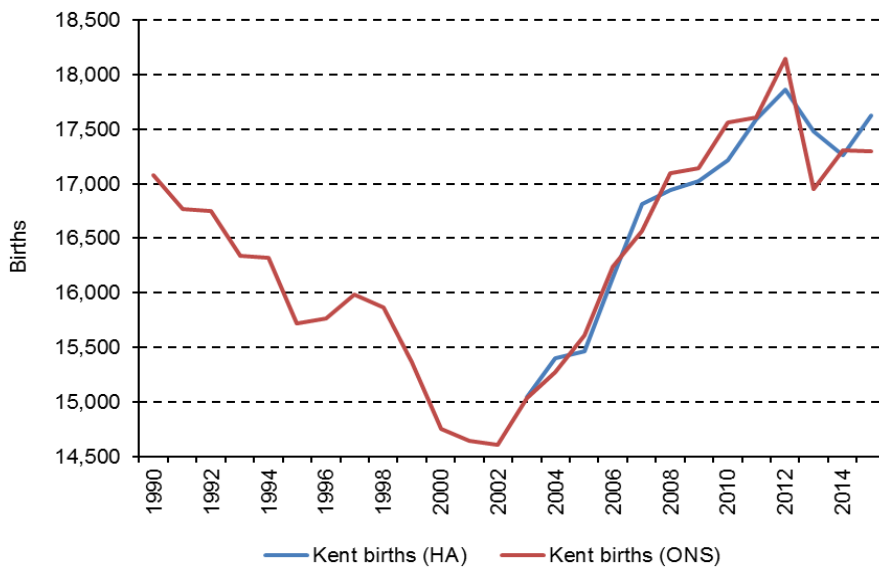


Figure 8.2: Births in Kent (1990 – 2015)



Source: Management Information, Education and Young People's Services, KCC



ONS data indicates that the number of births in Kent grow steadily each year from 14,600 in 2002 to 18,150 in 2012, an increase of 24%. The number of births dropped to 16,950 in 2013, but in 2014 the numbers rose again to 17,260. Our forecasts use Health Authority data which indicates a less extreme rise and fall in 2012 and 2013, 17,864 and 17,478 respectively. Health Authority data suggests an upturn in births in 2014 to 17,623.

Figure 8.3: Long Term School-Based Primary Pupil Forecasts (2016-36)

| District | 2015-16 (A) | 2020-21 (F) | 2025-26 (F) | 2030-31 (F) | 2035-36 (F) |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Ashford | 10,476 | 10,992 | 11,687 | 12,147 | 11,964 |
| Canterbury | 10,120 | 10,447 | 10,929 | 11,377 | 11,316 |
| Dartford | 9,478 | 10,296 | 12,481 | 13,333 | 12,964 |
| Dover | 8,301 | 8,600 | 8,798 | 9,034 | 8,894 |
| Gravesham | 9,233 | 9,902 | 9,945 | 10,001 | 9,752 |
| Maidstone | 12,169 | 13,487 | 13,603 | 14,350 | 14,350 |
| Sevenoaks | 9,330 | 10,081 | 10,328 | 11,086 | 11,537 |
| Shepway | 8,326 | 8,648 | 8,191 | 8,053 | 7,721 |
| Swale | 12,383 | 13,187 | 13,063 | 13,511 | 13,557 |
| Thanet | 10,997 | 11,641 | 11,886 | 12,545 | 12,658 |
| Tonbridge & Malling | 10,680 | 11,741 | 11,589 | 12,264 | 12,388 |
| Tunbridge Wells | 8,450 | 8,837 | 8,685 | 9,326 | 9,793 |
| Kent | 119,943 | 127,859 | 131,185 | 137,028 | 136,892 |

Source: Management Information, Education and Young People's Services, KCC

Figure 8.4: Long term School-Based Secondary Pupil Forecasts (2016-36)

| District | 2015-16 (A) | 2020-21 (F) | 2025-26 (F) | 2030-31 (F) | 2035-36 (F) |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Ashford | 6,466 | 7,107 | 7,537 | 7,688 | 7,975 |
| Canterbury | 7,377 | 8,062 | 8,652 | 8,750 | 9,102 |
| Dartford | 7,136 | 8,335 | 9,352 | 9,971 | 10,560 |
| Dover | 5,746 | 6,354 | 6,791 | 6,653 | 6,848 |
| Gravesham | 6,000 | 7,204 | 7,405 | 7,425 | 7,577 |
| Maidstone | 9,218 | 10,481 | 11,216 | 11,420 | 12,036 |
| Sevenoaks | 2,052 | 2,689 | 2,514 | 2,589 | 2,778 |
| Shepway | 4,917 | 5,624 | 5,362 | 5,181 | 5,153 |
| Swale | 7,569 | 8,634 | 9,246 | 9,210 | 9,458 |
| Thanet | 6,938 | 7,753 | 8,495 | 8,608 | 8,787 |
| Tonbridge & Malling | 7,590 | 8,361 | 8,842 | 9,020 | 9,545 |
| Tunbridge Wells | 6,993 | 8,264 | 8,133 | 8,270 | 8,815 |
| Kent | 78,002 | 88,868 | 93,545 | 94,782 | 98,635 |

Source: Management Information, Education and Young People's Services, KCC

Figure 8.3 indicates that the number of Primary aged pupils in Kent schools is expected to rise significantly from 119,943 in 2015-16 to an estimated 131,165 in 2025-26. Beyond this point the pupil population is generally expected to continue to rise in all Districts until 2030-31 after which they level off.



Figure 8.4 indicates that the number of Secondary aged pupils (Years 7 – 11) in Kent schools is expected to rise significantly from 78,002 in 2015-16 to 93,545 in 2025-26 (the end of the standard forecasting period). Beyond this point the longer term strategic forecasts indicate a continued rise to 2035-36 at which point 20,000 extra Secondary aged pupils will be seen in Kent schools.

8.2 Housing Developments and Projections

Figure 8.5 below provides an overview of planned housing by District area. The planned housing numbers are used as part of the forecasting process. Delivery of new houses is market driven meaning that the eventual level of house completions may differ significantly from the planned level, and this will alter the need for school places. Many Districts are still consulting and finalising their allocated housing numbers from 2022 onwards.

Figure 8.5: Housing Completions and Supply 2001-30

| District | 2001-05 | 2006-10 | 2011-15 | 2016-20 | 2021-25 | 2025-30 |
|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Ashford | 4,369 | 2,689 | 2,016 | 5,439 | 3,474 | 3,474 |
| Canterbury | 2,744 | 3,773 | 2,528 | 4,940 | 4,160 | 4,160 |
| Dartford | 2,515 | 2,455 | 2,325 | 7,925 | 4,167 | 4,167 |
| Dover | 1,367 | 1,754 | 1,315 | 3,659 | 4,541 | 2,039 |
| Gravesham | 1,058 | 1,633 | 1,288 | 2,276 | 1,823 | 1,738 |
| Maidstone | 2,868 | 3,707 | 3,138 | 6,084 | 4,609 | 4,609 |
| Sevenoaks | 1,156 | 1,565 | 1,253 | 1,942 | 3,860 | 3,860 |
| Shepway | 2,039 | 2,128 | 1,099 | 2,495 | 1,858 | 1,858 |
| Swale | 2,971 | 3,767 | 2,254 | 3,226 | 4,249 | 4,249 |
| Thanet | 2,043 | 3,241 | 2,356 | 1,649 | 5,840 | 5,840 |
| Tonbridge & Malling | 2,684 | 3,750 | 2,485 | 3,760 | 3,530 | 3,530 |
| Tunbridge Wells | 1,739 | 1,990 | 1,229 | 1,752 | 4,195 | 4,195 |
| Kent | 27,553 | 32,452 | 23,286 | 45,147 | 46,305 | 43,718 |

Source: Business Intelligence, KCC (June 2016)



9 Commissioning Special Educational Needs Provision

9.1 Duties to Provide for Special Educational Needs and Disabilities

The Children and Families Act 2014 and accompanying Code set out the statutory Special Educational Needs and Disability (SEND) system for children and young people aged 0-25 years in England. The 'Code' is statutory guidance. It details the SEND provision which schools and local authorities are required by law to make. Related legislation includes the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014.

9.2 Overview

Kent's SEND Strategy², launched in September 2014, sets out three overarching aims to:

- Improve the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014).
- Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

Kent's Strategy sets out an intention to provide additional places for pupils with needs in the following three areas: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SCLN), and Behaviour, Emotional and Social Difficulties (BESD). Since the publication of the Strategy BESD has been reclassified Nationally and is now known as Social, Emotional and Mental Health (SEMH). This new terminology is used in this Plan.

As of January 2016 there were 7043 Kent pupils with a Statement or EHCP. This accounts for 2.9% of the total school population for which the Local Authority is responsible³. Kent's combined total is the third highest in England after Birmingham: 7,425, Essex: 7290. The total number of Kent EHCP's and Statements increased by 6% between 2015 and 2016. As pupil numbers rise the need for specialist provision will rise proportionality.

The Service commissions 4,000 specialist places in Kent maintained schools and Academies, provision for 500 High Needs students in Further Education and Independent Colleges and 550 in independent and non-maintained Special school placements. It also commissions outreach from specialist provisions and the Specialist Teaching and Learning Service (STLS) to support 3,000 pupils in mainstream schools.

² http://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-children-young-people-SEN-Disabilities.pdf

³ Source: DfE SEN Statistical Release January 2016



As at January 2016, 45% of Kent pupils subject to EHCPs and Statements were receiving their education in mainstream schools, academies and general Further Education Colleges (FEC). Excluding FEC, this figure falls to 38% which is much lower than the national average of 47%. The proportion of Kent children and young people whose provision is delivered in Early Years settings and in general Further Education Colleges are both above the national average. Over 700 Kent pupils with EHCP are taught in specialist resourced provision (SRP), sometimes referred to as a unit, hosted within a mainstream school. This means that the proportion of Kent pupils with an EHCP for whom the Council is making specialist provision (within a Special school or SRP) is 65%.

Schools' census data includes Looked After Children (LAC) who are not Kent's financial responsibility and pupils from neighbouring areas travelling to Kent for their education. Figure 9.1 uses School Census data as its source. This means the number of EHCPs and Statements by District at Spring 2016, outlined in Figure 9.1, is higher than the 7,043 EHCP/Statements maintained by Kent.

Figure 9.1: Number of Pupils in Kent Schools with an EHCP Spring 2016

| District | 2015 Number of Pupils with an EHCP | 2016 Number of Pupils with an EHCP | Number +/- change since 2015 | Percentage Change since 2015 | District % of all 2016 Pupils with an EHCP |
|---------------------|------------------------------------|------------------------------------|------------------------------|------------------------------|--|
| Ashford | 590 | 610 | 20 | 3.3% | 8% |
| Canterbury | 716 | 761 | 45 | 5.9% | 10% |
| Dartford | 416 | 446 | 30 | 6.7% | 6% |
| Dover | 512 | 539 | 27 | 5.0% | 7% |
| Gravesham | 523 | 560 | 37 | 6.6% | 7% |
| Maidstone | 733 | 795 | 62 | 7.8% | 10% |
| Sevenoaks | 438 | 432 | -6 | -1.4% | 6% |
| Shepway | 531 | 521 | -10 | -1.9% | 7% |
| Swale | 914 | 1029 | 115 | 11.2% | 13% |
| Thanet | 797 | 914 | 117 | 12.8% | 12% |
| Tonbridge & Malling | 575 | 604 | 29 | 4.8% | 8% |
| Tunbridge Wells | 434 | 449 | 15 | 3.3% | 6% |
| OLEA/Other | 195 | 190 | -5 | -2.6% | 2% |
| Kent Total | 7374 | 7850 | 476 | 6.1% | 100% |

(Source: Impulse FIO Report January 2016)

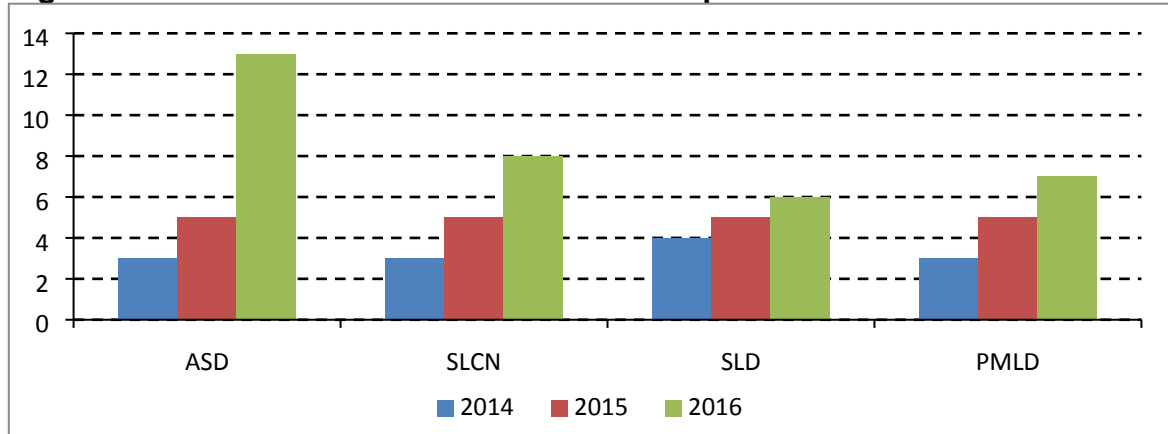
Between January 2015 and January 2016, the largest number of new Statements issued was in the East Kent Districts (Canterbury Swale and Thanet) and in Maidstone. The most significant increases were amongst Pre-school aged children (19%) and Post-16 students (33%)⁴.

⁴ Source: DFE SEN Statistical Release January 2016



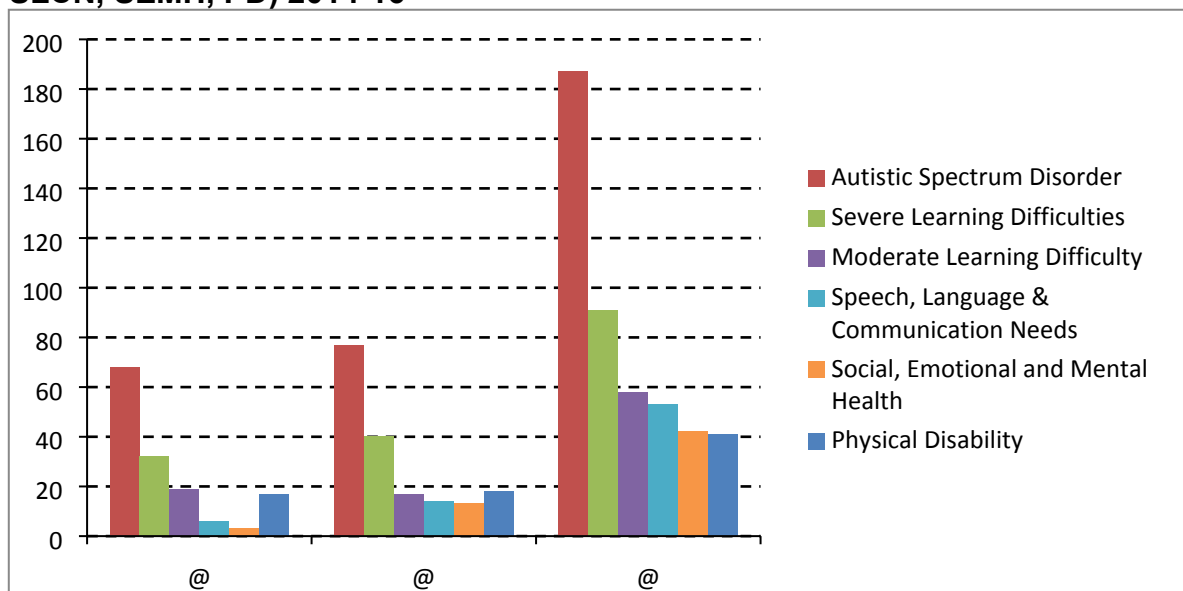
Figure 9.2 shows that Pre-school children who have Autism Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) are increasingly being referred to specialist teachers before starting school. Referrals indicate a significant increase in numbers of Pre-school pupils who have ASD.

Figure 9.2: Pre-school Children Referred to Specialist Education 2014-16



With effect from September 2014, the Children and Families Act (2014) increased the age range from 19 years to 25 years for statutory support for young people through EHCPs. This combined with the focus on reducing those who are Not in Education, Employment or Training (NEET) means that there are more young people in Year 14 and above with SEN provision. Figure 9.3 shows the increase in ECHP's by need type since September 2014. There is a significant increase in ECHP's for ASD.

Figure 9.3: Year Group 14 and over – EHCP by Need Type (ASD, SLD, MLD, SLCN, SEMH, PD) 2014-16



9.3 Need Type Prevalence

Figure 9.4 below outlines the trends of pupils with Statements by their primary need type.

Figure: 9.4: Pupils with an EHCP/Statement by Need Type 2011-16

| SEN Primary Need Type | 2015-16 | Change over 5 yr +/- | % Change Over 5 yr +/- |
|---|--------------|----------------------|------------------------|
| Autistic Spectrum Disorder | 2,958 | 1,109 | 37% |
| Speech, Language & Communication Needs | 1,239 | 111 | 9% |
| Social, Emotional and Mental Health | 1,294 | 91 | 7% |
| Severe Learning Difficulties | 715 | 22 | 3% |
| Moderate Learning Difficulty | 538 | -138 | -26% |
| Physical Disability | 475 | -39 | -8% |
| Profound & Multiple Learning Difficulties | 247 | 43 | 17% |
| Hearing Impairment | 153 | -22 | -14% |
| Specific Learning Difficulties | 136 | 8 | 6% |
| Visual Impairment | 93 | 0 | 0% |
| Multi-Sensory Impairment | 2 | 2 | 100% |
| Kent Total | 7,850 | 1,187 | 15% |

Source: Impulse FIO Report January 2016

It is clear from figure 9.4 that over a five year period, the number of Statements and EHCP for ASD has increased by 1,100 (37%). This equates to 93% of the EHCPs/Statements issued over the last 5 years. Nationally 24.5%⁵ of all pupils subject to a Statement or EHC plan were recorded as having ASD as their primary barrier to learning. In Kent this figure is significantly higher at 38%.

54% of Kent pupils with EHCP setting out their primary barrier as ASD are supported in a Kent Special School and the number of placements in Kent Special Schools has increased by over 200 since 2014.

Numerically, the second greatest increase was in EHCPs and Statements for Speech, Language and Communication Needs (SLCN), with 111 extra (a 9% increase).

91 additional EHCPs and Statements for Social, Emotional and Mental Health Needs (SEMH) were issued between 2011-12 and 2015-16.

The percentage of Kent pupils whose EHCP identifies SEMH as their primary need has increased slightly above the overall percentage increase in pupils with EHCPs (7% vs 6.1%). Thus, there continues to be a demand for specialist provision in this area of need. In January 2016, 17.9% of Kent pupils with a Statement or EHCP had the primary need type recorded as SEMH⁶.

⁵ Source – The Department for Education’s SEN Statistical Release 2015

⁶ Source – The Department for Education’s SEN Statistical Release 2015



Whilst traditionally specialist provision for pupils with Emotional and Behavioural Difficulties has been known as EBD, in Kent we have refined the designation of our provision into schools which cater for those with underlying learning difficulties (Behaviour and Learning) as distinct from those offering a GCSE trajectory (SEMH).

9.4 Forecast Demand and Commissioning Needs

Over the last five years, the proportion of the total pupil population with a Statement and Education, Health and Care Plan (EHCP) has remained stable at 2.8% to 2.9% of the school population. Increases in the Kent school age population have been mirrored by an increase in the number of pupils subject to EHCP. Whilst Kent has a range of approaches to provide earlier, more effective support to pupils with SEN, including high needs funding for pupils in mainstream, it is anticipated that the demand for specialist places will continue to reflect the population increase.

For many pupils appropriate early intervention and suitable placement is available in mainstream Primary schools, however, when they reach Secondary age, an increasing number require specialist provision. Analysis of current placements shows a marked reduction in the proportion accessing mainstream school after Year 6. 55% of Primary aged pupils are successfully placed in mainstream with fewer than 45% needing Special school placement. Of those Primary pupils with EHCP in mainstream, only 3% are placed in SRP. At Secondary age, the proportion in mainstream drops significantly to 40% with 6% of those requiring placement in a mainstream SRP to access support. 60% of Secondary aged pupils with EHCP are taught in Special schools.

Provision has been created to address some immediate pressures coming forward for Primary aged pupils across the County. However, the current bulge is moving through to Secondary and where we currently have pupils for whom local provision cannot be found, pupils are travelling far greater distances each day. Forecasts indicate that there will be significant greater pressure for Secondary provision within our Special schools from 2018-19 onwards.

The Overview of Kent's Demographic Trends (Section 8) sets out significant population growth. A growth in the demand for specialist provision is therefore forecast and, in addition consideration needs to be given to ensuring parental confidence in Kent's maintained Special schools translates into greater expertise in mainstream schools and the SRPs which they host.

Figures 9.5 and 9.6 below apply the District forecast to current EHCPs. This data offers a general guide to the anticipated growth in numbers of pupils with SEND for each District. However, this must be treated with caution as there are a number of Special schools which serve a broader area than the District in which they are located and offer residential provision e.g. Valence Special School in Sevenoaks District provides 100 places for physical disabilities and acts as County resource. Similarly, boarding provision for ASD serves all Districts regardless of location.



Figure 9.5: Forecast Number of Primary Aged Pupils (Years R-6) with a Statement or EHCP by District

| Years R to 6 | | Forecast Growth in number of pupils with Statement /EHCP 2016-20 (No) | Forecast Growth in number of pupils with Statement /EHCP 2016-20 (%) |
|--|--------------|---|--|
| District | January 2016 | | |
| Ashford | 195 | 8 | 4% |
| Canterbury | 289 | 13 | 4% |
| Dartford | 179 | 16 | 9% |
| Dover | 220 | 14 | 6% |
| Gravesham | 160 | 12 | 8% |
| Maidstone | 342 | 34 | 10% |
| Sevenoaks | 227 | 16 | 7% |
| Shepway | 267 | 15 | 6% |
| Swale | 317 | 20 | 6% |
| Thanet | 302 | 17 | 6% |
| Tonbridge and Malling | 210 | 17 | 8% |
| Tunbridge Wells | 123 | 6 | 5% |
| Kent Year R to 6 Total Statements | 2831 | 188 | 7% |

Figure 9.6: Forecast Number of Secondary Aged Students (Years 7-11) with a Statement or EHCP by District

| Years 7 to 11 | | Forecast Growth in number of pupils with Statement /EHCP 2016-23 (No) | Forecast Growth in number of pupils with Statement /EHCP 2016-23 (%) |
|---|--------------|---|--|
| District | January 2015 | | |
| Ashford | 287 | 45 | 16% |
| Canterbury | 283 | 34 | 12% |
| Dartford | 214 | 46 | 21% |
| Dover | 207 | 30 | 14% |
| Gravesham | 151 | 36 | 24% |
| Maidstone | 294 | 62 | 21% |
| Sevenoaks | 153 | 63 | 41% |
| Shepway | 206 | 40 | 19% |
| Swale | 284 | 55 | 19% |
| Thanet | 390 | 67 | 17% |
| Tonbridge and Malling | 352 | 56 | 16% |
| Tunbridge Wells | 268 | 68 | 25% |
| Kent Year 7 to 11 Total Statements | 3089 | 602 | 19% |

In line with overall pupil number forecasts, it is expected that the number of pupils in the Secondary sector who have EHCPs or Statements will increase



significantly (19%) in the period 2016-23. This is because the growth in Primary pupil numbers witnessed since 2009 will enter the Secondary phase. Primary aged rolls will continue to rise but at a slower rate.

9.5 Specialist Provision in Kent

Kent Special Schools

Kent has a total of twenty one Local Authority maintained Special Schools, and one Special Academy. The current designated number of Special school places as at September 2016 was 3,832 places (see Figure 9.7).

Figure 9.7: Designated Numbers at Kent Maintained Special Schools and Academies as at 1 September 2016

| School | Need Type Provision | District | Current Designated Number |
|-----------------------|---------------------|----------------------------|---------------------------|
| Goldwyn School | SEMH | Ashford | 115 |
| Wyvern School, The | PSCN | Ashford | 270 |
| Orchard School, The | B&L | Canterbury | 96 |
| St Nicholas' School | PSCN | Canterbury | 200 |
| Rowhill School | B&L | Dartford | 106 |
| The Elms School* | B&L | Dover | 96 |
| Portal House School | SEMH | Dover | 80 |
| Ifield School, The | PSCN | Gravesham | 190 |
| Bower Grove School | B&L | Maidstone | 183 |
| Five Acre Wood School | PSCN | Maidstone | 330 |
| Milestone School | PSCN | Sevenoaks | 237 |
| Valence School | PD | Sevenoaks | 80 |
| The Beacon School ** | PSCN | Shepway | 336 |
| Meadowfield School | PSCN | Swale | 209 |
| Foreland School, The | PSCN | Thanet | 200 |
| Laleham Gap School | ASD | Thanet | 170 |
| St Anthony's School | B&L | Thanet | 112 |
| Stone Bay School | ASD | Thanet | 66 |
| Grange Park School | ASD | Tonbridge & Malling | 100 |
| Ridge View School | PSCN | Tonbridge & Malling | 228 |
| Broomhill Bank School | ASD | Tunbridge Wells/ Sevenoaks | 210 |
| Oakley School | PSCN | Tunbridge Wells | 218 |
| Total | | | 3,832 |

* The Elms School was formerly known as Harbour

** Foxwood and Highview Schools have amalgamated and relocated into new accommodation and are now known as The Beacon School Folkestone.

The designated number can differ from the actual commissioned number of places in any given year. The actual commissioned number reflects the need for places in that particular year and can be lower than an individual school's designated number. In exceptional circumstances schools can admit over their



designated number by up to 10%. This means the potential capacity is greater (3856 + 10% = 4241).

In line with Kent's SEND Strategy, the County Council has successfully increased the capacity of its Special schools in the past three years, adding 472 places. These have predominantly been commissioned in our Profound, Severe and Complex Needs schools (PSCN) and ASD specialist schools as both types of schools cater for pupils with ASD. Our PSCN schools cater for a wide range of pupil needs including Severe Learning Difficulties (SLD), ASD and SLCN.

KCC's Special school capital programme is in place to improve the quality of Special school accommodation through rebuilding, or refurbishing and remodelling all Special schools in Kent. As of September 2016, four Special school projects remain to be completed, building works have commenced:

- Foreland (East Kent) – relocation and new build project.
- Five Acre Wood (West Kent) – extension on existing site.
- Ridge View School (West Kent) – relocation to new build and an expansion.
- Portal House School (South Kent) – refurbishment and extension.

Satellite Provision

Satellite provisions of Special schools are based on mainstream school sites. Pupils who attend are on the roll of the Special schools, but will integrate into the mainstream provision, with support, where this is appropriate for their needs.

We have established PSCN satellite provision in mainstream schools for pupils from:

- Five Acre Wood School (Maidstone) at East Borough Primary School (Maidstone) and Holmesdale Technology College (Tonbridge & Malling).
- Oakley School (Tunbridge Wells & Tonbridge) at Skinners Kent Primary School (Tunbridge Wells).
- St Nicholas School (Canterbury) at Chartham Primary School (Canterbury).
- Ridge View School (Tonbridge & Malling) at Wouldham All Saints CEP School (Tonbridge & Malling) - the statutory process is now complete and building works are underway for 1 September 2017 opening.
- Milestone Academy; the provision hosted at Dartford Primary Academy (Dartford) has transitioned into a satellite from a SRP.

Satellite provision from Bower Grove School (Maidstone) has been in place for many years at West Borough Primary School (Maidstone) to provide inclusion for pupils able to access mainstream school.



Specialist Resourced Provisions

Approximately 11% of pupils with EHCP require a level of specialist teaching not usually available in a mainstream schools, even with access to high needs funding. These pupils are supported in mainstream through placement in a Specialist Resourced Provision (SRP). Figures 9.8 and 9.9 outline the number of SRP places in Primary and Secondary school by need type. A full list of the Specialist Resources Provisions can be found in Appendix 14.2.

Figure 9.8 Primary SRP Places By Need Type

| Primary Provision | ASD | HI | PS | SEMH | SLCN | SLD | VI | Total |
|-----------------------|------------|-----------|-----------|-----------|------------|------------|-----------|------------|
| Ashford | 6 | 0 | 0 | 15 | 12 | 0 | 0 | 33 |
| Dover | 0 | 0 | 0 | 6 | 12 | 80 | 5 | 103 |
| Shepway | 12 | 8 | 0 | 0 | 19 | 0 | 5 | 44 |
| South Kent | 18 | 8 | 0 | 21 | 43 | 80 | 10 | 180 |
| Canterbury | 43 | 0 | 0 | 0 | 35 | 0 | 0 | 78 |
| Swale | 0 | 0 | 0 | 15 | 55 | 0 | 0 | 70 |
| Thanet | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 7 |
| East Kent | 43 | 0 | 7 | 15 | 90 | 0 | 0 | 155 |
| Dartford | 30 | 14 | 0 | 0 | 12 | 0 | 0 | 56 |
| Gravesham | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Sevenoaks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Kent | 30 | 14 | 5 | 0 | 12 | 0 | 0 | 61 |
| Maidstone | 15 | 12 | 0 | 0 | 17 | 0 | 0 | 44 |
| Tonbridge And Malling | 40 | 6 | 0 | 16 | 0 | 0 | 0 | 62 |
| Tunbridge Wells | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| West Kent | 55 | 18 | 6 | 16 | 17 | 0 | 0 | 112 |
| Total Places | 237 | 62 | 30 | 88 | 307 | 160 | 20 | 904 |

Figure 9.9 Secondary SRP Places By Need Type

| Primary Provision | ASD | HI | PS | SEMH | SLCN | SLD | VI | Total |
|-----------------------|-----|----|----|------|------|-----|----|-------|
| Ashford | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Dover | 0 | 0 | 0 | 0 | 20 | 40 | 0 | 60 |
| Shepway | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Kent | 17 | 0 | 0 | 0 | 20 | 40 | 0 | 77 |
| Canterbury | 15 | 0 | 16 | 0 | 21 | 0 | 21 | 73 |
| Swale | 33 | 0 | 20 | 0 | 29 | 0 | 0 | 82 |
| Thanet | 0 | 5 | 0 | 0 | 0 | 0 | 6 | 11 |
| East Kent | 48 | 5 | 36 | 0 | 50 | 0 | 27 | 166 |
| Dartford | 55 | 7 | 0 | 0 | 44 | 0 | 0 | 106 |
| Gravesham | 16 | 0 | 10 | 0 | 0 | 0 | 0 | 26 |
| Sevenoaks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Kent | 71 | 7 | 10 | 0 | 44 | 0 | 0 | 132 |
| Maidstone | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 |
| Tonbridge And Malling | 44 | 11 | 0 | 0 | 90 | 0 | 0 | 145 |
| Tunbridge Wells | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



| Primary Provision | ASD | HI | PS | SEMH | SLCN | SLD | VI | Total |
|---------------------|------------|-----------|-----------|----------|------------|-----------|-----------|------------|
| West Kent | 44 | 11 | 0 | 0 | 90 | 0 | 4 | 149 |
| Total Places | 316 | 35 | 92 | 0 | 318 | 80 | 58 | 899 |

We have established new Primary SRPs for ASD, SLCN and SEMH. We are aware of the need to ensure pathways to appropriate Secondary provision and we recognise that twice as many Secondary pupils (6%) are in SRPs than in Primary (3%).

Independent and Non-maintained Sector Placements

Where the needs of individual pupils cannot be met in Kent maintained Special schools placements are commissioned in the independent non-maintained sector (sometimes referred to as 'Out of County'). Currently over 600 Kent resident pupils are placed in schools and colleges outside of the maintained sector. Analysis of placements over the last three years is given at Figure 9.10. An analysis of the placements by need type as at the final quarter of 2016 is in Figure 9.11.

Figure 9.10: Independent and Non-maintained Specialist Placements

| | Sep-13 | Dec-13 | Jun-14 | Sep-14 | Dec-14 | Jun-15 | Sep-15 | Dec-15 | Jun-16 |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Schools | 458 | 482 | 497 | 491 | 511 | 531 | 511 | 521 | 552 |
| Colleges | 87 | 87 | 84 | 71 | 71 | 70 | 64 | 64 | 55 |
| Grand Total | 545 | 569 | 581 | 562 | 582 | 601 | 575 | 585 | 607 |

Figure 9.11: Actual Placements as at 30 June 2016

| | ASD | SLCN | SEMH | PD | MLD /SLD | PMLD | SpLD | HI/VI | Total | In Kent | Out County |
|------------------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|
| Schools | 254 | 35 | 153 | 3 | 12 | 0 | 25 | 2 | 484 | 366 | 118 |
| Post - 16 | 17 | 4 | 0 | 14 | 13 | 4 | 0 | 3 | 55 | 7 | 48 |
| Non-Mntd | 8 | 11 | 18 | 7 | 8 | 6 | 1 | 9 | 68 | 17 | 51 |
| Total | 279 | 50 | 171 | 24 | 33 | 10 | 26 | 14 | 607 | 390 | 217 |

We want to work in partnership with local providers who are approved under Section 41 of the Children's & Families Act, in order to have the broadest range of specially organised education for pupils with SEN, to increase choice for families and to provide best value for public resources.⁷

Our SEND Strategy sets out our intention to reduce the need for unnecessary travel by increasing the number of pupils who can be supported in a local state maintained school. We have reduced the proportion of all placements being made in Independent sector from over 13% to 12%, although the actual pupil numbers have increased. For example, during 2015 an additional 62 pupils with ASD were placed in the Independent sector highlighting why we have given great importance to a further expansion of places for ASD.

⁷

Unapproved Independent settings operate for profit, charging fees, often as part of wider regional or National business.



9.6 How do we propose to meet the demand?

Nursery

We have commenced the statutory education consultation process to create an observation and assessment (O&A) provision at Oakley School (Tunbridge Wells) for up to 24 children over time. It is likely that this would comprise up to 16 children between 3 and 4 years old who claim the free entitlement funding with 4 further children eligible for the two year old funding. It is envisaged that at a practical level this would mean up to 12 children will be attending the O&A nursery at any one time. The additional places will necessitate an increase in the overall designated number of the school, from 218 to 242 from 1 September 2017. The proposal is also subject to planning permission being granted for the additional accommodation required for the expansion.

Primary

Our focus is on ensuring Primary aged children have access to early intervention in mainstream schools wherever possible. The rising number of Reception aged children has required us to increase the capacity in our specialist provision. We continue to closely monitor as we have already identified that this additional capacity is unlikely to be sufficient in the medium term. We have also included specialist resource bases in all our new Primary schools to help meet the need for extra spaces, but importantly, to also increase the choices available to parents.

Physical Disabilities (PD) and Accessible Schools

Kent maintains 275 specialist places for Physical Disabilities, including Sensory Disabilities with 30% of these at Valence Special School. Although Valence is located in Sevenoaks District it is an all-aged County wide specialist resource and it offers boarding facilities for those who cannot travel easily on a daily basis. Pupils travel to Valence from 11 different authorities. Concentrations of children are travelling from the Dartford and Gravesend area.

We remain committed to increasing physical access to the built environment for pupils who are disabled, particularly, those with mobility difficulties. We will continue to ensure that our plans for all new schools meet our statutory responsibility to ensure disability access and increase parental choice.

Profound, Severe and Complex Provision (PSCN)

We are aware that for the most profound level of physical and cognitive difficulty there is no obvious provider within the non-maintained sector. Where placement difficulties occur, the nearest suitable school may be outside Kent with the daily distance requiring a boarding school placement. Additional capacity is needed in the two Districts which do not have PSCN schools, Dover and Dartford.

A further two Special schools are being expanded to increase PSCN provision:

- Wyvern School (Ashford) - A capital expansion project consisting of additional class bases, a new studio hall, ancillary spaces and additional



external spaces including further parking will increase capacity for 190 to 270.

- Meadowfield School (Swale) is being expanded, in phases, by a further form of entry. Phase 1 has planning approval and has commenced on site to provide an additional class base and ancillary services. Phase 2 is currently seeking planning permission and will provide two further class bases with the intention to construct immediately following phase 1. The scheme to provide the remaining facilities for expansion is in development.

New (Free) Schools

It is likely that new schools will be required to provide the additional specialist capacity needed, particularly in the Secondary sector from 2018-19 onwards. Under current statutory guidance all new schools must be Free Schools. The Government has a commitment to open 500 free schools by 2020. We are working with the Regional Schools Commissioner and Education Funding Agency to identify locations in which the demand for specialist places could appropriately be met by a new Free School. In this context KCC will encourage and support 'Wave' applications for high quality provision.

The average time in pre-opening a school is approximately 26 months so to open a school in September 2018 an application would need to be submitted this September 2016 (Wave 12). Interested parties are encouraged to email the RSC office: (RSC.SESL@education.gsi.gov.uk) for any questions about the Free school application process.

West Kent

Currently specialist Secondary provision for pupils with ASD in Kent is at polar opposite ends of the County. This leads to pupils having to travel long distances to the nearest suitable provision. The scale of forecast demand for high functioning Secondary aged ASD pupils would be better accommodated through the establishment of a new school. We would welcome and support proposals for a 2FE Special Secondary free school with a designation of ASD located centrally within the Maidstone Borough to open by September 2018. Potential school sites are currently being explored by the Education Funding Agency in Maidstone North, close to Junction 7 of the M20 motorway. It is anticipated that a site will be acquired by the EFA to enable a Secondary ASD Free School to open by September 2018.

It is proposed that KCC would commission up to 144 places for pupils aged 11–19 years (120 KS3-KS4, 24 KS5).

East Kent

Currently there is no Special school on the Isle of Sheppey. This means that significant numbers of pupils often have to travel long distances off the Island to the nearest suitable provision. We believe the scale of the forecast demand for pupils aged 11-16 years would be better accommodated through the establishment of a new Special free school.



We would encourage and support proposals to establish a 120 place free school with the designation of Behaviour and Learning on the Isle of Sheppey (Swale District). We would envisage that the school would be prepared to work collaboratively with other schools on the Isle of Sheppey and provide support to schools across the Swale District.

It is proposed that KCC would commission up to 120 places for pupils aged 7-16 years.

South Kent

Provision for pupils with PSCN in Dover District is currently made in local mainstream schools; Primary provision known as Aspen 1 at Whitfield Primary School and Secondary provision known as Aspen 2 at Dover Christchurch Academy (DCCA). There has been a significant increase in the admission of pupils with complex needs to Aspen 1 with the commissioned places having increased from 55 to more than 80. Further capacity is being added to Aspen 1 to enable 112 places to be commissioned. The capacity of Aspen 2 at DCCA is currently 40 places. As this Primary pressure moves into the Secondary sector, it is likely that the pupils who need specialist places would only be able to access provision by travelling to Thanet or Shepway PSCN District schools. Both of these District PSCN schools have had capital investment to expand places and meet identified need in those Districts. We would encourage and support proposals to develop a Secondary Special school with the designation of PSCN to serve Dover District.

It is proposed that KCC would commission up to 168 places for pupils aged 11-19 years (120 KS3-KS4, 48 KS5).

North Kent

There are currently only two PSCN schools serving the three Kent Districts in North Kent. Both Milestone Academy and Ifield Special School are operating at maximum capacity in their current accommodation with Milestone Academy having KS2 and Post-16 satellites on mainstream school sites. Proposing housing development in this area is likely to increase the demand for an all-aged PSCN School and we would encourage and support proposals for a Secondary Special free school to augment both existing Special schools serving North Kent.

It is proposed that KCC would commission up to 210 places for pupils aged 11-19 years (150 KS3-KS4, 60 KS5).



Figure: 9.12: Summary of Commissioning Intentions for Specialist Provision

| District | Proposed Number of New Commissioned Places |
|-------------------------|--|
| Ashford | |
| Dover | 168 KS3-KS5 places |
| Shepway | |
| South Kent Total | 210 additional places |
| Canterbury | |
| Swale | 120 KS3-KS4 places (Isle of Sheppey) |
| Thanet | |
| East Kent Total | 120 additional places |
| Dartford | |
| Gravesham | 210 KS3-KS5 places |
| Sevenoaks | |
| North Kent Total | 210 additional places |
| Maidstone | 144 Secondary ASD |
| Tonbridge & Malling | |
| Tunbridge Wells | |
| West Kent Total | 144 additional places |
| Kent Total | 642 additional places |



10 Commissioning Early Years Education and Childcare

10.1 Legislative Context

Early Education and Childcare is legislatively governed by the *Childcare Act 2006*. Section 6 of the Childcare Act places a duty on local authorities to work in partnership with providers to influence the childcare market as far as reasonably practicable to ensure that there is sufficient childcare for working parents, or parents who are studying or training for employment. Further to this the Children and Families Act 2014 repealed the Local Authority's duty to assess sufficiency of childcare provision. However, as the Authority is still required to understand and influence the provision of childcare, a review of current provision and its relationship to demand is annually assessed and presented in the Kent Childcare Sufficiency Model 2016.

Section 7 of the Childcare Act gives local authorities a related duty to secure Free Early Education provision for Pre-school children of a prescribed age, being three and four year olds from the beginning of the term after their third birthday.

Additionally, from September 2013 the Government introduced a duty that enabled the most disadvantaged two year olds (approximately 40%) to be able to access Free Early Education provision and the Childcare Act 2016 has now made the legislative changes required to introduce the increase in the Free Entitlement from 15 to 30 hours per week from September 2017 for the eligible parents of 3 and 4 year olds.

10.2 Early Education and Childcare

'Early Education' is the Free Entitlement for all three and four year olds and eligible two year olds, designed to encourage, facilitate and support their development ensuring the best outcomes for all children at the end of Early Years Foundation Stage (EYFS). 'Childcare' for children under five is at least four hours a day with a childcare provider (integral to which, for three and four and relevant two year olds is likely to be the Free Entitlement). 'Childcare' for school aged children refers to provision in breakfast clubs, after school clubs and holiday provision, a key purpose of which is to support parents to work, study or train.

10.3 Early Education and Childcare Provision in Kent

Early Education and Childcare in Kent is available through a large, diverse and constantly shifting market of maintained, private, voluntary and independent providers (including childminders), to be found in different proportions across Kent's twelve Districts and operating as individual businesses, subject to market forces. (See Figure 10.1) It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is both complex and presents a significant challenge to the Local Authority. It should be noted that take up of available places and vacancies, within early years settings particularly, also present a constantly changing



picture. This is not only affected by parental demand but also by the fact that early years provision, being delivered in the main by the private, voluntary and independent sectors, operates as part of an open market. Also to be borne in mind here is the issue of the relationship between the provision of childcare and the availability of employment opportunities.

In Kent, when assessing supply, the criteria set out in the Department for Education’s 2010 guidance “Securing Sufficient Childcare: statutory guidance for Local Authorities in carrying out their childcare sufficiency duties” is used. Childcare places should be of high quality, accessible, affordable and sustainable, as well as being inclusive and able to meet particular needs of children and families. There should also be a sufficient range of provision and sufficient flexibility, with places being available at the right times and offering the right sessions to fit with both standard and atypical working patterns.

Figure 10.1: Range of Providers

| District | After/Before/ Out of School Clubs | Child- Minders | Crèches | Day Nurseries | Home Child- carers | Maintained Nurseries | Misc/ Others | Nurseries in Independent Schools | Pre- Schools | Private Nurseries |
|------------------------|---|-------------------|----------|---------------|-----------------------|-------------------------|-----------------|--|-----------------|----------------------|
| Ashford | 10 | 108 | 2 | 36 | 7 | 3 | 7 | 0 | 16 | 5 |
| Canterbury | 8 | 85 | 0 | 28 | 1 | 6 | 6 | 3 | 25 | 3 |
| Dartford | 7 | 120 | 1 | 20 | 2 | 4 | 4 | 0 | 24 | 1 |
| Dover | 1 | 38 | 0 | 26 | 1 | 2 | 4 | 0 | 19 | 4 |
| Gravesham | 3 | 93 | 1 | 12 | 2 | 10 | 6 | 0 | 16 | 0 |
| Maidstone | 7 | 142 | 1 | 24 | 4 | 6 | 5 | 0 | 50 | 9 |
| Sevenoaks | 6 | 105 | 0 | 35 | 28 | 2 | 3 | 2 | 37 | 5 |
| Shepway | 3 | 32 | 0 | 33 | 4 | 4 | 1 | 0 | 11 | 6 |
| Swale | 2 | 111 | 0 | 29 | 5 | 6 | 5 | 0 | 25 | 5 |
| Thanet | 2 | 74 | 2 | 27 | 0 | 9 | 6 | 1 | 11 | 6 |
| Tonbridge & Malling | 8 | 133 | 0 | 28 | 21 | 3 | 5 | 0 | 33 | 3 |
| Tunbridge Wells | 6 | 130 | 0 | 27 | 21 | 2 | 5 | 9 | 23 | 12 |
| Total | 62 | 1,171 | 7 | 325 | 96 | 57 | 57 | 15 | 290 | 59 |

Source: CFIS/Audit by Early Years



10.4 The Free Early Education Entitlement – Two, Three and Four Year Olds

All three and four year olds are entitled to a free 15 hour place per week of Free Early Education over a minimum of 38 weeks a year. In Kent, since April 2014, childcare providers have had the option to ‘stretch’ Free Early Education places to allow year round availability, in line with the availability of provision. The free places can only be provided by Ofsted registered provision, all of which must deliver the Early Years Foundation Stage. Figure 10.2 shows the hours of childcare taken up by claimants of 15 hour entitlement.

The Childcare Act 2016 which received Royal Assent in March 2016 increases the Free Entitlement to 30 hours a week for working parents of three and four year olds with universal effect from September 2017. This has been accompanied by a review of funding for Free Early Education which had led to the Government setting out its intention to raise the national average hourly rates for the Free Entitlement for 3 and 4 year olds, as well as for 2 year olds meeting the eligibility criteria for Free Entitlement. In addition, the Government has made capital grants available to Early Years settings through a Local Authority bidding process, to support the delivery of the 30 hours extended entitlement coming into effect from September 2017 (see Figure 10.4).

There will be a small number of national “early implementer” areas from September 2016 in advance of full implementation from September 2017. We hope to learn from the experiences of the “early implementer” areas in order to support Kent providers to offer the additional hours from September 2017.

‘Free for 2’ is the Kent name for the national scheme which allocates 570 hours of free childcare to 2 year olds if the parent or child meets particular eligibility requirements. Parents must be in receipt of particular benefits such as Job Seekers Allowance or Income Support, or the child may have particular health and educational needs or be looked after by the Local Authority to be eligible for assistance. The vast majority of children eligible for the scheme within Kent qualify due to their parents’ circumstances. Kent was set a target by the Government to initially create 3,095 places in September 2013 rising to 7,000 places by September 2014 and continuing to date.

10.5 Sufficiency of Childcare Places for Children Aged 0-4 Years Old

The assessment of sufficiency is calculated by comparing the total available childcare supply of places in each planning area with the number of children of that age group living in the District, based on NHS data and then applying the percentage demand for formal childcare, informed by the DfE survey percentages. (See Figure 10.3) A key variant in determining rates of take up of formal childcare is affluence, and as this varies considerably across different communities in Kent, it was considered important to reflect this when establishing demand in each planning area. A further adjustment was made to the figures to allow for an element of flexibility within individual childcare settings, as the assumption is that places cannot be filled to capacity at any given time.



Figure 10.2: Hours of Childcare Taken up by Claimants of 15 Hour Entitlement

| District | 3 Year Olds | 4 Year Olds |
|---------------------|-------------|-------------|
| Ashford | 17.9 | 19.0 |
| Canterbury | 18.5 | 19.1 |
| Dartford | 18.0 | 18.6 |
| Dover | 16.6 | 17.4 |
| Gravesham | 16.8 | 16.7 |
| Maidstone | 17.8 | 18.4 |
| Sevenoaks | 17.4 | 19.0 |
| Shepway | 17.1 | 18.0 |
| Swale | 16.7 | 17.8 |
| Thanet | 17.3 | 18.1 |
| Tonbridge & Malling | 17.6 | 19.4 |
| Tunbridge Wells | 18.0 | 21.5 |

Figure 10.3: Childcare Places by District Aged 0-4

| District | 0-4 Year Olds (GP Data) | 0-4 Year Old Childcare places Required | 0-4 Year Old Childcare Places Available | Surplus/ Deficit of Places |
|---------------------|-------------------------|--|---|----------------------------|
| Ashford | 7,998 | 2,663 | 3,161 | 498 |
| Canterbury | 7,573 | 2,578 | 3,198 | 620 |
| Dartford | 7,511 | 2,450 | 3,097 | 647 |
| Dover | 6,196 | 1,894 | 2,017 | 123 |
| Gravesham | 7,337 | 2,206 | 2,118 | -88 |
| Maidstone | 10,330 | 3,460 | 4,137 | 677 |
| Sevenoaks | 7,379 | 2,615 | 3,343 | 728 |
| Shepway | 5,903 | 1,844 | 2,220 | 376 |
| Swale | 9,117 | 2,782 | 2,808 | 26 |
| Thanet | 8,527 | 2,560 | 2,721 | 161 |
| Tonbridge & Malling | 7,870 | 2,757 | 3,031 | 274 |
| Tunbridge Wells | 6,875 | 2,610 | 3,093 | 483 |
| Total | 92,616 | 30,419 | 34,944 | 4,525 |

Analysis at a District level can mask a surplus or deficit of places at planning area level. The analysis of childcare places for 0-4 year olds by planning area shows a large disparity in the deficit or surfeit of places. Planning areas which have a particularly notable deficiency of places include Eastchurch and Warden Bay on the Isle of Sheppey; Shepway and Park Wood in Maidstone; and South West Gravesend. Whilst it should be noted that in some cases, neighbour planning areas have a surfeit of places, but this does not mean that all the vacant places are accessible – particularly in areas of deprivation. Figure 10.4 identifies localities within Districts where there is a need for 0-4 year old childcare places and those where the Local Authority has submitted bids to the DfE Early Years Capital Fund (maximum of six bids allowed).



Figure 10.4: Planning Areas with a Deficit of 0-4 Childcare Provision

| District | Locality for Development | Early Years DfE Capital Funding applications submitted |
|---------------------|---|---|
| Ashford | Finberry, Godinton | |
| Canterbury | Canterbury City | St. John's C E Primary School: expansion of existing nursery from 26 to 52 places |
| Dartford | Greenhithe, Joyce Green | |
| Dover | Aylesham, Whitfield | Aylesham Youth Centre site: 60 place new provision |
| Gravesham | Northfleet South, Coldharbour, Riverview | Mayfield Grammar School, Gravesend: 40 place new provision. Gravesend Rugby Club: 60 place new provision |
| Maidstone | None | |
| Sevenoaks | None | |
| Shepway | Sellindge, New Romney, Palmarsh, Folkestone | Abacus (Grounds of St Nicholas Primary Academy), New Romney: expansion of existing nursery from 48 to 60 places |
| Swale | Murston, Sheppey East | |
| Thanet | None | |
| Tonbridge & Malling | Kings Hill | Valley Invicta Primary: 40 place new provision |
| Tunbridge Wells | None | |

Free for 2 Places

Take up for Free for 2 places in Kent has been improving steadily over the past year. Take up rates vary considerably by District and at ward level, with notably lower take up in Gravesham District.

The availability of Free for 2 places is also affected by the availability of 0-4 places overall. Although a provider may have places available for 2 year olds, if these are not taken up, they may be taken by 3 or 4 year olds seeking places. Therefore, the provision of Free for 2 has to be seen as a sub-set of overall 0-4 provision.

An audit of place availability and vacancies in settings is undertaken twice a year by the Local Authority. The latest information for the June 2016 survey can be found in Figure 10.5. The most recent survey achieved responses from 767 settings, giving a reasonable spread of responses across the County. The findings show that for September 2016 45.6% of Free for 2 places were reported as vacant with some variability between Districts. In Thanet and Shepway the vacancy rates were around 54%, compared with much lower rates in Sevenoaks, Gravesham and Dartford.



Figure 10.5: Free for 2 Places

| District | Maximum Number of Free for 2 Places Settings Can Offer | 15-Hour Free for 2 Sessions to Become Available in September 2016 | Free for 2 Eligible Families (DWP June 2016) |
|-----------------------|--|---|--|
| Ashford | 653 | 285 | 448 |
| Canterbury | 919 | 372 | 438 |
| Dartford | 525 | 199 | 398 |
| Dover | 824 | 401 | 508 |
| Gravesham | 409 | 147 | 516 |
| Maidstone | 797 | 369 | 571 |
| Sevenoaks | 574 | 184 | 309 |
| Shepway | 942 | 500 | 451 |
| Swale | 836 | 387 | 702 |
| Thanet | 1,139 | 618 | 856 |
| Tonbridge and Malling | 337 | 145 | 355 |
| Tunbridge Wells | 456 | 228 | 262 |
| Total | 8,411 | 3,835 | 5,814 |

10.6 Out of School Childcare Provision

Out of School Childcare provision relates to provision for children aged 5 to 11 years and is supplied via:

- Ofsted registered standalone provision.
- Ofsted registered early years provision that may also offer out of school childcare.
- Non registered provision based in schools (breakfast clubs, after school provision and holiday play schemes).

This combination makes the Out of School Childcare market more difficult to quantify than that of Early Years. A survey of schools in Kent that provide Out Of School childcare, including breakfast and after school clubs was undertaken in 2014. With effect from January 2016, the provision of Out of School Childcare was included in the Annual Schools Census.

As this provision is very much demand led, where there is a perceived need or demand for Out of School Childcare provision, a framework and package for developing, sustaining and supporting Out of School Childcare provision is available for schools, academies and private, voluntary and independent providers. The package includes information, advice, support and guidance relating to:

- Market research (to ascertain the demand for provision).
- Premises suitability.
- Business and financial planning to ensure sustainability.
- Marketing.
- Governance and committee matters.
- Ofsted readiness.
- Wellbeing and involvement.
- Planning for play.



- Inclusion.
- Effective relationships and partnerships.
- Self-evaluation and continuous improvement.

10.7 Future Planning

Supporting the sufficiency, sustainability and quality of early years and childcare providers is crucial in aiming to ensure a long term, sufficient supply of places. To do this to best effect, the Early Years and Childcare Service has developed Threads of Success, which is an accessible framework of services and products providing a comprehensive training, support and advice offer, differentiated for early years, school and out of school providers.

The Service also works with providers and potential providers to encourage the establishment of additional provision where this is required, whether this is for Free for 2 places, additional 0-4 places or ensuring the delivery of the 30 hours places by September 2017. The availability of capital funding is limited and in most cases providers lease or rent accommodation which is already available. Exceptions to this are when the Government does provide the opportunity to bid for funding to support the implementation of policy, such as the 30 hour free entitlement, or when establishing new schools where the opportunity to include nursery provision can be considered.

The supply of Free Entitlement places for 2, 3 and 4 year olds will be kept under review as planned new housing developments are built and the demand for places increases. Where housing developments are proposed in localities with a deficit of places or where the size of a development means that the development will require new provision to serve its own population, the Local Authority will engage in discussions with developers to either seek funding to provide nursery accommodation or agreement to securing community rental or leasehold accommodation availability for private, community or voluntary sector providers of 0-4 childcare.

10.8 Early Years Commissioning Position

Figure 10.4 above identified specific projects where we are seeking DfE Early Years Capital Fund. The Summary of the Commissioning Proposals for Primary Schools can be found in Section 13. This outlines where we are planning new Primary schools up until 2023. When a new school is delivered according to the EFA baseline design a nursery space is included. As a new school is planned we will work with the Sponsor to identify Early Years provision and the most appropriate way to deliver this.



11 Post-16 Education and Training in Kent

11.1 Duties to Provide for Post-16 Students

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties to:

- Secure sufficient suitable education and training provision for young people aged 16-19 years (and those aged 20-24 years with an Education, Health and Care Plan or Learning Difficulty Assessment).
- Ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people's participation successfully is a key element of this duty).
- Have processes in place to deliver the 'September Guarantee' of an education or training place for all 16 and 17 year olds.

Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of Post-16 education and training.

11.2 Overview

The concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support is central to Kent's 14-24 Learning, Employment and Skills Strategy. The goal is to:

- Develop a high quality learning route for every young person that enables them to participate, achieve and progress.
- Create stronger local partnerships and consortia arrangements.
- Establish the right delivery arrangements at a local and area level.

Delivery of appropriate high quality programmes of learning at Key Stage 4 (aged 14-16 years) supports participation and continuity into Post-16 education and training, and movement into employment with training, further education, higher education and adult employment.

Education and training for young people aged 16 to 19 years (and those aged 20 to 24 years with an Education, Health and Care Plan or an ongoing Learning Difficulty Assessment) is commissioned and funded by the Education Funding Agency (EFA). The provision of education and training is through schools and academies, Further Education (FE) colleges and training providers.

This section sets out the capacity for further provision and will highlight specific need for changes to the offers currently available to young people, to ensure:



- Participation to age 18 is increased.
- Skills gaps are addressed in line with local employers.
- Young people have the relevant skills and qualifications to gain employment in the future.

11.3 Kent's Key Priorities for 2017-18 and Beyond

A priority for 2017-18 will be to increase the variety of pathways, including academic, vocational and technical, apprenticeships, employment with training or work based learning across all Districts. Raising attainment, closing achievement gaps and delivering programmes which advantage rather than disadvantage young people, continues to be a focus.

The Post-16 offer should meet the requirements of increasing participation. Provision is required to offer a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment. School and college Post-16 performance measures, qualifications and assessments are changing quickly. Employers expect young people to become more employable and flexible and to be quickly work-ready. At the same time providers are having to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources.

KCC recognises that this can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high quality learning pathways. Vulnerable learners, particularly those who do not have Maths and/or English should have opportunities to engage in personalised pathways which lead to sustained employment. The Skills and Employability Service's annual review of provision supports the development of personalised pathways within redesigned Study Programmes to improve the outcomes and destinations for all young people.

11.4 The 14 -24 Learning Employment and Skills Strategy

A key priority for Kent is to ensure every young person up to age 19 years is engaged in purposeful and effective learning and training. Plans to achieve this are set out in the 14-24 Learning, Skills and Employment Strategy. Four themes support this ambition and these are outlined below.

1. Raise Attainment

Attainment at age 16 years is the single most important factor in securing participation, learning and achievement between the ages of 16 and 19 years, especially attainment in Maths and English. Provisional officer tables (available at the time of writing this version of the KCP) for 2016 GCSE show 60.8% of pupils gaining 5 A* - C including English and Maths compared to 2015's 57.3%. KCC needs to continue to raise the attainment of Maths and English at age 16 years. Assessment changes are demanding more depth and rigour for the 2017 examination cycle.



Provisional Post-16 officer tables show a very small reduction in A' level APE from 212.2 last year to 211.6 this year. The % attaining 2+ A to E A' level has fallen very slightly by 1.6% to 86.5%, but the percentage of students achieving AAB grades or above has risen by 5.1% to 17.9%. There has been an increase in Vocational APE from 228.5 last year to 237.4 this year. The number of vocational students in schools has fallen very slightly to 2,584 from 2,620. Weak literacy and numeracy skills (despite perhaps a grade C in English and Maths), inappropriate curriculum offer at Post-16 and unfocused careers guidance and quality of learning may well be a barrier to even better outcomes.

2. Target Support to Vulnerable Young People

Figure 11.1 shows the gap between those eligible for Free School Meals (FSM) and all other pupils has decreased in three major headlines.

Figure 11.1: Free School Meals Gap

| | 2013 % | 2014 % | 2015 % |
|--|-----------|-----------|-----------|
| Level 2 at age 19 | 24.7 | 20.4 | 17.0 |
| Level 2 with English & Maths at age 19 | 35.5 | 34.9 | 33.4 |
| Level 3 by age 19 | 32.1 | 32.2 | 30.2 |

LPUK 2015 validated data

Figure 11.2 shows the gap between those students with Special Educational Needs and all other pupils has decreased in three major headlines.

Figure 11.2: SEN Gap

| | 2013 % | 2014 % | 2015 % |
|---|-----------|-----------|-----------|
| Percentage of 19 year olds qualified to Level 2, by Special Educational Need (SEN) status in Year 11 and Local Authority | 28.4 | 26.6 | 24.3 |
| Percentage of 19 year olds qualified to Level 2 with English and Maths, by Special Educational Need (SEN) status in Year 11 and Local Authority | 48.0 | 47.1 | 45.3 |
| Percentage of 19 year olds qualified to Level 3, by Special Educational Need (SEN) status in Year 11 and Local Authority | 39.4 | 39.1 | 36.8 |

Although the achievement gap that exists between SEND and non-SEND students and FSM and non FSM students has narrowed, work still needs to be undertaken to reduce the gap. Furthermore, the curriculum needs to be planned in such a way that these students move on to a positive destination, whether better equipped to undertake independent living (in the case of SEND students) progress directly to employment with training, FE, employment, or supported employment.



We recognise that KCC needs to be more ambitious for disadvantaged young people and in the 14–24 Learning, Employment and Skills Strategy it was clear that pre-apprenticeships and Level 1 programmes, particularly for 17 year olds who are unable to achieve a Level 2 apprenticeship, needed to be further developed. To meet these learners' needs, a current and expanding District Employability Offer is being developed further in partnership with a range of Post-16 providers enhanced by an online interactive access facility.

Each District now has a published offer that includes as a minimum employability engagement activity. The District Employability Offer brings together programmes from EFA funded agencies, which includes traineeships and courses from training providers. These activities are designed to dovetail into the apprenticeship advertising cycle so that young people can progress into employment with training or employment (without training).

The KentChoices4U webpages (found on www.kent.gov.uk) are being redesigned to encourage a reflective cycle before accessing choices on UCAS progress.

3. Improve and Extend Vocational Education

One of the key strands of the 14-24 Strategy is to ensure that there are quality technical and vocational education and training options so that all 14-19 year olds can access and succeed in following an appropriate pathway for education or employment with training. This includes increasing the numbers of young people taking up and successfully completing an apprenticeship at aged 16-18 years. In Kent, since 2009, the number of under 19 apprenticeship starts has increased from 1,800 in 2009 to 2,560 in 2015. By third quarter 2015–2016 there were 2,480 starts and it is expected that the total will be the highest ever.

KCC needs to continue working with schools and colleges to develop collaborative inclusive programmes of academic, vocational and technical learning for 14–24 year olds that is well matched to student needs. These programmes should have a clear 14–19 progression with high participation rates, better and higher outcomes at age 19 years, with robust careers education information, advice and guidance. Employer engagement needs to be a factor in the design of the programmes of study, so as to match them to the needs of local, regional and national labour market.

Figure 11.3 outlines the range of qualifications available for accrediting technical and vocational learning have been enlarged, in line with National policy, and are now ready for first teaching in September 2016.



Figure 11.3: Range of Qualifications Available for Accrediting Technical and Vocational Learning in September 2016

| | |
|--|---|
| <p>Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. Through applied learning. They allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels.</p> | <ul style="list-style-type: none"> • performing arts and media • finance and business • health and social care • construction, planning and the built environment • engineering • information and communication technology • sport • hospitality • science and mathematics • sociology and social policy |
| <p>Technical certificates are rigorous intermediate (level 2) technical qualifications recognised by employers for students aged 16 plus who wish to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit at this level or where a level 2 qualification is needed before students can progress to a level 3 qualification. Technical certificates are recognised by trade or professional bodies and/or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.</p> | <ul style="list-style-type: none"> • agriculture, horticulture and animal care • arts, media and publishing • business, accounting, administration and law • construction, planning and the built environment • engineering, manufacturing technologies and transportation operations • health, social care and child development and well being • information and communication technology • leisure, sport, travel and tourism • retail, hospitality and commercial enterprise |
| <p>Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers for students aged 16 years plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course.</p> | <ul style="list-style-type: none"> • agriculture, horticulture and animal care • arts, media and publishing • business, administration and law • child development and well being • construction, planning and the built environment • engineering and manufacturing • health and social care • information and communication technology • sport, leisure and recreation • retail, hospitality and commercial enterprise. |

Provision planners have the opportunity to match aspiration and ambition with a qualification or suite of qualifications to achieve the best outcome, including destination for the learner.

Programmes of study allow flexibility in curriculum design. Moreover schools are finding that packages of learning which offer opportunities of substantial



Level 3 learning with Maths and English and relevant work experience lead to positive outcomes and destinations.

4. Increase Participation and Employment

Figure 11.4 is the Mid-Month NEET Summary Report January 2016 by academic age for Kent.

Figure 11.4: Mid Month NEET Summary Report January 2016 by Academic Age for Kent

| District | Cohort 16-18 | Adjusted NEETs target % Jan 2016 | Adjusted NEETs actual % | Difference against target | Approximate reduction required | NEET numbers | Adjusted NK actual % | NK Numbers* | Progress RPA | |
|-----------------------|---------------|----------------------------------|-------------------------|---------------------------|--------------------------------|--------------|----------------------|--------------|--------------|--------------|
| | | | | | | | | | Age 16 | Age 17 |
| Ashford | 4,782 | 2.10 | 3.93 | 1.83 | 79 | 160 | 9.83 | 470 | 92.50 | 82.46 |
| Canterbury | 4,884 | 2.04 | 5.39 | 3.35 | 149 | 233 | 9.07 | 443 | 92.13 | 84.36 |
| Dartford | 3,593 | 2.54 | 4.63 | 2.09 | 67 | 147 | 10.52 | 378 | 88.44 | 80.68 |
| Dover | 3,926 | 2.79 | 4.34 | 1.55 | 54 | 149 | 11.00 | 432 | 94.08 | 81.10 |
| Gravesham | 3,972 | 2.52 | 6.54 | 4.02 | 141 | 227 | 11.40 | 453 | 88.22 | 79.07 |
| Maidstone | 5,446 | 2.49 | 5.10 | 2.61 | 129 | 248 | 9.22 | 502 | 92.94 | 82.90 |
| Sevenoaks | 3,592 | 1.64 | 4.38 | 2.74 | 88 | 138 | 10.77 | 387 | 91.34 | 80.94 |
| Shepway | 3,879 | 3.03 | 4.62 | 1.59 | 56 | 157 | 10.00 | 388 | 92.85 | 82.67 |
| Swale | 5,373 | 3.04 | 6.59 | 3.55 | 169 | 311 | 11.45 | 615 | 90.54 | 80.47 |
| Thanet | 5,322 | 3.49 | 5.46 | 1.97 | 92 | 253 | 11.93 | 635 | 91.46 | 80.69 |
| Tonbridge and Malling | 4,511 | 1.67 | 4.46 | 2.79 | 113 | 179 | 9.86 | 445 | 92.63 | 83.63 |
| Tonbridge Wells | 4,002 | 1.65 | 5.09 | 3.44 | 126 | 182 | 8.45 | 338 | 93.62 | 84.12 |
| Kent Total | 53,282 | 2.50 | 5.09 | 2.59 | 1238 | 2,384 | 10.30 | 5,486 | 91.77 | 81.97 |

Canterbury, Gravesham, Swale and Thanet show the highest NEET percentage. The largest drop out from 16 to 17 year olds occurs in Dover at 12.98%. Investigation has shown that travel to learn is an obstacle to vulnerable and disadvantaged learners and highlights the lack of appropriate local provision.

The impact of the lack of strong numeracy and literacy skills and inappropriate offers have an impact on transition from Year 12 to Year 13. A lower percentage of students across Kent are making this transition. Drop out at age 17 years is a serious concern.

Figure 11.6 reflects 2015 retention and shows the latest figures available from learning Plus UK data. Transition retention measures the number of learners moving from Year 12 to Year 13. Overall retention measures learners starting in Year 12 and completing at the end of Year 13.



Figure 11.6: Transition Retention Measures 2015

| | Transition | Overall |
|---------|------------|---------|
| Kent | 83.3% | 77.3% |
| Grammar | 89.9% | 87.6% |
| High | 77.3% | 67.6% |
| Wide | 76.6% | 68.7% |

There is great variability in rates. Developing sense of purpose and a positive target in young people's lives is as important as qualifications gained. Careers education, information, advice and guidance are a key element in a Post-16 package of learning: ideally there would be continuum from Key Stage 4.

Developing sustainable and progressive curriculum routes for 16-19 year olds and beyond with high quality options is a key activity for all schools. No student should be denied opportunities to gain the skills to move into further learning, apprenticeships, or employment at ages 16-18 years. High quality curriculum pathways which lead to positive destinations are essential and Ofsted will be investigating study programmes (those packages of learning which each Post-16 student takes up) for their expected outcomes and opportunities for progression.

In Kent, the tracking of all young people aged 16-19 years (up to the age of 24 years old for SEND) is now the responsibility of KCC. The cohort size is 51,000 young people and systems are in place to collect data from a number of sources. Particular focus has been on working directly with schools, colleges and work-based training providers. Overall, the NEET percentage is down and in January 2016 now close to the target at 4.97%.

The key to reducing NEETs is a high quality 14-19 learning offer and effective employer engagement. It is clear that 14-19 providers operating across a District must collaborate to achieve the best outcomes for all learners, and the task needs to be shared, and owned, by providers on a best-fit model without excluding vulnerable and disadvantaged learners.

Engagement with employers continues to be successfully promoted through developing a Guild Model, which is a partnership between employers and education providers. The following have been identified as priority sectors for development within Kent as part of 'Innovation for Growth' and 'Unlocking Potential' strategies:

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



11.5 Sixth Form Capacity Assessment

One group of key providers of Post-16 training in Kent is the school sixth forms. Figure 11.7 below sets out the current sixth form capacity available in each District and how that compares to the actual numbers on roll in schools. It has been well documented that in recent years sixth form numbers have reduced and is anticipated that this trend will continue until 2018 when the numbers, at least in certain Districts, will start to increase once more. With the significant increases in the numbers of Primary school aged pupils, it is clear that as these young people move on to Secondary education, the roll numbers in school sixth forms are likely also to continue to increase in the longer term.

Figure 11.7: Sixth Form Capacities

| District | 2015-16 Capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) |
|-----------------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Ashford | 336 | 348 | 362 | 329 | 291 | 287 | 273 | 281 | 2007 |
| Canterbury | 119 | 67 | 99 | 101 | 49 | 50 | -3 | -70 | 2314 |
| Dartford | 397 | 422 | 401 | 307 | 186 | 39 | -43 | -90 | 2439 |
| Dover | 371 | 381 | 396 | 391 | 397 | 391 | 344 | 310 | 1595 |
| Gravesham | 133 | 129 | 147 | 141 | 137 | 92 | 21 | -41 | 1489 |
| Maidstone | 473 | 437 | 443 | 454 | 436 | 361 | 326 | 301 | 2789 |
| Sevenoaks | 468 | 449 | 455 | 453 | 443 | 430 | 430 | 422 | 640 |
| Shepway | 508 | 397 | 299 | 340 | 338 | 332 | 322 | 280 | 1470 |
| Swale | 606 | 610 | 648 | 651 | 652 | 629 | 564 | 507 | 2270 |
| Thanet | 165 | 154 | 188 | 209 | 232 | 204 | 165 | 121 | 1617 |
| Tonbridge and Malling | 275 | 299 | 396 | 445 | 374 | 324 | 324 | 268 | 2251 |
| Tonbridge Wells | 343 | 400 | 386 | 344 | 299 | 239 | 224 | 157 | 2395 |
| Kent Total | 4,194 | 4,093 | 4,220 | 4,165 | 3,834 | 3,378 | 2,947 | 2,446 | 23,276 |

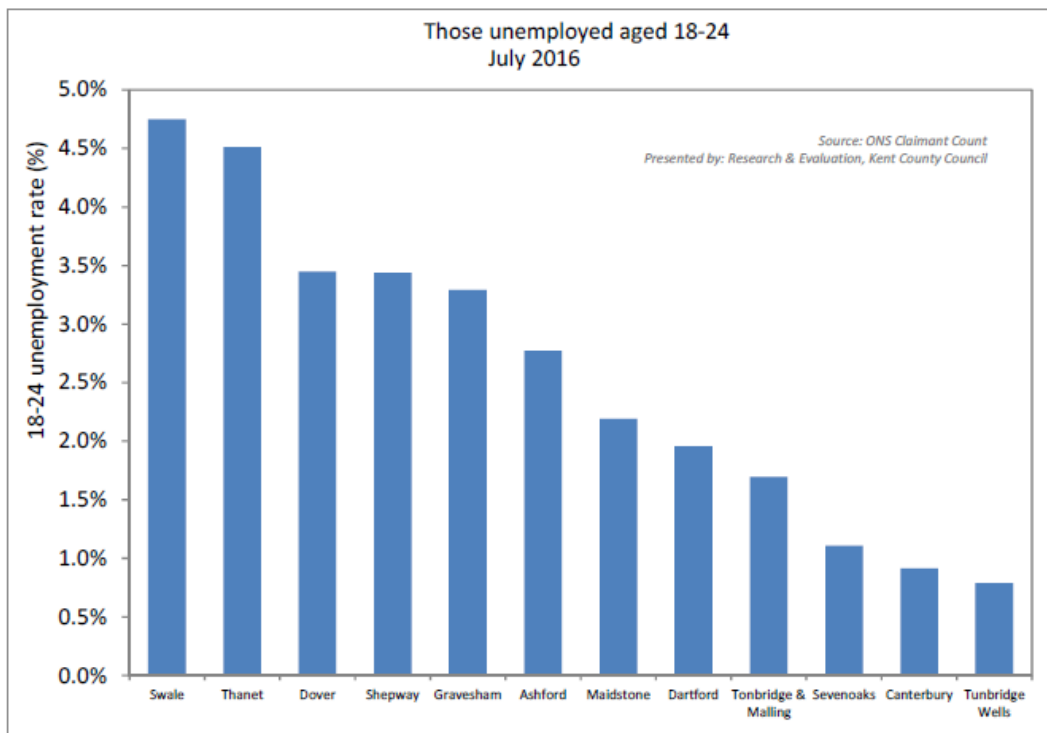
As can be seen from Figure 11.7 above, there appears to be sufficient sixth form capacity for the medium term across each District to both accommodate future pupil increases and increased participation. Where deficits are forecast in the longer term, it is anticipated these can be addressed through expansion of existing provision. However, provision of place needs to be linked with provision of appropriate learning, matched to students' ambitions and aptitudes and labour market information.



11.6 Unemployment

If students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at age 18 years. 18-24 year olds make up the largest proportion, almost a third, of all those who are unemployed in Kent, and have the highest unemployment rate of any of the age groups. Figure 11.8 shows that Swale and Thanet have the highest rates of Kent's twelve Districts.

Figure 11.8: % Unemployed 18-24 Year Olds by District



11.7 English and Maths

English and Maths are the keys to further progression. In order to investigate the need for type of provision, rather than number of places, Figure 11.9 has been drawn up based on the 2016 Pre-16 GCSE tables.



Figure 11.9: 2016 Pre-16 GCSE Tables

| Trend Data | No of Pupils at end of KS4 | % achieving 5+ A*-C including E&M | No of students who have not achieved | % achieving a C grade or above in E&M | No of students who have not achieved | % achieving a C grade or above in English | No of students who have not achieved | % achieving a C grade or above in Maths | No of students who have not achieved |
|---|----------------------------|-----------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|
| 2016 Kent LA | 15,539 | 60.8 | 6,091.3 | 63.1 | 5,733.9 | 75.9 | 3,744.9 | 67.6 | 5,034.6 |
| 2015 Kent LA | 16,109 | 57.3 | 6878.5 | 59.8 | 6,475.8 | 70.4 | 4,768.3 | 66.6 | 5,380.4 |
| 2014 Kent LA | 16,323 | 58.1 | 6839.3 | 61.0 | 6,366.0 | 71.8 | 4,603.1 | 67.7 | 5,272.3 |
| Difference between 2016 and 2014 | -784 | 2.7 | -748 | 2.1 | -632.1 | 4.1 | -858.2 | -0.1 | -237.7 |

- 6091 students did not achieve 5+ A* - C including English and Maths.
- 748 more students this year than in 2014 achieved the level 2 benchmark.
- 5,734 students did not achieve Maths and English at a grade C or above.
- 632 more students achieved this headline than in 2014.
- 3745 students did not achieve grade C English.
- 858 more students achieved this headline than in 2014.
- 5035 students did not achieve grade C Maths.
- 237 more students achieved this headline than in 2014.

Although an improving picture, these figures demonstrate the numbers of students seeking creative study programmes which will have to include Maths and English offers with other substantial learning or work experience.

11.8 Area Analysis

This section will provide an overview of what has been provided by way of qualifications compared to labour market information. Highlighted qualifications relate to the ten most advertised occupations. This, together with information supplied about new qualifications and the sectors covered, should enable review of provision of learning and building of offers which respond to local needs and which is available at different starting points to enable progression to the next step.

A common feature for each area is the number of qualifications relating to sport and leisure, the ever increasing popularity of Psychology and Sociology and the presence of General Studies. Within each area schools are duplicating courses, sometimes with group size below realistic sustainability.

Districts with high unemployment rates (identified in figure 11.8), need to consider guidance programmes and progression to avoid this exclusion.

North – Dartford, Gravesham and Sevenoaks

Figure 11.10 shows the top ten qualifications, A levels and BTEC level 3.



Level 2 qualification data is not published by the DfE.

Figure 11.10: Top Ten Qualifications – A Levels and BTEC Level 3

| Level | Subject | Total 2015 | Level | Subject | Total 2015 |
|-------|-----------------------|------------|---------|-------------------------------|------------|
| A | English Literature | 261 | BTEC L3 | SubDip Information tech | 88 |
| A | Mathematics | 246 | BTEC L3 | SubDip Business | 48 |
| A | Psychology | 242 | BTEC L3 | SubDip Multi Media Production | 40 |
| A | History | 173 | BTEC L3 | Dip Sport | 37 |
| A | Biology | 163 | BTEC L3 | SubDip Applied Science | 37 |
| A | Sociology | 152 | BTEC L3 | Dip Information Tech | 34 |
| A | Chemistry | 123 | BTEC L3 | Dip Multi Media IA | 33 |
| A | Geography | 120 | BTEC L3 | SubDip Engineering | 28 |
| A | Business (VQ) | 118 | BTEC L3 | Dip Engineering | 27 |
| A | Media/Film/TV studies | 113 | BTEC L3 | SubDip Sport | 24 |

The top occupations for this area are:

| | |
|----------------------------------|--|
| Business sales executives | Managers and directors in retail |
| Nurses | Electrical and electronic trades |
| Other administrative occupations | Sales accounts and business development managers |
| Large Goods vehicle drivers | Book keepers, payroll managers and wages clerks |
| Chefs | Sales related occupations |

The top skills for this area are:

| | |
|------------------------|---------------------|
| Customer Service | Business Management |
| Microsoft Excel | Repair |
| Building Relationships | Microsoft Office |
| Sales | Teaching |
| Contract Management | Product Sales |

A higher provision profile of the following would match area requirements:

- Retail and Sales
- Accounting and financial services
- Repair and automotive
- Health and Social Care
- Child Development

These sets of knowledge and skills can be built from Key Stage 4 to enable transition into progressive FE routes. Examples of routes from 14-19 can be found in Appendix 14.3.

Based on 2016 provisional outcomes and Kent (not area based) Post-16 cohort projections, the Northern area over the next four years would need to provide Maths and English provision to the following numbers (Figure 11.12). However,



the hypothesis is that outcomes in these subjects will dip due to increased rigour and strengthened assessment.

Figure 11.12: Projected Maths and English Provision Required 2017-20 in North Kent

| | | Without E and M | Without E | Without M |
|------|----------------------|-----------------|-----------|-----------|
| 2017 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,439 | 940 | 1,264 |
| 2018 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,448 | 945 | 1,271 |
| 2019 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,409 | 920 | 1,237 |
| 2020 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,447 | 945 | 1,270 |

South – Ashford, Dover and Shepway

Figure 11.13 shows the top ten qualifications, A levels and BTEC level 3. Level 2 qualification data is not published by the DfE.

Figure 11.13: Top Ten Qualifications – A Levels and BTEC Level 3

| Level | Subject | Total 2015 | Level | Subject | Total 2015 |
|-------|-----------------------|------------|---------|-------------------------------|------------|
| A | English Literature | 361 | BTEC L3 | SubDip Public Services | 80 |
| A | History | 299 | BTEC L3 | SubDip Business | 79 |
| A | Mathematics | 288 | BTEC L3 | SubDip Information Tech | 75 |
| A | Psychology | 276 | BTEC L3 | SubDip Health and Social Care | 56 |
| A | Biology | 243 | BTEC L3 | SubDip Sport | 53 |
| A | Sociology | 205 | BTEC L3 | Dip Sport | 51 |
| A | Chemistry | 184 | BTEC L3 | SubDip Applied Science | 39 |
| A | Geography | 174 | BTEC L3 | Subdip Music | 29 |
| A | General Studies | 164 | OCR CT | CT IntDip Buisness | 28 |
| A | Media/Film/TV studies | 121 | BTEC L3 | EotDip Sport | 22 |

The top occupations for this area are:

| | |
|-------------------------------------|---|
| Business sales executives | Care workers and home carers |
| Managers and Directors in retail | Programme and software developers |
| Nurses | Sales related occupations |
| Other Administrative occupations | Primary and nursery education |
| Chartered and certified accountants | Book keepers, payroll managers and wages clerks |

The top skills for this area are:

| | |
|------------------------|---------------------|
| Customer Service | Project Management |
| Building Relationships | Contract management |



| | |
|---------------------|------------------|
| Microsoft Excel | Repair |
| Sales | Microsoft Office |
| Business Management | Teaching |

A higher provision profile of the following would match area requirements:

- Retail and Sales
- Accounting and financial services
- Repair and automotive
- Programming
- Child Development

These sets of knowledge and skills can be built from Key Stage 4 to enable transition into progressive FE routes. Examples of routes from 14-19 can be found in Appendix 14.3.

Based on 2016 provisional outcomes and Kent (not area based) Post-16 cohort projections, the southern area over the next four years would need to provide Maths and English provision to the following numbers (Figure 11.14). However, the hypothesis is that outcomes in these subjects will dip due to increased rigour and strengthened assessment.

Figure 11.14: Projected Maths and English Provision Required 2017-20 in South Kent

| | | Without E and M | Without E | Without M |
|------|----------------------|-----------------|-----------|-----------|
| 2017 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,917 | 1,252 | 1,638 |
| 2018 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,822 | 1,190 | 1,600 |
| 2019 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,799 | 1,175 | 1,580 |
| 2020 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,819 | 1,188 | 1,597 |

East – Canterbury, Swale and Thanet

Figure 11.15 shows the top ten qualifications, A levels and BTEC level 3. Level 2 qualification data is not published by the DfE.

Figure 11.15: Top Ten Qualifications – A Levels and BTEC Level 3

| Level | Subject | Total 2015 | Level | Subject | Total 2015 |
|-------|--------------------|------------|---------|-------------------------|------------|
| A | English Literature | 384 | BTEC L3 | SubDip Information Tech | 119 |
| A | History | 347 | IB | Baccalaureate | 115 |
| A | Mathematics | 352 | BTEC L3 | Dip Sport | 86 |



| Level | Subject | Total 2015 | Level | Subject | Total 2015 |
|-------|-----------------|------------|---------|-------------------------------|------------|
| A | General Studies | 291 | BTEC L3 | SubDip Business | 73 |
| A | Biology | 290 | BTEC L3 | SubDip Health and Social Care | 51 |
| A | Psychology | 263 | BTEC L3 | SubDip Public Services | 44 |
| A | Sociology | 199 | BTEC L3 | Dip Health and Social Care | 43 |
| A | Chemistry | 192 | BTEC L3 | Dip Business | 39 |
| A | Geography | 189 | BTEC L3 | SubDip Sport | 39 |
| A | Physics | 184 | BTEC L3 | EotDip Sport | 36 |

The top occupations for this area are:

| | |
|----------------------------------|--|
| Managers and Directors in retail | Business sales executives |
| Nurses | Care workers and home carers |
| Large goods vehicle drivers | Secondary education teaching professionals |
| Other Administrative occupations | Primary and nursery education |
| Chefs | Programmers and software development professionals |

The top skills for this area are:

| | |
|------------------------|---------------------|
| Customer Service | Microsoft Office |
| Microsoft Excel | Business Management |
| Teaching | Repair |
| Building Relationships | Product sales |
| Sales | Contract management |

A higher provision profile of the following would match area requirements:

- Retail and Sales
- Repair and automotive
- Programming
- Hospitality

These sets of knowledge and skills can be built from Key Stage 4 to enable transition into progressive FE routes. Figure Examples of routes from 14-19 can be found in Appendix 14.3.

Based on 2016 provisional outcomes and Kent (not area based) Post-16 cohort projections the eastern area over the next four years would need to provide Maths and English provision to the following numbers (Figure 11.16). However, the hypothesis is that outcomes in these subjects will dip due to increased rigour and strengthened assessment.



Figure 11.16: Projected Maths and English Provision Required 2017-20 in East Kent

| | | Without E and M | Without E | Without M |
|------|----------------------|-----------------|-----------|-----------|
| 2017 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,917 | 1,252 | 1,638 |
| 2018 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,822 | 1,190 | 1,600 |
| 2019 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,799 | 1,175 | 1,580 |
| 2020 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,819 | 1,188 | 1,597 |

West – Maidstone, Tonbridge and Malling and Tunbridge Wells

Figure 11.17 shows the top ten qualifications, A levels and BTEC level 3. Level 2 qualification data is not published by the DfE.

Figure 11.17: Top Ten Qualifications – A Levels and BTEC Level 3

| Level | Subject | Total 2015 | Level | Subject | Total 2015 |
|-------|-----------------------|------------|---------|-----------------------------|------------|
| A | Mathematics | 695 | BTEC L3 | SubDip Business | 150 |
| A | History | 468 | IB | Baccalaureate | 104 |
| A | English Literature | 466 | OCR CT | CT Int Dip Information tech | 85 |
| A | Biology | 454 | BTEC L3 | SubDip Applied Science | 60 |
| A | Psychology | 415 | BTEC L3 | SubDip Sport | 59 |
| A | Geography | 401 | BTEC L3 | Dip Sport | 51 |
| A | Physics | 343 | BTEC L3 | SubDip Information Tech | 47 |
| A | Chemistry | 314 | BTEC L3 | SubDip Public Services | 41 |
| A | Media/Film/TV Studies | 304 | BTEC L3 | Dip Health and Social Care | 38 |
| A | Sociology | 240 | BTEC L3 | Dip Business | 32 |

The top occupations for this area are:

| | |
|--|---|
| Business sales executives | Chefs |
| Nurses | Other Administrative occupations |
| Programmers and software development professionals | Sales accounts and business development managers |
| Managers and directors in retail | Large goods vehicle drivers |
| Sales related occupations | Human resources and industrial relations officers |

The top skills for this area are:

| | |
|--------------------------|----------------------|
| Customer Service | Microsoft Office |
| Sales | Sales recruiting |
| Teaching Microsoft Excel | Business Development |
| Building Relationships | Contract management |
| Business Management | Contract accountancy |



A higher provision profile of the following would match area requirements:

- Retail
- Programming
- Hospitality
- Repair and Automotive
- Accountancy and Financial Services

These sets of knowledge and skills can be built from Key Stage 4 to enable transition into progressive FE routes. Examples of routes from 14-19 can be found in Appendix 14.3.

Based on 2016 provisional outcomes and Kent (not area based) Post-16 cohort projections the western area over the next four years would need to provide Maths and English provision to the following numbers (Figure 11.18). However, the hypothesis is that outcomes in these subjects will dip due to increased rigour and strengthened assessment.

Figure 11.18: Projected Maths and English Provision Required 2017-20 in West Kent

| | | Without E and M | Without E | Without M |
|------|----------------------|-----------------|-----------|-----------|
| 2017 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,917 | 1,252 | 1,638 |
| 2018 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,822 | 1,190 | 1,600 |
| 2019 | % | 36.9 | 24.1 | 32.4 |
| | Number of pupils (F) | 1,799 | 1,175 | 1,580 |
| 2020 | % | 39.6 | 21.4 | 32.4 |
| | Number of pupils (F) | 1,819 | 1,188 | 1,597 |

Kent is overall looking for skills and knowledge to fulfil the following occupations. In Figure 11.19 the qualification header is indicated and is drawn from the newly drawn up certificates.

Figure 11.19: Occupations Needed in Kent and Supporting Qualifications

| | Technical Certificates in | Technical Level in | Applied General Certificates in |
|---|--|--|--|
| Book Keepers, Payroll Managers And Wages Clerks | Business, accounting, administration and law | Accounting and finance, business, accounting, administration and law | Finance, enterprise, business and law |
| Building Relationships | Health, social care and child development and well-being | Child development and well-being health, public services and care | Health and social care, child development and well-being |
| Business Sales Executives | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Care Workers And Care Homes | Health, social care and child development and well-being | health, public services and care | Health and social care, child development and well-being |



| | Technical Certificates in | Technical Level in | Applied General Certificates in |
|---|--|---|--|
| Chartered And Certified Accountants | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Chefs | Retail, Hospitality and commercial enterprise | Leisure, sport, travel and tourism | |
| Contract Management | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Customer Service | Retail, Hospitality and commercial enterprise | Leisure, sport, travel and tourism | Retail, Hospitality and commercial enterprise |
| Electrical; And Electronic Trades | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations |
| Human Resources And Industrial Relations Officers | Psychology, Sociology | Psychology, Sociology | Psychology, Sociology |
| Large Goods Vehicle Drivers | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations |
| Managers And Directors In Retail | Retail, Hospitality and commercial enterprise | Leisure, sport, travel and tourism | Retail, Hospitality and commercial enterprise |
| Microsoft Excel | Information and communication technology | Information and communication technology | Information and communication technology |
| Microsoft Office | Information and communication technology | Information and communication technology | |
| Nurses | Health, social care and child development and well-being | Child development and well-being health, public services and care | Health and social care, child development and well-being |
| Other Administrative Operations | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Primary And Nursery Education | Health, social care and child development and well-being | Child development and well-being | Health and social care, child development and well-being |
| Product Sales | Retail, Hospitality and commercial enterprise | Leisure, sport, travel and tourism | |
| Programme And Software Development Professionals | Information and communication technology | Information and communication technology | Information and communication technology |
| Repair | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations | Engineering, manufacturing technologies and transport operations |
| Sales | Retail, Hospitality and commercial enterprise | Leisure, sport, travel and tourism | Retail, Hospitality and commercial enterprise |
| Sales Accounts And Business Development Managers | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Sales Related Occupations | Business, accounting, administration and law | Accounting, finance Business, administration and law | Finance, enterprise, business and law |
| Teaching | | Child development and | Health and social care, |



| | Technical Certificates in | Technical Level in | Applied General Certificates in |
|--|---------------------------|---|--|
| | | well-being health, public services and care | child development and well-being science and mathematics |

Further details on each qualification can be found using the links outlined in Appendix 3.

11.9 Shaping the Future

The Government's ambition is that every young person, after an excellent grounding in the core academic subjects and a broad and balanced curriculum to age 16 years, is presented with two choices: the academic or the technical option. The academic option is already well regarded, but the technical option must also be world-class. As with the reforms in higher education, it is necessary to improve both the quality of education and student choice. There should be appropriate bridging courses to make movement between the two options easily accessible.

The bifurcation of routes, the academic option and the technical option, allows for a foundation year in which students have another opportunity to develop knowledge, skills and attitudes before embarking on a two year course.

This foundation year could well be offered by schools to develop, for example, English and Maths, technical learning at a lower level, work experience and personal development. This would be funded. This could take the place of technical programmes which colleges would in future offer.

The Government has identified 15 proposed technical routes. Kent has an opportunity now to develop Post-16 learning across the County with this framework.

The proposed routes are:

| Route | Job roles |
|---|---|
| Agriculture, Environmental and Animal Care | Conservationist, park ranger, farmer, horticulturalist, agricultural manager, agricultural technician |
| Business and Administrative | Human resources officer, office manager, administrative officer, housing officer |
| Catering and Hospitality | Chef, butcher, baker, catering manager, events manager |
| Construction | Bricklayer/mason, electrician, building/civil engineering technician, carpenter/joiner, construction supervisor |
| Creative and Design | Arts producer, graphic designer, audio-visual technician, journalist, |



| Route | Job roles |
|---|--|
| | product/clothing designer, upholsterer, tailor, furniture maker |
| Digital | IT business analyst/systems designer, programmer, software developer, IT technician, web designer, network administrator |
| Engineering and Manufacturing | Engineering technician, vehicle mechanic, aircraft fitter, printer, process technician, energy plant operative |
| Hair and Beauty | Hairdresser, barber, beauty therapist |
| Health and Science | Nursing assistant, pharmaceutical technician, sports therapist, laboratory technician, dental nurse, food technician |
| Legal, Finance and Accounting | Accounting technician, paralegal, financial account manager, payroll manager, finance officer, legal secretary |
| Protective Services | Police officer, fire service officer, non-commissioned officer (NCO), maritime operations officer (coastguard) |
| Sales, Marketing and Procurement | Buyer, procurement officer, sales account manager, market research analyst, estate agent |
| Social Care | Care worker, residential warden, home carer, probation officer, welfare counsellor |
| Transport and Logistics | Ship's officer, railway signalling technician, HGV driver |

The developing Guilds of employers can support these routes (as they can currently) by working with providers as part of the Skills and Employability Service's employer engagement strategy.

11.10 Summary

In developing new Post-16 provision the Local Authority would request providers to:

- Align provision to local labour market trends and avoid duplication of courses.



- Make provision for English and Maths to ensure students can gain a GCSE grade C or above qualification.
- Assure the long term viability of the provision.
- Establish robust monitoring of Post-16 learning and teaching.
- Offer a range of qualifications at all levels.
- Ensure levels of literacy and numeracy which are in accordance with EFA guidelines and which are appropriate for successful completion of learning.
- Develop a technical and vocational offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the skills profile highlighted by LMI information.
- Develop an academic programme offer which leads to HE, degree apprenticeships and higher level apprenticeships.
- Develop a technical programme endorsed by employers and the Kent Guilds.
- Work collaboratively with other Post-16 advisers.
- Deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience.
- Plan personalised pathways for vulnerable and disadvantaged learners.
- Engage in systematic review of provision against local and national indicators.



12 Commissioning Statutory School Provision: Analyses and Forward Plans for each District

12.1 Duties to Provide for Ages 4-16 Years

The law requires Local Authorities to make provision either at school or otherwise for the education of children from the September following their fourth birthday to the end of the academic year in which their sixteenth birthday falls. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (i.e. at home); others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident child aged between 4-16 years.

A minority of young pupils aged 14-16 years are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in Special schools or non-school forms of special education provision because of their special educational needs.

The Local Authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” (Section 19 of the 1996 Education Act) and which is appropriate to individual pupil needs. This duty is discharged through Pupil Referral Units, alternative provision commissioned by Secondary schools and the Health Needs Education Service.

12.2 Kent Wide Summary

Detail on the requirement for school places is contained in the District Analyses and Forward Plans which follow. For 2017 and 2018 many projects are already in progress. For later years only the area where expansion is required has been noted – specific schools may not be identified. Also for later years (particularly beyond 2020) the commissioning proposals are dependent on the pace of planned housing development being realised. A County-wide summary of the proposals for Primary, Secondary, SEN school places, and Early Years places in each District are set out at Section 13.

Figure 12.1 shows net change in capacity in Kent Primary and Secondary schools as places have been added or removed since 2010. By September 2016, across Kent, an additional 2,587 places were added in Year R, 11,116 across Years R-6, 199 Year 7 places and a reduction of 453 places across Years 7-11.

The forecast increase in places from 2017-18 to 2022-23 includes only projects that have progressed through the statutory consultation process. Therefore, we would expect the change in operational capacity across the Primary and Secondary sectors to increase significantly as the projects outlined in this plan are actioned.



Figure 12.1: Net Change in Operational Capacity from 2010-11 Onwards (Temporary and Permanent Projects)

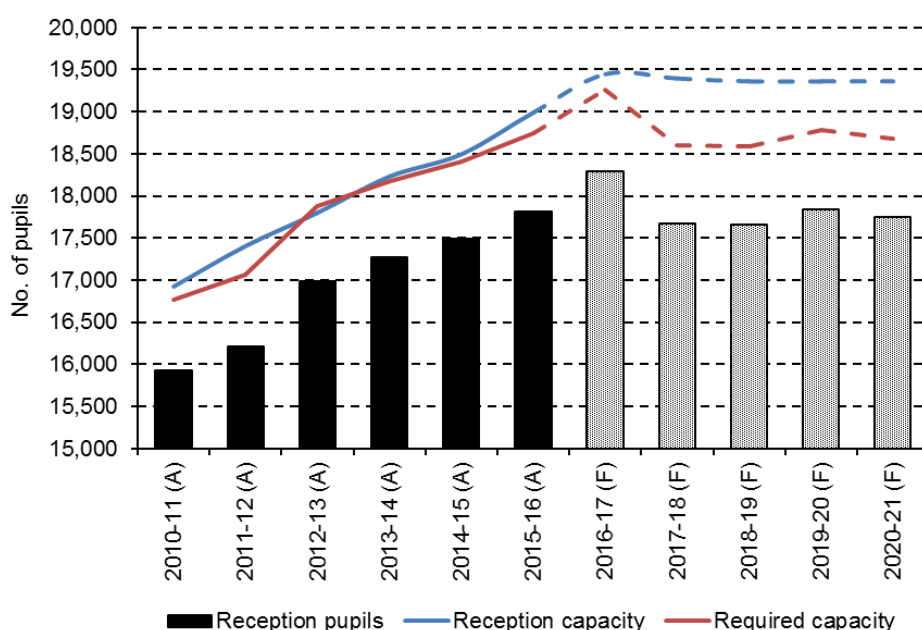
| School year | Year R | Primary | Year 7 | Years 7-11 |
|-------------|--------|---------|--------|------------|
| 2010-11 | 245 | 245 | -151 | -631 |
| 2011-12 | 638 | 913 | -175 | -686 |
| 2012-13 | 1,019 | 2,073 | -68 | -634 |
| 2013-14 | 1,459 | 3,691 | 269 | -907 |
| 2014-15 | 1,704 | 5,872 | 305 | -819 |
| 2015-16 | 2,165 | 8,455 | 277 | -881 |
| 2016-17 | 2,587 | 11,166 | 298 | -453 |
| 2017-18 | 2,647 | 13,510 | 199 | 529 |
| 2018-19 | 2,632 | 15,297 | 146 | 1,006 |
| 2019-20 | 2,632 | 16,639 | 176 | 1,277 |
| 2020-21 | 2,632 | 17,546 | 206 | 1,256 |
| 2021-22 | - | - | 206 | 894 |
| 2022-23 | - | - | 206 | 871 |

Source: Management Information, Education and Young People's Services, KCC
Changes in school capacity reported by Provision Planning and Operations, Fair Access, KCC

The number of Reception aged pupils in Kent schools has risen from 15,933 in 2010-11 to 17,809 in 2015-16 (Figure 12.1). This is a significant increase of 10.5% in a relatively short period of time. In 2010-11 Reception year groups in Kent Primary schools operated with around 6.2% surplus capacity. The surplus capacity in 2015-16 was also 6.2%, which is a modest increase on the previous year (5.4%) and reflects Kent's increasing investment in school places (Figure 12.2). The number of Reception aged pupils is forecast to peak in 2016-17, at an estimated 18,297 pupils and then fluctuate around 17,500 pupils over the following few years.



Figure 12.2: Reception Pupils in Kent Mainstream Schools (2010-11 to 2020-21)



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC

Figure 12.3 below presents Reception Year group data at District level. It shows that the growth in pupil numbers is not uniform across the County, nor is the level of surplus capacity. The current surplus capacity in Reception Year varies from 0.5% in Dartford to 10.9% in Swale. If no further action is taken (in addition to the capacity added in Figure 12.2) by the end of the forecasting period (2020-21) there will be 8.3% surplus capacity in Reception Year places across the County. Where surplus capacity falls below 5% (highlighted in yellow) action will be taken in those Districts to provide additional places to meet the demand. Solutions will vary from new provision, to expansion of existing facilities through permanent or temporary means.

Figure 12.3: Current and Forecast Surplus/Deficit of Reception Places in Kent Mainstream Schools by District Area if no Further Action is Taken

| District | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Ashford | 1,635 | 134 | 111 | 102 | 160 | 63 | 105 | 1,630 |
| Canterbury | 1,611 | 110 | 123 | 157 | 175 | 128 | 142 | 1,584 |
| Dartford | 1,460 | 8 | 105 | 192 | 175 | 147 | 153 | 1,602 |
| Dover | 1,312 | 122 | 102 | 135 | 167 | 148 | 151 | 1,336 |
| Gravesham | 1,386 | 40 | 48 | 100 | 53 | 77 | 61 | 1,461 |
| Maidstone | 1,954 | 78 | 95 | 183 | 150 | 77 | 109 | 2,006 |
| Sevenoaks | 1,536 | 103 | 125 | 193 | 163 | 125 | 163 | 1,546 |
| Shepway | 1,309 | 75 | 75 | 76 | 52 | 128 | 96 | 1,269 |

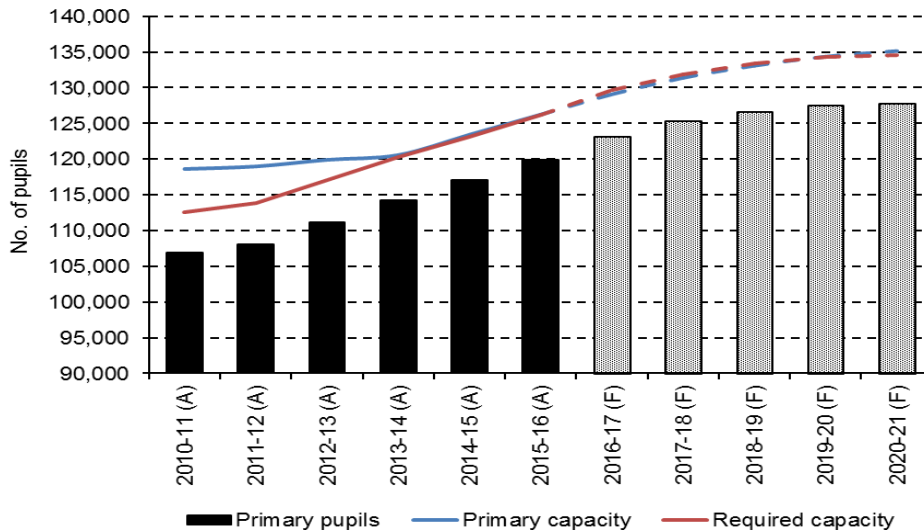


| | | | | | | | | |
|---------------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Swale | 1,970 | 215 | 101 | 188 | 178 | 217 | 199 | 2,024 |
| Thanet | 1,710 | 86 | 122 | 171 | 166 | 199 | 191 | 1,800 |
| Tonbridge & Malling | 1,723 | 133 | 75 | 93 | 110 | 133 | 137 | 1,778 |
| Tunbridge Wells | 1,385 | 78 | 67 | 133 | 155 | 75 | 104 | 1,325 |
| Total | 18,991 | 1,182 | 1,150 | 1,723 | 1,705 | 1,518 | 1,610 | 19,361 |

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

Figure 12.4 shows that the number of Primary pupils in Kent schools is forecast to rise from 106,097 in 2010-11 to around 127,859 in 2020-21. This is an expected increase of 20% from 2010-11 and 7% on current roll numbers. Kent Primary schools currently operate with 5.0% surplus capacity but this is forecast to decrease to 4.6% over the coming years, before rising again to 5.4% at the end of the forecast period. This reflects the continued flow over the next two years of larger Year R cohorts into schools compared to departing Year 6 cohorts, a situation which is forecast to reverse in 2018-19.

Figure 12.4: Pupils (All Year Groups) in Mainstream Primary Schools (2011-10 to 2020-21)



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations

Figure 12.2 shows the total number of Primary school places that have been commissioned since 2010. These increase markedly year on year as expansions roll through the schools from Year R. Over the last seven years we have added 11,166 places (372 classes of 30 pupils) or the equivalent of 53 new 1FE schools. By September 2020, the expansions which have already been approved will have added 17,546 places in total (equivalent to almost 585 additional classes, or 84 new 1FE Primary schools).

Figure 12.5 shows that the 2015-16 surplus capacity for Primary year groups (Reception - Year 6) varied across the County. It ranged from 0.6% in Dartford to 8.3% Dover. Looking ahead, where surplus capacity is forecast to fall below 5% (highlighted in yellow), plans for additional capacity will be brought forward over the coming six months to ensure that at least 5% surplus capacity is maintained in each District area.



Figure 12.5: Current and Forecast Surplus/Deficit of Primary Places in Kent Mainstream Schools by District Area if no Further Action is Taken

| District | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|---------------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| Ashford | 11,009 | 533 | 559 | 470 | 528 | 501 | 528 | 11,520 |
| Canterbury | 10,834 | 714 | 687 | 700 | 681 | 657 | 701 | 11,148 |
| Dartford | 9,534 | 56 | 95 | 227 | 389 | 492 | 584 | 10,880 |
| Dover | 9,057 | 756 | 670 | 620 | 652 | 668 | 773 | 9,373 |
| Gravesham | 9,295 | 62 | 60 | 116 | 140 | 182 | 205 | 10,107 |
| Maidstone | 12,836 | 667 | 621 | 623 | 620 | 538 | 517 | 14,004 |
| Sevenoaks | 10,116 | 786 | 690 | 714 | 695 | 707 | 717 | 10,798 |
| Shepway | 8,749 | 423 | 354 | 298 | 233 | 278 | 322 | 8,970 |
| Swale | 12,909 | 526 | 504 | 623 | 650 | 823 | 894 | 14,081 |
| Thanet | 11,332 | 335 | 462 | 600 | 687 | 802 | 911 | 12,552 |
| Tonbridge & Malling | 11,397 | 717 | 563 | 482 | 55 | 579 | 622 | 12,363 |
| Tunbridge Wells | 9,175 | 725 | 636 | 608 | 624 | 590 | 514 | 9,351 |
| Total | 126,243 | 6,300 | 5,903 | 6,082 | 6,404 | 6,816 | 7,288 | 135,147 |

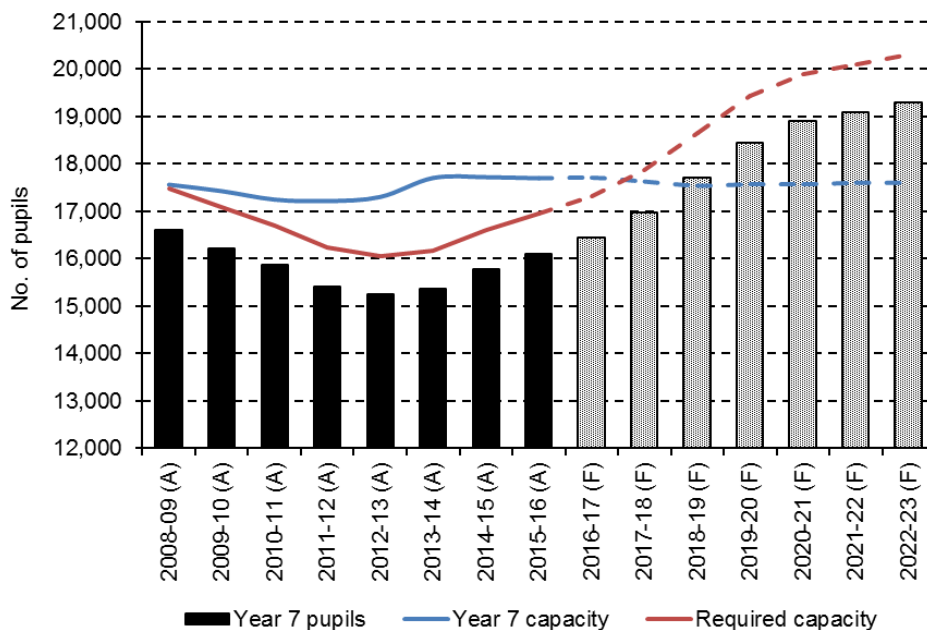
Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

The number of Year 7 pupils in Kent Secondary schools has been rising for three consecutive years from low point of 15,244 in 2012-13 (see Figure 12.6) to 16,097 in 2015-16. Thereafter, Year 7 rolls are forecast to rise by over 3,000 pupils by 2022-23 (an increase of 27% on 2012-13 roll numbers). This means that, in excess of 2,600 places (87 forms of entry) need to be commissioned to accommodate likely future demand. This is a very significant increase in provision, equivalent to 11 or more new Secondary schools.



Figure 12.6: Historic and Forecast Year 7 Pupils in Kent Mainstream Schools (2007-08 to 2021-22)



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

Changes in capacity in the Secondary sector have in recent years been largely confined to individual schools determining they can accommodate additional pupils, the opening of free schools, and more recently the closure of Chaucer, Hextable, Marlowe and Pent Valley schools (see Figure 12.2). The decision to close schools when we are forecasting increasing demand for places is not taken lightly. It is only taken when KCC Members believe that the closure would be in the best interest of the pupils. This will be due to a number of reasons including, but not limited to, falling rolls dictating a school is no longer viable, or where the standards are low and alternative provision will support pupils in achieving better outcomes.

Figure 12.7 below shows that current surplus capacity for Year 7. 9.1% of places are surplus across Kent, but the figure varies across District areas. By the end of the forecasting period (2022-23) there will be around 9.6% deficit capacity in Year 7 across the County (based on current capacity data). Where surplus capacity falls below 5% or where there will be no surplus capacity (highlighted in yellow and red as appropriate) plans to commission additional Secondary school places will need to be brought forward to address this situation.



Figure 12.7: Current and Forecast Surplus/Deficit of Year 7 Places in Kent Mainstream Schools by District Area if no Further Action is Taken

| District | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|---------------------|------------------|--------------|--------------|-------------|-------------|-------------|---------------|---------------|---------------|------------------|
| Ashford | 1,538 | 220 | 173 | 172 | 60 | -31 | -64 | -11 | -19 | 1,481 |
| Canterbury | 1,553 | 113 | 34 | 24 | 14 | -43 | -91 | -81 | -120 | 1,583 |
| Dartford | 1,555 | 42 | 66 | 155 | 133 | 59 | 1 | -28 | -66 | 1,753 |
| Dover | 1,400 | 267 | 140 | 118 | 36 | 64 | -47 | 4 | 7 | 1,325 |
| Gravesham | 1,343 | 60 | 58 | -52 | -164 | -179 | -203 | -239 | -220 | 1,308 |
| Maidstone | 2,125 | 171 | 166 | 51 | -71 | -150 | -211 | -268 | -371 | 2,057 |
| Sevenoaks | 510 | -3 | 16 | -28 | -68 | -83 | -92 | -121 | -133 | 480 |
| Shepway | 1,195 | 172 | 59 | 3 | -56 | -136 | -167 | -161 | -191 | 1,045 |
| Swale | 1,715 | 144 | 86 | 59 | 32 | -96 | -82 | -207 | -69 | 1,745 |
| Thanet | 1,471 | 41 | 44 | -59 | -94 | -183 | -232 | -192 | -227 | 1,444 |
| Tonbridge & Malling | 1,776 | 233 | 281 | 219 | 156 | 83 | 43 | 8 | -11 | 1,849 |
| Tunbridge Wells | 1,520 | 144 | 146 | -7 | -152 | -188 | -185 | -195 | -275 | 1,534 |
| Total | 17,701 | 1,604 | 1,269 | 655 | -175 | -882 | -1,331 | -1,492 | -1,695 | 17,604 |

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

The number of Year 7-11 pupils in Kent Secondary schools reached a low point in 2014-15 at 77,931 pupils (Figure 12.8 below). Secondary school rolls are forecast to rise consistently to 93,747 in 2022-23 (a 20% increase on 2014-15), and will continue to do so beyond this date. Figure 12.2 shows capacity changes from 2010 onwards.



Figure 12.8: Historic and Forecast Secondary Pupils in Kent Mainstream Schools (2008-09 to 2022-23)

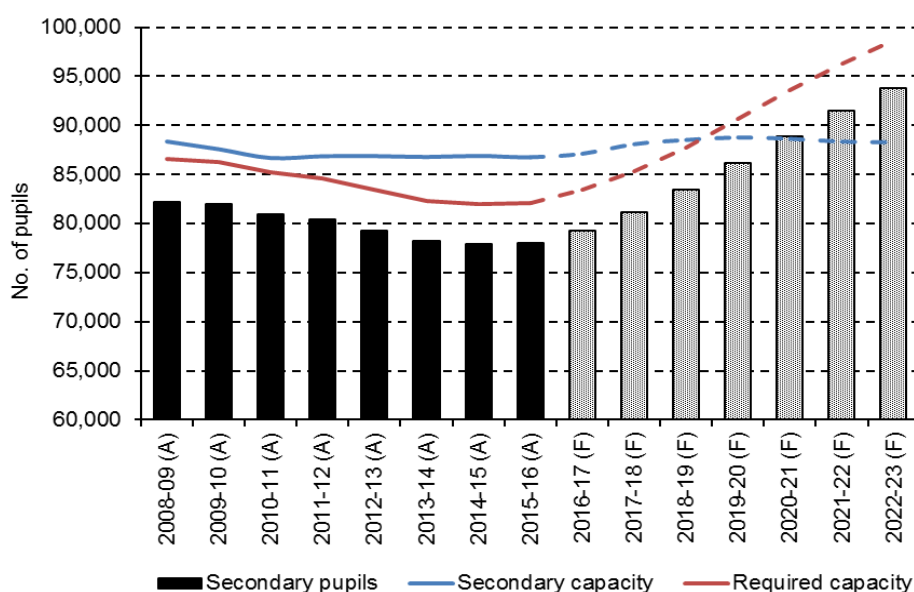


Figure 12.9 below shows that current surplus capacity for Secondary year groups (Years 7-11). Where surplus capacity falls below 5% or where there will be no surplus capacity the figures are highlighted in red or yellow as appropriate. The surplus is 10.1% across Kent. This is forecast to decrease over the coming years, such that by the end of the forecasting period if no action is taken, there will be a 6.2% deficit of places in Secondary schools across the County. Over the coming years the general focus will shift away from expansion of Primary places to the funding and commissioning of additional Secondary places.

Figure 12.9: Current and Forecast Surplus/Deficit of Secondary Places in Kent Mainstream Schools by District Area If No Further Action Is Taken

| District | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|---------------------|------------------|--------------|--------------|--------------|--------------|--------------|-------------|---------------|---------------|------------------|
| Ashford | 7,270 | 804 | 878 | 959 | 845 | 614 | 329 | 146 | -44 | 7,405 |
| Canterbury | 7,637 | 260 | 256 | 204 | 151 | 61 | -142 | -257 | -401 | 7,915 |
| Dartford | 7,685 | 549 | 522 | 621 | 664 | 694 | 491 | 276 | 55 | 8,825 |
| Dover | 6,715 | 969 | 929 | 905 | 777 | 604 | 291 | 156 | 45 | 6,625 |
| Gravesham | 6,569 | 569 | 489 | 272 | 1 | -287 | -548 | -845 | -1,013 | 6,540 |
| Maidstone | 10,321 | 1,103 | 1,033 | 878 | 584 | 249 | -133 | -566 | -988 | 10,285 |
| Sevenoaks | 2,340 | 288 | 140 | 68 | -83 | -185 | -275 | -412 | -517 | 2,400 |
| Shepway | 5,840 | 923 | 434 | 220 | 84 | -100 | -292 | -513 | -707 | 5,225 |
| Swale | 8,444 | 875 | 810 | 701 | 565 | 289 | 63 | -230 | -358 | 8,725 |
| Thanet | 7,275 | 337 | 371 | 221 | 50 | -242 | -516 | -751 | -920 | 7,220 |
| Tonbridge & Malling | 8,733 | 1,143 | 1,316 | 1,371 | 1,244 | 1,063 | 873 | 601 | 370 | 9,245 |
| Tunbridge Wells | 7,940 | 947 | 693 | 603 | 255 | -63 | -362 | -704 | -974 | 7,886 |
| Total | 86,769 | 8,767 | 7,870 | 7,024 | 5,138 | 2,696 | -220 | -3,101 | -5,451 | 88,296 |



Travel to School Flows

Although the vast majority of pupils in each District travel to their local schools at both Primary and Secondary education phases, there is a large number that travel to neighbouring Districts, or even further afield (Figure 12.10).

Excluding pupils that travel from Kent to schools in other local authority areas, the proportion of Primary pupils attending schools in the same District to which they live varies from 99.1% (Swale) to 92.8% (Dartford). The average is 96.1%. There is far more variation at the Secondary phase ranging between 34.2% (Sevenoaks) to 95.3% (Swale). The average is 84.0%.

Kent Primary schools are comprised of 98.6% of pupils that are resident in Kent, compared to 95.7% in Kent Secondary schools. The remaining 1,663 Primary pupils and 3,348 Secondary pupils come from out of the County.

Figure 12.10 Travel to School Flows for Pupils in Years 7-11 (Spring 2016)

| School District | Pupil home area | | | | | | | | | | | | Out of County | Total |
|-----------------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------------|-----------------|---------------|---------------|
| | Ashford | Canterbury | Dartford | Dover | Gravesham | Maidstone | Sevenoaks | Shepway | Swale | Thanet | Tonbridge & Malling | Tunbridge Wells | | |
| Ashford | 5,985 | 24 | 0 | 6 | 0 | 83 | 0 | 110 | 5 | 2 | 1 | 121 | 128 | 6,465 |
| Canterbury | 232 | 6,307 | 0 | 284 | 0 | 3 | 0 | 201 | 273 | 69 | 1 | 0 | 7 | 7,377 |
| Dartford | 0 | 0 | 4,341 | 0 | 242 | 1 | 1,074 | 0 | 1 | 0 | 10 | 0 | 1,467 | 7,136 |
| Dover | 3 | 44 | 0 | 5,023 | 0 | 1 | 0 | 269 | 0 | 405 | 0 | 0 | 1 | 5,746 |
| Gravesham | 0 | 0 | 439 | 0 | 5,150 | 3 | 189 | 0 | 2 | 0 | 9 | 0 | 208 | 6,000 |
| Maidstone | 309 | 0 | 0 | 1 | 4 | 7,243 | 24 | 2 | 47 | 0 | 1,313 | 132 | 142 | 9,217 |
| Sevenoaks | 1 | 0 | 99 | 0 | 12 | 7 | 1,682 | 0 | 0 | 0 | 111 | 2 | 138 | 2,052 |
| Shepway | 217 | 3 | 0 | 77 | 0 | 1 | 0 | 4,604 | 2 | 0 | 0 | 0 | 13 | 4,917 |
| Swale | 51 | 266 | 3 | 9 | 3 | 54 | 3 | 1 | 7,122 | 11 | 2 | 0 | 44 | 7,569 |
| Thanet | 0 | 172 | 0 | 30 | 0 | 0 | 0 | 1 | 0 | 6,732 | 0 | 0 | 3 | 6,938 |
| Tonbridge and Malling | 59 | 2 | 13 | 2 | 169 | 277 | 1,208 | 6 | 17 | 0 | 4,169 | 934 | 734 | 7,590 |
| Tunbridge Wells | 66 | 3 | 2 | 1 | 1 | 385 | 742 | 0 | 3 | 1 | 991 | 4,335 | 463 | 6,993 |
| Total | 6,923 | 6,821 | 4,897 | 5,433 | 5,581 | 8,058 | 4,922 | 5,194 | 7,472 | 7,220 | 6,607 | 5,524 | 3,348 | 78,000 |



Figure 12.11 Out of County Breakdown

| School District | Pupil home area (Out of County breakdown) | | | | | | | Total |
|-----------------------|---|-------------|------------|------------|------------|------------|------------|--------------|
| | Medway | East Sussex | Bexley | Bromley | Greenwich | Lewisham | Other | |
| Ashford | 1 | 126 | 0 | 0 | 0 | 0 | 1 | 128 |
| Canterbury | 4 | 1 | 0 | 0 | 0 | 0 | 2 | 7 |
| Dartford | 24 | 0 | 765 | 314 | 195 | 99 | 70 | 1,467 |
| Dover | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Gravesham | 147 | 0 | 7 | 2 | 22 | 3 | 27 | 208 |
| Maidstone | 127 | 0 | 1 | 3 | 3 | 2 | 6 | 142 |
| Sevenoaks | 3 | 0 | 6 | 119 | 0 | 4 | 6 | 138 |
| Shepway | 1 | 10 | 1 | 0 | 0 | 0 | 1 | 13 |
| Swale | 43 | 0 | 1 | 0 | 0 | 0 | 0 | 44 |
| Thanet | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Tonbridge and Malling | 383 | 126 | 4 | 145 | 2 | 2 | 72 | 734 |
| Tunbridge Wells | 3 | 429 | 0 | 19 | 0 | 1 | 11 | 463 |
| Total | 737 | 692 | 785 | 602 | 222 | 111 | 199 | 3,348 |

Source: Management Information, Education and Young People's Services, KCC Schools Census, January 2016

Secondary pupils often travel significant distances, especially in the West of Kent, generally to access selective or denominational provision. Figure 12.11 shows pupil flows into Kent from out of County. Out of the 3,348 Secondary pupils that travel to Kent schools, Dartford schools receive 1,467 (43.8%) and Tonbridge/Tunbridge Wells schools receive 1,197 (35.8%) – the majority travelling further than average to attend North and West Kent Grammar Schools, many of which have so-called 'super-selective' admissions criteria (admissions based on points scored and not just whether the Kent Test has been passed) enabling those that live further away an equal chance of gaining a place as those who live nearby.



Figure 12.12 Net Travel to School Flows for Secondary Pupils in Kent Schools (Spring 2016)

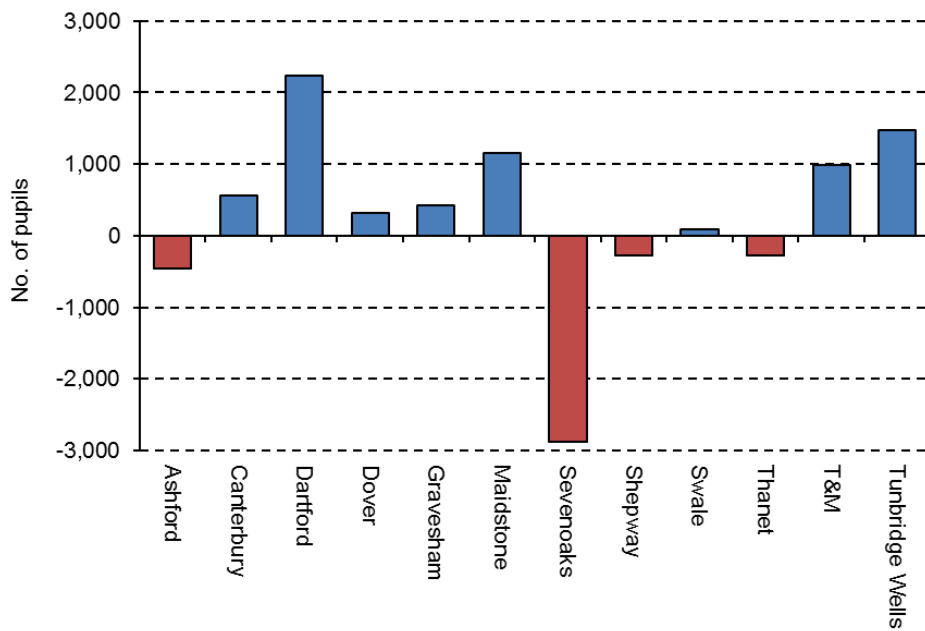


Figure 12.12 summarises the net flow of pupils in and out of Kent's Districts. Only around a third of children resident in Sevenoaks District attend a mainstream Secondary provision within the District, while in excess of 1,000 travel to Dartford, 1,200 to Tonbridge and almost 750 to Tunbridge Wells. The opening of an Annex of the Weald of Kent Grammar School will reduce the flow of pupils out of the District. We have already seen this with the opening of Trinity School.



12.3 Ashford

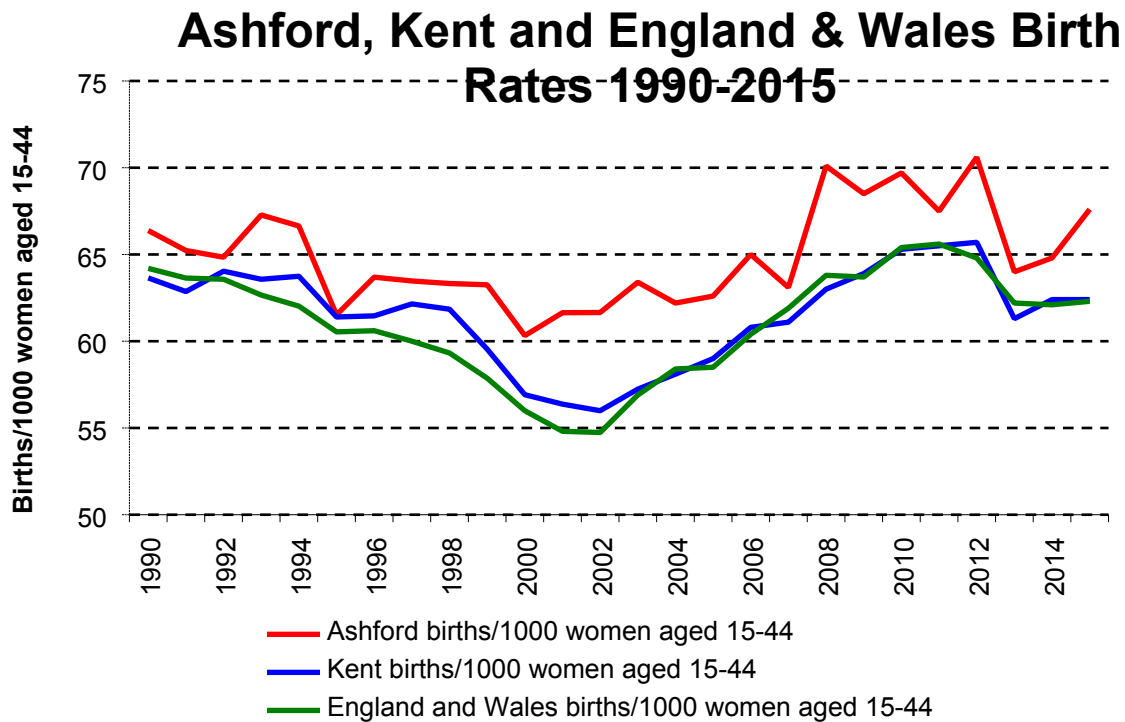
Overview

- The birth rate in Ashford increased for a second year in 2015, and is now 5 points above the County and National rates. The number of births at 1,562 is 1FE above the previous peak of 2012.
- Year R numbers peak in 2016-17. Total Primary school rolls continue to rise until 2019-20.
- The expansion of schools and the opening of three new schools in Ashford since 2012 has kept capacity in line with demand. Moving forward, new schools and school expansions will be required to support major housing developments.
- Ashford's Core Strategy (2008) includes the target of 20,000 new homes to be built in the Borough between 2001 and 2021. By 31 March 2016, 8,937 new homes had been completed. The current draft Local Plan reduces the number of proposed new homes to 12,200 in the period 2016–30, of which half are already planned for. The draft Local Plan therefore makes new site allocation for 3,900 new homes, with the residual coming forward as windfall sites.
- Secondary pressures begin in Year 7 in 2018-19, with demand expected to exceed supply in 2019–20. This will need to be managed in the short term through existing schools admitting additional pupils. Plans are in place for a new Secondary school in the Chilmington Green development (5,750 homes) from 2022-23.

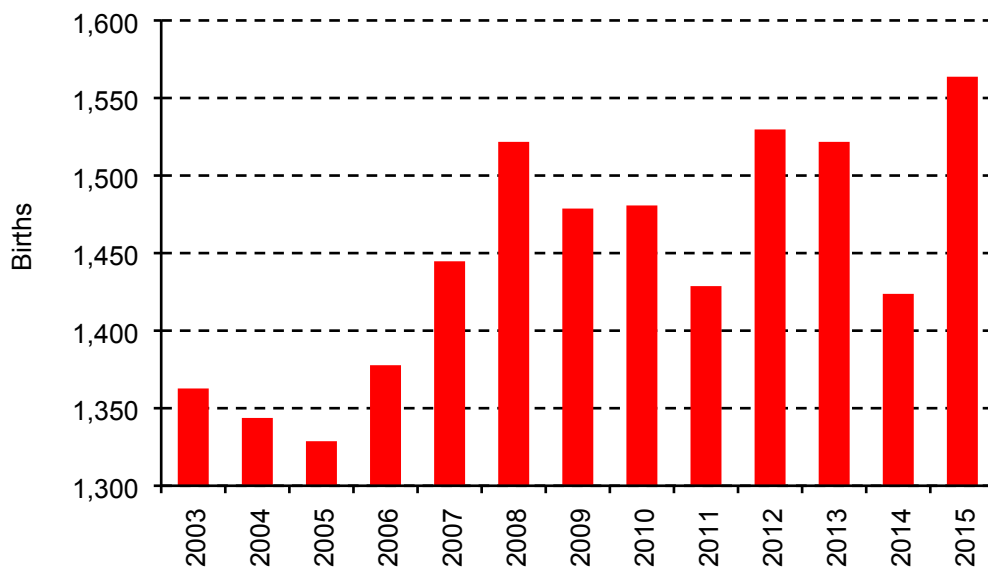


District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



Ashford Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Ashford Central | 210 | 7 | 8 | 21 | -13 | -18 | -13 | 210 |
| Ashford North | 210 | -3 | -8 | 18 | 35 | 13 | 20 | 210 |
| Ashford South | 360 | 8 | 11 | -4 | 27 | 17 | 19 | 360 |
| Ashford South East | 210 | 39 | -12 | -15 | 3 | -4 | -1 | 210 |
| Willesborough | 180 | 2 | 26 | 5 | 26 | 6 | 12 | 180 |
| Ashford Rural East | 80 | 12 | 11 | 10 | 14 | 12 | 13 | 80 |
| Ashford Rural West | 100 | 19 | 25 | 19 | 21 | 16 | 18 | 100 |
| Charing and Challock | 50 | 12 | 3 | -2 | 5 | 1 | 2 | 50 |
| Chilham | 15 | 1 | 2 | 0 | -3 | -3 | -2 | 15 |
| Biddenden | 20 | 0 | -2 | 6 | 3 | 4 | 4 | 20 |
| Hamstreet and Woodchurch | 71 | 17 | 16 | 6 | 9 | 0 | 5 | 71 |
| Tenterden | 129 | 20 | 31 | 37 | 33 | 20 | 28 | 124 |
| Ashford | 1,635 | 134 | 111 | 102 | 160 | 63 | 105 | 1,630 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Ashford Central | 1,380 | 7 | 16 | 29 | 13 | -9 | -27 | 1,530 |
| Ashford North | 1,440 | 45 | 40 | 27 | 47 | 48 | 60 | 1,470 |
| Ashford South | 2,520 | 86 | 113 | 75 | 85 | 90 | 105 | 2,520 |
| Ashford South East | 1,260 | 99 | 23 | 4 | 4 | -5 | -11 | 1,470 |
| Willesborough | 1,260 | 36 | 60 | 40 | 56 | 57 | 61 | 1,290 |
| Ashford Rural East | 535 | 28 | 41 | 34 | 50 | 59 | 71 | 560 |
| Ashford Rural West | 700 | 63 | 65 | 67 | 87 | 94 | 101 | 715 |
| Charing and Challock | 335 | 44 | 38 | 34 | 31 | 23 | 19 | 350 |
| Chilham | 105 | 7 | 7 | 7 | 4 | -1 | -4 | 105 |
| Biddenden | 140 | 4 | -2 | -1 | 3 | 1 | 7 | 140 |
| Hamstreet and Woodchurch | 461 | 5 | 43 | 35 | 31 | 21 | 18 | 497 |
| Tenterden | 873 | 109 | 116 | 119 | 117 | 122 | 129 | 873 |
| Ashford | 11,009 | 533 | 559 | 470 | 528 | 501 | 528 | 11,520 |

There are currently 43 schools providing Primary aged education in Ashford Borough, distributed across 12 planning groups. The number of Year R places has been increased to 1,705 for 2016-17 in order to meet the peak in demand arising from the 2012 birth cohort entering the school sector. Additional classes



were opened at Willesborough Infant and Repton Manor schools. Repton Manor School will also admit an additional class in 2017-18. The additional capacity is reflected in the tables above.

Primary school rolls will continue to increase in the Borough due to both larger Year R cohorts entering schools compared to Year 6 cohorts moving to Secondary schools, and migration. From 2018-19 the departing Year 6 cohorts are expected to be larger than the incoming Year R's, with inward migration continuing to increase Primary school rolls. Migration amounted for approximately 58% of the increase in the Primary school roll in 2015-16.

The forecasts indicate that the Year R cohort will increase from 1,501 (2015-16) to a high of 1,594 (2016-17). Thereafter they fluctuate around 1,530 to 1,560, except in 2018 when the smaller cohort works through the system (1,470 pupils). Total Primary school rolls will grow from 10,476 (2015-16) to 11,049 (2019-20) after which they may begin to reduce slightly.

The tables above indicate that across the District fewer than 5% of Year R places will be surplus in 2019-20 (3.9%). In particular Urban Ashford will be under pressure with only 14 Year R places forecast to be vacant. This would be addressed by the opening of a new school at Chilmington Green. Not only will this ensure the new residents have access to local school provision, but it will reintroduce the 5% surplus capacity for Year R across Ashford Borough. There will be minor pressures in specific planning groups in different years, particularly within Urban Ashford. However these can be managed as the forecasts show capacity in neighbouring planning groups.

The tables also show that during the forecast period, surplus capacity across all year groups is forecast to be between 4.1% and 5.0% throughout the District. This is slightly below the policy aim of a 5% surplus. However, in the urban area of Ashford, the surplus is forecast to be around 2.5%. Again the proposal to open the first new Primary school in Chilmington Green will address this issue, taking total surplus capacity to over 5% within the Borough.

In rural areas there is capacity to accommodate the demand. Isolated pressures appear in the forecasts, but generally capacity exists in neighbouring planning groups to ensure all pupils can secure places, and in some instances the demand is driven by parental preference rather than local demography.

House-building in the area is set to continue. Between April 2015 and March 2016 1,018 new homes were built in the Borough. This was significantly higher than in previous years. New housing will create localised pressures on top of those seen in the forecast above. The provision of new schools is being factored into the planning for the Borough, with several schools and sites being requested or secured via developer contributions. The timings of building these schools are linked to those of the housing developments. The new Finberry Primary Academy opened in September 2015, temporarily in the former Ashford South School building. The school will relocate to its permanent accommodation in September 2017. This is providing 1FE initially, but will expand to 2FE in due course. 1FE of



new provision will be commissioned for Chilmington Green for 2019 (expanding subsequently). If required this provision could be opened sooner, off site initially. Housing developments are also planned around the North Willesborough/Kennington area (Willessborough Planning Group) and Kingsnorth (Ashford South East Planning Group), both of which would necessitate provision of new 2FE Primary Schools in these locations. Smaller scale development in Charing may, over time, necessitate the expansion of the village school, while housing in Tenterden may also require additional school places being created.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| District | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Year 7 | 1,538 | 220 | 173 | 172 | 60 | -31 | -64 | -11 | -19 | 1,481 |
| Years 7-11 | 7,270 | 804 | 878 | 959 | 845 | 614 | 329 | 146 | -44 | 7,405 |

Currently, 14% of Year 7 places are vacant in Ashford Borough, with 11% of all Secondary school places surplus. The Year 7 cohort begins to rise in 2018-19, with 1,421 pupils compared to the previous year's cohort of 1,309, and will increase to 1,545 (2020-21). It will go on to peak in 2023-24 when the 2016-17 Year R cohort enters Secondary school. It is forecast that there will be a shortfall of Year 7 places from 2019-20. As total school rolls rise, surplus capacity drops below 5% from 2020-21, moving into deficit for 2022-23. Pressures will need to be managed with the support of existing schools until the new school in Chilmington Green opens in 2022.

Developer contributions are being sought to help provide the additional facilities existing schools will require to manage the situation.

Ashford Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|----------------------|------------|------------|---|---|
| Ashford South East | | | | 1FE at Finberry PS |
| Ashford South | | | 1FE (of 2FE) new provision in Chilmington Green | 1FE expansion of new provision in Chilmington Green |
| Willessborough | | | 1 FE (of 2FE) new provision | |
| Charing and Challock | | | 0.3FE at Charing CEPS | |



Ashford Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|------------|------------------|---|
| | | 60 Year 7 Places | 2020-21 - 90 Year 7 places 2021-22 - 60 Year 7 places 2022 - 4FE (of 8FE) new provision in Chilmington Green |



12.4 Canterbury

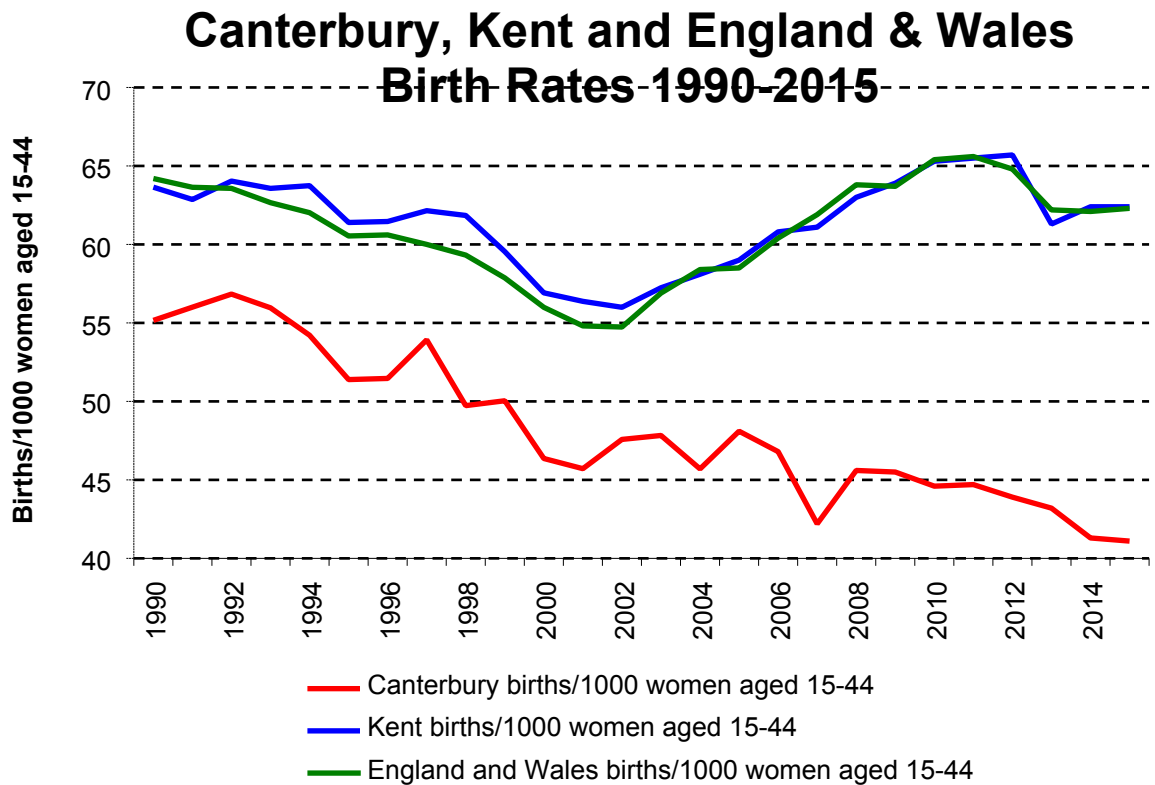
Overview

- The Canterbury birth rate differs to Kent and the National picture as it is lower overall, although the number of births rose in 2015.
- Significant new housing proposed in the Canterbury Local Plan is expected to start impacting from 2019-20 and in the longer term up to 12FE of new Primary provision and expansion of existing schools will be required.
- Although Reception Year numbers are expected to reduce marginally from 1,479 in 2016-17 to 1,447 in 2020-21, new housing is likely to increase the demand.
- Total Primary school rolls continue to rise during forecast period from 10,255 in 2016-17 to 10,447 in 2020-21 with approximately 6.3% surplus capacity across the District.
- The total number of new dwellings proposed for Canterbury District is 15,600 over the Plan period up to 2031 with approximately 800 dwellings per annum.
- The permanent expansion of Canterbury High School, Spires Academy and Barton Court Grammar School from 2017-18 will provide sufficient capacity in Canterbury District Secondary schools until pressure in Year 7 emerges in 2019-20.
- Total Secondary school rolls are expected to increase from 7,486 in 2016-17 to 8,315 in 2022-23, when a deficit of 5.1% is forecast.

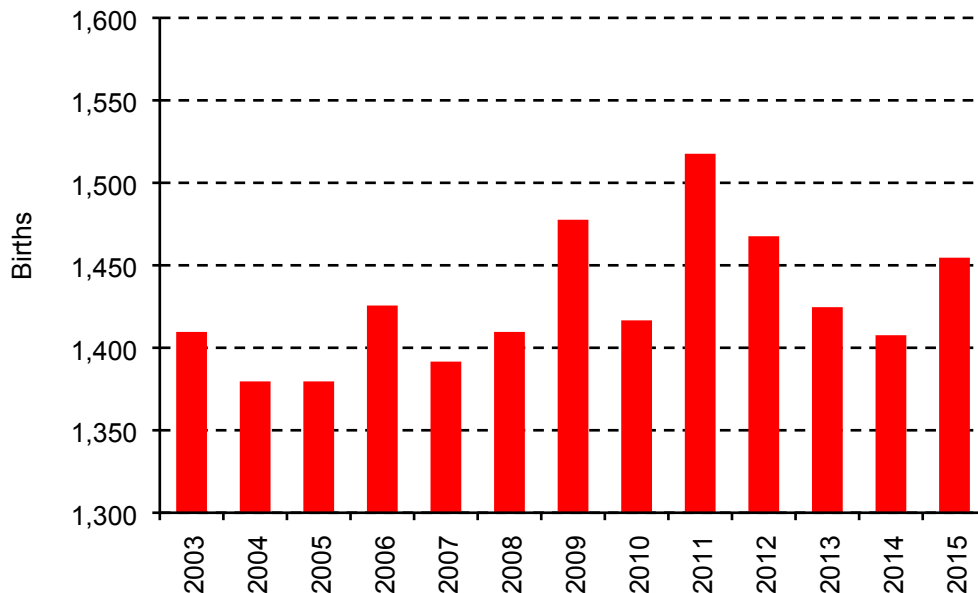


District Analysis – Primary

The chart below sets out the birth rates for Canterbury District and the tables set out the school population figures and forecasts:



Canterbury Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Canterbury | 465 | 57 | 58 | 75 | 68 | 49 | 56 | 465 |
| Barham and Bridge | 110 | 10 | 19 | 16 | 19 | 14 | 14 | 110 |
| Chartham and Petham | 80 | 8 | 19 | 9 | 12 | 1 | 6 | 80 |
| Littlebourne and Wickhambreaux | 33 | 5 | 6 | 1 | -7 | -2 | -3 | 30 |
| Sturry and Marshside | 98 | 0 | 2 | 5 | 5 | 6 | 7 | 104 |
| Herne | 90 | 0 | 0 | 11 | -7 | 6 | 3 | 90 |
| Herne Bay | 375 | 21 | 15 | 31 | 45 | 23 | 27 | 345 |
| Whitstable | 360 | 9 | 3 | 10 | 39 | 31 | 32 | 360 |
| Canterbury | 1,611 | 110 | 123 | 157 | 175 | 128 | 142 | 1,584 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Canterbury | 3,154 | 344 | 356 | 367 | 341 | 343 | 355 | 3,265 |
| Barham and Bridge | 754 | 42 | 51 | 56 | 65 | 65 | 69 | 770 |
| Chartham and Petham | 446 | 22 | 41 | 44 | 57 | 55 | 57 | 541 |
| Littlebourne and Wickhambreaux | 215 | 28 | 31 | 18 | 13 | 10 | 4 | 215 |
| Sturry and Marshside | 668 | 8 | -2 | -15 | -15 | -18 | -15 | 715 |
| Herne | 630 | 7 | -4 | 8 | -2 | 0 | 2 | 630 |
| Herne Bay | 2,495 | 160 | 127 | 138 | 113 | 101 | 132 | 2,480 |
| Whitstable | 2,472 | 103 | 86 | 84 | 108 | 100 | 96 | 2,532 |
| Canterbury | 10,834 | 714 | 687 | 700 | 681 | 657 | 701 | 11,148 |

There are currently 35 Primary schools in the Canterbury District across 8 planning groups. A total of 1,611 places were available in Reception Year in 2015-16, which included 30 temporary places at Hampton Primary School in Herne Bay.

The Canterbury coastal area continues to experience pressure due to inward migration and population movements between towns. This is currently being managed through bulge classes. Pressure in Whitstable has been managed through bulge classes at Whitstable Junior School and Swalecliffe Primary School. As this pressure is expected to continue, especially in Key Stage 2,



discussions are taking place with Whitstable Junior School on the possibility of permanent expansion by half a form of entry from September 2018.

From September 2016, Hoath Primary School has increased its PAN from 9 to 15 and has been provided with additional classrooms. This is to meet the increased demand in the Sturry and Marshside planning group.

Pressure on places in rural areas will be managed through discussions with schools. It is planned that Wickhambreaux CE Primary School will expand by 0.2FE (increasing the PAN from 15 to 20) to meet specific pressure linked to new housing from September 2018.

Significant new housing developments are planned for Canterbury (South Canterbury, Thanington and Howe Barracks), Hersden, Sturry, Broad Oak, Herne Bay (Hillborough, Golf Club, Strode Farm and Greenhill) and Whitstable (Duncan Down and Ridgeway). It is expected that new Primary school provision will be commissioned from 2019-20 to meet the demand from new housing, including a new 1FE of a 2FE Primary school in Canterbury on the South Canterbury development (Mountfield Park) and a new 1FE of a 2FE Primary school in Herne Bay. The timings for further new schools will depend on the rate and pace of the new house building. School sites have been secured for the South Canterbury and Thanington developments and have been requested for Sturry/Broad Oak, Herne Bay and Whitstable.

If planning consent for new housing is granted, school expansions may include Pilgrim's Way Primary School, Wincheap Foundation Primary School, Briary Primary School and Hersden Primary School (subject to securing additional land).

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,553 | 113 | 34 | 24 | 14 | -43 | -91 | -81 | -120 | 1,583 |
| Years 7-11 | 7,637 | 260 | 256 | 204 | 151 | 61 | -142 | -257 | -401 | 7,915 |

There were 1,553 Year 7 places in Canterbury in 2015-16. The permanent expansion of Canterbury High School, Spires Academy and Barton Court Grammar school will increase the number of Year 7 places to 1,583 in 2017-18. This will ensure surplus capacity through until 2019-20, when in the absence of further action, a deficit of Year 7 places is forecast (-2.7%).

An overall deficit of 1.8% Secondary school places is forecast from 2020-21. A new Secondary Free School is expected to be established on the old Chaucer Technology School site from 2019-20, initially opening with at least 4FE of



provision. Currently two sponsors are consulting on proposals and it is anticipated that they will be submitting Wave 12 Free School applications in the autumn to the Department for Education, with the outcome expected in late spring 2017.

Further Secondary school capacity is also expected to be required to meet demand from the new housing developments in Herne Bay and Whitstable. KCC will seek ways to meet the initial demand with Canterbury Coastal and City schools and look to commission new Secondary provision in the medium to longer term. The earliest that this is expected to be required is 2022-23.

Canterbury Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|--------------------------------|------------|-----------------------------|--|---|
| Canterbury | | | 1FE new provision 0.5FE at Pilgrim's Way PS | 5FE new provision 1 FE at Wincheap PS |
| Sturry and Marshside | | | | 2FE new provision in Sturry/Broad oak 1.5 FE at Hersden PS |
| Littlebourne and Wickhambreaux | | 0.2FE at Wickhambreaux CEPS | | |
| Herne Bay | | | 1FE new provision | 3FE new provision 1 FE at Briary PS |
| Whitstable | | 0.5FE at Whitstable JS | | 1FE new provision |

Canterbury Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|--|------------|-------------------|--------------------------------|
| 1FE at Spires Academy 1FE at Canterbury High School 1FE at Barton Court Grammar School | | 4FE new provision | 2FE expansion of new provision |



12.5 Dartford

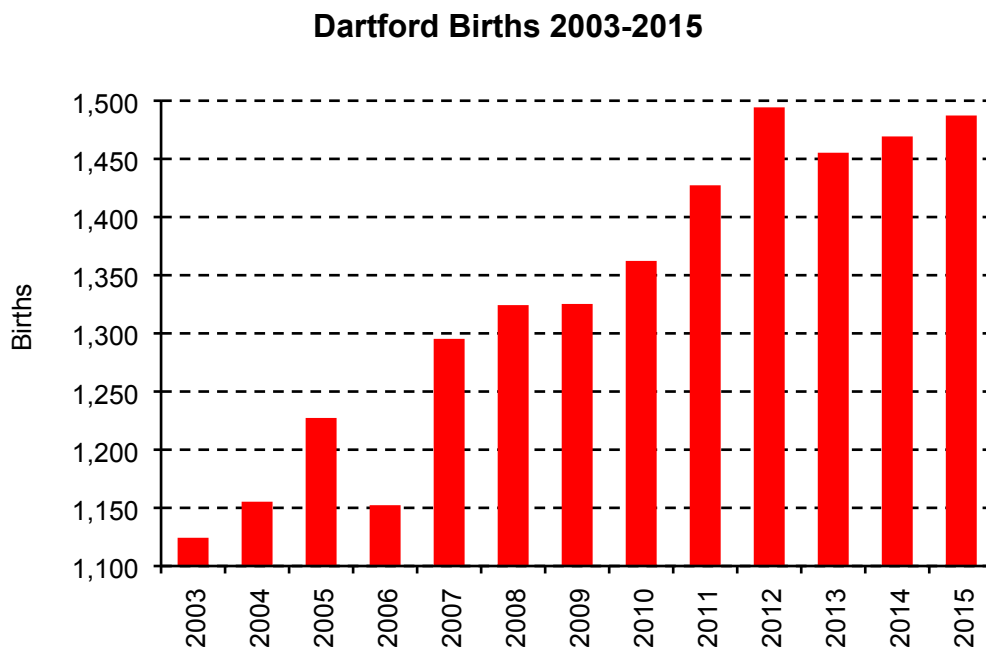
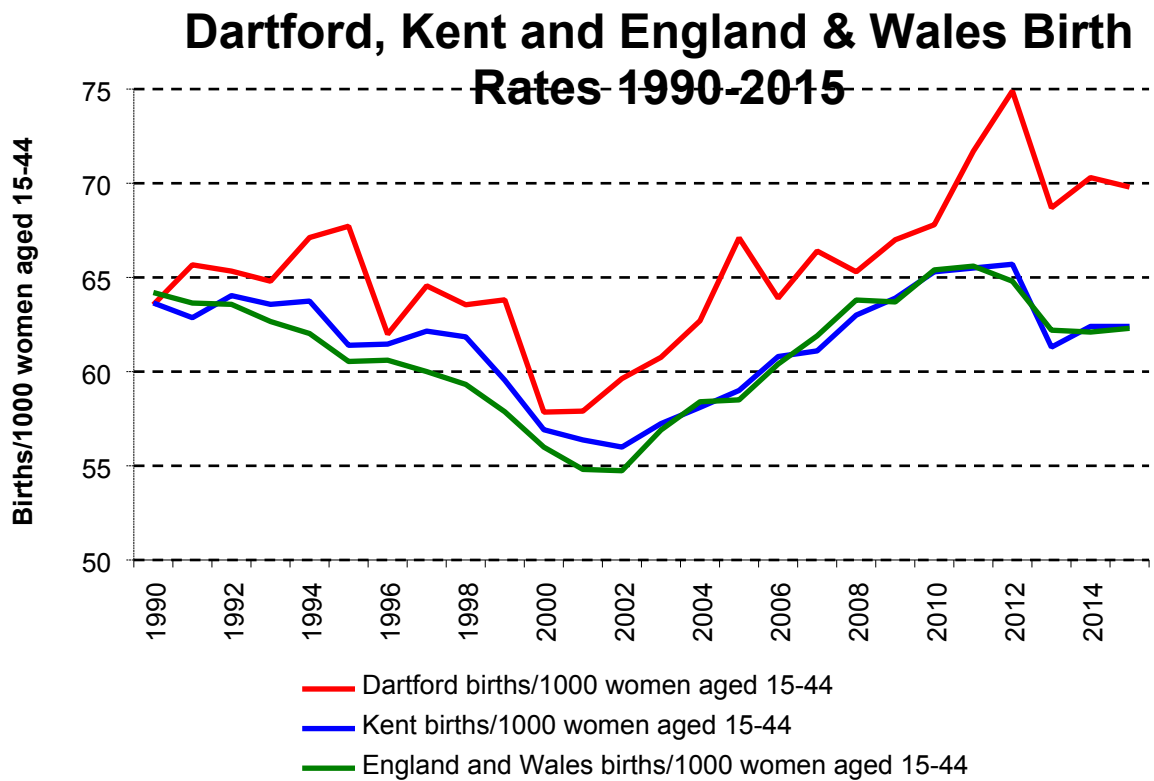
Overview

- Demand for school places in Dartford is largely predicated on four factors. Firstly, a birth rate which has historically been higher than both the Kent and National. Secondly, inward migration from London and abroad. Thirdly, significant house-building due originally to the Kent Thameside development and lately, the Ebbsfleet Garden City development. Lastly, Dartford Borough Council has also recently identified that changes in living circumstances has resulted in larger families living in dwellings that traditionally would have housed smaller families.
- The birth rate for Dartford is still high, although the trend has reduced since 2013, the number of births remains high.
- Following expansions to Primary schools in Dartford in recent years, forecasted demand indicates that current capacity can cope at Year R, but other years are coming under pressure, particularly Years 1, 2 and 4. Additional capacity will need to be sourced within existing schools in Dartford.
- Demand for Secondary school places is increasing. The development of Ebbsfleet Garden City sites will necessitate additional Secondary capacity being delivered before 2020.
- The Dartford Borough Core Strategy and Five Year Housing Plan requires significant housing development (up to 17,300 new homes), of which nearly 8,000 are anticipated to be completed between 2016-21. These will be focussed on eight key sites, all of which will require new or additional education provision. These are: Eastern Quarry, Stone, Ebbsfleet Green, Ingress Park East, Ebbsfleet, Swanscombe Peninsula, Dartford Northern Gateway and Dartford Bridge. Much of this development will be under the auspices of the Ebbsfleet Development Corporation.



District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Dartford North | 180 | 2 | 26 | 28 | 24 | -2 | 10 | 210 |
| Dartford East | 360 | 0 | 1 | 28 | -4 | 5 | 4 | 390 |
| Dartford West | 350 | 2 | 24 | 38 | 57 | 36 | 36 | 372 |
| Joyden's Wood and Wilmington | 180 | 1 | 23 | 26 | 37 | 30 | 32 | 180 |
| Swanscombe and Greenhithe | 210 | -1 | 37 | 75 | 61 | 81 | 72 | 270 |
| Dartford Rural South | 180 | 4 | -6 | -3 | 1 | -3 | -2 | 180 |
| Dartford | 1,460 | 8 | 105 | 192 | 175 | 147 | 153 | 1,602 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Dartford North | 1,065 | -3 | 18 | 42 | 68 | 75 | 63 | 1,410 |
| Dartford East | 2,310 | -27 | -28 | -14 | -22 | -16 | -16 | 2,670 |
| Dartford West | 2,450 | -3 | -3 | 18 | 73 | 104 | 144 | 2,560 |
| Joyden's Wood and Wilmington | 1,164 | 11 | 23 | 19 | 37 | 41 | 53 | 1,180 |
| Swanscombe and Greenhithe | 1,350 | 37 | 53 | 145 | 227 | 300 | 368 | 1,800 |
| Dartford Rural South | 1,195 | 41 | 32 | 17 | 7 | -12 | -26 | 1,260 |
| Dartford | 9,534 | 56 | 95 | 227 | 389 | 492 | 584 | 10,880 |

There are currently 26 schools for Primary aged children distributed across six planning groups in Dartford. One of these schools is a Junior school so does not offer Year R places. 1,570 Reception Year places are available for 2016-17 in order to ensure every pupil can access a school place. Total Primary rolls are forecast to increase significantly from 9,477 pupils in 2015 to 10,295 in 2020.

There have been no signs that net migration into the Borough, and in particular the Dartford Urban area, is reducing. Consequently, the actual numbers could be higher than reported in these forecasts.

Housebuilding is a major driver of demand in Dartford. There are eight significant sites. Development of these sites was very slow in the period 2009 to 2012, but is now more active. Dartford Borough Council's five-year housing plan 2016-21 aspires to complete 7,781 new dwellings.

The pupil product from these new dwellings is not fully reflected in the forecasts. However, for much of this new demand, developer contributory funding exists to create provision for the new children, including fully funded new schools, such as



Castle Hill and Alkerden, and part funded schools, such as Dartford Northern Gateway and St James Lane.

The pressure on Primary numbers in Dartford is seen across all school years as families with school aged children move into the area. Therefore, it is likely that as new schools open, the Local Authority will require new providers to offer places in Key Stage 1 and Key Stage 2 year groups, as default.

The forecasts in last year's Commissioning Plan indicated that there was a small deficit of places, particularly in Dartford urban planning areas. Consequently, for 2016/17, the Local Authority commissioned an additional 110 Year R places. This has alleviated much of the pressure in the Dartford urban planning areas.

Dartford North indicates a small deficit for 2019, but the deficit becomes a small surplus in subsequent years. This is not a concern as the Dartford Northern Gateway development is underway at pace. A new 2FE Primary Free School is planned for the development with an expected opening date of 2018-19 for the first Form of Entry (FE).

The data for Dartford East planning area indicates that there will be a small deficit of Year R capacity in 2018-19, but later years indicate a very small surplus. 1FE of additional places will be required for 2018-19 for the Local Authority policy of providing a surplus of 5% to facilitate parental preference. The forecast for the total roll indicates a deficit of provision. Closer analysis of this deficit has identified additional places are required in years 2 and 3 for 2017-18. This will be facilitated by seeking additional capacity in existing schools. A new 2FE Primary school St James Lane site is also planned for a 2020 opening.

The new forecasts indicate that for 2017-18, the Dartford West planning area has sufficient capacity to meet forecast demand in Year R and for the total roll. However, the forecasts do not take into account the likely effects of new housing in Bexley, very close to the Kent border. It should be noted that take up of places from London Borough of Bexley, in some schools, already accounts for between 25%-35% of the roll. It is possible that we will need to commission an additional 0.5FE in Dartford West. The Local Authority will continue to monitor the demand and liaise with Bexley Council to ensure sufficiency of provision.

The forecasts indicate that for 2017-18, the Joydens Wood & Wilmington planning area has sufficient capacity to meet forecasted demand in Year R and for the total roll, although the surplus is very small. The planning area is impacted by migration from London Borough of Bexley and it is possible that we will need to commission an additional 1FE due to the additional new housing in Bexley previously mentioned in this section. The Local Authority will continue to monitor the demand and liaise with Bexley Council to ensure sufficiency of provision.

Although the forecast surplus in the Swanscombe & Greenhithe planning area appears very high, the forecasted demand does not include the pupil product from the huge development areas of Castle Hill, Ebbsfleet Green and Ebbsfleet



Valley which are being built at pace, with an expected 5,000 dwellings being built in this planning area over the period of this Commissioning Plan.

The forecasts for Dartford Rural South planning area indicate a deficit for 2017-18 that will persist. To alleviate this, we will commission 0.5FE in this planning area for 2017-18.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|--------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,555 | 42 | 66 | 155 | 133 | 59 | 1 | -28 | -66 | 1,753 |
| Years 7 - 11 | 7,685 | 549 | 522 | 621 | 664 | 694 | 491 | 276 | 55 | 8,825 |

The number of Year 7 school places for 2015-16 was 1,555. This increased to 1633 for 2016-17 with enlargements to Wilmington Girls Grammar School, Ebbsfleet Academy, Wilmington Academy and Dartford Grammar School for Girls.

The increase in capacity at Grammar schools has a reduced effect on overall Dartford capacity because of the admission criteria, which will see students being admitted from out of County.

The Year 7 cohort rises steadily year on year and it is anticipated that by 2020-21 an additional 1FE will be required to meet demand. This rises to 3FE by 2022-23. This new demand is being generated by changes in demographic and new housing development in Stone and Greenhithe. New provision will be commissioned for 2020-21 in readiness for this demand.

However, the forecast demand excludes additional pressures resulting from the significant housing developments in the area, therefore a new 8FE school will be provided in the Ebbsfleet Garden City. The exact timing of this is dependent on the build out rates for the development, but it was originally envisaged that at least the first 4FE would be brought on line for 2019-20.



Dartford Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020 to 2023 |
|---------------------------|--------------------------------------|---|--------------------------------------|--|
| Dartford North | 30 Year 2 Places 30 Year 3 Places | 1FE (of 2FE) new provision in Dartford Northern Gateway | | 1FE expansion of new provision in Dartford Northern Gateway |
| Dartford East | | 1FE new provision | | 2FE new provision in St James Lane |
| Swanscombe and Greenhithe | | | 1FE new provision in Ebbsfleet Green | 1FE new provision in Station Quarter North 1FE at Cherry Orchard Academy 1FE new provision in Ebbsfleet Green 2FE new provision in Alkerden |
| Dartford Rural South | 0.5FE | | | |

Dartford Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|------------|------------|--|
| | | | 4FE new provision in Stone (2020) 4FE new provision in Alkerdene (2020) |



12.6 Dover

Overview

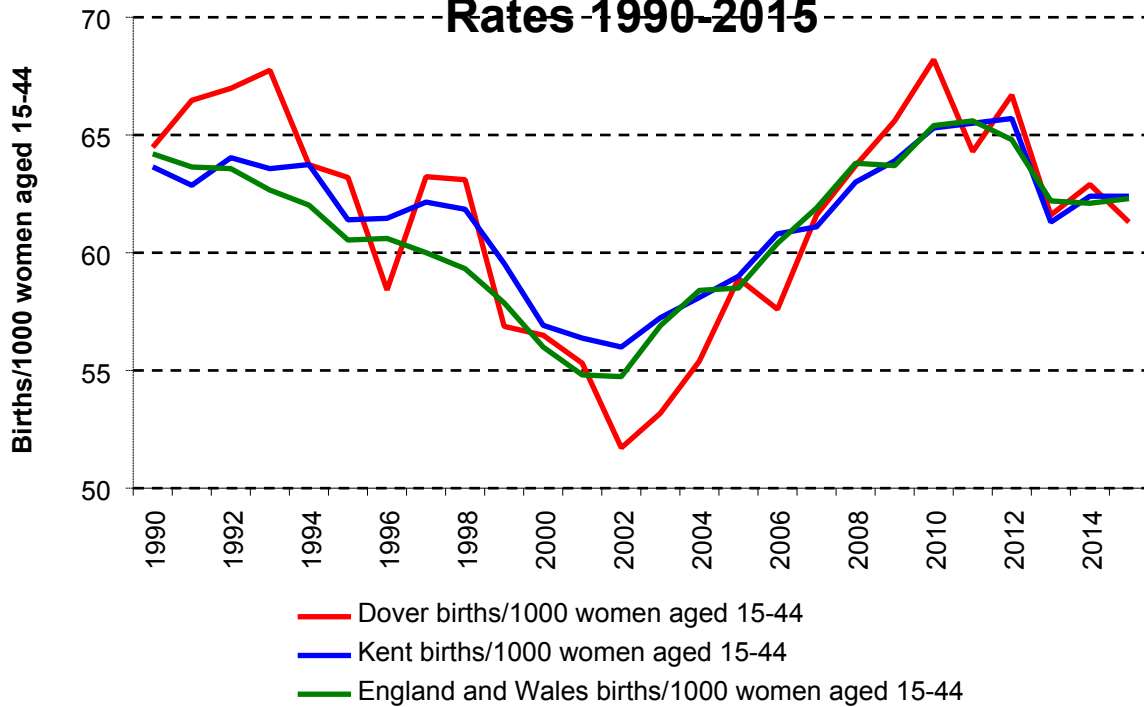
- The birth rate for Dover mirrors the Kent and National levels. After a slight increase in 2014 the birth rate dropped again in 2015 ending one point below the County and National rates. The number of births is around 2FE below the peak of 2012.
- Year R numbers peak in 2016-17 with 1,266 pupils, then fluctuate between 1,070 and 1,200 pupils. Total Primary school rolls progressively rise from 8,301 in 2015-16 to 8,642 in 2019-20.
- The District Council has indicated that up to 8,000 new homes may be built in the District by 2021. Sites in and around Dover, Whitfield, Deal, Sandwich Preston and Aylesham will impact locally on the need for school places.
- Actions taken to date have addressed the need for additional Year R places, with the exception of the Deal Planning Group where the proposed expansion of Deal Parochial CEPS needs to be taken forward.
- Secondary pressures begin in Year 7 in 2018-19, at which point forecasts suggest there will be fewer than 5% surplus places. However, it is assumed Goodwin Academy will increase its PAN following the rebuild of the school, leaving 1FE of provision to be commissioned for 2020-21.



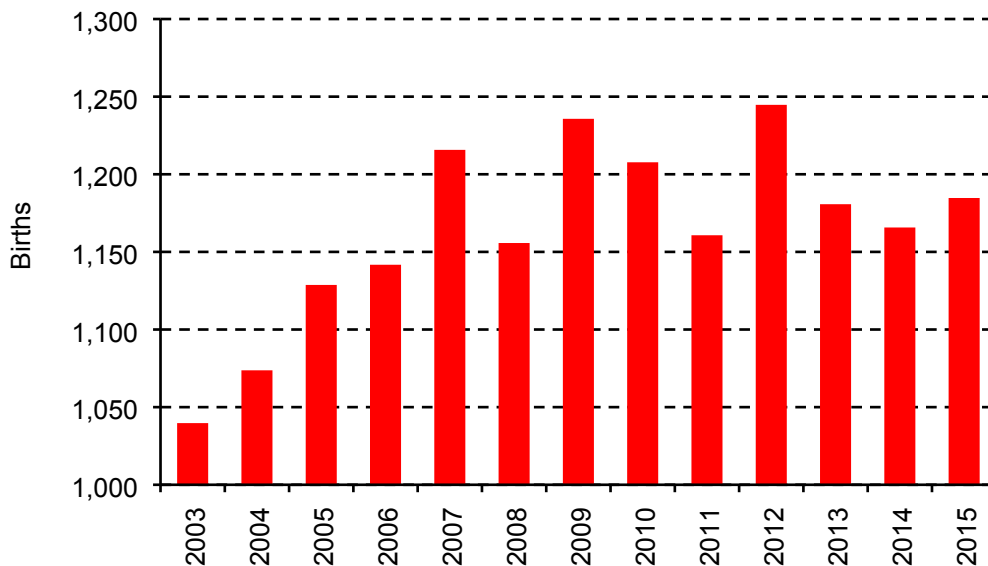
District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:

Dover, Kent and England & Wales Birth Rates 1990-2015



Dover Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Dover | 470 | 29 | -16 | 43 | 46 | 24 | 31 | 470 |
| Whitfield | 90 | -7 | 21 | 24 | 23 | 18 | 20 | 116 |
| Capel-le-Ferne | 30 | 0 | 3 | -1 | 1 | 2 | 1 | 30 |
| St. Margaret's-at-Cliffe | 64 | 2 | 12 | 7 | 24 | 30 | 25 | 62 |
| Eythorne and Shepherdswell | 50 | 8 | 5 | 10 | -5 | 6 | 3 | 50 |
| Aylesham | 87 | 40 | 26 | 37 | 32 | 28 | 30 | 87 |
| Deal | 335 | 17 | 25 | -12 | -1 | 4 | 1 | 335 |
| Sandwich and Eastry | 96 | 17 | 22 | 18 | 34 | 25 | 26 | 96 |
| Ash and Wingham | 90 | 16 | 5 | 9 | 13 | 11 | 13 | 90 |
| Dover | 1,312 | 122 | 102 | 135 | 167 | 148 | 151 | 1,336 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Dover | 3,115 | 188 | 96 | 104 | 109 | 97 | 133 | 3,305 |
| Whitfield | 630 | -48 | -32 | -9 | 20 | 39 | 72 | 760 |
| Capel-le-Ferne | 210 | 8 | 6 | 6 | 5 | 6 | 7 | 210 |
| St. Margaret's-at-Cliffe | 450 | 34 | 45 | 32 | 53 | 74 | 99 | 444 |
| Eythorne and Shepherdswell | 350 | 59 | 42 | 41 | 22 | 22 | 21 | 350 |
| Aylesham | 609 | 253 | 243 | 242 | 232 | 223 | 215 | 611 |
| Deal | 2,375 | 152 | 161 | 89 | 71 | 50 | 30 | 2,375 |
| Sandwich and Eastry | 688 | 64 | 63 | 64 | 89 | 94 | 117 | 688 |
| Ash and Wingham | 630 | 46 | 47 | 51 | 53 | 63 | 80 | 630 |
| Dover | 9,057 | 756 | 670 | 620 | 652 | 668 | 773 | 9,373 |

There are 41 schools delivering Primary aged education in the Dover District.

The pressures in Dover District continue as a consequence of larger Year R cohorts entering schools compared to Year 6 cohorts moving to Secondary schools. Consequently total school rolls increased between January 2015-16 and 2016-17 despite the rolls in Key Stage two reducing.

Year R numbers are expected to peak in 2016-17 at 1,266 after which they fluctuate between 1,200 and 1,170 pupils. Total Primary school rolls progressively rise from 8,301 in 2015-16 to 8,642 in 2019-20 and then level off.



Year R forecasts across the Dover District will, generally, operate at around 10%. In 2016-17 the shortfall of places in the Whitfield and Dover Town planning groups has been mitigated by the addition of 26 places at Whitfield Aspen Primary School. This will be repeated in 2017-18 ahead of a formal expansion of the School from September 2018 in readiness for pupils coming from new housing in Whitfield village.

The forecast pressure for places in Deal was seen a year earlier than expected due to in-migration linked to housing development. To mitigate this 30 temporary Year R places have been commissioned at Warden House Primary School for 2016-17. The forecast suggests a further 30 Year R places will be needed for 2017-18, and at least half a form of entry added permanently.

Across all year groups surplus capacity will be between 6.7% and 8.3% during the forecast period. Pressure is evident in the adjoining Dover Town, Whitfield and Capel-le-Ferne planning groups. The situation eases during the forecast period as additional accommodation comes on line in schools which have been expanded, in particular Whitfield Aspen PS, with surplus places rising from 2.6% in 2016-17 to 6.9% in 2020-21. Some of this increase will be offset by additional pupils arising from new housing developments. There will be sufficient places across these areas, together with the neighbouring St Margaret-at-Cliffe planning group, to accommodate all pupils.

Following expansion of local schools sufficient Year R places exist, but shortages remain in Year 3 in 2016-17. We will commission additional places if pressures continue.

Major new housing is projected for Dover in the period up to 2021 with up to 8,000 new houses predicted over that period. Development is planned in Dover Town, Deal, Aylesham, Sandwich, Preston and Whitfield. These will create localised pressures, in some cases above that forecast, which will need to be addressed through increased Primary provision in or around these areas. In Deal, expansion of Deal Parochial CEPS is the preferred option, while in Preston minor expansion of the village school is being planned. The requirements in Aylesham will be met through improvements to the existing two Primary schools in the village, funded by development contributions. The possibility of expanding Guston CEPS is being explored to provide the places needed should the development at Connaught Barracks go ahead.

Consented and proposed developments in the Sandwich and the neighbouring villages of Eastry and Ash together account for possibly over 1,600 new homes. Overall this would produce about 2FE worth of pupils. Existing provision could not cope if all this development is built out. A further 1FE of capacity would be needed. A development agreement provides for a new Primary school to be established within Discovery Park, albeit this option is time limited.

Whitfield is expected to have 6,000 homes built over the next 30 years. The development is expected to provide education provision for its residents. It is likely that over time the equivalent of three new 2FE schools will be needed to



serve Whitfield. It has been agreed to expand the current Whitfield Aspen School, via a split site solution from 2018. The use of temporary accommodation on the existing site for a short period will address the need for Year R places in 2016-17 and 2017-18. Expansion on to a second site in Phase 1 of the permitted Whitfield development will occur for September 2018, enabling the temporary accommodation to be removed and reused elsewhere (capacity included in the tables above).

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 Capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 Capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,400 | 267 | 140 | 118 | 36 | 64 | -47 | 4 | 7 | 1,325 |
| Years 7-11 | 6,715 | 969 | 929 | 905 | 777 | 604 | 291 | 156 | 45 | 6,625 |

In 2015-16, 19.1% of Year 7 places are vacant in Dover District, with 14.4% of all Secondary school places vacant. The Year 7 cohort is forecast to rise steadily over the coming years, from its current actual number of 1,133 to 1,372 in 2020-21. Numbers will peak in 2023-24 as the 2016-17 Year R bulge enters Secondary school. Forecast demand exceeds supply of places in 2020-21 by 47 places. There is forecast to be surplus capacity across all year groups (7-11) throughout the period, but this will reduce to less than 5% from 2020-21. Goodwin College (formally Castle Community College) is expected to increase its PAN from September 2018 by at least 1FE following its rebuild which will accommodate 1,300 pupils. This will remove the need to commission provision for 2018. 1FE of provision will need to be commissioned in 2020-21.

Dover Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|-------------------------|------------------|----------------------------|------------|----------------------------|
| St Margaret's-at-Cliffe | | | | 0.3FE at Guston CEPS |
| Deal | 30 Year R Places | 1FE at Deal Parochial CEPS | | |
| Sandwich and Eastry | | | | 1FE new provision |
| Ash and Wingham | | 0.1FE at Preston PS | | |

Dover Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|------------|------------|----------------------------|
| | | | 1FE |



12.7 Gravesham

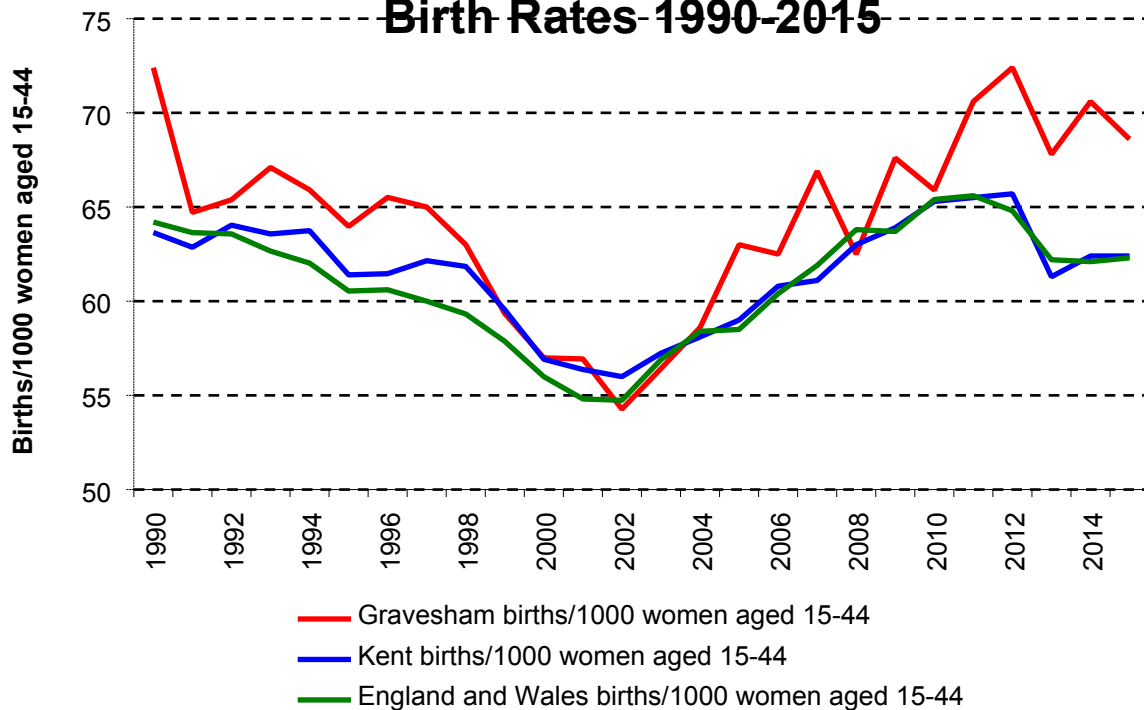
Overview

- Demand for school places in Gravesham is largely predicated on two factors. Firstly, a birth rate which has historically been higher than both the Kent and National. Secondly, inward migration from London and from abroad.
- The birth rate for Gravesham is still high, although the trend has reduced since 2013, but the number of births remains high and will continue to create pressure for places.
- Despite expansions at four schools in recent years, demand is continuing to increase beyond available capacity, particularly in Key Stage 1.
- The Gravesham District Core Strategy requires significant housing development (up to 6,100 new homes), focusing on six potential development zones. The first tier zone is the urban area of Gravesend and Northfleet. Some of this development will be under the auspices of the Ebbsfleet Development Corporation.
- New development has not yet become a significant causal factor in increased demand in Gravesham. It is expected that this will change over the next five years as the Gravesham strategy for providing new homes rolls out.

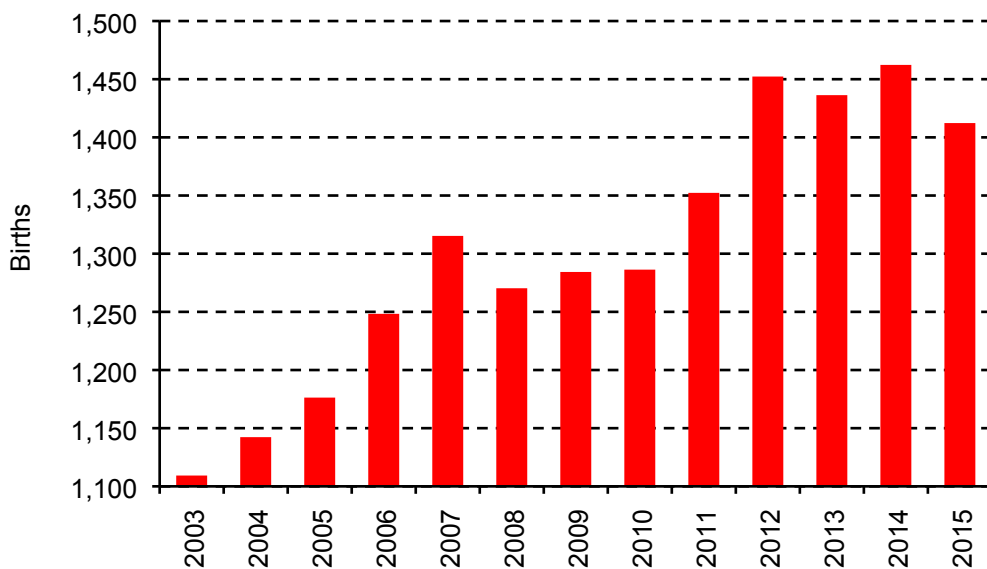


Borough Analysis – Primary

**Gravesham, Kent and England & Wales
Birth Rates 1990-2015**



Gravesham Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Gravesend North | 270 | 1 | -5 | 23 | 16 | 20 | 14 | 300 |
| Gravesend East | 210 | 1 | 18 | 32 | 39 | 32 | 29 | 240 |
| Gravesend South East | 172 | 24 | 12 | 33 | 25 | 27 | 25 | 202 |
| Gravesend South West | 180 | 2 | -4 | 6 | -2 | -4 | 0 | 180 |
| Northfleet | 284 | -6 | 30 | 11 | -20 | 16 | 4 | 284 |
| Higham | 30 | -1 | -1 | -1 | -7 | -4 | -4 | 30 |
| Cobham and Shorne | 60 | -1 | -6 | -7 | -4 | -3 | -4 | 60 |
| Istead Rise | 60 | 17 | 14 | 0 | -6 | -2 | -3 | 45 |
| Meopham and Vigo | 120 | 3 | -9 | 3 | 12 | -5 | 0 | 120 |
| Gravesham | 1,386 | 40 | 48 | 100 | 53 | 77 | 61 | 1,461 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Gravesend North | 1,770 | -18 | -25 | -5 | 24 | 39 | 51 | 2,040 |
| Gravesend East | 1,455 | 6 | 17 | 42 | 78 | 107 | 129 | 1,620 |
| Gravesend South East | 1,206 | 23 | 34 | 65 | 76 | 89 | 105 | 1,384 |
| Gravesend South West | 1,260 | 8 | -4 | -4 | -12 | -20 | -23 | 1,260 |
| Northfleet | 1,804 | 26 | 51 | 56 | 24 | 29 | 27 | 1,988 |
| Higham | 210 | -2 | -3 | -5 | -12 | -15 | -19 | 210 |
| Cobham and Shorne | 420 | -9 | -15 | -21 | -24 | -26 | -31 | 420 |
| Istead Rise | 330 | 25 | 21 | 5 | -4 | -4 | -11 | 345 |
| Meopham and Vigo | 840 | 3 | -15 | -18 | -11 | -17 | -23 | 840 |
| Gravesham | 9,295 | 62 | 60 | 116 | 140 | 182 | 205 | 10,107 |

There are currently 27 Primary schools distributed across nine planning groups in Gravesham. 1386 Reception Year places were offered in 2015-16. Following expansions to four schools in Gravesham, the number of reception places being offered is now 1476, a net increase of 90 places over last year.

There are pressures in Gravesham across all year groups, particularly for Years 3 and 4. The Local Authority will continue to monitor the demand and will, if necessary, commission new provision as required.

Inward migration is expanding the cohort sizes annually across all year groups. Total Primary rolls are forecast to increase significantly from 9,233 in 2015-16 to 9,902 in 2020-21.

The forecasts for the Northfleet planning area indicate a deficit of nearly 1FE for 2018-19, although this is not sustained. However, the three largest housing development sites in Gravesham will impact on the Northfleet area. A new 2FE Primary school has been commissioned for the Springhead development area,



with the first FE opening in 2017-18. New housing on the Northfleet Embankment West site will necessitate commissioning an additional 1FE from 2020, but this may be delayed or brought forward, dependent on the pace of housebuilding. The Northfleet Embankment East site will require an additional 1.5FE from 2020, but this is also dependant on the pace of housebuilding. Increasing levels of migration in recent years, particularly in Gravesend West and Northfleet, are expected to continue. Therefore, due to migration, the demand for places could be higher than that reflected in the forecasts.

2018-19 appears to present the greatest pressures for Reception places, although the demand is quite localised. There is sufficient capacity overall for the Gravesend Urban Planning Areas, but this capacity is concentrated in East and Central Gravesend. An additional 1FE will be needed in Northfleet for 2017-18, primarily to meet demand from new housing in the area. A year later 1FE will be required in either Gravesham South West or Northfleet to meet indigenous demand.

Springhead Park is part of the Ebbsfleet Valley development. The site ceased building some years ago, but has now begun at pace. A new school, the Hope Community School Northfleet is expected to open for 2017-18.

Other key areas of development are Northfleet Embankment East, Northfleet Embankment West and Coldharbour, all of which will require new provision or expansion of existing schools.

Looking longer term, Gravesham Borough Council (GBC) is proposing new sites for housing development and any additional demand on Primary provision will need to be addressed as part of these plans. KCC continues to work with GBC to ensure that we have early notification of any new developments and an input into where new provision will need to be commissioned. It is most likely that any new major development will be in the East of the Borough.

The planning area of Gravesend North shows a surplus in Year R for every year of the Commissioning Plan. There is forecast to be a deficit for 2017-18 for total roll, although this will become a small surplus thereafter. There is some small scale new housing underway on the Denton marshes which will create a small amount of demand, not enough to require any mitigation in the short term.

Gravesend South West shows a small but sustained amount of demand over capacity. This can be managed in the short term by utilising capacity in neighbouring planning areas. In the medium term, a new housing development site in the Coldharbour Road area will generate some 500-650 new dwellings. In anticipation of this, 2FE of Primary capacity is being commissioned at St George's CE School, as an all-through provision, with the first FE opening in 2018.

The Higham and Cobham & Shorne planning areas both show small but sustained deficits in both Year R and Total Roll forecasts. At this stage,



commissioning 0.5FE-1FE in one of these planning areas would likely mitigate the demand in both.

The forecasts for Istead Rise planning area indicate that capacity will be slightly exceeded from 2017. Following a temporary expansion at Istead Rise Primary School one solution is to commission a permanent 0.5FE for this planning area. Other solutions under consideration include putting extra capacity in adjacent planning areas.

The deficit/surplus for Year R in the Meopham & Vigo planning area fluctuates, and can be managed locally and in neighbouring planning areas. The total roll numbers indicate a deficit, but that can be managed with the existing and nearby schools.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|--------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,343 | 60 | 58 | -52 | -164 | -179 | -203 | -239 | -220 | 1,308 |
| Years 7 - 11 | 6,569 | 569 | 489 | 272 | 1 | -287 | -548 | -845 | -1,013 | 6,540 |

The number of Year 7 places in 2015-16 was 1,343. The Year 7 cohort rises steadily year on year and it is anticipated that by 2021-22 an additional 8FE will be required to meet demand with another 2FE required to offer 5% surplus places for parental preference, making a total of 10FE needed.

The increased Primary demand that first appeared in 2010 is now impacting on Secondary demand. Following some recent local expansions, there are few options remaining for Secondary expansion in Gravesham. New schools may be required to meet future need as existing school sites cannot necessarily accommodate the level of expansion required to meet demand. Any new Secondary provision will be closely linked to new housing development, but will need to be provided early to ensure occupants can access school places. We are working with Gravesham Borough Council and the Education Funding Agency to ensure this happens.

Gravesham has experienced unprecedented demand due to inward migration. Due to the increased number of places required, in addition to the expansion of existing Secondary provision, we will investigate the possibility of new provision if sites can be identified in and around Gravesend Town.

The forecast for total roll moves into deficit from 2019-20. We will need to commission a new 4-6FE school for 2019.



Gravesham Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020 to 2023 |
|-------------------------------------|--|------------|------------|--|
| Gravesend Southwest | | 1FE | | 1FE |
| Northfleet | 1FE at Hope Community School (new provision) | | | 1FE in Springhead Park 1FE in Northfleet Embankment West 1.5FE new provision in Northfleet Embankment East |
| Higham / Cobham & Shorne | 0.5FE | | | |
| Istead Rise | 0.5FE in Istead Rise or adjacent planning area | | | |

Gravesham Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------------------------------|------------------------------------|--------------------------------|----------------------------|
| 3FE in Gravesend/ Northfleet urban | 3FE in Gravesend/ Northfleet urban | 4FE new provision in Gravesend | |



12.8 Maidstone

Overview

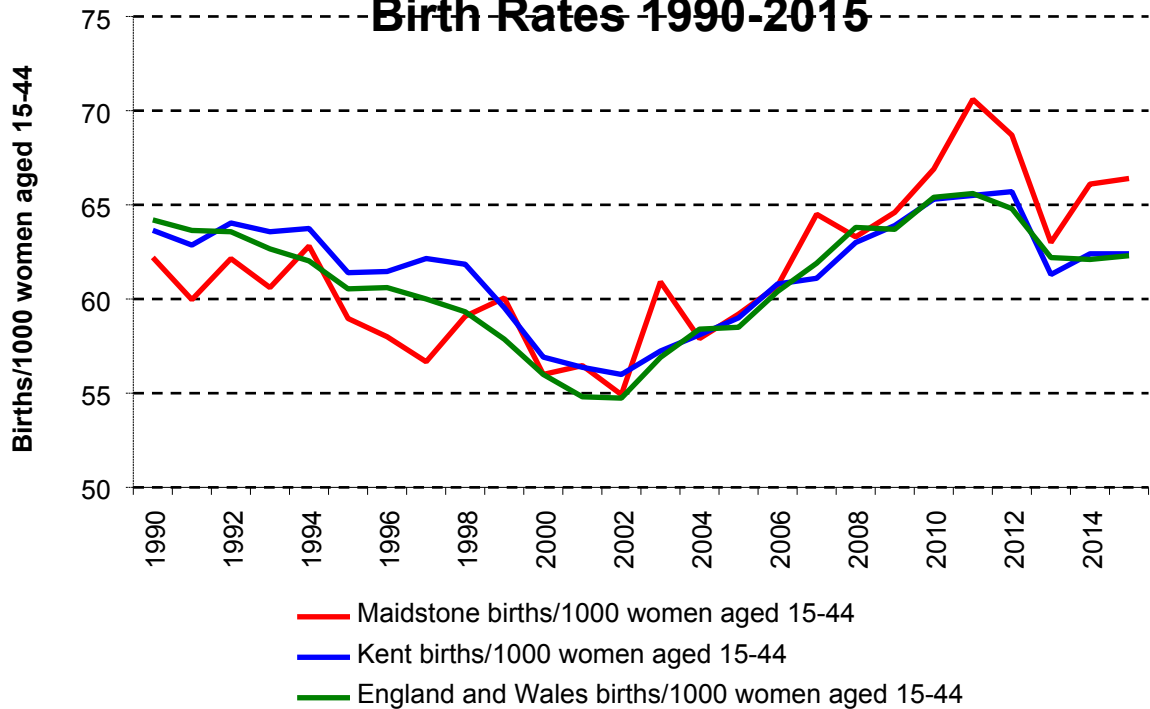
- The Maidstone birth rate differs to the Kent and National picture. Although it has fluctuated there has been a rise over the two last years, following small declines in the two preceding years.
- The forecasts for Maidstone indicate a continued growth in demand for Reception year places with a deficit of places forecast for five of the 12 planning groups. The growth is predominantly from incremental increases in the birth rate and significant new housing across the Borough.
- We are aware of a significant pressure on Year R to Year 2 places in Maidstone town area largely due to inward migration from London Boroughs and the reduction in places at Jubilee Primary (Free) School.
- Maidstone Borough Council submitted their proposed Local Plan in May 2016, setting out the scale and location of proposed development up to 2031. The Borough is planning for 18,560 new dwellings by 2031 or 928 per annum.
- In the short term we require additional Reception year provision to serve Maidstone Town area. The medium to long term analysis of the Borough highlights 2FE of additional Primary school provision at each of three separate sites, subject to the linked housing developments proceeding.
- Secondary School forecasts indicate a surplus of Year 7 places until 2018-19, when a significant deficit is projected. The delayed opening of Maidstone School of Science and Technology (Free School) is expected to address the deficit of places from 2018-19. The expansion of Maidstone Grammar School will formally address the increased demand for boys' selective places from 2018-19.



District Analysis – Primary

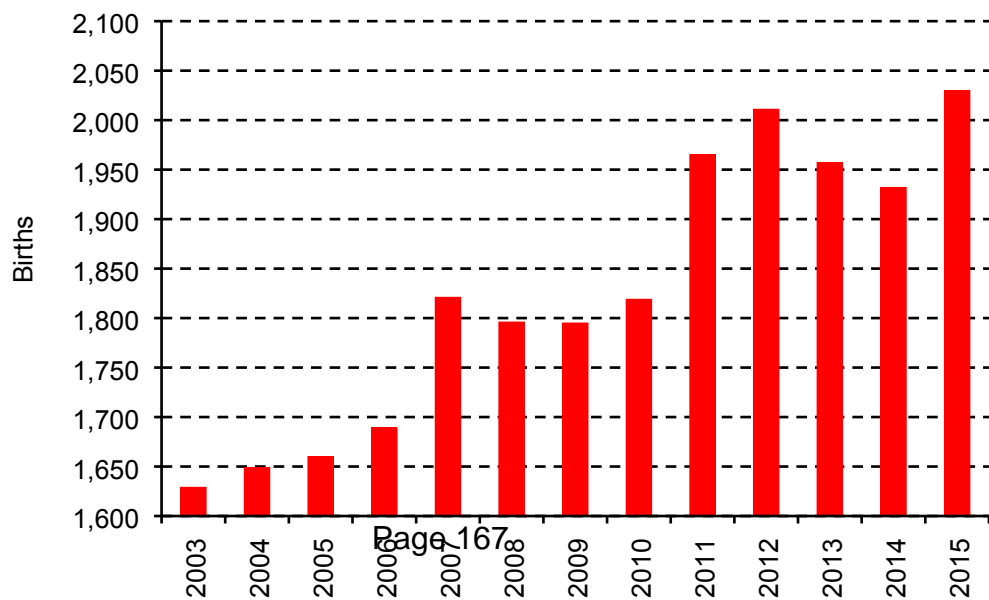
The charts below set out the birth rates and the tables set out the school population figures and forecasts.

Maidstone, Kent and England & Wales Birth Rates 1990-2015



Births

Maidstone Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|-----------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Maidstone Central and South | 255 | 1 | -11 | 1 | -6 | -22 | -13 | 255 |
| Maidstone North | 210 | 1 | 32 | 16 | 17 | 28 | 18 | 210 |
| Maidstone East | 240 | -1 | 7 | 15 | 11 | 16 | 15 | 240 |
| Maidstone West | 460 | 7 | -21 | 12 | -10 | -19 | -18 | 430 |
| Maidstone Rural South | 135 | 14 | 20 | 26 | 29 | 13 | 19 | 132 |
| Shepway and Park Wood | 267 | 4 | 54 | 61 | 60 | 44 | 54 | 327 |
| Leeds and Hollingbourne | 50 | 6 | -5 | 3 | 0 | 1 | 0 | 50 |
| Lenham and Harrietsham | 73 | 11 | -13 | -5 | -6 | -21 | -13 | 73 |
| Headcorn and Sutton Valence | 75 | 11 | 8 | 38 | 36 | 32 | 34 | 105 |
| Marden and Yalding | 99 | 3 | 14 | -1 | -3 | -7 | -3 | 94 |
| Staplehurst | 75 | 21 | 12 | 19 | 23 | 13 | 18 | 75 |
| Bredhurst | 15 | 0 | -1 | -2 | -1 | -1 | -1 | 15 |
| Maidstone | 1,954 | 78 | 95 | 183 | 150 | 77 | 109 | 2,006 |

All year groups Surplus/deficit Capacity if no Further Action is Taken



| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|-----------------------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Maidstone Central and South | 1,455 | 14 | -22 | -48 | -68 | -99 | -120 | 1,755 |
| Maidstone North | 1,440 | 21 | 57 | 81 | 85 | 105 | 119 | 1,500 |
| Maidstone East | 1,638 | -28 | -23 | -10 | -8 | 3 | 16 | 1,728 |
| Maidstone West | 2,910 | 107 | 45 | 27 | -3 | -50 | -89 | 3,060 |
| Maidstone Rural South | 867 | 100 | 118 | 139 | 160 | 152 | 148 | 930 |
| Shepway and Park Wood | 1,869 | 198 | 236 | 234 | 250 | 266 | 293 | 2,229 |
| Leeds and Hollingbourne | 338 | 23 | 16 | 17 | 17 | 9 | 5 | 350 |
| Lenham and Harrietsham | 511 | 46 | 17 | -1 | -15 | -55 | -72 | 511 |
| Headcorn and Sutton Valence | 513 | 48 | 29 | 54 | 78 | 98 | 129 | 643 |
| Marden and Yalding | 663 | 34 | 41 | 26 | 11 | -3 | -23 | 668 |
| Staplehurst | 525 | 113 | 117 | 116 | 125 | 122 | 120 | 525 |
| Bredhurst | 107 | -9 | -10 | -13 | -11 | -11 | -9 | 105 |
| Maidstone | 12,836 | 667 | 621 | 623 | 620 | 538 | 517 | 14,004 |

There are currently 46 Primary schools in the Maidstone District and a total of 1,954 Reception Year places available in 2015-16. The total rolls are forecast to increase throughout the forecast period.

Maidstone Borough Council submitted their proposed Local Plan in May 2016, setting out the scale and location of proposed development up to 2031. The Borough is planning for 18,560 dwellings or 928 per annum. This compares to an average build rate of approximately 600 dwellings over the past 5 years.

During recent years a lack of demonstrable housing supply or clear plan for housing delivery in the Borough has resulted in a number of speculative planning applications being submitted; these have been challenging to accommodate, requiring solutions to be identified quickly. The submission of the Local Plan is a step towards an identified strategy but is unlikely to prevent speculative applications being made.

We are aware of considerable pressure within the Maidstone North planning group which is not reflected in the forecasts. Analysis indicates this is because the additional pressure has been accommodated within the Maidstone Central and South planning groups of schools over the last two years. The travel to school pattern now shows a deficit of up to -74 places by 2020-21.

We have recently been made aware of significant numbers of families moving into central Maidstone from London Boroughs at short notice. A further aggravating factor is a reduction of Year R places at Jubilee Primary (Free) School as a result of a planning condition imposed by the Borough Council. Together these factors have led to a significant pressure in central Maidstone for



Reception, Year 1 and Year 2 places. We are working with existing schools to accommodate the additional children for the 2016-17 academic year. We understand that Jubilee are seeking planning permission to expand their accommodation which would lead to the PAN of 2FE being reinstated for September 2017. In the event that these places are not forthcoming, we will require a further 1FE of places in Maidstone West for 2017-18.

Our strategic response to the demand for further Primary school places in Maidstone town area is two additional forms of entry in Maidstone North. We are working with the Education Funding Agency and Department for Education and anticipate Wave 12 (September 2016) applications for a new 2FE Primary School located within the M20 corridor to address the Maidstone North demand. This will be delivered no earlier than 2018-19. For 2017-18 up to 60 temporary Year R places will be required. The places will be sourced from within existing provision. We believe the forecasts for Maidstone Central and South and Maidstone North will normalise over time once the new provision is available.

A significant amount of housing has been proposed in the Rural Service Centres and to accommodate the additional pupils a multi-stage strategy is required. The expansion of Headcorn Primary School by 1FE in September 2017 will act as the strategic response to the growth in Headcorn and neighbouring Staplehurst. Staplehurst Primary School is also likely to need additional places in the medium term as the existing surplus capacity is diminished and new housing is occupied. The majority of the planned new housing in Marden is now within the planning system, the school's expansion by 0.6FE by September 2018 will provide places for the new pupils arising from consented and planned developments.

Proposed new housing in Harrietsham and Lenham will necessitate a further 1FE of Primary school places. We are proposing to expand Harrietsham CEP School from 2018-19 by 1FE to accommodate the forecast pressure.

Strategic Sites

Housing developments on the Maidstone side of Hermitage Lane will necessitate up to 2FE of additional provision from the point at which occupations commence. This is expected no earlier than 2019-20. Land has been secured that would enable a 2FE Primary School to be established on the East of Hermitage Lane. KCC will work with the EFA and DFE on the potential for future Free School applications in this locality.

Maidstone Borough Council (MBC) have also proposed two strategic housing allocations, at Lenham and Maidstone Barracks, these may not come forward for another 5-10 years but each will require 2FE of additional Primary school provision. KCC will work with MBC as further detail of these proposals becomes available.

The Borough Council has allocated approximately 2,651 new dwellings in South East Maidstone. These are to be delivered across six sites, the majority of which now have a form of planning permission. The opening of the new school at



Langley Park in 2016 will act as the strategic response to this significant growth. In July 2016 Maidstone Borough Council agreed to grant planning permission for an 800 unit development adjacent to Langley Park; the additional pupils arising from this development could not be met from the new Langley Park Primary School. Should the development proceed 1FE of additional Primary school provision would be required solely to mitigate the new pupils from the housing site.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 2,125 | 171 | 166 | 51 | -71 | -150 | -211 | -268 | -371 | 2,057 |
| Years 7-11 | 10,321 | 1,103 | 1,033 | 878 | 584 | 249 | -133 | -566 | -988 | 10,285 |

The number of Year 7 places in Secondary schools in the Borough is 2,125 in 2015-16. However, from 2017-18 the surplus capacity for Year 7 places will be below the operating guideline of 5% and a substantial deficit of Year 7 places is anticipated from 2018-19 and beyond.

We have commissioned a 1FE expansion of Maidstone Grammar School for September 2018 which will meet the forecast demand for boys' selective provision across the Plan period.

We have been advised that the opening of the new proposed Secondary Free School, the Maidstone School of Science and Technology has been delayed to September 2018. Consequently the number of Year 7 places in Maidstone will be below the target of 5% surplus capacity in 2017-18. We anticipate that the proposed 180 Year 7 places at the Free School will meet the majority of the forecast demand for non-selective places in Maidstone town from 2018-19, however any further delay in the opening of the school would lead to a significant shortfall in places and little time in which to respond.

It is anticipated that there will also be significant pressure for additional Year 7 places elsewhere in the Borough, which could not reasonably be met by a Free School in central Maidstone. Therefore, we propose to expand Cornwallis Academy for 2018-19 to increase additional non-selective places, predominantly to serve the south of Maidstone. A further 1FE expansion is proposed for 2019-20, with discussions due to take place with existing schools.

It is anticipated that these strategic expansions will enable KCC to provide the full range of selective and all ability places to serve the District as a whole. The additional places will be required to meet the additional demand for places arising from new housing developments and therefore developer contributions will be sought towards the cost of these projects.



Beyond 2021-22 the pressure on Secondary school places is forecast to increase further.



Maidstone Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|--------------------------------------|---|-----------------------|-------------------------------------|----------------------------|
| Maidstone North | 60 Year R places | 2FE new provision | | |
| Headcorn & Sutton Valence | 1FE at Headcorn PS | | | |
| Marden & Yalding | | 0.6FE at Marden PS | | |
| Lenham & Harrietsham | | 1FE at Harrietsham PS | | |
| Maidstone West | 30 Year R places, (subject to the PAN at Jubilee Primary School not reverting to 2FE) | | 2FE new provision in Hermitage Lane | |

Maidstone Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|--|------------|----------------------------|
| | 6FE at The School of Science and Technology Maidstone (will initially open with 180 Y7 pupils) 1FE at Maidstone Grammar School 1FE at Cornwallis Academy | 1FE | |



12.9 Sevenoaks

Overview

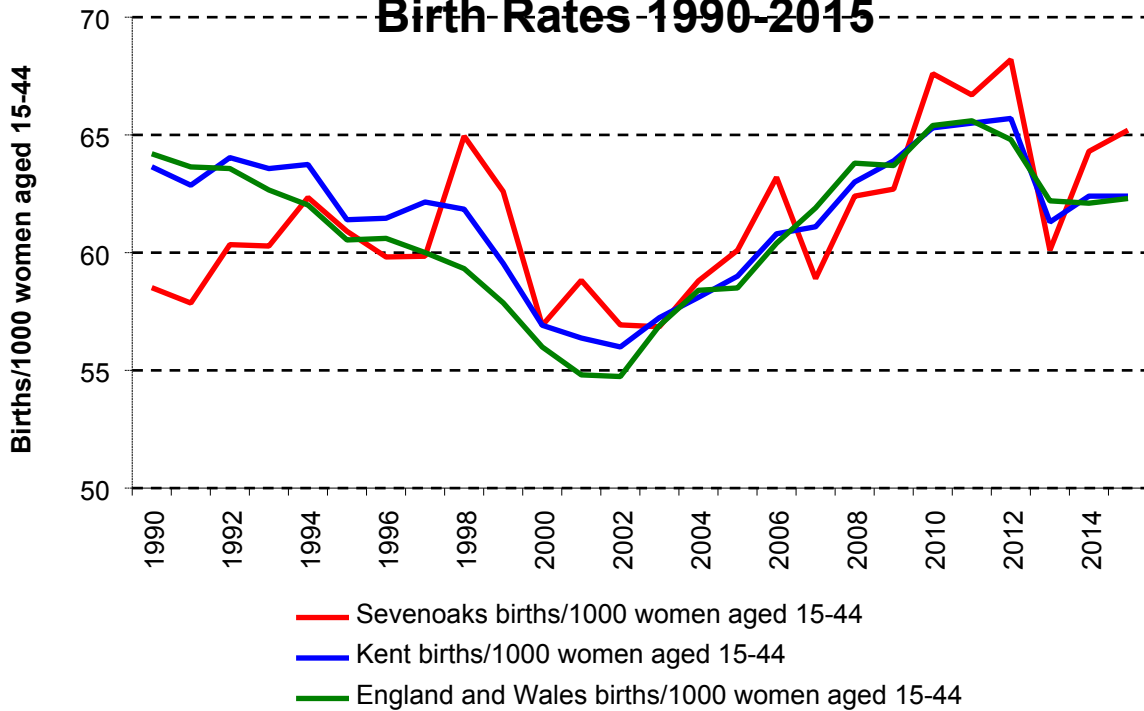
- Demand for school places in Sevenoaks is mainly predicated on inward migration (primarily in and around Sevenoaks Town and small and medium housing development).
- Overall across the District, there is sufficient capacity for Primary pupils, for both Year R and for Total Roll. Small pockets of higher demand exist, but these are partly driven by parental preference.
- The picture in Secondary is skewed by the lack of Grammar provision, which contributes to more than 70% of all Secondary aged students in the South of the District, travelling out of area to attend schools in Tonbridge or Tunbridge Wells.
- The birth rate for Sevenoaks has reduced overall over the last few years. However, the impact of increased birth rates in previous years continues to contribute to pressure for places.
- Sevenoaks District Council's (SDC) existing Core Strategy, adopted in 2011, plans for 3,300 new homes up to 2026. Some of this need is being delivered with the remaining locations for growth identified within SDC's 'Allocations and Development Management Plan' adopted in February 2015.
- SDC are currently in the evidence gathering stage of producing a new Local Plan which will replace the adopted Core Strategy. This is likely to identify a housing need far larger than currently planned.



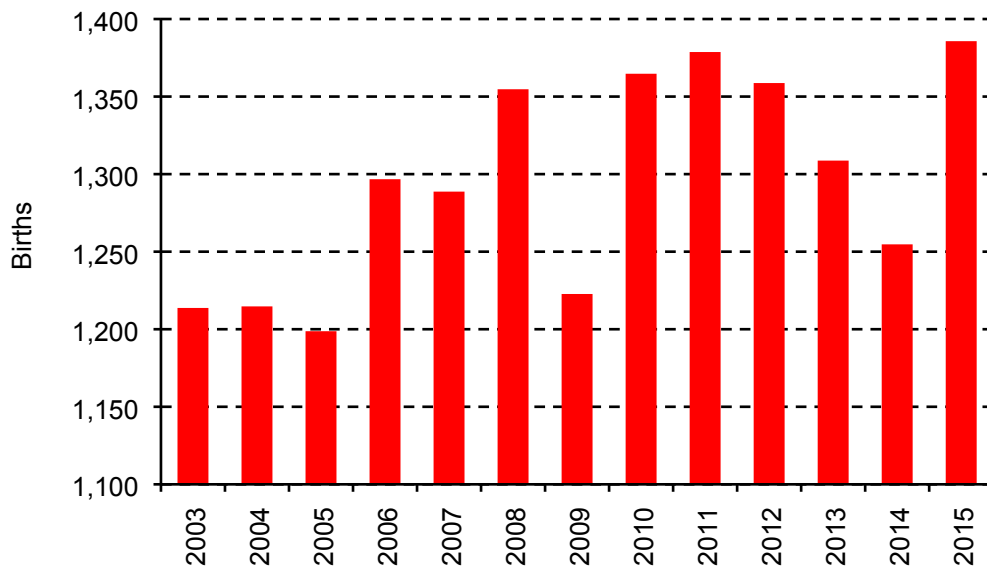
District Analysis – Primary

Sevenoaks, Kent and England & Wales

Birth Rates 1990-2015



Sevenoaks Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|---|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Sevenoaks | 360 | 1 | 18 | 42 | 46 | 13 | 28 | 360 |
| Sevenoaks Rural East | 102 | 16 | 18 | 24 | 21 | 22 | 23 | 102 |
| Sevenoaks Rural West | 65 | 1 | 5 | 8 | 10 | 4 | 8 | 65 |
| Sevenoaks Rural South East | 83 | -3 | -5 | 0 | -12 | -16 | -11 | 83 |
| Sevenoaks Rural South West | 121 | 14 | 25 | 12 | 22 | 29 | 26 | 121 |
| Westerham | 70 | 9 | 20 | 19 | 25 | 27 | 27 | 80 |
| Otford and Shoreham | 75 | 2 | -3 | 7 | 1 | 4 | 4 | 75 |
| Halstead and Knockholt | 55 | 16 | 11 | 7 | 4 | 4 | 12 | 55 |
| Eynsford and Horton Kirby | 90 | 17 | 11 | 6 | 22 | 16 | 16 | 90 |
| Swanley and Hextable | 305 | 14 | 16 | 33 | 1 | 11 | 12 | 305 |
| West Kingsdown, Hartley and New Ash Green | 210 | 16 | 8 | 36 | 23 | 11 | 18 | 210 |
| Sevenoaks | 1,536 | 103 | 125 | 193 | 163 | 125 | 163 | 1,546 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|---|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Sevenoaks | 2,349 | 27 | 34 | 64 | 92 | 97 | 108 | 2,544 |
| Sevenoaks Rural East | 614 | 99 | 110 | 129 | 116 | 117 | 136 | 714 |
| Sevenoaks Rural West | 415 | 35 | 27 | 19 | 17 | 18 | 17 | 452 |
| Sevenoaks Rural South East | 581 | 6 | -9 | -8 | -27 | -46 | -65 | 581 |
| Sevenoaks Rural South West | 697 | 74 | 82 | 72 | 88 | 111 | 128 | 852 |
| Westerham | 490 | 53 | 48 | 62 | 77 | 101 | 108 | 540 |
| Otford and Shoreham | 535 | 66 | 43 | 33 | 18 | 8 | -3 | 525 |
| Halstead and Knockholt | 380 | 102 | 102 | 90 | 84 | 73 | 65 | 385 |
| Eynsford and Horton Kirby | 630 | 36 | 45 | 46 | 63 | 69 | 81 | 630 |
| Swanley and Hextable | 1,955 | 93 | 59 | 52 | 42 | 46 | 56 | 2,105 |
| West Kingsdown, Hartley and New Ash Green | 1,470 | 195 | 150 | 156 | 126 | 111 | 87 | 1,470 |
| Sevenoaks | 10,116 | 786 | 690 | 706 | 680 | 685 | 687 | 10,758 |

There are currently 42 Primary schools distributed across 11 planning groups in the Sevenoaks District. 1,536 Reception Year places were available in 2015-16.



Current projections show that these places will ensure that there are sufficient Reception places including the 5% parental preference. Total Primary rolls are forecast to increase from 9,630 pupils requiring a place in 2016-17 to 10,071 in 2020-21.

For the indigenous population, forecasts indicate that there is capacity in the District to apply the 5% surplus for parental preference. However, there are pockets of demand in key local areas due to inward migration and new housing

Migration has resulted, in recent years, in a slight increase in the demand for places in all Primary year groups. However, there is sufficient capacity across all year groups in the Sevenoaks District.

House-building in the area is relatively low key with only the developments mentioned above impacting on school places in the short to medium term.

There are three significant issues for the Sevenoaks planning area. These are, migration to Sevenoaks Town area, parental preference and medium scale housing development at Ryedale in Dunton Green. This has had the consequence of a small number of pupils not receiving a preference school and therefore being allocated places in different planning groups. The pupil product from Ryedale will likely necessitate a 1FE expansion in 2019-20.

Forecasts indicate that there is between 0.5FE and 1FE capacity in the Sevenoaks Rural East planning areas for Year R, but this capacity is frequently used by pupils resident in Sevenoaks town.

Sevenoaks Rural West planning area has a surplus below 5% across All Years from 2017-18. However, there is sufficient capacity across the three schools in that planning area to provide parental choice so no new additional provision is required.

The forecasts indicate that demand is increasing in the Sevenoaks Rural South East planning area, driven by housing development in the Powder Mills/GSK site areas. An additional 1FE is needed for 2018-19 and several options for expansion are being considered, including cross-District with Tonbridge and Malling District.

Sevenoaks Rural South West has plenty of capacity in Year R and for Total roll. Edenbridge town will be seeing some small scale housing development, comprising some 330 units over the next five years. However, last year's expansion to Edenbridge Primary School is designed to mitigate that increase in demand.

The Westerham planning area has plenty of capacity in Year R and for Total roll. Westerham will be seeing some small scale housing development, comprising some 60 units over the next five years.

The schools in the Otford and Shoreham planning area are forecast to see a very small surplus, with a total roll deficit in 2020-21. If the numbers exceed capacity, then we would consider commissioning additional provision.



Although the Halstead and Knockholt planning area indicates surplus capacity, the predominant factor for the future provision in this area is the Fort Halstead development, which sits about 1.5 miles from the two schools in this planning area. This development will provide between 400-500 new dwellings.

The Eynsford and Horton Kirby planning areas indicate a surplus for Year R and Total Year. Therefore, no action is necessary.

There is new housing development planned for the Swanley and Hextable planning area. This coupled with only small surpluses in Year R and Total Rolls means that we will require a 1FE expansion in 2018-19.

Although the West Kingsdown, Hartley and New Ash Green planning area indicates quite significant surpluses, there have been local deficits recorded in Hartley and New Ash Green in Year R. These will be monitored over the commissioning period.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|--------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 510 | -3 | 16 | 62 | 22 | 7 | -2 | -31 | -43 | 570 |
| Years 7 – 11 | 2,340 | 288 | 140 | 158 | 97 | 85 | 85 | 38 | -67 | 2,850 |

The larger Primary school cohorts in Sevenoaks as seen over the last six years is now beginning to impact on Secondary demand. It must be remembered when looking at forecasts that over 70% of Sevenoaks South students travel out of the District to attend their school of choice.

Secondary demand and forecasting is challenging due to circumstances peculiar to the District. Secondary provision planning is best analysed along a north-south divide.

In the North (Swanley, Hextable, Horton Kirby, New Ash Green, Hartley, Crockenhill, Farningham & Eynsford) the Secondary demand was met through Orchard Academy and schools in Dartford District. Until recently, there were two Secondary schools in the North, Orchards Academy and Oasis Hextable Academy. The closure of Oasis Hextable Academy by the Secretary of State for Education has increased pressure in the North of the District. This pressure is exacerbated by a forecasted pressure on Secondary places in Dartford, despite several schools in Dartford increasing their capacity. Most grammar eligible students in North Sevenoaks District travel North to either Wilmington or Dartford.

In the South (Sevenoaks town, Westerham, Edenbridge, Knockholt, Otford, Kemsing, Sundridge, Weald, Penshurst, Leigh & Fordcombe) Secondary provision planning is linked with Tonbridge and Tunbridge Wells. There are two Secondary schools in the southern half of the District, Knole Academy and the Trinity Free



School. There are currently no plans to expand either the Trinity School or the Knole Academy.

There is currently no grammar provision in the South with most students who pass the Kent Test, travelling to Tonbridge or Tunbridge Wells. Local pressure in Tonbridge & Tunbridge Wells means that fewer grammar places will be available to Sevenoaks students, year on year. The Weald of Kent Grammar School annex for girls is set to open for 2017-18. KCC will continue to pursue options for boys' provision in Sevenoaks District to manage both parental preference for local grammar provision and the underlying increasing demand for Secondary school places.

The Trinity Free School is now in situ in modular buildings on the Wildernesse site. The move to their completed accommodation should take place in the autumn term of 2016.

Sevenoaks Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|----------------------------|------------|------------|------------|----------------------------|
| Sevenoaks | | | 1FE | |
| Sevenoaks Rural South East | | 0.5FE | | |
| Halstead and Knockholt | | | | 0.5FE |
| Swanley and Hextable | | 1FE | | |

Sevenoaks Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|-------------------------|------------|----------------------------|
| | 3FE selective provision | | |



12.10 Shepway

Overview

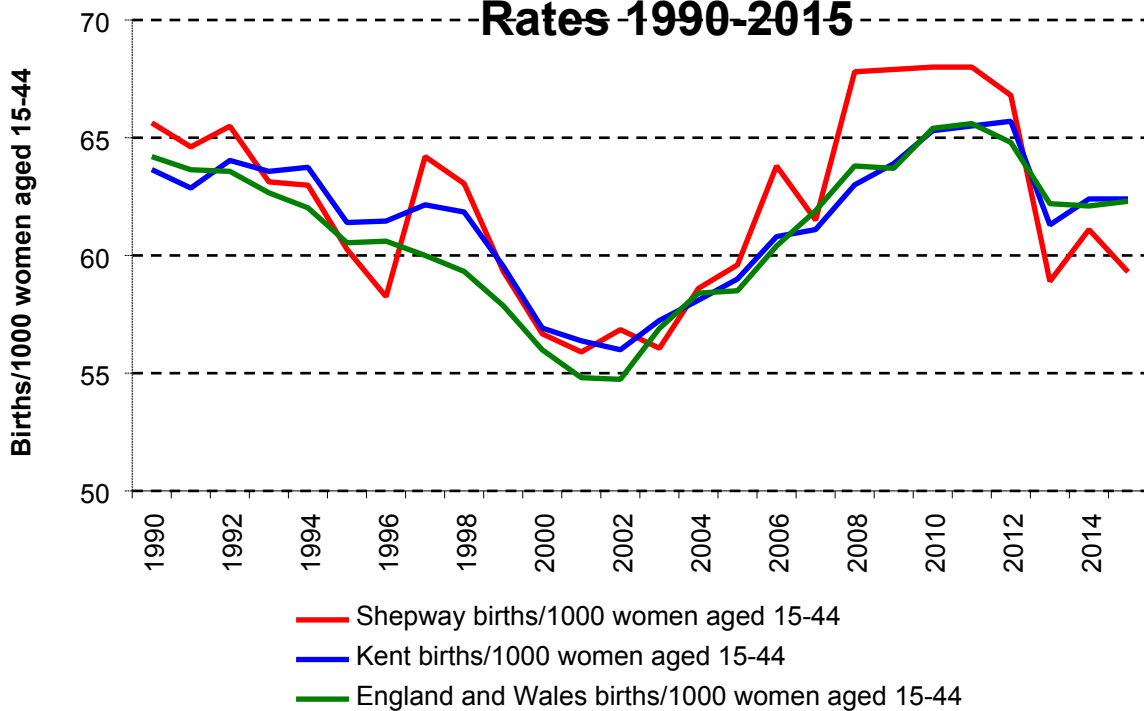
- The birth rate for Shepway fell dramatically in 2013, taking it significantly below the National and Kent rates. Despite a slight upturn in 2014 it dropped again in 2015 finishing 3 points below County and National rates. The number of births is around 4FE lower than the 2011 peak.
- Year R numbers peaked in 2015-16 at 1,234. Thereafter they reduce to 1,141 in 2019-20, but rise by 1FE in 2020-21. Total Primary school rolls continue to rise until 2018-19.
- In April 2016 a decision was taken to close Pent Valley Technology College due to concerns over standards and falling rolls. There were sufficient places to accommodate pupils displaced by the closure in 2016-17 and 2017-18. During the consultation it was made clear that, due to the increasing rolls in Primary schools, the pressure for Year 7 places would mean a new Secondary Free School will be needed in 2018-19.
- The adopted local plan concentrates house building in the major sites in Folkestone and Hythe, with significant developments in New Romney and Sellindge. These will create localised pressures.



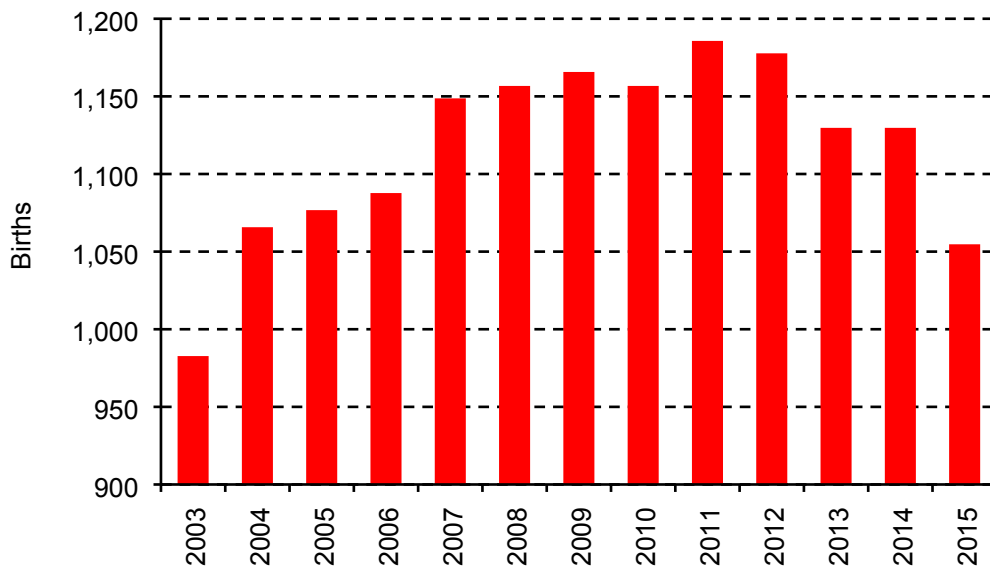
District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:

Shepway, Kent and England & Wales Birth Rates 1990-2015



Shepway Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Folkestone East | 373 | 5 | 30 | -3 | 9 | 50 | 30 | 373 |
| Folkestone West | 285 | 15 | -6 | 7 | 2 | 24 | 13 | 255 |
| Hawkinge | 135 | 1 | 6 | 26 | 10 | 21 | 19 | 135 |
| Hythe | 155 | 12 | 8 | 22 | 25 | 32 | 28 | 155 |
| Lympne and Sellindge | 45 | 1 | -1 | 6 | 1 | -1 | -1 | 45 |
| Shepway Rural North | 95 | 4 | 7 | 15 | 12 | 7 | 9 | 95 |
| Dymchurch | 30 | 7 | -1 | 2 | 1 | -6 | -3 | 30 |
| Brenzett and Brookland | 35 | 4 | 18 | 2 | 7 | 8 | 8 | 35 |
| Romney Marsh | 156 | 26 | 16 | -1 | -16 | -6 | -6 | 146 |
| Shepway | 1,309 | 75 | 75 | 76 | 52 | 128 | 96 | 1,269 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Folkestone East | 2,491 | 83 | 104 | 84 | 68 | 91 | 111 | 2,611 |
| Folkestone West | 1,839 | 104 | 61 | 33 | -1 | 15 | 12 | 1,845 |
| Hawkinge | 900 | 28 | 13 | 30 | 30 | 44 | 60 | 945 |
| Hythe | 1,055 | -7 | -13 | 5 | 21 | 59 | 89 | 1,080 |
| Lympne and Sellindge | 324 | -4 | -7 | -7 | -4 | -9 | -8 | 329 |
| Shepway Rural North | 653 | 36 | 36 | 30 | 36 | 31 | 39 | 663 |
| Dymchurch | 210 | 23 | 12 | 4 | -2 | -12 | -18 | 210 |
| Brenzett and Brookland | 245 | 41 | 44 | 43 | 42 | 44 | 45 | 255 |
| Romney Marsh | 1,032 | 119 | 104 | 75 | 43 | 15 | -8 | 1,032 |
| Shepway | 8,749 | 423 | 354 | 298 | 233 | 278 | 322 | 8,970 |

There are currently 36 Primary schools in the Shepway District. Year R forecasts indicate surplus places across the District will sit above 5% throughout the period, except in 2018-19 when this reduces to 4.1%. In both 2017-18 and 2018-19 Folkestone Town is forecast to have few surplus Year R places. Although capacity will exist in neighbouring planning areas, this may require temporary places to be made available,

For Total Primary school rolls a surplus of between 2.6% and 4.0% is forecast. Migration into Shepway Primary Schools accounted for 40% of the increase in the total Primary school roll (106 Primary aged pupils) between the January 2015 and 2016 headcounts. This represents a 1.3% roll increase. The residual 60% increase was the larger Year R cohort replacing the departing smaller Year 6 cohorts. The



forecasts indicate that despite opening Martello Grove Primary Academy, places in all years groups will remain limited in Folkestone Town. Martello Grove Primary Academy will move to the new school site in autumn term 2016 enabling it to provide some extra capacity in Years 2 and 3 to address this pressure (included in the Table above).

Housing developments at Shorncliffe Heights and Folkestone Harbour will require the provision for a new 2FE Primary school. Land has been provided by the developers on the Shorncliffe Heights site. The extra capacity provided will ensure sufficient surplus places and increased parental choice across Folkestone Town. It is expected that the school will open on site in September 2019.

The forecasts show the current pressures in Hawkinge easing, with an increasing surplus in Year R, leading to spaces in other year groups as these move through the schools.

The total school roll in the Hythe schools has been increasing, a consequence of not just large Year R cohorts entering the schools, but also admission of older pupils. Palmersh Primary School is proposed to expand from September 2018 to meet the demand arising from the 1050 new houses in Martello Lakes. They will continue to restructure classes in the intervening period to enable it to admit further pupils prior to its formal expansion.

Proposals for approximately 250 homes in Sellindge will require additional capacity of 0.5FE to be created in the village school. House building is not expected to start until the spring to 2017 at the earliest. Therefore the extra 0.5FE of provision will not be needed until September 2018. In the interim the School has restructured to enable it to meet local needs.

The District's Core Strategy provides for up to 300 new homes in New Romney. Subject to these being delivered, small scale expansions of St Nicholas CEPS and Greatstone PS would be required. The forecasts indicate pressures in New Romney and Dymchurch from 2017-18 relating to Year R places which will need to be addressed.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Year 7 | 1,195 | 172 | 59 | 3 | -56 | -136 | -167 | -161 | -191 | 1,045 |
| Years 7-11 | 5,840 | 923 | 434 | 220 | 84 | -100 | -292 | -513 | -707 | 5,225 |

In April 2016 the Local Authority decided that Pent Valley Technology College should close, due to its weak standards of education, diminishing popularity, and budget difficulties. It closed to Year 7 pupils on 31 August 2016. This has



dramatically altered the commissioning position for the District. As explained at the time the decision was made, a new school will be needed from 2018-19 as larger Year 7 cohorts enter Secondary schools. The need for a new, high quality provision which can attract sufficient pupils to be successful and viable is evident.

The figures show the need for 6FE of Year 7 places in 2018-19 (to allow for a 5% surplus). Year 7 rolls will peak in 2022-23, a situation which may be dealt with best through temporary bulge classes rather than permanent expansion. This situation may change depending upon the rate of house building in the intervening period.

Shepway Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|-----------------|------------------|---------------------------|---|----------------------------|
| Hythe | | 0.5FE at Palmarsh PS | | |
| Folkestone West | 30 Year R places | 30 Year R places | 1FE (of 2FE) new provision in Shorncliffe Heights | |
| Sellindge | | 0.5FE at Sellindge PS | | |
| Romney Marsh | | 0.1FE at St Nicholas CEPS | | 0.1FE at Greatstone PS |

Shepway Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|-------------------|------------|----------------------------|
| | 6FE new provision | | 60 Year 7 places |



12.11 Swale

Overview

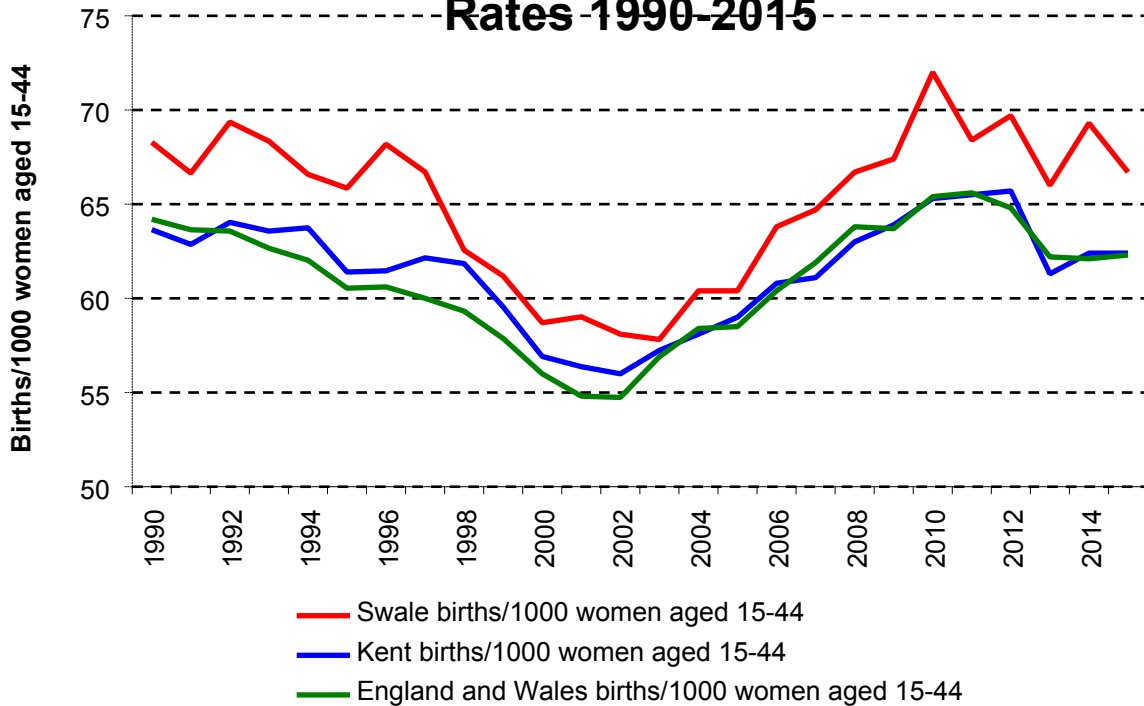
- Swale has an above average birth rate and although this has been falling from its peak in 2010, there is considerable fluctuation in the rate from year to year.
- Although Reception Year numbers are expected to reduce from 1,910 in 2016-17 to 1,825 in 2020-21, new housing proposed for the District is expected to start impacting from 2019-20.
- Total Primary school rolls continue to rise during the forecast period from 12,724 in 2016-17 to 13,187 in 2020-21.
- Modification of the Swale Local Plan has increased the proposed number of dwellings per annum to 830 with around 14,000 dwellings proposed during the Plan period up to 2031.
- Additional housing is proposed for Sittingbourne, Iwade, Sheppey and Faversham.
- Inward migration, in particular on the Isle of Sheppey and in Sittingbourne, continues to create significant pressure in Primary schools.
- A decade of rising numbers is beginning to impact on Secondary numbers, especially in Sittingbourne. Total Secondary school rolls are expected to increase from 7,662 in 2016-17 to 9,083 in 2022-23, when a deficit of 4.1% is forecast.



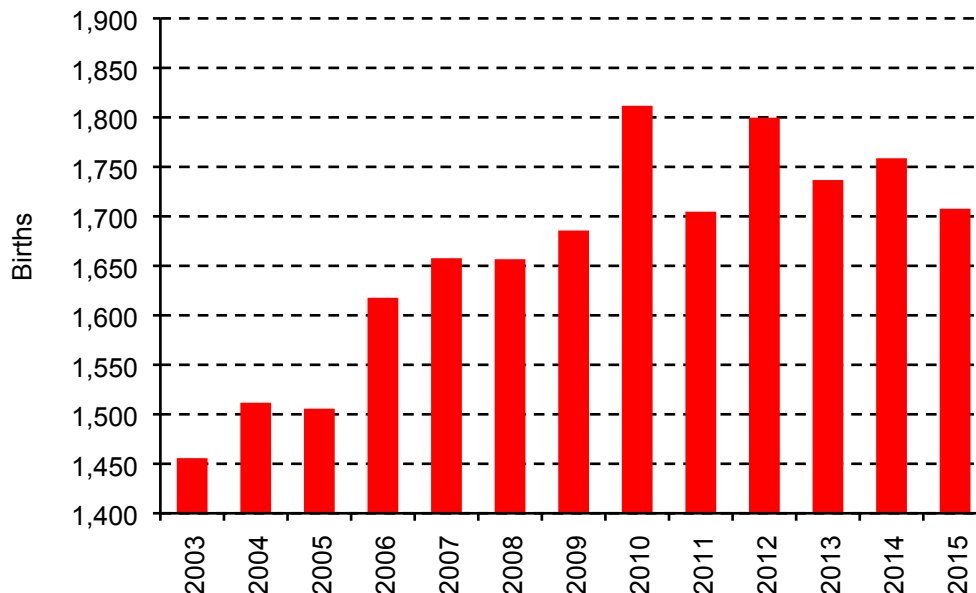
District Analysis – Primary

The chart below sets out the birth rate for Swale District and the tables set out the school population figures and forecasts:

Swale, Kent and England & Wales Birth Rates 1990-2015



Swale Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Faversham | 225 | 24 | 4 | 46 | 66 | 70 | 61 | 255 |
| Faversham Rural South | 77 | 2 | -2 | 6 | 8 | 15 | 10 | 71 |
| Faversham Rural East | 60 | 8 | 3 | 4 | 10 | 7 | 7 | 60 |
| Sittingbourne North | 210 | 3 | -8 | 4 | 9 | -1 | 3 | 210 |
| Sittingbourne East | 225 | 20 | 1 | 31 | 2 | -3 | 2 | 225 |
| Sittingbourne South | 328 | 39 | 21 | 45 | 22 | 49 | 39 | 328 |
| Iwade | 90 | 8 | 1 | 15 | 5 | 2 | 6 | 90 |
| Teynham | 50 | 13 | 8 | -2 | 1 | 6 | 4 | 50 |
| Swale Rural West | 105 | 45 | 14 | 24 | 19 | 19 | 19 | 105 |
| Sheerness | 210 | 7 | 24 | 16 | 6 | 25 | 22 | 240 |
| Halfway and Minster | 270 | 44 | 24 | 12 | 28 | 28 | 28 | 270 |
| Queenborough and Rushenden | 60 | 1 | -2 | 1 | 5 | 2 | 3 | 60 |
| Eastchurch and Warden Bay | 60 | 1 | 12 | -15 | -4 | -2 | -4 | 60 |
| Swale | 1,970 | 215 | 101 | 188 | 178 | 217 | 199 | 2,024 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|----------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Faversham | 1,590 | 101 | 62 | 89 | 142 | 198 | 236 | 1,710 |
| Faversham Rural South | 503 | -27 | -43 | -43 | -41 | -16 | -5 | 505 |
| Faversham Rural East | 450 | 25 | 15 | 16 | 16 | 20 | 20 | 420 |
| Sittingbourne North | 1,470 | 13 | -3 | -5 | -3 | -5 | -9 | 1,470 |
| Sittingbourne East | 1,485 | 78 | 67 | 87 | 76 | 60 | 52 | 1,605 |
| Sittingbourne South | 1,996 | -29 | -10 | 30 | 50 | 109 | 145 | 2,261 |
| Iwade | 480 | 4 | 1 | 11 | 12 | 14 | 18 | 630 |
| Teynham | 350 | 33 | 34 | 34 | 25 | 24 | 30 | 350 |
| Swale Rural West | 685 | 83 | 87 | 98 | 98 | 116 | 127 | 735 |
| Sheerness | 1,320 | 29 | 58 | 73 | 69 | 88 | 101 | 1,620 |
| Halfway and Minster | 1,650 | 143 | 150 | 166 | 160 | 178 | 161 | 1,860 |
| Queenborough and Rushenden | 450 | 52 | 41 | 37 | 27 | 24 | 24 | 450 |
| Eastchurch and Warden Bay | 480 | 21 | 44 | 31 | 20 | 13 | -4 | 465 |
| Swale | 12,909 | 526 | 504 | 623 | 650 | 823 | 894 | 14,081 |



There are now 48 Primary schools in the 13 planning groups across Swale District, following the amalgamation of Murston Infant and Junior Schools and the establishment of Sunny Bank Primary School from September 2016. The schools provided 1,970 Year R places in 2015-16. The number of surplus places across the whole Primary age range is expected to increase to 6.3% by 2020-21.

The continued pressure on Primary school places on the eastern side of Sheppey is likely to be met by the establishment of a new Free School. A Wave 11 application has been submitted and the outcome will be known later in 2016. Fifteen temporary Year R places have been provided at Eastchurch CE Primary School for entry in September 2016 to meet a local need and West Minster Primary School permanently expanded from September 2016 by 1FE. Expansion of existing schools on Sheppey is being considered to meet the expected demand from inward migration and new housing, including the permanent expansion of Minster-in-Sheppey Primary School by 1FE. A new 1FE Primary school at Rushenden will be commissioned for the new housing development. This is expected to be needed from 2020-21.

New housing is proposed for Sittingbourne, including housing development at Quinton Road, Newington, Wises Lane and Iwade. KCC will commission a new 2FE Primary provision as part of the all-through school on the Quinton Road development. KCC has also requested a site for a new Primary school on the proposed Wises Lane development.

A 1FE expansion is being commissioned at Regis Manor School from September 2018 to support the population growth in North Sittingbourne. Expansion of Sunny Bank Primary School by half a form of entry is expected to be required from 2020-21. If new housing proceeds in Teynham, KCC will commission a 1FE expansion of Teynham Parochial CEP School.

New housing development is planned for Faversham with an increased number of dwellings added by Swale Borough Council in the revised Local Plan, including a large development at Perry Court. KCC has commissioned 1FE from September 2017 at Bysing Wood Primary School. If all the development proposed for Faversham proceeds, a new 1FE Primary school will be commissioned with the potential to increase to 2FE. This is likely to be at Abbey Secondary School.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,715 | 144 | 86 | 59 | 32 | -96 | -82 | -207 | -69 | 1,745 |
| Years 7-11 | 8,444 | 875 | 810 | 701 | 565 | 289 | 63 | -230 | -358 | 8,725 |

There are currently 1,715 Year 7 places in Swale, increasing to 1,745 in 2017-18. Pressures for Year 7 places in 2015-16 were mitigated by Sittingbourne Community



College admitting an extra 30 Year 7 pupils. These places will become permanent alongside a further 1 FE raising the PAN at Sittingbourne Community College by 2 FE in total. This meets the demand for school places in the District until 2019-20 when a deficit of 96 Year 7 places (-5.5%) is expected. The majority of the deficit is forecast for Sittingbourne. KCC is in discussion with the developers of the proposed large housing development in North West Sittingbourne (Quinton Road) on having early access to the school site, in order to commission a new all-through provision for Primary and Secondary aged children. It is expected that this new school would initially open from 2019 with 4FE Secondary provision, followed by a 2FE Primary provision from 2020-21. KCC will seek ways to provide additional capacity with the Sittingbourne Secondary schools, should access to the site be delayed.

Swale Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|----------------------------|------------------------------|-----------------------|-------------------|--|
| Sittingbourne East | | | | 0.5FE at Sunny Bank PS |
| Sittingbourne North | | 1FE at Regis Manor PS | | 2FE new provision in Quinton Road |
| Sittingbourne South | | | | 1FE (of 2FE) new provision in Wises Lane |
| Teynham | | | | 1FE at Teynham PS |
| Queenborough and Rushenden | | | | 1FE (of 2FE) new provision |
| Halfway and Minster | 1FE at Minster-in-Sheppey PS | | | |
| Eastchurch and Warden Bay | | | 1FE new provision | |
| Faversham and Rural | 1FE at Bysing Wood PS | | | 1FE new provision in Faversham (Abbey) |

Swale Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|--|------------|------------------------------------|----------------------------|
| 2FE at Sittingbourne Community College | | 4FE new provision in Sittingbourne | |



12.12 Thanet

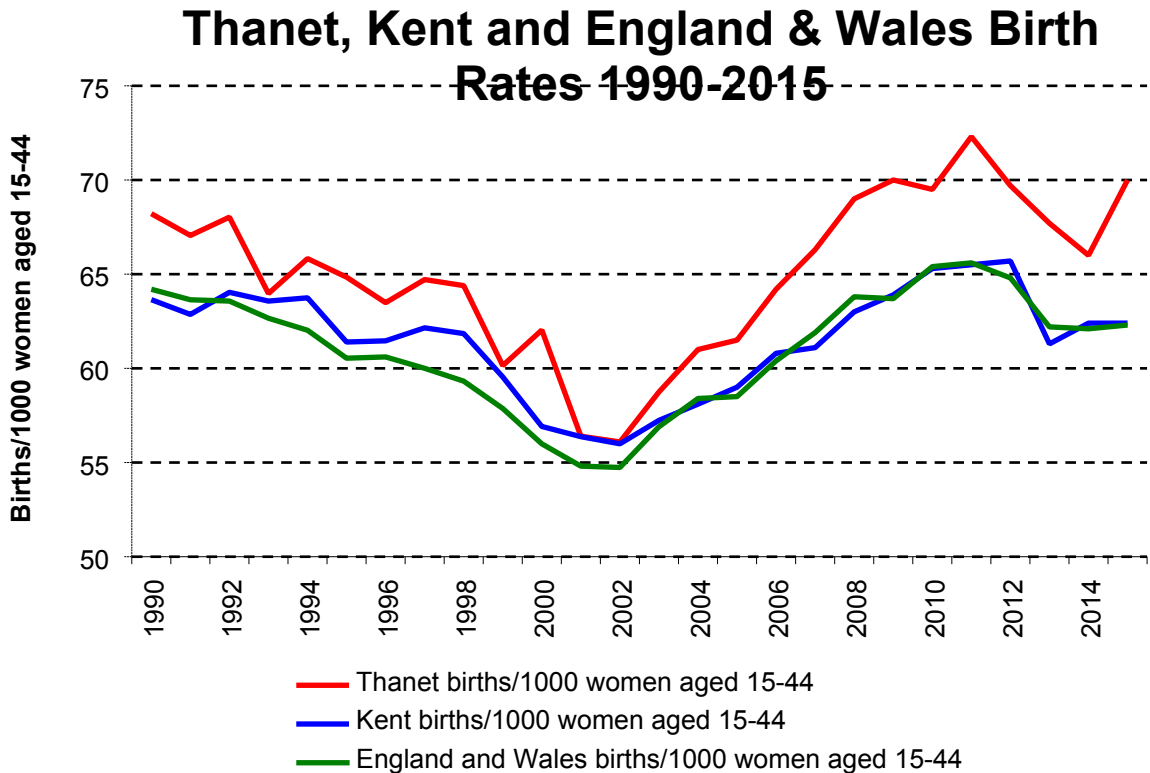
Overview

- Thanet has an above average birth rate. Although it had fallen in recent years it is now rising again at a rate greater than Kent and National rates.
- Reception Year numbers are forecast to reduce from 1,678 in 2016-17 to 1,609 in 2020-21. However, continued inward migration and new housing may result in an increase over the forecast period.
- Total Primary school rolls continue to rise during the forecast period from 11,322 in 2016-17 to 11,641 in 2020-21.
- The impact of a decade of rising numbers in the Primary phase will begin to impact on the Secondary phase significantly from 2019-20. Total Secondary school rolls are expected to increase from 6,325 in 2016-17 to 7,994 in 2022-23.
- During the period 2011 to 2016 there were 1,448 new homes built in Thanet. For the remainder of the Local Plan period up to 2031, 14,212 new dwellings are expected across Thanet with approximately 950 dwellings per annum. Large developments are proposed for Birchington, Westgate-on-Sea, and Manston Green. Housing development at Westwood Cross is continuing. New housing as part of the redevelopment of Manston Airport has also been proposed with up to 2,500 dwellings.

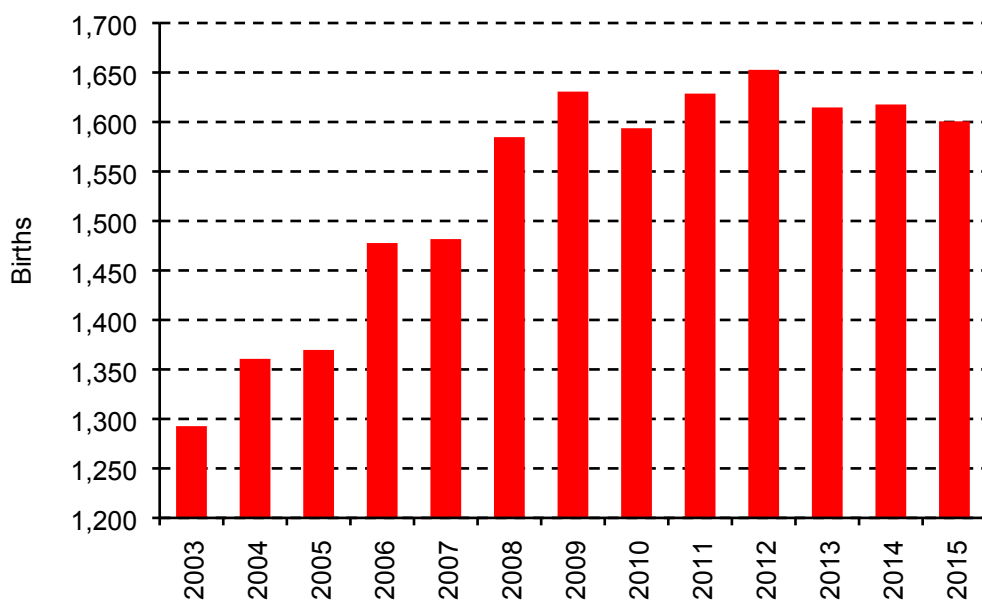


District Analysis – Primary

The chart below sets out the birth rate for Thanet District and the tables set out the school population figures and forecasts:



Thanet Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Margate | 495 | 23 | 15 | 30 | 38 | 70 | 57 | 495 |
| Ramsgate | 540 | 35 | 90 | 65 | 66 | 74 | 71 | 570 |
| Broadstairs | 300 | 12 | 18 | 28 | 15 | 21 | 26 | 330 |
| Garlinge and Westgate-on-Sea | 210 | 14 | -18 | 12 | 10 | 17 | 12 | 210 |
| Birchington and Thanet Rural | 165 | 2 | 17 | 38 | 37 | 18 | 26 | 195 |
| Thanet | 1,710 | 86 | 122 | 171 | 166 | 199 | 191 | 1,800 |

All Year Groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Margate | 3,195 | 163 | 135 | 134 | 128 | 176 | 226 | 3,435 |
| Ramsgate | 3,504 | 149 | 227 | 285 | 319 | 342 | 351 | 3,856 |
| Broadstairs | 2,170 | -6 | 89 | 132 | 153 | 176 | 192 | 2,462 |
| Garlinge and Westgate-on-Sea | 1,314 | 30 | 5 | 8 | 10 | 17 | 26 | 1,494 |
| Birchington and Thanet Rural | 1,149 | -1 | 6 | 40 | 77 | 91 | 117 | 1,305 |
| Thanet | 11,332 | 335 | 462 | 600 | 687 | 802 | 911 | 12,552 |

There are now 32 Primary schools in Thanet District across the 5 planning areas, including five infant and five junior schools, one Free School and a new Primary provision at St George's Church of England Foundation (Secondary) School, which opened in September 2016. This provides a total of 1,770 Year R places in 2016-17, increasing to 1,800 from 2017-18 following Ramsgate Free School relocating to its new school building in Newington Road.

A surplus of Year R places of around 10% is predicted to continue over the forecast period from 2017-18, but new housing is expected to start impacting from 2019-20. A surplus of around 7.3% is predicted across the whole Primary age range by 2020/21.

New Primary schools will be needed to meet the demand from new housing. KCC has requested school sites to accommodate 2FE Primary schools on the Westwood Cross, Manston Green, Birchington and Westgate-on-Sea developments. Two 2FE Primary school sites have been requested for the Stone Hill Park (Manston Airport) development. The timing for the establishment of these new schools will be dependent on the pace of the housing development and which developments progress first.



A number of new dwellings are proposed in the Minster, Monkton and St Nicholas-at-Wade area. The schools that serve this area are on sites that would not allow expansion. It is anticipated that the expansion of Birchington CE Primary School, the new Viking Free School in Ramsgate (previously Ramsgate Free School) and the future planned new Primary school on the Manston Green development, will provide sufficient school places to meet the demand from new housing in the villages. This will depend on build out rates of the various developments in Thanet and, therefore, the situation will be kept under review.

A small housing development adjacent to St Gregory's RC Primary School in Margate will require a half form entry expansion of the school. This will proceed linked to the pace of the build programme.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,471 | 41 | 44 | -59 | -94 | -183 | -232 | -192 | -227 | 1,444 |
| Years 7-11 | 7,275 | 337 | 371 | 221 | 50 | -242 | -516 | -751 | -920 | 7,220 |

Thanet had a capacity of 1,471 places in Year 7 in 2015-6, when three schools offered over their PAN. A deficit of 183 Year 7 places is predicted for entry in September 2019 and as numbers continue to increase across the age range as new housing comes forward, KCC will commission up to 8FE of provision during the period 2019-2022. This is expected to be via a new Free School and KCC is currently working with the Education Funding Agency (EFA) and Thanet District Council to identify a suitable site for the new school. Workshops have taken place with potential sponsors in order to encourage Free School applications to the Department for Education in Wave 12 (autumn 2016) or Wave 13 (spring 2017). KCC will seek ways to provide additional capacity with the Thanet Secondary schools should the establishment of a new Secondary Free school be delayed beyond 2019-20.



Thanet Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020–21 to 2022-23 |
|------------------------------|------------|------------|------------|--|
| Ramsgate | | | | 2FE new provision in Manston Green 2FE new provision in Stone Hill Park |
| Broadstairs | | | | 2FE new provision in Westwood Cross |
| Margate | | | | 0.5FE at St Gregory's RCPS |
| Garlinge and Westgate-on-Sea | | | | 2FE new provision in Westgate |
| Birchington and Thanet Rural | | | | 2FE new provision in Birchington |

Thanet Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020–21 to 2022-23 |
|------------|------------|-------------------|--------------------------------|
| | | 4FE new provision | 4FE expansion of new provision |



12.13 Tonbridge and Malling

Overview

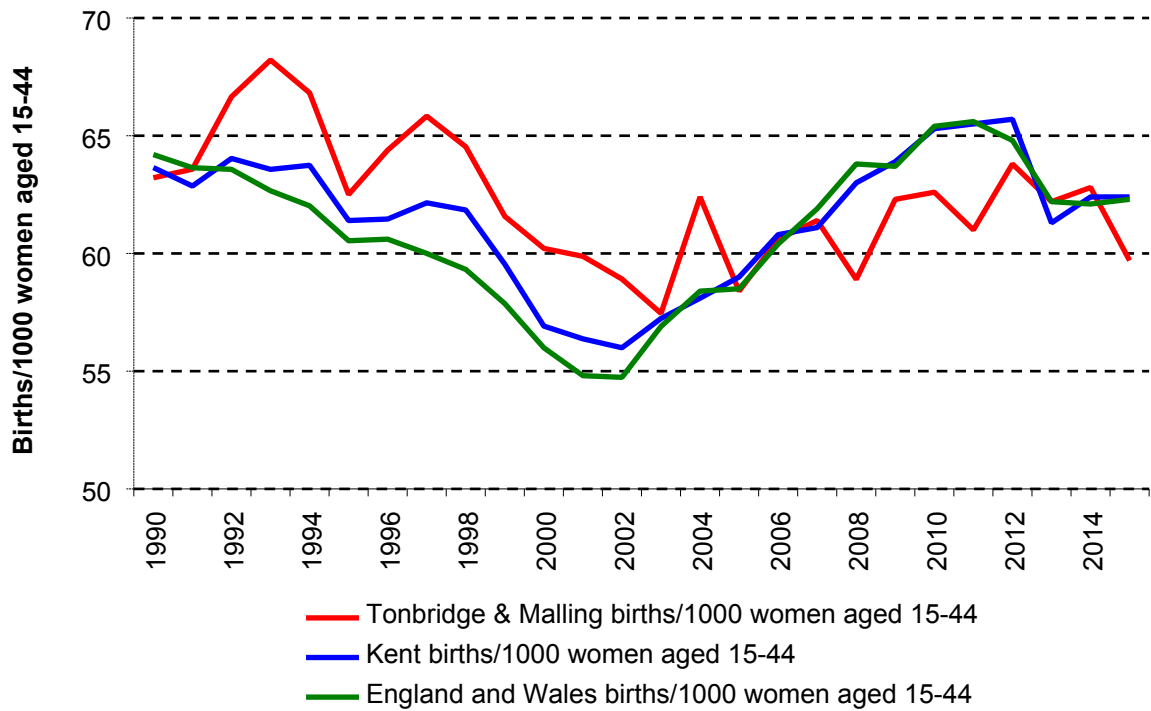
- The birth rate for Tonbridge and Malling is broadly in line with Kent and National. Whilst this has fluctuated, the trend over the last five years is slightly upward. However, the number of births per year has significantly increased over the last decade.
- Demographic pressures have arisen from sustained indigenous population growth, migration factors and the housing developments in central Tonbridge, and Leybourne.
- Tonbridge and Malling Borough Council is currently progressing the development of a new Local Plan which is expected to result in an additional 7,000 new homes in the Borough by 2031. Early analysis of the Borough Council's Regulation 18 consultation indicates this could lead to a direct need for 14FE of Primary school provision and 11FE of Secondary school provision.
- A new 2 FE Primary Free School, Bishop Chevasse, is anticipated to meet the demand for places in central Tonbridge when it opens in September 2017.
- Secondary school forecasts indicate Year 7 places will be below the 5% surplus capacity target from 2019-20. In the longer term, it is anticipated that a significant increase in Year 7 places will be required to respond to indigenous population growth and pressure arising from new housing.



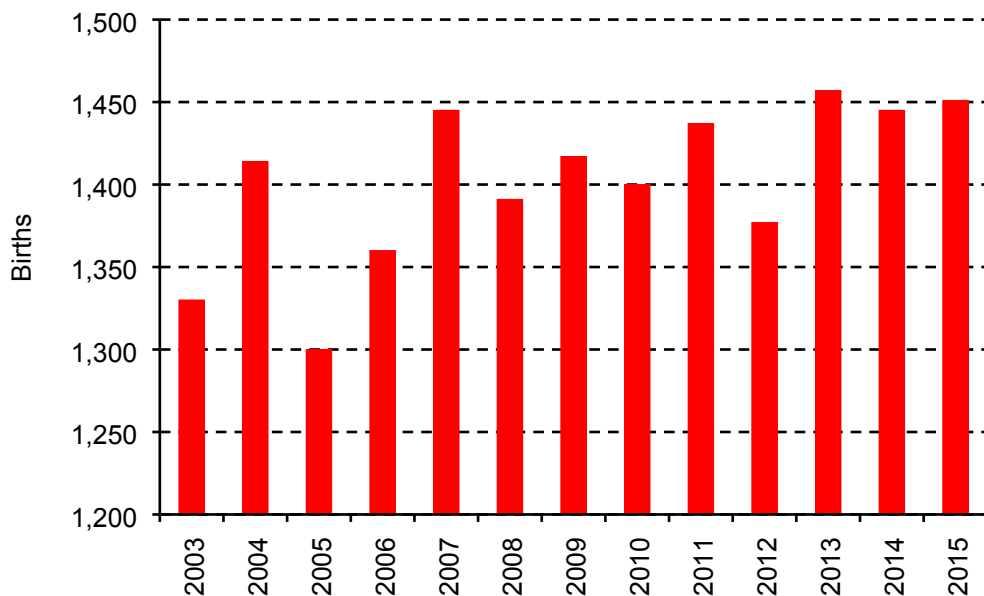
District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts:

Tonbridge & Malling, Kent and England & Wales Birth Rates 1990-2015



Tonbridge & Malling Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Tonbridge North | 263 | 13 | 6 | -12 | -3 | -19 | -8 | 263 |
| Tonbridge South | 180 | 13 | 4 | 33 | 58 | 51 | 50 | 210 |
| Hildenborough | 60 | 2 | -8 | -6 | -15 | -11 | -10 | 60 |
| Borough Green and Wrotham | 131 | 16 | 24 | 12 | -5 | -2 | 3 | 131 |
| Stansted and Trottiscliffe | 12 | 4 | 5 | 3 | 2 | 2 | 2 | 12 |
| Hadlow and East Peckham | 60 | 7 | -4 | 3 | 1 | -7 | -4 | 55 |
| Kings Hill and Mereworth | 210 | 15 | -2 | 8 | 10 | 24 | 23 | 210 |
| Wateringbury | 30 | 4 | 5 | 3 | 1 | 3 | 3 | 30 |
| Malling | 150 | 11 | 9 | 9 | 6 | 6 | 4 | 150 |
| Larkfield and Leybourne | 150 | 16 | 8 | -14 | 13 | -7 | -6 | 150 |
| Aylesford and Ditton | 129 | 6 | 3 | -13 | -8 | -13 | -5 | 129 |
| Snodland | 180 | 21 | 25 | 40 | 26 | 44 | 37 | 180 |
| Medway Gap | 78 | 5 | 7 | 31 | 31 | 54 | 46 | 108 |
| Tunbury | 90 | 0 | -5 | -6 | -7 | 8 | 2 | 90 |
| Tonbridge & Malling | 1,723 | 133 | 75 | 93 | 110 | 133 | 137 | 1,778 |

All year groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|--------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Tonbridge North | 1,798 | 47 | 1 | -40 | -80 | -119 | -144 | 1,842 |
| Tonbridge South | 1,005 | 43 | 31 | 55 | 142 | 215 | 289 | 1,410 |
| Hildenborough | 420 | -4 | -17 | -26 | -43 | -54 | -66 | 420 |
| Borough Green and Wrotham | 917 | 99 | 91 | 86 | 54 | 45 | 37 | 917 |
| Stansted and Trottiscliffe | 87 | 17 | 16 | 19 | 17 | 19 | 20 | 87 |
| Hadlow and East Peckham | 405 | 59 | 48 | 43 | 29 | 13 | 7 | 405 |
| Kings Hill and Mereworth | 1,380 | 37 | 21 | 21 | 37 | 69 | 72 | 1,500 |
| Wateringbury | 240 | 34 | 35 | 34 | 34 | 29 | 30 | 210 |
| Malling | 1,050 | 48 | 67 | 58 | 70 | 72 | 70 | 1,050 |
| Larkfield and Leybourne | 938 | 67 | 29 | 3 | 10 | 1 | -9 | 1,050 |
| Aylesford and Ditton | 919 | 120 | 102 | 52 | 28 | 5 | -17 | 919 |
| Snodland | 1,110 | 99 | 119 | 148 | 166 | 204 | 217 | 1,260 |
| Medway Gap | 516 | 58 | 37 | 57 | 75 | 111 | 147 | 666 |
| Tunbury | 612 | -7 | -19 | -28 | -36 | -31 | -30 | 627 |
| Tonbridge & Malling | 11,397 | 717 | 563 | 482 | 505 | 579 | 622 | 12,363 |



There are currently 44 schools in the Primary phase (40 Primary, two Infant and two Junior schools) in the Tonbridge and Malling District with a total of 1,723 Reception Year places available for 2015-16.

The District is forecast to have sufficient places to meet demand across the forecast period, however, in terms of total rolls the District is set to dip just below the recommended 5% surplus operating capacity from September 2017 until September 2020.

Small but significant pockets of housing developments and inward migration around the Tonbridge Town area has historically created Primary pressure within the Tonbridge North, South and Hildenborough planning groups of schools. It is anticipated that this pressure will be mitigated by the opening of the Bishop Chevasse, a new 2FE Primary Free School in 2017.

The Borough Green and Wrotham and Hadlow and East Peckham planning groups are forecast to fluctuate throughout the forecast period. We will work with existing schools to accommodate the pressure and keep a watch on housing developments within the locality.

The forecasts for Larkfield and Leybourne fluctuate throughout the forecast period. A significant deficit (-14) is expected for September 2017. The adjacent Aylesford and Ditton planning group is forecast to experience significant increased demand for places from September 2017. We will commission the second FE at Valley Invicta Primary School at Leybourne to respond to this pressure.

The relocation and expansion of Wouldham Primary School will provide long term capacity for the development at Peters Village from 2017-18.

Local Plan Developments

This Borough's 'Objectively Assessed Need' has been identified as 13,460 dwellings for the period 2011-31 which equates to 673 units per annum. Around half of the 13,460 units have an existing planning consent; this means that an additional 7,000 new homes could be completed by 2031.

TMBC held a 'Call for Sites' exercise to identify potential new development land and have assessed the suitability of the individual sites. In September 2016 the Borough Council launched a consultation on its proposed development strategy, to seek the views of infrastructure providers and the community. Our early analysis indicates we would need the following additional forms of entry as a direct result of new housing, subject to the developments proceeding:

| | |
|-----------------------------|--|
| Aylesford | 2FE Primary and 1FE Secondary |
| Hermitage Lane/East Malling | 6FE Primary and 5FE Secondary |
| Kings Hill | 2FE Primary and 2FE Secondary |
| Hadlow/East Peckham | 1FE Primary and 1FE Secondary |
| Hildenborough | 1FE Primary |
| South Tonbridge | 1FE Primary and 1FE Secondary |
| Borough Green | 1 FE Primary and 1FE Secondary |
| Total | 14FE Primary and 11FE Secondary |



Additional Primary school provision in response to housing would, in the majority of cases, be most suitably met by a new school within a number of the strategic housing allocations.

Secondary school provision to mitigate housing in the North of the Borough is likely to be most appropriately met by a new Secondary school within the development sites. Remaining forms of entry required are likely to be met through the expansion of existing schools.

A number of speculative applications are expected to be submitted ahead of the Local Plan process being completed. We will work closely with the Borough Council to respond to these, however the prematurity of planning applications will make it more difficult to ensure additional provision is in the right place at the appropriate time.

District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Year 7 | 1,776 | 233 | 281 | 219 | 156 | 83 | 43 | 8 | -11 | 1,849 |
| Years 7-11 | 8,733 | 1,143 | 1,316 | 1,371 | 1,244 | 1,063 | 873 | 601 | 370 | 9,245 |

The number of Year 7 places in Secondary schools in the Borough is 1,776 in 2015-16. The admissions pattern for Tonbridge and Malling is linked to Maidstone (for Malling) and Sevenoaks and Tunbridge Wells (for Tonbridge). The commentary on those Districts should be considered alongside this section.

Year 7 numbers are forecast to rise steadily until 2022-23 when there is forecast to be a deficit of places. From 2019-20 the District capacity falls below the recommended 5% operating capacity. The impact of new housing arising from the emerging Local Plan, coupled with the forecast indigenous population growth is expected to result in additional 2 FE Year 7 places being required by 2020-21.

A grammar school annex provision for girls provided by The Weald of Kent Grammar School is anticipated to reduce the demand for girls' grammar school places in Tonbridge by up to 2FE.

KCC will continue to pursue options for boys' provision in Sevenoaks District. We will undertake further analysis of the impact during 2016-17 and adjust the commissioning intentions for Secondary school provision accordingly.



Tonbridge and Malling Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|--------------------------------|--|------------|------------|---|
| Larkfield and Leybourne | 1FE at Valley Invicta Primary in Leybourne | | | |
| Medway Gap | 1FE at Wouldham | | | |
| Tonbridge South | 2FE at Bishop Chevasse (new provision) | | | |
| Across the District | | | | 3FE linked to draft Local Plan allocation |

Tonbridge and Malling Commissioning Position for Secondary

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|------------|------------|--|
| | | | 2FE 3FE linked to draft Local Plan allocation |



12.14 Tunbridge Wells

Overview

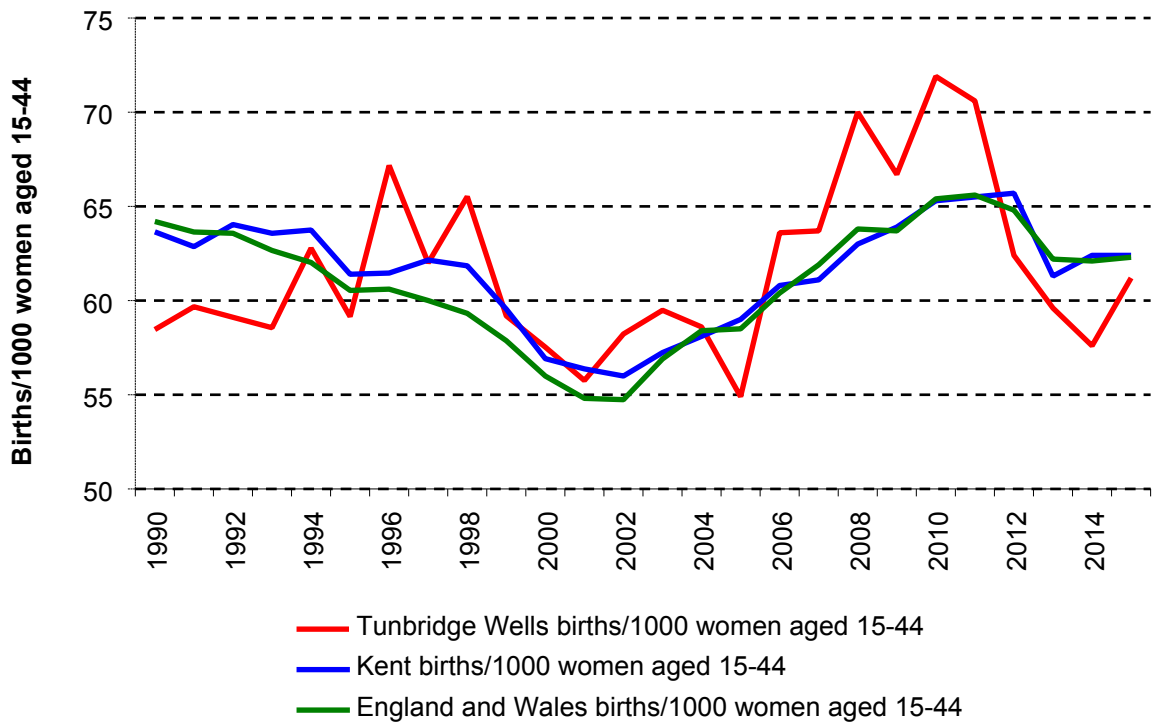
- The birth rate for Tunbridge Wells is still significantly below Kent and National figures, however over the past year it has started to rise.
- Future pressure is anticipated from housing developments including Hawkenbury Farm and Paddock Wood. A new 2FE Primary Free school is set to open in Paddock Wood in 2018.
- The scope for future Primary and Secondary school expansion is limited due to the nature and location of available sites.
- The forecasts indicate a significant and urgent need for additional Secondary School provision. We are working with the EFA and DFE and anticipate Wave 12 (September 2016) applications for a new 6FE Secondary Free School.
- We will work with the Borough Council to identify pressures arising from the emerging Local Plan. It is anticipated that this will necessitate a significant increase in demand for both Primary and Secondary school places that could most suitably be met from new schools within the proposed developments.



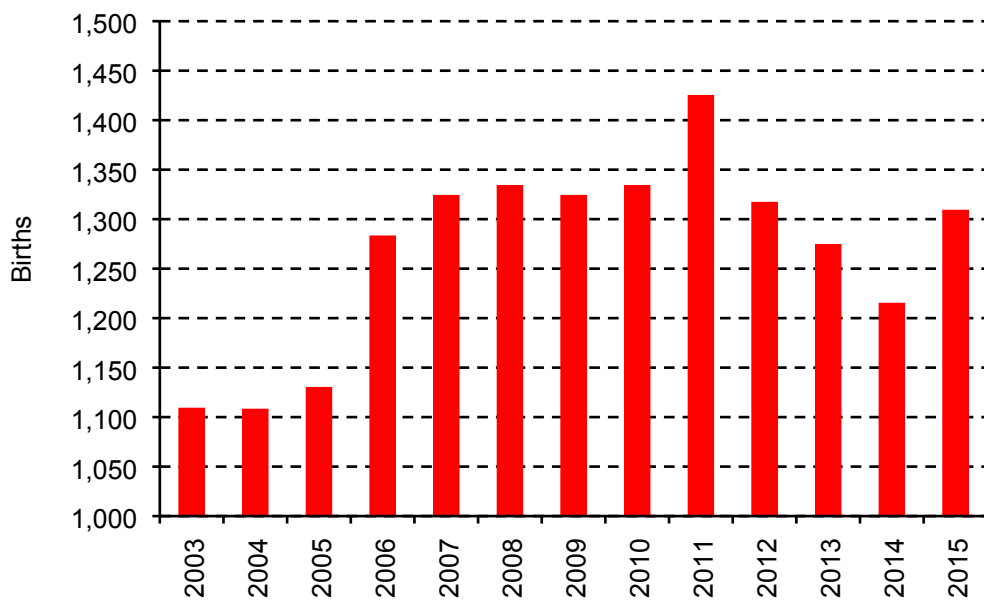
District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:

Tunbridge Wells, Kent and England & Wales Birth Rates 1990-2015



Tunbridge Wells Births 2003-2015



School-Based Surplus/Deficit Capacity Summaries:

Year R Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|---------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Tunbridge Wells Town | 309 | 15 | 36 | 31 | 38 | 21 | 27 | 309 |
| Tunbridge Wells South | 260 | 11 | -7 | 20 | 8 | 13 | 9 | 260 |
| Tunbridge Wells West | 130 | 24 | -5 | -19 | 5 | 13 | 9 | 110 |
| Southborough | 180 | 1 | 4 | 35 | 17 | 1 | 5 | 180 |
| Pembury | 60 | 0 | 4 | 5 | 13 | 0 | 5 | 60 |
| Paddock Wood | 210 | 15 | 21 | 25 | 34 | -2 | 14 | 180 |
| Goudhurst and Lamberhurst | 60 | 0 | 2 | 14 | 18 | 11 | 13 | 60 |
| Cranbrook | 116 | 5 | 1 | 10 | 13 | 13 | 13 | 106 |
| Hawkhurst and Sandhurst | 60 | 7 | 11 | 11 | 11 | 6 | 8 | 60 |
| Tunbridge Wells | 1,385 | 78 | 67 | 133 | 155 | 75 | 104 | 1,325 |

All year groups Surplus/deficit Capacity if no Further Action is Taken

| Planning Group | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2020-21 capacity |
|---------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Tunbridge Wells Town | 2,038 | 203 | 206 | 177 | 192 | 178 | 161 | 2,154 |
| Tunbridge Wells South | 1,740 | 69 | 34 | 30 | 24 | 27 | 10 | 1,820 |
| Tunbridge Wells West | 800 | 106 | 98 | 58 | 48 | 45 | 31 | 810 |
| Southborough | 1,230 | 88 | 61 | 83 | 84 | 64 | 29 | 1,260 |
| Pembury | 510 | 11 | 14 | 21 | 32 | 29 | 29 | 420 |
| Paddock Wood | 1,310 | 122 | 123 | 137 | 130 | 116 | 118 | 1,290 |
| Goudhurst and Lamberhurst | 390 | -2 | -1 | 16 | 34 | 45 | 58 | 420 |
| Cranbrook | 767 | 89 | 60 | 50 | 45 | 51 | 38 | 762 |
| Hawkhurst and Sandhurst | 390 | 39 | 39 | 34 | 34 | 35 | 40 | 415 |
| Tunbridge Wells | 9,175 | 725 | 636 | 608 | 624 | 590 | 514 | 9,351 |

There are currently 33 Primary schools in the Tunbridge Wells District and a total of 1,385 places available in Reception Year in 2015-16. The Reception Year intake for Primary schools in Tunbridge Wells is forecast to fluctuate. The forecast data shows that there is sufficient capacity across the District to accommodate the total pupil numbers. However, this masks areas of localised pressure. The planning groups in Tunbridge Wells can be broadly split into two areas for provision planning purposes: urban and rural.

Tunbridge Wells Rural: All rural planning groups are anticipated to remain in surplus across the Plan period, with the exception of a deficit in Tunbridge Wells West for



2016-17 and 2017-18. We will work with existing schools to accommodate this spike in the demand for Year R places. We were successful in a Priority Schools Build Programme 2 application for the relocation of Benenden CEPS and are working closely with the Education Funding Agency, Diocese and school to deliver this essential project.

Families have begun to move into the Borough's largest housing development Knights Wood. The new Skinners Kent Primary School has opened within the development and will have scope to expand to 2FE as required.

The continuing development of brownfield sites within the town centre, whilst individually quite small, could cumulatively place significant pressure on the existing schools in the town which are typically constrained in nature. The conversion of commercial premises to residential would also increase pressure on the local schools and due to planning laws would not have to contribute financially to expansion projects.

In the medium term, development of approximately 235 new homes in Hawkenbury will necessitate the relocation and expansion of St Peter's CE Primary School by up to 1.3FE to accommodate the increase in pupil numbers. The timing of the relocation is dependent on and linked to the housing development proposals.

The development of a total of 1,050 new homes is proposed in Paddock Wood. The majority of this is across three medium sized development sites, two of which are currently within the planning system. In response to the proposed development 2FE additional Primary school provision is required. The Government has approved the establishment of a Free school for Paddock Wood, this would be accommodated on a site to be secured through the planning system. The need for school places is linked to the rates of housing delivery.

TWBC have also begun the evidence gathering stage of producing a new Local Plan to identify and accommodate housing over the longer term to 2033. The Strategic Housing Market Assessment identified a need for 12,960 houses (648 per year) in Tunbridge Wells between 2013-2033. The emerging requirement is more than double its current target of 300 homes per year. In light of this housing need, Tunbridge Wells are now inviting submissions to identify sites and broad locations from housing and employment land within the Borough as part of a Call for Sites exercise. The sites will then be assessed for their suitability for development. KCC will work with the Borough to ensure sufficient new provision is fully integrated into any development strategy that is progressed.



District Analysis – Secondary

Year 7 and 7-11 Surplus/deficit Capacity if no Further Action is Taken

| | 2015-16 capacity | 2015-16 (A) | 2016-17 (F) | 2017-18 (F) | 2018-19 (F) | 2019-20 (F) | 2020-21 (F) | 2021-22 (F) | 2022-23 (F) | 2022-23 capacity |
|------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Year 7 | 1,520 | 144 | 146 | -7 | -152 | -188 | -185 | -195 | -275 | 1,534 |
| Years 7-11 | 7,940 | 947 | 693 | 603 | 255 | -63 | -362 | -704 | -974 | 7,886 |

This section should be read in conjunction with the Secondary school analysis provided in the Sevenoaks District section.

The number of Year 7 places in Tunbridge Wells Secondary schools was 1,520 in 2015-16. The commissioning of Secondary places in Tunbridge Wells is influenced by the demand (mainly for selective provision) from students resident in Sevenoaks District, crossing into Tunbridge Wells District. The approved, new provision in Sevenoaks will provide a significant part of the solution for the Secondary capacity issues in Tunbridge town and Tunbridge Wells town.

We have reviewed the need for selective places in the travel to school area of Sevenoaks South, Tunbridge and Tunbridge Wells town and are seeking to commission additional places where required. Overall there is a need for additional selective provision to serve Sevenoaks from 2016-17, prior to an overall deficit of Year 7 places occurring in Tunbridge Wells from 2017-18.

There will be a need for additional 2FE all-ability Secondary provision in Tunbridge Wells by September 2017. We will work with existing schools to accommodate the additional places required for 2017-18. We are working with the EFA and DFE and anticipate Wave 12 (September 2016) applications for a new 6FE Secondary Free School to open in 2018-19. Beyond this a further 2FE will be required by 2022-23, we will work with existing schools to identify suitable proposals for permanent expansion.

Tunbridge Wells Primary School Commissioning Position

| Planning Group | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|-----------------------|------------|------------|-----------------------------------|-------------------------------|
| Tunbridge Wells South | | | 1.3FE at St Peter's CEPS | |
| Paddock Wood | | | 1FE new provision at Paddock Wood | |

Tunbridge Wells Secondary School Commissioning Position

| by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 to 2022-23 |
|------------|-------------------|------------|-------------------------------|
| 2FE | 6FE new provision | | 2FE |



13 Kent Wide Summary

Figure 13.1: Summary of the Commissioning Proposals for Primary Schools

| District | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|------------|---|--------------------------------------|--------------------------------------|---|
| Ashford | | | 0.3FE expansion 2FE new provision | 1FE expansion 1FE expansion of new provision |
| Canterbury | | 0.7FE expansion | 0.5FE expansion 2FE new provision | 3.5FE expansion 11FE new provision |
| Dartford | 30 Year 2 Places 30 Year 3 Places 0.5FE expansion | 2FE new provision | 1FE new provision | 1FE expansion 7FE new provision |
| Dover | 30 Year R Places | 1.1FE expansion | | 0.3FE expansion 1FE new provision |
| Gravesham | 1FE expansion 1FE new provision | 1FE new provision | | 1FE expansion 3.5FE new provision |
| Maidstone | 90 Year R Places 1 FE expansion | 1.6FE expansion 2FE new provision | 2FE new provision | |
| Sevenoaks | | 1.5FE expansion | 1FE expansion | 0.5FE expansion |
| Shepway | 30 Year R places | 30 Year R places 1.1FE expansion | 1FE new provision | 0.1FE expansion |
| Swale | 2FE expansion | 1FE expansion | 1FE new provision | 0.5FE expansion 6FE new provision |



| District | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|-----------------------|--|----------------------------------|--------------------------------------|--|
| Thanet | | | | 0.5FE expansion 10 FE new provision |
| Tonbridge and Malling | 2FE expansion 2FE new provision | | | 3FE new provision |
| Tonbridge wells | | | 1.3FE expansion 1FE new provision | |
| Totals | 150 Year R 30 Year 2 30 Year 3 9.5FE* | 30 Year R 12FE* | 13FE* | 51FE* |

Total of 85.5FE* across the planned period, 180 temporary Year R places, 30 temporary Year 2 and 30 temporary Year 3 places.

*All figures rounded to the nearest 0.5FE



Figure 13.2: Summary of the Commissioning Proposals for Secondary Schools

| District | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|-----------------------|-------------------|-------------------------------------|----------------------------------|--|
| Ashford | | | 60 Year 7 Places | 150 Year 7 Places 4FE new provision |
| Canterbury | 3FE expansion | | 4FE new provision | 2FE expansion of new provision |
| Dartford | | | | 8FE new provision |
| Dover | | | | 1FE expansion |
| Gravesham | 3FE expansion | 3FE expansion | 4FE new provision | |
| Maidstone | | 2 FE expansion 6FE new provision | 1FE expansion | |
| Sevenoaks | | 3FE expansion | | |
| Shepway | | 6FE new provision | | 60 Year 7 Places |
| Swale | 2FE expansion | | 4FE new provision | |
| Thanet | | | 4FE new provision | 4FE expansion of new provision |
| Tonbridge and Malling | | | | 5FE expansion |
| Tonbridge wells | 2FE expansion | 6FE new provision | | 2FE expansion |
| Totals | 10FE | 26FE | 60 Year 7 Places 17FE | 210 Year 7 Places 26FE |

Total of 79FE across the planned period and 270 temporary Year 7 places.

Figure 13.3: Summary of Commissioning Intentions for Specialist Provision

| District | by 2017-18 | by 2018-19 | by 2019-20 | between 2020-21 and 2022-23 |
|---------------------|------------|--|------------|-----------------------------|
| Dover | | 168 KS3-KS5 places | | |
| Swale | | 120 KS3-KS4 places (Isle of Sheppey) | | |
| Dartford | | 210 KS3-KS5 places- Could be in Gravesham or Sevenoaks | | |
| Maidstone | | 144 Secondary ASD | | |
| Total places | | 642 | | |

A total of 642 places across Key Stages 2 to 5 are planned for the forecast period.

Figure 13.4: Summary of Commissioning Intentions for Early Years Provision

| District | by 2017-18 |
|---------------------|---|
| Canterbury | St. John's C E Primary School: expansion of existing nursery from 26 to 52 places |
| Dover | Aylesham Youth Centre site: 60 place new provision |
| Gravesham | Mayfield Grammar School, Gravesend: 40 place new provision. Gravesend Rugby Club: 60 place new provision |
| Shepway | Abacus (Grounds of St Nicholas Primary Academy), New Romney: expansion of existing nursery from 48 to 60 places |
| Tonbridge & Malling | Valley Invicta Primary: 40 place new provision |
| Total places | 238 |

A total of 238 places are planned for the commissioning period at present. This does not included the provision that may

14 Appendices

14.1 Appendix 1 – Forecasting Methodology

To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of Pre-school age children. The Pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.

It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.

Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.

The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale house-building, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at Pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.

Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous house-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.

Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with



changing local demographics over time. This information is shared with District authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.

Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual housing developments, patterns of occupation and not least parental preferences for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

Accuracy of Forecasts – Primary and Secondary

The Commissioning Plan for Education Provision in Kent sets out forecast roll numbers (by planning areas at Primary school level and by District at Secondary school level) across each District in Kent. In all cases below (Figure 14.1) the forecast 2015-16 roll is compared to the actual roll as at January 2016. Our target is to be accurate to within plus or minus 1% at County level. However, we use this benchmark for each District and for each age group. We use the Edge-ucate pupil projection model to aid forecasts. Using this model Forecasting accuracy continues to show improvement

The forecasts produced in summer 2015 predicted the Year R cohort would number 17,826 in the school year 2015-16 and it actually increased to 17,809. Overall, the forecasts were accurate to 0.1% (Year R) and 0.2% (all year groups) for school year 2015-16. This is a smaller variation than in previous years and shows a high degree of accuracy. There are variations in District accuracy, especially for Year R (even though the same methodology is used throughout).

Our 2016-based forecasts predicted the Year R cohort for school year 2019-20 is 17,843 – 90 pupils more than the 17,753 forecast in 2015.

Figure 14.1: Accuracy of Primary Forecasts by District Area (2015-16)

| District | Primary | | | | | |
|------------|------------|------------|----------------|-----------|-----------|---------------|
| | Year R (A) | Year R (F) | Year R (Var %) | Total (A) | Total (F) | Total (Var %) |
| Ashford | 1,501 | 1,524 | 1.5 | 10,476 | 10,538 | 0.6 |
| Canterbury | 1,501 | 1,487 | -1.0 | 10,120 | 10,190 | 0.7 |
| Dartford | 1,452 | 1,462 | 0.7 | 9,478 | 9,443 | -0.4 |
| Dover | 1,190 | 1,201 | 0.9 | 8,301 | 8,410 | 1.3 |
| Gravesham | 1,346 | 1,390 | 3.2 | 9,233 | 9,336 | 1.1 |
| Maidstone | 1,876 | 1,906 | 1.6 | 12,169 | 12,241 | 0.6 |
| Sevenoaks | 1,433 | 1,405 | -2.0 | 9,330 | 9,288 | -0.4 |
| Shepway | 1,234 | 1,223 | -0.9 | 8,326 | 8,248 | -0.9 |
| Swale | 1,755 | 1,768 | 0.7 | 12,383 | 12,425 | 0.3 |
| Thanet | 1,624 | 1,602 | -1.4 | 10,997 | 10,988 | -0.1 |



| District | Primary | | | | | |
|---------------------|---------------|---------------|----------------|----------------|----------------|---------------|
| | Year R (A) | Year R (F) | Year R (Var %) | Total (A) | Total (F) | Total (Var %) |
| Tonbridge & Malling | 1,590 | 1,559 | -2.0 | 10,680 | 10,572 | -1.0 |
| Tunbridge Wells | 1,307 | 1,301 | -0.4 | 8,450 | 8,450 | 0.0 |
| Total | 17,809 | 17,826 | 0.1 | 119,943 | 120,130 | 0.2 |

Figure 14.2 sets out the accuracy of the Year 7, and Years 7-11 combined pupil forecasts. Across Kent there were 2 more pupils than forecast in Year 7. For Years 7-11 there were 224 fewer pupils than forecast (a 0.3% accuracy rate). Both Year 7 and Years 7-11 forecasts show a high degree of accuracy. As with the Primary school figures, there are variations in District accuracy, especially for Year 7. Again the same methodology was used.

The new 2016-base forecasts indicate that there will be 91,454 Secondary pupils (Years 7-11) for school year 2021-22, which is almost identical to the corresponding figure reported in last year's forecasts.

Figure 14.2: Accuracy of Secondary Forecasts by District Area (2015-16)

| District | Secondary | | | | | |
|---------------------|---------------|---------------|----------------|----------------|----------------|--------------------|
| | Year 7 (A) | Year 7 (F) | Year 7 (Var %) | Years 7-11 (A) | Years 7-11 (F) | Years 7-11 (Var %) |
| Ashford | 1,318 | 1,336 | 1.4 | 6,466 | 6,519 | 0.8 |
| Canterbury | 1,440 | 1,473 | 2.3 | 7,377 | 7,464 | 1.2 |
| Dartford | 1,513 | 1,493 | -1.3 | 7,136 | 7,150 | 0.2 |
| Dover | 1,133 | 1,147 | 1.2 | 5,746 | 5,824 | 1.4 |
| Gravesham | 1,283 | 1,247 | -2.8 | 6,000 | 5,989 | -0.2 |
| Maidstone | 1,954 | 1,918 | -1.9 | 9,218 | 9,238 | 0.2 |
| Sevenoaks | 513 | 477 | -7.1 | 2,052 | 2,032 | -1.0 |
| Shepway | 1,023 | 986 | -3.6 | 4,917 | 4,903 | -0.3 |
| Swale | 1,571 | 1,559 | -0.8 | 7,569 | 7,618 | 0.6 |
| Thanet | 1,430 | 1,447 | 1.2 | 6,938 | 6,769 | -2.4 |
| Tonbridge & Malling | 1,543 | 1,596 | 3.5 | 7,590 | 7,645 | 0.7 |
| Tunbridge Wells | 1,376 | 1,416 | 2.9 | 6,993 | 7,077 | 1.2 |
| Total | 16,097 | 16,095 | 0.0 | 78,002 | 78,226 | 0.3 |



Quality Assurance of Forecasts

The Provision Planning Unit carries out an annual quality assurance on the forecasting process.

The Pre-school population data forms part of the core dataset for generating forecasts and this is obtained from an external organisation; the Kent Primary Care Agency (KPCA) which is subject to their own QA processes. The data received is checked against previous years and a report on the yearly change in cohort sizes is produced. Any deviations from expectation (for example a decrease in cohort size from one year to another in a known growth area) will be questioned via our Management Information Unit (MIU).

The forecasting process includes various assumptions, such as the average change in size of Pre-school cohort groups from birth to entering school Reception classes, average change in size of school cohort groups from one year to the next, school intake percentages, travel to school patterns and levels of forecast housing growth. Forecasts are compared to actual reported data to gauge the degree of variance across the planning area (for Primary) and District area (for Secondary).

Where variance levels are unacceptably high, in-depth analysis is carried out, potentially with the result of later-year forecasts being adjusted and assumptions for some or all schools and areas revised for the following forecasting round.

Source: Schools Census January 2015, Management Information Unit, KCC.



14.2 Appendix 2 – Specialist Resourced Provisions

Figure 14.3: Kent Mainstream Schools and Academies Designated as SRP Hosts

| School | School Type | Unit Need Type | District | Primary | Secondary | Academic Year 2015-16 Total |
|---------------------------------------|-------------|----------------|------------|---------|-----------|-----------------------------|
| Ashford Oaks Community PS | PRI | ASD | Ashford | 6 | 0 | 6 |
| North School, The | SEC | ASD | Ashford | 0 | 17 | 17 |
| John Wallis CofE Academy | PRI/SEC | SLCN | Ashford | 12 | 0 | 12 |
| Finberry | PRI | SEMH | Ashford | 15 | 0 | 15 |
| Canterbury Primary Academy | PRI | ASD | Canterbury | 15 | 0 | 15 |
| Joy Lane Primary School | PRI | ASD | Canterbury | 28 | 0 | 28 |
| Reculver CofE Primary School | PRI | VI | Canterbury | 5 | 0 | 5 |
| Reculver CofE Primary School | PRI | CLN | Canterbury | 10 | 0 | 10 |
| Wincheap Foundation Primary School | PRI | SLCN | Canterbury | 25 | 0 | 25 |
| Archbishops School, The | SEC | VI | Canterbury | 0 | 21 | 21 |
| Canterbury Academy, The | SEC | SLCN | Canterbury | 0 | 21 | 21 |
| Simon Langton Grammar School for Boys | SEC | ASD | Canterbury | 0 | 12 | 15 |
| St Anselms Catholic School | SEC | PD | Canterbury | 0 | 16 | 16 |
| Fleetdown Primary School | PRI | HI | Dartford | 14 | 0 | 14 |
| Langafel CofE Primary School | PRI | ASD | Dartford | 18 | 0 | 18 |
| Leigh Technology Academy | SEC | HI | Dartford | 0 | 7 | 7 |
| Leigh Technology Academy | SEC | SCLN | Dartford | 0 | 24 | 24 |
| Longfield Academy | SEC | ASD | Dartford | 0 | 40 | 40 |
| Oakfield Community Primary | PRI | ASD | Dartford | 12 | 0 | 12 |
| Wilmington Academy | SEC | ASD | Dartford | 0 | 15 | 15 |
| Cherry Trees Academy | PRI | SLCN | Dartford | 12 | 0 | 12 |
| Nonington CEP School | PRI | SEMH | Dover | 6 | 0 | 6 |
| River Primary School | PRI | SCLN | Dover | 12 | 0 | 12 |
| Whitfield and Aspen School | PRI | SLD | Dover | 80 | 0 | 80 |
| Goodwin Academy | SEC | SLCN | Dover | 0 | 20 | 20 |
| Dover Christ Church Academy | SEC | SLD | Dover | 0 | 40 | 40 |
| Tymerwood Academy | PRI | PD | Gravesham | 5 | 0 | 5 |
| Meopham School | SEC | ASD | Gravesham | 0 | 16 | 16 |
| Thamesview School | SEC | PD | Gravesham | 0 | 10 | 10 |
| Molehill Copse Primary Academy | PRI | HI | Maidstone | 12 | 0 | 12 |
| New Line Learning Academy | SEC | PD / VI | Maidstone | 0 | 4 | 4 |
| Langley Park Primary Academy (New) | PRI | ASD | Maidstone | 15 | 0 | 15 |
| Castle Hill Community Primary | PRI | HI | Shepway | 8 | 0 | 8 |



| School | School Type | Unit Need Type | District | Primary | Secondary | Academic Year 2015-16 Total |
|---|-------------|----------------|-----------------|------------|------------|-----------------------------|
| School | | | | | | |
| Hythe Bay CofE Primary School | PRI | SLCN | Shepway | 19 | 0 | 19 |
| Morehall Primary School | PRI | VI | Shepway | 5 | 0 | 5 |
| Martello Grove Academy | PRI | ASD | Shepway | 12 | 0 | 12 |
| Minterne Community Junior School | PRI | SLCN | Swale | 28 | 0 | 28 |
| Oaks Community Infant School, The | PRI | SLCN | Swale | 12 | 0 | 12 |
| Abbey School | SEC | ASD | Swale | 0 | 33 | 33 |
| Sittingbourne Community College | SEC | SLCN | Swale | 0 | 29 | 29 |
| Thistle Hill Primary Academy | PRI | SEMH | Swale | 15 | 0 | 15 |
| Westlands Academy, The | SEC | PD/SLCN | Swale | 0 | 40 | 40 |
| West Minister Primary | PRI | SLCN | Swale | 15 | 0 | 15 |
| Garlinge Primary School | PRI | PD | Thanet | 7 | 0 | 7 |
| Charles Dickens School, The | SEC | VI | Thanet | 0 | 6 | 6 |
| Hartsdown Technology College | SEC | HI | Thanet | 0 | 5 | 5 |
| Cage Green Primary School | PRI | ASD | Ton & Malling | 28 | 0 | 28 |
| Slade Primary School | PRI | HI | Ton & Malling | 6 | 0 | 6 |
| West Malling CEP School | PRI | SLCN | Ton & Malling | 17 | 0 | 17 |
| Leybourne Chase | PRI | SEMH | Ton & Malling | 8 | 0 | 8 |
| Holborough Lakes | PRI | SEMH | Ton & Malling | 8 | 0 | 8 |
| Kings Hill | PRI | ASD | Ton & Malling | 12 | 0 | 12 |
| Hugh Christie Technology College | SEC | ASD | Ton & Malling | 0 | 20 | 20 |
| Holmesdale Technology College | SEC | ASD | Ton & Malling | 0 | 12 | 12 |
| Malling School, The | SEC | SLCN | Ton & Malling | 0 | 90 | 90 |
| Malling School, The | SEC | ASD | Ton & Malling | 0 | 12 | 12 |
| Bishops Down Primary School | PRI | PD | Tunbridge Wells | 6 | 0 | 6 |
| St Gregorys Catholic Comprehensive School | SEC | HI | Tunbridge Wells | 0 | 11 | 11 |
| | | | Totals | 520 | 512 | 1032 |

Note: Figure 9.10 above represents the approved designated number of places in terms of capacity to support pupils, however the commissioned number of places each year will reflect actual pupil numbers and may vary.



14.3 Appendix 3 – Vocational Qualification Routes (14 – 19)

Figure 14.4: Examples of Routes from 14-19

| | 14 -16 Tech awards | Post-16 Tech Certs | Post-16 Tech Levels |
|-----------------------------------|--|---|---|
| Retail and Sales | WJEC Level 1/2 Award in Retail Business | Pearson BTEC Level 2 Diploma in Customer | AQA Level 3 Foundation Technical Level Business: Marketing Communications* |
| Accounting and financial services | IFS Level 2 Certificate in Financial Education | AAT Foundation Certificate in Accounting – Level 2* | AAT Advanced Diploma in Accounting – Level 3 |
| Repair and automotive | IMI Level 2 Diploma in Service and Maintenance Engineering (VRQ) | IMI Level 2 Certificate in Heavy Vehicle Maintenance (VRQ)* | IMI Level 3 Diploma in Heavy Vehicle |
| Health and Social Care | OCR Level 1/2 Cambridge National | City & Guilds Level 2 Diploma in Health and Social Care (Adults) for England | City & Guilds Level 3 Advanced Technical Extended Diploma in Health and Care (1080) |
| Programming | TLM Level 1 Certificate In Open Systems and Enterprise | TLM Level 2 Certificate In Open Systems IT Management | AQA Level 3 Foundation Technical Level IT: Scripting and App Programming |
| Hospitality | Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry | Pearson BTEC Level 1/Level 2 First Diploma in Hospitality | VTCT Level 3 Extended Diploma in Advanced Professional Cookery |
| Child Development | OCR Level 1/2 Cambridge National | Pearson BTEC Level 2 First Diploma in Children’s Care, Learning and Development | Pearson BTEC Level 3 National Diploma in Children’s Play, Learning and Development |



[2018 Key Stage 4 performance tables: qualifications in the technical award category](#)

Ref: DFE-00308-2015 PDF, 399KB, 12 pages

Examples of these qualifications are:

NCFE Level 2 Certificate in Creative Studies: Craft

OCR Level 1/2 Cambridge National Certificate in Child Development*

City & Guilds Level 2 Technical Award in Constructing and Maintaining the Built Environment

OCR Level 1/2 Cambridge National Certificate in Engineering Design

[2018 16 to 19 performance tables: qualifications in the technical certificate category](#)

Ref: DFE-00003-2016 PDF, 645KB, 20 pages

Examples of these qualifications are:

AAT Foundation Certificate in Accounting – Level 2*

Pearson BTEC Level 2 Diploma in Business Administration (QCF)*

Pearson BTEC Level 2 Diploma in Customer Service (QCF)*

City & Guilds Level 2 Diploma in Access to Building Services Engineering (QCF)

EAL Level 2 Intermediate Diploma in Electrical Installation

[2018 16 to 19 performance tables: qualifications in the tech level category](#)

Ref: DFE-00017-2016 PDF, 704KB, 21 pages

Examples of these qualifications are:

AQA Level 3 Technical Level Business: Marketing*

Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development*

City & Guilds Level 3 Advanced Technical Certificate in the Automotive Industry*

Pearson BTEC Level 3 National Diploma in Computer Engineering*

NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care*

[2018 16 to 19 performance tables: qualifications in the applied general category](#)

Ref: DFE-00018-2016 PDF, 432KB, 16 pages

Examples of these qualifications are:

Pearson BTEC Level 3 National Extended Diploma in Applied Science*

WJEC Level 3 Diploma in Food Science and Nutrition

Pearson BTEC Level 3 National Extended Diploma in Computing*

Pearson BTEC Level 3 National Foundation Diploma in Engineering*

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care*

Schools should ensure that curricula are providing knowledge, attitude and skills to fill local and regional gaps and that the offers include traditional and updated qualifications according to students' aspirations.



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

To: Education and Young People's Services Cabinet Committee – 23 November 2016

Decision No: 16/00103

Subject: Early Years and School Performance in 2016 - National Curriculum Test and Public Examination Results

Classification: Unrestricted

Previous Pathway of paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary:

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), and GCSE and post 16 results for 2016. The report includes comparison to national data where available. It also reports on the achievement of vulnerable groups and achievement gaps in each Key Stage. The data in this report is not final validated data so these outcomes are provisional until January 2017. Some national comparative data is still unavailable for some indicators.

Recommendations:

Members of the Committee are asked to note :

- (i) The improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and in A Level and technical qualifications at Post 16.
- (iii) The areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2017.

1. Introduction

- 1.1 The report contains a review of all available data for all the Key Stages above. The following commentary reflects a summary of the key points for each Key Stage and the priorities for action in 2016-2017.
- 1.2 The report also provides an update on the significant changes the Government has introduced in the way they measure and track attainment and progress in schools, from the Early Years Foundation Stage through to Post 16.

1.3 Where other local authority data is available comparisons have been made to Kent's 10 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

1.4 The Vulnerable groups data reported is as follows:

- Free School Meals (FSM) figures are FSM Ever 6
- Children in Care (CiC) figures relate to Children in Care for 12 months or more.
- SEN figures relate to all SEN pupils.

2. Early Years Foundation Stage (EYFS)

1.1. 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 a strong performance in the percentage of children achieving a GLD in Kent.

1.2. The 2016 figure of 74.8% reflects an improvement from the 2015 figure of 72.9% and an 11.4 percentage point improvement since 2011. Although this misses our challenging 2016 target of 77%, this outcome is above the national average of 69.3%. At this measure Kent is ranked second amongst its statistical neighbours.

| | | % Good Level of Development | | | | |
|---------------------|-----------------|-----------------------------|------|------|------|----------------------|
| | | 2013 | 2014 | 2015 | 2016 | Difference from 2015 |
| 1.3. The Department | Kent | 63.4 | 68.5 | 72.9 | 74.8 | +1.9 |
| | National | 51.7 | 60.4 | 66.3 | 69.3 | +3.0 |

ment for Education (DfE) decided not to introduce the new Baseline Assessment measure with effect from September 2015 as originally planned. The Early Years Foundation Stage Profile will remain in place for 2017/18.

1.4. In the Early Years Foundation Stage, girls continue to outperform boys with 82.2% of girls compared to 68.0% of boys achieving a Good Level of Development in 2016. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which improved slightly from 15.0% in 2015 to 14.3% in 2016. At this measure Kent is ranked 6th amongst its statistical neighbours.

1.5. In 2016, the percentage of FSM pupils in the Early Years Foundation Stage achieving a Good Level of Development decreased slightly from 60.1% in 2015 to 59.0% in 2016. The FSM achievement gap therefore widened to 18.0% in 2016 from 15.0% in 2015. This is disappointing and of concern.

1.6. The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development increased from 24.9% in 2015 to 26.7% in 2016. The SEN achievement gap narrowed from 53.3% in 2015 to 52.8% in 2016, which is a small improvement but nevertheless positive.

1.7. The percentage of Children in Care, achieving a Good Level of Development reduced from 46.7% in 2015 to 28.6% in 2016, which is very worrying. The achievement gap for CiC widened from 26.5%, in 2015 to 46.3% which is also a cause for significant concern.

2. Key Stage 1

- 3.1 At Key Stage 1, Kent performed above the national average for every indicator in 2016. Although these are new measures which mean that it is not possible to compare with previous years, the figures show continued positive outcomes compared to national.
- 3.2 In 2016, pupils were assessed against a new, and more challenging, national curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading, Mathematics and Grammar, Punctuation and Spelling. As in previous years, there is no Writing test and this continues to be judged by teacher assessment.
- 3.3 The DfE has made clear that owing to the raised expectations of the new curriculum, the 2016 outcomes cannot be directly compared with previous performance.

| Combined English Reading, English Writing & Mathematics | | | | |
|---|--------------|--------------|--------------|--|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard |
| Kent | 77.4 | 66.9 | 78.4 | 66.6 |
| National | N/A | N/A | N/A | 60.3 |

3.4 I

| English Reading | | | | |
|-----------------|--------------|--------------|--------------|--|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test) |
| Kent | 79 | 82 | 84 | 78 |
| National | 79 | 81 | 82 | 74 |

| English Writing | | | | |
|-----------------|--------------|--------------|--------------|---|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment) |
| Kent | 67 | 70 | 74 | 71 |
| National | 67 | 70 | 72 | 65 |

| Mathematics | | | | |
|-----------------|--------------|--------------|--------------|--|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test) |
| Kent | 79 | 82 | 84 | 78 |
| National | 78 | 80 | 82 | 73 |

In 2016, 66.6% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is 6.3 percentage points above the national average.

- 3.5 In 2016, 78% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 4 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 308 Kent schools attained at or above the national average for this measure. The proportion of pupils

assessed as working at 'greater depth' is 25% which is one percentage point above the national average. At this measure Kent is ranked fifth amongst its statistical neighbours.

- 3.6 In 2016, 71% of Kent pupils met or exceeded the expected standard in **Writing**. This is 6 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 309 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 15%, which is 2 percentage points above the national average. At this measure Kent is ranked third amongst its statistical neighbours.
- 3.7 The proportion of Kent pupils who met or exceeded the expected standard in **Mathematics** in 2016 is 78%, which is 5 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 329 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 18%, which is in line with the national average. At this measure Kent is ranked third amongst its statistical neighbours.

Gender Gaps at Key Stage 1

- 3.8 At Key Stage 1, girls outperformed boys in **Reading** in 2016. The proportion of girls who met or exceeded the expected standard is 82% compared with 74% of boys, with a gender attainment gap of 8 percentage points. The proportion of girls assessed as working at 'greater depth' in Reading is 28%, 7 percentage points higher than boys, who attained 21%. For both measures the gap in Kent is in line with the national picture.
- 3.9 In 2016, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 78% of girls met or exceeded the expected standard compared with 65% of boys, a gender gap of 13 percentage points which is one percentage point narrower than the national average. The proportion of girls assessed as working at 'greater depth' is 19%, which is 8 percentage points higher than boys' attainment against this measure. This is one percentage point wider than the national gap.
- 3.10 In 2016, girls outperformed boys in **Mathematics** by 2 percentage points. The proportion of girls who met or exceeded the expected standard is 79% compared with 77% of boys. Boys outperformed girls against the 'greater depth' measure, with 20% of boys assessed as reaching this threshold compared with 17% of girls, a gap of 3 percentage points. For both measures the gap in Kent is in line with the national picture.

Outcomes for Vulnerable Groups at Key Stage 1

- 3.11 In 2016, the proportion of FSM pupils who met or exceeded the expected standard in **Reading** is 63.6%, which is an attainment gap of 18.3%. The widest gap for FSM pupils is in **Writing**, where 55% of FSM pupils met or exceeded the expected standard, an attainment gap of 20.4%. The attainment gap in **Mathematics**, of 18.1%, is similar to that for Reading, as only 63.1% of FSM pupils met or exceeded the expected standard.

- 3.12 The attainment gap for SEN pupils is wide across all subjects in 2016. In **Reading**, 30.4% pupils with SEN in Kent met or exceeded the expected standard which is a gap of 55%. The gap is widest in **Writing**, 21.1% of pupils with SEN met or exceeded the expected standard, a gap of 57.7%. In **Mathematics**, 32.1% of pupils with SEN met or exceeded the expected standard, a gap of 52.2%.
- 3.13 In 2016, the proportion of Children in Care (CIC) who met or exceeded the expected standard in is 38.2%, an attainment gap of 40%. In **Writing**, only 29.4% of CIC met or exceeded the expected standard, a gap of 42%. The attainment gap is widest in **Mathematics**, at 45%, as 32.4% of CIC met or exceeded the expected standard in this subject.

4. Key Stage 2

- 4.1 At Key Stage 2, with new national measures in 2016, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling where Kent is in line with the national average. Compared with statistical neighbours Kent's results overall are ranked top out of 11 other similar local authority areas for combined attainment in Reading, Writing and Mathematics.
- 4.2 In 2016, pupils were assessed against the new, and more challenging, national curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. A pupil must attain a scaled score of 100+ in the Reading, Mathematics and English Grammar, Punctuation and Spelling (GPS) tests in order to be assessed as being 'at the expected standard' for that subject. A pupil must attain a scaled score of 110+ in order to be assessed as having a 'high score' in the tests. As in previous years, there is no Writing test and this area continues to be judged by teacher assessment. A pupil identified as high attaining in Writing is assessed as 'working at greater depth'.
- 4.3 The DfE has made it clear that due to the raised expectations of the new curriculum, the 2016 outcomes cannot be compared with previous performance.
- 4.4 School progress data has not yet been released but progress thresholds have been published.

| Combined English Reading Test, English Writing TA & Mathematics Test | | | | |
|---|-----------------------|-----------------------|-----------------------|---|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard |
| Kent | 74 | 79 | 80 | 58 |
| National | 75 | 79 | 80 | 53 |
| English Reading Test | | | | |
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 85 | 89 | 90 | 69 |
| National | 86 | 89 | 89 | 66 |

4.5 A

| English Writing TA | | | | |
|--|---------------|---------------|---------------|--|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Teacher Assessment) |
| Kent | 83 | 86 | 88 | 80 |
| National | 83 | 85 | 87 | 74 |
| Mathematics Test | | | | |
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 83 | 86 | 87 | 71 |
| National | 85 | 86 | 87 | 70 |
| English Grammar, Punctuation & Spelling Test | | | | |
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 71 | 74 | 78 | 72 |
| National | 74 | 76 | 80 | 72 |

t Key Stage 2, 58% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 5% above the national average of 53% and the highest amongst Kent's statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure is 6%, which is one percentage point above the national average. Compared to its statistical neighbours, Kent is ranked second for this measure.

4.6 In 2016, 277 Kent schools attained at or above the national average of 53% for the proportion of pupils reaching the 'expected standard' for the **Reading Writing and Mathematics combined measure**. In 2015, 260 schools in Kent attained at or above the national average of 80% against the historic measure of Level 4 and above in the Reading, Writing and Mathematics Test combined measure.

4.7 In 2016, 69% of Key Stage 2 pupils in Kent attained the 'expected standard' in **Reading..** This means that Kent is three percentage points above the national average and ranked highest against its statistical neighbours. In 2016, 279 schools attained at or above the national average for this measure. The proportion of pupils attaining a 'high score' is 21%, which is two percentage points above the national average. Kent is ranked second against statistical neighbours for this measure.

4.8 The proportion of Kent pupils who attained the 'expected standard' in **Mathematics** in 2016 is 71%, which is one percentage point above the national average and ranks Kent first against its statistical neighbours. In 2016, 256 schools attained at or above the national average for this measure. The proportion of pupils attaining a 'high score' is 17%, which is in line with the national average. Kent is ranked second against its statistical neighbours for this measure.

4.9 In 2016, 80% of pupils in Kent attained the 'expected standard' in **Writing**. This is six percentage points above the national average and highest amongst Kent's statistical neighbours. In 2016, 315 schools attained at or above the national average for this measure. The proportion of pupils assessed as 'working at greater depth' is 15%, which is in line with the national average. Kent is ranked as third for this measure among its statistical neighbours.

4.10 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2016 is 72%, which is in line with the national average. Kent is ranked third against its statistical neighbours for this measure. In 2016, 257 schools attained at or above the national average. The proportion of pupils attaining a 'high score' is 22%, which is one percentage point below the national average. Kent is ranked fourth among its statistical neighbours for this measure.

The Floor Standard at Key Stage 2

4.11 In the 2015-16 academic year, schools are judged to be below the floor standard and therefore underperforming if:

- Fewer than 65% of pupils at the end of Key Stage 2 (KS2) meet the expected standard in Reading, Writing and Mathematics

or

- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -5 in Mathematics and -7 in Writing)

4.12 To be above the floor, the school needs to meet either the attainment or all of the progress elements. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

Key Stage 2 Gender Differences

4.13 At Key Stage 2, 55% of boys and 61% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares favourably with the respective 2016 national averages of 50% and 57%. The gender attainment gap in Kent is 6 percentage points which is slightly less than the national gap of 7 percentage points. The proportion of boys assessed as attaining a 'higher standard' is 5% and for girls is 6%, both of which outcomes are in line with the national average for each group.

4.14 In 2016, 66% of boys and 73% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally, by 4 percentage points and 3 percentage points respectively. The gender attainment gap in **Reading** in Kent is 7 percentage points which is slightly narrower than the national gap of 8 percentage points. The proportion of boys who attained a 'high score' is 18%, which is 2 percentage points higher than boys nationally. The proportion of girls assessed as attaining a 'high score' is 24%, also 2 percentage points higher than girls nationally. The gender gap in Kent for this measure is 6 percentage points, which is in line with the national gap.

- 4.15 There is no attainment gap in **Mathematics** in 2016, as both 71% of boys and girls attained the 'expected standard which is one percentage point above the national average. In Kent, 19% of boys attained the 'high score' measure which is one percentage point more than boys nationally. However 4% fewer girls in Kent achieved this measure matching the performance of girls nationally. Boys outperformed girls nationally at this measure by 3 percentage points.
- 4.16 As in previous years, girls outperformed boys in **Writing** in 2016 and the gender gap is widest in this subject. 74% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 12%. Both groups, however, achieved higher than boys and girls nationally and the attainment gap in Kent is slightly less than the national gap of 13%. The proportion of boys assessed as 'working at greater depth' is 11%, which is in line with boys nationally. 19% of girls in Kent were assessed as 'working at greater depth' which matches national averages. At 8 percentage points, the gender gap in Kent is in line with the national gap for 'greater depth'.
- 4.17 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2016. The proportion of boys who attained the 'expected standard' is 68%, which is one percentage point higher than boys nationally. 78% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap in Kent is one percentage point lower than the national gap of 11 percentage points. 27% of girls attained a 'high score' which is in line with girls nationally, compared with 18% of boys. These outcomes and the gap of 9% are in line with national averages.

Outcomes for Vulnerable Groups at Key Stage 2

- 4.18 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 41.2%, an attainment gap of 23.2 percentage points. In **Reading**, 54.7% of FSM pupils in Kent achieved the 'expected standard'. This is a gap of 20%. In **Writing**, 67.5% of FSM pupils achieved the 'expected standard', a gap of 17.2%. The attainment gap is wide in **Grammar, Punctuation and Spelling** at 21% as only 57.2% of FSM pupils achieved the 'expected standard'. In **Mathematics**, 57.1% of FSM pupils achieved the 'expected standard', a gap of 19.7%. The data is not yet available to compare to the national gaps.
- 4.19 The attainment gap for SEN pupils is wide across all measures in 2016. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 15.3%, a gap of 50.7%. In **Reading**, 31.3% pupils with SEN in Kent achieved the 'expected standard'. This is a gap of 45%. The attainment gap is widest in **Writing**, 32.1% of pupils with SEN achieved the 'expected standard', a difference of 56.8%. In **Grammar, Punctuation and Spelling**, 26.6% of pupils with SEN achieved the 'expected standard' a gap of 54.4%. In **Mathematics**, 31% of pupils with SEN achieved the 'expected standard'. This gap is the narrowest at 48%.

4.20 In 2016, the proportion of Children In Care (CIC) who achieved the 'expected standard' in **Reading, Writing and Mathematics** combined is 21.6%, a gap of 36.8%. In **Reading**, 41.9% of CIC achieved the 'expected standard', an attainment gap of 27.6%. In **Writing**, 51.4% of CIC achieved the 'expected standard', a gap of 28.9%. The proportion of CIC who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 44.6%, an attainment gap of 28.2%, similar to that of Writing. The attainment gap is widest in **Mathematics** where only 41.9% of CIC achieved the 'expected standard', a gap of 29.7%.

5. Key Stage 4

- 5.1 At Key Stage 4 in 2016 there is an overall positive and improved picture. Provisional results show that Secondary schools in Kent performed well against the new and old headline GCSE performance measures and against national averages. Compared with 2015 on the old measures there have been clear improvements in attainment.
- 5.2 In the new Progress 8 measure, which is used to establish the floor standard, progress is judged across eight subjects, including English (double-weighted), mathematics (double-weighted), three English Baccalaureate qualifications and three other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list.
- 5.3 Kent achieved a Progress 8 score of -0.04 in 2016, which is slightly below the national average of -0.03. DfE provisional figures show that 58 of Kent's 98 Secondary schools met or achieved above the national average for this measure and of these 30 are Grammar schools.
- 5.4 On the Progress 8 measure, Kent is ranked 6th out of its 10 statistical neighbours for this measure and 80th out of 151 local authorities nationally.
- 5.5 On the previous measure (the percentage of pupils achieving 5 or more GCSE grades A*-C including English and mathematics) Kent achieved 58.6% in 2016 which is an improvement on last year's figure of 57.4% and 1.6% above the emerging 2016 national average of 57.0%.
- 5.6 On this old measure, Kent is ranked 5th out of its statistical neighbours and 54th out of 151 local authorities nationally.
- 5.7 In the new headline Basics measure, the proportion of pupils achieving grades A*-C in English and mathematics is 63.5% which is 0.7 percentage points above the national average in 2016 and 3.7 percentage points above last year's result of 59.8%. Although this is a positive picture for all Kent pupils there are 58 Kent Secondary schools below the national average. Kent is ranked 6th out of its statistical neighbours for this measure and 66th out of 151 local authorities nationally.
- 5.8 Improvements have also been made in GCSE A*-C passes for English across the county. The success rate in 2016 is 76.0%, compared to 70.4% last year, which is 1.3% above the national average of 74.7%. In mathematics, there is a small increase: this year to 68.0%, compared to 66.6% last year. Kent is just below the 2016 national average of 68.5%.

- 5.9 Performance in the English Baccalaureate (Ebacc) measure has also improved. This year it is 29.5%, rising from 26.5% last year, and 4.9% points above the 2016 national figure. Kent is ranked first out of its statistical neighbours and as 33rd out of 151 local authorities nationally.

Key Stage 4 Gender Differences

- 5.10 This data will be available later in the Autumn term.

Outcomes for Vulnerable Groups at Key Stage 4

- 5.11 This data will be available later in the Autumn term.

6. Post 16 Outcomes

- 6.1 Post 16 outcomes for 2016 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.

- 6.2 The figures given below are based upon the 2016 provisional DfE statistical first release and therefore will be subject to change when the final validated DfE Performance Tables are available in January 2017. All Kent and national averages noted below are for state funded schools only. Overall performance at post 16 is variable.

A Levels only

- 6.3 At Post 16 in 2016, based on provisional DfE results, for the A Level measures Kent is performing at or just above the national average. Given the strong performance at other key stages this is less than could be expected.
- 6.4 DfE provisional results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8 which is in line with the national average of 30.7 and equivalent to a C grade. Kent is ranked 4th out of its statistical neighbours and 56th out of 150 local authorities nationally for this measure.
- 6.5 The percentage of A Level students achieving AAB or above including facilitating subjects is improving. The figure has increased to 16.8% from 12.9% in 2015, which is 1.4% points above the national average of 15.4% and is encouraging. Kent is ranked 3rd out of its statistical neighbours and 34th out of 150 local authorities nationally for this measure.

Academic qualifications

- 6.6 Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications.
- 6.7 In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.0 which is above the national average of 30.9 and equivalent to a C+. Kent is ranked 2nd out of its statistical neighbours and 26th out of 150 local authorities nationally for this measure.

International Baccalaureate

- 6.8 This data will be available later in the Autumn term.

Technical Level 3

- 6.9 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- 6.10 DfE provisional results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.8 which is slightly below the national average of 37.0 and equivalent to a Distinction+.

Applied General Level 3

- 6.11 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- 6.12 In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0. Kent is ranked 7th out of its statistical neighbours and 84th out of 150 local authorities nationally for this measure.

Technical Baccalaureate (TechBacc)

- 6.13 The Technical Baccalaureate is a new Performance measure that allows young people aspiring to a technical career a high-quality alternative to the A level route. The TechBacc measure recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.
- 6.14 In Kent schools in 2016, 20 students achieved a Technical Baccalaureate compared to 130 students in state funded schools nationally. Kent is ranked 1st both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

Apprenticeships

- 6.15 Kent County Council has an ambitious goal to improve the skills and employment of young people. The Skills and Employability Service has developed the 16 -18 apprenticeship campaign with Kent Association of Training Organisations, Kent Further Education Colleges and the Skills Funding Agency to promote apprenticeships across the county. In the last three years we have seen a positive

increase in the number of 16 to 18 years old starting an apprenticeship. During 2013/14 there were 2,560 starts compared to 2015/16 3,026 (provisional data) apprenticeship starts which represents an increase of 18% in the last three years.

7. Priorities for Improvement

7.1. Early Years Foundation Stage - Priorities:

- Analyse where FSM, gender and other gaps are wide and target support and resources accordingly to those settings, including ensuring that the most effective practice is identified and shared.
- Use district based and learning goals specific data to inform targeted support to improve GLD outcomes further.

7.2. Key Stage 2 – Priorities:

- To work with schools to ensure that gaps for vulnerable groups narrow and pupils are making accelerated progress with a particular focus on FSM, CiC and SEND.
- To continue to support and challenge all schools to secure further improvement in 2016, particularly in mathematics and Grammar, Punctuation and Spelling (GPS).
- To develop the school to school support network to ensure the sharing of more effective practice in raising standards.

7.3. Key Stage 4 – Priorities:

- To work with schools to ensure that gaps for all vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, CiC and SEND.
- To work with schools to support improved progress rates for all pupils from their Key Stage 2 starting points in line with the current changes in national performance and accountability measures, through sharing of best practice locally and nationally.
- Continue to support schools in developing Key Stage 4 pathways and progression routes into post 16 courses that cater for the needs of all young people, especially those that do not achieve good GCSE grades in English and mathematics.
- To ensure we support schools to further improve the performance of pupils in the key basic indicator of A*-C GCSE in English and mathematics to ensure a greater number of Kent schools achieve above the national average for this measure.
- To ensure that schools are supported with the transition to Progress 8 and have a greater focus on increasing progress 8 outcomes in line with national expectations.

7.4. Post 16 – Priorities:

- Work with schools and colleges to ensure that gaps narrow for all vulnerable groups and students are making accelerated progress with particular focus on FSM, CiC and SEND.

- Significantly increase the number of young people gaining Level 2 English and Mathematics qualifications by age 19.
- Promote improving standards in sixth forms through the development and extension of successful Key Stage 4 strategies, and improved GCSE results with English and Mathematics.
- Encourage providers to make use of business data and local market information to inform decisions about provision and the design of the curriculum offer.
- Ensure guidance and advice is focused on the 14 – 19 programme offer, and use of funding so that students have the appropriate provision to help them achieve their chosen qualifications and career pathways to apprenticeships or further and higher learning.
- Share good practice in programme design and delivery, and promote good practice in opportunities for work experience which supports learning, and promote apprenticeships as appropriate destinations resulting from and IB Careers Certificate (IBCC)
- Work in partnership with schools and colleges to develop high quality 14 to 19 Technical pathways.
- Increase the number of young people on employability and pre apprenticeship pathways.

8. Conclusion

- 8.1 Improvements in the Early Years Foundation Stage continue the very good upward trend over recent years, with performance in Kent well above national averages. Outcomes at Key Stages 1 and 2 are also positive and although it is not possible to compare outcomes with previous years Kent is performing above national averages for the majority of indicators in 2016. At Key Stage 4 there is an overall positive and improved picture in 2016. Provisional results at Post 16 across a range of qualifications indicate that Kent is in line with national averages but performance is variable and given improving performance at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate Post 16 pathways and to ensure provision of a full range of technical pathways at 14-19.
- 8.2 Slow progress continues to be made in narrowing the attainment gaps for our vulnerable learners. In the Early Years Foundation Stage the gender gap reduced slightly from 2015. At Key Stages 1 and 2, although no comparison can be made to previous years, the gender gap in Kent is in line with the national picture for the majority of measures. In the new measures at Key Stage 2, gaps for pupils in receipt of Free School Meals, Special Education Needs and Disability and Children in Care remain worryingly wide. National data on outcomes for disadvantaged groups are not yet available. Closing the gaps in achievement for all vulnerable learners continues to be a significant concern and a priority for improvement in 2016-2017.

9. Recommendations:

Members of the Committee are asked to note :

- (i) The improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and in A Level and technical qualifications at Post 16.
- (iii) The areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2017.

Lead Officer

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

To: Education and Young People's Services Cabinet Committee

Subject: Teacher Recruitment and Retention Activity for 2016

Classification: Unrestricted

Past Pathway of Paper: Annual Update

Electoral Division: All

Summary: This report provides an update on Teacher Recruitment and Retention Activity for 2016 and key issues in relation to teacher recruitment and retention in Kent schools.

Recommendation(s): Education and Young People's Services Cabinet Committee is recommended to note the report and its content.

1. Introduction

- 1.1 This report relates to teacher recruitment and retention activity for 2016, and provides an update relating to the current position, progress and any key issues. Undoubtedly there is a teacher recruitment challenge which is affecting the whole of the UK. Changing the perception of teaching and training more teachers who go on to teach, are fundamental if the profession is going to resolve its recruitment difficulties. This reports details what KCC are doing to offer solutions specifically for the teacher shortages faced by Kent.
- 1.2 There have been challenges in recruiting Headteachers to work in specific areas of Kent. For example, in North West Kent Governing Bodies frequently have to review the salary offered as many teachers and leaders have easy access to London and choose to work there and earn a higher salary. Coastal areas can also require positions to be advertised more than once before a suitable appointment is made. Working with Kent-Teach school leaders and Governors have been creative in advertising positions. For example, schools have successfully used SNAP campaigns (as detailed in 7.1) to drive traffic to the schools personalised microsite on Kent-Teach and engage potential job seekers using creative messaging and images on social spaces.

1.3 Kent-Teach statistics for April 2015 - March 2016:

| Number of Headship Positions | Number appointed on 1 st Round |
|------------------------------|---|
| 39 | 25 |

1.4 In 2012/2013 there was a rise in the number of Headship positions being advertised due to retirement and resignation of Headteachers. These numbers remained high for the following two years. However this had been anticipated and leadership development programmes were in place to assist with succession planning. In 2015/16 the numbers of Headteachers leaving post are lower than in previous years as detailed:

| Year | Headship Vacancies |
|-----------|--------------------|
| 2011/2012 | 44 |
| 2012/2013 | 56 |
| 2013/2014 | 59 |
| 2014/2015 | 55 |
| 2015/2016 | 39 |

1.5 Since September 2015 the following new Headteacher appointments have been made:

- Autumn term 2015 23
- Spring term 2016 14
- Summer term 2016 10
- Autumn term 2016 17
- Spring term 2017 7*
- Summer term 2017 1*

**no of appointments made up to date of this report*

1.6 There were 40 maintained schools without a substantive Headteacher in September 2016, but in each case robust interim leadership arrangements are in place. These arrangements include an Executive Headteacher, a Head of School or an Interim Headteacher.

Vacancies – Key Statistics

1.7 Kent-Teach statistics showing the number of vacancies that schools/academies in Kent have advertised from April 2015 – March 2016.

| | Number of Vacancies | Number of Applications |
|-------------------------|---------------------|------------------------|
| Teaching Vacancies | 3,110 | 8,503 |
| Leadership Vacancies | 381 | 796 |
| Support Staff Vacancies | 2,839 | 33,049 |
| Total | 6,330 | 42,348 |

Teacher Recruitment and Retention in Kent

- 1.8 The Kent-Teach team provides a recruitment and advertising service to Kent schools and academies to help them source, recruit and select the best possible teachers and support staff. They market and promote the website to demonstrate teaching as a desirable profession and that Kent is a great place to work and the best place to teach. 85% of job searches commence via search engines so Kent-Teach is fully optimised to stay at the top of online searches and is fully responsive to ensure it can be accessed from all devices.

Business priorities have been to:

- Develop innovative strategies to target the shortage of teachers and quality of teachers in Kent more directly
 - Promote teaching as a desirable career choice
 - Promote Kent-Teach, schools/academies to NQTs and experienced teachers in Kent and nationally.
 - Provide a comprehensive Headship Recruitment package to Kent schools/academies
 - Promote wellness in Kent schools/academies
- 1.9 The website provides information on teaching careers and leadership, the county, job searches, help and support and resources via the blog and forum. Candidates can create an online profile which allows them to apply online and track their applications and set up job alerts.

Retention

- 1.10 Through the Kent-Teach blog and social media pages we communicate with school staff to ensure general staff wellbeing and mindfulness is at the forefront of their minds, with the aim that they are able to continue to work effectively in school roles and remain in post.
- 1.11 A Headteacher Wellbeing Survey was undertaken to seek views from school leaders on the wellbeing of their employees and what actions, if any, they put in place to support staff. The response to this survey clearly identified that Headteachers believe that staff wellbeing is an important part of the school life. However, 83% of respondents advised that they had not undertaken any actions to measure the wellbeing levels of staff in their school.
- 1.12 When asked what resources schools required to assist them with staff wellbeing the highest response related to training for staff on personal wellbeing. This was closely followed by:
2. Access to a Health Champion
 3. Training for SLT on improving staff wellbeing

We are currently developing a mindfulness e-learning course and will make this available to schools as part of our ongoing recruitment and retention strategy.

2. Kent Headteachers

- 2.1 Recognising the importance of strong and effective school leadership, the Kent Association of Headteachers in partnership with Kent County Council, the Dioceses and the Kent Governors Association and the Kent and Medway Teaching Schools Network have developed and launched a School Leadership Strategy for Kent – “Kent Leaders in Leadership” (www.kentleaders.org.uk).
- 2.2 One of the primary aims of the Leadership Strategy is to ensure that future leaders in Kent are identified and nurtured. To do this, it identifies training pathways, and support and guidance for leaders at all levels. The strategy also aims to ensure that current school leaders are valued and supported through inspirational leadership conferences and events, and the creation of a strong and supportive network of school leaders across Kent.
- 2.3 The strategy was launched in October 2015 and is being implemented as part of a three year plan. Its impact will be monitored through the Kent Association of Headteachers Executive Group.

3. Marketing

3.1 Trailblazer Campaign

As mentioned, changing the perception of teaching in the UK and training more teachers who go on to teach, are fundamental if the profession is going to resolve its recruitment difficulties. Through a Trailblazer campaign, Kent-Teach aims to raise the profile of teaching as a career and ultimately to underpin its drive to recruit more teaching professionals. It is anticipated that this will complement the current national recruitment campaign by the Department for Education ‘Get in to Teaching’.

We aim to lead the way and inspire the next generation of students to become teachers, and the Trailblazer campaign informed by research results, will aim to do this in Kent:

3.2 Research

Through the provision of a research and insight exercise, intelligence around perceptions of the profession has been gathered from pupils and parents.

The two areas of focus for the research were parents and pupils at Key Stage 2. Parents were targeted as they play an influential role in the career decisions of their offspring. Understanding how they perceive the profession is therefore crucial in gauging the extent to which they would encourage or discourage their children from considering it.

The aims of the research were to provide insight into:

- Parents’ perceptions of the role and importance of teaching in society.
- How this audience perceives teaching as a profession, including how they feel about it as a career in general terms and, specifically, as a potential choice for their children.

- How pupils perceive teaching and the extent to which this mirrors reality.
- The sort of messages and communication which might encourage both parents and children to consider the profession as a career of choice; and how best this information might be delivered.
- How influential parents are in children's perceptions of career choices.

3.3 Survey of Parents

The survey was distributed to the target audience via social media channels and was designed to get an indication of parents' views on the role and importance of teachers. It sought to gauge their perception of teaching as a career; what factors drive those viewpoints (both positive and negative); and what information schools should be communicating about the profession to encourage this as a career choice option.

3.4 Focus Group with Pupils

This group explored pupil perceptions at Key Stage 2 of what it is like to be a teacher. The sessions sought to understand the factors that influence children's viewpoints, including their own experience of being taught and the role teachers play in their lives. It gave insight into the extent to which the children's perceptions actually mirror reality and what information might be required to help ensure they regard teaching not only as something they benefit from, but as a worthwhile career option for them.

3.5 Research Results

- Children in the focus group did not see teaching as an aspirational career
- Both children and parents saw the value of education and teachers – as a stepping stone to other professions and trades
- They regarded teaching as underpaid, undervalued and stressful
- The survey suggests that as parents are not a homogenous group, a range of approaches needed to be taken in order to influence the widest range of parents
- As the most frequent primary care-givers, mothers might have more influence on their children's thinking around careers

3.6 The Trailblazer campaign is being developed and the aim is to launch this in November 2016.

4 New Zealand Recruitment

4.1 In order to address the national shortage of teachers for Kent schools we have looked beyond national recruitment strategies to ensure that the children and young people of Kent have high quality teachers in their schools.

4.2 In recent years Kent-Teach has worked in partnership with Universities in Ireland to recruit Newly Qualified Teachers of an exceptional standard. However this arrangement has now come to an end due to the number of Local Authorities tapping into the same small pool.

- 4.3 Having explored alternatives, Kent-Teach has been working in partnership with an education partner in Australia (Point 2 Point), which has a wealth of expertise and experience recruiting to UK schools. Having worked in education for over 10 years and taught in UK schools themselves they have first-hand experience of the UK education system. They source newly qualified and experienced teachers from New Zealand and Australia who are keen to begin or continue their careers in the UK.
- 4.4 A week of interviews took place in Christchurch New Zealand in October 2016, where Kent-Teach representatives interviewed 26 Primary and Secondary teachers on behalf of Kent Schools. As a result 12 exceptional teachers were placed in the pool and have been matched to schools.
- 4.5 The teachers recruited for the pool are as follows:
- Science Newly Qualified Teacher (“NQT”)
 - Science 10 years’ experience
 - English 10 years’ experience
 - Business/ IT / Computer Science 24 years’ experience
 - History NQT
 - 4x Qualified Teacher Status Primary Teachers
 - 3x Primary NQT
- 4.6 The cost to each recruiting school that appoints is: £4,750 per teacher or £6,000 for Maths and Science teachers (payable by each recruiting school – there is no charge to Kent-Teach).

5. Social Media

- 5.1 Social media platforms are used as the main means to engage with customers.

Kent-Teach finds that information is viewed on these platforms and engagement from the point of view of customers “talking back” to them has increased over the past year.

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

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

Since the team implemented social media campaigns (SNAP) to support schools with recruitment, there has been a positive uptake by schools with 7 SNAP campaigns in 2016, resulting in 5 successful appointments.

The team has also implemented Twitter Chat creating a Twitter community for individuals to engage with Kent-Teach, and their panel of experts around certain topics. This provides help and advice as well as the opportunity for

discussion, sharing and exchanging ideas on certain topics important in the educational landscape.

As an example Kent-Teach has executed Twitter Chats on the following topics:

- What makes an Outstanding Teacher?
- How to secure that teaching job
- Enhancing Your Teaching Career Through Continual Professional Development
- Wellbeing

5.2 Blog

The blog continues to give an insight into teaching, resources and living in Kent, written by the teaching community for the teaching community. The blog has recently refocused to provide job seekers with helpful information on acquiring a teaching or support role in Kent schools following a competitor analysis.

The blog has seen an 86% increase in traffic since 2015.

5.3 Video Marketing

5.3.1 **Sheerness West Federation** approached Kent-Teach to support them with recruitment as they faced continued difficulty across their two schools. Kent-Teach supported the creation of a recruitment video marketing campaign for the federation which was launched on social media to attract teachers to the federation. The campaign ran for 6 weeks and resulted in 6 successful appointments.

This was a hugely successful campaign which gathered much media attention by the Kent Messenger, parents and teachers on social media. The video was viewed and shared over 1,000 times.

<https://www.youtube.com/watch?v=9O2b8Cj1RIU>

5.3.2 **Be More Be a Teacher** is a new campaign Kent-Teach is launching at the end of October 2016 in conjunction with the annual recruitment fair visits to engage university students and encourage them to consider a career in teaching. The marketing video will be promoted on social media and university career pages.

https://www.youtube.com/watch?v=VPN3EC_8VH8

5.3.3 **The Super Hero Campaign** is a marketing video which was created in partnership with Phoenix Community Primary school to champion teachers and give an insight into primary school teaching. The video is being shared with schools, universities and on social media to create positive messaging

around teaching in Kent. The target audience is Key Stages 1 and 2 to consider a career in teaching

6. Google Campaign

Kent-Teach has a well established reputation with 94% of its traffic being organic or direct. To maintain this year on year, the team implements a Media Schedule of advertising to keep the Kent-Teach brand relevant and to expand the reach of the brand beyond Kent.

Last year's campaign was a targeted campaign via Google Display Network and Keyword searches and ran for 1 year from August 2015 until August 2016 resulting in the following:

- 68,231 clicks across the 3 key word groups; Branded and Generic, Teacher Specific and Teacher Generis
- £0.22 cost per click rate
- 4,221 submitted applications
- £3.54 cost per application rate
- The campaign averaged approximately 12 applications per day
- 77% of applications from desktop device and 23% from mobile or tablet devices.

7. PR campaigns - Promoting Teaching Careers

The team ran a 3 month long PR campaign on social media to promote positive message about teaching.

The six separate campaigns lasted 15 days each and featured multiple posts along a similar theme.

The themes of the campaign were as follows:

- Living in Kent-
<https://www.youtube.com/watch?v=A6fqehjhH8&index=1&list=PL6K0kARzk30D0XvDr2ggaMldY55zNdWqn>
- The diverse range of opportunities in Kent
- 20 quirky things you didn't know about Kent
- Location: Best of Both worlds
- CPD in Kent
- From Behind the Camera To The Front Of The Classroom

Throughout the campaign we integrated the use of hashtags to encourage engagement with the audience.

8. Recruitment Fairs

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

In 2015-16 the team attended 18 recruitment fairs which resulted in:

- 637 expressions of interest from teaching candidates
- 131 candidates logged on to the Kent-Teach website at least once
- 25 of these candidates have logged in 20 or more times
- 50% of these candidates have submitted at least 1 job application

9. Partnerships

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

10. Key Activities for 2016-17:

- Continue to review and develop the website to ensure it remains innovative and up-to-date
- Maintain and build on customer engagement via blog, forum and social media pages Continue to strengthen partnership with international recruitment partners to continue recruitment drives in Australia and New Zealand to support Kent schools.
- Develop and enhance senior leadership recruitment
- Reintroduce wellness packages to schools
- Seek to identify if a shortlisting function has scope on Kent-Teach to develop recruitment experience for schools

11. Recommendation

Recommendation:

11.1 **The Education and Young People's Cabinet Committee** is asked to note the report and its content.

12. Contact details

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From: Gary Cooke, Cabinet Member for Corporate and Democratic Services.

Rebecca Spore, Director of Infrastructure

To: Education and Young People's Services Cabinet Committee – 23 November 2016

Subject: **The process around identifying school sites as surplus to requirements.**

Non-Key/Key decision – N/A – this is an advisory note

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: N/A

Summary: This paper sets out the current process around identifying school sites as surplus to requirements. Details of the process have been requested by Members at the Property Sub-Committee of 8th July 2016 following a paper regarding the disposal of a number of school sites.

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to note details of the process around identifying school sites as surplus to requirements.

1. Introduction

1.1 At the Property Sub-Committee on 8th July 2016, Property submitted a paper regarding the disposal of five Kent County Council owned parcels of land in Kent which had previously been used for educational purposes.

The Sub-Committee asked questions about the sites and the impact of their disposal upon the County's ability to accommodate future demand to increase school places. The Sub-Committee requested a report setting out in detail the process around identifying school sites as surplus to requirements to be submitted to both the Sub-Committee and to the Education and Young People's Services Cabinet Committee.

2. The Report

The responsibility for the commissioning, planning and delivery of new school places in Kent is undertaken by the Education and Young People's Service. The

'Commissioning Plan 2016 – 2020 for Education Provision in Kent' is a five year rolling plan updated annually through the Education Directorate, which amongst other things, ensures an inbuilt surplus of schools places for Kent children. The commissioning plan considers births, health and migration throughout Kent and forecasts on an area basis the number of classrooms, schools and type of schools that will be needed in the following years.

The Commissioning Plan identifies where there may be a specific need for additional classrooms/schools and accordingly steps are taken to ensure sufficient capacity. The infrastructure property teams work closely with the Council's education teams to ensure that there are adequate sites identified in the District planning frameworks to support educational requirements. Where housing development is driving additional demand for places, the property and education teams work closely with the S106 teams to ensure that adequate land and contributions are put in place to support the additional requirements. It should be noted that any new schools are required by the DFE to be either free schools or academies.

Subject to the overriding requirement to ensure sufficient school places for Kent children, there are a number of triggers that can start the process of an educational site being ultimately declared surplus to Council requirements:

- The physical closure of a school by a decision of the Cabinet Member for Education and Health Reform or by the Department of Education, e.g. Chaucer Technology School and Oasis Secondary School in Hextable.
- The amalgamation of an educational provision onto a single site, e.g. the relocation of Clock House special primary school onto the main Wyvern school site.
- The relocation of an educational provision onto a new site through education or developer's contributions, e.g. Laleham Gap special school and Foreland special school.
- Diocesan/foundation representatives requesting a land swap.
- School land which has been identified as potentially surplus to the school's requirements based upon the current Department for Education (dfe) Area Guidelines for Mainstream Schools.

Once a decision to close a school has been made by the Cabinet Member for Education and Health Reform, it may be declared surplus to their requirements by the Corporate Director for Education and Young People's Services. Before doing so, the short, medium and long term possible need for the land/site will be considered. In reaching a decision, a balance has to be struck between the value of retaining vacant land and buildings for future long term need against the opportunity costs of not securing a capital receipt, increased borrowing costs and management costs of vacant premises.

Once it has been established that there is no justifiable operational need for the site, consideration is taken corporately as to whether disposal of the premises is a viable option. Factors taken into consideration will include current costs of holding onto vacant property and the Medium Term Financial Plan target to achieve £52m of capital receipts from the sale of surplus land and buildings on the open market.

3 Statutory obligations

Prior written consent of the Secretary of State for Education is required to dispose of education land and buildings. The relevant legislation for the purposes of this paper are:

Schedule 1 to the Academies Act 2010 and
Section 77 of the School Standards and Framework Act 1998.

The requirement for the Secretary of State's consent applies to all schools and academies where it is proposed to dispose of publicly funded land and consent must be granted before completing on a sale. GEN² deals with Schedule 1 and Section 77 consent requests as part of the disposal process. Attached to this report is the DFE advisory document 'Disposal or Change of use of Playing Field and School Land' published May 2015. This provides the detail around the process of gaining consent to sell playing field and school land and the criteria adopted by the DFE when assessing each application.

5. Recommendation(s):

Education and Young People's Services Cabinet Committee is asked to note details of the process around identifying school sites as surplus to requirements.

6. Background Documents

Department for Education advisory note for local authorities 'Disposal or change of use of playing field and school land'.

7. Contact details

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Department
for Education

Disposal or change of use of playing field and school land

**Departmental advice for local authorities,
maintained schools, special schools,
academies and free schools**

May 2015

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Summary

About this departmental advice

1. This is departmental advice from the Department for Education. This advice is non-statutory and sets out the Secretary of State's policy to protect school playing fields and the Secretary of State's powers to protect land for academies and maintained schools.

2. Prior written consent of the Secretary of State for Education is required to dispose of land (which includes any transfer/sale of freehold or leasehold land and the grant/surrender of a lease). Applications and notifications must be made to the Education Funding Agency. Before making an application (or giving notification) to the EFA you should read this summary which explains the evidence you will need to provide and the process to follow.

3. This advice describes the main circumstances in which local authorities, academy trusts, governing bodies and diocesan bodies need to obtain the prior written consent of the Secretary of State for Education to dispose of, or change the use of, land used by maintained schools and academies, including playing field land. It also describes how the Secretary of State will assess applications for such consent.

4. This advice does not influence or affect the procedures for applying for planning permission. The Secretary of State for Education does not have any statutory powers to influence any future development of land.

5. This advice has been produced to help you understand your obligations and duties in relation to:

- Schedule 1 to the Academies Act 2010 ("AA 2010")
- Section 77 of the School Standards and Framework Act 1998 ("SSFA 1998")
- Schedule 14 to the Education Act 2011
- the General Consent Orders 2011, 2012 and 2014
- the Education (Independent Schools Standards) England (Amendment) Regulations 2012
- 'Advice on Standards for School Premises', March 2015¹

¹ The 2015 advice refers to the School Premises (England) Regulations 2012 (SPRs) that apply to all schools maintained by a local authority and Part 5 of The Education (Independent School Standards) (England) Regulations 2010 (ISS)

Expiry or review date

We plan to review this advice by May 2016.

Who is this advice for?

This advice is for:

- local authorities
- academy trusts
- diocesan authorities
- governing bodies of maintained schools
- School Playing Field Advisory Panel
- sporting bodies

Policy

6. The [2015 advice on standards for school premises](#) confirms that all maintained schools and academies must provide suitable outdoor space to enable physical education in accordance with the school curriculum and to enable pupils to play outside. There is a very strong policy presumption against the disposal of school playing field land.

7. The Secretary of State for Education uses the definition of “playing field land” set out in SSFA 1998 as **“land in the open air which is provided for the purposes of physical education or recreation.”** [Annex A](#) provides examples of what this definition includes. You should note this is a wide definition and it does not matter if the land is not currently in use for sport or recreation or is not laid out for formal team games.

Transactions for which you will need consent

Disposals

8. The requirement for the Secretary of State's consent applies to all maintained schools and academies² where it is proposed to dispose of publicly funded land³. [Annex B](#) summarises the legal framework but you should take independent legal advice if you are unsure about any of your statutory obligations. You will need to apply to or notify the Education Funding Agency ("EFA") of any intended transaction to dispose of any playing field land, and you should not assume that approval will be granted. You should not take any step to transfer your interest to another party or start works before receiving the Secretary of State's decision in writing.

9. The Department for Education publishes a [list of all disposals](#) that have been granted consent since May 2010 and updates this each month.

10. A local authority may notify the EFA if it believes a General Consent Order applies, but otherwise, the Secretary of State will consider all applications and make a decision that balances the benefit to the school (or other local schools) against the loss of the playing field land. Three General Consent Orders currently issued can be found at annexes [E](#), [G](#) and [H](#).

11. The Secretary of State may direct that the land is to be used for another educational purpose and what should happen to any receipts, having regard to the sufficiency of playing field land at the applicant's school or those close to it and any representations made including from any authorised community users.

12. You should read [Annex C](#) on how to calculate the need for playing field land and the guidance on consultation at [Annex D](#). You should note that the Secretary of State is unlikely to approve applications that result in the school's playing field provision falling under the area guidelines, and also has the power to direct that the disposal should simply not take place. You should discuss your proposals with Sport England at an early stage as they will be involved as a statutory consultee when you submit any planning application.

² Under Schedule 1 to AA 2010, the prior consent of the Secretary of State for Education is required to dispose of any land – whether or not it is playing field land.

³ Including land which was originally private but has been enhanced by public funds as set out in Schedule 22 to SSFA 1998 and Schedule 1 to AA 2010.

Changes of use of playing field land

13. The Secretary of State's consent is also required for a change of use of playing field land, whether for another educational purpose or a non-educational purpose.⁴

14. General Consent Orders apply to some situations on land owned by the local authority. If the conditions set out in the Order are met, the local authority will be able to notify the EFA using the process explained below.

⁴ s.77 School Standards and Framework Act as amended by the Education Act, 2011

Criteria used to assess playing field applications

15. The criteria which the Secretary of State uses to decide an application are the same for all publicly funded school playing field land. The Secretary of State will consider the overall balance of benefit of the disposal against expected gains, to pupils and existing community users.

16. The criteria applied to the decision will include the area guidelines for a school's outdoor space ([Annex C](#)). Schools occupying restricted sites may need to demonstrate they have access to suitable off-site provision. The criteria include:

The school's needs

17. By reference to area guidelines, worked examples of how to calculate this are set out below. The guidelines give an indication of what is a suitable amount of space, and any disposal that would reduce the space below the guidelines is unlikely to be approved. The guidelines provide for some flexibility and potential growth in pupil numbers: they are based on the higher of (a) 105% of the current capacity, or (b) forecast pupil numbers five academic years after the application. Artificial pitches are counted as double their surface area to reflect their extended availability as they can be used all year round.

Curriculum needs

18. Applications for consent to dispose of playing field land should include a detailed assessment of how the proposal would affect the provision of the sports curriculum, and show clearly how the curriculum will be met if consent is granted. You will need to show that the curriculum needs are met at the school seeking to dispose of playing field land and any other school using the land. For example, where alternative off-site provision is proposed, the effect of additional travel time should be taken into account.

Other schools' needs

19. As part of your consultation exercise, you will need to identify if any primary schools and special schools within half a mile, or secondary schools within a mile of your site, do not meet the DfE's published area guidelines for playing field land. If any of them do not, you must provide evidence from the governing body of those schools that they do not need the land which you propose to dispose of.

Community use

20. The Secretary of State will take account of community use of playing fields under an authorised agreement. This will include after-school activities and out-of-hours clubs.

If your proposals include a permanent loss of playing fields, you will be asked to show that any existing after-school activities will not be adversely affected.

21. A formal agreement to use the playing fields may be written or oral. The essential test is that the land is used with the express authorised agreement of the school or academy.

22. If your proposals would displace any current authorised community users, you will need to show how the proposals would affect them and, in particular, whether their activities can realistically be moved elsewhere on reasonable terms. If realistic alternative venues cannot be provided, you should give reasons why the Secretary of State should grant consent. Where fencing off of playing fields has already displaced formal community users, you will need to provide evidence giving reasons why the playing fields were closed to those users, and whether the alternative arrangements made are suitable.

23. When considering whether to make a direction about land that is proposed to be disposed of at maintained schools or academies which have closed or are due to close, the Secretary of State will consider whether the views of existing community users of any playing field land have been taken into account, and whether reasonable alternative arrangements have been offered.

Reinvestment of proceeds in sport and education facilities

24. The Secretary of State has the discretion to direct what any sums from the disposal of land (“disposal proceeds”) are to be used for, including that all disposal proceeds are paid to the Secretary of State. Unless pursuant to a General Consent Order or otherwise agreed beforehand by the EFA all applications must include a recent valuation report prepared (preferably) by the District Valuer, or alternatively another Registered Valuer, together with a breakdown of how proceeds will be invested. The Secretary of State will expect that the first priority for reinvestment should be sports facilities where these are needed by the school. A significant factor in exercising this discretion to dispose of playing field land will be whether you ring-fence the disposal proceeds in capital facilities for sport (which will take priority), recreation or education facilities. This investment may be at the school or academy or, where this is not practical or existing facilities do not require investment on site, in facilities that will benefit another maintained school or local academy. Any proposed new facilities should reflect the breadth of physical activity and existing facilities in the area – Sport England can advise on the need for strategic facilities in the area.

25. Sport and recreation can include indoor or outdoor sport, play or activities such as dance and other activities that help engage people in a wide spectrum of physical activity. Applicants should remember, in particular, their duties under the Equality Act 2010.

Value for money

26. The applicant is responsible for ensuring that the disposal of publicly funded land satisfies the requirements in the Treasury's publication [Managing Public Money](#).

Affordability

27. Where you propose to spend any disposal proceeds on a capital project, the Secretary of State will expect the project to be affordable, with no funding gap that could jeopardise the financial stability of the school or academy. The affordability considerations must take into account the restrictions on the use of income from disposal of capital assets that are described in the Treasury's publication [Consolidated Budgeting Guidance](#) chapter on "Income and the Capital Budget".

Application and assessment processes

28. The Secretary of State's decision is informed by the EFA's assessment of the information you provide using the [forms](#).

29. Where your proposal is to dispose of playing field land, you will be expected to have consulted adequately on the proposals before making any application for consent. Annex D provides guidelines that should be followed.

30. When you submit the form, you will need to give the EFA all the information it needs to assess your application for it to be registered and assessed. The EFA asks for this information with the application form to reduce the number of times it has to ask applicants for more information or clarification. You should note that the EFA's time for assessing applications for the disposal of playing fields will vary according to the type of transaction. Where you meet the criteria of a General Consent Order, you should normally receive confirmation soon after submission. Some applications may take longer to assess including when further evidence may be sought. The Secretary of State may ultimately decide not to grant consent. You must not take any steps to dispose of the land before you have received the Secretary of State's written consent or a notification of her decision to make a direction regarding the land.

31. Once you have submitted your application, you will be notified of who is managing the case at the EFA, a reference number to quote in any further communications and an indicative timescale for the Secretary of State's decision.

32. Whether you are applying to dispose of land under s.77 of SSFA 1998 or Schedule 1 to AA 2010, your application will be assessed using the criteria set out in section 6 of this guidance.

The School Playing Fields Advisory Panel

33. The EFA and the School Playing Fields Advisory Panel (see below) use the same criteria as set out in this advice. S.77 applications are referred to the independent School Playing Fields Advisory Panel which has no decision making or executive function. The Chair of the Panel acts as an impartial and independent Chairman and is appointed by the Secretary of State. The Panel comprises representatives of:

- Fields in Trust
- Learning through Landscapes
- Local Government Association
- National Association of Head Teachers

- Sport and Recreation Alliance
- Sport England attends each Panel meeting in an observer capacity.

34. The purpose of the Panel is to provide the Secretary of State with independent, objective advice on the merits of each application to dispose of school playing fields, and the Panel makes a recommendation to the Secretary of State.

35. Ministers consider the Panel's advice alongside a range of other issues. The existence of the Panel makes it unnecessary for applicants to consult any of these organisations prior to application.

Annex A: definition of playing field land

What is playing field land?

1. The EFA adopts the definition in s.77(7) of SSFA 1998 being *'land in the open air which is provided for the purposes of physical education or recreation, other than any prescribed description of land'*. It will include:

- **grass pitches and artificial surface pitches** set out for the playing of sports;
- **hard surface games courts** including multi-games courts, tennis courts, netball courts and hard paving marked out for games;
- **informal and social areas**, including grassed areas, paved areas (including playgrounds), outdoor seating and teaching areas including rest and quiet areas;
- **marginal areas**, around the edges of playing fields for run-off and to allow for the cyclical realignment of pitches;
- **habitat areas**, set aside for the formal teaching of nature or informal curriculum purposes, including meadowland, wildlife habitats (including ponds), gardens, nature trails and outdoor science areas. Allotment gardens are included in the definition as well as woodland habitat areas;
- **local authority parkland** or other open space that is used, or has been used in the last ten years, for the purposes of a maintained school.

2. **A sports pitch** will naturally form part of a school's playing fields and means an area of:

- open grassed land that is capable of forming a small pitch of at least 2,000m² (the Football Association's recommended area for games played by under-10's). Its configuration and topography should make it suitable for a sports pitch, whether it is laid out or not; or
- synthetic or artificial playing surface, or dedicated hard games court of more than that is set out for team games.

3. **Hard play area** means incidental recreation area with tarmac, concrete or paved surface. It does not include areas provided mainly for any type of sport.

4. **Enclosed social area** means social areas, not used for any type of sport, which are enclosed on at least 3 sides by school buildings.

5. By contrast, examples of land that is non-playing field land includes:

- land on which a building or other structure stands including sports halls, indoor and outdoor swimming pools and incidental land that is functionally linked to such buildings or structures;

- soft landscaped or grassed areas not suitable for use for physical education or recreation purposes, such as marginal waste land outside a school's physical boundary fence and ornamental or other flower beds which directly surround a building or which are connected to a caretaker's house, and
- roads, car parks, paths, and hard standing areas for storing waste containers.

Annex B: legal framework for the disposal of playing field land

1. This annex outlines the statutory basis for the protection of playing fields at existing maintained schools and academies. You should seek independent legal advice if you need further explanation.
2. There are two pieces of legislation, explained below, that require any school or academy to obtain the Secretary of State's consent to dispose of playing field land.

Disposals

3. Schedule 1 to the Academies Act 2010 (AA 2010). This applies to academies (which include Studio Schools, University Technical Colleges, Free Schools and Special Schools) seeking consent to dispose of any publicly funded land, including playing field land. It also applies to (among others) academy trusts, local authorities, governing bodies, and foundation trusts that hold land for academies.

4. Section 77 of the School Standards and Framework Act 1998 (SSFA 1998) This applies to local authorities, governing bodies and trustees (such as those who hold land for voluntary and foundation schools) seeking consent to dispose of land that is being currently used or has been used for playing fields for the purposes of a maintained school in the last 10 years. If a maintained school has converted to an academy, s77 will only apply to a local authority in respect of any playing field land leased from the local authority until the 10-year period has expired. Both during and after the expiry of the 10-year period Schedule 1 to AA 2010 will apply to the disposal of any land held by any person for the purposes of an academy, whether or not it is playing field land. The same assessment criteria will apply to all applications to dispose of playing field land before or after the ten year period has expired.

5. s.77 of SSFA 1998 applies to all schools maintained by a local authority including voluntary schools, foundation schools and special schools. Where a school site is surplus to requirements, normally as a result of closure, amalgamation or consolidation, consent to dispose of the land is required under paragraph 12 of Schedule 1 to AA 2010.

Changes of use

6. s.77(3) of SSFA 1998 provides that a local authority, governing body, foundation body or trustee of a foundation, voluntary or foundation special school may not *"take any action...which is intended or likely to result in a change of use of any playing fields...whereby the playing fields will be used for the purposes which do not consist of or include their use as playing fields by a maintained school for the purposes of that school."* So a local authority may not erect new school or other buildings on playing fields, or

change their use, without prior consent under s.77(3). (Some changes of use are covered by General Consent Order (No 5) 2014 but only if they are set out in the Schedule to that Order.) A change of use to, for example, a residential care home is not covered by s.77(3) and requires a full application.

7. s.77 of SSFA 1998 does not apply to academy trusts, but it does apply to local authorities. Therefore, if an academy trust holds playing field land under a lease from a local authority, and if the land was used by a maintained school at some time in the previous 10 years, the local authority will need consent to change the use of the land (for example, to build a classroom on the land to address basic need pressures). If the proposed change of use would take the land out of academy use (for example, if a community centre is to be sited on the land), the academy trust will require consent under paragraph 17 of Schedule 1 to AA 2010, and the local authority will also need consent under s 77 of SSFA 1998.

8. If the circumstances described in one of the Class Consents Orders applies and where conditions are met, the applicant is to confirm this to the EFA when applying.

Annex C: area guidelines for playing field land at existing schools and academies

1. The Department for Education has published non-statutory area guidelines for existing maintained schools and academies on the recommended size of playing fields. Some schools may not be able to meet the guidelines, but they are still expected to have access (including possible hire of facilities off-site) to meet their curriculum needs and meet the requirements in the Premises Regulations. New schools are to meet the standards in BB103.

2. The guideline is made up of two elements: a base area and an area per pupil, adjusted for the age of the pupils. An example is shown here for each type of school or academy. For all-through schools or academies, the base area for each age group is 9,000 m².

3. An application has to include type of playing field land (not just land laid out for sport). Artificial (all weather) pitches are able to be included at double their superficial area as they can be used more than a grass pitch throughout the year.

4. Grassed sports pitches should also be capable of sustaining the playing of team games by pupils at each school that use those pitches for 7 hours per week during term-time

Table 1: area guidelines for playing field land at maintained schools and academies (KS=Key Stage)

| | KS1: mainstream schools and academies | KS2: mainstream schools and academies | KS3-KS4 & post 16: mainstream schools and academies | KS1 Special Schools (including academies) | KS2–KS4, post 16 & Special Schools (including academies) |
|---|--|---|--|--|---|
| Number of pupils (105% of existing capacity or 100% of future capacity 5 academic years from application date. NB The need is to be based on the <u>higher</u> figure. | 90 x 1.05 = 95 | 120 x 1.05 = 126 | 1,000 (current capacity) x 1.05 = 1,050 but 1,600 projected pupil numbers = 1,600 So, use 1,600 | 120 | 250 |
| Base area | 2,000 m² | 2,000 m² | 9,000 m² | 2,000 m² | 2,000 m² |
| Area per pupil | 11 m² | 50 m² | 50 m² | 11 m² | 50 m² |
| Base area | 2,000 m ² | 2,000 m ² | 9,000 m ² | 2,000 m ² | 2,000 m ² |
| Pupil area | (95 x 11) = 1,045 m ² | (126 x 50) = 6,300 m ² | (1,600 x 50) = 80,000 m ² | (120 x 11) = 1,320 m ² | (250 x 50) = 12,500 m ² |
| Total recommended area required | 2,000 m ² <u>1,045 m²</u> 3,045 m ² | 2,000 m ² <u>8,300</u> m ² 8,300 m ² | =9,000 m ² <u>80,000 m²</u> 89,000 m ² | 2,000 m ² <u>1,320 m²</u> 3,320 m ² | =2,000 m ² <u>12,500 m²</u> 14,500 m ² |
| Hectares | = 0.30 Ha | = 0.83 Ha = | = 8.9 Ha | = 0.33 Ha | = 1.45 Ha |
| Acres | = 0.75 acres | 2.03 acres | = 21.98 acres | = 0.82 acres | = 3.58 acres |

Table 2: stage, age and year group

| Stage | Age | Year group |
|------------------------------|---------------|-----------------------|
| Early Years Foundation Stage | Ages 3 to 5 | Nursery and reception |
| Key stage 1 | Ages 5 to 7 | Years 1 and 2 |
| Key stage 2 | Ages 7 to 11 | Years 3, 4, 5 and 6 |
| Key stage 3 | Ages 11 to 14 | Years 7, 8 and 9 |
| Key stage 4 | Ages 14 to 16 | Years 10 and 11 |
| Post-16 | Ages 16 to 18 | Years 12 and 13 |

Annex D: playing field consultation guidelines

1. Any applicant proposing to dispose of playing field land must consult adequately. The Secretary of State expects the consultation period to be no less than 6 weeks, 4 of which should be in term time. In all cases, you will need to provide evidence of the means of consultation and the results before any application will be assessed.

2. The Secretary of State expects consultation to be open and transparent. This means you should have consulted relevant stakeholders on any proposal before requesting consent to dispose of any land defined as playing fields.

3. Consultation is to be within one year of any application for consent to dispose of the land, so it reflects the up to date views of local people. Evidence will be expected to be provided of the results of consultation with:

- the headteacher
- the chair of the governing body, (evidence of the decision of the governing body or academy trust will be required as part of your application)
- parents of pupils attending the school or academy
- any group or organisation with permission to use the playing field
- the local community generally
- any minor authority in whose area the playing field is situated
- the local authority in whose area the playing field is situated and adjacent local authorities likely to be affected
- any publicly funded primary schools and special schools within a half-mile radius and secondary schools within a mile radius of the playing field if their current playing field provision falls below the minimum area recommended in the guidelines.

4. Possible methods of consulting include use of the local press, direct contact with parties such as staff, pupils and parents, other local maintained schools and academies and the local authorities and inviting the public to a meeting. The results of the consultation should be summarised where required by the EFA.

Annex E: General Consent Orders

1. The Secretary of State has agreed that some types of disposal fall within the type where she would routinely expect to grant consent. Accordingly, she has agreed General Consent Orders (GCOs) which provide a blanket consent in these cases. These are only available to those who require consent under s.77 of the School Standards and Framework Act, 1998 and Schedule 1 of the Academies Act 2010. These are: local authorities and academies holding their land under a lease from the local authority, governing bodies and foundation trusts. The applicant is to notify the EFA that they consider a specific GCO applies. If you would like to notify the EFA that a GCO applies, this is to be done using the EFA's online notification and application process. The EFA has sought to mirror the simple requirements that apply to GCOs to applications for consent to those who do not fall under s77 so it is no more burdensome for academies owning the freehold of their land.

2. There are currently three General Consent Orders:

2.1. The School Playing Fields General Disposal and Change of Use Consent (No 5) 2014. This applies only to the changes of use falling into one of the ten types set out in the Schedule to that General Consent Order.

2.2. The Academies General Disposal and Appropriation Consent (No 2) 2012. This applies only to land to which sub-paragraph 4(2) of 6(20 of Schedule 1 of the Academies Act, 2010 applies, where the disposal or appropriation is of one of the five types specified in the Schedule to the General Consent Order.

2.3. The General Consent or Disposal of Playing Fields by Restriction 2011. This applies only to entering a Restriction where circumstances where a grant has been awarded for the purposes of upgrading the playing fields (or facilities on them).

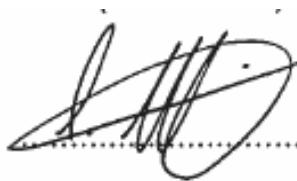
3. Each of the GCOs is provided in Annexes F-H below.

Annex F: General Consents: Section 77 School Standards and Framework Act 1998

The School Playing Fields General Disposal and Change of Use Consent (No 5) 2014

1. The Secretary of State for Education, in exercise of the powers conferred on her by section 77 (5) of the School Standards and Framework Act 1998, hereby grants the following consent.
2. This consent comes into force on 1 October 2014 and may be cited as “The School Playing Fields General Disposal and Change of Use Consent (No 5) 2014”.
3. In this consent:
 - ‘the 1998 Act’ means the School Standards and Framework Act 1998
 - ‘change of use’ means a change of use falling within section 77(3) of the 1998 Act
 - ‘playing fields’ has the same meaning as in section 77(7) of the 1998 Act
4. Consent is hereby granted to the disposal or change of use of playing fields to which section 77(1) or (3) of the 1998 Act applies, where the disposal or change of use is of a description specified in the Schedule.
5. This consent is granted subject to the condition that body disposing or changing the use of the playing field provides the Secretary of State with:
 - a) details of the location and area (in square metres) of the playing fields to be disposed of or have their use changed
 - b) the area (in square metres); of the remaining playing field land
 - c) detail of the total site area of the school (in square metres)
 - d) details of the number of pupils on the school’s roll
 - e) the date or proposed date of the disposal or change of use
 - f) an explanation as to why the body thinks that the disposal or the change of use is covered by a class consent
 - g) a plan clearly showing the area in question in relation to the whole of the school site
 - h) where the disposal or change of use is at an operating school, the views of the head teacher and governing body.

6. The School Playing Fields General Disposal and Change of Use Consent (No.4) 2012 (as amended) is hereby revoked.



Department for Education

Dated 1/10/19

Schedule

1. The disposal of hard play areas and enclosed social areas and other ancillary social and recreation or habitat areas that surround the buildings at closed or closing school sites provided that either:

- a) no other schools share or border the site
- b) the body seeking to dispose of the land can satisfy the Secretary of State that the areas in question are not needed by any other schools which share or border the site

'Hard play area' means incidental recreation area with tarmac, concrete or paved surface. It does not include areas provided mainly for any type of sport.

'Enclosed social area' means social areas, not used for any type of sport, which are enclosed on at least 3 sides by school buildings.

2. The grant of an easement and/or a way leave over playing fields where such land is required for the purpose of constructing, maintaining or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.

3. Temporary disposal or change of use of a school playing field provided that:

- a) the lease or temporary change of use is for no longer than 3 school terms;
- b) the Secretary of State is satisfied that the school is still able to carry out the curriculum to at least the same extent
- c) the land is returned to at least the same condition that it was beforehand

4. The disposal of an area of land less than 50m², where such land is required for purposes of constructing, maintaining or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.

5. The disposal of playing fields to an organisation which does not have the principal purpose of making a profit from commercial sports schemes when the following conditions are met:

- a) the terms of the disposal agreement provide that any school or community user group using the playing fields in the 6 months immediately before the transfer may continue to do so for at least 10 years following the date of the disposal, during which time they will have access to the playing fields for at least the same periods and on the same, or more favourable, terms as they did before the disposal; and either
- b) the constitution of the receiving organisation obliges that organisation to maintain them as playing fields; or
- c) the terms of the disposal agreement require that organisation to maintain them as playing fields for at least 10 years from the date of disposal; or
- d) the disposal is to a local authority and the receiving authority has given an undertaking that the playing fields will continue to be used as school/community playing fields for at least 10 years from the date of disposal

6. A disposal which involves the granting of a leasehold interest in the whole school site, including the playing fields to facilitate an agreement under a Private Finance Initiative, provided there is no net loss of school playing fields.

7. The disposal or change of use of playing fields (“the original playing fields”) where, upon that disposal or change of use, any school which used the original playing fields in the 6 months immediately before the disposal will have made available to it newly created, alternative playing fields, provided that all of the following requirements are met:

- a) the replacement playing fields are of at least the same area as the original playing fields
- b) the replacement playing fields are capable of sustaining 7 hours use a week per school that will have use of those playing fields
- c) the replacement playing fields are immediately available to any schools which used the original playing fields on the same, or more favourable terms as the original fields had been
- d) the replacement playing fields have the same or better standards of facilities as the original playing fields
- e) the location of the replacement playing fields is such that the schools using them are able to carry out the curriculum to at least the same extent as they were on the original playing fields
- f) there is no reduction in the amount or type of sports provision currently available to the schools who used the original playing fields

8. The disposal of playing fields where they are not a school's own provision of playing fields but fall within Section 77 only by reason of a school's temporary or occasional use of them.

9. 'School's temporary use' means use as a school's main playing fields for a maximum of 3 school terms in the last 10 years or use only whilst the school's own playing fields could not be used by the school for reasons outside the school's or local authority's control.

10. 'School's occasional use' means either an infrequent and informal use without prior agreement, or a formal use but only by specific pupils or for a set purpose on an infrequent basis.

11. The change of use of playing field land to allow the reconfiguration of school sites, where the following conditions are satisfied:


- after the project is completed the school will have at least the same size and quality of playing field land as it had before - there must be no net loss
- there is no disposal of school playing field land
- the local authority and/or school ensures that the requirements of the School Premises Regulations 2012 continue to be met

12. The disposal of an interest in land in favour of a person for the purposes of an academy for no [or nominal] consideration where an Academy Order has effect in respect of a maintained school which uses the land and the school is to be an academy.

Annex G: General Consents: Schedule 1 Academies Act 2010

The Academies General Disposal and Appropriation Consent (No 2) 2012

1. The Secretary of State for Education, in exercise of the powers conferred on him by Schedule 1 to the Academies Act 2010, hereby grants the following consent.
2. This consent comes into force on 31 October 2012 and may be cited as “The Academies General Disposal and Appropriation Consent (No 2) 2012”.
3. In this consent:
 - ‘the 2010 Act’ means the Academies Act 2010
 - ‘appropriation’ means an appropriation of land under section 122 of the Local Government Act 1972
 - ‘a disposal’ includes entering into a contract to make a disposal or granting an option to make an acquisition
4. Consent is hereby granted to the disposal or the appropriation of a freehold or leasehold interest in land to which sub-paragraph 4(2) or 6(2) of Schedule 1 of the 2010 Act applies, where the disposal or appropriation is of a description specified in the Schedule.
5. This consent is granted subject to the condition that the local authority disposing of or appropriating the land provides the Secretary of State with:
 - a) details of the location and area (in square metres) of the land to be disposed of or appropriated; and
 - b) details of the total site area (in square metres) of the school or former school; and
 - c) the date (or the proposed date) of the disposal or appropriation; and
 - d) an explanation as to why the local authority thinks that the disposal or the appropriation is covered by a general consent

Signed 

on behalf of the Secretary of State

Dated1.11.12

Schedule

6. The disposal of an interest in land in favour of a person for the purposes of an academy for no [or nominal] consideration where an Academy Order has effect in respect of a maintained school which uses the land and the school is to be an academy (including free schools, studio schools and university technical colleges).

7. The disposal in respect of land consists of a grant of a lease to facilitate an agreement under the Private Finance Initiative or a Public Private Partnership.

8. The disposal or appropriation of an area of land [which is part of a single school estate or land title] less than 250 square metres provided that the following qualifications are met:

- a) the disposal or appropriation is not part of a disposal or appropriation of a larger area of land;
- b) the land to be disposed of or appropriated does not, taken together with any areas of land in which the local authority holds a leasehold or freehold interest which have been disposed of in the last 5 years, form a combined area of 250 square metres or more; and
- c) the land to be disposed of or appropriated does not constitute an access to an area of land in which the local authority have a leasehold or freehold interest and which consists of an area of 250 square metres or more

9. For the avoidance of doubt, any disposal of an interest in land by a local authority in order to fulfil its statutory duty; for example, under paragraph 9 of Schedule 3 to the School Standards and Framework 1998 Act to transfer to an existing voluntary aided school any premises which it is providing for that school to use by way of assistance.

10. The disposal of an area of land less than 50 square metres where such land is required for purposes of constructing, maintaining, or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.

Annex H: General Consent for disposal of school playing fields by restriction

In the exercise of his powers under section 77(5) of the School Standards and Framework Act 1998, the Secretary of State for Education gives the following consent.

This consent may be cited as the General Consent of Disposal of Playing Fields by Restriction 2011 and comes into force on 22 August 2011.

In this consent:

- “the Act” means the School Standards and Framework Act 1998
- “person” includes a body of person corporate or unincorporated
- “restriction” means Restriction in the Register of Title kept by the Chief Land Registrar in accordance with the Land Registration Act 2002

Consent is given in relation to the disposal of any playing fields to which section 77(1) of the Act applies, where the disposal consists only of a person entering a Restriction in relation to the playing fields (to apply to any subsequent disposal of them), in circumstances where that person has awarded a grant for purpose of upgrading the playing fields (or facilities thereon).

This consent is given subject to the following conditions.

1. Prior to the disposal, the body (or trustees) disposing of the playing fields provides the Secretary of State with:
 - a) the name and address of the school and the address of the playing fields to be disposed of (if different);
 - b) a plan of the site on which the playing fields are situated;
 - c) the proposed date of the disposal;
 - d) the reason for the disposal;
 - e) the wording of the proposed Restriction;
 - f) a copy of the undertaking referred to below
2. Prior to the disposal, the person entering the Restriction provides the body (or trustees) disposing of the playing fields with a written undertaking that they will not withhold consent to a subsequent disposal of the playing fields to another maintained school or an academy, where the governing body (or trustees) of that maintained school or the proprietor of that academy agree in writing:

- a) that the playing fields will continue to be used by that maintained school or academy as playing fields in accordance with the conditions of the grant, failing which they will repay the grant; and
- b) to the entering of a Restriction, in the same terms as the original Restriction, to apply to any subsequent disposal of the playing fields.

Signed:  JANE CUNLIFFE

Deputy Director, Central Capital Unit

Department for Education

Date: 22nd August 2011

Further information

Other relevant departmental advice and statutory guidance

- [Glossary and terminology](#)
- [Property Information Notes and forms](#)
- [2015 advice on standards for school premises](#)
- [Academies Act 2010](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2011](#)
- [General Consent Orders 2011, 2012 and 2014](#)
- [Education \(Independent Schools Standards\) England \(Amendment\) Regulations 2012](#)

Useful resources and external organisations

- HMT: [Managing Public Money](#)
- HMT: [Consolidated Budgeting Guidance](#)



Department
for Education

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

To: **Education and Young People's Services Cabinet Committee – 23 November 2016**

Subject: **Education and Young People's Services Directorate Scorecard**

Classification: **Unrestricted**

Previous Pathway of paper: **None**

Future pathway of paper: **None**

Electoral Division: **All**

Summary: The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2018, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

1. Introduction

- 1.1 Each Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

2. Education and Young People's Services Performance Management Framework

- 2.1 The performance scorecard indicators are grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.
- 2.2 Management Information, working with Heads of Service, also produces service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for School Improvement, Skills and Employability services and Early Years and Childcare. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special Educational Needs (SEN).

- 2.3 The indicators in the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.
- 2.4 District performance data pages underpin the headline Kent figures. Consideration is also being given to showing links between indicators that impact upon each other, to aid interpretation.
- 2.5 The Directorate scorecard is published quarterly.
- 2.6 The formation of a new integrated Information and Intelligence Service has led to more joined up reporting, monitoring and evaluation across the Directorate.

3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status.
- 3.2 The data sources page (page 28 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 The percentage of Early Years settings which were Good or Outstanding at 96.5% is above the target of 94%. Key priorities for the Early Years and Childcare Service are to further increase the percentage of settings judged as good or outstanding, to be preparing for the delivery of 30 hours of free childcare with effect from September 2017 and, working in partnership with Children's Centres, to continue to increase the take up of free early education places by eligible two year olds.
- 3.5 The percentage of schools that are good or outstanding has increased from 87.6% to 90% which is above both the 2016/17 target of 88% and the national average of 88%. In September 2016, 483 of the 583 schools in Kent were Good or Outstanding with 87.7% of pupils attending a Good or Outstanding school compared to 83% at the same time last year, an increase of 9,767 children receiving a better education. There are four schools in an Ofsted category (special measures or serious weakness) which is one fewer than reported in June. The target for 2016/17 is for no schools to be in a category of concern. School Improvement continues to work closely with these schools with reviews of progress against improvement plans completed every six weeks.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks has increased this quarter to 84.3% from 82.0% against a service target of 90%. DfE published data showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs issued within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. However maintaining this pace and responding to new duties following the first cycle of annual reviews of plans from 2015 has created volume pressure. This is a national issue. A review of quality assurance has been completed and new arrangements are being introduced from September 2016 to refine the processes further.

- 3.7 The number of permanent exclusions of Primary aged pupils continues to fall and is now 14 which is better than the target of 24. This is due in part to the behaviour project work with groups of Primary schools that use exclusion to embed improved approaches to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools has also fallen to 46. It remains higher than the target of 24, but the rate is lower than the national figure. Overall permanent exclusions have reduced significantly, as a result of improved arrangements in Pupil Referral Units, better alternative provision and Primary school projects to better support pupils with challenging behaviour. 86% of PRUs are now rated good or outstanding.
- 3.8 The number of young people who are Not in Education, Employment or Training in September was 8.9%. This is an untypical time of year to measure this as many young people are still being paced in post 16 destinations. The January 2016 figure was 5.0%. There are annual fluctuations in the NEET cohort with the number of NEETs rising over the summer months due to school and college leavers and increases significantly in September as new data is processed and young people find new learning and training placements. The June 2016 numbers were nearly half a percent lower than the same time last year. This coupled with the 2.2% improvement in Not Known figures demonstrates improvements on the ground, as in June a reduction in Not Knowns would normally lead to an increase in NEETs. There is a good foundation for further reduction with the introduction of a new DfE joint NEET/Not Known measure in the Autumn 2016, and the change to only counting 17 and 18 year olds in future. We should see the impact of this in the January 2017 figures.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased from 307.9 in June 2016 to 321.8 in September. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has fallen to 79.0% from 82.9% and is now below the target of 83%. All work within the service is underpinned by a new Quality Assurance Framework, with a clear cycle for audit, evaluation and feedback. Family work is underpinned by the Signs of Safety model which has been rolled out to all staff working with families. The Early Help Strategy and Three Year Plan sets out the priorities for Kent's Early Help and Preventative Services for 2015-18.
- 3.10 The rate of re-offending by children and young people at 35.3% (based on a 12 month cohort) has remained static and is below the target of 28%. This equates to 425 individuals. The latest National data (January 2014 – December 2014) shows a reoffending rate of 37.9% across England and Wales. The number of first time entrants to the youth justice system continues its downward trend. The use of Community Resolutions and other Out of Court disposals by Kent Police, plus the support offered by staff in the Early Help and Preventative Service, combined with a restorative approach around working with the victims of crime, are the main reasons behind the continued improvement in performance.
- 3.11 Results at the end of the Early Years Foundation Stage (EYFS) shows Kent improved in 2015/16 with 74.8% of children achieving a good level of development compared to 73% in 2014/15. Kent is 5.5 percentage points above the England average figure of 69.3%.
- 3.12 The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. Results are no longer reported as levels. Because of these changes figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key

stage 2 have been raised. The percentage of pupils achieving age-related expectation in reading, writing and maths is 58.1% which is above the national figure of 53%. The FSM gap is 25 percentage points which means that the target of 15 percentage points was not achieved.

- 3.13 New Secondary school headline performance measures for 2016 include Attainment 8 which is based upon pupils' performance across eight subjects (doubled weighted) English and mathematics elements, three from sciences, computer science, geography, history and languages and three from further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables. The provisional data for the average score at KS4 in Attainment 8 is 50.3 which compares favourably to the National State funded figure of 49.9 and the national all schools figure of 48.2. Data on the FSM gap will be released in November and available in the January release of the scorecard.
- 3.14 The DfE has reduced the threshold used to define persistent absenteeism from 15% to 10%. The percentage of Primary pupils who are persistently absent using the lower threshold is 9.3% which is above the target of 6.5% and higher than the England figure of 8.8%. The percentage of Secondary pupils who are persistently absent using the lower threshold is 13.2% which is both above the target of 13.0 and the England figure of 12.3%

4. Recommendations

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

Background Documents

EYPS Directorate Scorecard – October 2016 release (September 2016 data)

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Education & Young People's Services Performance Management

Education & Young People's Services Directorate Scorecard

October 2016 Release - (September 2016 Data)

Page 283

Produced by: Management Information, KCC

Publication Date: 28th October 2016



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Education & Young People's Services Directorate Scorecard

Guidance Notes

Notes: 1) Available Secondary attainment data is currently limited to provisional DfE headline Kent v National data for selected indicators. Full reporting on Secondary indicators at Kent and District level will be available in the January 2017 EYPS scorecard. 2) The Full Time Secondary Exclusions figure of -1 in Dover District indicates the number of 'new' exclusion notifications received is lower than the number of exclusions 'withdrawn' during the rolling 12 month period.

POLARITY




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

RAG (Red/Amber/Green) ratings


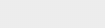
- GREEN** Green indicates that the performance has met or exceeded the target
- AMBER** Amber indicates that the performance has not met the target but is within acceptable limits*
- RED** Red indicates that the performance has not met the target and is below an acceptable pre-defined minimum*

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

DIRECTION OF TRAVEL (DOT)

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

Incomplete Data

-  Data not available
-  Data to be supplied

Data in italics indicates previous reporting year

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Education & Young People's Services Scorecards

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

KEY TO ABBREVIATIONS

- EYFS Early Years Foundation Stage
- EYFE Early Years Free Entitlement
- EY Early Years
- DWP Department for Work and Pensions
- FF2 Free For Two
- FSM Free School Meals
- SEN Special Educational Needs
- NEET Not in Education, Employment or Training
- CYP Children and Young People
- M Monthly
- T Termly
- A Annually
- MI Management Information

Directorate Scorecard - Kent

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | Kent Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|----------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 4 | ↑ | 5 | 0 | RED | 4 | 6 | GREEN |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 89.6 | ↑ | 87.6 | 88 | GREEN | 88.8 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 96.5 | ↑ | 94.1 | 94 | GREEN | 95.4 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 45.8 | ↓ | 63.6 | 80 | RED | 65.5 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | 72 | | | 90 | RED | 72 | 80 | RED |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 84.3 | ↑ | 82.0 | 90 | AMBER | 85.9 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | 372 | GREEN | 359 | 495 | GREEN |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 14 | ↑ | 18 | 24 | GREEN | 16 | 32 | GREEN |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 46 | ↑ | 51 | 24 | RED | 50 | 32 | RED |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 54.4 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds (2015-16 Quarter 3 data compared to 2015-16 Target) | H | Q | 2,480 | ↑ | 1,920 | 3,500 | RED | 2,760 | 3,000 | RED |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 8.9 | ↓ | 5.7 | 1.0 | RED | 5.0 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 2.6 | ↓ | 2.3 | 2.0 | RED | 2.7 | 2.5 | AMBER |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 321.8 | ↑ | 307.9 | | | | | |
| EH06 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 76.0 | ↓ | 82.9 | 83 | RED | 83.4 | 80 | RED |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | 17 | ↓ | 23 | 26 | RED | 22.7 | 24 | AMBER |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 18.3 | | 21.4 | 87 | | 30.7 | 80 | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | 35.3 | ↓ | 35.0 | 28 | RED | 36.0 | 29 | RED |

Summary

- The percentage of schools judged to be Good or Outstanding has risen to 89.6% from 87.6% in the previous quarter. This is 1.6% above the 2016-17 target of 88%.
- The percentage of Children's Centres with Good or Outstanding Ofsted judgements remains at 72%, which is 9% below the target of 81%. Children's Centre inspections have been put on hold since mid 2015, hence this dataset cannot be updated until consultation on the future of Children's Centres Ofsted framework has been completed.
- The percentage of EHCPs issued within 20 weeks has increased from 82.0% in the previous quarter to 84.3%. This is 5.7% below the 2016-17 target of 90%.
Area teams have lost experienced SEN Officers with the volume demands of the statutory assessment process impacting on even the highest performing staff.
- The number of primary school age permanent exclusions has fallen by 4 from 18 in the previous quarter to 14, which is better than the 2016-17 target of 24.
The number of secondary school age permanent exclusions has fallen by a further 5 since the last quarter to 46; however the 2016-17 target of 24 has not been met.
- The percentage of cases closed by Early Help Units with outcomes achieved fell slightly to 76.0% from 82.9% in the previous quarter. This is below the 2016-17 target of 83%.

Directorate Scorecard - Kent

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 Kent Outturn | DOT | 2014-15 Kent Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|----------------------|----------------|-------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 74.8 | ↑ | 73 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap | L | A | 20 | ↓ | 16 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 80 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 58.1 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM gap | L | A | | | 21 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 25.0 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | ↓ | 57.3 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | 50.3 | | | | | To be confirmed | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM gap | L | A | | | 33.8 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | | To be confirmed | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014-15 data) | H | A | 87.0 | ↑ | 86.1 | 87 | GREEN | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM gap (2014-15 data) | L | A | 17.0 | ↑ | 20.4 | 15 | AMBER | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014-15 data) | H | A | 56.1 | ↑ | 54.3 | 60 | RED | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM gap (2014-15 data) | L | A | 30.2 | ↑ | 32.2 | 20 | RED | 18 | 16 | 16 |
| SEED10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | 2.9 | ↔ | 2.9 | 2.7 | AMBER | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | 87.2 | ↑ | 85.8 | 85 | GREEN | 86 | 86 | 87 |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | 81.4 | ↑ | 80.5 | 85 | RED | 85 | 85 | 85 |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 5.0 | | 5.2 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 10.1 | | 10.3 | 9 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age based on 15% threshold | L | A | | | 2.5 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold | L | A | 9.3 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age based on 15% threshold | L | A | | | 6.4 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold | L | A | 13.2 | | | 13.0 | AMBER | 11 | 10 | 9 |

Directorate Scorecard - Ashford

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 95.8 | ↑ | 93.8 | 88 | GREEN | 95.8 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 96.9 | ↓ | 98.4 | 94 | GREEN | 96.9 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 52.2 | ↓ | 64.5 | 80 | RED | 66.7 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 73.8 | ↓ | 76.2 | 90 | RED | 70.7 | 90 | RED |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 68.3 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 6.8 | ↓ | 4.6 | 1.0 | RED | 4.0 | 3.5 | AMBER |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 2.9 | ↓ | 2.5 | 2.0 | RED | 2.7 | 2.5 | AMBER |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 340.6 | ↑ | 309.9 | | | 290.8 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 70.4 | ↓ | 83.3 | 83 | RED | 79.5 | 80.0 | AMBER |
| SC05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 8.8 | | 9.7 | 87 | | 18.0 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Ashford

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 75.1 | ↑ | 73.2 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 22.7 | ↓ | 16.2 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 77.8 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 56.7 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 18.2 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 28.0 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 52.2 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 30.9 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 4.8 | | 4.3 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 11.1 | | 9.0 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 1.9 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 9.1 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 8.2 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 16.5 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Canterbury

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 88.6 | ↔ | 88.6 | 88 | GREEN | 88.6 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 93.2 | ↑ | 91.7 | 94 | AMBER | 93.3 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 49.1 | ↓ | 67.5 | 80 | RED | 73.7 | 74 | AMBER |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 80.7 | ↓ | 87.0 | 90 | AMBER | 84.7 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 52.4 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 7.7 | ↓ | 5.9 | 1.0 | RED | 5.6 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 1.0 | ↓ | 0.8 | 2.0 | GREEN | 1.0 | 2.5 | GREEN |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 308.8 | ↑ | 296.5 | | | 266.7 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 86.2 | ↑ | 85.0 | 83 | GREEN | 93.5 | 80.0 | GREEN |
| SC05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 22.9 | | 27.4 | 87 | | 40.7 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Canterbury

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 75.6 | ↑ | 73.6 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 25.7 | ↓ | 16.8 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 81.8 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 63.1 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 24.8 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 29.4 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 52.5 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 35.5 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 6.6 | | 6.6 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 3.4 | | 3.7 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.7 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 9.3 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 6.4 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 13.3 | | | 13.0 | AMBER | 11 | 10 | 9 |

Directorate Scorecard - Dartford

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 91.2 | ↑ | 88.2 | 88 | GREEN | 91.2 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 95.5 | ↑ | 88.9 | 94 | GREEN | 91.1 | 93 | AMBER |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 44.2 | ↓ | 62.4 | 80 | RED | 64.5 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 88.2 | ↑ | 73.9 | 90 | AMBER | 88.4 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 5 | ↑ | 9 | | | 8 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 52.8 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 8.8 | ↓ | 5.4 | 1.0 | RED | 4.6 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 2.5 | ↓ | 1.9 | 2.0 | AMBER | 2.0 | 2.5 | GREEN |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 282.2 | ↑ | 273.5 | | | 238.2 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 81.8 | ↑ | 72.4 | 83 | AMBER | 84.8 | 80.0 | GREEN |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 16.5 | | 20.6 | 87 | | 31.3 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Dartford

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 73.6 | ↑ | 72.5 | 77 | RED | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 19.1 | ↓ | 15.2 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 82.0 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 61.2 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 17.0 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 22.1 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 68.1 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 34.7 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 0.6 | | 1.6 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 7.1 | | 6.6 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.7 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 9.7 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 3.7 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 10.3 | | | 13.0 | GREEN | 11 | 10 | 9 |

Directorate Scorecard - Dover

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 91.8 | ↑ | 88.0 | 88 | GREEN | 89.8 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 95.3 | ↑ | 90.9 | 94 | GREEN | 93.2 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 49.8 | ↓ | 65.3 | 80 | RED | 67.3 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 85.0 | ↑ | 81.8 | 90 | AMBER | 86.8 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 2 | ↑ | 3 | | | 3 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | -1 | ↑ | 0 | | | 0 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 65.6 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 8.3 | ↓ | 5.5 | 1.0 | RED | 3.9 | 3.5 | AMBER |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 3.7 | ↓ | 2.9 | 2.0 | RED | 3.6 | 2.5 | RED |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 391.7 | ↓ | 403.7 | | | 373.4 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 80.0 | ↓ | 84.1 | 83 | AMBER | 100.0 | 80.0 | GREEN |
| SG05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 23.3 | | 18.8 | 87 | | 19.3 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Dover

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 74.6 | ↑ | 73.9 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 9.9 | ↑ | 16.8 | 10 | GREEN | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 81.1 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 59.9 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 16.1 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 19.2 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 53.9 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 30.3 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 8.6 | | 8.7 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 14.4 | | 12.6 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.4 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 9.1 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 6.4 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 14.5 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Gravesham

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 1 | ↔ | 1 | | | 1 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 81.3 | ↑ | 78.1 | 88 | RED | 78.1 | 86 | RED |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 90.0 | ↓ | 92.3 | 94 | AMBER | 89.3 | 93 | AMBER |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 28.7 | ↓ | 41.5 | 80 | RED | 42.1 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 87.0 | ↑ | 81.8 | 90 | AMBER | 86.8 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 5 | ↓ | 3 | | | 3 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 47.1 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 12.2 | ↓ | 6.9 | 1.0 | RED | 6.5 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 3.6 | ↓ | 3.0 | 2.0 | RED | 3.7 | 2.5 | RED |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 326.4 | ↑ | 306.1 | | | 283.3 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 81.6 | ↓ | 88.2 | 83 | AMBER | 98.2 | 80.0 | GREEN |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 32.9 | | 31.0 | 87 | | 44.8 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Gravesham

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 72.5 | ↑ | 63.9 | 77 | RED | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 7.7 | ↑ | 26.0 | 10 | GREEN | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 74.9 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 50.2 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 16.6 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 21.3 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 60.7 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 29.4 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 0.7 | | 1.1 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 8.7 | | 9.2 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 3.1 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 10.6 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 6.6 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 11.9 | | | 13.0 | GREEN | 11 | 10 | 9 |

Directorate Scorecard - Maidstone

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 1 | ↑ | 2 | | | 1 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 82.1 | ↑ | 80.7 | 88 | RED | 82.1 | 86 | RED |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 95.2 | ↑ | 91.3 | 94 | GREEN | 92.7 | 93 | AMBER |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 46.8 | ↓ | 62.5 | 80 | RED | 63.3 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 86.2 | ↓ | 86.3 | 90 | AMBER | 85.9 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 1 | ↑ | 2 | | | 2 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 13 | ↑ | 15 | | | 14 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 61.9 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 8.1 | ↓ | 5.4 | 1.0 | RED | 4.9 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 2.4 | ↓ | 2.1 | 2.0 | AMBER | 2.6 | 2.5 | AMBER |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 297.2 | ↑ | 276.4 | | | 259.7 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 84.9 | ↓ | 94.1 | 83 | GREEN | 77.9 | 80.0 | AMBER |
| SC05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 10.3 | | 14.3 | 87 | | 25.1 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Maidstone

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 75.4 | ↓ | 75.8 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 22.7 | ↓ | 16.5 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 80.9 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 58.4 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 24.7 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 28.1 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 62.7 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 35.7 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 5.2 | | 6.2 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 10.7 | | 11.1 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.6 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 8.7 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 5.3 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 12.4 | | | 13.0 | GREEN | 11 | 10 | 9 |

Directorate Scorecard - Sevenoaks

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 91.5 | ↑ | 89.6 | 88 | GREEN | 89.6 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 98.6 | ↑ | 97.0 | 94 | GREEN | 97.1 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 39.5 | ↓ | 62.2 | 80 | RED | 64.1 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 84.9 | ↑ | 76.6 | 90 | AMBER | 81.8 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 1 | ↔ | 1 | | | 1 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 3 | ↑ | 5 | | | 4 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 42.3 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 6.3 | ↓ | 4.0 | 1.0 | RED | 4.2 | 3.5 | AMBER |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 1.3 | ↓ | 1.0 | 2.0 | GREEN | 1.1 | 2.5 | GREEN |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 219.7 | ↑ | 212.8 | | | 195.8 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 55.0 | ↓ | 90.9 | 83 | RED | 92.3 | 80.0 | GREEN |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 29.3 | | 31.6 | 87 | | 50.0 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Sevenoaks

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 76.9 | ↑ | 76.7 | 77 | AMBER | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 26.9 | ↓ | 15.2 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 85.5 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 65.1 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 32.4 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 31.5 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 39.8 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 19.4 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 7.8 | | 8.7 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 12.3 | | 25.8 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.4 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 8.9 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 7.2 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 14.1 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Shepway

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 1 | ↔ | 1 | | | 1 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 92.3 | ↑ | 90.0 | 88 | GREEN | 92.5 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 97.8 | ↔ | 97.8 | 94 | GREEN | 97.9 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 53.2 | ↓ | 76.8 | 80 | RED | 77.6 | 74 | GREEN |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 91.1 | ↓ | 92.5 | 90 | GREEN | 92.5 | 90 | GREEN |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 2 | ↔ | 2 | | | 2 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 13 | ↓ | 11 | | | 13 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 48.9 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 10.0 | ↓ | 5.7 | 1.0 | RED | 4.7 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 3.3 | ↓ | 3.1 | 2.0 | RED | 3.6 | 2.5 | RED |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 381.5 | ↑ | 364.3 | | | 334.0 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 76.3 | ↓ | 80.7 | 83 | RED | 60.8 | 80.0 | RED |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 13.0 | | 23.7 | 87 | | 31.6 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Shepway

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 73.1 | ↑ | 70.4 | 77 | RED | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 17.2 | ↑ | 19.9 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 79.7 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 55.0 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 18.6 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 19.4 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 50.3 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 29.1 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 4.8 | | 5.8 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 15.8 | | 14.5 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.2 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 10.0 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 6.6 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 14.2 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Swale

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 92.3 | ↑ | 89.1 | 88 | GREEN | 90.7 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 98.1 | ↑ | 96.3 | 94 | GREEN | 98.1 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 49.0 | ↓ | 61.5 | 80 | RED | 62.8 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 82.4 | ↑ | 78.5 | 90 | AMBER | 83.3 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 6 | ↔ | 6 | | | 6 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 1 | ↔ | 1 | | | 1 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 51.6 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 12.3 | ↓ | 7.1 | 1.0 | RED | 6.3 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 4.6 | ↓ | 4.1 | 2.0 | RED | 4.9 | 2.5 | RED |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 357.7 | ↑ | 330.5 | | | 298.3 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 66.1 | ↓ | 83.3 | 83 | RED | 85.5 | 80.0 | GREEN |
| SG05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 14.4 | | 24.4 | 87 | | 33.0 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Swale

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 73.4 | ↑ | 72.0 | 77 | RED | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 23.8 | ↓ | 18.7 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 79.3 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 54.2 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 18.6 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 23.8 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 53.7 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 34.4 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 4.1 | | 2.4 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 10.4 | | 9.3 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 3.1 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 9.5 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 7.2 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 14.2 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Thanet

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 1 | ↔ | 1 | | | 1 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 80.5 | ↔ | 80.5 | 88 | RED | 80.5 | 86 | RED |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 100.0 | ↑ | 92.9 | 94 | GREEN | 100.0 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 46.5 | ↓ | 69.2 | 80 | RED | 71.4 | 74 | AMBER |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 78.5 | ↓ | 80.8 | 90 | RED | 81.3 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↑ | 2 | | | 1 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 56.6 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 11.1 | ↓ | 6.1 | 1.0 | RED | 5.4 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 5.3 | ↓ | 5.1 | 2.0 | RED | 5.5 | 2.5 | RED |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 402.2 | ↑ | 388.9 | | | 362.0 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 68.6 | ↓ | 77.7 | 83 | RED | 77.8 | 80.0 | AMBER |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 25.4 | | 25.9 | 87 | | 32.0 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Thanet

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 70.6 | ↓ | 71.1 | 77 | RED | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 10.8 | ↑ | 15.6 | 10 | AMBER | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 77.9 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 53.5 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 18.5 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 15.1 | | | 15 | AMBER | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 40.9 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 27.6 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 3.0 | | 2.9 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 4.6 | | 9.6 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 2.8 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 11.2 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 6.2 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 15.1 | | | 13.0 | RED | 11 | 10 | 9 |

Directorate Scorecard - Tonbridge and Malling

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 94.4 | ↓ | 94.6 | 88 | GREEN | 94.6 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 98.4 | ↑ | 96.8 | 94 | GREEN | 98.4 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 46.5 | ↓ | 61.1 | 80 | RED | 63.2 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 85.5 | ↑ | 77.4 | 90 | AMBER | 81.2 | 90 | AMBER |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 2 | ↔ | 2 | | | 1 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 6 | ↔ | 6 | | | 6 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 50.0 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 7.7 | ↓ | 4.9 | 1.0 | RED | 4.2 | 3.5 | AMBER |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 1.8 | ↓ | 1.6 | 2.0 | GREEN | 1.9 | 2.5 | GREEN |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 276.4 | ↑ | 268.9 | | | 240.3 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 71.4 | ↓ | 76.9 | 83 | RED | 84.8 | 80.0 | GREEN |
| SC05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 17.9 | | 14.3 | 87 | | 25.3 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Tonbridge and Malling

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 79.5 | ↑ | 75.7 | 77 | GREEN | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 29.3 | ↓ | 20.5 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 82.5 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 60.8 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 17.9 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 39.1 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 59.1 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 38.0 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 6.3 | | 6.6 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 13.1 | | 11.0 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 1.8 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 7.4 | | | 6.5 | AMBER | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 8.0 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 13.2 | | | 13.0 | AMBER | 11 | 10 | 9 |

Directorate Scorecard - Tunbridge Wells

September 2016 Data

| Monthly and Quarterly Indicators | | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2016-17 | RAG 2016-17 | District Outturn 2015-16 | Target 2015-16 | RAG 2015-16 |
|----------------------------------|--|----------|-----------|---------------|-----|----------------------------|----------------|-------------|--------------------------|----------------|-------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | L | M | 0 | ↔ | 0 | | | 0 | | |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | M | 90.7 | ↑ | 86.0 | 88 | GREEN | 88.4 | 86 | GREEN |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H | M | 96.5 | ↑ | 93.2 | 94 | GREEN | 94.9 | 93 | GREEN |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | H | M | 39.3 | ↓ | 69.2 | 80 | RED | 69.9 | 74 | RED |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | H | Q | | | | 90 | | | | |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | H | M | 91.7 | ↓ | 92.9 | 90 | GREEN | 93.6 | 90 | GREEN |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils * | L | M | | | | | | | | |
| EH44 | Number of permanent exclusions - primary school age (rolling 12 months) | L | M | 0 | ↔ | 0 | | | 0 | | |
| EH45 | Number of permanent exclusions - secondary school age (rolling 12 months) | L | M | 1 | ↔ | 1 | | | 1 | | |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | H | M | | ↓ | 47.1 | 80 | | | 75 | |
| SISE49 | Number of apprenticeships 16-18 year olds | H | Q | | | | | | | | |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | L | M | 7.9 | ↓ | 5.8 | 1.0 | RED | 4.9 | 3.5 | RED |
| SISE59 | Percentage of unemployment among 18-24 year olds | L | M | 1.3 | ↓ | 1.0 | 2.0 | GREEN | 1.2 | 2.5 | GREEN |
| EH02 | Rate of notifications received per 10,000 0-18 population (rolling 12 months) | | M | 225.3 | ↑ | 217.1 | | | 187.4 | | |
| EH16 | Percentage of cases closed by Early Help Units with outcomes achieved | H | M | 100.0 | ↑ | 84.2 | 83 | GREEN | 82.6 | 80.0 | GREEN |
| SCS05 | Step-downs as a percentage of SCS case closures | H | M | | | | | | | | |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | H | M | 4.2 | | 13.8 | 87 | | 28.4 | | |
| EYPS7 | Rate of proven re-offending by CYP | L | Q | | | | | | | | |

Notes

Directorate Scorecard - Tunbridge Wells

September 2016 Data

| Annual Indicators | | Polarity | Frequency | 2015-16 District Outturn | DOT | 2014-15 District Outturn | Target 2015-16 | RAG 2015-16 | Target 2016-17 | Target 2017-18 | Target 2018-19 |
|-------------------|---|----------|-----------|--|-----|--------------------------|----------------|-----------------|--------------------------------|----------------|----------------|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | H | A | 77.7 | ↓ | 78.3 | 77 | GREEN | 81 | 85 | 87 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | L | A | 28.9 | ↓ | 22.9 | 10 | RED | 9 | 8 | 7 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | H | A | | | 80.7 | | | Indicator no longer applicable | | |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | H | A | 59.8 | | | 82 | RED | 84 | 86 | 88 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | L | A | | | 35.8 | | | Indicator no longer applicable | | |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | L | A | 28.2 | | | 15 | RED | 14 | 13 | 12 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | H | A | | | 74.9 | | | Indicator no longer applicable | | |
| SISE12a | Average score at KS4 in Attainment 8 | H | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | L | A | | | 36.1 | | | Indicator no longer applicable | | |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | L | A | New indicator - data not available until November 2016 | | | | To be confirmed | | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 (2014 Data) | H | A | | | | 87 | | 90 | 92 | 93 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 15 | | 14 | 13 | 12 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 (2014 Data) | H | A | | | | 60 | | 65 | 70 | 75 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data) | L | A | | | | 20 | | 18 | 16 | 16 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | L | A | | | | 2.7 | | 2.6 | 2.5 | 2.4 |
| EYPS2 | Percentage of parents getting first preference of primary school | H | A | | | | | | | | |
| EYPS3 | Percentage of parents getting first preference of secondary school | H | A | | | | | | | | |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | T | A | 7.9 | | 8.0 | 4 | | 5 | 5 | 5 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | T | A | 11.9 | | 12.0 | 10 | | 8 | 7 | 5 |
| EH46 | Percentage of pupils who are persistently absent - primary school age (38+ Sessions) | L | A | | | 1.9 | | | Indicator no longer applicable | | |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets | L | A | 7.7 | | | 6.5 | RED | 6.0 | 5.5 | 5.0 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age (38+ Sessions) | L | A | | | 5.4 | | | Indicator no longer applicable | | |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets | L | A | 10.2 | | | 13.0 | GREEN | 11 | 10 | 9 |

Data Sources for Current Report

September 2016 Data

| Code | Indicator | Source Description | Latest data Description | Latest data release date |
|---------|---|--|--|--------------------------|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | Ofsted published inspection reports (MI Database) | Inspections data as at Sept 2016 | Oct 2016 |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | Ofsted published inspection reports (MI Database) | Inspections data as at Sept 2016 | Oct 2016 |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness(non-domestic premises) | Ofsted published inspection reports (MI Database) | Inspections data as at Sept 2016 | Oct 2016 |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | FF2 Team in Early Years & Childcare | Snapshot as at Sept 2016 | Oct 2016 |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | MI Ofsted reporting | Snapshot as at December 2014 | Jan 2015 |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | Impulse database - monthly reported data | Snapshot as at Sept 2016 | Oct 2016 |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools | Impulse database - monthly reported data | | |
| EH44 | Number of permanent exclusions from primary schools - all pupils | Impulse database - monthly reported data | Rolling 12 months up to Sept 2016 | Oct 2016 |
| EH45 | Number of permanent exclusions from secondary schools - all pupils | Impulse database - monthly reported data | Rolling 12 months up to Sept 2016 | Oct 2016 |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | Impulse database - monthly reported data | Rolling 12 months up to Sept 2016 | Oct 2016 |
| SISE49 | Number of apprenticeships 16-18 year olds | Skills Funding Agency/Dept for Business, Innovation & Skills | 2015-16 Quarter 3 data | July 2016 |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | MI monthly reporting | Snapshot data at end of Sept 2016 | Oct 2016 |
| EH02 | Rate of notifications received per 10,000 0-18 population(rolling 12 months) | Early Help module | Rolling 12 months up to Sept 2016 | Oct 2016 |
| EH16 | Percentage of cases closed by Early Help Units with a positive outcome | Early Help module | Snapshot as at Sept 2016 | Oct 2016 |
| SCS05 | Percentage of cases closed by SCS stepped down | Early Help module / Liberi | YTD Sept 2016 | Oct 2016 |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | Early Help module | Snapshot as at Sept 2015 | Oct 2016 |
| EYPS7 | Rate of re-offending by CYP | Information, Quality and Performance Unit | Data for Jan 2014 to Dec 2014 cohort | Oct 2016 |
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | End of year assessments based on EYFSP framework | 2015-16 DfE published (LA) & Keypas (District) | Oct 2016 |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | End of year assessments based on EYFSP framework | 2015-16 Keypas (LA & District) | July 2016 |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | Test/TA results for end of academic year | 2014-15 DfE published (LA) & Keypas (District) | Dec 2015 |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics | Test/TA results for end of academic year | 2015-16 DfE provisional (LA) & Keypas (District) | Sep 2016 |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | Test/TA results for end of academic year | 2014-15 DfE published (LA) & Keypas (District) | Dec 2015 |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap | Test/TA results for end of academic year | 2015-16 Keypas (LA & District) | July 2016 |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | Test results for end of academic year | 2014-15 DfE published (LA) & Nova (District) | Jan 2016 |
| SISE12a | Average score at KS4 in Attainment 8 | Test results for end of academic year | 2015-16 DfE Provisional PT (LA only) | Oct 2016 |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | Test results for end of academic year | 2014-15 DfE published (LA) & Nova (District) | Jan 2016 |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | New indicator - available November 2016 | | |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 | DfE SFR Level 2 and 3 Attainment by age 19 | Attainment by age 19 in 2015 | April 2016 |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap | DfE SFR Level 2 and 3 Attainment by age 19 | Attainment by age 19 in 2015 | April 2016 |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 | DfE SFR Level 2 and 3 Attainment by age 19 | Attainment by age 19 in 2015 | April 2016 |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap | DfE SFR Level 2 and 3 Attainment by age 19 | Attainment by age 19 in 2015 | April 2016 |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | DfE annual snapshot based on school census | Snapshot as at January 2016 | July 2016 |
| EYPS2 | Percentage of parents getting first preference of primary school | Admissions school places offered for start of academic year | Offers data for academic year 2016-17 | April 2016 |
| EYPS3 | Percentage of parents getting first preference of secondary school | Admissions school places offered for start of academic year | Offers data for academic year 2016-17 | April 2016 |
| EYPS4 | Percentage of surplus school places in Kent Primary schools | MI Calculations based on annual data | 2015-16 surplus capacity data | July 2015 |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | MI Calculations based on annual data | 2015-16 surplus capacity data | July 2015 |
| EH46 | Percentage of pupils who are persistently absent - primary school age based on 15% threshold | Annual data based on Terms 1 to 5, Years 1 to 11 | 2014-15 MI Calculations | Jan 2016 |
| EH46a | Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold | Annual data based on Autumn and Spring Terms | 2015-16 DfE SFR (LA) & MI Calcs (District) | Oct 2016 |
| EH47 | Percentage of pupils who are persistently absent - secondary school age based on 15% threshold | Annual data based on Terms 1 to 5, Years 1 to 11 | 2014-15 MI Calculations | Jan 2016 |
| EH47a | Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold | Annual data based on Autumn and Spring Terms | 2015-16 DfE SFR (LA) & MI Calcs (District) | Oct 2016 |

KS2 Gap

Indicator Definitions

| Code | Indicator | Definition |
|--------|--|--|
| SISE31 | Number of schools in Ofsted Category (special measures or serious weakness) | Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection. |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units. |
| EY8 | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only). |
| EY2 | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place | Definition to be confirmed. |
| EH31 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness | The percentage of Kent Children's Centres judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent Children's Centres. |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks | The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support. |
| EYPS1 | Number of pupils being placed in independent or out-of-county special schools | The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools. |
| EH44 | Number of permanent exclusions from Primary schools - all pupils | The total number of pupils that have been permanently excluded from a Kent maintained Primary school or a Primary academy during the last 12 months. |
| EH45 | Number of permanent exclusions from Secondary schools - all pupils | The total number of pupils that have been permanently excluded from a Kent maintained Secondary school or a Secondary academy during the last 12 months. |
| EYPS6 | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | Definition to be confirmed. |
| SISE49 | Number of apprenticeships 16-18 year olds | The number of young people aged 16-18 starting an apprenticeship. Source: Skills Funding Agency and Department for Business, Innovation & Skills |
| SISE58 | Percentage of 16-18 year olds not in education, employment or training (NEET) | The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CXK (Connexions). |
| EH02 | Rate of notifications received per 10,000 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 "SCS" or "CDT". |
| EH16 | Percentage of cases closed by Early Help Units with a positive outcome | The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were sent to Units at Early Help Record stage. It is calculated from the completion date of the closure form. Closure outcomes used are those which contain "Outcomes achieved". |
| SCS05 | Percentage of cases closed by SCS stepped down | 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. |
| EH09 | Percentage of open cases that had a plan in place within 4 weeks of notification | Definition to be confirmed. |
| EYPS7 | Rate of re-offending by CYP | The data is looking at a 12mth cohort that is tracked for 12mths to identify any further alleged offending. Tracked for a further 6mths to confirm the outcome of the alleged offending behaviour. This report uses data from the Police National Computer (PNC) published by Ministry of Justice (MoJ) and is only available at County level. |

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Indicator Definitions

| Code | Indicator | Definition |
|---------|--|---|
| EY14 | Percentage of pupils at EYFS achieving a Good Level of Development | Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework. |
| EY15 | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap | The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework |
| SISE4 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics | The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. Includes Kent maintained schools and academies. |
| SISE4a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics | The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies. |
| SISE16 | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap | The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies. |
| SISE16a | Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics - FSM achievement gap | The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies. |
| SISE12 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics | The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies. |
| SISE12a | Average score at KS4 in Attainment 8 | The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. |
| SISE19 | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap | The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies. |
| SISE19a | Average score at KS4 in Attainment 8 - FSM gap | The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies. |
| SISE43 | Percentage of young people with Level 2 attainment by age 19 | The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19. |
| SISE44 | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap | This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. |
| SISE45 | Percentage of young people with Level 3 attainment by age 19 | The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19. |
| SISE46 | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap | The gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. |
| SEND10 | Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils | Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data). |
| EYPS2 | Percentage of parents getting first preference of primary school | The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child. |
| EYPS3 | Percentage of parents getting first preference of secondary school | The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child. |

Indicator Definitions

| Code | Indicator | Definition |
|-------|--|--|
| EYPS4 | Percentage of surplus school places in Kent Primary schools | The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities. |
| EYPS5 | Percentage of surplus school places in Kent Secondary schools | The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities (Year 7 to 11 only) |
| EH46 | Percentage of pupils who are persistently absent - Primary school age based on 15% threshold | 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. |
| EH46a | Percentage of pupils who are persistently absent - Primary school age based on 10% threshold | The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period. |
| EH47 | Percentage of pupils who are persistently absent - Secondary school age based on 15% threshold | 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. |
| EH47a | Percentage of pupils who are persistently absent - Secondary school age based on 10% threshold | The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period. |

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From: **John Lynch, Head of Democratic Services**

To: **Education and Young People's Services Cabinet Committee – 23 November 2016**

Subject: **Work Programme 2017**

Classification: **Unrestricted**

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 2017.

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 2017

3.1 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 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.

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 2017.

6. Appendices

Appendix A – Work Programme

7. Background Documents

None.

8. Contact details

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WORK PROGRAMME –2016/17

Education and Young Persons Cabinet Committee

| Agenda Section | Items |
|--|---|
| 1 February 2017 | |
| B – Key or Significant Decisions for Recommendation or Endorsement | <ul style="list-style-type: none"> • Final Draft Budget (annual) • SEND Strategy • Expansion of Marden School • 14-19 Strategy (incl NEET Strategy) • Proposed Co-ordinated Scheme for Primary and Secondary Schools in Kent and admission arrangements for primary and secondary community and voluntary controlled schools |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Attendance and Exclusions Update • Update on EYPS Systems Procurement • Education Traded Services Company update • Work Programme |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard |
| 30 March 2017 | |
| B – Key or Significant Decisions for Recommendation or Endorsement | <ul style="list-style-type: none"> • |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Children Educated at Home and Children Missing Education • Post 16 Transport Policy Statement (must be published by 1 June each year) • Education Traded Services Company update • Work Programme |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard |
| | <ul style="list-style-type: none"> • |
| May 2017 | |
| B – Key or Significant Decisions for Recommendation or Endorsement | <ul style="list-style-type: none"> • |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Education Traded Services Company update • Work Programme • |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard |
| July 2017 | |
| B – Key or Significant Decisions for Recommendation or Endorsement | <ul style="list-style-type: none"> • |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Business Planning • Education Traded Services Company update • Work Programme • |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard |
| September 2017 | |
| B – Key or Significant Decisions for | <ul style="list-style-type: none"> • |

| | |
|---|--|
| Recommendation or Endorsement | |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Update on Youth Services (annually thereafter) • Education Traded Services Company update • Recruitment of teachers (annually) • Annual Equality and Diversity report (annual) • Work Programme • |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard |
| November 2017 | |
| • | |
| B – Key or Significant Decisions for Recommendation or Endorsement | <ul style="list-style-type: none"> • |
| C - Other Items for comment/ recommendation | <ul style="list-style-type: none"> • Education Traded Services Company update • Kent Commissioning Plan 208-2022 • School Performance – Exam Results (annual) • Work Programme |
| D – Monitoring of Performance | <ul style="list-style-type: none"> • Performance Scorecard • Visions and Priorities Update (annual) • |
| Other items | |
| | <ul style="list-style-type: none"> • North Kent Schools Expansion • |

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 Cabinet Committee – 23 November 2016

Subject: Education and Young People's Services Strategic Vision and Priorities for Improvement 2017-2020

Classification: Unrestricted

Electoral Division: All

Summary: The purpose of this report is to:

- (i) Provide an updated draft Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2017-2020 document, which details the headline priorities and targets for the EYPS Directorate for 2016-2017 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2015-2016, supported by key service developments and improvements.

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

- (i) Note the refreshed draft EYPS Strategic Vision and Priorities for Improvement 2017-2020 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2015-2016 and endorse the proposed priorities and targets for 2016-2017 and beyond, as the right focus and challenge to secure further improvements in outcomes.

1. Background

1.1 The draft EYPS Vision and Priorities for Improvement 2017-2020 (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, and subsequent years to 2020, 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 in Kent get the best start in life by doing well in education, finding employment, leading happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live, 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
 - The Adult Learning, Employment and Skills Strategy

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 2016-2019. These priorities will be reflected in the Service and Directorate Business Plans for 2017-18.
- 3. The progress achieved in 2015-2016 including key Service Developments and Improvements and review of performance against targets are set out in the attached document.**

In summary during 2015-16 we:

- **Refreshed** our Early Years and Childcare Strategy in April 2016, which sets out our ambitions to achieve improved outcomes for children in Early Years and Childcare settings. We have embedded the 'Kent Progress Tracker' which

enables settings to monitor all children's progress and also piloted a Children's Centre Progress Tracker for future county-wide use; introduced 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, a Toolkit which won the Nursery World Award 2016 for Staff Resources and has also been shortlisted for the Children and Young People Now Awards in November 2016 ; and embedded over 50 formal Early Years Collaborations (involving almost 450 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.

- **Improved** the quality of education in Kent schools year on year since 2011, which is reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data (as at October 2016) for Kent shows that 90% of schools are rated good or outstanding. This includes 20.8% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 373 good and 112 outstanding schools, 51 schools requiring improvement (including 38 Primary schools and 12 Secondary schools) and 3 schools in a category, out of a total of 539 schools that have a current inspection result. There are now 23 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our targets of at least 95% of Primary and 90% of Secondary schools judged to be good or outstanding by 2019.
- **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 above the national average for all indicators, apart from Grammar, Punctuation and Spelling where Kent is in line with the national average. Outcomes at Key Stage 4 indicate Kent has performed well against the new and old headline GCSE performance measures and against national averages. Compared with 2015 GCSE results, there has been a clear improvement in attainment with 58.6% of pupils attaining 5 or more GCSE graded A*-C including English and mathematics, which is an improvement on 2015's figure of 57.4% and 1.6% above the emerging 2016 national average of 57%. Results at Post 16 are more variable with a declining trend at A level but improving outcomes in vocational qualifications. This is disappointing.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its organisation into four new Area Boards, together with the system of school to school support and collaboration. The KAH works in partnership with the Local Authority to develop a self-improving school system in the county. An important aspect of this process has been the promotion of collaboration and school-to-school support. During the past year 522 Kent schools were involved in collaborative projects for school improvement. Of the collaborating schools, 329 benefited from successful bids for funding to the KAH Area Boards. These bids were focused on raising standards, narrowing achievement gaps, improving teaching, building leadership capacity and supporting schools to improve OFSTED inspection outcomes.

- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2015 with a 3 year implementation plan which is being delivered and monitored through the Kent Association of Headteachers. The strategy was co-produced in partnership by the Local Authority, Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching School Network and the Kent Association of Governors.
- **Reviewed and reorganised** the provision for children and young people with medical needs, including mental health. New management led by an Executive Headteacher is now in place to focus on continuous improvement of the Kent Health Needs Education Service (KHNES). All six resource hubs have been established with five already open and the remaining one to be opened in January 2017. The new model of service delivery enables the provision of an outreach service to schools and young people.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion. We have put in place better quality assurance and monitoring systems to ensure that the eight Pupil Referral Unit (PRU) Primary school hubs deliver the support that meets local needs and results in a reduction in permanent exclusions. In February 2016, we piloted a single digital point of access for PRU, inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent primary school exclusions by 38% (47 in 2014-15 to 29 in 2015-16).
- **Delivered more effective** 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 now deliver 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. In the past year the percentage of Early Help cases closed with a positive outcome is 84%.
- **Refreshed** the 14-24 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 Mathematics post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds. Twelve new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. 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 and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of 8 Sector Guilds and the increased involvement of employers in the Kent and Medway Skills Commission.
- **Delivered** the new the requirements of the Children and Families Act 2014 so that, by January 2016, over 3,000 Kent children and young people were benefiting from Kent's SEND Strategy. This means that significantly more children and young people are receiving a better quality education and

provision to meet their needs. We have firmly embedded the new 20 week assessment for education, health and care plans.

- **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. Collaborative working with the PRU Inclusion and Attendance team has resulted in identifying and securing provision for those not in receipt of education, more quickly. 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 almost 270 families are participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.
- **Continued** to develop EduKent and expand 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 1600 customers with 23,000 contracts.
- **Succeeded** in commissioning and delivering the planned number of new school places overall for September 2016. The majority of these new school places were within the Primary sector. We expanded 36 Primary schools, including 16.5 new forms of entry added to schools for Reception year classes and 150 temporary Reception places that will not be needed in the long term. In addition, we opened two new Primary schools. Over 120 places have also been added to Secondary schools.
- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its June 2016 inspection of the Service, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, established four Adult Skills forums, eight Sector Guilds are developing clear action plans between employers and training providers, colleges and schools to promote opportunities within the priority employment sectors in Kent. The Strategy continues to inform the service specification for CLS commissioned services.

4. Priorities for the Year Ahead (2016-2017)

The priorities and targets for 2017 and beyond are set out in the attached document.

In summary, by 2017, we aim to:

- **Improve** educational outcomes and reduce achievement gaps at all Key Stages
- **Increase** the percentage of good and better schools to at least 92%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better early years settings to 96%.
- **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 1% or below.
- **Reduce** permanent exclusions to no more than 55.
- **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 (7,900), resulting in a further reduction in youth unemployment to no more than 2% by summer 2017.
- **Deliver 7,900 apprenticeships** for 16-24 year olds, including 3,600 for 16-18 year olds and ensure at least 88% successfully complete their apprenticeships.
- **Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers** 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.
- **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 priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is improved attendance, attainment and progress for SEN learners, a 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.
- **Deliver the new Kent Health Needs Education Service (KHNES) and improve outcomes for pupils** with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools. The rate of

re-integration is steady but not at the expected level yet. This is in no small part due to the high numbers on home tuition.

- **Champion school leadership in Kent** through supporting the implementation of the 'Kent Leaders in Leadership' strategy co-produced with the Kent Association of Headteachers and other relevant stakeholders, which aims to ensure that school leaders in Kent are supported and developed for the future and that system leadership continues to grow across the county.
- **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 2017 we expect no schools to be inadequate.
- **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.
- **Continue to implement the Early Years and Childcare Strategy 2016 - 2019** to ensure there continues to be sufficient high quality free places for two year olds, robust plans are in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old children with effect from September 2017, 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.
- **Deliver the Education Commissioning Plan** so that the needed growth in good quality school places is delivered on time for September 2017, and ensure that improved parental choice and planned improvements for September 2017 are on target.
- **Reduce the rising cost of SEN Transport** and make more efficient use of SEN 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 2017.
- **Ensure the Community Learning and Skills Service is** delivering the improved outcomes in the Business Plan for adults and young people, especially the more vulnerable.
- **Deliver the Early Help Three Year Plan**, and further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 30% of closed children in need cases are stepped down to Early Help.
- **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 9.3%. This will reduce to 7% by 2020. Similarly,

the percentage of pupils who are persistently absent from Secondary schools currently stands at 13.2% and this will reduce to 9.5% by 2020.

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, Specialist Children's Services, FE and HE, employers, work-based training providers, the Regional Schools Commissioner, Health 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 Many aspects of education in Kent continue to improve, including more good and outstanding schools and better standards of achievement at the end of Primary education and at GCSE. The system as a whole has moved on significantly but some groups of children and young people are still being left behind, and these are our **biggest challenges**.
- Our achievement gaps for Pupil Premium pupils, Children in Care and learners with Special Educational Needs are still too wide and their outcomes are not good enough.
 - Our NEET figures are still too high and too many 16-18 years are either not participating in education or training or they do not have the right options, support and provision to ensure they achieve success.
 - Too many 16-18 year olds and some older students with learning difficulties and disabilities do not have the right educational provision available for them in their locality, including the support they need to access training and employment.
 - We still have 10% of schools (15% of Secondary schools) that are not yet good or outstanding, which limits the opportunities for the children and young people attending those schools.
 - Like many parts of this country our educational success is put at risk by the challenges of recruiting the right teachers, headteachers and other staff in key services.
 - As more schools become academies, and form multi-academy trusts, there is a big challenge in the system to develop the kinds of leadership and governance that will deliver success in the future.

- And as the system changes there is a challenge for the local authority to adapt its services and to work in even more robust partnership with schools to ensure the right services are available and all children are supported, with a sense of shared responsibility for the needs of all children and young people.
- 5.4 In light of continued financial pressures and reforms to the shape and structure of education in recent years, KCC is looking at the shape of education services in Kent for the future. As you know, the main provisions of the 2016 Education White Paper 'Educational Excellence Everywhere', has been dropped and there will no longer be an Education for All Bill. This means that both the forced academisation of schools in areas considered to be "unviable", and the removal of the council role in school improvement, will not now happen, at least in the immediate future.
- 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 and the development of Local Authorities as commissioning bodies 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.
- 5.7 As the education landscape continues to evolve, KCC needs to ensure that it maintains the capacity, local knowledge, understanding and expertise to provide essential support services that schools rely upon to function effectively, enabling school leaders to concentrate on raising standards and ensuring the best outcomes for children and young people.
- 5.8 Education support services will still be required by schools, so KCC is developing proposals to create an Education Services Company to deliver a range of education functions and services to schools.
- 5.9 A report will be brought to this Cabinet Committee later in the year about this development when a full business case has been approved.
- 5.10 Our ambition remains to provide a sustainable model of services 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. Recommendations:

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

- (i) Note the refreshed draft EYPS Strategic Vision and Priorities for Improvement 2017-2020 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2015-2016 and endorse the proposed priorities and targets for 2016-2017 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 2016-2019.

8. Contact details

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DRAFT

**Education and Young People's
Services**

Vision and Priorities for Improvement



January 2017
2017 – 2020



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Vision

We want Kent to be the most forward looking area in England for education, learning and early help services so that we are the best place for children and young people to grow up, learn, develop and achieve.

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

We 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 be able to 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, through their active engagement in learning and employment.

Our strategic priorities for Education and Young People's Services are to ensure that all children get the best start in the early years by attending good or outstanding childcare and early education settings and all pupils are able to 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 an integrated way and avoiding, where possible, single service actions which may lack coordination or result in wasteful duplication.

Overall in Kent children and young people should have the best chances to flourish and be supported by effective support services, resilient families and good schools.

Patrick Leeson

Corporate Director for Education and Young People's Services

Our Ambition

To deliver our vision we are ambitious to achieve the following essential features of a good system for children's development, protection and well-being. Firstly we work hard to ensure 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 more intensive 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 Children's Centres, 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 ensure they achieve better outcomes and we 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 they do currently, 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 have greater success in achieving 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. We also work 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 continue to 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 one another to improve, so that we are able to transform outcomes for all children and young people more rapidly. We aim to 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 and their potential is not lost to the Kent economy. This includes a focus on developing new technical and vocational learning pathways and qualifications routes, including raising the status of apprenticeships so that schools encourage more students to take them as a valid alternative career choice. This involves 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.

The Challenges for the Future

The UK needs to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated and appropriately skilled, 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 further 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.

Many aspects of education in Kent continue to improve, including more good and outstanding schools and better standards of achievement at the end of Primary education and at GCSE. The system as a whole has moved on significantly but some groups of children and young people are still being left behind, and these are our biggest challenges.

Our achievement gaps for Pupil Premium pupils, Children in Care and learners with Special Educational Needs are still too wide and their outcomes are not good enough.

Our NEET figures are still too high and too many 16-18 years are either not participating in education or training or they do not have the right options, support and provision to ensure they achieve success.

Too many 16-18 year olds and some older students with learning difficulties and disabilities do not have the right educational provision available for them in their locality, including the support they need to access training and employment.

We still have 10% of schools (15% of Secondary schools) that are not yet good or outstanding, which limits the opportunities for the children and young people attending those schools.

Like many parts of this country our educational success is put at risk by the challenges of recruiting the right teachers, headteachers and other staff in key services.

As more schools become academies, and form multi-academy trusts, there is a big challenge in the system to develop the kinds of leadership and governance that will deliver success in the future.

And as the system changes there is a challenge for the local authority to adapt its services and to work in even more robust partnership with schools to ensure the right services are available and all children are supported, with a sense of shared responsibility for the needs of all children and young people.

Going forward 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.
- **Continue to increase** the number of good and outstanding schools, so that the maximum number of children and young people get a good education and achieve well.
- **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 and childcare places.
- **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 Multi-Academy Trusts (MAT) sponsors.
- **Deliver** improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services (EHPS) and work in an integrated way with Specialist Children's Services (SCS) to support children and families to achieve better outcomes, therefore reducing the need for statutory intervention in the lives of children and families.
- **Focus** on improving the 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.
- **Engage** 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 review and further 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 they continue to make good progress.
- **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.
- **Reduce** the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision of targeted support for vulnerable learners.
- **Champion** twenty-first 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.
- **Increase** the number of young people on employability and pre-apprenticeship pathways; promote improving standards in sixth forms through the development and extension of successful KS4 strategies and improved GCSE results in English and mathematics; and significantly increase the number of young people gaining level 2 English and mathematics qualifications by aged 19.
- **Ensure** all our Children's Centres are rated as good or outstanding by Ofsted, offer good provision for children and families, work in an integrated way with the health visiting service and effectively target, reach and support the most needy families to ensure a greater number of vulnerable children and families achieve good outcomes.
- **Deliver** the Troubled Families programme as an integral part of the Early Help offer that succeeds in turning around the lives of more families experiencing challenging circumstances.
- **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, support young people and adults to 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 proactive support is provided for good and outstanding schools and collaborative partnerships that want to develop local MATs, by working in close partnership with the Regional Schools Commissioner (RSC).

- **Reduce** demand and costs by implementing changes in SEN transport, including rolling out Independent Travel Training for pupils, offering Personal Transport Budgets and the commissioning of new SEN transport arrangements for individual Special schools, in order to increase the independence and resilience of pupils and reduce the rising cost of SEN transport. This work has already seen the successful delivery of two pilots and the county-wide roll out has begun to build on the success of that.
- **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.
- **Ensure** that the Special Educational Needs and Disabilities (SEND) reforms are effectively embedded through a review of the SEND Strategy, resulting in: higher achievement for all; Special Educational Needs (SEN) statements are promptly converted to Education, Health and Care Plans (EHCP); pupils and their 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 develop our traded services so that schools have the services they need at an affordable cost, by developing new products to support schools and early years settings.
- **Develop** of an Education Services Company in partnership with schools, in order to increase the resilience and long term sustainability of education services in light of the changing role for local authorities in education.
- **Continue** to ensure that statutory duties and services required by schools are maintained in light of national proposals and possible legislative changes about the role of the LA in terms of supporting children and their families.
- **Support** the Kent Association of Headteachers in delivering the **Kent Leadership Strategy** so that we all remain focused on developing the leadership capacity in Kent schools, and in the local authority, that is required to have the best education and children's services in the country.

We will have greater success if we are good at collaboration and partnership, if we better integrate our services and ways of working, and we make optimum use of the networks that exist to support children and families.

We believe it is the job of all leaders across the system to be effective partners and to collaborate in the best interests of children and young people. Working effectively 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, requires us to drive improvement through strategic influence, pooled effort and shared priorities. This can never be taken for granted and needs clear leadership, hard work and effort.

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 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 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, so that EHPS work is more closely aligned to partners in schools and SCS, better reflects the needs of children, young people and their families and is more cost effective.
- **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.

- **Effective working in the Youth Justice Board**, to ensure all agencies contribute to the reduction in youth offending, and re-offending, and young people are helped towards positive destinations through education and training.
- **Improved** partnership between schools and colleges, employers and training providers, to develop more high quality 14-19 technical pathways including apprenticeships and encourage providers to make use of local market information and business data to inform decisions about provision and the design of the learning and training offer.

Key Strategic Developments in 2015-16

In the past year we have made a number of improvements to outcomes, to our services and our ways of working.

During 2015-16 we:

- **Refreshed** our Early Years and Childcare Strategy in April 2016, which sets out our ambitions to achieve improved outcomes for children in Early Years and Childcare settings. We have embedded the 'Kent Progress Tracker' which enables settings to monitor all children's progress and also piloted a Children's Centre Progress Tracker for future county-wide use; introduced 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, a Toolkit which won the Nursery World Award 2016 for Staff Resources and has also been shortlisted for the Children and Young People Now Awards in November 2016 ; and embedded over 50 formal Early Years Collaborations (involving almost 450 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.
- **Delivered** the 'Free for Two' scheme in Kent with take up having increased to a maximum 70% in December 2015, as part of the Government's policy for Free Early Education places for disadvantaged two year olds. Work will continue to promote and support take up by eligible children and families.
- **Introduced** an Annual Conversation for all Early Years and Childcare providers on the OfSTED Early Years Register, which has significantly contributed to almost 97% of providers currently judged by OfSTED to be good or outstanding
- **Established** a project to ensure the delivery of the Government's manifesto pledge of 30 Hours of Free Childcare for the three and four year old children of eligible parents, with effect from September 2017.
- **Improved** the quality of education in Kent schools year on year since 2011, which is reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data (as at October 2016) for Kent shows that 90% of schools are rated good or outstanding. This includes 20.8% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 373 good and 112 outstanding schools, 51 schools requiring improvement (including 38 Primary schools and 12 Secondary schools) and 3 schools in a category, out of a total of 539 schools that have a current inspection result. There are now 23 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our targets of at least 95% of Primary and 90% of Secondary schools judged to be good or outstanding by 2019.

- **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 above the national average for all indicators, apart from Grammar, Punctuation and Spelling where Kent is in line with the national average. Outcomes at Key Stage 4 indicate Kent has performed well against the new and old headline GCSE performance measures and against national averages. Compared with 2015 GCSE results, there has been a clear improvement in attainment with 58.6% of pupils attaining 5 or more GCSE graded A*-C including English and mathematics, which is an improvement on 2015's figure of 57.4% and 1.6% above the emerging 2016 national average of 57%. Results at Post 16 are more variable with a declining trend at A level but improving outcomes in vocational qualifications. This is disappointing.
- **Improved** the gap between boys and girls in the Early Years Foundation Stage, with 82.2% of girls achieving a Good Level of Development, compared to 68% of boys in 2016. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which improved slightly from 15.0% in 2015 to 14.3% in 2016. At this measure Kent is ranked 6th amongst its statistical neighbours.
- 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 2016 which is very disappointing. At Key Stage 2 only 58 schools in 2016 improved outcomes for pupils in receipt of the Pupil Premium, compared to 185 schools in 2015.
- At Key Stage 4 in 2015, 40 schools improved outcomes in 5+ A*-C including English and Mathematics for pupils in receipt of the Pupil Premium, compared to **?? schools in 2016 (data not yet available)**. Over £55m 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 2016-2017.
- When you compare schools attaining at or above the national averages for each phase between 2015 and 2016, there is an improving picture at Early Years Foundation Stage. In 2016, 336 out of 427 schools attained at or above the national average of 69.3% for the proportion of pupils achieving a Good Level of Development. In 2015, 345 out of 420 schools attained at or above the national average of 66.3% for the proportion of pupils achieving a Good Level of Development.
- This improving picture is mirrored at Key Stage 1. In 2016, 320 schools attained at or above the national average of 60.3% for the proportion of pupils achieving the 'expected standard' for the combined Reading, Writing and Mathematics measure.

This compared favourably with 2015, when 286 schools attained at or above the national average of 82% for the proportion of pupils achieving Level 2B or above in Reading, 273 schools attained at or above the national average of 72% for the proportion of pupils achieving this standard in Writing and 281 schools attained at or above the national average of 82% for the proportion of pupils achieving the same standard in Mathematics.

- In terms of Key Stage 2, in 2016, 277 schools attained at or above the national average of 53% for the proportion of pupils reaching the 'expected standard' for the Reading, Writing and Mathematics combined. This compared favourably with 2015 when 260 schools attained at or above the national average of 80% against the historic measure of Level 4 and above in the Reading, Writing and Mathematics.
- At Key Stage 4 there is a slight decline in 2016 in the number of schools performing at or above the national average, compared to 2015. In 2015, 43 out of 99 maintained schools attained at or above the national average of 59.2% for the proportion of pupils achieving Grade C or above in English and Mathematics. In 2016, 40 Secondary schools achieved at or above the national average of 62.8% for the proportion of pupils achieving Grade C or above in English and Mathematics.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its organisation into four new Area Boards, together with the system of school to school support and collaboration. The KAH works in partnership with the Local Authority to develop a self-improving school system in the county. An important aspect of this process has been the promotion of collaboration and school-to-school support. During the past year 522 Kent schools were involved in collaborative projects for school improvement. Of the collaborating schools, 329 benefited from successful bids for funding to the KAH Area Boards. These bids were focused on raising standards, narrowing achievement gaps, improving teaching, building leadership capacity and supporting schools to improve OFSTED inspection outcomes.
- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2015 with a 3 year implementation plan which is being delivered and monitored through the Kent Association of Headteachers. The strategy was co-produced in partnership by the Local Authority, Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching School Network and the Kent Association of Governors.
- **Reviewed and reorganised** the provision for children and young people with medical needs, including mental health. New management led by an Executive Headteacher is now in place to focus on continuous improvement of the Kent Health Needs Education Service (KHNES). All six resource hubs have been established with five already open and the remaining one to be opened in January 2017. The new model of service delivery enables the provision of an outreach service to schools and young people.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion. We have put in place better quality assurance and monitoring

systems to ensure that the eight Pupil Referral Unit (PRU) Primary school hubs deliver the support that meets local needs and results in a reduction in permanent exclusions. In February 2016, we piloted a single digital point of access for PRU, inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent primary school exclusions by 38% (47 in 2014-15 to 29 in 2015-16).

- **Delivered more effective** 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 now deliver 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. In the past year the percentage of Early Help cases closed with a positive outcome is 84%.
- **Worked** to more closely integrate the referral and notification processes at the front door between Early help Triage and the Social Services Central Duty Team. This is vital to ensure that families receive the right support at the right time from the right service.
- **Embedded** and further developed the joint Early Help and Specialist Children's Services step-down panels and introduced best-practice step-down processes, and joint guidance for staff. Currently 22% of cases are successfully stepped down from Social Care.
- **Refreshed** the 14-24 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 Mathematics post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds. Twelve new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. 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 and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of 8 Sector Guilds and the increased involvement of employers in the Kent and Medway Skills Commission.
- **Further** developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced significantly. The Kent Employment Programme completed this year and achieved 1031 young people in apprenticeships across Kent. The percentage of schools offering apprenticeships was 51% in 2015-16, exceeding the target of 50%. The KCC Apprenticeship programme has changed the annual target to 200 by March 2017 to reflect the current changes taking place, when KCC will have an annual target of 707 apprenticeship starts.
- **Improved** employment or progression for vulnerable learners, through a range of projects managed by the Skills and Employability Service. Professional sponsored

support for 32 young people to undertake Assisted Apprenticeships, in preparation for full Apprenticeships; and 28 SEND young people placed on to the pilot Supported Internship Programme. 40 places are available for vulnerable learners looking at moving in Assisted Apprenticeships, with a greater onus on the employer financially supporting the learner with professional support from Skills and Employability.

- **Maintained** the number of NEETs in Kent to under 5% for the second year running (rolling three month average for November, December and January) January 2016 – 4.96%, January 2015 - 4.7% and January 2014 - 5.8%. The Target was 3.5% NEETs for January 2016.
- **Delivered** the new the requirements of the Children and Families Act 2014 so that, by January 2016, over 3,000 Kent children and young people were benefiting from Kent's SEND Strategy. This means that significantly more children and young people are receiving a better quality education and provision to meet their needs. We have firmly embedded the new 20 week assessment for education, health and care plans.
- **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 with special educational needs. We have improved support for severe and complex needs in Early Years settings and systems for pre-school children who need a Special school placement. We continue to provide a high quality service to ensure children with complex communication needs make good progress.
- **Achieved** good or outstanding Ofsted judgements for all of Kent's Special schools by September 2016.
- Developed Best Practice Guidance for the Early Years sector. This guidance and newly established Early Years Local Inclusion Forums (LIFT) is supporting settings to increase their expertise in supporting children with SEND.
- **Progressively increased** the level of expertise in mainstream schools through a partnership between 12 lead Special Schools, the devolved Specialist Teaching and Learning Service (STLS), the Local Inclusion Forum Team (LIFT). Schools report that 97% of LIFT activity has a positive impact (86% good or better) and 87% of schools rate the impact of the STLS as good or better. We have delivered a programme of training in each district through the lead Special school; over 40 different training modules were delivered to over 75% of schools. The evaluations demonstrate the staff who attended were more confident about their ability to support pupils with special educational needs.
- **Developed** the Kent **Local Offer** with parents and their role on the steering group means we can monitor how helpful and easily accessible it is for all parents of children with SEND and young people. To date it has highlighted that the local offer is already being well used by parents who consider it helpful and easily accessible. We will continue to develop this as a helpful and easily accessible resource for parents of children with SEND and young people.

- **Commissioned** placements in non-maintained and independent schools (sometimes referred to as ‘Out of County’), where the needs of individual pupils could not be met in Kent maintained Special Schools. There are currently over 500 of these placements and we are working in partnership with local providers to have the broadest range of specially organised education for pupils with SEN, to increase choice for families and to provide best value for public resources.
- **Opened** Primary aged specialist SEN resourced provision (SRP) for pupils with autism in North Kent at Oakfield Primary School and in East Kent at Canterbury Primary Academy. Plans are in place for further places in schools opening in West Kent at Kings Hill and Langley and Martello Grove in South Kent.
- **Opened** SRP places for children with speech and language disorder in South Kent at River Primary and places for children with Speech Language and Communication Needs (SLCN) in East Kent at West Minster Primary School (Swale). We have plans in place for SLCN SRP in a new school in North Kent from 2017. We have established SRP for social emotional and mental health needs (SEMH) in East Kent at Thistle Hill Primary, in South Kent at Nonnington and Finberry Primary Schools with provision in West Kent at Holborough and Snodland Schools due to open.
- **Increased** the places through re-commissioning, for Secondary aged pupils with SLCN. In North Kent we relocated the secondary SRP to the Leigh Academy Trust following the closure of the host school. In South Kent, Goodwin Academy (formerly known as Castle Community College in Deal) SRP has re-designated to SLCN. For Secondary aged pupils with ASD we have created additional provision at Holmesdale Technology College and Hugh Christie Technology College in West Kent and in North Kent at Wilmington Academy.
- **Delivered** additional places in, and rebuilt and refurbished more Special schools. We have already achieved 3,642 Special school places with plans in place for additional places as building projects completed. We have established PSCN satellite provision in mainstream for pupils from:
 - Five Acre Wood School (Maidstone) at East Borough Primary School. And Holmesdale Technology College for secondary age
 - Oakley School (Tunbridge Wells) at Skinners Kent Primary School
 - St Nicholas School (Canterbury) at Chartham Primary School.

Plans are in place for a satellite of Ridge View School (Tonbridge & Malling) at Wouldham Primary as part of a new purpose built mainstream school in 2017.

- **Relocated** provision from September 2016 for Primary aged pupils with SLCN and autism. Provision had been hosted by Dartford Primary Academy in North Kent and is now provided by a satellite of Milestone Special Academy.
- **Delivered** all the targets for the Kent Educational Psychology Service (KEPS). In 2015 the service increased its trading to 55% of Kent schools, delivering an increasing range of innovative psychological applications which included Mindful – Based Approaches for children and Video Interaction Guidance. The service plays a

key role in LIFTs, enabling school to school support, providing evidenced based advice to improve staff confidence, knowledge and skills and to support an outcomes focused approach as a result of the Children and Families Act 2014.

- **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. Collaborative working with the PRU Inclusion and Attendance team has resulted in identifying and securing provision for those not in receipt of education, more quickly. 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 almost 270 families are participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.
- **Continued** to develop our approach to District based working, utilising the feedback from District Reviews 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.
- **Continued** to develop EduKent and expand 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 1600 customers with 23,000 contracts.
- **Revised and implemented** our policy for Elective Home Education (EHE), following a process of engagement with the EHE community to secure feedback on the revised policy. The revised policy addresses a significant increase in the numbers of families registered to EHE year on year, from 793 recorded in 2008 to 1,702 in August 2016. 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. The policy has ensured that those who wish to return to school or those who are not in receipt of education, are identified early on in the process. In light of the feedback received, KCC's EHE website has been substantially redesigned in order to provide improved support and advice to parents, including access to information, learning materials and other support and advice that an EHE family may need.
- **Succeeded** in commissioning and delivering the planned number of new school places overall for September 2016. The majority of these new school places were within the Primary sector. We expanded 36 Primary schools, including 16.5 new forms of entry added to schools for Reception year classes and 150 temporary

Reception places that will not be needed in the long term. In addition, we opened two new Primary schools. Over 120 places have also been added to Secondary schools.

- **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 2016. For Primary schools the target was 85% and on Offer Day 87.2% of parents secured their first preference. For Secondary schools the target was 85% and 81.4% of parents secured their first preference. The target for first and second preferences for both Primary and Secondary schools was 94%. 94.05% of secondary parents secured their first or second preference. 92.7% of primary parents secured their first or second preference. Last year the national averages for first preferences were 88.4% for Primary and 84.1% for Secondary schools.
- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its June 2016 inspection of the Service, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Ensured** that over 400 adult learners gained GCSEs in Maths and English with CLS, at pass rates above the national average for this group.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, established four Adult Skills forums, eight Sector Guilds are developing clear action plans between employers and training providers, colleges and schools to promote opportunities within the priority employment sectors in Kent. The Strategy continues to inform the service specification for CLS commissioned services.
- **Undertook** a Select Committee Inquiry into Grammar Schools and Social Mobility earlier this year (published in June 2016) in order to improve the representation of children from disadvantaged backgrounds in grammar schools, if suitable for their abilities. The report made a number of recommendations which were agreed by County Council and progress in implementing these recommendations is being monitored. Many of the recommendations have been cited by the new Government in bringing forward their selective schools' proposals contained within the DFE consultation document 'Schools that Work for Everyone'.

Progress in 2015-16 and Where We Are Now

We set very challenging and ambitious improvement targets and in 2015-16 there were positive indications that we are achieving good progress.

- In the **Early Years Foundation Stage**, 74.8% of children achieved a Good Level of Development (GLD). This is a 1.9% increase compared to 2015. Although this misses our challenging 2016 target of 77%, this outcome is above the national average of 69.3%. At this measure, Kent is ranked second amongst its statistical neighbours.
- At **Key Stage 1** in 2016, 66.6% of pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is 6.3 percentage points above the national average.
- **At Key Stage 2**, with new national measures in 2016, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling which is in line with the national average. 58% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 5 percentage points above the national average of 53% and the highest amongst Kent's statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure was 6%, which is 1 percentage point above the national average. Compared to its statistical neighbours, Kent is ranked second for this measure.
- **At Key Stage 4** in 2016 there is an overall positive and improved picture. Secondary schools in Kent performed well against the new and old headline GCSE performance measures and against national averages. Compared with 2015 on the old measures there have been clear improvements in attainment.
- Kent achieved a Progress 8 score of -0.04 in 2016, which is slightly below the national average of -0.03. 58 out of Kent's 98 Secondary schools met or achieved above the national average for this measure and of these 30 are Grammar schools. Kent is ranked 6th out of its 10 statistical neighbours for this measure and 80th out of 151 local authorities nationally.
- On the previous measure (the percentage of pupils achieving 5 or more GCSE grades A*-C including English and mathematics) Kent achieved 58.6% in 2016 which is an improvement on last year's figure of 57.4% and 1.6 percentage points above the 2016 national average of 57.0%. Kent is ranked 5th out of its statistical neighbours for this measure and 54th out of 151 local authorities nationally.
- In the new headline Basics measure, the proportion of pupils achieving grades A*-C in English and mathematics is 63.5% which is 0.7 percentage points above the national average in 2016 and 3.7 percentage points above last year's result of 59.8%. Although this is a positive picture for all Kent pupils there are 58 Kent

Secondary schools below the national average. Kent is ranked 6th out of its statistical neighbours for this measure and 66th out of 151 local authorities nationally.

- Improvements have also been made in GCSE A*-C passes for English across the county. The success rate this year is 76.0%, compared to 70.4% last year, which is 1.3 percentage points above the national average of 74.7%. In mathematics, there is a small increase: this year to 68.0%, compared to 66.6% last year. Kent is just below the 2016 national average of 68.5%.
- **Performance at post 16** across a range of qualifications is variable with some measures in line with national averages but given improving performance at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate pathways Post 16 and to ensure provision of a full range of technical pathways at 14-19.
- Post 16 outcomes for 2016 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.
- The figures given below are based upon the 2016 provisional DfE statistical first release and therefore will be subject to change when the final validated DfE Performance Tables are available in January 2017. All Kent and national averages noted below are for state funded schools only.

A Levels

- DfE provisional results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8 which is in line with the national average of 30.7 and equivalent to a C grade. Kent is ranked 4th out of its statistical neighbours and 56th out of 150 local authorities nationally for this measure.
- The percentage of A Level students achieving AAB or above including facilitating subjects is improving. The figure has increased to 16.8% from 12.9% in 2015, which is 1.4 percentage points above the national average of 15.4% and is encouraging. Kent is ranked 3rd out of its statistical neighbours and 34th out of 150 local authorities nationally for this measure.

Academic qualifications

- Academic results include A Level, AS Level, International *Baccalaureate*, IBCP and extended project qualifications.
- In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.0 which is above the national average of 30.9 and equivalent to a C+. Kent is ranked 2nd out of its statistical neighbours and 26th out of 150 local authorities nationally for this measure.

Technical Level 3

- Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- DfE provisional results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.8 which is slightly below the national average of 37.0 and equivalent to a Distinction+.

Applied General Level 3

- Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they are for Post-16 students wanting to continue their education through applied study.
- In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0 and equivalent to a Distinction+. Kent is ranked 7th out of its statistical neighbours and 84th out of 150 local authorities nationally for this measure.

Technical Baccalaureate (TechBacc)

- The Technical Baccalaureate is a new performance measure that allows young people, aspiring to a technical career, a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.
- In Kent schools in 2016, 20 students achieved a Technical Baccalaureate compared to 130 students in state funded schools nationally. Kent is ranked 1st both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

Apprenticeships

- Kent continues to perform well in increasing **apprenticeships**; in 2015-16 numbers are significantly higher for 16 to 18 year olds at 3000. Performance is better than our statistical neighbours. 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 well above last year's figures.
- In 2015-16, the new Kent Employment Programme exceeded the target of 100 by placing 129 young people aged 16-24 who were unemployed for more than three

months into apprenticeships. The final out-turn for the Kent Employment programme for the last four years now stands at 1031 young people taking up apprenticeships.

- In the past year the percentage of schools offering apprenticeships was 51%, which exceeded the target of 50%. Currently, 306 schools are employing apprentices with 453 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 2016 was 4.96% which was a slight increase on the January 2015 figure (4.7%) and above our target for 2016 of 3.5%. A new NEET Strategy is now in place which will help bring the NEET figure down. The target we are working towards in 2017 is 3.5% and 1% by January 2018.
- Since last year **youth unemployment** for 18 to 24 year olds has risen to 2.6%, which is slightly below the national average of 2.7% and accounting for 22.4% of all unemployed people in the area and above the national average of 21.6%. In August 2015 unemployment for this age group was 2.3%, compared to 3.35% in 2014. The five youth unemployment zones are registering the following percentages of young people unemployed with data for August 2015 in brackets: Dover 3.4% (3.7%), Gravesham 3.4% (3.7%), Shepway 3.4%(3.4%), Swale 4.5% (3.8%) and Thanet 5.2%(5.6%). Thanet has the highest unemployment rate in the South East. The comparable figures for 2014 were Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%).
- The number of **assisted employment opportunities** for learners with learning difficulties and disabilities exceeded its target of 130 to 314.

The Quality of Education in Kent Schools

- We continue to make progress in increasing the **number of good and outstanding schools** in Kent, following inspection by Ofsted. As at the end of October 2016, 90% of schools were good and outstanding compared to 82% at the end of August 2015 and 75% in the previous year. In 2011-2012 only 60% of schools were judged good or better; the national average was then 70%. The national average for good and outstanding schools is now 88%.
- In Kent this overall figure of 90% includes 85.4% of Secondary schools, 91% of Primary schools, 100% of Special schools and 86% of PRUs in Kent, judged to be good or outstanding. Also, 97% of Early Years settings are good or outstanding.
- Currently, 88% of pupils attend a good or outstanding school. This includes 88.5% of Primary pupils, 86.5% of Secondary pupils, 100% of pupils attending Special schools and 98.2% of pupils attending a PRU. This equates to 10,300 more children and young people receiving a better education compared with last year. In 2015, 83% of pupils in Kent attended a good or outstanding school.

Exclusions

- The latest exclusion data for Kent indicates that the number of exclusions reduced significantly in the 2015/16 academic year. Countywide, the number of permanent exclusions has been significantly reduced from 105 to 67 compared to the same period last year, with 759 fewer fixed-term exclusions, reducing from 10,723 to 9,964. This reflects good practice in many schools, supported by LA services, in identifying and providing appropriate help for vulnerable pupils with challenging behaviour and other learning needs.
- In 2015-16, 96% of pupils left **Pupil Referral Units** with at least 1 A*-G GCSE pass or equivalent. 65% achieved at least 1 or more A*-C GCSE passes or equivalent. 10% of the students achieved 5 or more A*-G GCSE qualifications or equivalent and 8% achieved 5 or more A*-C GCSE qualifications or equivalent, including A*-C in GCSE English and Maths.

School Attendance

- School absence rates have increased slightly from last year. Overall the percentage of total absences in Kent was 4.9% compared to 4.6% nationally. For Secondary schools the figures were 5.7% compared to 5.3% nationally, and for Primary the percentage was 4.1% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent. This is a concern.
- The percentage of pupils who have missed 38 or more sessions (persistent absence) was 4.4% in Kent compared to 3.7% nationally. For Secondary schools this figure is 6.5% compared to 5.4% nationally and for Primary schools it is 2.5% compared to 2.1% nationally. The previous persistent absence figure for 2013-14 for Secondary schools was 6.2%, and for Primary schools it was 2.3%. The latest data shows an increase in persistent absence for Secondary schools up to 6.5%, and an increase to 2.5% for Primary schools. These figures have increased in the past year, and they continue to be worse than the national figures, which means they are an even greater priority for improvement.

Education Health and Care Plans

- DfE published data for 2015 showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs issued within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. The volume of transfers and maintaining this pace is an issue for all local authorities.
- The volume of psychological statutory advice completed in 2015-2016 increased by 16% (an increase from 904 in 2014-2015 to 1046 pieces of statutory work), with completion within required timeframes reducing from 98% in 2014-2015 to 91% in the past year.

Early Help

- In Early Help and Preventative Services support is being provided in a more timely way to 6,300 children and young people, and their families who have an Early Help Plan. 83.4% of cases are now closed with a positive outcome for children and the family, compared to 69% last year. 22.7% of the cases closed by Specialist Children's Services were stepped down to Early Help for on-going support, which is a marginal improvement on last year. Around 6% of cases closed to Early Help are stepped up to Social Care because children's needs and the risks to them have increased.

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 2016 figure of 74.8% reflects an improvement from the 2015 figure of 73% and an 11.4 percentage point improvement since 2011. Although this misses our challenging target of 77% this is above the national average of 69.3% and Kent is ranked 2nd amongst its statistical neighbours for this measure.

| | % Good Level of Development | | | | |
|----------|-----------------------------|------|------|------|------------------|
| | 2013 | 2014 | 2015 | 2016 | +/- 2015 to 2016 |
| Kent | 63.4 | 68.5 | 72.9 | 74.8 | +1.9 |
| National | 51.7 | 60.4 | 66.3 | 69.3 | +3.0 |

The Department for Education (DfE) has decided not to introduce the new Baseline Assessment measure with effect from September 2015 as originally planned. The EYFS Profile will now continue to be a statutory requirement for schools to complete until at least 2017.

Key Stage 1

At Key Stage 1, Kent performed above the national average for every indicator. Although these are new measures which mean that it is not possible to compare with previous years, the figures do show continued positive outcomes compared to national figures.

In 2016, pupils were assessed against the new, and more challenging, national curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading, Mathematics and Grammar, Punctuation and Spelling. As in previous years, there is no Writing test and this continues to be judged by teacher assessment.

The DfE has made clear that owing to the raised expectations of the new curriculum, the 2016 outcomes cannot be compared with previous performance. However Kent has performed better than the national average across all measures at Key Stage 1 in 2016.

| | Combined Reading, Writing and Mathematics | | | |
|-----------------|---|--------------|--------------|---|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard |
| Kent | 77.4 | 66.9 | 78.4 | 66.6 |
| National | N/A | N/A | N/A | 60.3 |

| | Reading | | | |
|-----------------|--------------|--------------|--------------|---|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test) |
| Kent | 79 | 82 | 84 | 78.2 |
| National | 79 | 81 | 82 | 74.0 |

| | Writing | | | |
|-----------------|--------------|--------------|--------------|---|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment) |
| Kent | 67 | 70 | 74 | 71.3 |
| National | 67 | 70 | 72 | 65.5 |

| | Mathematics | | | |
|-----------------|--------------|--------------|--------------|---|
| | 2013 %2B+ | 2014 %2B+ | 2015 %2B+ | 2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test) |
| Kent | 79 | 82 | 84 | 77.5 |
| National | 78 | 80 | 82 | 72.6 |

In 2016, 66.6% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is 6.3 percentage points above the national average.

In 2016, 78.2% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 4.2 percentage points above the national average. 308 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 24.6% which was 1 percentage point above the national average.

In 2016, 71.3% of Kent pupils met or exceeded the expected standard in **Writing**. This is 5.8 percentage points above the national average. 309 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' was 15.1%, which is 1.8 percentage points above the national average.

The proportion of Kent pupils who met or exceeded the expected standard in **Mathematics** in 2016 was 77.5%, which is 4.9 percentage points above the national average. 329 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' was 18.5%, which is 0.7 percentage points higher than the national average.

Key Stage 2

At Key Stage 2, with new national performance measures in 2016, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling which is in line with the national average. Compared with statistical neighbours Kent's results overall are ranked top out of 11 other similar local authority areas.

In 2016, pupils were assessed against the new, and more challenging, National Curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. A pupil must attain a scaled score of 100+ in the Reading, Mathematics and Grammar, Punctuation and Spelling (GPS) tests in order to be assessed as being 'at the expected standard'. A pupil must attain a scaled score of 110+ in order to be assessed as having a 'high score' in the tests. As in previous years, there is no Writing test and this continues to be judged by teacher assessment. A pupil identified as high attaining in Writing is assessed as 'working at greater depth'.

The DfE has made it clear that due to the raised expectations of the new curriculum, the 2016 outcomes cannot be compared with previous performance.

School progress data has not yet been released but progress thresholds have been published.

| | Combined Reading Writing and Mathematics | | | |
|-----------------|---|-----------------------|-----------------------|--|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard |
| Kent | 74 | 79 | 80 | 58 |
| National | 75 | 79 | 80 | 53 |

| | Reading | | | |
|-----------------|-----------------------|-----------------------|-----------------------|---|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 85 | 89 | 90 | 69 |
| National | 86 | 89 | 89 | 66 |

| | Writing | | | |
|-----------------|-----------------------|-----------------------|-----------------------|---|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Teacher Assessment) |
| Kent | 83 | 86 | 88 | 80 |
| National | 83 | 85 | 87 | 74 |

| | Mathematics | | | |
|-----------------|-----------------------|-----------------------|-----------------------|---|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 83 | 86 | 87 | 71 |
| National | 85 | 86 | 87 | 70 |

| | Grammar, Punctuation & Spelling | | | |
|-----------------|--|-----------------------|-----------------------|---|
| | 2013 % L4+ | 2014 % L4+ | 2015 % L4+ | 2016 % At the expected standard (Test) |
| Kent | 71 | 74 | 78 | 72 |
| National | 74 | 76 | 80 | 72 |

At Key Stage 2, 58% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined**, which is 5% above the national average of 53% and the highest amongst Kent's statistical neighbours.

The proportion of pupils who attained a 'higher standard' in this combined measure was 6%, which is one percentage point above the national average. Compared to its statistical neighbours, Kent is ranked second for this measure.

In 2016, 277 Kent schools attained at or above the national average of 53% for the proportion of pupils reaching the 'expected standard' for the **Reading, Writing and Mathematics combined measure**. In 2015, 260 schools in Kent attained at or above the national average of 80% against the historic measure of Level 4 and above in the Reading, Writing and Mathematics combined.

In 2016, 69% of Key Stage 2 pupils in Kent attained the 'expected standard' in **Reading**. This is 3% above the national average and ranks Kent highest among our statistical neighbours. 279 schools attained at or above the national average for this measure. The proportion of pupils attaining a 'high score' was 21%, which is 2 percentage points above the national average. Kent is ranked second against statistical neighbours for this measure.

In 2016, 80% of pupils in Kent attained the 'expected standard' in **Writing**. This is 6% above the national average and highest amongst Kent's statistical neighbours. 315 schools attained at or above the national average for this measure. The proportion of pupils assessed as 'working at greater depth' was 15%, which is in line with the national average. Kent is ranked as third for this measure against statistical neighbours.

The proportion of pupils who attained the 'expected standard' in the **Mathematics** in 2016 was 71%, which is one percentage point above the national average and ranks Kent first among our statistical neighbours. 256 schools attained at or above the national average for this measure. The proportion of pupils attaining a 'high score' was 17%, which is in line with the national average. Kent is ranked second among statistical neighbours for this measure.

72% of pupils in Kent attained the 'expected standard' in the **Grammar, Punctuation and Spelling** in 2016 which was in line with the national average. Kent was ranked third among its statistical neighbours for this measure. 257 schools attained at or above the national average. The proportion of pupils attaining a 'high score' was 22%, which is one

percentage point below the national average. Kent is ranked fourth against statistical neighbours for this measure.

The Floor Standard at Key Stage 2

In the 2015-16 academic year, schools are judged to be below the floor standard and therefore underperforming if:

- Fewer than 65% of pupils at the end of Key Stage 2 meet the expected standard in Reading, Writing and Mathematics
- or**
- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -7 in English Writing and -5 in Mathematics)

To be above the floor, the school needs to meet either the attainment or all of the progress elements. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

Key Stage 4

For GCSE outcomes in 2016, Kent is above the national average on most performance measures.

At Key Stage 4 there is an overall positive and improved picture in 2016. Provisional school reported results show that Secondary schools in Kent have performed well against the old and new headline GCSE performance measures. Compared with 2015 there have been clear improvements in attainment.

The percentage of pupils in Kent achieving 5 or more GCSE grades A*-C including English and mathematics, is 58.6%. This is above last year's figure of 57.3% and above the 2016 national average of 57.0%. On this old measure, Kent is ranked 5th among its statistical neighbours and 54th out of 151 local authorities nationally.

For the basics measure, the proportion of pupils who achieved A*-C grades in English and mathematics combined, the figure is 63.5%. This is 3.7 percentage points above last year's result of 59.8%. The 2016 national figure is 62.8%. The percentage of pupils in Kent entered for English and maths was 95%, compared to the national figure of 96.8%. On this performance measure 40 Secondary schools performed above the national average.

There has been improvement in GCSE A*-C passes for English where the success rate this year is 76%, compared to 70.4% last year. The national average is 74.7%.

In mathematics, there was a small increase this year to 68%, compared to 66.6% last year. The national average is 68.5%.

There has also been an increase in the headline English Baccalaureate measure. This year 29.5% of pupils achieved this qualification, rising from 26.5% last year. The national average is 24.6%. The percentage of pupils in Kent entered for the English Baccalaureate increased to 43.3%, compared to the national figure of 39.7%.

The average Progress 8 score for Kent is -0.04, which is just below the national figure of -0.03. The regional South East figure is -0.02.

The average Attainment 8 score per pupil in Kent is 50.3, compared to 49.9 nationally and 50.9 in the South East region.

Among our 11 local authority statistical neighbours, Kent is ranked 10th for the percentage of pupils entered for A-C in English and mathematics; and 5th or 6th for Progress 8, Attainment 8 and the percentage of pupils achieving A-C in English and maths.

Among all 151 local authorities, Kent is ranked 80th for Progress 8, 58th for Attainment 8, 66th for the percentage of pupils who achieved A-C grades in English and maths and 33rd for the percentage who achieved the English Baccalaureate.

Progress 8 Scores in Kent Schools

Progress 8 and the percentage of pupils achieving A-C grades in English and Maths are the two most important performance measures. English and maths are double weighted in the Progress 8 score.

The Progress 8 scores are above the national average of -0.03 in 59 Secondary schools. 32 schools performed well in relation to the national average, with 10 schools well above the average. The Progress 8 scores in 38 schools are below 0, which means pupils made less than expected progress. In 11 Secondary schools the score is -0.05 or below, which is well below average.

The highest performing school achieved a Progress 8 score of 0.81, while the lowest performing school achieved a score of -1.35. This means that pupils in this school achieved nearly one and a half GCSE grades less progress per subject than other pupils nationally with the same prior attainment at Key Stage 2.

Among 32 Grammar schools, 11 schools achieved Progress 8 scores close to the national average and were outperformed by a number of High Schools.

Attainment 8 Scores in Kent Schools

The Attainment 8 scores are at or above the national average of 49.8 in 37 Secondary schools. 24 schools performed well below the national average, with 32 schools well above the average.

Overall the GCSE results are positive and in a number of performance measures there has been improvement compared to 2015. However, there is wide variation across schools and aspects of performance in some schools are well below average. The new Progress 8 measure is a fairer reflection of the progress achieved by all pupils in their GCSE examinations and provides a more accurate picture of the performance of schools for all pupils.

A Level and Post 16 Results

Provisional results at Post 16 across a range of qualifications indicate that Kent is in line with national averages but given improving performance which is above average at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate learning pathways at Post 16 and to ensure provision of a full range of technical pathways for students aged 14-19.

Post 16 outcomes for 2016 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.

The figures given below are based upon the 2016 provisional DfE statistical first release and therefore will be subject to change when the final validated DfE Performance Tables are available in January 2017. All Kent and national averages noted below are for state funded schools only.

A Levels only

At Post 16 in 2016, based on provisional DfE results, for all A Level measures Kent is performing in line with or above the national average.

DfE provisional results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8 which is in line with the national average of 30.7 and equivalent to a C grade. Kent is ranked 4th out of its statistical neighbours and 56th out of 150 local authorities nationally for this measure.

The percentage of A Level students achieving AAB grades or above including facilitating subjects is improving. The figure has increased to 16.8% from 12.9% in 2015, which is 1.4 percentage points above the national average of 15.4%. This is encouraging. Kent is ranked 3rd out of its statistical neighbours and 34th out of 150 local authorities nationally for this measure.

Academic qualifications

Academic results include A Level, AS Level, International Baccalaureate, the International Baccalaureate Careers Related Programme (IBCP) and extended project qualifications.

In 2016, the Average Point Score per entry achieved by academic course students in Kent schools is 32.0 which is above the national average of 30.9 and equivalent to a C+ average grade. Kent is ranked 2nd out of its statistical neighbours and 26th out of 150 local authorities nationally for this measure.

Technical Level 3

Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in

the performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.

DfE provisional results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.8 which is slightly below the national average of 37.0 and equivalent to a Distinction+.

Applied General Level 3

Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the Performance Tables from 2016, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0 and equivalent to a Distinction+. Kent is ranked 7th out of its statistical neighbours and 84th out of 150 local authorities nationally for this measure.

Technical Baccalaureate

The Technical Baccalaureate is a new Performance Table measure that allows young people aspiring to a technical career a high-quality alternative to the A level route. This measure recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the Performance Tables from 2016.

In Kent schools in 2016, 20 students achieved a Technical Baccalaureate compared to 130 students in state funded schools nationally. Kent is ranked 1st both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

Gender Differences

Early Years Foundation Stage

In the Early Years Foundation Stage, girls continue to out-perform boys with 82.2% of girls compared to 68.0% of boys achieving a Good Level of Development in 2016. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which has slightly improved from 15.0% in 2015 to 14.3% in 2016. At this measure Kent is ranked 6th amongst its statistical neighbours.

Key Stage 1

At Key Stage 1, girls outperformed boys in **Reading** in 2016. The proportion of girls who attained or exceeded the expected standard was 82% compared with 74% of boys, with a gender attainment gap of 8%. The proportion of girls assessed as working at 'greater depth' in Reading was 28%, 7% higher than boys, who attained 21%.

In 2016, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 78% of girls who attained or exceeded the expected standard compared with 64% of boys, a gender gap of 13%. The proportion of girls assessed as working at 'greater depth' was 19%, which was 8% higher than boys' attainment against this measure.

In 2016, girls outperformed boys in **Mathematics** and the attainment gap was 2%. The proportion of girls who attained or exceeded the expected standard was 78% compared with 76% of boys. Boys outperformed girls against the 'greater depth' measure, with 20% of boys assessed as reaching this threshold compared with 16% of girls, a gap of 4%.

Key Stage 2

At Key Stage 2, 55% of boys and 61% of girls attained the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares favourably with the respective 2016 national averages of 50% and 57%. The gender attainment gap in Kent was 6% compared with the national gap of 7% against this measure. The proportion of boys assessed as attaining a 'higher standard' was 5% and 6% for girls, both of which are in line with the national average for each group, with a gap of 1%.

In 2016, 66% of boys and 73% of girls attained the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally, by 4% and 3% respectively. The gender attainment gap in **Reading** in Kent is 7% which is narrower than the national gap of 8%. The proportion of boys who attained a 'high score' was 18%, which was 2% higher than boys nationally. The proportion of girls assessed as attaining a 'high score' was 24%, also 2% higher than girls nationally. The gender gap in Kent for this measure was 6%, which is in line with the national gap.

There was no attainment gap in **Mathematics** in 2016, with both groups attaining 71% at the 'expected standard, 1% above the national average. Boys outperformed girls against the 'high score measure' and 1% higher than boys nationally with 19%. 15% of girls

attained this measure, the same as girls nationally, a gap of 4%. Boys outperformed girls nationally on this measure by 3%.

As in previous years, girls outperformed boys in **Writing** in 2016 and the gap is widest in this subject. 74% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 12%. Both groups, however, achieved higher than boys and girls nationally and the attainment gap in Kent is slightly lower than the national gap of 13%. The proportion of boys assessed as 'working at greater depth' was 11%, which is in line with boys nationally. Girls also attained in line with girls nationally against this measure achieving 19%. At 8%, the gender gap in Kent is in line with the national gap for 'greater depth'.

Girls outperformed boys in the **Grammar, Punctuation and Spelling Test** in 2016. The proportion of boys who attained the 'expected standard' was 68%, which was 1% higher than boys nationally. 78% of girls attained the 'expected standard' which was in line with girls nationally. The attainment gap was 10% which was 1% lower than the national gap of 11%. 27% of girls attained a 'high score' which was in line with girls nationally, compared with 18% of boys. These outcomes and the gap of 9% are in line with the national average.

Key Stage 4 and Post 16

This data on gender differences at GCSE and Post 16 will be available later in the year.

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 continue to be determined to narrow these gaps in the next three years, and reverse the trend that 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. Although Kent has performed above the national average for most Key Stages, gaps in attainment for pupils supported by Pupil Premium, Children in Care, and for pupils with Special Educational Needs (SEN) remain too wide.

Early Years Foundation Stage

In 2016, the percentage of FSM pupils in the Early Years Foundation Stage achieving a Good Level of Development (GLD) decreased very slightly from 60.1% in 2015 to 59.0% in 2016. The FSM Achievement Gap widened to 18.0% in 2016 from 15.0% in 2015. This is disappointing.

The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development increased from 24.9% in 2015 to 26.7% in 2016. The SEN achievement gap narrowed from 53.3% in 2015 to 52.8% in 2016, which is a small narrowing but nevertheless positive.

The percentage of Children in Care (CiC) looked after for more than twelve months, achieving a Good Level of Development reduced from 46.7% in 2015 to 28.6% in 2016, which is very worrying. The achievement gap for CiC widened from 26.5% in 2015 to 46.3% which is also a cause for significant concern.

Key Stage 1

In 2016, the proportion of FSM pupils who attained or exceeded the expected standard in **Reading** was 63.6%, which was an attainment gap of 18.3%. The widest gap for FSM pupils was in **Writing**, 55% of FSM pupils attained or exceeded the expected standard, an attainment gap of 20.4%. The attainment gap in **Mathematics**, at 18.1%, was similar to Reading, 63.1% of FSM pupils attained or exceeded the expected standard.

The attainment gap for SEN pupils was wide across all subjects in 2016. In **Reading**, 30.4% pupils with SEN in Kent attained or exceeded the expected standard which was a gap of 55.0%. The gap was widest in **Writing**, 21.1% of pupils with SEN attained or exceeded the expected standard, a gap of 57.7%. In **Mathematics**, 32.1% of pupils with SEN attained or exceeded the expected standard, a gap of 52.2%.

In 2016, the proportion of Children in Care (CIC) who attained or exceeded the expected standard in **Reading** was 38.2%, an attainment gap of 40%. In **Writing**, 29.4% of CIC

attained or exceeded the expected standard, a gap of 42%. The attainment gap was widest in **Mathematics**, at 45%, 32.4% of CIC attained or exceeded the expected standard.

Key Stage 2

In 2016, the proportion of FSM pupils who attained the 'expected standard' in **Reading, Writing and Mathematics combined** was 41.2%, a gap of 23.2%. In **Reading**, 54.7% of FSM pupils in Kent attained the 'expected standard'. This was a gap of 20%. In **Writing**, 67.5% of FSM pupils attained the 'expected standard', a gap of 17.2%. The attainment gap was widest in **Grammar, Punctuation and Spelling** at 21%, 57.2% of FSM pupils attained the 'expected standard'. In **Mathematics**, 57.1% of FSM pupils attained the 'expected standard', a gap of 19.7%.

The attainment gap for SEN pupils was wide across all measures in 2016. The proportion of SEN pupils who attained the 'expected standard' in **Reading, Writing and Mathematics combined** was 15.3%, a gap 50.7% In **Reading**, 31.3% pupils with SEN in Kent attained the 'expected standard'. This was a gap of 45%. The attainment gap was widest in **Writing**, 32.1% of pupils with SEN attained the 'expected standard', a difference of 56.8%. In **Grammar, Punctuation and Spelling**, 26.6% of pupils with SEN attained the 'expected standard' a gap of 54.4%. In **Mathematics**, 31% of pupils with SEN attained the 'expected standard'. This gap was the narrowest at 48%.

In 2016, the proportion of Children in Care (CIC) who attained the 'expected standard' in **Reading, Writing and Mathematics combined** was 21.6%, a gap of 36.8%. In **Reading**, 41.9% of CIC attained the 'expected standard', a gap of 27.6%. In **Writing**, 51.4% of CIC attained the 'expected standard', a gap of 28.9%. The proportion of CIC who attained the 'expected standard' in **Grammar, Punctuation and Spelling** was 44.6%, a gap of 28.2%, similar to that of Writing. The attainment gap was widest in **Mathematics** where 41.9% of CIC attained the 'expected standard', a gap of 29.7%.

Key Stage 4, and A Level and Post 16

This data on achievement gaps for vulnerable groups will be available later in the year.

Summary of Progress

Improvements in the Early Years Foundation Stage continue the very good upward trend over recent years, with performance in Kent well above national averages. Outcomes at Key Stages 1 and 2 are also positive and although it is not possible to compare outcomes with previous years Kent is performing above the national average for the majority of indicators in 2016. At Key Stage 4 there is an overall positive and improved picture in 2016. Provisional results at Post 16 across a range of qualifications indicate that Kent is in line with national averages but given improving performance at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate learning pathways Post 16 and to ensure more provision of a full range of technical pathways at 14-19.

Slow progress continues to be made in narrowing the achievement gaps for vulnerable learners, which is very disappointing. In the Early Years Foundation Stage the gender gap reduced slightly from 2015. At Key Stages 1 and 2, although no comparison can be made to previous years, the gender gap in Kent is in line with the national picture for the majority of measures. In the new measures at Key Stage 2, gaps for pupils in receipt of Free School Meals, Special Education Needs and Disability and Children in Care remain very wide, which is a concern. Data on outcomes for disadvantaged groups at Key Stages 4 and 5 are not yet available. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2016-2017.

Educational attainment gaps result in low social mobility. We need to do more to ensure that children's life chances are not 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. 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 (10% of schools currently) that is not yet good, which is letting down children and communities, some of whom are the most disadvantaged. 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 2016 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 collaboration 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.

Our biggest challenges are to improve the achievement gaps for vulnerable groups and to improve 14-19 education and the outcomes achieved by students in this age group, including reducing the number of young people who do not participate and become NEET.

We aim to ensure more schools undertake Pupil Premium Reviews, recommended by the DFE for schools that need to make better use of the funding. In order to support these reviews, it is important that schools which are effectively using the Pupil Premium, share their best practice.

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. We aim to ensure there is more focus on engaging and supporting parents and that support from the Early Help services is available for all the children and families who need it.

The funding for the Pupil Premium in Kent now exceeds £55 million in 2016, 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.

Similarly, for SEN learners where achievement gaps continue to be too wide, we allocate over £200 million in Kent to supporting the needs of these pupils yet there is limited improvement to their progress and attainment in relation to other pupils. Once again we aim to ensure that schools make the most effective use of high needs funding and participate in the local LIFT arrangements, where additional support and advice can be accessed.

Schools that make limited use of the support services available through Early Help, SEN, the Pupil Referral Units, the Primary Behaviour Projects and the Education Health Needs Service are missing opportunities to contribute to improved outcomes and better learning progress for vulnerable pupils. We must do more to achieve maximum benefit from these additional resources.

In addition, there is a need to ensure that all schools embed the best practice in the regular monitoring of every pupil's progress and the formative assessment of their learning and achievement. All the research tells us that real gains are achieved when small steps are taken each day to improve progress in learning for every pupil. Investment in the kind of teaching and other adult support, in small groups, to help children catch up on the day, are proven to accelerate progress.

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. 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.

Provision and Outcomes for 14-24 Year Olds

The 14-24 Strategy for Learning, Employment and Skills is designed to achieve a fundamental shift in the education system in Kent towards a more comprehensive and balanced academic and technical offer for young people aged 14 to 24. The Adult Skills Strategy also builds on the four priorities for the 14 to 24 age range, with a clear focus on meeting the skills needs of the local economy and support for vulnerable adults.

The priorities are to:

- Raise attainment and skill levels for all 14 to 24 year olds;
- Improve and extend the provision of technical and vocational education, training and apprenticeships;
- Increase participation in learning and in skilled employment;
- Target support for vulnerable young people to achieve and gain employment.

The 14-24 Strategy and the Adult Skills Strategy aim to ensure there is a coordinated approach to helping young people and adults to access skilled employment or higher levels of skills qualifications and learning. This requires investment in new learning pathways, the best use of new technical qualifications, effective partnership between schools, colleges, employers and training providers and a commitment to ensuring no young person drops out of the system between the ages of 16 and 19.

In the past year the role of employers in influencing skills provision has been strengthened through the development of eight Guilds in the following sectors Construction, Engineering, Creative Industries, Hospitality and Transport, Health and Social Care, Land Based and Life Sciences and Financial Services.

There has been a continued increase in the number of apprenticeships, improved vocational outcomes at post 16 and an increase in the available technical and vocational pathways for young people. However, we are still not doing well enough to meet the needs of all young people to ensure their full participation and success, particularly those who do not achieve level 2 English and mathematics qualifications at GCSE.

There have been a number of national changes which affect post 16 programmes. These include the introduction of new performance measures at post 16; significant changes to the A levels qualifications, the introduction of 3 new technical qualifications, the technical award for Key Stage 4; the technical certificates level 2 and 3 for post 16 programmes and the introduction of the Technical Baccalaureate. These create new opportunities for more young people to have better pathways and to succeed by gaining appropriate qualifications.

The DFE published the Post 16 Skills Plan in July 2016 which sets two clear pathways for young people at 16 of either academic or technical. These changes will have a major impact on the planning and delivery of post 16 provision for schools and colleges.

Many school sixth forms are still predominantly focused on an academic A Level offer and do not provide enough opportunities for young people who have not achieved five good GCSEs including English and Maths to increase their levels of qualifications. There is too much provision for Level 3 academic qualifications at post 16 and insufficient opportunity for students to follow technical qualifications and to gain mathematics and English qualifications by age 19.

Appropriate vocational and technical pathways are not always in place to support the progression of all learners from age 14 to 19, and into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Kent schools and colleges which remains a concern. The NEET and 'not known' numbers overall are reducing, which is positive, but there are still too many young people in vulnerable groups who become NEET, particularly SEND learners and Children in Care.

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 priority. We aim to ensure, through the work of the Skills and Employability Service and 14-19 District Partnerships that there is further development of new technical 14 to 19 pathways, and increased take up of apprenticeships and employment with training.

Careers education and guidance is essential to ensuring young people take the best options and learning pathways available to them. There is a thriving careers education network, consisting of steering groups of lead careers co-ordinators and district Careers Education Information Advice and Guidance meetings, which supports the county's aims of improving participation and increasing levels of numeracy and literacy. It also supports the provision of appropriate learning programmes from starting points to positive destinations in further and higher learning and employment with training. In addition, the Kent Children's University is developing new programmes to support careers education and provide experiential opportunities for 7 to 14 year olds.

The eight Employers' Guilds provide new opportunities of enhanced employer engagement with schools. There is now a more effective employer engagement plan. The appointment of an Enterprise Co-ordinator by Kent County Council is helping to ensure twenty coastal Secondary schools have more support to engage with employers and develop their technical and vocational education offer.

Progress has been made in expanding the local learning and skills opportunities in all districts available on the Kentchoices4u website for young people looking to re-engage in learning, who are NEET, and looking for apprenticeships or employment with training. These programmes offer alternative pathways and have facilitated young people's access to over 63 training providers and colleges.

Apprenticeships and Improving Vocational and Technical Education

A number of schools and colleges have used the flexibilities within 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 technical pathways, which lead to sustainable employment.

In the past year, there was a 5% increase in the number of vocational learners. The Sainsbury Review – the Post 16 Skills Plan – offers more opportunities and greater investment in technical education programmes.

Recently, the Local Authority, with schools and FE Colleges, started an area review to identify the effectiveness of existing provision and pathways that require further development. The outcomes of this review will be used to plan new 14 to 19 provisions and strengthen the links with employers.

The Skills and Employability Service has been developing skills plans with the seven employment sector Guilds. There are over 200 employers involved in the Guilds and over 540 employment opportunities were created by the Guilds in 2015/16 including apprenticeships, work experience placements and internships. A priority for the Guilds is working with schools to provide information and guidance on employment opportunities in the seven sectors. This includes schools' visits, mentoring young people, taking part in careers fairs and events. The Guilds are providing an informed and coordinated approach to identifying the skills needed and the steps young people need to take to enter skilled employment. The Guilds meet the needs of the industry 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; in 2015-16 the apprenticeship numbers are significantly higher for 16 to 18 year olds at 3000. Performance is better than our statistical neighbours. There has been a significant campaign by all Kent apprenticeship providers to increase the number of 16 to 18 year olds in apprenticeships and the latest trend in the data suggests that the final out turn will be well above last year's figures. A new Apprenticeship website has been created which supports young people to find opportunities, and 600 young people have used this site since it was launched in July 2016.

The KCC Apprenticeship Programme has been running successfully in 2015-16 and numbers were on target. However, the target has now been increased in the Council and incorporates part of the 2016-17 Apprenticeship targets being introduced as part of the new public sector targets in April 2017. The cumulative target of 600 for 2016 has been met with a total of 674 apprenticeships in the County Council. Kent County Council is part of the national trailblazer programme and is piloting the new Apprenticeship standards with City and Guilds which is due to start in September 2016.

New data is not available until November.

Apprenticeship numbers are increasing across Kent in comparison to previous figures, except in the 19 to 24 age range. The table below highlights the difference compared to last year:

| | 2013/2014 | 2014/2015 | 2015/2016 (up to 3rd Qtr.) |
|--|------------------|------------------|--|
|--|------------------|------------------|--|

| | | | |
|-----------------|-------|-------|--------|
| Under 19 | 2,560 | 2,760 | 2,480* |
| 19 to 24 | 3,540 | 3,440 | 2,550 |
| 25 Plus | 3,580 | 4,830 | 3,310 |

* Which is a 15% increase compared to the same period in 14/15

In 2015-16, the new Kent Employment Programme exceeded the target of 100 by placing 129 young people aged 16-24 into apprenticeships who had been unemployed for more than three months. The final out-turn for the Kent Employment programme for the last four years now stands at 1031 young people taking up apprenticeships.

The percentage of schools offering apprenticeships in the past year was 51%, which just exceeded the target of 50%. Currently, 306 schools are employing apprentices with 453 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 learning difficulties and disabilities was 35, compared to the target of 30 in 2015-16. This programme has been very successful in placing some of our most vulnerable learners into employment and the service will seek to draw down further funding for 2016-17 and increase the target.

Work is underway to prepare for the introduction of the new national Apprenticeship Levy and new standards across all KCC departments to maximise apprenticeship opportunities. The aim of the Apprenticeships for All programme is to widen the range of entry points into KCC apprenticeships through the use of the Levy funding and incentive payments.

The NEET Figures and Youth Unemployment

The revised 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 is focused on tackling 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 2016 was 5.0%, lower than January 2015 (5.3%) but above the national average of 4.2%. Work continues across all KCC services that support young people to reduce NEETs with clear plans and processes in place to make significant reductions to achieve the January 2017 target. The NEET figure should always be used in conjunction with the 'Not Known' figure (young people whose learning destination or employment is not known to the tracking system). The percentage of Not Knowns was 8.3% in January 2016. This was lower than January 2015 (11.2%) and a number of significant changes were made to the systems and the target to reduce the Not Knowns to 7% by January 2016 was actually achieved in May 2016. This was the lowest Not known figure for

2 years. These figures are still too high and the NEET Strategy is designed to significantly reduce them in the coming months.

Since last year **youth unemployment** for 18 to 24 year olds has risen to 2.6%, which is just below the national average of 2.7% and accounting for 22.4% of all unemployed people in the area, which is above the national average of 21.6%. In August 2015 unemployment for this age group was 2.3%, compared to 3.35% in 2014. The five youth unemployment zones are registering the following percentages with data for August 2015 in brackets: Dover 3.4% (3.7%), Gravesham 3.4% (3.7%), Shepway 3.4%(3.4%), Swale 4.5% (3.8%) and Thanet 5.2%(5.6%). Thanet has the highest unemployment rate in the South East region. The comparable figures for 2014 were Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%).

Targeted Support for Vulnerable Learners

During 2016, the Skills and Employability Service has undertaken a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These include Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges in Dartford, Gravesend and Shepway. The Troubled Families employment programme in 2015/2016 has supported 18 young people to take up an apprenticeship and 46 young people into paid employment. The Service is currently working with 65 young people aged 16 to 18 and 81 young people aged 19 to 24, supporting them into positive destinations in education, training and apprenticeships. Four Special schools and several training providers are working with the Supported Employment team across Kent to support learners into suitable, sustainable employment opportunities with training.

16-24 year olds

The Service has been working with 52 vulnerable young people aged 16-24 supporting them into education, training and apprenticeships. This number represents good progress as it significantly exceeds the target for the year, which had been set at 30. To date, seven of the young people are now employed in apprenticeship placements. The Service has supported 173 young people from Special Schools over the past year with 70% of these learners remaining in education or taking up apprenticeships. We prioritised young people with Education Health and Care Plans who are not in education, employment or training (NEET) for our supported training with 19 professionals acting as change champions.

A wide range of supported employment pathways are being developed by the Kent Supported Employment Team. In 2015-16 this team supported 314 young people and adults into assisted employment opportunities, and 139 young people accessed and sustained paid employment. Others benefited from bespoke work experience, voluntary work and independent travel training.

Each district in Kent now has a District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships. There are approximately 80 offers across the districts involving 25 different providers. This is meeting the needs of over 500 young people in a variety of programmes. These include

traineeships, apprenticeships and employability full time programmes lasting for a year, and 12 week engagement programmes including work experience and intensive mentoring and resilience courses.

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 adult 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 that high-value, high-skill activities that will underpin our role in the global marketplace”. (Confederation for British Industry 2014)

The purpose of the Adult Skills 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 to:

- increase adult employment in Kent
- improve the education and the skill levels of the adult population of Kent
- provide pathways, such as apprenticeships and retraining 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. Retraining and improving the skills of the existing workforce is vital if we are to gain the benefits of growth arising from 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.

Community Learning and Skills

The Community Learning and Skills (CLS) service provides learning opportunities for adults, young people and families in order to meet their aspirations for improved work skills, better personal development, strong families and healthy and creative lives.

In the past year CLS engaged with over 22,000 learners in Kent, with a total of over 36,000 enrolments. A very wide range of provision is offered including study programmes, traineeships and apprenticeships to young adults aged between 16 and 18, as well as a broad range of apprenticeships and accredited programmes to adults over the age of 19. Successful engagement with 400 employers, the majority of whom are SMEs in Kent, provide carefully planned programmes that meet local and national skills needs. During 2015-16, CLS also began offering programmes to Unaccompanied Asylum Seekers and for the Syrian Vulnerable Persons Relocation Scheme. CLS also engaged over 100 learners on its Mental Health pilot for the Skills Funding Agency.

Accredited programmes include functional skills and GCSEs in Mathematics and English as well as English for Speakers of Other Languages. Non-accredited provision includes Family Learning programmes run in partnership with schools and Children's Centres across the County as well as Neighbourhood Learning programmes targeted at engaging hard to reach learners.

Improvements achieved during 2015-16

In June 2016, CLS had a full inspection by Ofsted under the revised Common Inspection Framework. As a result of this inspection, CLS was judged to be Good in Overall Effectiveness, as well as Good in the six other categories it was inspected under. CLS was identified as a Good provider because:

- Senior leaders and managers have successfully maintained the good quality of KCLS over the six years since the previous inspection.
- Leaders and managers have also secured improvements in increasing the proportion of learners who are new to adult learning programmes each year, and the use of performance information to monitor the service's effectiveness.
- The vast majority of learners and apprentices make good progress. Most gain their qualifications. They attain high standards of work in academic subjects such as mathematics and English, and on practical courses.
- The proportion of adult learners gaining grades A* to C in mathematics and English GCSEs is high and well above national rates.
- Many learners who do not have any formal qualifications when they start their courses make good progress from low starting points.

- The proportion of apprentices gaining their qualification is above national averages and is good. The vast majority of learners studying in the workplace gain their qualifications.

Ofsted Inspection Outcomes

Ofsted outcomes for Kent schools have improved significantly over the past four years and currently 90% of schools are judged to be good or outstanding, compared to 60% in 2012.

At the beginning of the school year in September 2016, 90% of schools were good or outstanding, compared to 82% in 2015, 75% in 2014, 71% in 2013, 60% in 2012 and 59% in 2011. Kent is now above the national average of 88%. Overall, 21% of schools are judged to be outstanding and 69% judged to be good, compared to the national position of 21% schools outstanding and 67% good.

This overall figure includes 85.4% of Secondary schools, 90.3% of Primary schools, 95.5% of Special schools and 85.7% of PRUs in Kent, judged to be good or outstanding.

In September 2016, 17.4% of Primary schools (72) are outstanding, 73% (302 schools) are good, 9.2% (38 schools) require improvement and 0.5% are inadequate (2 schools). 31.3% of Secondary schools (30) are outstanding, 54.2% (52 schools) are good, 12.5% (12 schools) require improvement and 2.1% are inadequate (2 schools). 36.4% of Special schools are outstanding (8), 59% (13 schools) are good and 4.5% requires improvement (1 school).

In Kent overall, in September 2016, 87.7% of pupils (186,661) were attending a good or outstanding school, including 88.4% of Primary pupils (99,302), 86.5% of Secondary pupils (83,782) and 98.0% of pupils (3,466) attending Special schools.

In September 2016, there are 371 good and 112 outstanding schools, 52 schools requiring improvement (including 38 Primary schools and 12 Secondary schools) and 4 schools in a category, out of a total of 539 schools with a current inspection result. This means that there are 22 more good and outstanding schools compared to the same point in 2015.

At the start of September 2015, there were 361 good and 100 outstanding schools, 88 schools requiring improvement (including 68 Primary schools and 15 Secondary schools) and 12 schools in a category, out of a total of 561 schools that had a current inspection result. Three schools were judged inadequate during the 2015/16 academic year and eight schools were removed from an Ofsted category of concern.

Of the 68 schools inspected in the 2015/16 school year 72.1% were judged to be good or outstanding, compared to 72% in 2014/15 maintaining a good rate of improvement.

There was improvement in outcomes for Secondary Schools, with 66.7% of the 12 schools inspected between September 2015 and July 2016 being judged good or outstanding, compared to only 54% in 2014-15. In the same period 55 Primary schools were inspected and 72.7% were judged good or outstanding, compared to 75% in the same period the previous year.

As we begin the 2016/17 school year, 87.7% of pupils in Kent are attending a good or outstanding school compared to 83% in 2015 and 78% in 2014. This means approximately 9,747 more children and young people are receiving a better education since 2015.

There has been continued strong improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 60% in 2013, 73% in 2014, 94% in 2015 to 98.2% in September 2016.

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 August 2016 we have exceeded our target of having at least 86% of Kent schools being good or outstanding. Our priority for 2017 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 95% of schools to be judged good or outstanding by 2019.

The proportion of schools in Kent judged to be Requiring Improvement (RI) at the end of the academic year 2015-16, decreased to 10.5% which is 0.5% below the national average of 11%. Kent's position represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013, 20% in 2014 and 16% in 2015.

In September 2016, four schools (0.7%) in Kent are in an Ofsted category of concern. This represents a decrease of 1.3% from the previous year and means Kent is below the national average of 1% of schools judged to be inadequate by Ofsted. This is an improved picture compared to previous years (4% in 2012 and 2013, 5% in 2014 and 2% in 2015).

Key lessons from schools that achieve a good or better inspection outcome include:

- Effective leadership with a track record of improvement
- Governance that challenges senior leaders and holds the school to account for its performance
- Having a clear and shared vision, with high expectations of all
- Developing staff
- Assuring the quality of teaching and learning
- Leading and building leadership capacity
- Providing a relevant and attractive curriculum
- Assessment and progress-tracking - making this clear, simple and easy to use
- Using external evaluation to challenge the work of the school
- Confident use of data to show evidence of pupil progress and attainment in all year groups
- 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
- Evidence of moderating school assessments and 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 others' inspection experiences and some of the best preparation for inspection is to talk to a school that has been inspected recently to exchange insights about managing the process.

All schools currently rated as inadequate and as 'Requiring 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.

In 2016, a Kent School Improvement Strategy and Protocol for Schools Causing Concern were published clarifying the role of the Local Authority in working in partnership with schools to bring about improvement.

We continue to be determined to do everything we can, within the framework of Government policy and through our own local initiative, to bring about sustained improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and our aim is to continue to work in partnership to ensure no good and outstanding schools decline.

Inspection Outcomes for Kent Early Years Settings

In the 2015-16 school year, inspection outcomes for Early Years settings continued to improve significantly increasing the number of good and outstanding settings.

At the end of the school year in August 2016, 95.4% of Early Years settings were judged good or better. The figure in August 2015 was 88%.

At the end of August 2016, in Kent overall 96.6% of children under five were attending a good or outstanding Early Years setting.

Inspection Outcomes for Kent Children's Centres

During the past year Ofsted paused the Children's Centre inspection cycle, pending the outcome of the Government's consultation on the future of Children's Centres.

In seeking to continue to evaluate and improve the performance of Children's Centres in Kent we have commissioned a former Senior HMI from Ofsted to undertake a series of reviews of the Children Centres. These have now taken place in seven districts and the work has been valuable in identifying both strengths as well as areas for development. In April 2016 the former HMI concluded that 'overall effectiveness of centres in Kent has been strengthened considerably. It is apparent that Kent's internal QA and audit systems are now well-placed to supersede external scrutiny.' Currently 75 % of Children's Centres are rated as good or better.

Exclusions

The latest exclusion data for Kent indicates that the number of exclusions reduced significantly in the 2015-16 academic year. Countywide, the number of permanent exclusions has been significantly reduced from 105 to 67 compared to the same period last year, with 759 fewer fixed-term exclusions, reducing from 10,723 to 9,964. This reflects good practice in many schools, supported by LA services, in identifying and providing appropriate help for vulnerable pupils with challenging behaviour and other learning needs.

In order to disseminate the good practice and effective processes that have been adopted by many schools in Kent, we have produced the first Kent Exclusion Guidance for Schools and Governors. The document summarises the statutory requirements while promoting effective and preventative approaches that Kent schools and LA services have developed in the past year. The procedural sections reflect many good practices and new ways of working, which the PRU, Inclusion and Attendance Service (PIAS) has worked with schools to develop.

The work of the Pupil Referral Units and other Alternative Provision has also played a key role in working with schools to identify alternatives to exclusions, providing appropriate support for children with challenging behaviours. There are now six PRUs, and two alternative provision arrangements managed by groups of schools in two areas of Kent, plus the Kent Health Needs Education Service, which has six satellite provisions around the county. In addition, we have invested in developing Primary projects to provide support for pupils with challenging behaviour in Primary schools. The quality of this provision is now mostly good, with 86% of PRUs rated good or better by Ofsted and 95% of pupils attending a PRU in provision that is good.

In 2016, the GCSE results show that nearly all pupils (96%) attending PRUs achieved at least one qualification and 68% achieved five or more GCSE passes. 79% achieved a GCSE pass in English and 70% in maths. 65% achieved the expected rate of progress in English and maths. In September 2016, 74% of these pupils are now continuing in some form of education and training post 16. While there is room for further improvement these results are significantly better than the outcomes achieved for these learners in previous years.

There has been very good work in the PRUs and across schools to improve provision and outcomes for these vulnerable learners. A very small number of schools now resort to permanent exclusion and the numbers continue to reduce. This means that more young people have a better chance of being helped and they can remain in the education system.

If we continue on this trajectory we will see even better outcomes. Schools need to make maximum use of Early Help, the SEND LIFT process and the available High Needs funding, in addition to the work of the PRUs, to continue to make sure every child and young person in Kent is supported to participate fully in education and to achieve well.

Attendance

Attendance is a key priority and improving students' attendance rates can have a significant impact on outcomes, particularly for vulnerable groups where early indications of other more serious underlying problems can be reflected in erratic or poor attendance. For example, nearly 50% of young people who become home educated have a history of persistent absence from school. Poor attendance is also a significant risk factor for children and young people who are excluded and those who become NEET.

Final absence statistics relating to the full 2014-15 school year were published in March 2016. This attendance data shows that absence from school in Kent is slightly higher than the national average.

Overall the percentage of total absences in Kent was 4.9% compared to 4.6% nationally. For Secondary schools the figures were 5.7% compared to 5.3% nationally, and for Primary the percentage was 4.1% 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) was 4.4% in Kent compared to 3.7% nationally. For Secondary schools this figure is 6.5% compared to 5.4% nationally and for Primary schools it is 2.5% compared to 2.1% nationally.

The previous persistent absence figure for 2015 for Secondary schools was 6.2%, and for Primary schools it was 2.3%. The data shows an increase in persistent absence for Secondary schools up to 6.5%, and an increase to 2.5% for Primary schools.

The latest available data on attendance is not for a full school year. Available early data which combine autumn 2015 and spring 2016 figures indicate a persistent absence figure for Primary schools of 9.3%, which compares to 8.5% last academic year. The available early figure for secondary schools is 13.2%, down from last year's figure of 14.0%. National data for 2015-16 is not yet available, and national data for 2014-15 was for the previous 15% threshold, so there is currently no comparative data available. During the same period, the attendance rates for Primary schools has increased marginally from 95.8% to 95.9% while the rate in Secondary schools has improved slightly from 94.4% to 94.8%.

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 for attendance-only issues refer directly into the Inclusion and Attendance team.

A good Impact on improving attendance has been made in schools where:

- There are regular parent interviews where attendance targets are set.
- Heads of Year or other staff make home visits
- Taxis are arranged where transport may be a problem

- Reward trips are provided
- Texts and phone calls are made to the home for attendance at parents' evenings
- There is first day calling home for a pupil's absence
- Parental workshops are provided on how parents can support their child.

Special Educational Needs and Disabilities (SEND)

In September 2014, the Children and Families Act 2014 introduced reforms to the way in which children and young people with special educational needs and disabilities (SEND) are supported to learn. Setting out a four-year transitional period ending March 2018, the Government acknowledged the scale of the reforms is enormous, and at the core, a new statutory duty to ensure that the views of children and young people with SEN and disabilities and those of their parents are given importance.

Kent's SEND Strategy sets out an ambitious plan to improve the educational, health and emotional wellbeing outcomes for Kent's children and young people. We believe that every Kent child and young person should have their needs met, as far as possible in their local community and we expect every setting to make effective provision so that they move on easily to the next stage of their life. All children with SEND must have their needs identified at the earliest possible opportunity and we aim to ensure they are provided with the support they need to make good educational progress and achieve good outcomes so that they and their families feel well supported.

The Strategy is focused on ensuring good SEN practice in every school and a stronger commitment to inclusion through the core standards delivered by a skilled workforce across all schools. To deliver the practice improvements needed, the SEND Strategy is supported by a workforce development plan which aims to ensure teachers have the skills to support children particularly those with autism, speech and language difficulties and behavioural needs.

Knowing that we are providing the right services and support for families is hugely important. Kent children and young people, along with their parents and carers, told us to keep their needs at the heart of what we do. Parents asked us to increase the support in local schools. Feedback from many families indicates that the reforms have brought about positive change; there are now more specialist places in Kent mainstream and Special schools and as our building improvements in Special schools are completed, there will be further increases.

We know that there is much we must do to ensure the changes are embedded in everything we do for our children and young people with SEND; every education setting must demonstrate good SEN practice and a stronger commitment to inclusion.

Our priorities for 2017-2020

We want to ensure that pupils with SEND are socially and educationally included in the life of their schools, they make better progress, they do not become NEET, they are not over represented in exclusions and they have good attendance.

We know that there are still gaps in our provision and the Kent Commissioning Plan has identified where the most significant pressures are.

The cost pressure from school transport means we must increase the capacity of local schools to support pupils with SEND without the need for unnecessary travel to Special

provision further away. We also want to increase the provision that is available in the early years and after statutory school age at 16 years old.

We want all young people with SEN and disabilities to participate in education or employment with training until they are 18, and those who need continuing education to age 25, to be able to access local settings. We want pathways for SEND learners aged 16-24 that are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24.

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.

Progress in 2015-16

In 2015-16, KCC delivered the additional new school places needed for September 2016. The majority of these new school places were within the Primary sector. We expanded 25 Primary schools, adding 14 permanent forms of entry and 184 temporary Reception class places that will not be needed in the long term. Six forms of entry of Secondary school provision was commissioned across four schools. In addition, 263 temporary Year 7 places were added.

The programme to refurbish or rebuild all Special Schools has continued. In 2015-16 four further projects were completed: Broomhill Bank (West Kent), Laleham Gap (East Kent), St Anthony's (East Kent) and The Beacon School Folkestone (Formally Foxwood Highview). The remaining four projects Foreland, Ridgeview, Five Acre Wood and Portal House are underway. Two Special Schools are expanding: Wyvern (Ashford) and Meadowfield (Swale).

For September 2016 we commissioned 85 new SEND places across twelve Primary school specialist resourced provisions (SRPs).

Our planning and forecasting continues to have a high degree of accuracy. The Commissioning Plan for Education in Kent (KCP) 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 2016) was accurate to within 0.1% across Kent. This is a smaller variation than the previous year. This is due to improvements in how we account for the effects of migration within the forecast model. Five of the 12 District forecasts were outside the plus or minus 1% tolerance we seek. The forecast Primary School roll number was 0.2% higher than actual rolls, with two 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 accurate to within two pupils. This represents a 0% variance, which is an exceptionally high degree of accuracy. The most extreme forecasting variance was Sevenoaks as it was last year. This is due to the opening of The Trinity Free school. The forecast Secondary roll number (Year 7 to Year 11) was 0.3% over the actual roll, which again represents a high degree of accuracy.

However, throughout the year we have experienced significant, but uneven, levels of migration of families into Kent who require school places for children of all ages. For example, in addition to the school places we planned for and delivered in September 2016, there were a significant number of new families and children arriving in Kent this summer.

This has been particularly evident in Canterbury and Maidstone where the London Boroughs of Redbridge and Tower Hamlets have purchased properties and families from those boroughs have now moved there and require school places in those Districts.

Surplus capacity in the Primary school sector is at 6.1% in Reception Year and 5.0% across all Primary school year groups. This is within our target of at least 5% surplus capacity. However, the proportion of surplus Reception Year places in Districts varies from 0.5% in Dartford to 10.9% in Swale. Three Districts had fewer than 5% surplus Reception Year places. Six had less than 5% surplus Primary places. Surplus capacity in Year 7 and across the Secondary school sector remains high both across the County at 9.1% and 10.1% respectively. There are exceptions to this across the districts. Surplus places in Year 7 in 2015-16 were below 5% in the Travel to Learn Areas of Dartford, Gravesham and North Sevenoaks and in Thanet. Across Years 7-11 surplus places were below 5% in Canterbury and Thanet.

Future Projections and Need

The number of Primary age pupils is expected to continue rising significantly from 119,940 in 2015-16, to 127,859 in 2020-21, which is more than 8,000 extra pupils over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2030. 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 78,007 in 2015-16 to over 96,870 in 2026-27. Beyond this point the longer term strategic forecasts indicate a continuing rise in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

From 2017-18 there is forecast to be less than 5% surplus Year 7 places across the County as rising rolls feed into Secondary schools. Actions planned in the Kent Commissioning Plan will address this.

The latest version of the Plan 2017-21 sets out our analysis of needs for the future and identifies in more detail what we need to do in the next five 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.

Additional provision will be achieved by expanding existing schools, and by creating new Primary and Secondary schools. The Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

| | |
|--|--|
| <p>By 2017-18</p> <p>Primary 9.5FE permanent 150 Year R places 30 Year 2 places 30 Year 3 places</p> <p>Secondary 10FE permanent</p> | <p>By 2018-19</p> <p>Primary 11.2FE permanent 30 Year R places</p> <p>Secondary 24FE permanent</p> |
| <p>By 2019-20</p> <p>Primary 13.1FE permanent</p> <p>Secondary 18FE permanent 60 Year R</p> | <p>Between 2020-2023</p> <p>Primary 64.1FE permanent</p> <p>Secondary 35FE permanent 210 Year 7 places</p> |

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 Specialist Resource Base Provisions in mainstream schools and satellite provision for Special schools in accommodation on mainstream school sites.

We are increasing the number of places in our Special schools through a substantial building programme with ten projects significantly underway or already completed.

There are approximately 7000 Kent pupils in Kent with a Statement or Education Health and Care Plan. This accounts for 2.9% of the total school population for which the Local Authority is responsible for commissioning school provision.

The Service commissions 4,000 specialist places in Kent maintained schools and academies, provision for 500 High Needs students in Further Education and Independent Colleges and 550 independent and non-maintained sector placements. It also commissions outreach and the Specialist Teaching and Learning Service (STLS) to support 3,000 pupils in mainstream schools.

The increasing roll is impacting on the places needed in Special schools, Specialist Resource Provisions (SRPs) and Satellite units. There are gaps in our current provision in these areas:

Profound, Severe and Complex Provision (PSCN)

We are aware that for the most profound level of physical and cognitive difficulty there is no obvious provider within the non-maintained sector. Where placement difficulties occur, the nearest suitable school may be outside Kent with the daily distance requiring a boarding school placement. Provision is needed in Dover to ensure Secondary aged pupils can access a local provision.

Physical Disabilities (PD) and Accessible Schools

Kent maintains 275 specialist places for physical disabilities, including sensory disabilities with 30% of these at Valence Special School. Valence is an all-age county wide specialist resource and it offers boarding. Pupils travel to Valence from 11 different authorities. Concentrations of children are travelling from the Dartford and Gravesend area.

Observation & Assessment Nursery Provision – Tunbridge Wells

Oakley School is currently the only district Special school which does not admit children of pre-school age.

ASD secondary school age provision

The number of pupils with ASD has increased by 37% in the last five years, and this trend looks set to continue. Provision is required in Swale or Maidstone catering specifically for ASD for Secondary school age.

Specialist provision on the Isle of Sheppey

There is no Special school in the Isle of Sheppey (Swale). Currently 185 children living on the island are transported each day to a Special school or specialist provision off the island.

In order to address the gaps in provision above we will continue to commission SRPs or Satellite units linked to Special schools when new schools are opened. We will also encourage Free school applications for Special schools.

Early Education and Childcare

Assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. Analysis of childcare places for 0-4 year olds shows that we have sufficient places in all Districts except Gravesham. However this masks where there may be deficit places within planning areas. In some cases, neighbour planning areas will have a surfeit of places. However, transport costs and availability may prevent access for families with lower household incomes.

We are working with providers and potential providers to encourage the establishment of additional provision where this is required, either for Free for 2 places or the delivery of sufficient places for the new entitlement of 30 hours of provision for 3 and 4 year olds by September 2017.

Post-16 Education and Training in Kent

We work closely with schools, colleges, training providers and workplaces offering apprenticeships to ensure that sufficient provision exists to enable all young people aged 16–19 years (up to 24 years for some pupils with SEND) to engage in education and training.

We recognise that attainment at age 16 is the single most important factor in securing participation, learning and achievement between the ages of 16 and 19 years, especially attainment in Maths and English. We recognise that this can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high quality learning pathways. Vulnerable learners, particularly those who do not have Maths and/or English should have opportunities to engage in personalised pathways which lead to sustained employment.

The Skills and Employability Service's annual review of provision supports the development of personalised pathways within redesigned Study Programmes to improve the outcomes and destinations for all young people.

In developing new Post-16 provision the Local Authority would request providers to:

- Align provision to local labour market trends and avoid duplication of courses.
- Make provision for English and Maths to ensure students can gain a GCSE grade C or above qualification.
- Assure the long term viability of the provision.
- Establish robust monitoring of Post-16 learning and teaching.
- Offer a range of qualifications at all levels.
- Ensure levels of literacy and numeracy which are in accordance with EFA guidelines and which are appropriate for successful completion of learning.
- Develop a technical and vocational offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the skills profile highlighted by LMI information.
- Develop an academic programme offer which leads to HE, degree apprenticeships and higher level apprenticeships.
- Develop a technical programme endorsed by employers and the Kent Guilds.
- Work collaboratively with other Post-16 advisers.
- Deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience.
- Plan personalised pathways for vulnerable and disadvantaged learners.
- Engage in systematic review of provision against local and national indicators.

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; ensuring that SEN specialist provision will continue to increase to address changes in need type and increases in future demand; and to identifying academy **schools interested in sponsoring new schools in the mainstream and specialist sectors.**

Early Help and Prevention

The Strategy and Vision for Early Help and Preventative Services (EHPS) and Three Year Plan 2015-18 sets out the priorities, targets and a new way of working in Kent to support better outcomes for vulnerable children and families.

The priorities and vision remains the same, to provide 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 plan outlines what we aim to achieve and describes how Early Help works with children, young people and their families to help them overcome difficulties and reach their full potential.

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.

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 and Preventative Service aims to 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
- Education Health Needs Service
- Support for Gypsy, Roma and Traveller children
- Youth hubs and commissioned 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 to:

- 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 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 2015-16

In the last year, Early Help and Preventative Services has focused on further developing its strategy and shared values and embedding the structures and systems that will allow the division to achieve its outcomes.

During the past year we have:

- Embedded 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.
- Implemented the Early Help Module (EHM) in December 2015. This provides the Division with a full case management system that records and evidences effective casework from notification through to case closure. It shares a database with the Social Services Liberi system and this is supporting information sharing at step-ups and step-downs between Early Help and Social Care.
- Worked to more closely align the processes at the front door between Triage and the Central Duty Team. This is vital to ensure that notifications and referrals are responded to in an appropriate way and families receive the right support at the right time from the right service.
- Developed a suite of guidance, policies and process flowcharts to give a clear operational framework for staff and managers. Information is regularly updated on KNet for staff, and a weekly email from the Director of Early Help and Preventative Services has been introduced to ensure that all staff are made aware of key updates across EHPS.

- Introduced the Quality Assurance Framework and a regular cycle of audits to ensure casework is good and good outcomes are achieved for children and families. The EHPS Quality Assurance Framework (QAF) includes a range of performance, audit and evaluation tools, as well as a focus on feedback from children, young people and families, cross-directorate peers and key stakeholders, together with staff feedback and assessment of their competence, skills and motivation. A multi-agency audit programme provides evidence of good practice and supports workforce development. There is a clear cycle for audits and peer reviews and a process is in place to ensure feedback to staff from the audit outcomes and continuous improvement to EHPS processes and service delivery.
- Embedded and further developed the joint Early Help and Social Care step-down panels and introduced best-practice step-down processes, and joint guidance for staff.
- Embedded the use of operational and performance monitoring data to ensure an ongoing focus on continuous improvement embedded in the way the service operates. Monthly performance reporting provides clear evidence of improving outcomes for children, young people and families. 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 are used to inform service developments.

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 more intensive 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 serious attendance or behaviour difficulties at school or older young people who are NEET. The Units work closely with open access and additional support 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 positive outcomes have been achieved.

Working with Commissioned Services

Both the Early Help Units 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 of those children, young people and families in need of Early Help services.

Early Help and Commissioning have been working together closely over the last year to re-design priorities and approaches to commissioning services across Kent.

Emotional Health and Wellbeing, Family Support and Parenting, the Young Carers Service and Youth Services have been identified as the key areas of work for commissioned

services, and over the last year specifications have been developed for these services, and these are now at a range of different stages of the procurement process for delivery in early 2017.

Working with Specialist Children's Services

Safeguarding

Early Help continues to work in close partnership with Specialist Children's Services to ensure robust processes for the safe passing of responsibility and tracking of step-up, step-down and step-across referral pathways for children and young people at different interfaces of the safeguarding threshold.

In the past year joint step-up and step-down guidance has been developed and agreed and regular step-down panels now take place, which include joint visits to families and clear recording of all relevant information about children between systems and services. Overall 22% of cases are successfully stepped down to Early Help as a result of this process.

Missing Children

During 2015-16 the management and reporting of processes in relation to children missing from home, care and education moved to Specialist Children's Services, and this led to the appointment of two missing coordinators in the Central Duty Team.

Any missing and found notifications for children and young people not known to SCS are passed to Early Help. These are checked by the Triage team and then passed to the Districts to undertake the Return Interviews (RIs) with young people.

Child Sexual Exploitation (CSE)

Work has been taking place to ensure the workforce is fully aware of and trained in CSE so 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.

A multi-agency Child Sexual Exploitation Team (CSET) has been established this year with multi-agency representation including Early Help, and aims to pull together intelligence from a range of services and sources in order to tackle CSE in a more coordinated and effective way.

Young Carers

The Children and Families Act 2014 and the Care Act 2015 both identified key statutory duties for the Local Authority and its partners in relation to the identification and assessment of young carers aged 5-18. The 2011 Census suggested that the number of young carers in Kent may be as high as 10,500, although our commissioned service has previously known of and worked with around 3000.

Early Help has worked with partners from Adult Social Care, SCS, other LA services and Health commissioners and GPs to develop a working protocol to outline key pathways and responsibilities. All services are expected to understand and ensure support for 'hidden

carers' who often miss school and can become isolated from their peers and services as a consequence of caring for siblings, parents or other family members.

The engagement and support of partners, especially schools and health colleagues is central to success in tackling this issue. A new contract has been awarded to IMAGO for the young carers commissioned service.

Working with Health

Work has taken place with Public Health to agree detailed specifications for Early Help services to promote and improve health outcomes for children and young people, and to integrate requirements across the 0-25 age-range. These have improved partnership working with clear priorities to give children and young people a healthy start in life, both physically and emotionally.

Children's Centres

Public Health is a key partner in Children's Centres, with health outcomes being at the forefront of most Children's Centres' priorities. Close partnership working takes place between Health Visitors and Children's Centres, with many of these services being co-located. Further work is underway to move this forward, and to make best use of buildings across Kent to provide a range of family services. This should be seen in the closer alignment between services around the universal health check for two year olds.

Healthy Weight of 5-11 Year Olds

Healthy weight amongst Reception age children and weight issues for 11 year olds remain a concern, with a significantly higher proportion of pupils in Year 6 classified as obese.

In 2014-15, 9.1% of Year Reception children were obese, up from 8.2% the previous year. For Year 6 figures are much higher, 18.1% in 2014-15, which was a slight improvement on 2013-14's figure of 18.5%. Kent's figures are the same as the national average for Year R children, and 1% below the national average for Year 6 children.

A new programme of work is underway with Public Health to address these issues, via Early Help open access provision at both Children's Centres and Youth Hubs. Junior youth clubs are being set up to engage the 8-11 age group and focus on a range of issues including healthy weight.

Emotional Health and Wellbeing

Early Help is 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.

New arrangements are being planned with Health which will be piloted this autumn in advance of new commissioning arrangements being introduced in 2017. CAMHS workers will be based within every Early Help Unit, ensuring a much more coordinated response to supporting positive emotional health and wellbeing in children and young people. CAMHS workers will also be based in the Health Needs PRUs. This is a critical area of need as more

than half of Early Help notifications relate to children and young people have mental health and emotional difficulties.

Children's Centres

Kent's Children's Centres are managed in 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, 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.

Key Statistics about Children's Centres and their Target Groups

- In August 2016, 77.9% of children under 5 living in the 30% most deprived areas were registered with a Children's Centre, which is appropriately high, but only 49% are regularly attending. This needs to be higher, and our priority is to increase this to at least 70% of these families engaging fully with their local Children's Centre.
- 72% of children under 5 with current Social Services involvement are known to a Children's Centre. While this shows the close working relationship between Early Help and SCS we expect this figure to be higher. Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to rise.
- There is increased engagement with children under 2 years of age. 87.2% of all registered Children under the age of 2 are accessing Children's Centre services.
- 79.6% of teenage parents access Children's Centre services.
- 67,581 children under 5 are registered with a Children's Centre. This equates to 73.7% of the total population and an increase of 3.4% on this time last year.
- We have seen an increase of 11.5% overall reach compared to this time last year.
- A total of 68,956 individuals (37,414 adults and 31,782 children) were supported to improve healthier lifestyles. As a result of these interventions 1,735 mothers were supported to sustain breastfeeding, 6,645 children increased their intake of fruit and vegetables, 2,507 adults reported improved emotional wellbeing, a total of 1,274 new mothers reported an improvement in maternal mood and 12,508 adults reported reduced isolation with an increased ability to socialise and make friends. Information on smoking cessation is available in all centres and 109 adults were referred to smoking cessation services.
- During the last year a total of 18,995 events were held in Children's Centres across the county to support children's development through play, which is an increase of 3,373 from the previous year. A total of 40,544 individuals (18,176 adults and 22,368

children) were supported to experience play opportunities that link to the Early Years Framework. The outcomes include the following: 12,739 children developed their fine motor skills, 14,400 children developed gross motor skills, 2,368 children developed hand to eye coordination, 5,693 children enjoyed an increasing range of books, 9,904 children improved attention and listening skills and 3,327 children improved their ability to manage feelings and behaviours.

- Over the last year 20,670 individuals (10,763 parents and carers and 9,907 children) were supported in interventions that are aimed to improve parenting skills and outcomes. As a result of these interventions 777 adults reported that were able to implement positive behaviour strategies, with 339 going on to report that they had embedded positive discipline methods in daily routines at home. 4,783 adults reported improved adult and child interaction and 905 adults reported an improvement in family relationships with 2,507 adults reporting an improvement in emotional wellbeing.
- In addition, families in crisis were supported to access the right support at the right time, with 628 food parcels issued, 212 families supported to access the right benefits, 76 families better able to manage their debt, 122 families supported to complete an Early Help Notification and 121 families supported to improve their housing situation.

New arrangements with Health Visitors are now in place to register children as part of their role. This will increase the level of registrations and will have a direct impact on our involvement with target groups, and will support the increase of Children's Centre registration and reach figures going forward.

Free for Two (FF2)

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 average take up nationally is 68% and in Kent the latest figure is 67%, having risen from 58% for the same period in 2015. This means that a significant number of eligible disadvantaged 2 year olds are not benefitting from the learning and development opportunities available in good quality childcare settings hence it is a priority to continue to promote and support increased take up. Positively, 91% of those 2 year olds that are participating are in good or outstanding provision.

Open Access – Youth Hubs and the Youth Offer

Youth Work enables young people to develop socially and emotionally, to enable them to develop their voice, influence and place in society and to reach their full potential.

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

These Hubs are the focus of service delivery to adolescents, managed by 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 targeted offer and additional support to identified vulnerable young people, working very closely with the Early Help Units in their district. Wider collaboration with other partner agencies, commissioned providers and local District and Borough Councils is central to the success of the Youth Hubs within the Early Help offer to young people. As well as this important hub-based work, services to young people are also provided in a range of different settings across every district, thus extending the 'reach' of the Early Help service.

Following last year's internal review of our Youth Hubs, work has been taking place this year to develop a toolkit of guidance, flowcharts and processes for Youth Hubs, in line with the existing toolkit successfully in place for Children's Centres. There are many synergies with Children's Centres and they are working more closely together to provide open-access services across the 0-25 age range.

The content has been agreed for the universal youth offer, giving clarity to workers and managers in Youth Hubs, as they support a range of adolescent needs, including supporting and reducing young people who are Not in Education, Employment and Training (NEET). Youth Hubs are also key to the undertaking of Return Interviews for children and young people who have gone missing, who are not known to Specialist Children's Services.

Outdoor Education

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.

This year saw the Launch of 'Adventure Kent' as a collective organisation for all the County's Outdoor Education Centres, utilising staff and other resources more productively across all our provision and marketing ourselves consistently as a single entity. This has delivered early successes, and staff from every centre and area of expertise have worked innovatively and collaboratively across sites to deliver an exciting programme of High Quality Outdoor Education.

Duke of Edinburgh's Award

Kent County Council holds one of the largest Duke of Edinburgh's (DofE) Award Operating Licences in the UK, supporting more than 120 registered centres (schools and youth projects) and more than 1000 adults helping to deliver the programme – the vast majority of whom are volunteers - across the county in 2015-16. Following the record enrolment figures in 2014-15, 2016 has seen a further increase in completions, to a new record. The past twelve months saw a record 2592 completing an Award at Bronze, Silver or Gold.

Support for Young People Who Are NEET

The percentage of the 16-18 cohort that were NEET in 2015-16 based on the average across the year was 5.0%. This was a slightly worse than the previous year's figure of 4.7%, and did not meet the challenging target of 3.5%. The national figure was 4.2%. However, significant work has been taking place to put in place more integrated processes to ensure that young people who are NEET are supported and engaged, and that their education or training provision is suitable and can be sustained.

Early Help plays a key role in the NEET Strategy. Young people who are supported in Early Help Units or Youth Justice teams may be NEET or at risk of becoming NEET. They may also require additional support from a Youth Hub. A significant number of young people, not already known to Early Help, are referred into Open Access centres via multi-agency District Participation Meetings. A light touch assessment is undertaken and then Early Help works with the young person to prepare them for education or training, works with the Skills and Employability Service to engage them in suitable provision, and then maintains contact and support to ensure that provision is sustained. Young People who have been NEET for a sustained period of time or who do not sustain a placement are referred to the commissioned NEET service for more intensive support.

Youth Participation

Kent County Council is committed to supporting young people in their communities, helping them to develop the skills and confidence to have a voice about issues that affect their lives. One very important mechanism for this is the Kent Youth County Council (KYCC). Young people are elected every year during a week of voting held in schools, youth groups and other settings across Kent. In November 2015, just over 30,000 votes were cast across Kent to elect the members of the new Youth Council.

Each year, KYCC members decide on a number of key campaigns that they will actively work on, frequently with the engagement of both Officers and Elected Members from the County Council. Over the past year, these have included transport, activities for young people, mental health and bullying.

A small representative group from KYCC also takes the voice of young people from Kent onto a national stage through their work with the British Youth Council and the UK Youth Parliament.

The Youth Participation Team has been working with colleagues in all Districts over recent months to establish an effective network of local youth forums at District level, thus increasing the breadth and diversity of young people involved in issues affecting their lives and their local communities, and establishing a strong voice for young people in future service development.

Youth Justice

The Youth Justice service is responsible for assessing, planning and intervening with young people aged 10 to 17 years who have come to the attention of the Police and receive either an out of court disposal or a court sentence. Ten years old is the age of criminal

responsibility and age 18 is when the majority of those subject to statutory supervision transfer to either the National Probation Service or the Community Rehabilitation Company which are responsible for working with adult offenders. The principal aim of the youth justice system is to prevent offending and re-offending by children and young people.

Youth Justice is now embedded across the work of Early Help and Preventative Services. 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 Early Help is that children and young people should have stability of case worker wherever possible as a high-quality relationship supports positive outcomes and this applies whether there is a post-court or out of court disposal.

The annual statutory Youth Justice Plan for the county outlines the key priorities and performance targets for the year. Three national indicators are included, focusing on reducing first time entrants to the criminal justice system, reducing custodial sentences and reducing re-offending. Additional targets are set in relation to young offenders' participation in education (both at school age and post statutory school age), suitable accommodation and remands to youth detention accommodation. These are all key contributory factors to reduce re-offending and assist in achieving positive outcomes for young offenders.

In 2015-16 the number of first time entrants into the Youth Justice system fell to 426, which meant that the target of 615 was exceeded. This compares with 614 in 2014-15 and 709 2013-14. In 2015-16 there was a significant reduction due to a focus on restorative approaches by the Police. A Community Resolution is a diversionary option for the Police while still holding the child or young person to account for their behaviour. It ensures that the victim's views are heard and that the young person is able to make an apology for the crime committed. Within the past year, the Police have given 671 Community Resolutions. From April 2016 a new process has been implemented between Early Help and Kent Police, which means that any complex cases are discussed at a multi-agency panel. These cases include all Children in Care as well as cases where there is gang involvement or other issues of concern. The aim is to ensure a well informed decision is made which delivers the most appropriate outcome and support to both the victim and the offender. This also forms part of the Early Help commitment to keeping Children in Care out of the Criminal Justice system whenever this is appropriate.

The number of remands to youth detention accommodation has reduced in the last year from 44 in 2014-15 to 30 in the last year, but the fall in the numbers of the youth offending population mean that the percentage measure has increased to 8%.

The engagement of young offenders in full time education or training (EET) of statutory school age is 58.9% compared to 76.6% in 2014-15 and for post 16 it is 53.0%, similar to the previous year. These figures are very poor and a real cause for concern. The performance has declined compared to previous years for both age groups. Work is underway by Early Help and partner agencies to secure and sustain appropriate education placements for this cohort of young people.

In 2015-16, 92.3% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which is slightly down on the previous year when it

was 95.7%. However, the numbers are low and this difference equates to one young offender in 2014-15 leaving custody not in suitable accommodation compared to two young people in 2015-16.

In the remaining areas the performance for the number of custodial sentences in 2015-16 was 5.4% 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 achieved at 89.9%. This has slightly reduced compared with 93.8% in 2014-15.

Kent's Youth Justice Plan for 2016-17 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 Early Help 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 2016-17 a cohort of young repeat offenders will be the focus of more intensive work 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 changes to their design to ensure their effectiveness is increased
- Increasing engagement of young offenders in education, employment and training

The Prevent Strategy

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, colleges and childcare providers keep children and young people safe from the risk of radicalisation and extremism the DfE issued practical Prevent Duty advice which complements statutory Prevent Duty guidance.

Kent has appointed a Prevent and Channel Strategic Manager, to focus on early intervention to reduce the chances of individuals who support extreme ideologies becoming terrorists. Early Help and Preventative Services are linking in with this corporate role to

ensure that our work takes into account these requirements and always responds in the most appropriate and timely way.

Troubled Families Programme

The Kent Troubled Families Programme has been successful in supporting families with multiple problems. The Troubled Families programme is integrated into the Early Help Units, and families receive intensive support through the Kent Family Support Framework. Some families are supported through our specialist family support commissioned services.

The Kent Troubled Families programme began a five year Extended Phase in January 2015. Phase 2 of the programme extends the criteria to include families where there are the following needs :

- Crime and anti-social behaviour
- Educational under-achievement
- Children in need
- Out of work or at risk of financial exclusion
- Domestic abuse
- Health problems

The family will be deemed 'turned around' when all the criteria have significantly improved for a sustained period, and at this point a claim can be submitted.

The programme now requires Kent to turn around 9,200 families over the five years of the programme. This was increased by the Department of Communities and Local Government in June 2016. In order to achieve this target the programme will have to identify substantially more than 9,200 families. All families known to Early Help are assessed against these six criteria.

By March 2016, around 3,024 families were worked with under the four principles. The focus and outcomes of the Troubled Families programme are supported through local partnerships and District Councils. The delivery streams for the programme includes all early help workers and commissioned intensive family workers and a new programme action plan will drive further successes in engaging and helping families.

HeadStart Kent

The Big Lottery Fund has awarded Kent County Council £9.89 million to support young people's emotional wellbeing and resilience over the next 5 years, following a successful pilot trial in Kent for the last 2 years.

The new funding will enable us to support young people to develop their own resilience to cope with the everyday pressures they may face throughout their lives, as well as supporting them in helping each other. HeadStart Kent aims to make changes through

schools, families and within communities and has been designed with young people at its heart.

The Project will include the following:

- A Kent-wide offer that includes the Kent Resilience Hub available to all schools and communities in Kent to increase knowledge and skills, promote evidence based best practice, and provide a range of tools and training resources.
- Universal Plus – working with priority groupings of schools and their local communities, this level will provide a number of developmental and training programmes for staff, activities for young people and their families, and community services.
- The programmes will ensure that young people, the wider workforce, community and the voluntary community sector (VCS) understand the importance of developing resilience and engaging with and improving young people's emotional and mental wellbeing.
- Additional support will be available in the geographic areas covered by the groupings of schools. This level will identify young people who are affected by family domestic abuse, have experienced trauma or adversity and whose emotional wellbeing may be at risk. It will provide additional support to young people to build their resilience, recover from trauma or adversity and improve their emotional health and wellbeing.

The first new phase will start in Swale and Gravesham and, over the next five years, HeadStart Kent will deliver across nine districts.

Education Safeguarding

The Education Safeguarding Team (EST) provides support, guidance and challenge to schools and early years settings and services within the Directorate to ensure that children are kept safe and their welfare is promoted, as required by Section 175 of the Education Act 2002. Statutory guidance, including Working Together to Safeguard Children (2015), the Early Years Foundation Stage Welfare Requirements (2014), Keeping Children Safe in Education (2016) and Kent Safeguarding Children Board (KSCB) procedures, help to inform the work of the team and any good practice guidance that is developed. The principles that underpin the Children Acts of 1989 and 2004 provide a framework for our service standards, with the needs of the child considered paramount at all times.

As part of the core functions, the Education Safeguarding Team provides a consultation service to schools and settings, with over 4000 enquiries during the 2015-16 school year. These have been on a variety of subjects, including online safety, policy and procedure alongside welfare concerns about specific children. A training programme for Designated Safeguarding Leads in schools and settings is rolled out centrally each year which meets both DfE and Ofsted requirements and exceeds what Kent Safeguarding Children Board (KSCB) or Working Together to Safeguard Children 2016 advocates. Training days and twilight sessions are also delivered in schools and settings and there is a programme of training delivered to school governors. In the 2015-16 school year, over 7000 individuals were trained according to their roles and responsibilities.

The Education Safeguarding Team works closely with multi-agency partners and the Kent Safeguarding Children Board to ensure education is represented on various safeguarding groups and meetings held Countywide. The Education and Early Help subgroup of the KSCB and the Education Safeguarding Team Child Protection newsletter, published three times a year, ensure education professionals are kept informed of any changes in statutory requirements and local and national procedures.

Commissioned work has been steadily increasing over the past year with reviews of safeguarding arrangements in schools, based on Ofsted's 'Inspecting safeguarding in early years, education and skills settings' (updated August 2016). This is proving to be particularly popular with both the maintained and independent sectors.

Our Future Targets and Priorities 2017-20

As part of our continued improvement, 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 Early Years settings, Headteachers and governors in schools, and other stakeholders, there is a good level of shared ambition to achieve the following improvements in the period leading up to 2020.

By 2017, we aim to:

- **Improve** good outcomes for children in the Early Years Foundation Stage to 81% and the free school meal achievement gap is no more than 9%.
- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 70% of pupils attaining age related expectations in Reading, Writing and Mathematics combined.
- **Improve** KS4 attainment to ensure at least 64% of pupils achieving a good pass in English and mathematics and achieve the expected standard in Attainment and Progress 8.
- **Improve** the percentage of students achieving 2 or more A level grades to 95% and 3 or more A level grades A to E to 79%.
- **Increase** the average point score per student for vocational qualifications to 685.
- **Reduce** the Pupil Premium gap at Key Stage 2 to 18% and reduce the GCSE gap by at least 5%.
- **Increase** the percentage of good and better schools to at least 92%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better early years settings to 96%.
- **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 1% or below.
- **Reduce** permanent exclusions to no more than 55.
- **Reduce** the number of first time entrants to the youth justice system to no more than 520 young people, and the rate of re-offending will be no more than 28%.

- **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 further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 30% of closed children in need cases are stepped down to Early Help.
- **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 (7,900), resulting in a further reduction in youth unemployment to no more than 2% by summer 2017.
- **Deliver 7,900 apprenticeships** for 16-24 year olds, including 3,600 for 16-18 year olds and ensure at least 88% successfully complete their apprenticeships.
- **Recruit at least 100 apprentices each year** to the KCC Apprenticeship Scheme so that by 2017 the numbers will increase to 700.
- **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 2017 we expect this to be 90%.
- **Improve the outcomes at Level 3** for 19 year olds to 65% by 2017.
- **Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers** 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 priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is improved attendance, attainment and progress for SEN learners, a 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 have 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 Kent Health Needs Education Service (KHNES) and improve outcomes for pupils** with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools. The rate of re-integration is steady but not at the expected level yet. This is in no small part due to the high numbers on home tuition.
- **Champion school leadership in Kent** through supporting the implementation of the 'Kent Leaders in Leadership' strategy co-produced with the Kent Association of Headteachers and other relevant stakeholders, which aims to ensure that school leaders in Kent are supported and developed for the future and that system leadership continues to grow across the county.
- **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 2017 we expect no schools to be inadequate.
- **Continue to support and develop more effective school to school support** through the Kent Association of Headteachers (KAH), and deliver the Kent Leadership Strategy in partnership with KAH 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, and multi-academy trusts,** to increase their capacity to sponsor new schools and provide support for the improvement of other schools, through academy sponsorship, federation, trust, executive headship or other structural arrangements.
- **Continue to implement the Early Years and Childcare Strategy 2016 - 2019** to ensure there continues to be sufficient high quality free places for two year olds, robust plans are in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old children with effect from September 2017, more good early years settings achieving positive 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.

- **Ensure 80% 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 2017, 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 2017.
- **Ensure that at least 85% of parents achieve** their first preference for their children when they start Primary and Secondary school in 2017.
- **Reduce the rising cost of SEN Transport** and make more efficient use of SEN 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 2017.
- **Further develop the successful 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** 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 2020:

- **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 75% in 2016 to 88% in 2020.
- **Work to reduce the FSM achievement gap in the EYFS** to 9% in 2017 and to 6% by 2020.
- **We aim to ensure 80% of eligible two year olds** will be taking up a free nursery place by 2017 and this should rise to 90% by 2020.
- The percentage of pupils attaining the expected standard at **Key Stage 1** will be amongst the best for our statistical neighbours and improve in Reading to 80% in

2017 and 86% by 2020; in Writing to 74% in 2017 and 80% by 2020; and in mathematics to 80% in 2017 and to 86% by 2020.

- **Key Stage 2 attainment** will be amongst the best for our statistical neighbours, above the national average and pupils achieving the expected standard in Reading, Writing and mathematics combined will improve to 70% in 2017 and to 85% by 2020.
- **Key Stage 4 attainment** will be amongst the best for our statistical neighbours and improve to at least 64% of pupils achieving a good pass in English and mathematics and achieving the expected standard in Attainment and Progress 8 in 2017 and to 70% by 2020.
- **The FSM achievement** gaps at Key Stages 2 and 4 will continue to reduce from the 2016 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 18% by 2017 and to 14% by 2020. In Key Stage 4 the FSM gap in Attainment 8 will reduce to below the national average by 2020.
- **There will be an increase in the number of good or better schools**, with at least 95% of all schools judged as good or outstanding by 2019. In 2017 we expect to see this increase to at least 92%.
- **We will reduce the number of KCC schools in an Ofsted category of concern year by year**, so that no school will be in this category.
- **We will increase the percentage of good and better early years settings from 96% in 2017 to 97.5% in 2020.**
- **By 2017, 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 2017, 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 of 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 2016 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 2020 and ensure the number of parents who get their first preference Secondary school remains at 85% and first preference Primary school to 87% by 2020.

- **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 2020 the Kent Educational Psychology Service** will have service level agreements with 70% 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 2020:

- **By 2017, we aim to ensure there will be no more than 1% 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 2020.
- **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 2017 we expect this to be 90% and 95% of the cohort will achieve a Level 2 qualification by 2020.
- **We aim to improve the outcomes at Level 3 for 19 year olds** to 65% by 2017 and to at least 75% by 2020.
- **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 18% by 2017 and to 14% by 2020.
- **The uptake of Level 2 and 3 vocational training** in skills shortage areas will increase to 26,000 young people by 2017 and 27,700 by 2020.
- **The KCC Apprenticeship Scheme will continue to recruit at least 100 apprentices** each year, totalling 1000 successful apprenticeships delivered by KCC by 2020. By 2017 the numbers will increase to 700.
- **By 2017 we aim to ensure the number of apprenticeships for 16-18 year olds** increases to 3,600, and for success rates for completion to be at least 80%. By 2020 we expect the number to increase to 4,600 and success rates to be in excess of 83%.
- **By 2020** we aim to ensure at least 85% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2017, we expect at least 60% 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 2020 youth unemployment will be no more than 1.6%, from 2.5% in 2016.
- **By 2020**, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 175 and by 2017 at least 135 young people will be supported in this way.
- **Post 16 attainment in English and Mathematics** will improve so that by 2020 we aim to ensure at least 70% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2017 we expect this will be 55%.
- **By 2020**, we aim to ensure the percentage of young people achieving a Level 2 qualification by age 19 will improve to 95%. We expect this to be at least 90% by 2017.
- **We expect to see an improvement in A Level performance in Kent** to above the national average on all measures by 2020. The percentage of students achieving 2 or more A Level grades should improve to 98.5% and 3 or more A Level grades A to E to 83%.
- **Performance in technical and applied general 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 2017, we expect the average point score per Tech Level student to be at least 38.5 and this should improve to 40 by 2019. We also expect in 2017 the average point score per Applied General student to be at least 39 and this should improve to 40 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 2020 we will:

- **Deliver the Early Help Three Year Plan**, and further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 30% of closed children in need cases are stepped down to Early Help.
- **Reduce the rate of re-referrals to Early Help** within 12 months of case closure by EHPS down to below 12% by 2020.
- **Reduce permanent exclusions** from no more than 55 in 2017 to 25 exclusions or less by 2020.

- **Work with schools on behaviour management strategies** and monitoring to reduce the levels of fixed term exclusions down to 998 in Primary schools and 4,796 in Secondary schools by 2020.
- **Reduce the number of first time entrants** to the youth justice system from no more than 520 young people in 2016 to 460 by 2020, and the rate of re-offending will be no more than 25%.
- **Work with services across Education and Young People's Services** to increase the education participation levels of young offenders, to ensure that by 2020, 88% of those who are statutory school age receive full time education and 88% 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 a plan down to 50% by 2020.
- **Increase the timeliness** of response for targeted casework to ensure that 90% of plans are in place within six weeks of allocation by 2020.
- **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 2020.
- **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 9.3%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absence from Secondary schools currently stands at 13.2% and this will reduce to 9.5% by 2020.
- **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 100% of the target cohort of 8,960 families.

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:

- Build 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 and system leadership.
- Develop the Education Services Company for key elements of our service delivery and trading, jointly governed by schools, KCC and other stakeholders, to secure the services and ways of working that schools need for the future and KCC needs to discharge its statutory responsibilities.
- Ensure that education, health and social care work closely together and are more integrated as one system for children, and commission services jointly, to bring about the necessary improvements in the quality of provision for all children and young people, especially the more vulnerable including those supported by Early Help and Social Care and those with special educational needs and disabilities, from the early years of childhood to early adulthood.
- Ensure we are 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 improved and more cost effective provision.
- Develop 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.
- Provide high quality performance data at school, district and county levels to monitor and evaluate what we do, challenge underperformance and produce more insightful analysis and intelligence gathering to sharply focus improvement and identify and learn from rapidly improving trends.
- Focus 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 successful transitions, progression pathways and better technical and vocational qualification routes for all young people to age 18.
- Work in effective partnership with schools, FE colleges, universities, training providers and employers to secure the best vocational and technical pathways and outcomes for young people so that they can access skilled employment and higher learning.

- Recognise 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.
- Support Early Years collaborations to deliver a faster rate of improvement and developing similar approaches to system leadership in the Early Years.
- Support 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.
- Encourage and promote 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.
- Work 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 underperforming schools.
- Support 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.
- Develop ways to give parents, children and young people a greater say in the services that affect them and make 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.
- Provide 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.

A key means of getting there is to integrate our services more effectively and to continue to promote a more self-improving school to school support system and system leadership. We should be able to make even more effective use of existing good capacity in Kent, in schools and settings and in our own services.

System leaders in schools and in the local authority build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. For example 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. In the highest performing local authorities there is a determined approach to using evidence based practice and to achieving the best outcomes.

A more effective and longer term sustainable strategy for improvement across the whole system is to recognise that children and families needed joined up support and that this requires collaboration, more effective system leadership and more sustainable models of service delivery, including new models of school organisation and governance. It is a key role for the local authority to support and facilitate this transformation.

Our ambitions 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 Youth Justice Plan, the Strategy and Three Year Plan for Early Help and the business plan for the Education Services Company.

To achieve our goals and the better outcomes set out in this document we rely on developing and working in ever more successful partnership with schools and settings, colleges and training providers, employers, social care, health and the police.

Patrick Leeson

Corporate Director for Education and Young People's Services

Education & Young People's Services Performance Management

Vision & Priorities for Improvement - Performance & Targets

UPDATED AS AT 01/11/2016

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Vision and Priorities: Performance and Targets

| Service | Indicators | Performance (Provisional) | | | Proposed Targets | | | | Comments |
|---|---|---------------------------|---------------|-------------|------------------|-------------|-------------|-------------|--|
| | | Kent 2016 | National 2016 | Target 2016 | Target 2017 | Target 2018 | Target 2019 | Target 2020 | |
| Early Years & Childcare | Percentage of pupils at EYFS achieving a Good Level of Development | 74.8 | 69.3 | 77 | 81 | 85 | 87 | 88 | National data is 'Emerging National figures' from NCER |
| | Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap | 20 | N/A | 10 | 9 | 8 | 7 | 6 | |
| | Percentage of pupils at EYFS achieving a Good Level of Development - lowest 20% / mean achievement gap | 26.3 | 31.4 | 23 | 22 | 21 | 20 | 19 | Oct-16 |
| | Percentage of eligible children taking up FF2 place (as measured by DfE snapshot) | 66 | 68 | 74 | 80 | 86 | 92 | 93 | |
| | Percentage of PVI EY providers with an early years graduate | 62 | N/A | 70 | 72 | 74 | 76 | 77 | |
| | Percentage of EY providers working as part of a collaboration | 64.2 | N/A | 70 | 75 | 80 | 85 | 87 | |
| | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | 95.4 | | 93 | 96 | 96.5 | 97 | 97.5 | End of August figure. National not yet available for August. |
| | Percentage of FF2 placed in Good or Outstanding settings | 88 | N/A | 89 | 92 | 93 | 94 | 95 | |
| School Improvement | Percentage of pupils at KS1 achieving age-related expectations in Reading | 78.2 | 74 | 86 | 80 | 83 | 85 | 86 | |
| | Percentage of pupils at KS1 achieving age-related expectations in Writing | 71.3 | 65.5 | 76 | 74 | 75 | 77 | 80 | |
| | Percentage of pupils at KS1 achieving age-related expectations in Mathematics | 77.5 | 72.6 | 86 | 80 | 83 | 85 | 86 | |
| | Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics | 58 | 53 | 82 | 70 | 75 | 80 | 85 | |
| | Percentage of pupils at KS2 exceeding age-related expectations in Reading, Writing & Mathematics | 6 | 5 | 26 | 8 | 10 | 11 | 12 | |
| | KS1-KS2 value added score in Reading | | | 91 | 1 | 1 | 1 | 1 | Dec 2016 - value added - will need to change |
| | KS1-KS2 value added score in Writing | | | 94 | 2 | 2 | 2 | 2 | Dec 2016 - value added - will need to change |
| | KS1-KS2 value added score in Mathematics | | | 90 | 1 | 1 | 1 | 1 | Dec 2016 - value added - will need to change |
| | Average score at KS4 in Attainment 8 | 50.3 | 49.9 | ↑ | | | | | Kent LA results day prov. data. NCER data due Nov 2016 |
| | Average score at KS4 in Progress 8 | -0.04 | -0.03 | ↑ | | | | | Nov-16 |
| | Percentage at KS4 achieving English Baccalaureate | 29.5 | 24.6 | 27 | 31 | 32 | 33 | 35 | Kent LA results day prov. data. NCER data due Nov 2016 |
| | Percentage at KS4 achieving a good pass in English and Mathematics | 63.5 | 62.8 | 60 | 64 | 66 | 68 | 70 | Kent LA results day prov. data. NCER data due Nov 2016 |
| | Percentage of schools above floor standards at KS2 | 98 | | 98 | 98 | 99 | 100 | 100 | Provisional data, subject to change |
| | Percentage of schools above floor standards at KS4 | N/A | | 85 | | | | | Nov-16 |
| | Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - FSM Eligible gap | 25.0 | | 15 | 18 | 16 | 15 | 14 | Dec-16 |
| | Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - CIC 12+ Months gap | 36.8 | | 25 | | | | | Dec-16 |
| | Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - SEN gap | 50.7 | | 47 | 45 | 40 | 38 | 36 | Dec-16 |
| | Average score at KS4 in Attainment 8 - FSM gap | | | ↓ | | | | | Nov-16 |
| | Average score at KS4 in Attainment 8 - CIC gap | | | ↓ | | | | | Nov-16 |
| | Average score at KS4 in Attainment 8 - SEN gap | | | ↓ | | | | | Nov-16 |
| | Number of schools in Ofsted Category (special measures or serious weakness) | 4 | N/A | 6 | 0 | 0 | 0 | 0 | Please give end of August figure |
| | Number of primary schools in Ofsted Category (special measures or serious weakness) | 2 | N/A | 5 | 0 | 0 | 0 | 0 | Please give end of August figure |
| | Number of secondary schools in Ofsted Category (special measures or with serious weakness) | 2 | N/A | 1 | 0 | 0 | 0 | 0 | Please give end of August figure |
| | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | 88.8 | | 86 | 90 | 91 | 92 | 93 | Please give end of August figure |
| | Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | 89.5 | | 85 | 91 | 92 | 93 | 95 | Please give end of August figure |
| | Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | 84.5 | | 86 | 88 | 90 | 92 | 93 | Please give end of August figure |
| | Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness | 95.7 | | 93 | 100 | 100 | 100 | 100 | Please give end of August figure |
| | Percentage of pupils with Statements/ EHCPs at KS2 achieving age-related expectations in Reading, Writing and Mathematics | 5.7 | N/A | 18 | 20 | 22 | 24 | 25 | Dec-16 |
| | Average score at KS4 in Attainment 8 for pupils with Statements/EHCPs | | N/A | ↑ | ↑ | ↑ | ↑ | ↑ | Nov-16 |
| | Post-16 % 2+ A-Levels A*-E [schools only] | 86.5 | | 93 | | | | | Kent LA results day prov. data. NCER data due Nov 2016. |
| | Post-16 % 3+ A-Levels A*-E [schools only] | N/A | | 77 | | | | | |
| | Post-16 % 3+ AAB A-Levels in facilitating subjects [schools only] | N/A | | 10 | | | | | |
| Post-16 APS per Entry (Academic) [schools only] | 212.4 | | 222 | | | | | | |
| Post-16 APS per Student (Academic) [schools only] | N/A | | 810 | | | | | | |
| | | | | | | | | | |

| | |
|------|------|
| 74.8 | 69.3 |
| 18 | N/A |
| | |
| 66 | 68 |
| 62 | N/A |
| 64.2 | N/A |
| 95.4 | |
| 88 | N/A |

| Service | Indicators | Performance (Provisional) | | | Proposed Targets | | | | Comments |
|--|--|---------------------------|---------------|-------------|------------------|-------------|-------------|-------------|--|
| | | Kent 2016 | National 2016 | Target 2016 | Target 2017 | Target 2018 | Target 2019 | Target 2020 | |
| | Post-16 APS per Entry (Vocational) [schools only] | 237.6 | | 232 | | | | | INDICATORS NEED TO BE REVIEWED DUE TO CHANGES TO THE ACCOUNTABILITY FRAMEWORK. NEED TO DECIDE WHICH KEY INDICATORS TO REPORT AND SET TARGETS FOR. |
| | Post-16 APS per Student (Vocational) [schools only] | N/A | | 680 | | | | | |
| | Post-16 A Level APS per Entry [schools only] | 30.8 | 30.7 | | | | | | |
| | Post-16 A Level % AAB or better at A-Levels in at least 2 facilitating subjects [schools only] | 16.8 | 15.4 | | | | | | |
| | Post-16 Academic APS per Entry [schools only] | 32.0 | 30.9 | | | | | | |
| | Post-16 Tech Level APS per Entry [schools only] | 36.8 | 37.0 | | | | | | |
| | Post-16 Applied general APS per Entry [schools only] | 37.0 | 38.0 | | | | | | |
| | Post-16 Number of students achieving Technical Baccalaureate [schools only] | 20 | 130 | | | | | | |
| SEND | Percentage of pupils with Statement/EHC Plan - Kent resident pupils (In Kent schools) | 2.8 | N/A | 2.7 | 2.6 | 2.6 | 2.5 | 2.5 | % OF ALL SEN IN KENT SCHOOLS |
| | Percentage of Statements/EHC Plans issued within 20 weeks | 85.9 | N/A | 90 | 90 | 90 | 95 | 95 | End of August 2016 |
| | Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils | 359 | N/A | 495 | 372 | 260 | 250 | 245 | End of August 2016 |
| VSK | Number of permanent exclusions from schools - CIC | 1 | N/A | 0 | 0 | 0 | 0 | 0 | Figures relate to corresponding academic year. Pupil exclusions matched to CIC status as given on Impulse. |
| | Percentage of pupils who are persistently absent - CIC | | | 6 | | | | | Need to review using new PA threshold |
| Page 428 Fair Access | Percentage of admissions applications for school places made online | 94.2 | | 94.5 | 95 | 95.5 | 96 | 96 | |
| | Percentage of parents getting first preference of primary school | 87.2 | | 85 | 86 | 86 | 87 | 88 | |
| | Percentage of parents getting first preference of secondary school | 81.4 | | 85 | 85 | 85 | 85 | 85 | |
| | Percentage of parents getting first or second preference of primary school | 94.1 | | 94 | 94 | 94 | 94 | 94 | |
| | Percentage of parents getting first or second preference of secondary school | 92.8 | | 94 | 94 | 94 | 94 | 94 | |
| | Percentage of Children Missing Education offered suitable education within 30 days of becoming known | N/A | N/A | 75 | 80 | 85 | 90 | 100 | New recording field added to Impulse and being used to as of Sept 16 which will enable data to be extracted, figures to be calculated and subsequently measure to be reported on. Figures previously reported based on the number of days referral was open which is inaccurate and significantly lower than the 90% 2016 target set. Based on criteria of how has been reported historically from data extracted from Impulse, the rolling year figure for Sep 15 to Aug 16 would be 54.5%. |
| | Percentage of children offered a visit by the LA within 10 days of the LA being informed of their decision to home educate | ? | N/A | 85 | 90 | 95 | 100 | 100 | Unable to extract relevant data from Impulse to calculate figures. I have spoke to and emailed measures to Sarah Saunter, Fair Access Team whom is trying to obtain the data from Area EHE Officers in order to provide 2016 figures. |
| | The percentage of registered EHE children that receive a visit by the LA | ? | N/A | 65 | 70 | 70 | 70 | 70 | |
| | Percentage of EHE children, who having engaged with the LA, are in receipt of suitable education within 90 days of the initial visit | ? | N/A | 90 | 93 | 96 | 90 | 95 | |
| | Percentage of registered EHE children preferring a school place, offered a school within 60 days of the initial home visit | ? | N/A | 20 | 30 | 40 | 75 | 85 | |
| Provision Planning | Percentage of surplus school places in Kent Primary schools | 5.0 | N/A | 4 | 5 | 5 | 5 | 5 | |
| | Percentage of surplus school places in Kent Secondary schools | 10.1 | N/A | 9 | 8 | 7 | 5 | 5 | |
| | The number of districts with at least 5% surplus Year R places | 9 | N/A | 4 | 9 | 10 | 12 | 12 | |
| Employability | Percentage of young people with Level 2 attainment by age 19 | N/A | | 87 | 90 | 92 | 93 | 95 | Awaiting DfE data |
| | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap | N/A | | 15 | 14 | 13 | 12 | 10 | Awaiting DfE data |
| | Percentage of young people with Level 3 attainment by age 19 | N/A | | 60 | 65 | 70 | 75 | 78 | Awaiting DfE data |
| | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap | N/A | | 20 | 18 | 16 | 16 | 14 | Awaiting DfE data |
| | Percentage of 16-18 year olds not in education, employment or training (NEET) | 5.0 | 4.2 | 3.5 | 1 | 1 | 1 | 1 | Nov/Dec/Jan average |
| | Percentage of pupils achieving no improvement in qualifications between 16 and 19 | | | 5 | 3 | 3 | 2 | 1 | |
| | Number of apprenticeships 16-24 year olds | | | 7,800 | 7,900 | 8,500 | 9,200 | 9,600 | |
| | Number of apprenticeships 16-18 year olds | | | 3,500 | 3,600 | 4,000 | 4,300 | 4,600 | |
| | Number of apprenticeships 19-24 year olds | | | 4,300 | 4,300 | 4,500 | 4,900 | 5,000 | |
| | Percentage of the 16-24 population in an apprenticeship | | | 4.7 | 5.1 | 5.6 | 6 | 6.2 | |
| | Percentage of the 16-18 population in an apprenticeship | | | 6.1 | 7 | 7.7 | 8 | 8.2 | |
| | Percentage of the 19-24 population in an apprenticeship | | | 3.9 | 4.1 | 4.5 | 5 | 5.6 | |
| | Percentage successful completion of apprenticeships 16-24 year olds | | | 85 | 88 | 89 | 90 | 91 | |
| | Percentage successful completion of apprenticeships 16-18 year olds | | | 79 | 80 | 81 | 92 | 83 | |
| | Percentage successful completion of apprenticeships 19-24 year olds | | | 84 | 87 | 88 | 89 | 91 | |
| | Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors | | | 1,660 | 1,700 | 1,750 | 1,800 | 1900 | |
| | Number of Level 2 & 3 vocational training places offered in skills shortage areas | | | 25,600 | 26,000 | 26,400 | 27,000 | 27,700 | |
| Number of starts on the Kent Success Apprenticeship scheme | | | 600 | 700 | 800 | 900 | 1000 | | |

| Service | Indicators | Performance (Provisional) | | | Proposed Targets | | | | Comments |
|---|--|---------------------------|---------------|-------------|------------------|-------------|-------------|--|--|
| | | Kent 2016 | National 2016 | Target 2016 | Target 2017 | Target 2018 | Target 2019 | Target 2020 | |
| Skills & Education | Percentage of schools offering L2, 3 or 4 apprenticeships | | | 50 | 60 | 70 | 80 | 85 | |
| | Percentage of unemployment among 18-24 year olds | 2.7 | 2.8 | 2.5 | 2 | 2 | 1.8 | 1.6 | |
| | Number of assisted employment opportunities for learners with learning difficulties and disabilities | | | 125 | 135 | 145 | 165 | 175 | |
| | Number of 14-19 year olds in Troubled Families programme participating in pre-apprenticeships or apprenticeships | | | 90 | 120 | 140 | 200 | 220 | |
| | Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils] | | | 97 | 98 | 98 | 98 | 98 | Data not yet available |
| | Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils] | | | 79 | 80 | 82 | 85 | 88 | Data not yet available |
| | Post-16 % of students end of KS5 moving to education, training or employment with training | | | 91 | 97 | 98 | 99 | 99 | Data not yet available |
| | Percentage of those not achieving a L2 qualification in English & Maths by age 16 that do go on to achieve by age 17 | | | 49 | 55 | 60 | 65 | 70 | Data not yet available |
| | Post-16 % of students achieving L2 in English by age 19 - excludes all students who gained L2 at KS4 | | | 30 | 35 | 40 | 40 | 45 | Data not yet available |
| | Post-16 % of students achieving L2 in maths by age 19 - excludes all students who gained L2 at KS4 | | | 25 | 30 | 40 | 40 | 45 | Data not yet available |
| | Percentage of Learners with LLDD able to participate aged 16-19 | | | 100 | 100 | 100 | 100 | 100 | Data not yet available |
| | Number of vulnerable learners on apprenticeships | | | 135 | 170 | 200 | 250 | 280 | Data not yet available |
| Early Help & Preventative Services | Percentage of Early Help cases stepped up to Specialist Children's Services | 5.5% | N/A | 6 | 5 | 4 | 3 | 3 | End of March figure |
| | Percentage of Specialist Children's Services cases stepped down to Early Help | 22.7% | N/A | 24 | 25 | 26 | 27 | 28 | End of March figure |
| | Percentage of notifications leading to a plan | 65.0% | N/A | 75 | 65 | 60 | 55 | 50 | Now % leading to Plan (steps now merged in EH process) - March snapshot |
| | Percentage of plans in place within 6 weeks of allocation | 53.1% | N/A | 80 | 80 | 82 | 84 | 86 | Now from Allocation - March snapshot |
| | Percentage of cases closed with outcomes achieved | 83.4% | N/A | 80 | 83 | 86 | 88 | 89 | End of March figure |
| | Percentage of re-referrals to Early Help within 12 months of a previous referral | 16 | N/A | 25 | 16 | 15 | 14 | 13 | Estimated outturn as has only recently been reportable |
| | Percentage of 0-5 living in the 30% most deprived LSOAs registered with a Children's Centre | 72.0 | N/A | 84 | | | | | End of March figure |
| | Percentage of 0-5 living in the 30% most deprived LSOAs attending a Children's Centre | 42.8 | N/A | 70 | 72 | 74 | 76 | 78 | End of March figure |
| | Percentage of 0-5 with current Social Services involvement known to a Children's Centre | 71.1 | N/A | 80 | 85 | 90 | 93 | 95 | End of March figure |
| | Percentage of 14-18 with current SCS involvement known to the Youth Service | | | 60 | 62 | 64 | 66 | 68 | End of March figure |
| | Number of first time entrants to the youth justice system | 427 | N/A | 540 | 520 | 500 | 480 | 460 | Annual figures published by YJB will not be available until end of January 2017 |
| | Rate of proven re-offending by CYP | 36.0 | 37.8 | 29 | 28 | 27 | 26 | 25 | Figures published by the MOJ relate to cohorts - current cohort published 28/04/2016 is July 2013 to June 2014 |
| | Percentage of young offenders of school age in full time education (25 hours) | 58.9% | N/A | 84 | 85 | 86 | 87 | 88 | National data not available as YJB YJMS returns not completed by a number of YOTs |
| | Percentage of young offenders post statutory school age in full time EET (16 hours) | 53.0% | N/A | 81 | 82 | 85 | 87 | 88 | National data not available as YJB YJMS returns not completed by a number of YOTs |
| | Cumulative number of Troubled Families 'turned around' in Phase 2 | | | 2,043 | | | | | Claims currently with audit. Data should be available late September/early October. Targets to follow. |
| | Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) | 9.3 | N/A | 6.5 | 8.5 | 8.0 | 7.5 | 7.0 | Combined Autumn/Spring provisional |
| | Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) | 13.2 | N/A | 12.5 | 12.5 | 11.5 | 10.5 | 9.5 | Combined Autumn/Spring provisional |
| | Percentage of overall pupil attendance in primary schools | 95.9 | | | 96.1 | 96.3 | 96.4 | 96.5 | NEW INDICATOR |
| | Percentage of overall pupil attendance in secondary schools | 94.8 | | | 95.0 | 95.2 | 95.3 | 95.4 | NEW INDICATOR |
| | Number of permanent exclusions from the primary phase - all pupils | 16 | N/A | 32 | 15 | 12 | 9 | 6 | Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17. |
| Number of permanent exclusions from the secondary phase - all pupils | 50 | N/A | 32 | 40 | 35 | 30 | 24 | Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17. | |
| Number of fixed term exclusions from the primary phase - all pupils | 1,725 | N/A | 1,250 | 1,373 | 1,168 | 1,051 | 998 | Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17. | |
| Number of fixed term exclusions from the secondary phase - all pupils | 8,271 | N/A | 7,000 | 6,598 | 5,608 | 5,048 | 4,796 | Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17. | |

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