

**CHILDREN'S, YOUNG PEOPLE AND EDUCATION  
CABINET COMMITTEE**

**Wednesday, 22nd November, 2017**

**10.00 am**

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





## AGENDA

### CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

**Wednesday, 22 November 2017 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Emma West**  
Telephone: **03000 412421**

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

#### **Membership (18)**

Conservative (12): Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman),  
Mrs R Binks, Mrs S Chandler, Mrs P T Cole, Mrs L Game,  
Mrs S Gent, Mr R C Love, Mr S C Manion, Mr D Murphy,  
Mr M J Northey and Mrs S Prendergast

Liberal Democrat (2): Mrs T Dean, MBE and Ida Linfield

Labour (1) Dr L Sullivan

Church Mr D Brunning, Mr J Constanti and Mr Q Roper  
Representatives (3)

#### **Webcasting Notice**

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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)*

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present
- 3 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

- 4 Minutes of the meeting held on 13 October 2017 (Pages 7 - 12)  
To consider and approve the minutes as a correct record.
- 5 Minutes of Corporate Parenting Panel held on 18 September 2017 (Pages 13 - 18)  
To note the minutes as a correct record.
- 6 Verbal Update by Cabinet Member and Corporate Directors  
To note the verbal updates by the Cabinet Member for Children, Young People and Education, the Corporate Director for Children, Young People and Education and the Corporate Director for Adult Social Care, Health and Wellbeing.
- 7 17/00115 - The Commissioning Plan for Education Provision in Kent 2018-22 (Pages 19 - 194)  
The Children's, Young People and Education 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 15 January 2018.
- 8 Early Years and School Performance in 2017 (Pages 195 - 210)  
Members are asked to note the contents of the Early Years and School Performance in 2017 report.
- 9 Children, Young People and Education Strategic Vision and Priorities for Improvement 2018-2021 (Pages 211 - 354)  
Members are asked to note the content of the Children, Young People and Education Strategic Vision and Priorities for Improvement 2018-2021 and endorse the proposed priorities and targets for 2017-2018 and beyond.
- 10 a) Children and Social Work Act 2017: Consultation on Draft Statutory Guidance, Sections 1-3 and b) Children and Social Work Act 2017: Consultation Changes to Working Together Statutory Guidance (Pages 355 - 396)  
Members are asked to note the content of the report and review the draft Kent County Council response to the consultation questions.
- 11 High Needs Funding Update (Pages 397 - 402)  
Members are asked to note the outcome of the review and endorse the recommendations to implement revisions to the current approach.
- 12 17/00109 - School Funding Arrangements for 2018-19 including the introduction of a National Funding Formula (Pages 403 - 410)  
Members are asked to note the report.

13 Tunbridge Wells Secondary Pressures: Proposed expansions of schools in West Kent (Pages 411 - 434)

Members are asked (subject to securing additional Basic Need funding) to consider and endorse the decision to expand Bennett Memorial Diocesan School, The Skinners' School, St Gregory's Catholic School, The Judd School and Tunbridge Wells Grammar School for Boys.

14 Inspections of Local Authority Children's Services (ILAC) Framework (Pages 435 - 438)

Members are asked to note the Inspections of Local Authority Children's Services (ILAC) Framework report.

15 17/00102 - New contract for the delivery of Supported Accommodation for Older Children In Care, Care Leavers and Homeless 16 and 17 year olds (Pages 439 - 492)

Members are asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- a) Award short-term interim contracts to continue to deliver Housing Related Support Services for vulnerable young people from 1 April 2018 to 30 September 2018;
- b) Award a new contract for a Supported Accommodation Service from 1 October 2018 to September 2023; and
- c) Delegate authority to the Corporate Director for Children, Young People and Education, or other nominated officer to undertake the necessary actions to implement the decision.

16 Revenue & Capital Budget Monitoring - 2017-18 Financial Year (Pages 493 - 538)

Members are asked to note the revenue and capital forecast variances for the 2017-18 budget that are in the remit of this Cabinet Committee, based on the August monitoring position presented to Cabinet on 30 October 2017.

17 Performance Scorecard (Pages 539 - 600)

To receive a report from the Cabinet Member for Children, Young People and Education, the Corporate Director of Children, Young People and Education and the Corporate Director of Social Care, Health and Wellbeing which provides Members with progress against targets set for key performance activity indicators.

18 Work Programme 2017/18 (Pages 601 - 604)

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.

### **Motion to Exclude the Press and Public**

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

19 Education Services Company Implementation Update (Pages 605 - 610)

To receive a report which provides Members with an update on progress to implement the proposals for an Education Services Company (ESC).

20 Commissioned Children's Centres and Future Arrangements (Pages 611 - 626)

To receive a report on Commissioned Children's Centres and Future Arrangements which Members are asked to note.

John Lynch,  
Head of Democratic Services  
03000 410466

*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.*

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**KENT COUNTY COUNCIL**

**CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET  
COMMITTEE**

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber, Sessions House, County Hall, Maidstone on Friday, 13th October, 2017.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mr D Brunning, Mrs S Chandler, Mrs P T Cole, Mrs T Dean, MBE, Mrs S Gent, Ms S Hamilton (Substitute for Mrs L Game), Ida Linfield, Mr R C Love, Mr D Murphy, Mr M J Northey, Mrs S Prendergast, Dr L Sullivan and Mr I Thomas (Substitute for Mrs R Binks)

OTHER MEMBERS: Roger Gough

OFFICERS: Patrick Leeson (Corporate Director Children, Young People and Education), Keith Abbott (Director of Education Planning and Access), David Adams (Area Education Officer - South Kent), Jared Nehra (Area Education Officer - West Kent), Ian Watts (Area Education Officer – North Kent), Marisa White (Area Education Officer - East Kent) and Emma West (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**34. Apologies and Substitutes**  
*(Item 2)*

Apologies for absence were received from Mrs R Binks, Mrs S Chandler, Mr J Constanti, Mrs L Game, Mr S Manion and Mr Q Roper.

Mr S Hamilton and Mr I Thomas attended as substitutes for Mrs L Game and Mrs R Binks respectively.

**35. Declarations of Interest by Members in items on the Agenda**  
*(Item 3)*

No Declarations of Interest were received.

**36. Minutes of the meeting held on 7 September 2017**  
*(Item 4)*

1. Resolved that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 7 September 2017 are correctly recorded and that they be signed by the Chairman.

**37. Verbal Updates**  
*(Item 5)*

1. Mr Gough (Cabinet Member for Children, Young People and Education) summarised the latest developments on the National Funding Formula (NFF) and the significance that the NFF had had for Schools in Kent. Central

government had found it challenging to establish a formula for distributing funding which satisfied the aspirations of areas of deprivation. Consultation had been undertaken at the beginning of the year to scrutinise the first attempt at the formula. Secretary of State had announced a new approach for the formula in July 2017 and Kent were in the process of responding and consulting with schools. He said that Kent would receive an additional £50m in the Dedicated Schools Grant (DSG) over the next 2 financial years. He said that although there had been positive movement, there were still financial constraints.

2. The Chairman suggested holding a Members briefing on the National Funding Formula and High Needs Funding before the next meeting of the Committee.
3. Patrick Leeson (Corporate Director of Children, Young People and Education) said that the demand for High Needs Funding had increased from schools and Kent's budget had risen from £8m a year in 2013/14 to £23m in recent years. He added that these figures were expected to increase further over the next few years. The increase in demand for HNF had put a significant amount of pressure on the DSG and options were being considered to allocate more money to HNF or potentially capping the budget for Special Educational Needs (SEN) in Kent.
4. RESOLVED that the verbal updates be noted.

**38. Commissioning Secondary Capacity in Thanet District**  
*(Item 6)*

1. Keith Abbott (Director of Education, Planning and Access) introduced the report which set out the provision of a new 6FE secondary school in Margate, the permanent 2FE expansion of Ursuline College from September 2019, and some temporary expansions of existing secondary schools in Thanet which would be required in order to ensure that sufficient Year 7 places were available for entry in September 2018 and 2019.
2. Marisa White (Area Education Officer – East Kent) said that the Cabinet Member for Children, Young People and Education had not yet taken the decision to acquire the site. She said that the earliest time that the decision could be taken was 18 October 2017. Current figures set out in the report did not take full account of children that may come forward from the strategic housing development.
  - a) In response to a question, Marisa White said that advice had been sought from colleagues in Property and Infrastructure regarding the proposed cost of £20m and said that feasibilities were undertaken with all of the secondary schools in Thanet. She added that she had been in consultation with head teachers and a number of governors from the schools. She said that parental preference was taken on board when looking to expand a school and any expansion proposal would be subject to full consultation.
3. Mr Gough (Cabinet Member for Children, Young People and Education) reminded the Committee of the potential difficulties that the process of school expansions can bring.



4. In response to a question, Marisa White said that the former Royal School for the Deaf site would have a new school built and ready for use by September 2020. She said that the current vacant site in Walmer was fit for occupation and there would be minimal costs for this site to be used. She discussed the 7FE pressures due to arise in 2019 and said the pressure could be dealt with by a range of temporary expansions in current Thanet secondary schools, or to temporarily use the Walmer site to house pupils. However, the Walmer site could not be used for this reason due to the current admissions code. Mr Gough said that although the Walmer site could not be used for this purpose, other options for the site needed to be looked at. He said that although there was a good site available, the pupil demand was elsewhere. Therefore transport costs would be significant if temporary use was made of the site.
5. In response to questions, Marisa White said that there was more capacity for sixth form provision in Thanet and that there were a range of post 16 options across the district. She said that it would not be an issue if schools did not start with a sixth form. This would be something that would be reviewed if pupil pressures started to increase.
6. Patrick Leeson (Corporate Director of Children, Young People and Education) agreed with Marisa White and said that it was no longer a requirement for schools to start with a sixth form. He added that there were 1,800 children and young people placed in Kent by other Local Authorities who were looked after by those Local Authorities. He said that the requirement for additional school places was being driven by the general rise in population overall and new housing developments.
7. The Chairman said that many schools across the county had closed their sixth forms in order to focus on the agenda for KS3 and KS4 more accurately.
8. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to:
  - i. Agree that a Free School Presumption Competition process can commence in order to seek applications from potential sponsors to run a new Secondary School in Thanet on the former Royal School for the Deaf site in Margate,
  - ii. Allocate £20m from the Basic Need Capital Programme Budget to fund the building of the new Secondary School,
  - iii. Allocate £3m for the permanent expansion of Ursuline College and agreement for the Local Authority (LA) to hold a joint consultation on a proposal to permanently expand the school,
  - iv. Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/agreements on behalf of the County Council, and
  - 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. Variations to contract value to be no

more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision,

be endorsed.

**39. Tunbridge Wells Secondary School Pressure**  
*(Item 7)*

1. Jared Nehra (Area Education Officer – West Kent) introduced the report and registered his thanks to all of the schools who had helped to admit additional children for the September 2017 admissions across Tunbridge Wells and provided 4FE additional provision which was required in order to meet the demand for year 7 school places.
2. In response to questions, Jared Nehra said there was a high demand for boy's grammar school places and said a balance needed to be maintained for selective and non-selection provision. He said there were limited options for the temporary expansion of schools as there were a number of constraints across the Tunbridge Wells area. He added that children would not have to move from school to school during any temporary expansions. He said that proposals with Highways colleagues were being brought forward to ensure traffic issues were considered and said he was confident that securing development contributions across West Kent would be successful.
3. Mr Gough (Cabinet Member for Children, Young People and Education) said the Committee would be looking at how school expansions were funded in November's meeting.
4. RESOLVED that the measures proposed to be taken by the Cabinet Member for Children, Young People and Education to mitigate the pressure for Year 7 Secondary school places in Tunbridge Wells Borough, be endorsed.

**40. Commissioning Primary and Secondary Capacity in Ebbsfleet, Dartford**  
*(Item 8)*

1. Ian Watts (Area Education Officer – North Kent) introduced the report which set out the need for a new Secondary School of up to 8 forms of entry (FE) and a new 2FE Primary School in Dartford and requested endorsement to commence Free School Presumption Competition processes to seek sponsors to run the new schools.
  - a) In response to comments and questions, Ian Watts referred to the use of 'pupil product ratios' to determine the age-band of people who were likely to move into the new build homes. He said that the large sites each had Education Review Groups to undertake assessments with developers and Councils to review the provision. He said there would be scope to look at further expanding some of the sites that would be coming online. There were good relationships with Dartford Borough Council and the Ebbsfleet Development Corporation and they were very open to working with Kent to look at additional land if required.

- b) In response to comments, Ian Watts Kent had been working with the Education and Skills Funding Agency (ESFA) and confirmed that Springhead Park in Ebbsfleet would be coming online.
2. Mr Gough (Cabinet Member for Children, Young People and Education) discussed the need to plan ahead and said that temporary expansions were usually put in place to fill gaps before new schools were put in place.
3. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to:
- i. Commence a Free School Presumption Competition process in order to seek applications from potential sponsors to run a new Secondary School in Dartford, within the Alkerden development on Eastern Quarry, which forms part of the Ebbsfleet Garden City;
  - ii. Commence a Free School Presumption Competition process in order to seek applications from potential sponsors to run a new 2FE Primary School in Dartford, within the Ebbsfleet Green development, which forms part of the Ebbsfleet Garden City;
  - iii. Allocate £2.5m from the Basic Need Capital Programme Budget to fund the provision of the second FE of the proposed 2FE Primary School on Ebbsfleet Green;
  - iv. Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts and agreements on behalf of the County Council; and
  - 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision,

be endorsed.

**41. Alteration of the decision to expand Sellindge Primary School by 0.5FE**  
*(Item 9)*

1. David Adams introduced the report which set out the request to delay the expansion of Sellindge Primary School until September 2020.
2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to
  - a) Delay until 1 September 2020 the expansion of Sellindge Primary School by 0.5FE, and the associated increase in the published admissions number to 30,

be endorsed.

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## KENT COUNTY COUNCIL

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### CORPORATE PARENTING PANEL

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room, Sessions House, County Hall, Maidstone on Monday, 18 September 2017.

PRESENT: Mrs A D Allen, MBE (Chairman), Mr G Cooke, Mr D S Daley (Substitute for Mrs T Dean, MBE), Mr T Doran, Ms S Dunstan, Ms M Emptage (Substitute for Ms S Dunn), Mr D Farrell, Ms L Fisher, Mrs S Gent, Mr R Graves, Mr S Gray, Ms S Hamilton, Mrs S Hammond (Substitute for Mr P Segurola), Mr A Heather, Ms N Khosla, Mr G Lymer, Ms C Mutton, Mr M J Northey, Ms A Ogilvie (Substitute for Ms H Carpenter) and Mrs S Prendergast

ALSO PRESENT: Mr R W Gough and Mr R Barton

IN ATTENDANCE: Ms G O'Grady (Participation Co-ordinator, Specialist Children's Services), Mrs M Robinson (Management Information Unit Service Manager), Ms C Smith (Head of Fostering Service) and Miss T A Grayell (Democratic Services Officer)

### UNRESTRICTED ITEMS

#### **27. Apologies and substitutes**

*(Item 1)*

Apologies for absence had been received from Hazel Carpenter, Teresa Carpenter, Trudy Dean, Sue Dunn, Lesley Game, Stuart Griffiths, Carolyn Moody and Philip Segurola.

Ailsa Ogilvie was present as a substitute for Hazel Carpenter, Dan Daley for Trudy Dean, Marion Emptage for Sue Dunn and Sarah Hammond for Philip Segurola.

#### **28. Minutes of the meeting of the Panel held on 21 July 2017**

*(Item 2)*

It was RESOLVED that the minutes of the meeting held on 21 July 2017 are correctly recorded and they be signed by the Chairman. Arising from these, the Chairman requested that *a briefing on the Housing Act and its impact upon Children in Care be added to the Panel's work programme.*

#### **29. Chairman's Announcements**

*(Item 3)*

1. The Chairman announced that Philip Segurola was shortly to leave Kent for a post in Croydon Council's Children's Services, and she placed on record her sincere thanks to him for the work he had done in his role as Director of Specialist Children's Services to support and improve services for children in care in Kent.

2. The Chairman announced that, at the start of the OCYPC update item, a short film would be shown of children and young people enjoying the activities at recent

VSK participation events. As this could not be shown in public, the meeting would be closed briefly to the press and public.

### **Motion to exclude the Press and Public for Exempt Business**

It was RESOLVED that, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraphs 1 and 2 of Part 1 of Schedule 12A of the Act.

#### **EXEMPT ITEM**

(Open access to Minutes)

### **30. Film of activity days and participation events**

1. Robert Barton from the Young Adults Council introduced the film, which had been made and produced by the VSK apprentices while he had been working with them over the summer months, with the help and support of all the children who had attended activity days over the summer.

2. The film showed children and young people of a range of ages enjoying activities at participation days around the county, with Roger Gough, Philip Segurola, Naintara Khosla, Gemma O'Grady, Jo Carpenter and the VSK apprentices.

#### **UNRESTRICTED ITEMS**

### **31. Verbal Update from Our Children and Young People's Council (OCYPC)**

*(Item 4)*

1. Ms Mutton, Mr Graves, Mr Barton and Ms Dunstan gave a verbal update on the work of the OCYPC, the Super Council and Young Adults Council and forthcoming participation events. *The text of the update would be attached to these minutes.* They then responded to comments and questions from the Panel, including the following:-

- a) Panel members welcomed news of the Christmas dinner planned for care leavers who would be alone on Christmas Day and offered help providing food or making some other contribution to the day. A list of requirements could be reported to the 9 November meeting to allow time to organise contributions; and
- b) it was noted that Chloe had volunteered to work on Christmas Day to organise and support the event, and the Panel thanked her for making this commitment.

2. It was RESOLVED that the verbal updates be noted, with thanks.

*Details of the post-16 awards ceremony on 19 October were emailed to all Panel members after the meeting.*

### **32. Corporate Parenting Challenge Cards**

*(Item 5)*

1. Ms O'Grady introduced the report and asked Panel members to support the one challenge currently outstanding, the Virtual Triathlon to Calais' taking place on 26 October 2017. *She undertook to circulate to Panel members details of how they could sponsor participants at this event.*
2. The participation events which had taken place over the summer had been an opportunity to gain feedback from young people, and new challenge cards were expected to arise from this. The Children in Care Council would meet monthly to consider any new challenge cards arising, and would then report them to the Corporate Parenting Panel.
3. It was RESOLVED that the progress made on the challenges raised be noted and that Panel members support and attend the 'Virtual Triathlon to Calais' on 26 October 2017.

### **33. Verbal Update by Cabinet Member** (Item 6)

1. The Cabinet Member for Children, Young People and Education, Mr R Gough, gave a verbal update on the following issues:-

**Post-Ofsted Practice Development Plan** – issues identified in the Ofsted inspection report had been mostly covered by work which was already in hand, for example working with district councils to co-ordinate and improve accommodation provision for 16 and 17 year olds. The practice development plan had been reported to the Children's, Young People and Education Cabinet Committee on 7 September and would then be submitted to Ofsted as the County Council's formal response to the inspection report.

**Report on celebration events** – recent events held to celebrate the achievements of children in care had been excellent, and the range of activities and achievements being celebrated very broad. Younger children had featured in the morning session and older children in the afternoon. He urged Panel members to attend future celebration events.

**KCC personnel changes** – Philip Segurola was to leave Kent County Council on 29 September after four years as Director of Specialist Children's Services for a similar post in Croydon. Mr Gough paid tribute to r Segurola's distinguished service, particularly in increasing engagement and participation with children and young people in care and for his work with unaccompanied asylum seeking children. Sarah Hammond had been appointed as the interim Director of Specialist Children's Services. Matt Dunkley would arrive in late November to take up the post of Corporate Director for Children, Young People and Education.

**UASC latest status** – there had been very little change since the last meeting in the number of UASC arriving in Kent, with numbers still very low compared to previous years and the effect of the National Transfer Scheme being apparent; there had been 148 arrivals so far in 2017, compared with 388 for the whole of 2016 and 948 for the whole of 2015. However, the number of care leavers would increase steeply in January as approximately 796 UASC would reach 18, and it was expected that the UASC population would then decrease to 231.

**Academic results** – early results were yet to be verified but the initial picture was good, with Kent children in care scoring above the national average in all subjects. KS4 and GCSE results would be difficult to compare to previous years as the

parameters had changed nationally. In this academic year, twenty young people in care had achieved sufficient grades to win university places.

**Leaving Care service** – this had been nominated for an award by *Children and Young People Now* magazine and the winners would be announced on 24 November.

**Post - Adoption service** – this had been nominated for an ‘Excellence in Adoption’ award.

2. Mr Gough responded to comments and questions from the Panel, including the following:

- a) although there was still a gap in attainment between children in care and their peers not in care, and this was still wider than hoped, the picture had improved much in the five years since the establishment of the Virtual School Kent;
- b) KS4 results were usually reported to the Children’s, Young People and Education Cabinet Committee twice a year, in October and in the new year, so a clearer overall picture should be possible then;
- c) as part of the Prevent Strategy, foster carers were supported to deal with issues relating to the radicalisation of young people. The safety of foster carers was as important as that of the young people in their care, and both needed support to deal with such issues. *A report on issues arising from the Prevent agenda would be prepared for a future meeting of the Panel;*
- d) foster carers were also trained to deal with issues experienced by UASC, and Ms Khosla advised that this training would be revised in the wake of recent terrorist activity. It was important also that foster carers should feel able to report any concerns of this type that they had about the young people in their care and should have a clear process for doing this;
- e) Panel members asked to be given as much information as possible about the support available for vulnerable young people and those caring for them, so they as corporate parents could be fully aware of issues. It was acknowledged that some information may not be able to be shared in a meeting open to the public, and thought would need to be given to how best to approach this; and
- f) concern was expressed about further budget cuts in Specialist Children’s Services and that any such cuts may jeopardise progress made so far in issues such as those set out above. Mr Gough said that he could not promise no more cuts but that he did not want to see any reversal in progress during his tenure as Cabinet Member. He added that some work could be approached differently, for instance, to place as many children as possible with in-house foster carers to minimise payments to external foster carers. Ms Khosla added that Kent made the lowest number of external foster placements of any authority in the UK. A review of external fostering was currently being undertaken by Martin Narey and would look at Kent as an example of best practice.

3. It was RESOLVED that the verbal updates be noted, with thanks.



### **34. Update on Mind Of My Own (MOMO) app for Children and Young People** (Item 7)

1. Ms O'Grady introduced the report and explained the background to the launch of the app in Kent in 2016, to allow children and young people in care to communicate in a way in which they were most familiar and comfortable, as it had become clear that young people did not like completing surveys as a way of providing feedback on the services they received. She assured Panel members that use of the app was secure and was only possible from devices which could use a secure model. The app was a national model which Kent had done much to develop. It had first been made available in north Kent and later rolled out to cover the whole county, and in April 2017 had been extended and adapted for use by younger and disabled children. Training on use of the app had been given to 75% of frontline staff, and by October 2017 all frontline staff would have received training. MOMO had the approval of Ofsted, was popular among social workers and had attracted the attention of other local authorities, who wanted to use the same model for their own children in care. Foster carers would also be encouraged to use it.
2. It was RESOLVED that the progress made on the countywide roll-out of the Mind Of My Own app be noted, with thanks.

### **35. Performance Scorecard for Children in Care** (Item 8)

1. Mrs Robinson introduced the report and explained that, in response to a request from the Panel, a column had been added to compare Kent's statistics with the national average. She responded to comments and questions from the Panel, including the following:-
  - a) Panel members needed to understand the definitions of the red, amber and green ratings used, For example, performance rated as 'near target' would be easier to understand if people knew that 'near' meant within 5% or 10% of target. *Mrs Robinson undertook to send Panel members a document which set out these definitions, which was done after the meeting.*
  - b) members would also need to understand how targets were set, and to be satisfied that they were gauged correctly, to be sufficiently challenging but not unachievable. *Mrs Robinson explained that targets were agreed by the divisional management team and undertook to share this information with the Panel, which was done after the meeting.*
2. It was RESOLVED that the information set out in the Children in Care scorecard, and given in response to comments and questions, be noted, with thanks.

### **36. Placement Stability - the Sense Of Belonging service** (Item 9)

1. Ms Smith introduced the report and added that, since last reporting on this issue to the Panel, a psychologist and two support workers had been appointed to

the Sense of Belonging Service. The former Therapeutic Parenting Service had ended in July 2017 and the last five young people being supported by that service had transferred to the Sense of Belonging Service. Two issues previously identified and discussed by the Panel as having an impact on placement stability – young people excluded from school and those on a part-time timetable – would be included in latest project work. Ms Smith responded to comments and questions from the Panel, including the following:-

- a) work to help increase placement stability was welcomed and the need to support both young people and foster carers to achieve permanence was emphasised;
  - b) asked how progress and success could be identified and measured, and how soon it would be possible to identify the impact of current work, Ms Smith explained that the progress of the first cohort of young people to be placed under the Sense of Belonging service would be tracked;
  - c) the psychologist appointed would work with and support both young people and their foster carers;
  - d) although it was hoped that more foster carers would be recruited, it was also important to work to retain those carers, and progress towards this aim would form part of the evaluation of the new service;
  - e) the importance of addressing the education elements of placement stability – young people excluded from school and those on a part-time timetable – was emphasised. The contribution of these elements to the overall picture was vital; and
  - f) Ms Smith advised the Panel that the annual Foster Carer Awards ceremony would take place on 4 October and invited them all to attend. *Details of the event were emailed to all Panel members after the meeting.*
2. It was RESOLVED that the progress made over the last five months and the work plan for the improvement of placement stability be noted, with thanks.

**From:** Roger Gough – Cabinet Member for Children, Young People and Education  
 Patrick Leeson, Corporate Director for Children, Young People and Education

**To:** Children’s, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** The Commissioning Plan for Education Provision in Kent 2018-22

**Classification:** Unrestricted

**Decision Number:** 17/00115

**Past Pathway of Paper:** The 2017-21 Version was presented at the Education and Young People’s Cabinet Committee on 23 November 2016 and to Cabinet Committee 23 January 2017

**Future Pathway of Paper:** Cabinet 15 January 2018

**Electoral Division:** All

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

This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2018-22 prior to final approval by Cabinet.

**Recommendations:**

The Children’s, Young People and Education 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 15 January 2018.

**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’s 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 Education Commissioning Plan sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out in more detail plans to meet the commissioning needs which arise in each District in Kent, during the next two to three years.

## 2. Proposal

2.1 This updated Commissioning Plan for the period 2018-22 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 Information from the Office for National Statistics shows that 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 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2031, 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 79,110 in 2016-17 to 91,520 in 2021-22, a rise of over 12,000 pupils. From 2018-19, as rising rolls feed into Secondary schools, there will be less than 5% surplus Year 7 places across Kent. Our long term strategic forecasts (up until 2031-32) indicate a continuing rise in pupil numbers. However, these long term strategic forecasts are heavily influenced by new housing development.

2.3 This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places each year as follows:

by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
<i>Primary</i> 1.1FE permanent 30 Year R	<i>Primary</i> 6.67FE permanent 30 Year R	<i>Primary</i> 18.8FE permanent	<i>Primary</i> 43.4FE permanent
<i>Secondary</i> 10FE permanent 400 Year 7	<i>Secondary</i> 22.3FE permanent 330 Year 7	<i>Secondary</i> 18FE permanent 90 Year 7 places	<i>Secondary</i> 34FE permanent 60 Year 7 places

Total of 70FE\* Primary places across the planned period, 60 temporary Year R places.

Total of 84FE\* Secondary places across the planned period and 880 temporary Year 7 places.

\*All figures rounded to the nearest 0.5FE

2.5 Additional provision will be achieved by a mixture of expanding existing schools and opening new provision. 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, in order to meet its statutory responsibilities. 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 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.
- 3.2 Figure 3.1 summarises KCC’s spending and phased spending on school places for the period 2010 – 2021.

**Figure 3.1: Summary of spending on school places 2010-2021**

Year	Cost by Funding Source				Total (£)
	Basic Need (£)	Council Borrowing and Funds (£)	Developer Contributions (£)	Other (£)	
2010-11	845,719	126,563	35,971	0	1,008,253
2011-12	7,160,417	239,243	303,428	0	7,703,088
2012-13	7,490,800	1,644,740	5,679,461	0	14,815,001
2013-14	11,368,636	3,428,501	1,099,207	35,000	15,931,344
2014-15	24,928,066	1,668,899	3,427,445	0	30,024,410
2015-16	72,712,051	40,264,818	10,836,693	1,972,000	125,785,562
2016-17 (A)	33,270,523	36,571,636	10,997,757	1,200,000	82,039,916
2017-18 (F)	55,458,339	25,396,467	24,718,220	0	105,573,026
2018-19 (F)	18,827,677	4,373,477	13,374,871	0	36,576,025
2019-20 (F)	12,158,720	4,688,643	1,302,578	0	18,149,941
2020-21 (F)	989,623	126,563	83,814	0	1,200,000
<b>Total</b>	<b>245,210,571</b>	<b>118,529,550</b>	<b>71,859,445</b>	<b>3,207,000</b>	<b>438,806,566</b>

- 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 The impact of the delays in the delivery of Wave 11 and 12 free schools by the ESFA as well as the postponement of Wave 13 means that we now face the need to put additional temporary measures in place and run competition processes for some new schools although a lack of suitable sponsor is likely to remain a significant issue. The requirements set out in this plan cannot be delivered within the available budget and at present we estimate that we face a shortfall of £149m in respect of all the places required by September 2020 and that figure grows significantly the further ahead we look. 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. The prospect of having to meet this £149m pressure through additional borrowing confronts the Country Council with an insoluble dilemma between delivering its statutory duty on school places and maintaining its financial soundness. Members

and officers continue to lobby Ministers and officials within the Department for Education, The Education, Skills and Funding Agency and the Regional Schools Commissioner over this critical issue.

- 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 receipt of the Children's, Young People and Education Cabinet Committee's comments, final changes and amendments will be made prior to the Commissioning Plan being presented to Cabinet for consideration and approval on 15 January 2018
- 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 Cabinet Committee in summer 2018.

#### **5. Recommendation(s)**

- 5.1 The Children's, Young People and Education 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 15 January 2018.

#### **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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# Commissioning Plan for Education Provision in Kent

2018 – 2022



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# 1 Contact Details

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## 2 Forward

Welcome to the County Council's Commissioning Plan for Education Provision in Kent for 2018-22. 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 Children's, Young People and Education Cabinet Committee on 22 June 2017 and can be found here:

<https://democracy.kent.gov.uk/documents/s77272/Item%209%20-%20Education%20Commissioning%20Plan%20Review%20June%202017.pdf>

Progress made during the course of the 2016-17 academic year was as follows:

- The County Council's target of maintaining at least a 5% surplus of school places overall was broadly achieved. Surplus capacity in the Primary school sector was at 5.9% in Reception Year and 4.6% across all Primary school year groups. However, we recognise there are significant variances across the Districts with surplus capacity across all Primary school year groups ranging from 0.7% in Dartford to 8.1% in Dover. Surplus capacity both in Year 7 and across Years 7-11 remains high across the County at 7.3% and 9.3% respectively. This is beginning to reduce as the larger Primary cohorts move into Secondary education. As in Primary schools, the surplus capacity across all Secondary year groups varies between Districts with the range being 3.8% in Canterbury and 14.8% in Dover.
- KCC delivered the additional new school places needed for September 2017. We expanded 11 Primary schools, adding 7FE permanent forms of entry and 120 temporary Reception places that will not be needed in the long term. 12FE of Secondary provision was commissioned and 70 temporary Year 7 places. This signifies the start of sustained, significant pressures coming through into the Secondary sector.
- The County Council's capital programme continues to prioritise the commitment to ensuring sufficient Special school places in high quality environments. During the academic Year 2016-17, a further Special school project has been completed, Foreland (East Kent), and the final project (Portal House) is in progress on site
- 87.2% of parents secured their 1<sup>st</sup> preference Primary school place for September 2017. This is in line with the target of 87%. The picture was slightly different for Secondary school places with 81.4% securing their 1<sup>st</sup> preference against the target of 83%. However, just shy of 300 more pupils secured their preferred Secondary school than in the previous year.



The number of Primary age pupils is expected to continue rising significantly from 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. In the same period the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 79,110 in 2016-17 to 91,520 in 2021-22, a rise of 12,000 pupils. From 2018-19, if no action is taken, there will be less than 5% surplus Year 7 places across Kent. Our long term strategic forecasts (up until 2031-32) indicate a continuing rise in pupil numbers. However, these long term strategic forecasts are heavily influenced by new housing development.

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

The need for additional school places in the County has been recognised by Government with a further £15.5m basic need allocation for 2019-20. The allocation for 2020-21 will not be known until February 2018. 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 and we are presently estimating a shortfall of £149m in respect of the places required by 2020.

We fully understand the challenges we will be facing to secure the high quality school places for children in Kent. We are determined we will meet these challenges 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 the Commissioning Plan for Education Provision in Kent Plan sets out a reliable and realistic vision for future education provision 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**  
**Children, Young People and Education**

**Patrick Leeson**  
**Corporate Director**  
**Children, Young People and Education**



## 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 continue to 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 in order to meet its statutory duty. 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. Prior to the 2017 General Election the Government proposed to create 500 new free schools. Recent indications are that the free school programme may be slowing down. Indeed, in our review of the 2017-21 iteration of this document (published June 2017) we commented that “a number of free school projects, which had been factored into our plans are now unlikely to come forward in the required timescales. The impact of delays to the previous round of free schools is already being felt and the failure to open Wave 12 projects on time will result in an insufficient number of school places in some parts of the County over the next few years”.

Further to this there is now no indication when the latest window for free school applications, Wave 13, will be opened placing further pressures on the sufficiency of places and the Capital budget. This should have opened in March 2017 with decisions due this autumn.

The impact of the delays in the delivery of Wave 11 and 12 free schools by the ESFA as well as the postponement of Wave 13 means that we now face the need to put additional temporary measures in place and run competition processes for some new schools although a lack of suitable sponsor is likely to remain a significant issue. The requirements set out in this plan cannot be delivered within the available budget and at present we estimate that we face a shortfall of £149m in respect of all the places required by September 2020 and that figure grows significantly the further ahead we look. The prospect of having to meet this through additional borrowing confronts the County Council with an insoluble dilemma between delivering its statutory duty on school places and maintaining its financial soundness. Members and officers continue to lobby Ministers and officials within the Department for Education, The Education, Skills and Funding Agency and the Regional School’s Commissioner over this critical issue.



### 3.6 Kent's Demographic Trends

Information from the Office for National Statistics shows that 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 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2031, 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 79,110 in 2016-17 to 91,520 in 2021-22, a rise of over 12,000 pupils. From 2018-19, as rising rolls feed into Secondary schools, there will be less than 5% surplus Year 7 places across Kent. Our long term strategic forecasts (up until 2031-32) indicate a continuing rise in pupil numbers. However, these long term strategic forecasts are heavily influenced by new housing development. Further information on our forecasting methodology can be found in Appendix 2.

### 3.7 Special Educational Needs

As at January 2017 there were 9,111 children and young people resident Kent with an Education Health and Care Plans (EHCP) or Statements. The total number of pupils with Education, Health and Care Plan (EHCP) for whom Kent is responsible for provision planning increased by 16.1% between 2016 to 2017, this compares to a 12.1% increase nationally.

The number of EHCPs and Statements for Autistic Spectrum Disorder (ASD) has increased again this year rising by over 1,200 in the last 5 years. Nationally 6.7% of Primary age pupils, 8.1% of Secondary and 26.9% of Special school pupils who are subject to a Statement or EHCP have ASD recorded as their primary barrier to learning. In Kent these figures are significantly higher: 9.8% Primary, 15.1% Secondary and 46.5% Special school.

Increases in the Kent school age population have also led to an increase in the number of pupils subject to EHCPs. We anticipate that the demand for specialist places will continue to increase with the overall population growth particularly in the Secondary sector as the larger Primary cohorts roll through. Forecasts would suggest that up to 91 additional Primary places and 406 Secondary places could be needed in specialist provision over the life of this plan to accommodate pupils due to the increase in rolls.

### 3.8 Early Education and Childcare

We are aware that 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 that across the County there is a surplus of places.



However, half of the Districts have a deficit of places. The Sustainability and Sufficiency team will continue to work with providers and potential providers to encourage the establishment of additional provision where this is required.

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. When a new school is delivered according to the EFA baseline design a nursery space will be included.

The Government policy to offer 30 hours free childcare entitlement became live in September 2017. Offering this service is a challenge for many providers as they receive a lower hourly rate for the extended hours (the extra 15 hours) than they had previously been able to charge. The hourly rate Kent County Council (KCC) receives from the Department for Education (DfE) for Early Years education is £4.48 which is 5p lower than the rate we received last year. Despite this cut, KCC are sustaining and in some cases increasing the hourly rate we pay providers to support sustainability'.

The Early Years and Childcare Service have been working with providers to overcome any challenges. We can only estimate the demand for the 30 hour places. Therefore, we will constantly review the availability of, and demand for places.

### 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. 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 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
<i>Primary</i> 1.1FE permanent 30 Year R	<i>Primary</i> 6.67FE permanent 30 Year R	<i>Primary</i> 18.8FE permanent	<i>Primary</i> 43.4FE permanent
<i>Secondary</i> 10FE permanent 400 Year 7	<i>Secondary</i> 22.3FE permanent 330 Year 7	<i>Secondary</i> 18FE permanent 90 Year 7 places	<i>Secondary</i> 34FE permanent 60 Year 7 places

We intend to commission a total of 70FE\* Primary places and 60 temporary Year R places across the planned period with the majority of the places (62.2FE) delivered from 2020 onwards. As almost all of the permanent places are linked to housing development, any delays in the developments will shift back the delivery these schools.

We intend to commission a total of 84FE\* Secondary places and 880 temporary Year 7 places across the planned period. The delivery of these places are a little more evenly spread across the plan period as the places needed are predominately linked to the increase in Secondary rolls.

\*All figures rounded to the nearest 0.5FE



## 4 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

Just shy of 130,000 new dwellings are planned in Kent by 2031, 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 over 200,000 children and young people aged 4-16 years are educated in Kent schools. In 2016-17 there are 2,508 private and voluntary Early Years providers and accredited child-minders, one maintained Nursery school, 26 Infant schools, 26 Junior schools, 403 Primary schools, 98 Secondary schools (of which 32 are selective), 27 Special schools and Pupil Referral Units.

The County has a diversity of provision with 173 community schools, 215 academies (of which eight are free schools), 50 foundation schools including a number of Trusts, 53 Voluntary Aided schools and 88 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 66 non-selective Secondary schools (of which five are single sex) and 32 grammar schools (of which the majority are single-sex).

There are 8 Specialist or Further and Higher Education colleges in Kent, based on several sites across the County. There is also one University Technical College (UTC).

### 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 parental choice as is the increase in Multi Academy Trusts (MATs). Presently there are 41 MATs operating in Kent (8 of which are regional or national). The largest MATs in Kent are Kent Catholic



Schools Partnership (24 academies), Leigh Academies Trust (13 academies in Kent), Aquila, The Diocese of Canterbury Academy Trust (11 academies)

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.

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## 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 5% 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 Provision (SRP) 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.<sup>1</sup>

### 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
- All school must offer 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.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.

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<sup>1</sup> 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.



- 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.

## 6.7 Small Schools

KCC defines small schools as 'those schools with fewer than 150 pupils on roll and/or a measured capacity of less than 150 places'. We have over 100 Primary schools that fit this criterion.

KCC is consulting colleagues on the Strategy for Small Rural Schools 2017-22. The Strategy recognises the importance of these schools to the education of the children and families they serve and to their wider communities. Our vision is to ensure small rural Primary schools continue to thrive, providing the best possible education to children, and playing a valuable role in their communities, for decades to come.

We believe this is the best way to ensure small schools have the resilience to deal with the challenges they face in terms of leadership and management, teaching and



learning, governance and finance, so that they can enable their pupils to grow up, learn, develop and achieve, and so they can continue to play a valued role in their communities.

Kent County Council and its partners, in particular the Dioceses, will ensure that:

- support is given to small schools seeking to collaborate, federate or join appropriate multi-academy trusts
- all relevant local authority plans and policies explicitly address the needs of small schools;
- all services provided or brokered through the council take account of the needs of small schools in terms of the services offered and pricing;
- the allocation of revenue and capital funding takes into account the needs of small schools.
- they will work closely with both Diocesan Boards of Education to ensure that the distinctive character and ethos of small Church of England schools is protected and maintained in future collaborative arrangements.

The strategy will set out detailed actions for schools and the council to ensure the achievement of this strategic objective.



## 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 Medium Term Financial Plan (2017-20) 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 see Figure 7.1 column 3). 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 (2018-21). 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 2010-21**

Costs by funding source					
Year	Basic Need (£)	Council Borrowing and Funds (£)	Developer Contributions (£)	Other (£)	Total (£)
2010-11	845,719	126,563	35,971	0	1,008,253
2011-12	7,160,417	239,243	303,428	0	7,703,088
2012-13	7,490,800	1,644,740	5,679,461	0	14,815,001
2013-14	11,368,636	3,428,501	1,099,207	35,000	15,931,344
2014-15	24,928,066	1,668,899	3,427,445	0	30,024,410
2015-16	72,712,051	40,264,818	10,836,693	1,972,000	125,785,562
2016-17 (A)	33,270,523	36,571,636	10,997,757	1,200,000	82,039,916
2017-18 (F)	55,458,339	25,396,467	24,718,220	0	105,573,026
2018-19 (F)	18,827,677	4,373,477	13,374,871	0	36,576,025
2019-20 (F)	12,158,720	4,688,643	1,302,578	0	18,149,941
2020-21 (F)	989,623	126,563	83,814	0	1,200,000
<b>Total</b>	<b>245,210,571</b>	<b>118,529,550</b>	<b>71,859,445</b>	<b>3,207,000</b>	<b>438,806,566</b>

In updating the Kent Commissioning Plan we have revisited the programme costs for the new MFTP period 2018-21. The requirements set out in this plan cannot be delivered within the available budget and at present we estimate that we face a shortfall



of £149m in respect of all the places required by September 2020 and that figure grows significantly the further ahead we look. This takes account of our estimate of the 2020-21 Basic Need allocation from the DfE although the actual allocation is unlikely to be announced until February 2018. Work is already underway to identify options to balance the programme by the time the County Council sets its budget in February 2018. One area we may need to review is the current KCC policy to maintain a 5% operating surplus to facilitate parental choice. However, it should be noted that the additional pressure of £149m does not secure 5% in the areas affected as that would simply add to the financial challenge we face and the DfE only work on a model of 2%. If we are not able to reduce the funding gap by other means we may have to consider whether the 5% operating surplus is sustainable, especially in the Secondary sector as a reduction closer to 2% would reduce the additional capacity needed across 2018-22. We are in the process of quantifying the financial impact of that.

Delivery of the additional school places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

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.

One funding option for school places is the Free Schools programme. Prior to the 2017 General Election the Government proposed to create 500 new free schools. Recent indications are that the free school programme may be slowing down. Indeed, in our review of the 2017-21 iteration of this document (published June 2017) we commented that "a number of free school projects, which had been factored into our plans are now unlikely to come forward in the required timescales. The impact of delays to the previous round of free schools is already being felt and the failure to open Wave 12 projects on time will result in an insufficient number of school places in some parts of the County over the next few years".

Further to this there is now no indication when the latest window for free school applications, Wave 13, will be opened placing further pressures on the sufficiency of places and the Capital budget. This should have opened in March 2017 with decisions due this autumn.

The impact of the delays in the delivery of Wave 11 and 12 free schools by the ESFA as well as the postponement of Wave 13 means that we now face the need to put additional temporary measures in place and run competition processes for some new schools although a lack of suitable sponsor is likely to remain a significant issue. These temporary measures are reflected in the additional pressure of £149m as they were not costs that we expected to incur.

The prospect of having to meet the shortfall of place caused by delays in the free school programme through additional borrowing confronts the County Council with an insoluble dilemma between delivering its statutory duty on school places and



maintaining its financial soundness. Members and officers continue to lobby Ministers and officials within the DfE, ESFA and RSC over this critical issue.

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 is 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>

## 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, both those in use and those that are empty but have been retained, 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

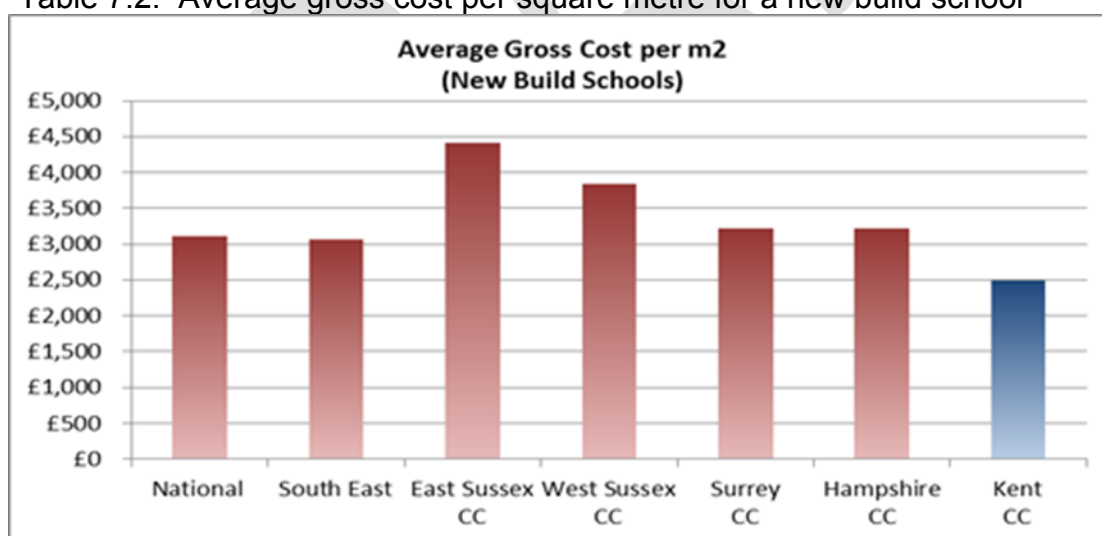
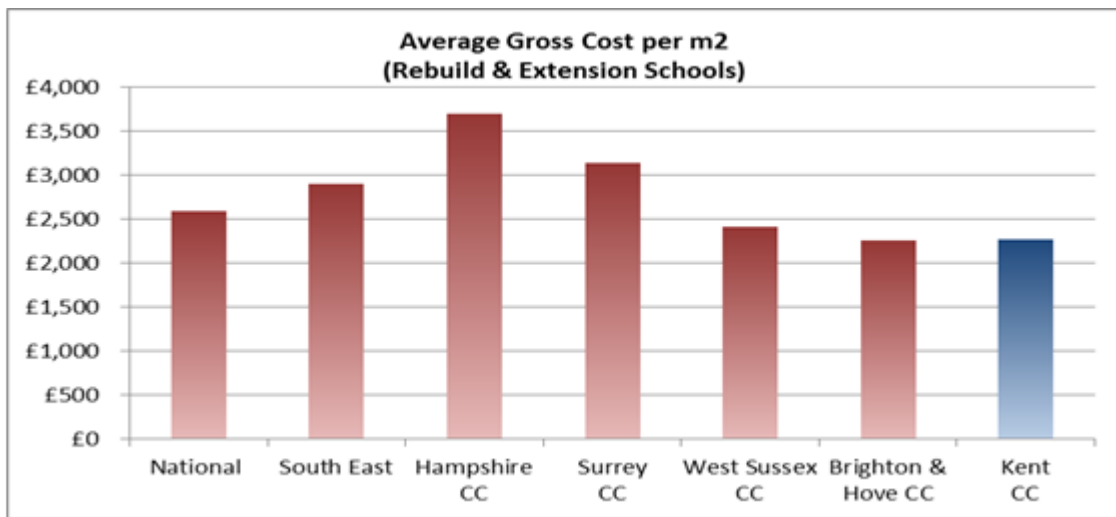


Table 7.3: Average gross cost per square metre for rebuild/extensions







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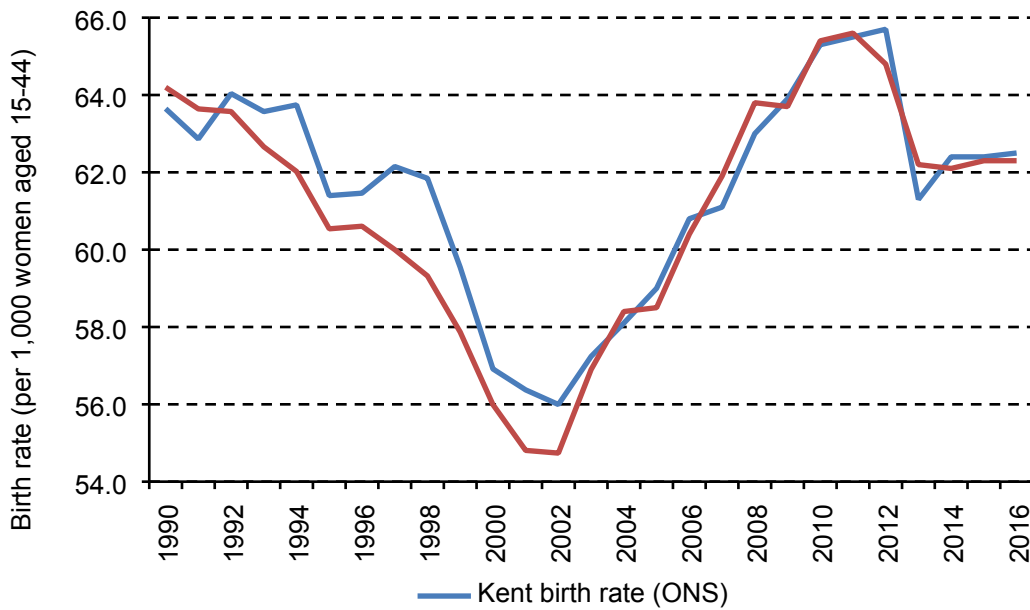


# 8 Overview of Kent's Demographic Trends

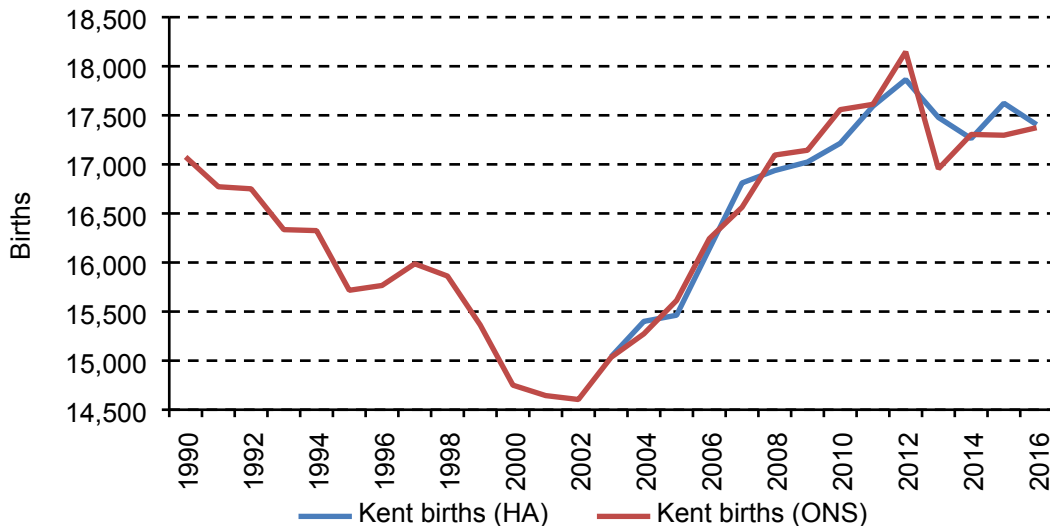
## 8.1 Kent Birth Rate and Long Term Forecasts

Figure 8.1 shows the change in birth rate in England and Wales over the past 26 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, Children, Young People & Education, KCC



ONS data indicates that the number of births in Kent grew steadily each year from 14,604 in 2002 to 18,147 in 2012, an increase of 24%. The number of births dropped to 16,955 in 2013, but has risen since to 17,374 in 2016. Our forecasts use Health Authority data which indicates a less extreme rise and fall in 2012 and 2013, 17,864 and 17,478 respectively.

**Figure 8.3: Long Term School-Based Primary Pupil Forecasts (Yrs. R-6)**

District	2016-17 (A)	2021-22 (F)	2026-27 (F)	2031-32 (F)
Ashford	10,751	11,322	11,696	12,044
Canterbury	10,344	10,542	11,079	11,467
Dartford	9,867	10,804	12,729	13,393
Dover	8,435	8,619	8,901	8,999
Gravesham	9,455	9,701	9,974	9,936
Maidstone	12,634	13,978	14,003	14,642
Sevenoaks	9,500	9,941	10,470	11,175
Shepway	8,392	8,454	8,089	7,899
Swale	12,772	13,458	13,280	13,679
Thanet	11,256	11,564	11,971	12,591
Tonbridge & Malling	10,952	11,750	11,865	12,440
Tunbridge Wells	8,669	8,772	8,896	9,520
<b>Kent</b>	<b>123,027</b>	<b>128,905</b>	<b>132,953</b>	<b>137,785</b>

Source: Management Information, Children, Young People and Education, KCC

**Figure 8.4: Long term School-Based Secondary Pupil Forecasts (Yrs. 7-11)**

District	2016-17 (A)	2021-22 (F)	2026-27 (F)	2031-32 (F)
Ashford	6,632	7,341	7,641	7,865
Canterbury	7,449	8,126	8,631	8,833
Dartford	7,345	8,805	9,457	10,138
Dover	5,731	6,307	6,896	6,789
Gravesham	6,214	7,440	7,574	7,687
Maidstone	9,317	10,862	11,330	11,684
Sevenoaks	2,142	2,716	2,581	2,688
Shepway	4,932	5,839	5,456	5,347
Swale	7,676	9,044	9,357	9,462
Thanet	6,837	7,927	8,383	8,621
Tonbridge & Malling	7,658	8,638	8,830	9,153
Tunbridge Wells	7,177	8,473	8,260	8,519
<b>Kent</b>	<b>79,110</b>	<b>91,518</b>	<b>94,396</b>	<b>96,786</b>

Source: Management Information, Children, Young People and Education, KCC

Figure 8.3 indicates that the number of Primary aged pupils in Kent schools is expected to rise significantly from 123,027 in 2016-17 to an estimated 132,953 in 2026-27. Beyond this point the pupil population is generally expected to continue to rise in all Districts until 2031-32.



Figure 8.4 indicates that the number of Secondary aged pupils (Years 7 – 11) in Kent schools is expected to rise significantly from 79,110 in 2016-17 to 94,396 in 2026-27. Beyond this point the longer term strategic forecasts indicate a continued rise to 2031-32 at which point over 17,000 extra Secondary aged pupils will be seen in Kent schools.

## 8.2 Housing Developments and Projections

Figure 8.5 provides an overview of planned housing by District area. The forecasts are based on discussions with the District/Borough Councils and their latest Local Plans. Many Districts are still consulting and finalising their allocated housing numbers from 2022 onwards. 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.

It is worth noting that the latest Government proposals imply even higher housing trajectories although there is a greater degree of uncertainty to which this will be delivered.

**Figure 8.5: Housing Completions and Supply 2002-31**

District	2002-06	2007-11	2012-16	2017-21	2022-26	2027-31
Ashford	4,020	2,653	2,484	4,360	4,355	4,257
Canterbury	2,662	3,651	2,417	4,602	4,595	4,595
Dartford	2,839	2,423	2,926	6,015	6,015	4,325
Dover	1,796	1,507	1,850	3,473	3,475	2,525
Gravesham	1,283	1,554	1,190	2,119	2,120	1,937
Maidstone	3,232	3,629	3,069	5,231	5,230	5,230
Sevenoaks	1,487	1,363	1,420	1,977	1,565	1,565
Shepway	2,451	1,513	1,286	2,028	2,030	2,030
Swale	3,196	3,332	2,430	3,993	3,990	3,990
Thanet	2,214	3,773	1,750	4,525	4,790	4,790
Tonbridge & Malling	3,169	3,358	3,058	3,691	3,690	3,690
Tunbridge Wells	1,790	2,031	1,343	2,685	1,825	1,825
<b>Kent</b>	<b>30,139</b>	<b>30,787</b>	<b>25,223</b>	<b>44,699</b>	<b>43,680</b>	<b>40,759</b>

Source: Business Intelligence, KCC (June 2017)



## 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 of Practice 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 Strategy, was reviewed and refreshed in 2017 and 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 (SLCN), and Social, Emotional and Mental Health (SEMH).

Kent is administratively responsible for arranging the provision and placement of any children and young people subject to EHCPs who are resident in Kent. In January 2017 there were 553 non Kent pupils with an EHCP resident in Kent. These pupils were not reported in Kent's EHCP data returns to central Government, but were included in our place planning to give a more accurate picture of demand.

Figure 9.1 outlines the number of resident Kent pupils (both Kent and non-Kent pupils) with an ECHP as of January 2017. This shows an increase of 16.1% between 2016 to 2017. This compares to a 12.1% increase nationally.



**Figure 9.1: Number of Pupils in Kent with an EHCP Spring 2017**

Home District	2016 Number of Pupils with an EHCP	2017 Number of Pupils with an EHCP	Number +/- change since 2016	Percentage Change since 2016	District % of all 2017 Pupils with an EHCP
Ashford	610	687	77	12.6	7.5%
Canterbury	761	868	107	14.1	9.5%
Dartford	446	539	93	20.9	5.9%
Dover	539	634	95	17.6	7.0%
Gravesham	560	628	68	12.1	6.9%
Maidstone	795	923	128	16.1	10.1%
Sevenoaks	432	550	118	27.3	6.0%
Shepway	521	632	111	21.3	6.9%
Swale	1029	1164	135	13.1	12.8%
Thanet	914	1074	160	17.5	11.8%
Tonbridge & Malling	604	703	99	16.4	7.7%
Tunbridge Wells	449	507	58	12.9	5.6%
OLEA/Other	190	202	12	6.3	2.2%
<b>Kent Total</b>	<b>7850</b>	<b>9111</b>	<b>1261</b>	<b>16.1</b>	

Source: Impulse FIO Report January 2017: (Full SEN cohort not just those in Kent Maintained Schools).

Between January 2016 and January 2017, the largest number of new EHCPs issued were in the East Kent (Thanet, Swale and Canterbury) and Maidstone District.

As at January 2017, 45% of all Kent pupils subject to EHCPs and Statements were receiving their education in Special schools, 48% in mainstream schools and 7% educated otherwise. Of those in mainstream, 11% were placed in specialist resourced provisions (SRPs) and 11% in local Further Education Colleges (FEC). The proportion of Kent pupils educated in a mainstream was above the national average of 44.8%.

In January 2017, there were 429 pupils with EHCPs awaiting the provision detailed in their EHCPs. Of these, 3 were pre-school and 72 were pupils of statutory age (27 Primary, 45 Secondary) needing placement. The largest group, 354, were young people over school leaving age not in education, employment or training for whom the placement options are under developed (including 40 aged 22+).

For the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools and 955 in mainstream SRPs; 4,597 specialist places in total.

### 9.3 Need Type Prevalence

Figure 9.2 shows the numbers of EHCP/Statements by primary need type over the last 5 years with Figure 9.3 outlining the cumulative increase/decrease.



**Figure 9.2: Number of EHCP/Statements by Primary Need Type 2012-13 to 2016-17**

SEN Primary Need Type	2012-13	2013-14	2014-15	2015-16	2016-17
Autistic Spectrum Disorder (ASD)	2,271	2,457	2,671	2,958	3,486
Speech, Language & Communication	971	1,002	1,089	1,239	1,414
Social, Emotional and Mental Health	1,239	1,227	1,262	1,294	1,501
Severe Learning Difficulties (SLD)	681	688	698	715	808
Moderate Learning Difficulty (MLD)	542	519	533	538	656
Physical Disability	517	510	491	475	539
Profound & Multiple (PMLD)	251	257	253	247	292
Hearing Impairment	168	158	161	153	175
Specific Learning Difficulties	115	122	130	136	144
Visual Impairment	86	73	85	93	94
Multi-Sensory Impairment (MSI)	0	0	1	2	2
<b>Total - All Primary Needs</b>	<b>6,841</b>	<b>7,013</b>	<b>7,374</b>	<b>7,850</b>	<b>9,111</b>

**Figure 9.3: Cumulative Increase/Decrease in ECHPs/Statements by Need Type 2012-13 to 2016-17**

SEN Primary Need Type	2016-2017	Change over 5 yr. +/-	% Change over 5 yr. +/-
Autistic Spectrum Disorder	3,486	1,215	54%
Speech, Language & Communication Needs	1,414	443	46%
Social, Emotional and Mental Health*	1,501	262	21%
Severe Learning Difficulties	808	127	19%
Moderate Learning Difficulty	656	114	21%
Physical Disability	539	135	33%
Profound & Multiple Learning Difficulties	292	41	16%
Hearing Impairment	175	7	4%
Specific Learning Difficulties	144	29	25%
Visual Impairment	94	8	9%
Multi-Sensory Impairment	2	2	100%
Other	0	-4	NA
<b>Kent Total</b>	<b>9,111</b>	<b>2,379</b>	<b>35%</b>

Source: Impulse FIO Report January 2017. Note that SEMH includes behaviour

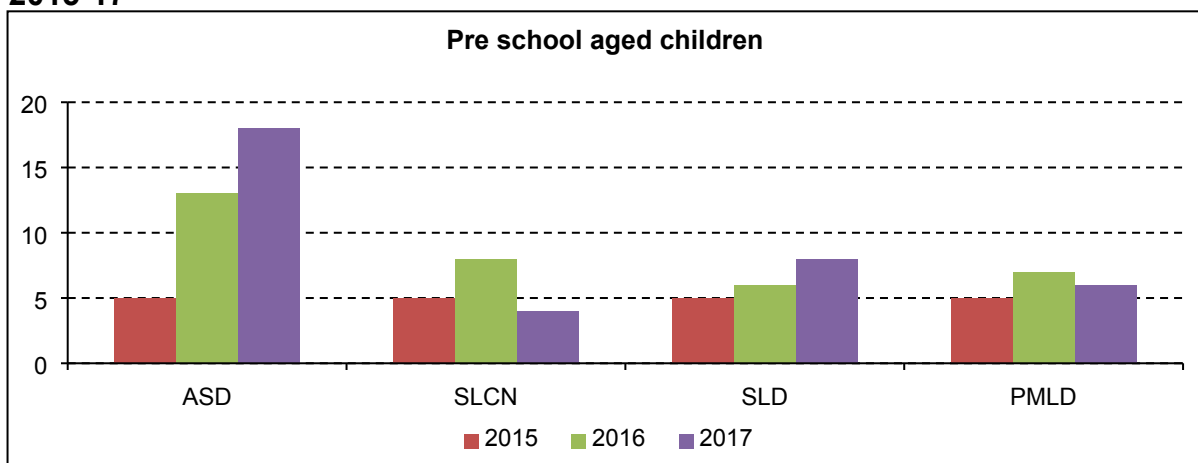
Figure 9.3 shows that over a five year period, the number of Statements and EHCPs for ASD has increased by 1,215 (54%). Nationally 6.7% of Primary age pupils, 8.1% of Secondary and 26.9% of Special school pupils who are subject to a Statement or EHCP have ASD recorded as their primary barrier to learning. In Kent these figures are significantly higher: 9.8% Primary, 15.1% Secondary and 46.5% Special school.

The prevalence of ASD is also evident from referrals for pre-school children. Figure 9.4 shows the small, but significant number of very young children referred for specialist

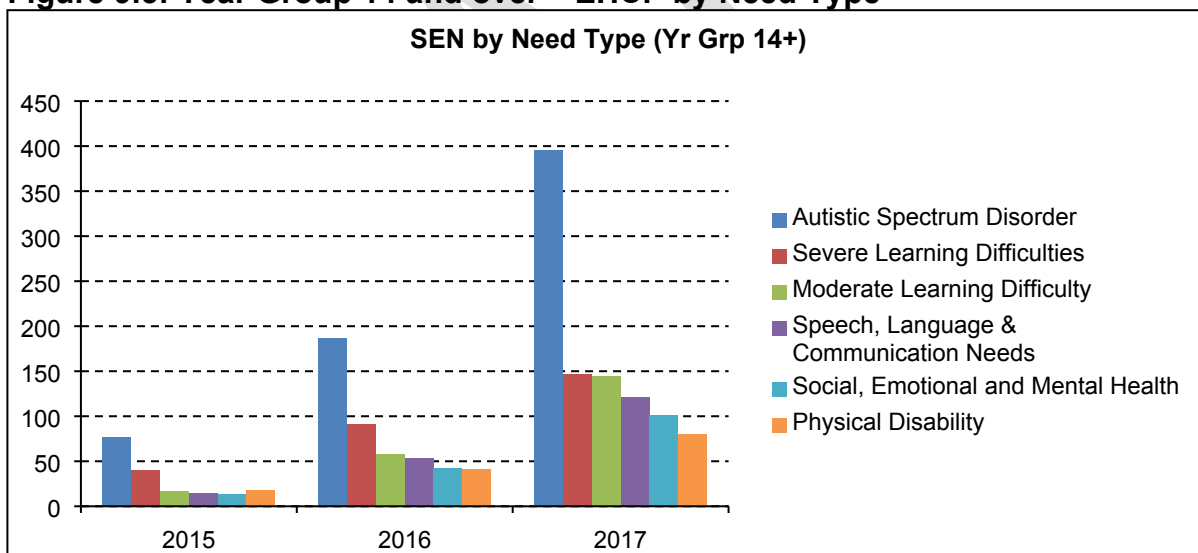


provision before starting school. The prevalence of ASD is also evident in those aged 19+ as noted in Figure 9.5.

**Figure 9.4: Actual number of pre-school children referred for specialist provision 2015-17**



**Figure 9.5: Year Group 14 and over – EHCP by Need Type**



Source: Impulse FIO Report January 2017

## 9.4 Forecast Demand and Commissioning Needs

Increases in the Kent school age population has led to an increase in the number of pupils subject to EHCPs. Whilst Kent has a range of approaches to providing earlier and 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 increase with the overall population growth.

For many pupils, appropriate early intervention and a 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. At Secondary age, the proportion in mainstream drops significantly to 40%. The remaining 60% of Secondary aged pupils with EHCP are taught in Special schools.

Provision has been created to address immediate pressures coming forward for Primary aged pupils across the County. However, the current bulge is moving through to Secondary and, where local provision cannot be found, pupils are travelling far greater distances each day. Forecasts indicate that there will be significantly 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 and commensurately, a growth in the demand for specialist provision is forecast. Within this context, 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 9.6 and 9.7 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 up 2021 for Primary aged pupils and 2024 for Secondary aged pupils.

**Figure 9.6: 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 2017-21 (No)	Forecast Growth in number of pupils with Statement /EHCP 2017-21 (%)
District	January 2017		
Ashford	201	8	4%
Canterbury	311	13	4%
Dartford	149	16	11%
Dover	215	14	7%
Gravesham	164	12	7%
Maidstone	382	34	9%
Sevenoaks	258	16	6%
Shepway	223	15	7%
Swale	333	20	6%
Thanet	325	17	5%
Tonbridge and Malling	228	17	7%
Tunbridge Wells	132	6	5%
<b>Kent Year R to 6 Total Statements</b>	<b>2921</b>	<b>188</b>	<b>6%</b>



**Figure 9.7: 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 2017-24 (No)	Forecast Growth in number of pupils with Statement /EHCP 2017-24 (%)
District	January 2017		
Ashford	263	40	15%
Canterbury	295	38	13%
Dartford	168	46	27%
Dover	196	26	13%
Gravesham	143	35	24%
Maidstone	319	80	25%
Sevenoaks	155	53	34%
Shepway	174	37	21%
Swale	276	64	23%
Thanet	374	77	21%
Tonbridge and Malling	265	49	18%
Tunbridge Wells	290	67	23%
<b>Kent Year 7 to 11 Total Statements</b>	<b>2918</b>	<b>615</b>	<b>21%</b>

Based on the present proportion of pupils who attend specialist provision, we would forecast a need for 91 additional specialist places for Primary aged pupils and 406 for Secondary during the forecast periods. The significant increase in the number of pupils in the Secondary sector who have EHCPs or Statements is due to the growth in Primary pupil numbers witnessed since 2009, entering the Secondary phase. Primary aged rolls will continue to rise but at a slower rate.

A proportion of the specialist places commissioned will be in Primary and Secondary school SRPs.

### Post-16 Provision

We want to ensure all young people are well prepared for adulthood; for employment, for higher education, and to live as independently as they are able, to enjoy good health in adulthood, and to be full participants in their communities.

We want to work with FECs and schools to significantly increase the number of supported internships and study programmes that include personalised support and high quality work experience placements.

We aim to ensure that pathways for SEND learners aged 16-24 are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24. We have increased the number of students who are supported through High Needs funding in FECs and for some individual students we have put in place bespoke provision.



We have increased the number of places we commission from specialist charitable or voluntary sector providers who are not part of the maintained sector (SPI). We are working with SPI providers to support them in seeking the Secretary of State's approval for the provision they can offer. We will ensure pupils with Learning Difficulties or Disabilities (LDD) are offered support to take up apprenticeships, and increase their numbers in line with targets in the 14-24 Learning, Skills and Employment Strategy.

## 9.5 Specialist Provision in Kent

### Kent Special Schools

Kent has a total of 21 Local Authority maintained Special Schools and one Special academy. For the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools. The current designated number of Special school places as at September 2017 was 3,856 places (see Figure 9.8). This takes account of expansions which have yet to be fully implemented e.g. a capital expansion project at Wyvern School (Ashford) - was completed in September 2017 and increased capacity from 190 to 270.

**Figure 9.8: Designated Numbers at Kent Maintained Special Schools and Academies as at 1 September 2017**

School	Need Type Provision	District	Current Designated Number
Goldwyn School	Social Emotional and Mental Health Needs (SEMH)	Ashford	115
Wyvern School, The	Profound, Severe and Complex Needs (PSCN)	Ashford	270
Orchard School, The	Behaviour and Learning (B&L)	Canterbury	96
St Nicholas' School	Profound, Severe and Complex Needs (PSCN)	Canterbury	200
Row hill School	Behaviour and Learning (B&L)	Dartford	106
Elms School	Behaviour and Learning (B&L)	Dover	96
Portal House School	Social Emotional and Mental Health Needs (SEMH)	Dover	80
Ifield School, The	Profound, Severe and Complex Needs (PSCN)	Gravesham	190
Bower Grove School	Behaviour and Learning (B&L)	Maidstone	183
Five Acre Wood School	Profound, Severe and Complex Needs (PSCN)	Maidstone	330
Milestone Academy	Profound, Severe and Complex Needs (PSCN)	Sevenoaks	237
Valence School	Physical Disability (PD)	Sevenoaks	80
The Beacon School	Profound, Severe and Complex Needs (PSCN)	Shepway	336
Meadowfield School	Profound, Severe and Complex Needs (PSCN)	Swale	209
Foreland Fields School	Profound, Severe and Complex Needs (PSCN)	Thanet	200
Laleham Gap School	Autistic Spectrum Disorder (ASD)	Thanet	170
St Anthony's School	Behaviour and Learning (B&L)	Thanet	112



School	Need Type Provision	District	Current Designated Number
Stone Bay School	Autistic Spectrum Disorder (ASD)	Thanet	66
Grange Park School	Autistic Spectrum Disorder (ASD)	Tonbridge & Malling	100
Nexus School*	Profound, Severe and Complex Needs (PSCN)	Tonbridge & Malling	228
Broomhill Bank School	Autistic Spectrum Disorder (ASD)	Tunbridge Wells and Sevenoaks	210
Oakley School	Profound, Severe and Complex Needs (PSCN)	Tunbridge Wells	242
		<b>Total</b>	<b>3,856</b>

\* Formerly known as Ridge View

The designated number can differ from the commissioned number of places in any given year. The 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.

### Special School Satellite Provision

Satellites are Special school classes hosted in mainstream schools. For PSCN pupils they offer an opportunity to learn alongside age peers whilst being taught by specialist teachers. Individual pupils are included in mainstream lessons, with support, as appropriate. Pupils remain on the roll of the Special school. The places are included within the overall commissioned number for the Special school. We have established satellite provision for five of our PSCN Special schools (Five Acre Wood, Milestone Academy, Nexus, Oakley and St Nicholas) and are looking to create satellites for others.

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 2017, only one of the ten projects was still to be completed; Portal House in South Kent (refurbishment and extension). The total Capital investment being in the region of £84,000,000

The Special schools programme was made up of the following types of schemes:

- Replacement New School 4 projects
- Extension and/or Internal Alterations 4 projects
- New Fire Escape 1 project



- New Sports Hall and Administration 1 project

Two other Special schools have been expanded as part of the Basic Need programme: Wyvern in Ashford and Meadowfield in Sittingbourne.

## Specialist Resourced Provisions

A proportion of pupils with an EHCP require a level of specialist teaching not usually available in mainstream schools, even with access to high needs funding. These pupils are supported in mainstream through placement in a Specialist Resourced Provision (SRP). Figures 9.9 and 9.10 outline the number of SRP places in Primary and Secondary school by need type. A full list of the SRPs can be found on the Kent.gov website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/school-information-for-special-educational-needs-sen/Find-special-schools-and-schools-with-special-units>

**Figure 9.9 Primary SRP Places By Need Type**

Primary SRP Places By Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	6	0	0	15	12	0	0	33
Dover*	0	0	0	6	12	80	0	98
Shepway	12	8	0	0	19	0	5	44
South Kent	18	8	0	21	43	80	5	175
Canterbury	43	0	0	0	35	0	5	83
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	5	160
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
Ton & 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
<b>Total Places</b>	<b>146</b>	<b>40</b>	<b>18</b>	<b>52</b>	<b>162</b>	<b>80</b>	<b>10</b>	<b>508</b>

\*80 Primary places are in Whitfield Aspen1 which serves as the District PSCN specialist setting.

**Figure 9.10 Secondary SRP Places by Need Type**

Secondary SRP Places By Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	17	0	0	0	0	0	0	17
Dover*	0	0	0	0	20	40	0	60



Secondary SRP Places By Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
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	4	56
Swale	33	20	20	0	29	0	0	102
Thanet	0	5	0	0	0	0	6	11
East Kent	48	25	36	0	50	0	10	169
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	0	0
Ton & Malling	44	0	0	0	90	0	0	134
Tunbridge Wells	0	11	0	0	0	0	0	11
West Kent	44	11	0	0	90	0	0	145
<b>Total Places</b>	<b>180</b>	<b>43</b>	<b>46</b>	<b>0</b>	<b>204</b>	<b>40</b>	<b>10</b>	<b>523</b>

\*40 Secondary places are at DCCA Aspen2 which serves as the district PSCN specialist setting.

We have established new Primary SRPs for Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) and Social, emotional and Mental Health Needs (SEMH). We remain alert to the need for appropriate Secondary provision. We are exploring SRPs with 5 Secondary schools and the National Autistic Society. We plan to create an additional 36 places for ASD in SRPs in mainstream schools (24 in Secondary schools) and 12 places for SEMH needs in Secondary schools.

### 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 and non-maintained sector (sometimes referred to as 'Out of County'). Currently, over 600 Kent resident pupils have had funded places in schools or specialist colleges outside of the maintained sector. As of March 2017, over 50% of these pupils have ASD their most prevalent need type.

## 9.6 How do we propose to meet the demand?

We plan to create over 900 new specialist places across the period of this plan. This will be achieved through a mixture of new Special schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to; address the forecast growth in pupil numbers, provide places for pupils currently in mainstream who whom specialist provision would be more appropriate at a natural transition point e.g. phase or KS transfer and reduce the number of places presently commissioned in the independent and non-maintained sector.

Two new Special Free schools applications were approved in Wave 12 by the Secretary of State: Aspire and Bearsted. Aspire Free school will be located in Swale and will cater



for up to 168 Primary aged pupils with ASD. Bearsted will be located on the Maidstone/Swale border and will cater for 168 Secondary aged pupils with ASD. It must be noted that the average time in pre-opening of a school is approximately 26 months and we therefore do not expect the provision to open until the 2018/19 academic year is well underway.

Following the deferral of Wave 13 of the Free Schools application process, KCC will consider undertaking a Free School Presumption process where the need for other new Special schools has been identified. Figure 9:11 outlines the new schools agreed by the Secretary of State and the ones we will seek to commission. Figure 9.12 shows the Satellite and SRP provision that we will commission.

**Figure 9.11: Additional Specialist Provision Planned in New Special Schools**

New Free School	2018-19	2019-20 cumulative	2020-21 cumulative
Primary ASD (Aspire)	32	112	168
Secondary ASD (Bearsted)	55	132	168
B&L Sheppey	36	60	120
PSCN Dover	40	72	168
PSCN North Kent	0	48	210
<b>Total</b>	<b>163</b>	<b>424</b>	<b>834</b>

**Figure 9.12: Additional Specialist Provision Planned in Satellites of Special Schools or SRPs in Mainstream Schools**

District	Proposed Number of New Commissioned Places
Ashford	15 Primary PSCN places Wyvern (satellite)
Dover	15 Secondary ASD places
Shepway	15 Secondary ASD places
Canterbury	20 Secondary ASD places
Thanet	15 Secondary B&L places
Tonbridge & Malling	20 ASD Secondary SRP places

## 9.7 SEND issues by Area

### East Kent

From 2016 to 2017, the largest numbers of new EHCPs issued were across all three East Kent (and Maidstone) Districts. We have also seen a significant number of families moving into East Kent and there have been resultant placement pressures, particularly in identifying provision for behavioural needs.



As there is no Special school on the Isle of Sheppey (Swale District) significant numbers of pupils often have to travel long distances off the Island to the nearest suitable provision. Many of these pupils are being transported to Bower Grove School in Maidstone. We believe the scale of the forecast demand for pupils aged 11-16 years could be accommodated either through the establishment of a new 120 place Free Special school with the designation of Behaviour and Learning on the Isle of Sheppey for pupils aged 7-16 years or through an annex of Bower Grove School on the Isle of Sheppey. We are looking at how this can be accommodated on land which is already earmarked for education purposes.

St. Anthony's School (Thanet) which caters for pupils with Behaviour and Learning needs has received 100 referrals, largely for pupils in KS2 and KS3, although fewer than 20% resulted in a placement. 45% of referrals were for pupils who also had ASD. The school is at its capacity for Secondary aged pupils and cannot expand on its current site. We propose to explore the provision of a satellite or SRP to meet the need. We will look to include this within the competition specification for the new Secondary school in Thanet.

We recognise the prevalence of ASD means that Laleham Gap School is at capacity and we are looking at providing an additional class at KS2 and then reviewing the need for further capacity at KS 3 and 4 as the "bulge" class moves through. The new Aspire Primary Free School in Swale will come on stream from 2018/19 and create additional places across East Kent.

Swale's only existing Special school, Meadowfield School, is undergoing a phased expansion by a further form of entry.

We have already established successful satellite provision at Chartham Primary School for PCSN pupils at St. Nicholas (Canterbury). We now need to provide the opportunity for an increased number of Secondary aged pupils to be supported in a local school through the establishment of a satellite provision in a local Secondary school.

We want to expand the age range of SRP provision for ASD at Canterbury Primary Academy in order to provide continuity and we are exploring this with a number of local Secondary schools who are working collaboratively.

### **South Kent**

In order to keep pace with demand we are exploring the creation of Primary and Secondary satellite provision at Wyvern School (PSCN) in Ashford.

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).

We want to expand the range of SRP provision which can cater for Secondary aged pupils with ASD, particularly Dover and Shepway. We are exploring this with two local Secondary schools where there is already a commitment to invest in workforce development and develop expertise in this area.

Any further development planned for in Ashford or Shepway which calls for new schools will include provision for additional specialist place through a SRP or satellite. The provision will recognise that the most prevalent need type is ASD.

### **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 developed both Primary and Secondary satellite provision on mainstream school sites. The proposed 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).

Where new housing development calls for new schools, we will explore additional SEN provision through satellite and SRP resources for ASD, SLCN and behaviour needs. Following the successful opening of Cherry Orchard Academy within the Ebbsfleet Garden City, which includes a 15 place SRP catering for pupils with Speech and Language needs, further Primary provisions are planned to be introduced across Dartford and Northfleet in the future.

The new 8FE secondary school on Alkerden, Ebbsfleet will provide the opportunity for a secondary SRP. This school is expected to open in September 2021.

### **West Kent**

We have completed the expansion at Broomhill Bank (which serves West and North Kent) which caters for pupils with ASD, enabling additional pupils to be admitted.

The Nexus School (formerly Ridge View), which caters for PSCN has been relocated and expanded onto its new site in South Tonbridge. The school's new built satellite



provision will open at Wouldham All Saints CE Primary School during 2017/18 and will allow admissions to grow incrementally.

New nursery provision opened at Oakley School, which caters for PSCN (Tunbridge Wells) from September 2017. The school has also put in place an application to establish a separate specialist provision for students from 18 to 25 with effect from September 2018. The major challenge to this will be providing the appropriate accommodation as this will require 4 additional teaching spaces. The school has Primary satellite provision at Skinners' Kent Primary School. We will explore the potential development of equivalent Secondary aged provision to offer continuity to pupils.

The physical site and accommodation at Bower Grove are at capacity. The school is accommodating a bulge KS2 class in 2017-18 and is providing places for a significant number of places for children from East Kent (as mentioned earlier). Therefore, the provision of a Special school for Behaviour and Learning on the Isle of Sheppey through an annex of Bower Grove or a new Special school is a key priority.

We want to develop the age range of SRP provision for ASD and we are exploring this with a local Secondary school where there has been whole school training and workforce development in this area.

The Local Plan process suggests significant new housing development across West Kent, particularly focused in Tonbridge and Malling and Tunbridge Wells. Where the resultant pupil demand necessitates additional provision, we will explore additional SEN provision through satellite and SRP resources for ASD, SLCN and behaviour needs.

**Figure: 9.12: Summary of Commissioning Intentions for Specialist Provision**

District	Proposed Number of New Commissioned Places	
	Special School	SRP
Ashford	15 Primary PSCN places Wyvern (satellite)	
Dover	168 KS3-KS5 PSCN places	15 Secondary ASD places
Shepway		15 Secondary ASD places
<b>South Kent Total</b>	<b>183 additional places</b>	<b>30 additional places</b>
Canterbury		20 Secondary ASD places
Swale	120 KS3-KS4 B&L places Isle of Sheppey 168 Primary ASD places	
Thanet	15 Secondary B&L places	
<b>East Kent Total</b>	<b>303 additional places</b>	<b>20 additional places</b>
Dartford	210 KS3-KS5 PSCN places	



District	Proposed Number of New Commissioned Places	
	Special School	SRP
Gravesham		
Sevenoaks		
<b>North Kent Total</b>	<b>210 additional places</b>	
Maidstone	168 Secondary ASD places Bearsted Academy	
Tonbridge & Malling		20 ASD Secondary SRP places
Tunbridge Wells		
<b>West Kent Total</b>	<b>168 additional places</b>	<b>20 additional places</b>
<b>Kent Total</b>	<b>864 additional places</b>	<b>70 additional places</b>

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## 10 Commissioning Early Years Education and Childcare

### 10.1 Legislative Context

Early Education and Childcare is legislatively governed by the *Childcare Acts 2006 and 2016*. Section 2 of the Childcare Act 2016 and Sections 6, 7, 7a, 9, 9a, 12 and 13 of the Childcare Act 2006 place a duty on all local authorities to improve outcomes for young children, to cut inequalities between them and secure sufficient childcare to allow parents to work; and specifically to ensure sufficient and flexible:

- 15 hours of Early Education for eligible two year olds and all three and four year olds
- 30 Hours of Free Childcare for the three and four year olds of eligible parents

### 10.2 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. As the Local Authority we work with providers and potential providers to encourage the establishment of additional provision where this is required for free places for eligible two year olds (in Kent called 'Free for 2'), universal free provision for three and four year olds and, with effect from September 2017, sufficient places for the new entitlement of 30 Hours of Free Childcare provision for the three and four year old children of eligible parents.

It should be noted that take up of available places and vacancies, within early years settings particularly, also presents 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 in Kent 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 that supports parents to work and the availability of employment opportunities.

**Figure 10.1: Range of Providers**

District	Childcare - Domestic premises	Childcare - Non Domestic premises	Childminder	Crèche Day Care	Full Day Care	Holiday Scheme	Home Childcarer	Out of School Day Care	Sessional Day Care	Total
Ashford	2	10	104	1	40	7	28	15	15	<b>222</b>
Canterbury	1	14	77		29	12	12	15	20	<b>180</b>
Dartford	1	6	117	1	22	5	21	16	21	<b>210</b>



District	Childcare - Domestic premises	Childcare - Non Domestic premises	Childminder	Crèche Day Care	Full Day Care	Holiday Scheme	Home Childcarer	Out of School Day Care	Sessional Day Care	Total
Dover	1	4	37	1	27	5	8	11	17	111
Gravesham	3	16	90	1	12	3	23	6	15	169
Maidstone		8	142		32	13	46	14	49	304
Sevenoaks	2	10	109		33	8	53	12	36	263
Shepway		6	32		34	9	9	12	12	114
Swale	1	12	107		33	8	16	6	26	209
Thanet	1	17	73	4	36	4	9	8	11	163
Tonbridge & Malling	2	6	131		28	11	67	16	33	294
Tunbridge Wells	1	16	122		31	6	57	10	26	269
<b>Total</b>	<b>15</b>	<b>125</b>	<b>1,141</b>	<b>8</b>	<b>357</b>	<b>91</b>	<b>349</b>	<b>141</b>	<b>281</b>	<b>2,508</b>

Source: CFIS/Audit by Early Years

In Kent, when assessing supply, the criteria set out in the Department for Education's 2017 Statutory Guidance for Local Authorities 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.

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

All three and four year olds are entitled to a 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'<sup>2</sup> Free Early Education places to allow year round availability, in line with the availability of provision. The free places can either be provided by Ofsted registered provision or by schools where registration with Ofsted is not required. In either case, the full Early Years Foundation Stage must be delivered.

The Childcare Act 2016 increases the Free Entitlement to 30 hours a week for the eligible working parents of three and four year olds 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.

<sup>2</sup>Children may stretch their entitlement over more than 38 weeks (and up to 52 weeks). This means taking fewer hours per week, subject to a maximum of 570 hours a year.



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

In Kent County Council's Childcare Sufficiency Assessment (CSA), the assessment of sufficiency is calculated by comparing the total available childcare supply of places in each District with the number of eligible children of that age group living in the District (Figure 10.2). 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. The sufficiency assessment for childcare places for 0-4 year olds has, this year, taken into account the introduction of the 30 hours childcare entitlement from September 2017. The methodology used to assess the demand for 30 hours places utilises data from the DWP and the 2011 census on families in work and family composition to assess the number of families eligible for the scheme across Kent. Additional data from a childcare survey carried out by KCC's Early Years and Childcare Service Sufficiency team in the spring and summer of 2017 enabled a judgement to be made on the potential demand for the 30 hour places available.

**Figure 10.2: Childcare Places by District Aged 0-4**

District	0-4 Year Olds (GP Data)	0-4 Year Olds Requiring Childcare (Summer Term)	0-4 Childcare Places Required	0-4 Childcare Places Available	Surfeit/Deficit of Places
Ashford	8,229	4,470	4,003	4,468	465
Canterbury	7,613	4,123	3,796	4,708	912
Dartford	7,550	3,942	3,620	4,793	1,173
Dover	6,256	3,298	2,912	2,191	-721
Gravesham	7,459	3,768	3,337	2,858	-479
Maidstone	10,545	5,688	4,981	5,418	437
Sevenoaks	7,505	3,881	3,277	2,640	-637
Shepway	5,924	3,107	2,824	3,764	940
Swale	9,416	4,924	4,394	3,995	-399
Thanet	8,627	4,401	4,016	5,586	1,570
Tonbridge & Malling	8,184	4,546	4,028	3,977	-51
Tunbridge Wells	6,853	3,829	3,490	3,477	-13
<b>Total</b>	<b>94,159</b>	<b>49,976</b>	<b>44,678</b>	<b>47,873</b>	<b>3,195</b>

Source: CFIS/Audit by Early Years

The District level sufficiency assessment (Figure 10.2) shows that whilst there are a sufficient number of childcare places for 0-4 year olds at a County level, there are six Districts with a deficit of places. These are: Dover, Gravesham, Sevenoaks, Swale, Tonbridge & Malling and Tunbridge Wells.



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 Dover Town; Eastchurch and Warden Bay on the Isle of Sheppey; Shepway and Park Wood in Maidstone; Northfleet in Gravesham District and West Kingsdown, Hartley and New Ash Green in the Sevenoaks District. Whilst it should be noted that in many cases, planning areas with a large surfeit of places neighbour those with a deficit, this does not mean that all the vacant places are accessible to other areas – particularly in areas of deprivation.

## 10.5 Free for 2 Places

Take up for Free for 2 places in Kent has been improving steadily over the past year and is at its height at the end of each term, typically 70% across the County. Take up rates vary somewhat 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. This will particularly need to be monitored in the context of 30 Hours of Free Childcare with effect from September 2017.

## 10.6 Implementation of the 30 Hours Free Childcare Entitlement

Work has been undertaken with Early Years and Childcare providers across Kent to identify those who are interested in offering the full 30 hours free entitlement. The Early Years and Childcare Service has been working with the providers to overcome any challenges to implementation.

There are an estimated 6,504 children who will be eligible to receive the additional 15 hours (30 hours in total) from October 2017. Many of these are already accessing the 15 hours free entitlement and so this will not translate to a need for a corresponding number of new places. However, it is anticipated some children taking up the 15+ hours will need to split this between two different providers.

In line with government expectation and guidance, Kent providers have been encouraged to work together in local partnerships to offer up to 30 hours of free childcare if a single provider feels that they are unable to offer the full 30 hours due to financial or resource constraints.

There are a total of 843 providers (setting based and childminders) who have 'in principle' indicated they are offering up to 30 hours of free childcare. This translates to the number of places available as set out in Figure 10.3. The West and North of the County are showing a lower take-up for both setting based and childminding providers.



Current information indicates a surplus of 2,338 places as at October 2017. However, as the anticipated increased demand from the introduction of the 30 hours scheme can only be estimated, a greater degree of caution should be applied to the sufficiency figures than for previous assessments. The availability of and demand for places will be kept under review with the intention of revising the assessment to reflect the effect of the 30 hours scheme on demand levels across Kent.

**Figure 10.3: 30 Hours Potential Childcare Places October 2017**

District	Potential 30 Hour places Required - October 2017	Potential Group Places Available	Potential Childminding Places Available	Total Potential Places Available	Potential Shortfall (shown as minus) or Surplus
Ashford	589	680	84	764	175
Canterbury	547	590	53	643	96
Dartford	530	839	39	878	348
Dover	419	523	29	552	133
Gravesend	467	328	30	358	-109
Maidstone	752	1179	83	1262	510
Sevenoaks	522	445	32	477	-45
Shepway	398	619	19	638	240
Swale	606	807	123	930	324
Ton & Malling	538	735	80	815	277
Thanet	644	707	90	797	153
Tunbridge Wells	492	669	59	728	236
<b>Total</b>	<b>6504</b>	<b>8121</b>	<b>721</b>	<b>8842</b>	<b>2338</b>

Source: CFIS/Audit by Early Years

**Figure 10.4: Number of Early Education 15 hour block vacancies as at October 2017**

District	Number of Early Education 15 hour block vacancies as at October 2017
Ashford	554
Canterbury	456
Dartford	528
Dover	577
Gravesend	363
Maidstone	690
Sevenoaks	468
Shepway	730
Swale	786
Ton & Malling	1152
Thanet	319





District	Number of Early Education 15 hour block vacancies as at October 2017
Tunbridge Wells	394
<b>Total</b>	<b>7017</b>

Source: CFIS/Audit by Early Years

## 10.7 Department for Education Capital Funding for the provision of 30 hours

The Education & Skills Funding Agency provided an Early Years Capital Fund Grant to help support the delivery of additional 30 hour places. Local authorities were expected to bid for funding for projects that could demonstrate that they would deliver 30 hour places where they were most needed. The deadline was 31 August 2016. Local Authorities were expected to commit 25% of the capital costs of any or all bids made. Kent bid for 6 projects in total (detailed in the Kent Commissioning Plan 2017-2021) and was informed that it had not been successful. The DfE subsequently approached Kent at short notice to ask if they would be able to take the projects forward within a constrained delivery timescale. Due to KCC's capital budget pressures as a result of the pressing and urgent need to provide a considerable number of Primary and Secondary school places, only one project will be taken forward. This is the expansion of Abacus (Grounds of St Nicholas Primary Academy), New Romney: from 48 to 60 places

## 10.8 Future Planning

Supporting the sufficiency, sustainability and quality of Early Years and Childcare provision 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 will continue to work 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 of Free Childcare from September 2017. The availability of capital funding is extremely 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.

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.

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# 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.

## 11.2 Kent's Key Priorities for the Next Four Years

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 have 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.

When reviewing the need for additional or new learning programmes at Post-16 we need to consider that if students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at age 18 years. Indeed, 18-24 year olds make up just over one fifth at 22.2%, of all those who are unemployed in Kent, and have the highest unemployment rate of any of the age groups.

KCC recognises increasing participation 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 2017 KCC released the revised 14-24 Learning, Employment and Skills Strategy. That strategy centred on the need 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.

In order to achieve the above we need to make changes to the offers currently available to young people, to ensure:

- Participation at ages 16 and 17 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.

Therefore, our priorities for the next four years will be to:

- Continue to increase the variety of pathways, including academic, vocational and technical, apprenticeships, employment with training or work based learning across all Districts.
- Raise attainment.
- Reduce achievement gaps.
- Deliver programmes which advantage rather than disadvantage young people.

The following documents focus in detail on outcomes, priorities, targets and national strategy for the coming years:

14 – 24 Strategy

[https://www.kent.gov.uk/data/assets/pdf\\_file/0014/6206/14-24-learning,-employment-and-skills-strategy.pdf](https://www.kent.gov.uk/data/assets/pdf_file/0014/6206/14-24-learning,-employment-and-skills-strategy.pdf)

Score Card

<http://knet/directorate/EYPS-document-library/Documents/CYPE%20Directorate%20Scorecard.pdf>

Post-16 Skills Plan

<https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

New Qualifications

<https://www.gov.uk/government/publications/14-to-19-technical-and-applied-qualifications-technical-guidance>

### 11.3 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. For further information refer to the Post-16 Skills Plan.

<https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

#### 11.4 Capital Funding

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 Skills and Funding Agency (ESFA).

The Local Authority currently receives no Basic Need funding for Post-16. As Secondary student numbers increase in the future, should additional Post-16 provision be required it would be the responsibility of the Education and Skills Funding Agency (ESFA) to ensure this is provided.

However, whilst there is still a surplus of places in Kent, it is impacting on the level of Basic Need funding the LA receives for pupils aged 11-16 years. Through the SCAP return made by the LA to the DfE, any capacity in sixth form is considered to be available for the younger age groups thus reducing the reported “deficit” of places and subsequent funding allocated for Basic Need projects.

It is Key that the LA continues to highlight this issue to Central Government as eventually the system will need to be reviewed to address this methodology or there will need to be a clear recognition that any additional Sixth Form capacity will have to be funded by the DfE/ESFA.

#### 11.5 Revenue Funding

The ESFA funds the provision of Post-16 learning. The formulas are complicated but the following components can be identified:



- High needs allocation for SEND students.
- Disadvantaged funding which includes support for English and maths.
- Retention considerations.
- Financial uplift for individual technical subjects or combinations of subjects that are recognised to be larger than the average 600 hours a full time programme would require, for example, the International Baccalaureate, the Technical Baccalaureate and four or five high grade A' levels.

Stripping the funding of the these additionalities reveals an adjusted rate of £3,900 per capita funding, predicated on a 97% retention rate, the national average. If retention rates fall this will have a significant impact on funding levels for the affected providers. Therefore, additional or planned new provision of Post-16 learning must be closely developed according to income without necessity of cross subsidising from 11 – 16 funding. Schools will need to develop a funding strategy and understand fully the processes to claim financial support. Figure 11.1 identifies the retention rates for each qualification type by District. The two Districts with the lowest retention rate in each qualification type are highlighted in red.

The qualification types are defined as follows:

- A' levels are subject based qualifications. They are a subset of the Academic category.
- Academic Qualifications includes A/AS level or applied A/AS level. In addition it includes Pre-University, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics, Extended Project (Diploma) qualifications and Core Maths at level 3.
- Applied General qualifications are level 3 (advanced) qualifications that provide broad study of a vocational area. From 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, will be recognised in the 16-18 performance tables.
- Tech levels are level 3 (advanced) qualifications for students wishing to specialise in a technical occupation or occupational group. They lead to recognised occupations. As with Applied General Qualifications from 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, will be recognised in the 16-18 performance tables.

**Figure 11.1: Retention Rates at a District Level:**

District	A Level <sup>3</sup>	Academic <sup>4</sup>	Applied General	Tech Level
Ashford	95.9%	95.7%	93.4%	87.5%
Canterbury	97.0%	96.6%	85.8%	94.8%
Dartford	95.7%	96.0%	85.3%	88.8%
Dover	96.0%	96.0%	87.7%	88.9%
Gravesham	97.9%	97.9%	93.8%	78.1%
Maidstone	98.5%	98.3%	83.0%	80.8%
Sevenoaks	100%	100%	67.3%	95.2%



District	A Level <sup>3</sup>	Academic <sup>4</sup>	Applied General	Tech Level
Shepway	97.2%	97.2%	83.0%	78.2%
Swale	94.5%	94.5%	73.0%	71.5%
Thanet	95.2%	96.0%	85.3%	81.9%
Tonbridge and Malling	97.1%	97.2%	90.3%	
Tunbridge Wells	98.8%	98.8%	91.7%	100%

## 11.6 Sixth Form Capacity

One group of key providers of Post-16 training in Kent is the school sixth forms. Figure 11.2 sets out the current surplus or deficit of sixth form places in each District<sup>5</sup>. In recent years sixth form numbers have reduced and it is anticipated that this trend will continue until 2018 when the numbers, at least in certain Districts, will start to increase once more. This is due to the rising rolls in Primary schools feeding into the Secondary sector. This is already impacting on the need for places in Year 7.

**Figure 11.2: School Based Sixth Form Surplus/Deficit Capacity Summary**

District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Ashford	2,138	397	382	352	305	278	273	275	213	2,138
Canterbury	2,311	-38	-114	-95	-122	-136	-204	-278	-336	2,311
Dartford	2,465	378	248	133	-45	-253	-396	-398	-376	2,465
Dover	1,550	258	240	248	254	247	196	171	111	1,550
Gravesham	1,416	80	82	77	60	3	-61	-104	-166	1,416
Maidstone	2,734	279	259	319	277	171	124	76	-42	2,734
Sevenoaks	640	415	417	340	271	245	231	219	208	640
Shepway	1,470	301	280	311	311	291	263	222	188	1,470
Swale	2,270	545	570	585	568	532	469	402	358	2,270
Thanet	1,660	251	254	272	281	229	188	153	103	1,660
Tonbridge & Malling	2,223	452	534	641	636	568	520	475	416	2,403
Tunbridge Wells	2,553	589	591	580	572	473	409	396	314	2,553
<b>Total</b>	<b>23,430</b>	<b>3,907</b>	<b>3,743</b>	<b>3,763</b>	<b>3,368</b>	<b>2,648</b>	<b>2,012</b>	<b>1,609</b>	<b>991</b>	<b>23,610</b>

As can be seen from Figure 11.2, there appears to be sufficient sixth form capacity for the short to medium term across each District, except for Canterbury, to both accommodate future pupil increases and increased participation. Where deficits are forecast in the longer term, these need to be addressed through expansion of existing provision or introduction of additional Post-16 provision which, as stated earlier, should

<sup>5</sup> The sixth form forecast are from Edge-ucate. They are based on the last two transitions October 2014 to October 2015 and October 2015 to October 2016 in the weighted proportion 40:60. The stay-on rate for Year 12 to Year 13 and Year 13 to (notional) Year 14+ is school specific and calculated in the same way as above.



be funded by the ESFA. The provision of places needs to be linked with provision of appropriate learning, matched to students' ambitions and aptitudes and labour market information

## 11.7 District and Area Analysis

This section provides an overview of the provision that we believe is needed in each of the Areas based on an analysis of the present qualifications available compared to labour market information, the detail of which can be found in Appendix 1. This, together with schools' knowledge of types of qualifications, the sectors they cover and planned destinations should enable a review of provision of learning. From this providers can build offers (available at different starting points), which respond to local needs and enable progression to the next step. This is essential development for any new or additional Post-16 provision, but it must also be remembered that the curriculum for 14 - 16 year olds has its part to play in sustained progression, improved outcomes and purposeful destinations.

### Area Analysis

New Secondary provisions are due to open in all areas during the forecast period of this Commissioning Plan. Collaborative working is being encouraged where schools are looking to introduce Post-16 provision as, within each area, schools are duplicating courses sometimes with group size below that which is realistically sustainability. Districts with high unemployment rates need to consider the guidance programmes and progression opportunities that are available to reduce unemployment figured.

The LA will work closely with all schools along with the local Colleges to ensure any Post-16 provision is appropriate to the needs of the area and there is joined up thinking between providers to ensure the best possible pathways are offered to all students.

### North – Dartford, Gravesham and Sevenoaks

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

### South – Ashford, Dover and Shepway

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

- Retail and Sales
- Accounting and financial services
- Repair and automotive





- Programming
- Child Development

### **East – Canterbury, Swale and Thanet**

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

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

### **West – Maidstone, Tonbridge and Malling and Tunbridge Wells**

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

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

## **11.8 Summary**

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

- Establish robust monitoring of Post-16 learning and teaching.
- Engage in systematic review of provision against local and national indicators.
- Work collaboratively with other Post-16 advisers.
- Make provision for English and Maths to ensure students can gain a GCSE level 4 or above qualification and to ensure levels of literacy and numeracy which are in accordance with ESFA guidelines
- Continue to look to align provision to local labour market trends and avoid duplication of courses.
- Offer a range of qualifications at all levels.
- Develop a technical offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the identified skills profile.
- Develop a technical programme endorsed by employers and the Kent Guilds.
- Develop an academic programme offer which leads to Higher Education, degree apprenticeships and higher level apprenticeships.
- Deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience.
- Plan personalised pathways for vulnerable and disadvantaged learners.
- Assure the long term viability of the provision.



## 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 people 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” 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 2018 and 2019 many projects are already in progress. For later years the area where expansion is required has been noted – specific schools may not have been identified. Also for later years (particularly beyond 2021) 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 2017, across Kent, an additional 2,827 places were added in Year R, 13,813 across Years R-6, 851 Year 7 places and an additional 1,251 places across Years 7-11. The number of places added in the Secondary sector signifies the start of sustained, significant pressures coming through the Secondary sector.

The forecast increase in places from 2018-19 to 2023-24 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)**



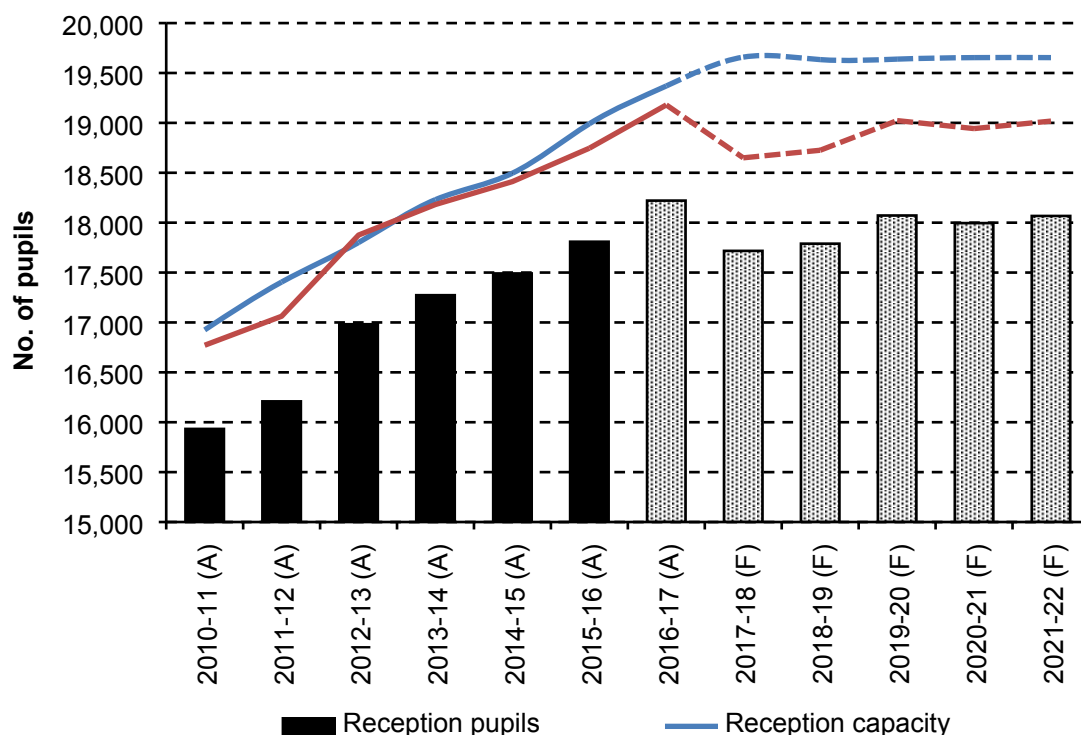
School year	Year R	Primary	Year 7	Years 7-11
2010-11	245	245	-151	-631
2011-12	638	913	-175	-686
2012-13	1,024	2,078	-68	-634
2013-14	1,464	3,701	269	-907
2014-15	1,709	5,887	305	-789
2015-16	2,165	8,440	277	-851
2016-17	2,546	11,210	368	-353
2017-18	2,827	13,813	851	1,251
2018-19	2,872	15,964	223	1,805
2019-20	2,872	17,505	253	2,153
2020-21	2,887	18,656	283	2,209
2021-22	2,887	19,472	283	1,854
2022-23	-	-	283	1,256
2023-24			283	1,256

Source: Management Information, Children, Young People and Education, KCC  
Includes projects that have been through statutory process and have funding secured as at Summer 2017

The number of Reception aged pupils in Kent schools has risen from 15,933 in 2010-11 to 18,221 in 2016-17 (Figure 12.2). This is a significant increase of 14.4% 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 2016-17 was slightly lower at 5.9%. This reflects Kent's increasing investment in school places (Figure 12.2). The number of Reception aged pupils is forecast to have peaked in 2016-17, at 18,221 pupils. It is then predicted to fluctuate between 17,700 and 18,100 pupils over the following few years.



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



Source: Management Information, Children, Young People and Education, KCC

Figure 12.3 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 2.7% in Dartford to 10.8% in Sevenoaks. If no further action is taken (in addition to the capacity added in Figure 12.2) by the end of the forecasting period (2021-22) there will be 8.1% surplus capacity in Reception Year places across the County. Where surplus capacity falls below 5% (highlighted in yellow) action may 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	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	1,705	114	119	169	56	35	40	1,660
Canterbury	1,587	93	159	161	107	158	136	1,584
Dartford	1,572	43	143	148	103	119	109	1,632
Dover	1,372	124	175	194	176	187	179	1,377
Gravesham	1,476	56	147	116	137	134	135	1,491
Maidstone	2,014	60	221	147	68	47	51	2,039

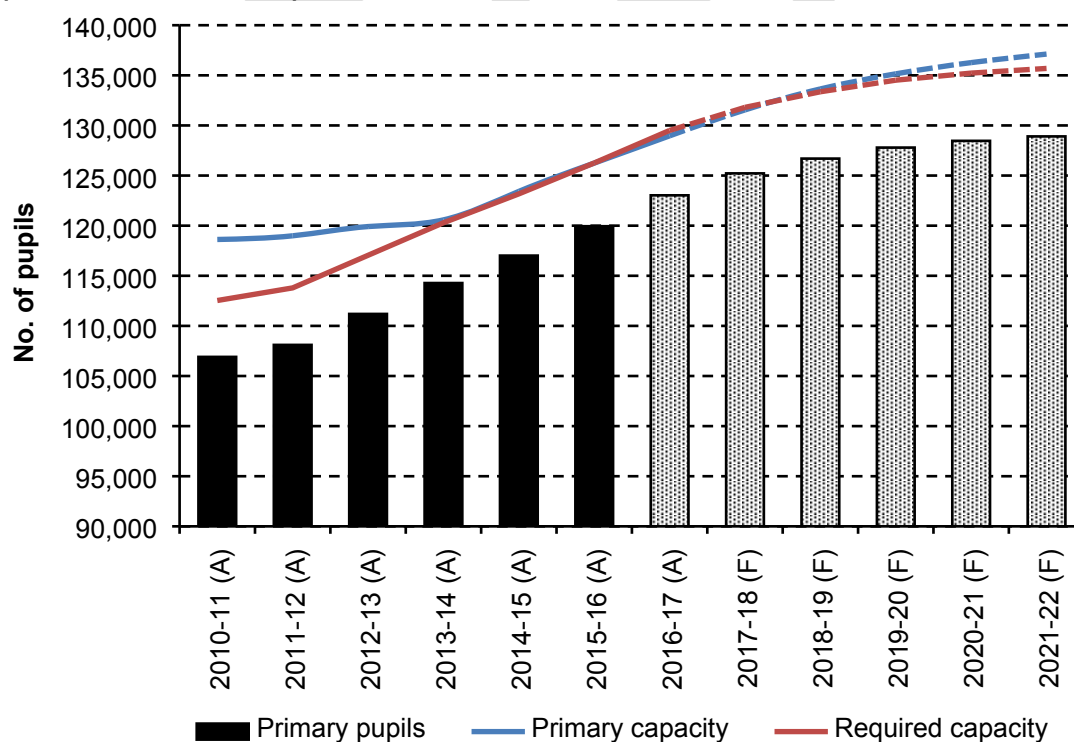


District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Sevenoaks	1,553	168	226	178	132	183	160	1,548
Shepway	1,274	99	110	100	170	171	174	1,327
Swale	2,015	83	207	210	232	137	169	2,088
Thanet	1,770	126	181	162	189	205	194	1,800
Tonbridge & Malling	1,696	96	120	109	134	144	137	1,783
Tunbridge Wells	1,336	87	135	151	62	138	103	1,325
<b>Total</b>	<b>19,370</b>	<b>1,149</b>	<b>1,943</b>	<b>1,845</b>	<b>1,566</b>	<b>1,658</b>	<b>1,587</b>	<b>19,654</b>

Source: School-based pupil forecasts (2016-based), Provision Planning and Operations, KCC.

Figure 12.4 shows that the total number of Primary pupils in Kent schools is forecast to rise from 106,906 in 2010-11 to around 128,905 in 2021-22. This is an expected increase of 21% from 2010-11 and 5% on current roll numbers. Kent Primary schools currently operate with 4.6% surplus capacity and this is forecast to increase steadily to 6.0% by the end of the forecast period.

**Figure 12.4: Pupils (All Year Groups) in Mainstream Primary Schools (2011-10 to 2021-22)**



Source: Management Information, Children, Young People and Education, KCC

Figure 12.5 shows that the 2016-17 surplus capacity for Primary year groups (Reception - Year 6) varied across the County. It ranged from 0.7% in Dartford to 8.1% Dover.



Looking ahead to 2021-22, over 8,000 extra places have already been already commissioned and will become available as Year R cohorts move through the schools. However, despite these increases where surplus capacity is forecast to fall below 5% (highlighted in yellow), plans for additional capacity will be brought forward to ensure that at least 5% surplus capacity is maintained in each District.

**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	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	11,295	544	491	605	559	512	408	11,730
Canterbury	10,926	582	597	581	542	606	663	11,205
Dartford	9,936	69	137	270	329	372	448	11,252
Dover	9,183	748	723	773	807	920	963	9,582
Gravesham	9,544	89	192	352	455	554	661	10,362
Maidstone	13,194	560	579	563	457	375	315	14,293
Sevenoaks	10,320	820	865	845	859	868	924	10,865
Shepway	8,838	446	427	420	503	614	701	9,155
Swale	13,202	430	579	659	854	865	943	14,401
Thanet	11,724	468	600	698	816	944	1,018	12,582
Tonbridge & Malling	11,548	596	557	567	619	628	618	12,368
Tunbridge Wells	9,252	583	588	619	560	548	554	9,326
<b>Total</b>	<b>128,962</b>	<b>5,935</b>	<b>6,335</b>	<b>6,952</b>	<b>7,360</b>	<b>7,806</b>	<b>8,216</b>	<b>137,121</b>

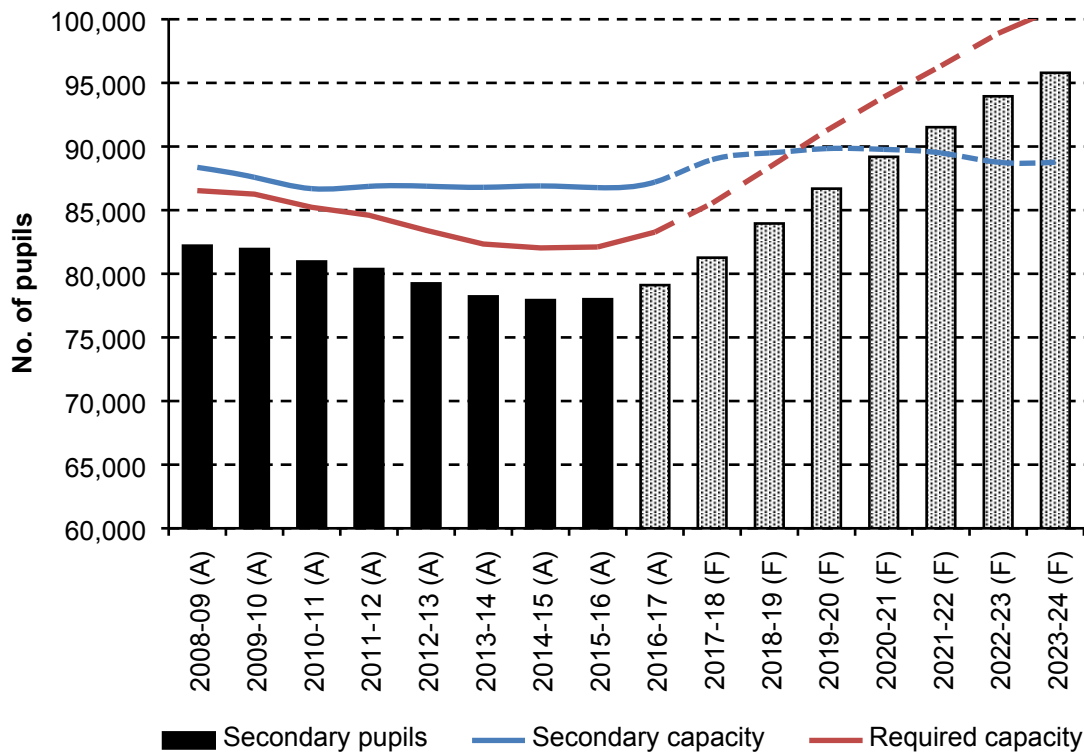
Source: Provision Planning and Operations, Children, Young People and Education, KCC.

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 four consecutive years from low point of 15,244 in 2012-13 (see Figure 12.6) to 16,495 in 2016-17. Thereafter, Year 7 rolls are forecast to rise by over 3,000 pupils by 2023-24 (an increase of 29% 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 14 or more new 6FE Secondary schools.



**Figure 12.6: Historic and Forecast Year 7 Pupils in Kent Mainstream Schools (2008-09 to 2023-24)**



Source: Management Information, Children, Young People and Education, 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 12.7).

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. The 2013 funding changes, where the majority of funding is pupil led, has impacted on the financial sustainability and viability of some schools.

Figure 12.7 shows that currently 7.3% of Year 7 places are surplus across Kent, but the figure varies across District areas. By the end of the forecasting period (2023-24) there will be around 10.9% 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	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Ashford	1,512	138	221	56	-42	-69	-9	-32	-88	1,481
Canterbury	1,588	53	71	14	-33	-85	-74	-120	-121	1,583
Dartford	1,633	60	162	49	-19	-61	-107	-180	-186	1,735
Dover	1,345	192	206	64	109	6	36	33	-11	1,325
Gravesham	1,414	51	76	-123	-137	-163	-181	-195	-282	1,354
Maidstone	2,150	226	128	-7	-82	-142	-194	-313	-372	2,102
Sevenoaks	495	25	49	-53	-69	-68	-104	-126	-107	480
Shepway	1,098	39	12	-93	-167	-193	-191	-224	-165	1,015
Swale	1,715	85	73	25	-90	-85	-218	-101	-242	1,745
Thanet	1,462	54	28	-90	-176	-191	-175	-219	-231	1,444
Tonbridge & Malling	1,837	248	343	202	156	107	60	29	64	1,884
Tunbridge Wells	1,550	133	113	-121	-155	-124	-144	-245	-183	1,550
<b>Total</b>	<b>17,799</b>	<b>1,304</b>	<b>1,483</b>	<b>-77</b>	<b>-704</b>	<b>-1,068</b>	<b>-1,301</b>	<b>-1,692</b>	<b>-1,924</b>	<b>17,698</b>

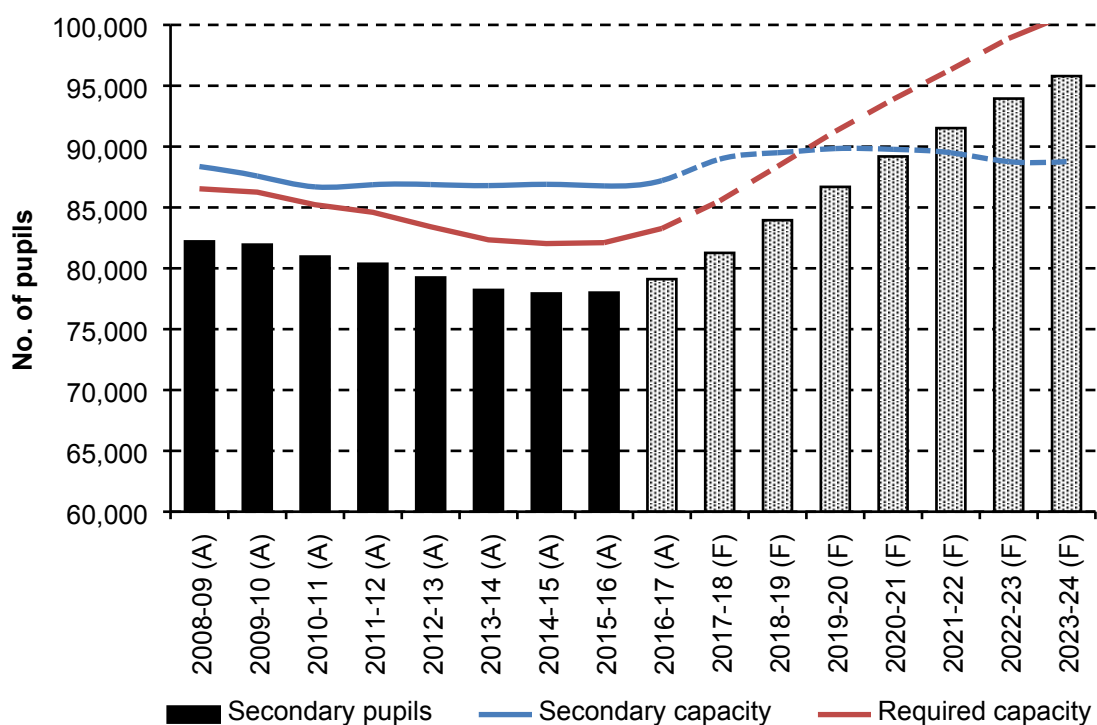
Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

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). Secondary school rolls are forecast to rise consistently to 95,793 in 2023-24 (a 23% increase on 2014-15), and will continue to do so beyond this date. Figure 12.8 shows capacity changes from 2010 onwards.





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



Source: Management Information, Children, Young People and Education, KCC

Figure 12.9 shows that current surplus capacity for Secondary year groups (Years 7-11). The surplus is 9.3% 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 7.9% deficit of places in Secondary schools across the County. We are already seeing the general focus shifting 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	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Ashford	7,431	799	899	771	546	267	123	-130	-275	7,405
Canterbury	7,742	293	282	245	150	-49	-179	-371	-505	7,915
Dartford	7,913	568	561	362	306	150	-19	-341	-576	8,735
Dover	6,725	994	1,039	926	783	524	368	196	121	6,625
Gravesham	6,699	485	395	161	-96	-320	-551	-823	-982	6,770
Maidstone	10,429	1,112	969	684	407	95	-322	-763	-1,128	10,510
Sevenoaks	2,325	183	184	48	-46	-127	-256	-430	-485	2,400
Shepway	5,368	436	210	17	-226	-441	-671	-907	-979	5,075
Swale	8,472	796	677	503	228	4	-299	-473	-740	8,725



District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Thanet	7,293	456	361	144	-160	-398	-627	-875	-1,016	7,220
Tonbridge & Malling	8,928	1,270	1,404	1,291	1,172	1,037	847	534	396	9,420
Tunbridge Wells	7,883	706	721	392	86	-155	-437	-795	-857	7,966
<b>Total</b>	<b>87,208</b>	<b>8,098</b>	<b>7,703</b>	<b>5,543</b>	<b>3,149</b>	<b>586</b>	<b>-2,025</b>	<b>-5,180</b>	<b>-7,027</b>	<b>88,766</b>

### Travel to School Flows

Excluding pupils that travel from Kent to schools in other local authority areas (of which data is not available), the proportion of Primary pupils attending schools in the same District in which they reside, varies from 99.1% (Swale) to 93.3% (Dartford). There is far more variation at the Secondary phase ranging between 34.9% (Sevenoaks) and 95.3% (Swale). Figure 12.10 outlines the travel to school flows between Districts and from Out of County (Autumn 2016) for pupils in Years 7-11, this is then summarised in figure 12.11.

Secondary pupils often travel significant distances, especially in the West of Kent, generally to access selective or denominational provision. Only around a third of Year 7-11 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 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.

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

School District	Pupil home area												Total	
	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge & Malling	Tunbridge Wells		Out of County
Ashford	6,144	29	1	4	0	76	1	106	10	0	3	105	153	6,632
Canterbury	217	6,360	0	327	0	2	1	197	262	69	1	0	12	7,448
Dartford	0	0	4,511	0	250	1	1,060	0	1	0	6	0	1,516	7,345
Dover	3	44	0	5,083	0	0	0	209	0	390	0	0	2	5,731
Gravesham	0	0	526	0	5,231	3	196	1	3	0	8	0	242	6,210
Maidstone	276	2	3	1	8	7,311	21	2	57	0	1,357	128	151	9,317
Sevenoaks	1	0	73	0	10	6	1,751	0	0	0	120	2	179	2,142
Shepway	214	6	0	73	0	2	1	4,618	2	2	2	0	12	4,932
Swale	49	281	4	7	5	53	2	1	7,211	5	3	0	55	7,676
Thanet	1	167	0	28	0	0	0	0	1	6,640	0	0	0	6,837

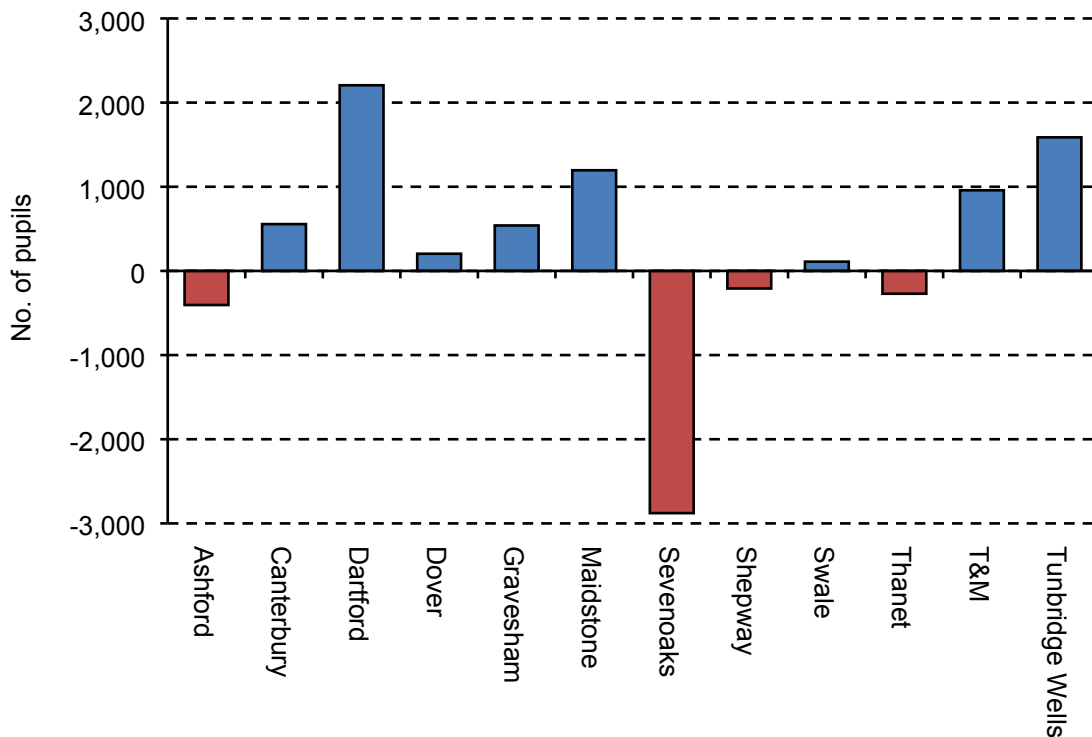


School District	Pupil home area												Out of County	Total
	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge & Malling	Tunbridge Wells		
Tonbridge and Malling	61	1	19	3	165	278	1,236	5	16	0	4,195	911	768	7,658
Tunbridge Wells	71	2	2	1	1	389	751	2	3	2	1,005	4,444	504	7,177
<b>Total</b>	<b>7,037</b>	<b>6,892</b>	<b>5,139</b>	<b>5,527</b>	<b>5,670</b>	<b>8,121</b>	<b>5,020</b>	<b>5,141</b>	<b>7,566</b>	<b>7,108</b>	<b>6,700</b>	<b>5,590</b>	<b>3,594</b>	<b>79,105*</b>

Source: Management Information, Children, Young People and Education, KCC  
Actual roll data 2016-17 - Schools Census, Autumn 2016

\*The total figure is 5 pupils less than reported previously in this document due to issues geocoding a small number of pupils.

**Figure 12.11: Net Travel to School Flows for Secondary Pupils in Kent Schools (October 2016)**



Source: Management Information, Children, Young People and Education, KCC  
Actual roll data 2016-17 - Schools Census, Autumn 2016

Kent Primary schools are comprised of 98.6% of pupils that are resident in Kent, compared to 95.5% in Kent Secondary schools. The remaining 1,693 Primary pupils and 3,594 Secondary pupils come from out of the County. Figure 12.12 shows pupil flows into Kent from out of County. Out of the 3,594 Secondary pupils that travel to Kent schools, Dartford schools receive 1,516 (42.2%) and Tonbridge/Tunbridge Wells schools receive 1,272 (35.4%) – 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. We work closely with selective schools to ensure there is a geographical element in their admissions criteria.

**Figure 12.12: Out of County Breakdown**

School District	Pupil home area (Out of County breakdown)							Total
	Medway	East Sussex	Bexley	Bromley	Greenwich	Lewisham	Other	
Ashford	0	151	1	0	0	0	1	<b>153</b>
Canterbury	7	0	1	0	0	0	4	<b>12</b>
Dartford	25	0	797	279	205	106	104	<b>1,516</b>
Dover	1	0	0	1	0	0	0	<b>2</b>
Gravesham	143	0	18	4	29	3	45	<b>242</b>
Maidstone	132	1	1	2	5	2	8	<b>151</b>
Sevenoaks	1	0	7	163	0	3	5	<b>179</b>
Shepway	1	10	1	0	0	0	0	<b>12</b>
Swale	50	0	0	0	0	0	5	<b>55</b>
Thanet	0	0	0	0	0	0	0	<b>0</b>
Tonbridge and Malling	386	130	2	171	2	3	74	<b>768</b>
Tunbridge Wells	3	436	1	34	3	1	26	<b>504</b>
<b>Total</b>	<b>749</b>	<b>728</b>	<b>829</b>	<b>654</b>	<b>244</b>	<b>118</b>	<b>272</b>	<b>3,594</b>

Source: Management Information, Children, Young People and Education, KCC Schools Census, October 2016

## Migration

Figure 12.13 and 12.14 show the ONS net migration figures from within the UK into Kent Districts in the year 1 July 2015 to 30 June 2016. This is a summary of the cumulative number of pupils who have moved house within Kent, from London Boroughs or elsewhere in the UK. It can be noted that migration out of London into Kent Districts far exceeds moves in the opposite direction with a net gain of 1,730 4-10 year olds and 655 11-15 year olds.

Figure 12.13 outlines a net gain of 1,563 primary aged pupils into Kent, equivalent to 4.5FE of Primary school places. All but two Districts have a positive net migration with Swale, Sevenoaks and Tonbridge and Malling each having a net gain equivalent to a 1FE Primary school worth of pupils.

Figure 12.14 shows that there was a net gain of 542 Secondary aged pupils into Kent. Tonbridge and Malling and Tunbridge Wells Districts have the highest net gains with 151 and 123 pupils respectively. However, even in these Districts overall migration is only equivalent to around 1FE of Secondary provision.



**Figure 12.13: Primary Aged Migration (4-10 year olds) Year Ending 30th June 2016**

District	In From				Out To				Net
	Other Kent Districts	London	Elsewhere	Total IN	Other Kent Districts	London	Elsewhere	Total OUT	
Ashford	230	132	156	518	223	22	138	383	135
Canterbury	139	131	130	400	181	17	100	298	102
Dartford	94	453	72	619	203	161	162	526	93
Dover	152	43	93	288	150	21	120	291	-3
Gravesham	107	173	112	392	150	48	216	414	-22
Maidstone	246	164	199	609	174	22	236	432	177
Sevenoaks	149	312	113	574	191	44	123	358	216
Shepway	203	79	140	422	151	16	131	298	124
Swale	149	199	251	599	135	25	186	346	253
Thanet	149	156	140	445	114	42	163	319	126
Tonbridge & Malling	249	157	177	583	210	4	171	385	198
Tunbridge Wells	156	169	176	501	144	16	177	337	164
<b>Kent</b>	<b>2,023</b>	<b>2,168</b>	<b>1,759</b>	<b>5950</b>	<b>2,026</b>	<b>438</b>	<b>1,923</b>	<b>4387</b>	<b>1563</b>

Source: Office for National Statistics, Table IM2016-1a, 2017

**Figure 12.14: Secondary Aged Migration (11-15 year olds) Year Ending 30th June 2016**

District	In From				Out To				Net
	Other Kent Districts	London	Elsewhere	Total IN	Other Kent Districts	London	Elsewhere	Total OUT	
Ashford	92	44	73	209	121	13	77	211	-2
Canterbury	130	57	85	272	125	16	92	233	39
Dartford	48	185	45	278	91	85	83	259	19
Dover	109	35	67	211	88	7	57	152	59
Gravesham	61	60	48	169	61	32	68	161	8
Maidstone	147	59	94	300	113	13	129	255	45
Sevenoaks	99	122	59	280	148	18	104	270	10
Shepway	77	43	54	174	76	6	56	138	36
Swale	69	58	119	246	75	11	107	193	53
Thanet	98	61	102	261	89	33	134	256	5
Tonbridge & Malling	166	91	120	377	134	13	79	226	151
Tunbridge Wells	131	97	141	369	104	8	134	246	123
<b>Kent</b>	<b>1,227</b>	<b>912</b>	<b>1,007</b>	<b>3,146</b>	<b>1,226</b>	<b>256</b>	<b>1,122</b>	<b>2,604</b>	<b>542</b>

Source: Office for National Statistics, Table IM2016-1a, 2017



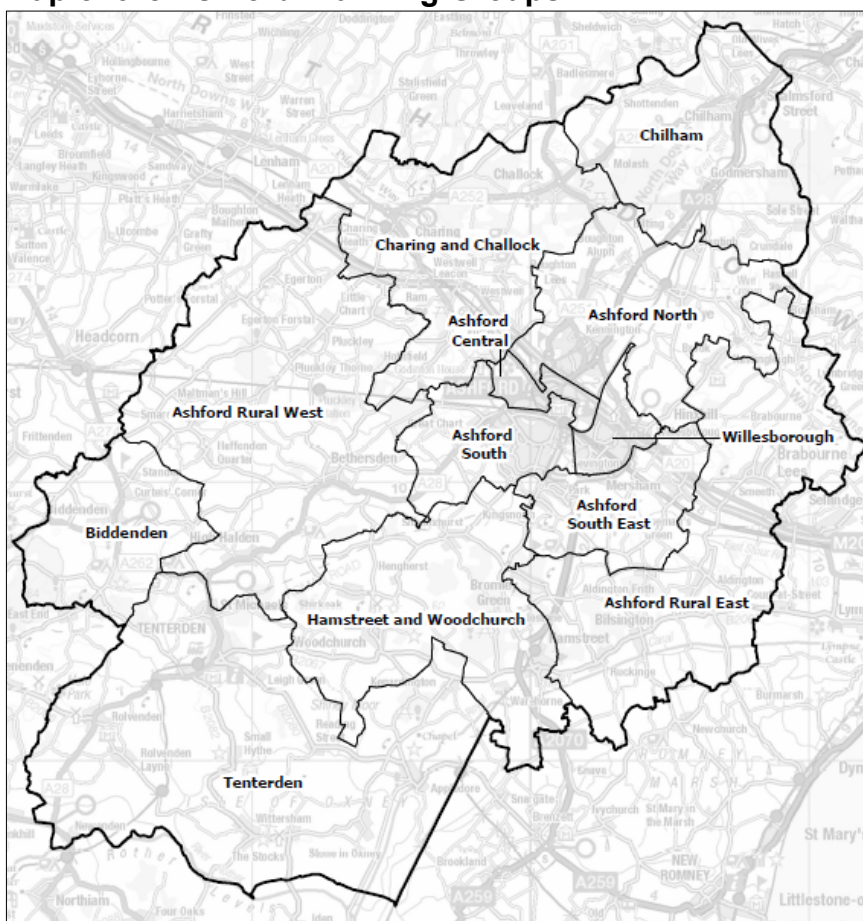
## 12.3 Ashford

### Overview

- The birth rate in Ashford increased for a third year in 2016, and is now 6 points above the County and National rates. The number of births at 1,569 is 1.5FE above the previous peak of 2012.
- 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 December 2016, 8,941 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 allocations for 3,900 new homes, with the residual coming forward as windfall sites.
- Year R numbers are expected to reduce in the short term but increase significantly from 2019. Total Primary school rolls continue to rise throughout the forecast period.
- The expansion of schools and the opening of three new schools in Ashford since 2012 has kept capacity in line with demand. A further new school has been commissioned from September 2018 to serve the Chilmington Green development. The Stour Academy Trust has been approved to sponsor this school. Moving forward, new schools and school expansions will be required to support major housing developments.
- 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.



## Map of the Ashford Planning Groups



## Ashford Primary Schools by Planning Group

Planning Group	School	Status
Ashford Central	Godinton Primary Academy	Academy
	Repton Manor Primary School	Foundation
	St. Mary's CE Primary School (Ashford)	Voluntary Aided
	St. Teresa's RC Primary School	Voluntary Aided
Ashford North	Downs View Infant School	Community
	Goat Lees Primary School	Foundation
	Kennington CE Academy	Academy
	Lady Joanna Thornhill Endowed Primary School	Voluntary Controlled
	Phoenix Community Primary School	Community
Ashford Rural East	Aldington Primary School	Community
	Brabourne CE Primary School	Voluntary Controlled
	Brook Community Primary School	Community
	Smeeth Community Primary School	Community
Ashford Rural West	Bethersden School	Community
	Egerton CE Primary School	Voluntary Controlled
	High Halden CE Primary School	Voluntary Controlled
	Pluckley CE Primary School	Academy



Planning Group	School	Status
	Smarden Primary School	Academy
Ashford South	Ashford Oaks Primary School	Community
	Beaver Green Primary School	Academy
	Great Chart Primary School	Community
	John Wallis CE Academy	Academy
	John Wesley CEM Primary School	Voluntary Aided
	St. Simon of England RC Primary School	Academy
	Victoria Road Primary School	Community
Ashford South East	Finberry Primary School	Academy
	Furley Park Primary School	Academy
	Kingsnorth CE Primary School	Academy
	Mersham Primary School	Community
Biddenden	John Mayne CE Primary School	Voluntary Controlled
Charing and Challock	Challock Primary School	Community
	Charing CE Primary School	Voluntary Aided
Chilham	St. Mary's CE Primary School (Chilham)	Voluntary Controlled
Hamstreet and Woodchurch	Hamstreet Primary School	Academy
	Woodchurch CE Primary School	Voluntary Controlled
Tenterden	Rolvenden Primary School	Community
	St. Michael's CE Primary School	Voluntary Controlled
	Tenterden CE Junior School	Voluntary Controlled
	Tenterden Infant School	Community
	Wittersham CE Primary School	Voluntary Aided
Willesborough	East Stour Primary School	Community
	Willesborough Infant School	Community
	Willesborough Junior School	Foundation

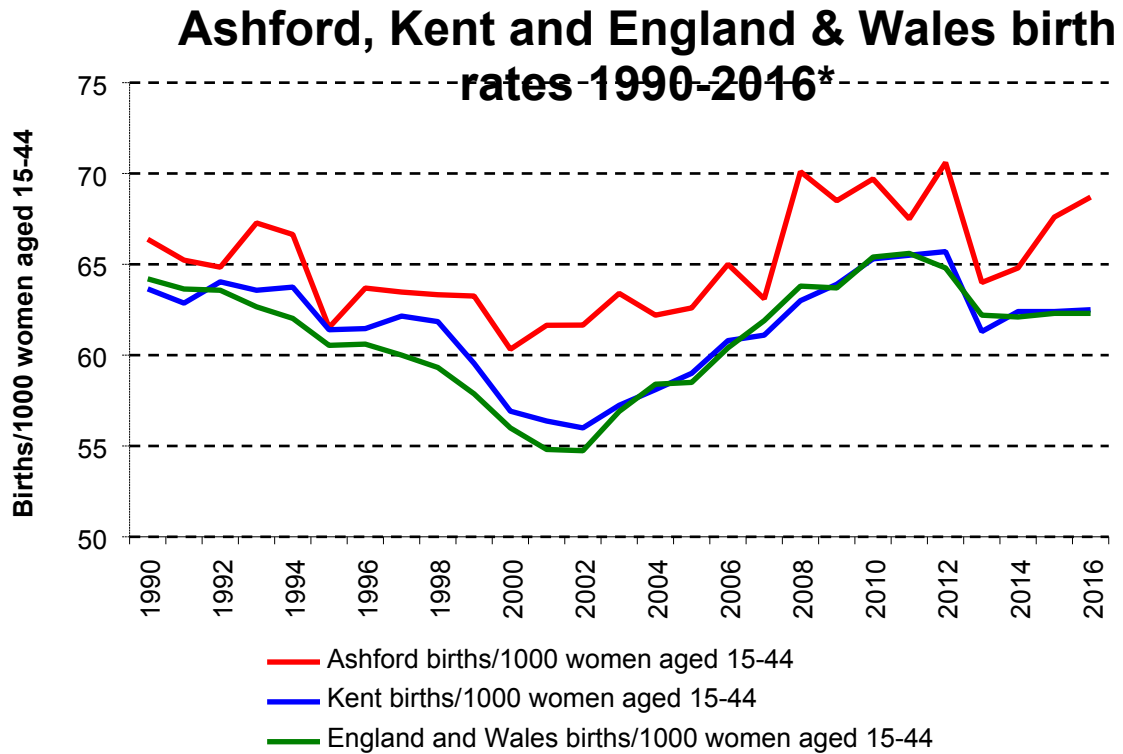
There are currently 43 schools providing Primary aged education in Ashford Borough, distributed across 12 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



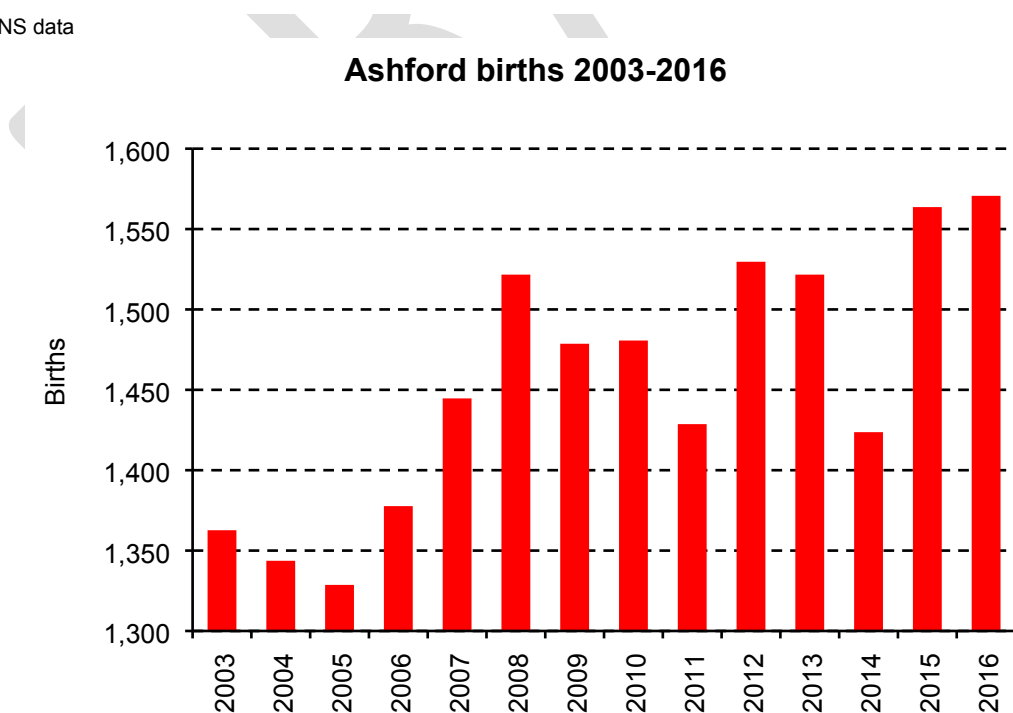


## Borough Analysis – Primary

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



\* ONS data



\*\* Health Authority birth data



### Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford Central	240	7	18	-16	-24	-34	-30	210
Ashford North	210	0	20	36	13	37	27	210
Ashford South	360	12	16	46	31	1	12	390
Ashford South East	210	4	0	14	3	-18	-10	210
Willesborough	210	21	2	20	-2	2	0	180
Ashford Rural East	80	12	11	13	11	7	8	80
Ashford Rural West	115	5	5	8	1	-2	-1	100
Charing and Challock	50	5	1	7	3	5	4	50
Chilham	15	8	4	1	1	2	1	15
Biddenden	20	2	7	5	5	6	6	20
Hamstreet and Woodchurch	71	10	0	4	-5	5	1	71
Tenterden	124	28	35	30	18	24	21	124
<b>Ashford</b>	<b>1,705</b>	<b>114</b>	<b>119</b>	<b>168</b>	<b>55</b>	<b>35</b>	<b>40</b>	<b>1,660</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford Central	1,440	6	20	2	-28	-61	-93	1,530
Ashford North	1,470	37	20	37	46	76	96	1,470
Ashford South	2,550	97	73	156	187	184	166	2,730
Ashford South East	1,320	72	72	82	81	52	18	1,470
Willesborough	1,290	58	44	56	48	47	35	1,290
Ashford Rural East	545	36	29	41	49	53	44	560
Ashford Rural West	715	50	31	28	11	-4	-27	715
Charing and Challock	350	38	31	29	26	27	26	350
Chilham	105	14	15	16	16	17	15	105
Biddenden	140	2	8	14	14	20	23	140
Hamstreet and Woodchurch	497	28	12	4	-8	-14	-16	497
Tenterden	873	106	108	110	117	115	120	873
<b>Ashford</b>	<b>11,295</b>	<b>544</b>	<b>463</b>	<b>575</b>	<b>559</b>	<b>512</b>	<b>407</b>	<b>11,730</b>

The number of Year R places will be 1,690 for 2017-18, with John Wesley CEMPS accommodating an extra 30 Year R places from September 2017 to ensure sufficient capacity across Ashford Town.



The forecasts indicate both Year R and total Primary school rolls will continue to increase in the Borough, across the forecast period.

The tables above indicate that across the District fewer than 5% of Year R places will be surplus in 2019-20 (3.4%) if no action is taken. In 2020-21 four of the five planning groups in Ashford Town are predicted to have less than 5% surplus Year R places with Ashford Central and Ashford South East being in deficit.

The tables also show that surplus capacity across all year groups will be just below 5% until 2021-22. The expansion Finberry Primary Academy by 1FE from 2020-21 will add further capacity. There is a particular pressure in the Ashford Central planning group with a deficit of 93 places being forecast by the end of the forecast period. A 1FE expansion of St. Theresa's RC Primary School from 2020 will be considered.

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 continues to be driven by parental preference rather than local demography. The one year forecast shortage of Year R places in Hamstreet and Woodchurch is likely to lead to further pressure on places in Ashford Town as the more distant applicants from the town are less likely to be offered places in the village schools.

House-building in the area is set to continue. The 2015-16 KCC Housing Information Annual Report noted that 1,022 new homes were built in that year. This was more than double the previous year and that of the 5 year average. 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. Four Primary schools and a Secondary school are planned for Chilmington Green.

The possible housing development sites in the North Willesborough/Kennington area (Willessborough Planning Group) and Kingsnorth (Ashford South East Planning Group), each of which would necessitate provision of new 2FE Primary Schools in each of 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. The timescales for opening of these new schools or expanding provisions are linked to those respective housing developments.



## Borough Analysis – Secondary

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

District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,512	138	221	56	-42	-69	-9	-32	-88	1,481
Years 7-11	7,431	799	899	771	546	267	123	-130	-275	7,405

For 2017-18 we are forecasting a 14.4% surplus of Year 7 places and an 11.8% surplus of places across Years 7-11 in the Borough. The Year 7 cohort is forecast to rise in 2018-19, with 1,425 pupils compared to the previous year's cohort of 1,319. We expect to see this to reach just under 1,600 pupils by the end of the forecast period (2023-24). This could lead to 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, which is proposed to be in September 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 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
Ashford Central			1FE at St Theresa's RCP	
Ashford South East			1FE at Finberry PS	1FE (of 2FE) (new provision) Court Lodge
Ashford South				2FE (new provision) Chilmington Green 2 <sup>nd</sup> Primary.
Willesborough				1 FE (of 2FE) new provision
Charing and Challock			0.3FE at Charing CEPS	

### Ashford Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
	90 Year 7 Places	90 Year 7 places	2021-22 - 60 Year 7 places 2022-23 - 4FE (of 8FE) new provision in Chilmington Green



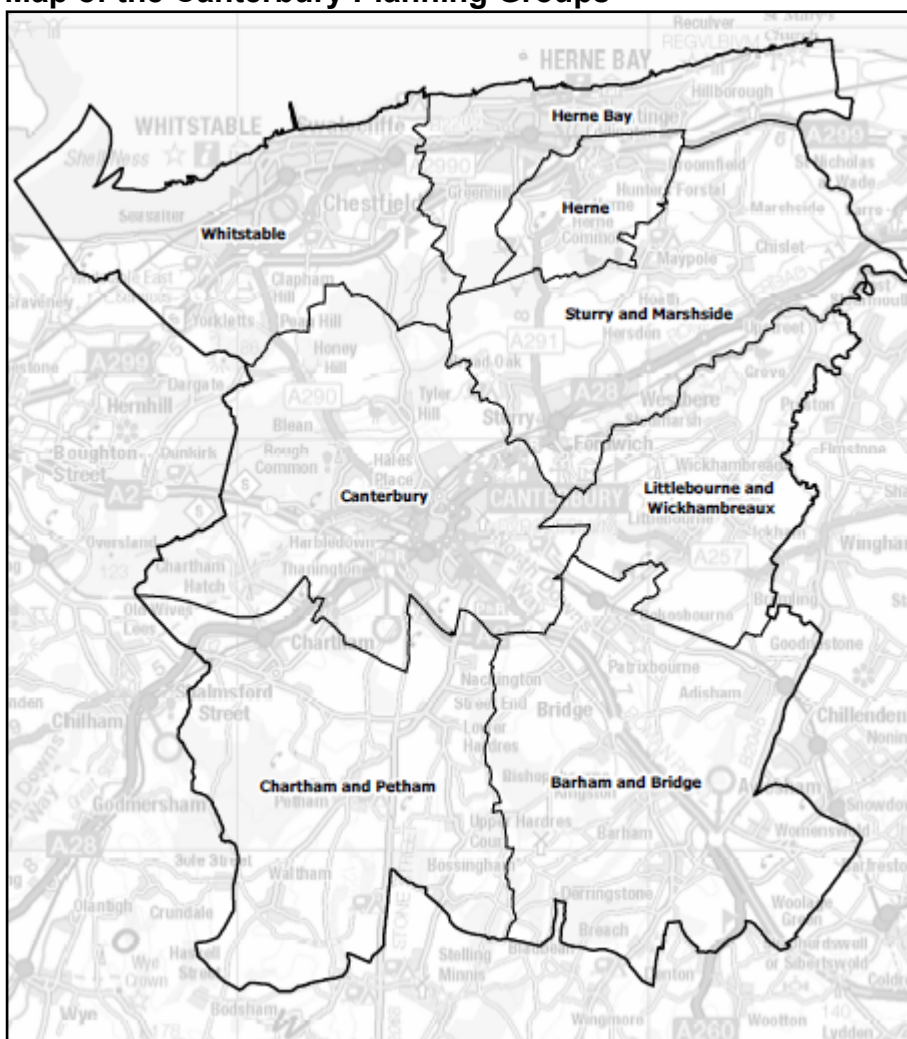
## 12.4 Canterbury

### Overview

- The Canterbury birth rate differs to Kent and the National picture as it is lower overall reflecting the large student population. The number of births fell in 2016 to its lowest point for at least 25 years.
- Canterbury City Council's Local Plan, adopted on 13 July 2017, proposes a total of 16,000 new homes over the Plan period up to 2031. Canterbury City Council has determined that this equates to an annual requirement of 925 dwellings per annum up to 2031 based on completion numbers since 2011 and including a 5% buffer or headroom. During the period 2011 to 2016 there were 2,208 new homes built in Canterbury District.
- Our forecasts would suggest that Year R numbers will reduce marginally over the forecast period with total Primary school rolls peaking in 2019-20 before beginning to decline slightly. However, new housing is expected to start impacting from 2019-20 and in the longer term up to 9FE of new Primary provision and expansion of existing schools may be required.
- Total Secondary school rolls are expected to increase during the forecast period up to 2023-24.
- A new Secondary Free school on the former Chaucer Technology School site is expected to open from September 2020 and will provide for the increasing demand, particularly from new housing. The new school will be sponsored by the Barton Court Academy Trust, opening initially with four forms of entry (120 Year 7 places). If the current planned housing is built out at the planned rate, further new Secondary provision will be required on the coast later in the Plan period.



## Map of the Canterbury Planning Groups



## Canterbury Primary Schools by Planning Group

Planning Group	School	Status
Canterbury	Blean Primary School	Community
	Canterbury Primary School, The	Academy
	Parkside Community Primary School	Community
	Pilgrims' Way Primary School	Academy
	St John's CE Primary School	Voluntary Controlled
	St Peter's Methodist Primary School	Voluntary Controlled
	St Stephen's Infant School	Community
	St Stephen's Junior School	Academy
	St Thomas' Catholic Primary School	Voluntary Aided
Wincheap Foundation Primary School	Foundation	
Barham and Bridge	Adisham CE Primary School	Academy
	Barham CE Primary School	Voluntary Controlled
	Bridge & Patricbourne CE Primary School	Voluntary Controlled
Chartham and Petham	Chartham Primary School	Community
	Petham Primary School	Academy
Sturry and Marshside	Chislet CE Primary School	Voluntary Controlled



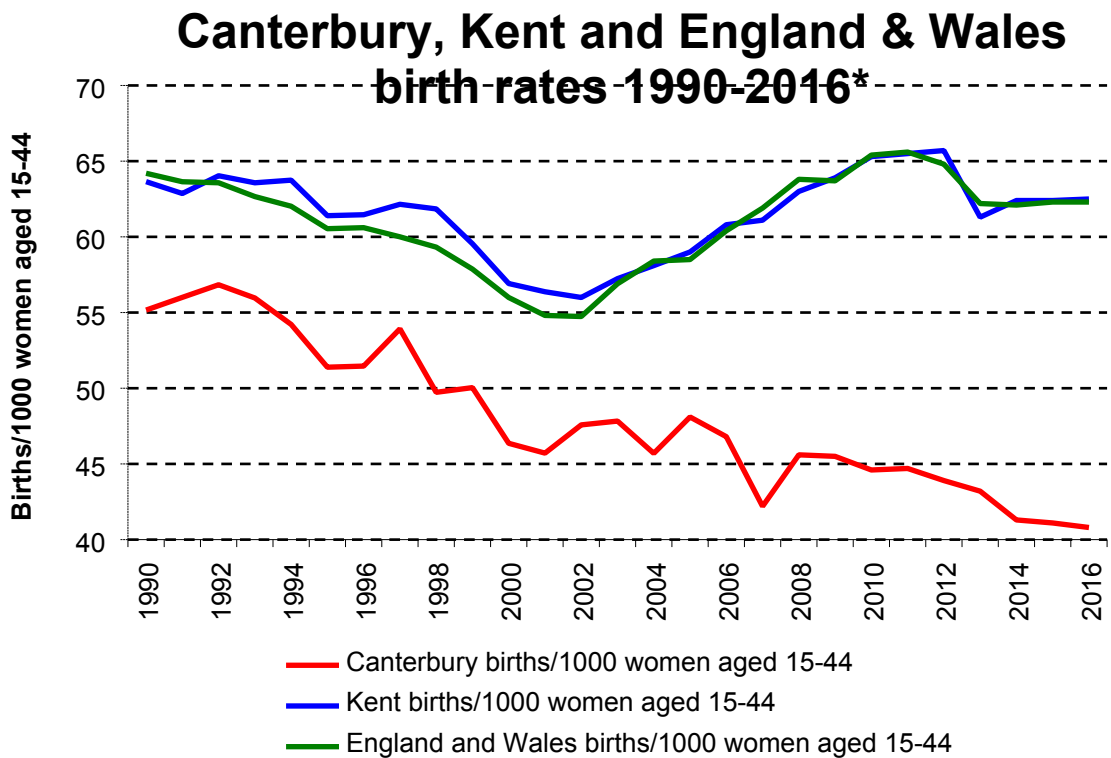
Planning Group	School	Status
	Hersden Village Primary School	Academy
	Hoath Primary School	Community
	Sturry CE Primary School	Academy
Littlebourne and Wickhambreaux	Littlebourne CE Primary School	Voluntary Controlled
	Wickhambreaux CE Primary School	Voluntary Controlled
Whitstable	Joy Lane Primary School	Foundation
	St Alphege CE Infant School	Voluntary Controlled
	St Mary's Catholic Primary School	Academy
	Swalecliffe Community Primary School	Foundation
	Westmeads Community Infant School	Community
	Whitstable & Seasalter Endowed CE Junior School	Voluntary Aided
	Whitstable Junior School	Foundation
Herne Bay	Briary Primary School	Foundation
	Hampton Primary School	Academy
	Herne Bay Infant School	Community
	Herne Bay Junior School	Foundation
	Reculver CE Primary School	Academy
Herne	Herne CE Infant School	Voluntary Controlled
	Herne CE Junior School	Voluntary Aided

There are currently 35 schools providing Primary education in the Canterbury District, distributed across 8 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



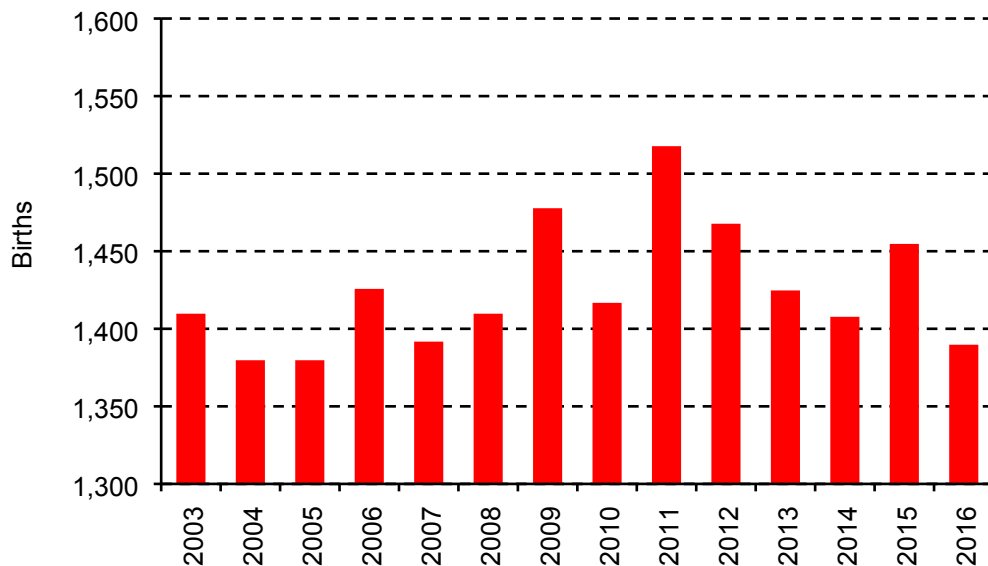
## District Analysis - Primary

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



\* ONS data

### Canterbury births 2003-2016\*\*



\*\* Health Authority birth data

## Year R Surplus/Deficit Capacity if no Further Action is Taken



Commissioning Plan for  
Education Provision in Kent 2018 – 2022



Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Canterbury	465	38	72	53	30	35	32	465
Barham and Bridge	110	12	12	15	9	10	9	110
Chartham and Petham	80	19	8	11	0	13	8	80
Littlebourne and Wickhambreaux	32	3	5	-7	-3	-3	-3	30
Sturry and Marshside	105	2	1	1	1	11	7	104
Herne	90	1	12	-5	9	13	12	90
Herne Bay	345	8	37	53	31	45	40	345
Whitstable	360	10	12	39	31	33	32	360
<b>Canterbury</b>	<b>1,587</b>	<b>93</b>	<b>159</b>	<b>160</b>	<b>108</b>	<b>157</b>	<b>137</b>	<b>1,584</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Canterbury	3,181	209	210	178	164	165	176	3,305
Barham and Bridge	758	47	52	61	55	55	55	770
Chartham and Petham	464	35	34	44	41	51	53	560
Littlebourne and Wickhambreaux	217	30	19	14	9	1	-7	220
Sturry and Marshside	679	9	-2	-8	-16	-9	-5	723
Herne	630	-2	6	-1	4	15	27	630
Herne Bay	2,495	149	176	167	164	208	229	2,465
Whitstable	2,502	105	101	125	120	122	136	2,532
<b>Canterbury</b>	<b>10,926</b>	<b>582</b>	<b>596</b>	<b>580</b>	<b>541</b>	<b>608</b>	<b>664</b>	<b>11,205</b>

A total of 1,587 places were available in Reception Year in 2016-17 with a surplus of 5.9%. The forecasts indicate that there is sufficient capacity available to meet demand with a 9.9% surplus predicted for 2017/18. There is some pressure emerging in the Herne planning group, but overall across the Herne Bay area there are sufficient Primary school places available. Any sites requested for new Primary schools will be requested to be brought forward later in the development build-out period to prevent over-capacity.

The planned small expansion of Wickhambreaux CE Primary School did not proceed and therefore pressure on places in the locality continues. This will be managed through discussions with schools to seek agreement to admit over PAN if no other places are available locally for families.

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). Half a form of entry will be commissioned at Pilgrim's Way Primary School from 2019-20 to meet demand from the new housing at Howe Barracks. It is expected that new Primary school provision will be commissioned from 2020-21 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). 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 and Herne Bay.

If planning consent for new housing is granted, school expansions, temporary or permanent, may include 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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,588	53	71	14	-33	-85	-74	-120	-121	1,583
Years 7-11	7,742	293	282	245	150	-49	-179	-371	-505	7,915

There were 1,588 Year 7 places in Canterbury in 2016-17. The continued expansion of Canterbury High School, Spires Academy and Barton Court Grammar school provides sufficient Year 7 capacity until 2019/20 when a deficit of 33 places is forecast. This will be managed through discussions with schools to admit over PAN on a temporary basis, until the new Secondary Free School on the Chaucer site is opened in September 2020.

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 later in the Plan period.



### Canterbury Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	between 2021-22 to 2023-24
Canterbury		0.5FE at Pilgrim's Way PS	1FE (of 2FE) new provision in South Canterbury	2 <sup>nd</sup> FE (of 2FE) new provision in South Canterbury 1FE (of 2FE) new provision in Thanington
Sturry and Marshside				2FE new provision in Sturry/Broad oak 1.5 FE at Hersden PS
Herne Bay				1FE (of 2FE) new provision 1 FE at Briary PS

### Canterbury Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	between 2022-23 to 2023-24
		4FE of 6FE new provision on the former Chaucer School site	Further 2FE of Secondary provision to take the new school to 6FE in total



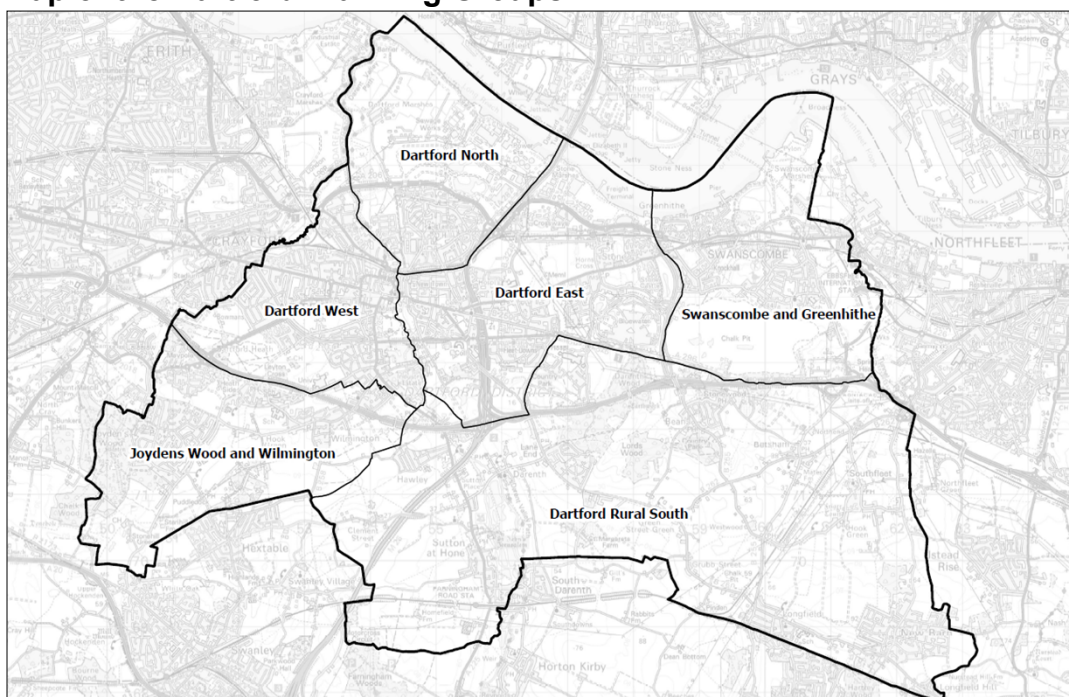
## 12.5 Dartford

### Overview

- Demand for school places in Dartford is predicated on four factors. Firstly, a birth rate which has historically been higher than both the Kent and National averages. Secondly, inward migration from London and abroad. Thirdly, significant house-building due originally to the Kent Thameside development and latterly, 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.
- Dartford's birth rate peaked at 1560 in 2012, before falling to 1442 in 2013. The number of births has then increased every year over the last three years remaining 7 points above County and National averages. It has not exceeded the peak of 2012.
- 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.
- Housing Development is focused 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.
- Following expansions to Primary schools in Dartford in recent years, forecast demand over the last four years has been met. These forecasts do not include the demand created from new housing, over and above the housing completion figures. Several of the larger Dartford developments require new schools to be built in line with legacy s106 and or CIL.
- The challenge in Dartford is managing the demand created from the new housing which materialises before any new school is built and opened. This demand must be accommodated within existing provision through expansion, notwithstanding that many of the potential expansion possibilities in Dartford have been exhausted.
- The programme of Primary school expansions and new schools is shifting to the Secondary school phase, demand for which is increasing rapidly. Should the development of Ebbsfleet Garden City sites be escalated beyond currently anticipated completion rates it may necessitate additional Secondary capacity being delivered before 2020.



## Map of the Dartford Planning Groups



## Dartford Primary Schools by Planning Group

Planning Group	School	Status
Dartford North	Dartford Bridge Community Primary School	Community
	St. Anselm's RC Primary School	Voluntary Aided
	Temple Hill Community Primary School	Academy
Dartford East	Brent Primary School	Academy
	Dartford Primary Academy	Academy
	Fleetdown Primary School	Community
	Gateway Primary Academy	Academy
	Stone St. Mary's CE Primary School	Academy
Dartford West	Holy Trinity CE Primary School (Dartford)	Voluntary Aided
	Oakfield Primary Academy	Academy
	Our Lady's RC Primary School	Voluntary Aided
	Wentworth Primary School	Academy
	West Hill Primary School	Community
Joyden's Wood and Wilmington	Westgate Primary School	Academy
	Joyden's Wood Infant School	Academy
	Joyden's Wood Junior School	Academy
	Maypole Primary School	Community
Swanscombe and Greenhithe	Wilmington Primary School	Academy
	Cherry Orchard Primary Academy	Free
	Craylands School	Community
	Knockhall Community Primary School	Academy
Manor Community Primary School	Academy	



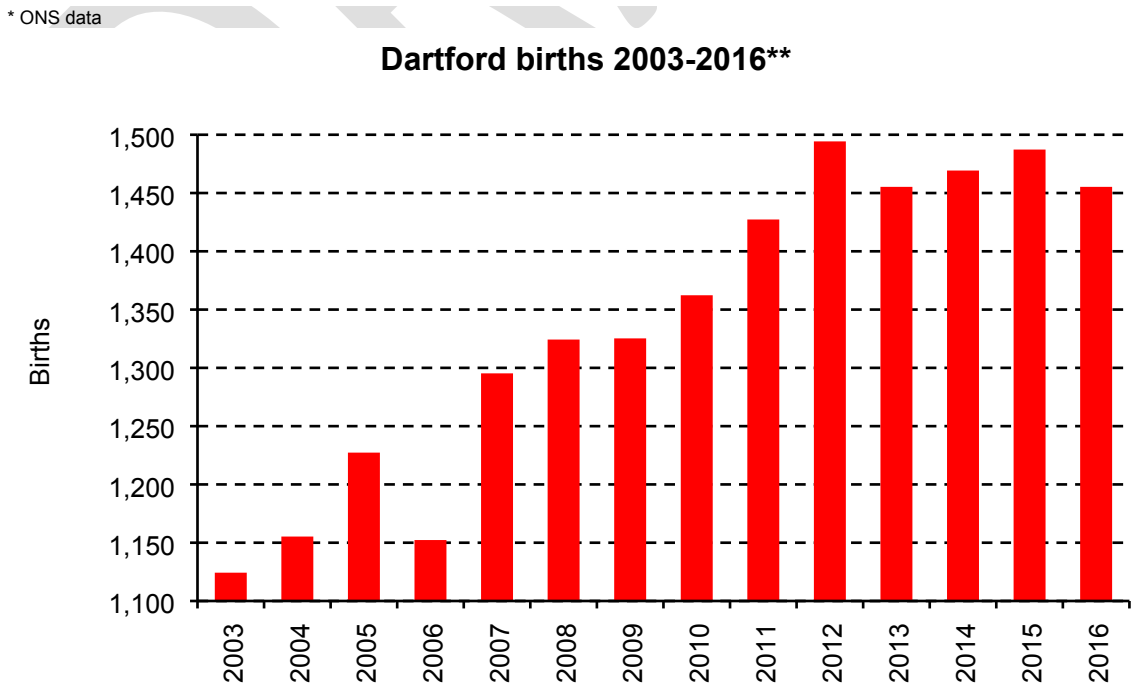
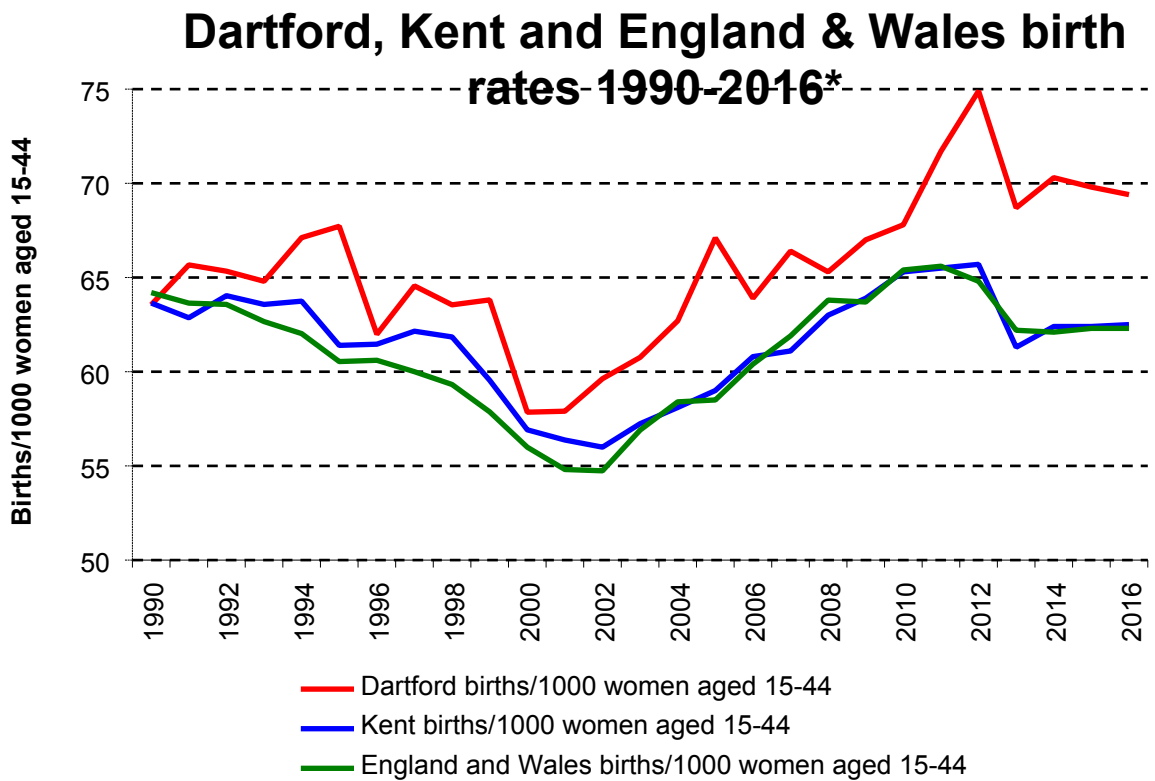
Planning Group	School	Status
Dartford Rural South	Bean Primary School	Community
	Darenth Community Primary School	Community
	Langafel CE Primary School	Voluntary Controlled
	Sedley's CE Primary School	Voluntary Aided
	Sutton-at-Hone CE Primary School	Voluntary Aided

There are currently 27 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. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



## Borough Analysis \_ Primary

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



## Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dartford North	210	14	22	18	-10	-4	-6	210
Dartford East	390	4	35	2	9	4	6	390
Dartford West	372	3	26	42	15	21	18	372
Joyden's Wood and Wilmington	180	2	11	21	13	14	12	180
Swanscombe and Greenhithe	240	16	46	58	76	75	74	300
Dartford Rural South	180	4	2	7	1	8	5	180
<b>Dartford</b>	<b>1,572</b>	<b>43</b>	<b>142</b>	<b>148</b>	<b>104</b>	<b>118</b>	<b>109</b>	<b>1,632</b>

## All Year Groups Surplus/Deficit Capacity if no Further Action is Taken:

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dartford North	1,200	38	43	53	41	7	3	1,440
Dartford East	2,400	4	33	41	48	46	50	2,700
Dartford West	2,502	-59	-53	-17	-11	5	24	2,612
Joyden's Wood and Wilmington	1,204	13	21	47	55	65	72	1,260
Swanscombe and Greenhithe	1,410	49	88	151	218	280	330	1,980
Dartford Rural South	1,220	24	4	-5	-22	-30	-31	1,260
<b>Dartford</b>	<b>9,936</b>	<b>69</b>	<b>136</b>	<b>270</b>	<b>329</b>	<b>373</b>	<b>448</b>	<b>11,252</b>

1,572 Reception Year places were available for 2016/17. This will rise to 1,632 by 2021/22. Total Primary capacity in Dartford was 9,936. As expansion and new provision fills year on year, this will increase to 11,252 for 2021-22

There have been no signs that net migration into the Borough, and in particular the Dartford Urban area, is reducing. A migration factor based on the historic three year trend is included in our forecasts. Countywide, this has led to very accurate forecasting of pupil numbers. However, forecasts for Dartford have fallen outside of our target of 1% for the past three years so it would be prudent to assume that this may continue and actual numbers may be higher than those reported in these forecasts.

Housebuilding is a major driver of demand in Dartford. There are eight significant sites and many smaller sites. Dartford Borough Council's five-year housing plan 2016-21 aspires to complete 7,781 new dwellings. This represents a doubling of the rate of house building compared to 2012-16, and if delivered would result in higher demand for school places than forecast as our forecasts as based on historic trends. However, for





much of this new demand, developer contribution 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 River Mill and St James Lane. The challenge is accommodating the demand from this new housing that will materialise before the new schools are built and open.

The pressure on other year groups in Dartford remains a challenge as new families with school age 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 Dartford North forecasts indicate a small deficit from 2019/20 onwards. However, the impact of two housing developments will likely increase that demand, maybe bringing it forward to 2018.

The Dartford Northern Gateway development is underway at a very rapid pace with dwellings becoming occupied as soon as they are built. The Bridge development continues, and a new parcel of land has been submitted for planning and will likely create demand over that forecast for 2019/20. A new 2FE Primary Free School, the River Mill Primary School is being provided by the Connect Schools Academy Trust. This school was planned for the development with an opening date of 2018/19. However, the ESFA have informed us that this school will not now open until 2019/20. This will necessitate putting in 30 Year R places elsewhere for 2018/19.

The Total Roll surplus in Dartford East is expected to be below 5% throughout the forecast period. A new 2FE Primary school on St James Lane site is planned for a 2020 opening due to new housing development in the area.

The forecasts indicate that the Dartford West planning area has sufficient capacity to meet forecast demand in Year R, but there is insufficient to manage the forecast total roll. This deficit is in KS2 rather than KS1, so it is felt that this can be managed through existing provision.

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. 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 forecast 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 5000 dwellings being built in this planning area over the period of this Commissioning Plan. Cherry Orchard Academy is opening on the Castle Hill development with a full Key Stage 1 provision for September 2017. A new Primary school will open on Ebbsfleet Green for 2020/21.



The forecasts for Dartford Rural South planning area indicate a very small surplus for 2018/19 that will persist for the duration of this Plan. We expect that any issues arising from operating with a very small surplus can be managed through local arrangements with existing schools.

### Borough Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,633	60	162	49	-19	-61	-107	-180	-186	1,735
Year 7-11	7,913	568	561	362	306	150	-19	-341	-576	8,735

There are currently ten schools for Secondary aged children in Dartford. 1,633 Year 7 places were available for 2017/18. This will increase to 1,735 by 2022/23.

The forecasts indicate that there is sufficient Year 7 provision for 2018/19, but a deficit for 2019/20. Across Years 7-11 we forecast sufficient provision until 2021-22. The forecasts may not include new demand from the housing developments, so it is quite likely that the Year 7 deficit will fully materialise during 2018/19. To mitigate the demand across the Secondary sector, an additional 4FE will be commissioned for 2018/19.

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



### Dartford Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	2021-22 to 2023-24
Dartford North		30 Year R places in North Dartford	1FE on Dartford Northern Gateway	Second FE in Dartford Northern Gateway
Dartford East			1FE on St James Lane site	second FE on St James Lane site
Swanscombe and Greenhithe			1FE in Ebbsfleet Green	1FE in Station Quarter North 1FE in Cherry Orchard Academy 1FE in Ebbsfleet Green 2FE in Alkerden
Dartford Rural South				

### Dartford Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	2021-22 to 2023-24
	4FE Stone Lodge		4FE in Alkerden, Ebbsfleet  2FE at Stone Lodge



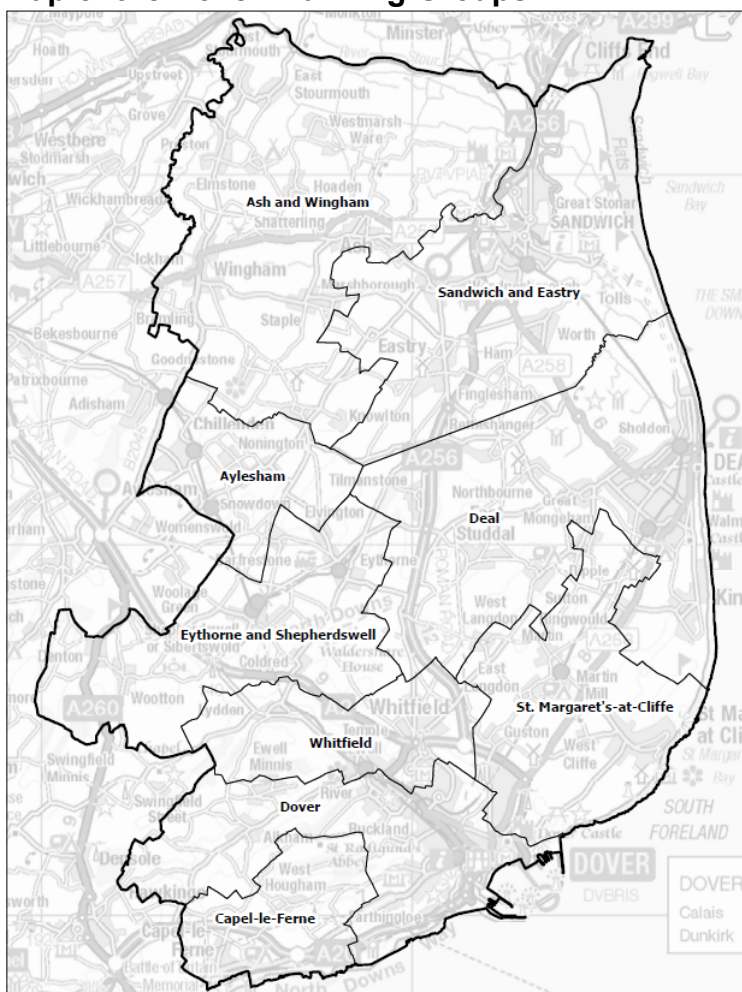
## 12.6 Dover

### Overview

- The birth rate for Dover has generally mirrored the Kent and National levels. However, there was a significant increase in the birth rate in 2016 ending around 2 points above the County and National rates. The number of births is still around 3FE below the peak of 2012.
- 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. The 2015-16 KCC Housing Information Annual Report noted that 726 houses/flats were completed in that year. This was more than double the number of units delivered in any of the previous 10 years.
- Year R numbers peaked in 2016-17 with 1,248 pupils. They drop to just under 1,200 pupils thereafter and remain around that level throughout the forecast period. Total Primary school rolls progressively rise to a peak of 8,646 in 2019-20 before falling very slightly to 8,619 places at the end of the forecast period.
- 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.



## Map of the Dover Planning Groups



## Dover Primary Schools by Planning Group

Planning Group	School	Status
Ash and Wingham	Ash Cartwright & Kelsey CE Primary School	Voluntary Aided
	Goodnestone CE Primary School	Voluntary Controlled
	Preston Primary School	Community
	Wingham Primary School	Community
Aylesham	Aylesham Primary School	Community
	Nonington CE Primary School	Voluntary Controlled
	St. Joseph's RC Primary School (Aylesham)	Academy
Capel-le-Ferne	Capel-le-Ferne Primary School	Community
Deal	Deal Parochial CE Primary School	Voluntary Aided
	Downs CE Primary School	Voluntary Controlled
	Hornbeam Primary School	Community
	Kingsdown & Ringwould CE Primary School	Voluntary Controlled
	Northbourne CE Primary School	Voluntary Controlled
	Sandown School	Community



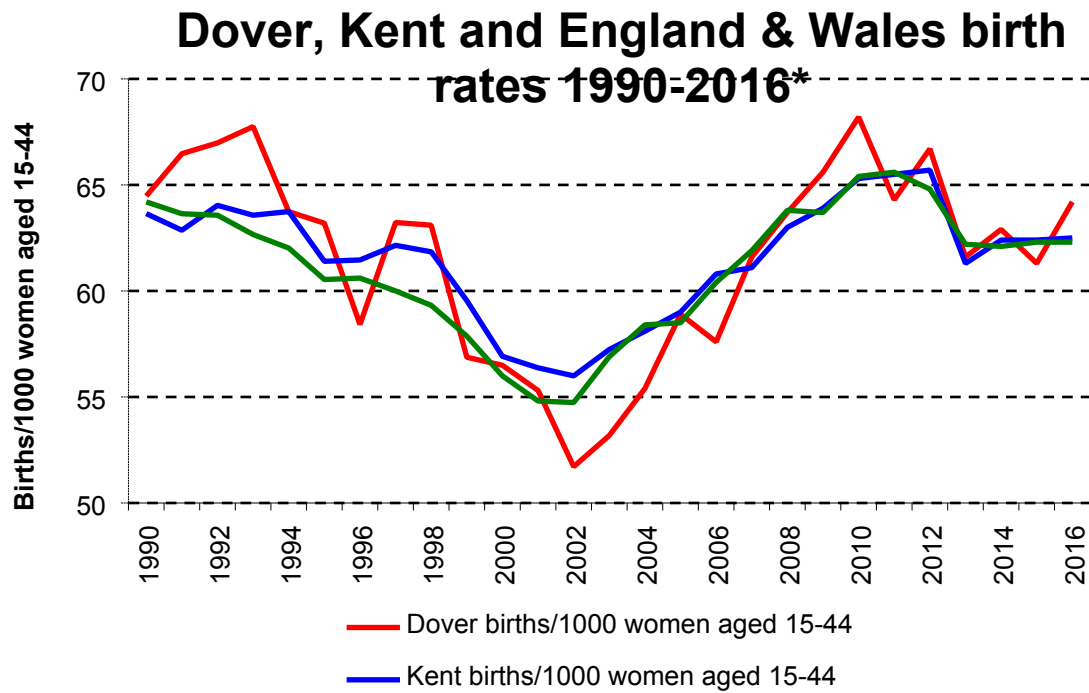
Planning Group	School	Status
	Sholden CE Primary School	Voluntary Aided
	St. Mary's RC Primary School (Deal)	Academy
	Warden House Primary School	Academy
Dover	Aycliffe Community Primary School	Community
	Barton Junior School	Academy
	Charlton CE Primary School	Academy
	Green Park Community Primary School	Community
	Priory Fields School	Academy
	River Primary School	Community
	Shatterlocks Infant School	Academy
	St. Martin's School (Dover)	Academy
	St. Mary's CE Primary School (Dover)	Voluntary Aided
	St. Richard's RC Primary School	Academy
	Vale View Community School	Community
	White Cliffs Primary College for the Arts	Academy
	Eythorne and Shepherdswell	Eythorne Elvington Community Primary School
Sibertswold CE Primary School		Voluntary Controlled
Sandwich and Eastry	Eastry CE Primary School	Voluntary Controlled
	Sandwich Infant School	Community
	Sandwich Junior School	Community
	Worth Primary School	Community
St. Margaret's-at-Cliffe	Guston CE Primary School	Voluntary Controlled
	Langdon Primary School	Community
	St. Margaret's-at-Cliffe Primary School	Community
Whitfield	Lydden Primary School	Community
	Temple Ewell CE Primary School	Academy
	Whitfield Aspen School	Community

There are 41 schools delivering Primary aged education in the Dover District distributed across 9 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.

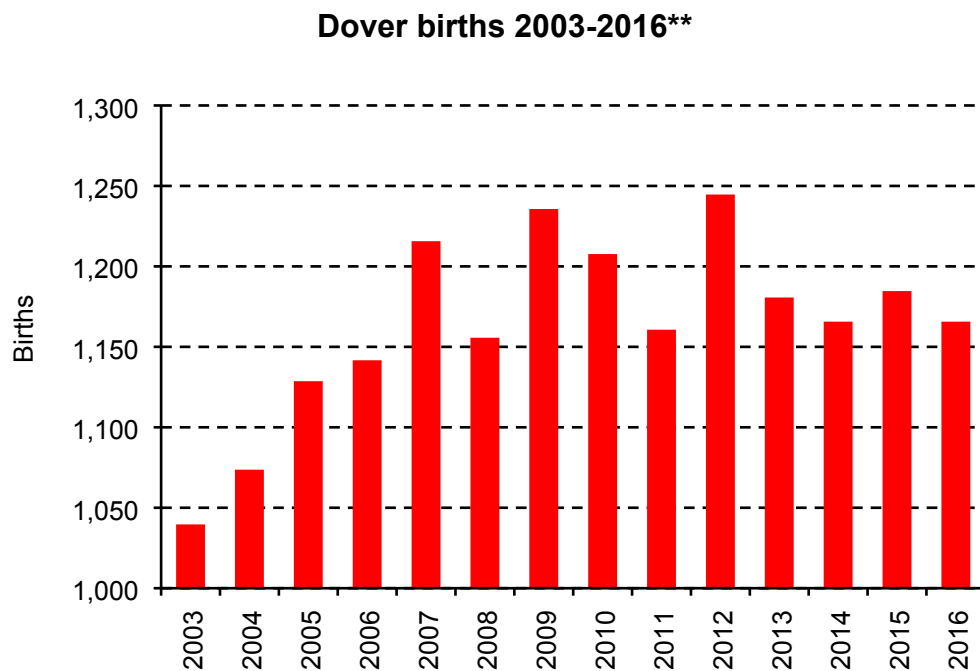


## District Analysis – Primary

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



\* ONS data



\*\* Health Authority birth data



### Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dover	470	12	48	47	21	48	35	470
Whitfield	122	17	24	24	19	18	18	122
Capel-le-Ferne	30	2	-4	-2	0	-2	-1	30
St. Margaret's-at-Cliffe	62	9	10	20	29	19	22	67
Eythorne and Shepherdswell	50	2	10	-6	5	2	3	50
Aylesham	87	23	36	31	27	29	28	87
Deal	365	25	20	31	38	42	41	365
Sandwich and Eastry	96	26	21	36	28	24	26	96
Ash and Wingham	90	8	9	13	10	7	8	90
<b>Dover</b>	<b>1,372</b>	<b>124</b>	<b>174</b>	<b>194</b>	<b>177</b>	<b>187</b>	<b>180</b>	<b>1,377</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dover	3,165	166	173	172	150	181	189	3,290
Whitfield	674	-11	12	40	58	85	104	824
Capel-le-Ferne	210	5	3	-1	-2	-3	-5	210
St. Margaret's-at-Cliffe	452	42	29	46	64	81	106	456
Eythorne and Shepherdswell	350	51	51	35	36	30	24	350
Aylesham	609	231	228	215	206	198	194	609
Deal	2,405	151	109	123	129	153	160	2,525
Sandwich and Eastry	688	58	63	92	110	128	136	688
Ash and Wingham	630	55	55	52	58	66	55	630
<b>Dover</b>	<b>9,183</b>	<b>748</b>	<b>723</b>	<b>774</b>	<b>809</b>	<b>919</b>	<b>963</b>	<b>9,582</b>

Year R numbers are thought to have peaked in 2016-17 at 1,248. They are expected to fluctuate around 1,200 pupils each year for the remainder of the forecast period. Total Primary school rolls progressively rise until 2021-22 where we are forecasting a slight drop.

Forecasts suggest that there will be around 13% surplus Year R capacity across the Dover District throughout the forecast period. There may be some localised pressures such as in Capel-le-Ferne, Eythorne and Shepherdswell, but these will be mitigated by surplus capacity in neighbouring planning groups.

Across all year groups surplus capacity will be between 7.8% and 10% during the forecast period. Small pressures are evident in the Capel-le-Ferne planning group but this will be offset by capacity in adjoining planning groups.





Major new housing is projected for Dover in the period up to 2021 with up to 8,000 new houses predicted over that period. The 2015-16 KCC Housing Information Annual Report noted that 726 houses/flats were completed in that year. This was more than double the number of units delivered in any of the previous 10 years and the largest number of completions since 2005-06.

Consented and proposed developments in Sandwich and the neighbouring villages of Eastry and Ash together account for possibly over 1,600 new homes, Whitfield is expected to have 6,000 homes built over the next 30 years, and developments in Deal could amount up to around 1,000 units. 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. To mitigate the developments in Sandwich, Eastry and Ash 1FE of capacity may be needed. A small scale expansion is being commissioned at Preston PS to accommodate local housing development.

It is likely that over time the equivalent of three new 2FE schools will be needed to serve Whitfield. The plan to expand the current Whitfield Aspen PS, via a split site solution from September 2018 is well underway. The use of temporary accommodation on the existing site for a short period has addressed the need for Year R places in 2016-17 and 2017-18.

In Deal, expansion of Deal Parochial CEPS has been approved by Members. In the previous version of this document, the forecasts suggested that the pressure for places in Deal would be seen earlier than expected due to in-migration linked to housing development. To mitigate this 30 temporary Year R places were commissioned at Warden House Primary School for 2016-17 and a further 30 at Hornbeam Primary school for 2017-18.

The rebuilding of Aylesham Primary School via the Government's Priority Schools Building Programme is well underway. This alongside improvements to St Joseph's RCP in Aylesham will provide the capacity needed to provide for the local developments in that planning group. The possibility of expanding Guston CEPS is being explored to provide the places needed should the development at Connaught Barracks go ahead.

## District Analysis – Secondary

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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dover	1,345	192	206	64	109	6	36	33	-11	1,325
Dover	6,725	994	1,039	926	783	524	368	196	121	6,625

In 2016-17, 14.3% of Year 7 places are vacant in Dover District, with 14.8% 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 1,153 to 1,336 in 2020-21. Goodwin



College (formally Castle Community College) is expected to increase its PAN from September 2018 by 1FE following its rebuild. This will remove the need to commission additional Year 7 places for 2018. Additional Year 7 places will need to be commissioned for 2020 to ensure sufficient capacity to provide for parental preference. Forecast demand exceeds supply of places in 2023-24 by 11 places.

Total school rolls continue to rise throughout the forecast period as the larger Primary cohorts enter Secondary school. The total school roll is expected to increase to 6,504 pupils in 2023-24 from the present 5,731 pupils, an increase of over 5FE. 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 2022-23.

#### Dover Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
St Margaret's-at-Cliffe				0.3FE at Guston CEPS
Sandwich and Eastry				1FE provision
Ash and Wingham	0.1FE at Preston PS			

#### Dover Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
		1FE	



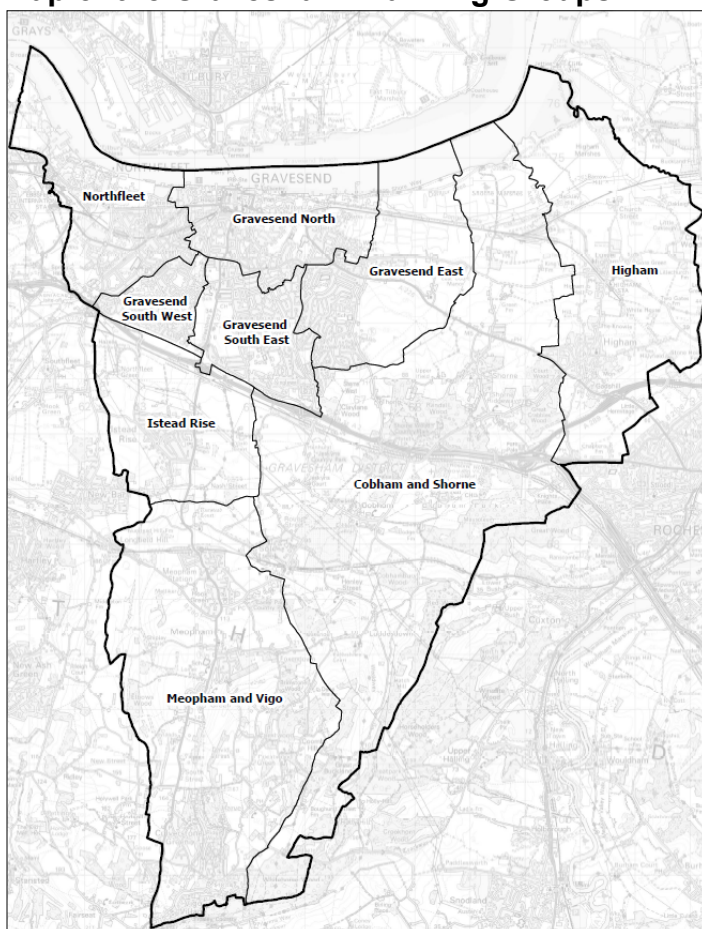
## 12.7 Gravesham

### Overview

- Demand for school places in Gravesham is predicated on three factors. Firstly, a birth rate which has historically been significantly higher than both the Kent and National averages. Secondly, inward migration. Thirdly, house-building due originally to the Kent Thameside development and latterly, the Ebbsfleet Garden City development.
- Gravesham's birth rate reduced after 2012 although the birth rate remains 7 points higher than the National and County average. The number of births peaked in 2012, before falling in 2013. The number of births has fluctuated over the last four years.
- 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 the most 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.
- Following expansions to Primary schools in Gravesham in recent years, forecast demand from stock housing (i.e. not newly built) over the last four years has been met through expansions of existing schools. The latest forecasts may not include all of the demand from future housing, if house building completion rates exceed the Borough Council's expectation.
- Although new provision is planned over the next five years to accommodate the housing developments in Gravesham, recently approved expansions, including the establishment of an all-through school at Saint George's, are to accommodate the increased levels of demand from stock housing. Across urban Gravesham, the small surplus is to facilitate parental preference and accommodate the possibility for forecast variation.
- The challenge in Gravesham will be managing the demand created from the new housing which will materialise before any new school is built and opened. This demand will be accommodated partly through relocation, partly through new schools and partly within existing provision through expansion.
- The programme of Primary expansions since 2012 and new schools is shifting on to the Secondary school places, demand for which is increasing rapidly. The development of Ebbsfleet Garden City sites will necessitate additional Secondary capacity being delivered before 2020. It is probable that there will be future new developments announced by Gravesham Borough Council, which will also need additional Secondary provision.



## Map of the Gravesham Planning Groups



## Gravesham Primary Schools by Planning Group

Planning Group	School	Status
Gravesend North	Chantry Community Academy	Academy
	Holy Trinity CE Primary School (Gravesend)	Voluntary Aided
	St. John's RC Primary School (Gravesend)	Academy
	Wrotham Road Primary School	Community
Gravesend East	Riverview Infant School	Academy
	Riverview Junior School	Community
	Tymberwood Academy	Academy
	Westcourt Primary School	Academy
Gravesend South East	Kings Farm Primary School	Community
	Singlewell Primary School	Community
	Whitehill Primary School	Academy
Gravesend South West	Painters Ash Primary School	Community
	Shears Green Infant School	Community
	Shears Green Junior School	Community
Northfleet	Cecil Road Primary School	Community



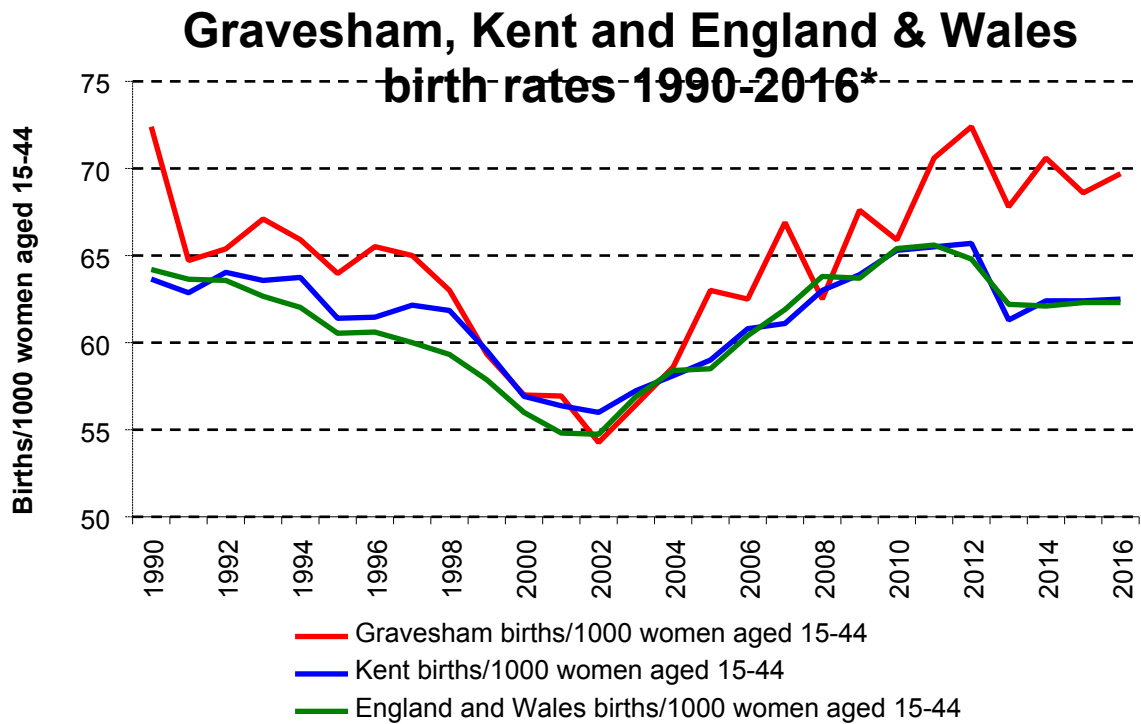
Planning Group	School	Status
	Copperfield Academy	Academy
	Lawn Primary School	Community
	Rosherville CE Primary Academy	Academy
	St. Botolph's CE Primary School (Gravesend)	Academy
	St. Joseph's RC Primary School (Northfleet)	Academy
Higham	Higham Primary School	Community
Cobham and Shorne	Cobham Primary School	Community
	Shorne CE Primary School	Academy
Istead Rise	Istead Rise Primary School	Academy
Meopham and Vigo	Culverstone Green Primary School	Academy
	Meopham Community Academy	Academy
	Vigo Village School	Community

There are currently 27 Primary schools (including two Infant and two junior schools) distributed across nine planning groups in Gravesham. The map above identifies the location of the planning groups with the table outlining the schools by planning group.

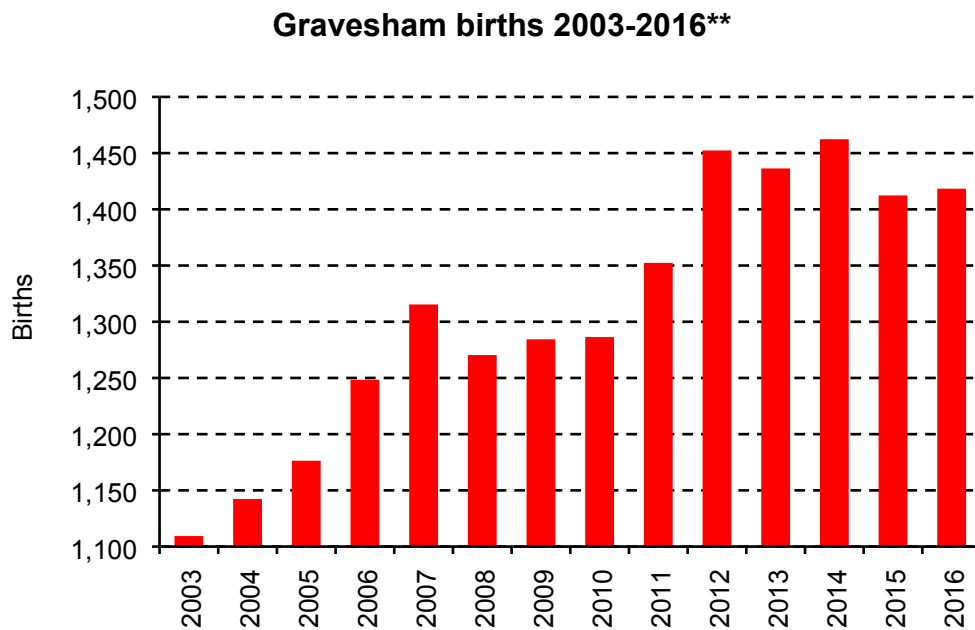


## Borough Analysis – Primary

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



\* ONS data



\*\* Health Authority birth data

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### Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Gravesend North	300	4	28	20	21	26	24	300
Gravesend East	240	16	30	36	30	40	36	240
Gravesend South East	202	11	33	56	58	60	59	232
Gravesend South West	180	1	12	3	-1	-8	-5	180
Northfleet	284	6	24	-7	30	7	16	284
Higham	30	0	-1	-6	-3	-2	-2	30
Cobham and Shorne	60	-2	-5	-2	-1	3	2	60
Istead Rise	60	20	18	-2	2	-1	0	45
Meopham and Vigo	120	0	7	17	0	8	5	120
<b>Gravesham</b>	<b>1,476</b>	<b>56</b>	<b>146</b>	<b>115</b>	<b>136</b>	<b>133</b>	<b>135</b>	<b>1,491</b>

### All Year Groups Surplus/Deficit Capacity if no Further Action is Taken:

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Gravesend North	1,830	-14	6	40	56	76	93	2,070
Gravesend East	1,500	21	43	73	99	127	161	1,650
Gravesend South East	1,273	55	83	184	224	273	324	1,564
Gravesend South West	1,260	5	16	18	11	-3	-15	1,260
Northfleet	1,866	26	52	39	60	62	70	1,988
Higham	210	-2	-2	-8	-10	-11	-13	210
Cobham and Shorne	420	-7	-11	-12	-11	-7	-6	420
Istead Rise	345	11	11	12	21	25	32	360
Meopham and Vigo	840	-6	-5	7	5	12	14	840
<b>Gravesham</b>	<b>9,544</b>	<b>89</b>	<b>193</b>	<b>353</b>	<b>455</b>	<b>554</b>	<b>660</b>	<b>10,362</b>

1,476 Year R places were offered in 2016. Without any additional commissioning, the number of Year R places will rise slightly to 1,491 by 2021-22. Total Primary capacity in 2016-17 was 9,544. This will rise to 10,362 for 2021-22.

Although a factor, housebuilding is not yet a major driver of demand in Gravesham. Four significant sites (Northfleet Embankment East, Northfleet Embankment West and Coldharbour) are either underway or are expected to start within 18 months.



Gravesham Borough Council's Core Strategy outlines how much new housing is needed.

New schools will be needed to meet the demand for school places arising from families living in new houses in the Borough. These are funded from a variety of sources including developers. The challenge is accommodating the demand from this new housing that will materialise before the new provision is built and open.

Across Gravesham it is forecast that there will be sufficient capacity to manage demand for Year R places. All four Gravesend planning areas together can accommodate any expected demand. Northfleet Year R is under some pressure, but the new school in Springhead, the Hope Community School, will be able to accommodate that pressure from 2018-19 following the ESFA decision to defer the school for a year. Rural Gravesham continues to show small localised deficit areas that might need some mitigation.

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 the Local Authority has 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.

In Gravesend South West planning area, there is a small amount of demand from stock housing that creates a small deficit of places. This demand will increase as a new housing development site in the Coldharbour Road area will progress, generating some 500-650 new dwellings. In anticipation of this, but primarily to accommodate existing demand, 1FE of Primary capacity has been commissioned at Saint George's CE School (Gravesham South East), as an all-through provision, with the first FE opening in 2018.

The forecasts for the Northfleet planning area indicate a small deficit of 0.5FE for 2018/19. However, the Hope Academy, a new 2FE Free School, has been commissioned for the Springhead development area, with the first FE opening in 2018. 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.

The Higham and Cobham & Shorne planning areas both show small but sustained deficits in both Year R and Total Roll forecasts. These deficits can be managed.

The forecasts for Istead Rise planning area indicate that capacity will be slightly exceeded from 2018/19. The Local Authority will seek to accommodate this demand through local expansions or by 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 within the existing and nearby schools.





## Borough Analysis – Secondary

### Year 7 and 7-11 Surplus/Deficit Capacity if no Further Action is Taken:

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,414	51	76	-123	-137	-163	-181	-195	-282	1,354
Year 7 - 11	6,699	485	395	161	-96	-320	-551	-823	-982	6,770

There are currently eight schools for Secondary aged children in Gravesham. 1,414 Year 7 places were available for 2016/17. There have been several small temporary expansions that the Local Authority proposes to make permanent. If no additional permanent provision is commissioned, the Year 7 capacity will decrease to 1,354 by 2023/24, leading to a deficit of nearly 10FE by that time.

Total Secondary capacity in Gravesham was 6,699. As expansion and new provision fills, year on year, this will increase to 6,770 for 2023-24.

Following some recent local expansions, there are fewer 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.

The forecast for Year 7 moves into deficit from 2018/19. The Local Authority will need to commission 4FE for 2018/19. The demand increases every year until 2023/24, necessitating the Local Authority commissioning an additional 6FE by 2023/24.

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 ESFA to ensure this happens. Currently, no Secondary school site has been agreed, but the Local Authority is investigating the possibility of new provision if sites can be identified in and around Gravesend Town or Northfleet.



### Gravesham Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	2021-22 to 2023-24
Gravesend Southwest				1FE in Gravesend South West
Northfleet	1FE (of 2FE) in Springhead Park			2 <sup>nd</sup> FE in Springhead Park 1FE on Northfleet Embankment West 1.5FE on Northfleet Embankment East
Higham / Cobham & Shorne				
Istead Rise				

### Gravesham Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	2021-22 to 2023-24
4FE in Gravesend/ Northfleet urban	1FE in Gravesend/ Northfleet urban	1FE in Gravesend/ Northfleet urban	4FE in Gravesend



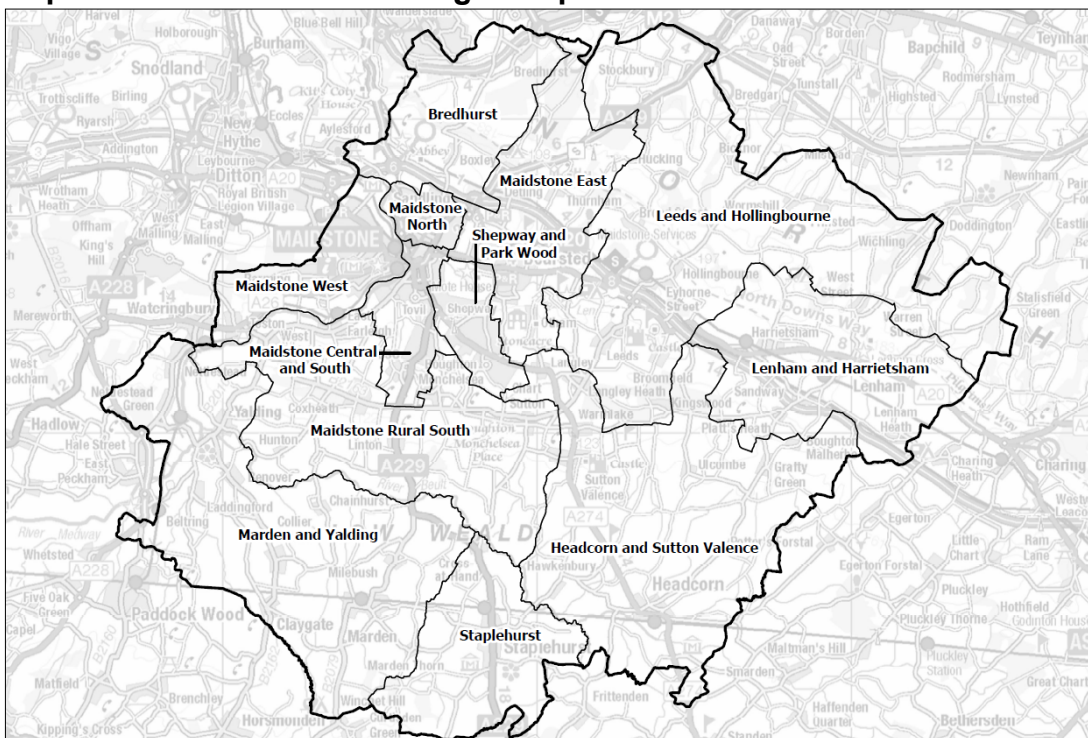
## 12.8 Maidstone

### Overview

- The Maidstone birth rate has risen for the past three years, ending 5 points above the County and National rates.
- Maidstone Borough Council Local Plan was formally adopted in October 2017, setting out the scale and location of proposed development up to 2031. The Borough is planning for 17,660 dwellings or 883 per annum.
- We are aware of a significant pressure on Year 1 to Year 3 places in Maidstone town area largely due to inward migration from London Boroughs, the reduction in places at Jubilee Primary (Free) School and the delayed opening of the New 2FE Maidstone North Free School.
- Localised demand for Reception Year places will arise from consented housing developments in Marden and Lenham and Harrietsham. This will be mitigated by a 0.6 FE expansion of Marden school in 2019-20 and in Harrietsham and Lenham with the 1FE expansion of Harrietsham CEP from 2018-19.
- Secondary School forecasts indicate a deficit of Year 7 places from 2018-19, becoming significant by 2019-20. The delayed opening of Maidstone School of Science and Technology (Free School) is expected to address the deficit of places, but the delay until at least 2019-20 will necessitate the temporary expansion of existing schools for 2018-19. The expansion of Maidstone Grammar School has addressed the increased demand for boys' selective places from 2018-19.
- Further demand for Year 7 places, including from new housing developments, will require the expansion of existing schools from 2020/21.



## Map of the Maidstone Planning Groups



## Maidstone Primary Schools by Planning Group

Planning Group	School	Status
Bredhurst	Bredhurst CE Primary School	Voluntary Controlled
Headcorn and Sutton Valence	Headcorn Primary School	Community
	Sutton Valence Primary School	Community
	Ulcombe CE Primary School	Voluntary Controlled
Leeds and Hollingbourne	Hollingbourne Primary School	Community
	Kingswood Primary School	Community
	Leeds and Broomfield CE Primary School	Voluntary Controlled
Lenham and Harrietsham	Harrietsham CE Primary School	Voluntary Controlled
	Lenham Primary School	Community
	Platts Heath Primary School	Community
Maidstone Central and South	Archbishop Courtenay CE Primary School	Academy
	Loose Primary School	Community
	South Borough Primary School	Academy
Maidstone East	Tiger Primary School	Free
	Madginford Primary School	Community
	Roseacre Junior School	Foundation
	St. John's CE Primary School (Maidstone)	Academy
Maidstone North	Thurnham CE Infant School	Voluntary Controlled
	East Borough Primary School	Community



Planning Group	School	Status
	North Borough Junior School	Community
	Sandling Primary School	Community
	St. Paul's Infant School	Community
Maidstone Rural South	Boughton Monchelsea Primary School	Community
	Coxheath Primary School	Community
	East Farleigh Primary School	Community
	Hunton CE Primary School	Voluntary Aided
Maidstone West	Allington Primary School	Academy
	Barming Primary School	Academy
	Brunswick House Primary School	Community
	Jubilee Primary School	Free
	Palace Wood Primary School	Community
	St. Francis' RC School	Voluntary Aided
	St. Michael's CE Infant School	Voluntary Controlled
	St. Michael's CE Junior School	Voluntary Controlled
Marden and Yalding	West Borough Primary School	Community
	Laddingford St. Mary's CE Primary School	Voluntary Controlled
	Marden Primary School	Community
	St. Margaret's Collier Street CE Primary School	Voluntary Controlled
Shepway and Park Wood	Yalding St. Peter and St. Paul CE Primary School	Voluntary Controlled
	Greenfields Community Primary School	Community
	Holy Family RC Primary School	Academy
	Langle Park Primary Academy	Academy
	Molehill Primary Academy	Academy
	Oaks Academy	Academy
	Park Way Primary School	Community
	Senacre Wood Primary School	Community
Staplehurst	Tree Tops Academy	Academy
	Staplehurst School	Community

There are currently 48 schools providing Primary aged education in Maidstone Borough, distributed across 12 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.

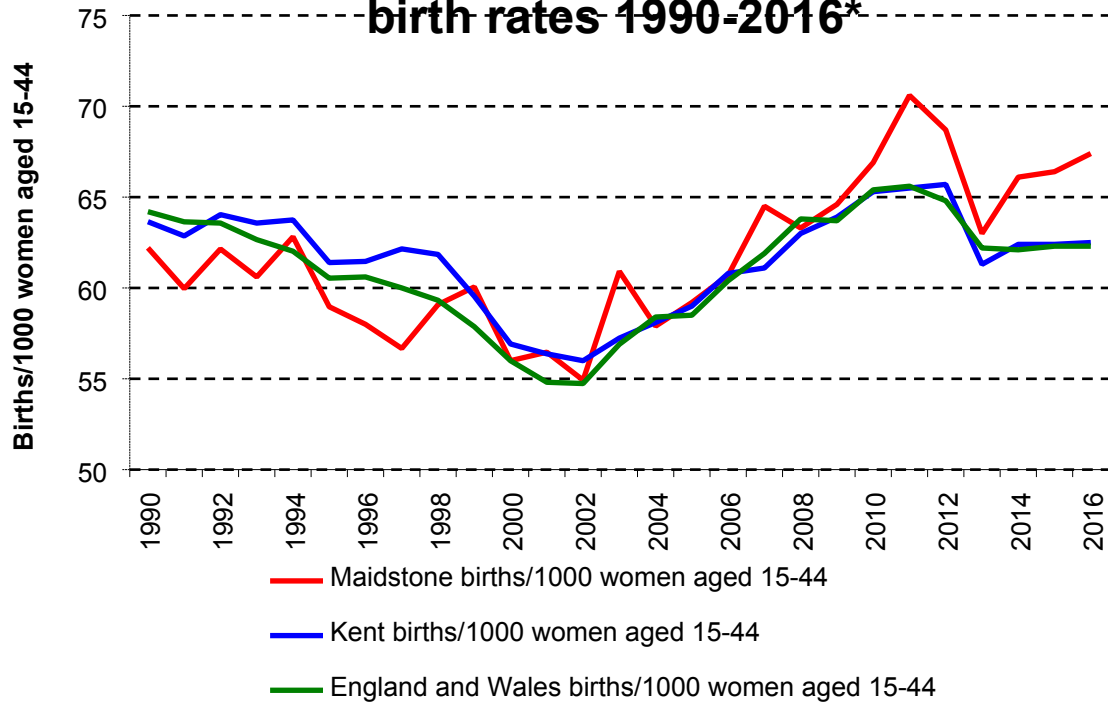


## Borough Analysis – Primary

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

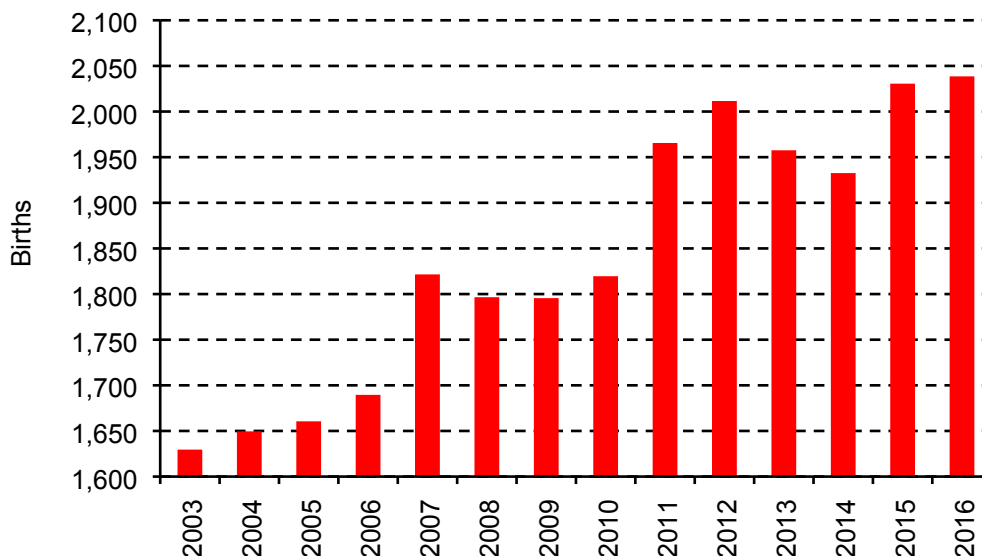
### Maidstone, Kent and England & Wales

#### birth rates 1990-2016\*



\*ONS data

#### Maidstone births 2003-2016\*\*



\*\* Health Authority birth data



### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Maidstone Central and South	255	-2	41	4	-14	-19	-18	255
Maidstone North	240	0	0	-3	6	-19	-10	210
Maidstone East	240	-2	12	7	11	3	6	240
Maidstone West	430	5	56	2	-8	-33	-24	430
Maidstone Rural South	135	12	28	30	14	26	21	132
Shepway and Park Wood	327	24	20	20	2	-2	-1	330
Leeds and Hollingbourne	50	-1	7	2	4	0	2	50
Lenham and Harrietsham	73	1	3	33	19	37	29	103
Headcorn and Sutton Valence	75	4	38	35	35	40	38	105
Marden and Yalding	99	10	1	-4	-10	3	-2	94
Staplehurst	75	9	17	21	10	13	12	75
Bredhurst	15	0	-1	0	0	-1	-1	15
<b>Maidstone</b>	<b>2,014</b>	<b>60</b>	<b>222</b>	<b>147</b>	<b>69</b>	<b>48</b>	<b>52</b>	<b>2,039</b>

### All year groups Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Maidstone Central and South	1,545	-4	19	10	-13	-36	-59	1,815
Maidstone North	1,485	20	21	-2	-4	-24	-38	1,500
Maidstone East	1,668	-28	-15	-19	-15	-13	-17	1,728
Maidstone West	2,940	49	79	57	19	-30	-69	3,090
Maidstone Rural South	900	90	114	136	131	130	121	930
Shepway and Park Wood	1,989	210	134	113	86	53	30	2,271
Leeds and Hollingbourne	341	20	24	24	18	12	11	350
Lenham and Harrietsham	511	35	27	52	52	79	103	631
Headcorn and Sutton Valence	515	32	61	86	110	147	184	675
Marden and Yalding	668	44	31	13	-12	-23	-27	673
Staplehurst	525	104	100	106	102	94	87	525
Bredhurst	107	-12	-16	-14	-16	-14	-11	105
<b>Maidstone</b>	<b>13,194</b>	<b>560</b>	<b>579</b>	<b>562</b>	<b>458</b>	<b>375</b>	<b>315</b>	<b>14,293</b>

There are a total of 2,014 Year R places available in 2016-17. Planned changes to capacity will increase this slightly to 2,039 by the end of the forecast period. The total



roll capacity is forecast to increase from 13,194 in 2016-17 to 14,293 places as the commissioned places roll out.

In October 2017 Maidstone Borough Council's Local Plan was formally adopted, setting out the scale and location of proposed development. The Borough is planning for 17,660 dwellings or 883 per annum in the period up to 2031. This compares to an average annual build rate of approximately 600 dwellings over the past 5 years.

During recent years, a lack of demonstrable housing supply or plan for housing delivery in the Borough resulted in a number of speculative planning applications being submitted; these have been challenging to accommodate, requiring solutions to be identified quickly. The number of speculative planning applications is likely to decrease as the Local Plan is implemented; nevertheless, as the previous developments are built out their effects will continue to impact on provision planning.

Future pressure is anticipated across the Maidstone Town planning groups culminating in an overall short fall of 70 Year R places by 2020-21 across these planning groups. In order to maintain the target 5% surplus capacity, at least 4FE additional Year R provision will be required within the Plan period. In particular we are aware of considerable pressure within the Maidstone North planning group. The pressure has been accommodated within the Maidstone Central and South, Maidstone East and Maidstone West planning groups of schools over the last two years, which has the effect of reducing forecast demand in Maidstone North while correspondingly increasing it in the remaining planning groups. The travel to school pattern now shows a deficit of up to 103 total roll places by 2020-21 across the Maidstone North, East, West and Central and South planning groups. This deficit is expected to increase to 183 places by 2021-22. This is anticipated to be further exacerbated by new housing in the Maidstone North area, over time requiring a further 2FE in addition to the new Free School at Hermitage Lane.

There continues to be inward migration from London Boroughs with significant numbers of families moving into central Maidstone. 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 and subsequent refusal of the planning application. Together these factors have led to a significant pressure in central Maidstone for Year 1 to Year 3 places. We will continue to work with existing schools to meet this demand.

Our short-term strategic response to the demand for further Primary school places in the central Maidstone area is the planned new 2 FE Maidstone North Primary Free School that was scheduled to open 2018-19. However, despite extensive lobbying efforts with the ESFA to date a planning application is yet to be submitted. Consequently, the opening of the new free school will be delayed until 2019/20 at the earliest. It is planned that the 2018-19 demand will be met with 30 temporary Year R places at an existing school; however there are substantial site and planning constraints to overcome.

To meet the school place demand arising from the significant amount of housing that has been proposed in the Rural Service Centres, we continue with a multi-stage strategy. This has included the permanent 1 FE expansion of Headcorn Primary





school, meeting the future pressure within the Headcorn and Sutton Valence planning group.

The majority of the planned new housing in Marden is within the planning system and forecasts indicate that the school's commissioned expansion by 0.6FE will be required by September 2019. This will be reviewed as places for the new pupils arise from consented and planned developments. Staplehurst Primary School is also likely to need additional places in the longer term as existing surplus capacity diminishes as new housing is occupied.

In order to meet demand from proposed new housing in Harrietsham and Lenham we will implement the decision to expand Harrietsham CEP School by 1FE from 2018-19.

### **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 2020-21. Land has been secured that would enable a 2FE Primary School to be established on the East of Hermitage Lane site.

Maidstone Borough Council (MBC) have also proposed two strategic housing allocations, at Lenham and Maidstone Barracks, these may not come forward in totality 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.

During the Plan period, the impact of housing developments at Springfield will exacerbate the pressure on Year R places in Maidstone North. Over time, it is anticipated that this will exceed the capacity of the new 2FE Free School. We are currently considering options to mitigate this pressure through the expansion of an existing local school, subject to the pace and scale of the new development.

MBC 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 MBC 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 within the new Langley Park Primary School. Should the development proceed, 1FE of additional Primary school provision would be required to mitigate the new pupils from this housing site.



## Borough Analysis – Secondary

### Year 7 and 7-11 Surplus/Deficit Capacity if No Further Action is Taken

District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	2,150	226	128	-7	-82	-142	-194	-313	-372	2,102
Year 7 -11	10,429	1,112	969	684	407	95	-322	-763	-1,128	10,510

The number of Year 7 places in Secondary schools in the Borough was 2,150 in 2016-17. The forecast for 2017-18 indicates surplus capacity for Year 7, however, from 2018-19 a deficit of places is forecast that becomes progressively more substantial in the subsequent years.

The demand for boys' selective provision across the Plan period will be met by the 1FE expansion of Maidstone Grammar School, which was formally agreed for September 2018.

The bulk of the forecast deficit is consequential of the delay in the opening of the planned new 6FE Secondary free school, the Maidstone School of Science and Technology; the new school was scheduled to open in September 2017. The proposed 180 Year 7 places at the Free School are required to meet the majority of the forecast demand for non-selective places in Maidstone town. However we have recently been advised of a further delay in the opening of the school, which will lead to a shortfall of places in 2018-19 and little time in which to respond. We will work with existing schools to provide 60 temporary Year 7 places for 2018-19.

It is also anticipated that there will be significant medium term 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 Maplesden Noakes by 1 FE in 2020-21 and Cornwallis Academy by 1 FE in 2021-22.

It is anticipated that these strategic expansions will enable KCC to provide the full range of selective and all ability places to serve the Borough 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 2018-19	By 2019-20	By 2020-21	From 2021-22
Maidstone North/ Central and South/ Maidstone West/ Maidstone East	30 temporary Year R places	New 2FE Free School in Maidstone North	2FE in the Hermitage Lane development subject to new housing	2FE permanent
Marden and Yalding		0.6FE at Marden PS		

### Maidstone Secondary School Commissioning Position

By 2018-19	By 2019-20	By 2020-21	2021-22 to 2023-24
60 Yr. 7 places	New 6FE Secondary Free school (will initially open with 180 Year 7 students)	1FE at Maplesden Noakes	1FE at Cornwallis Academy



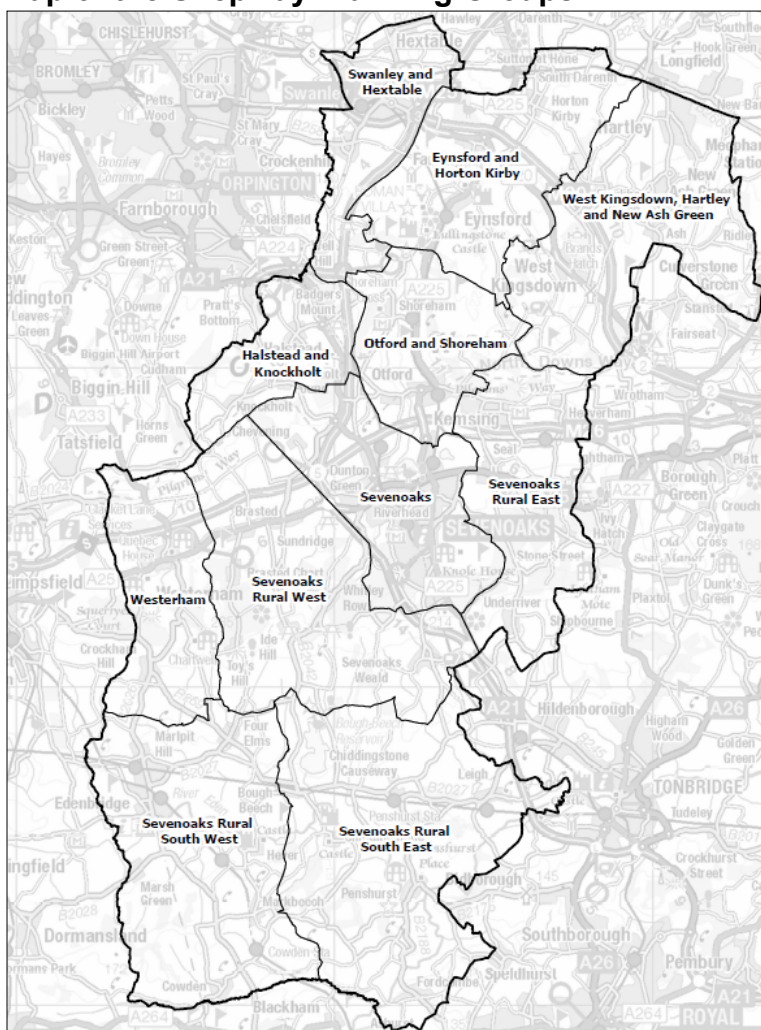
## 12.9 Sevenoaks

### Overview

- Demand for school places in Sevenoaks is predicated on inward migration (primarily in and around Sevenoaks Town and small and medium housing development).
- The Sevenoaks birth rate peaked in 2012 and has fluctuated ever since. The current birth rate mirrors the National and County averages. The number of births peaked in 2012, before falling in 2013. It has fluctuated since then, and currently stands at about 1250 across the District.
- 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 working to publish a new Local Plan which will replace the adopted Core Strategy. This is likely to identify a housing need far larger than currently planned. Early indications from Sevenoaks District Council are that they will be proposing new housing development in Swanley, north Sevenoaks town, Fort Halstead, Edenbridge and Westerham.
- 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. Such local demand can be met with adaptations to local schools but any new demand generated from new housing will likely need new provision.
- The Secondary picture in Sevenoaks is skewed by the lack of Grammar provision, which sees more than 40% of Secondary aged students in the South of the District, travelling out of area to attend schools in Tonbridge or Tunbridge Wells. The new Weald of Kent satellite will effectively transfer 3FE of selective provision, back into Sevenoaks. It will not affect the overall forecasting for Sevenoaks, but will free up 3FE of girls selective provision in Tonbridge. Similarly, when a boys Grammar provision is identified it will simply keep 3FE of selective eligible boys in Sevenoaks.
- Secondary non-selective Year 7 demand in Sevenoaks is increasing. An additional 2FE is required to manage demand in 2018/19. This is likely to be sufficient until 2021/22, when a third FE is required. The following year, a fourth FE is indicated, although this could be met as a bulge year.



## Map of the Shepway Planning Groups



## Shepway Primary Schools by Planning Group

Planning Group	School	Status
Eynsford and Horton Kirby	Anthony Roper Primary School	Foundation
	Horton Kirby CE Primary School	Academy
Halstead and Knockholt	Halstead Community Primary School	Community
	St. Katharine's Knockholt CE Primary School	Voluntary Aided
Otford and Shoreham	Otford Primary School	Community
	Shoreham Village School	Community
Sevenoaks	Amherst School	Academy
	Chevening St. Botolph's CE Primary School	Voluntary Aided
	Dunton Green Primary School	Community
	Lady Boswell's CE Primary School	Voluntary Aided
	Riverhead Infant School	Community
	Sevenoaks Primary School	Community
	St. John's CE Primary School (Sevenoaks)	Voluntary Controlled



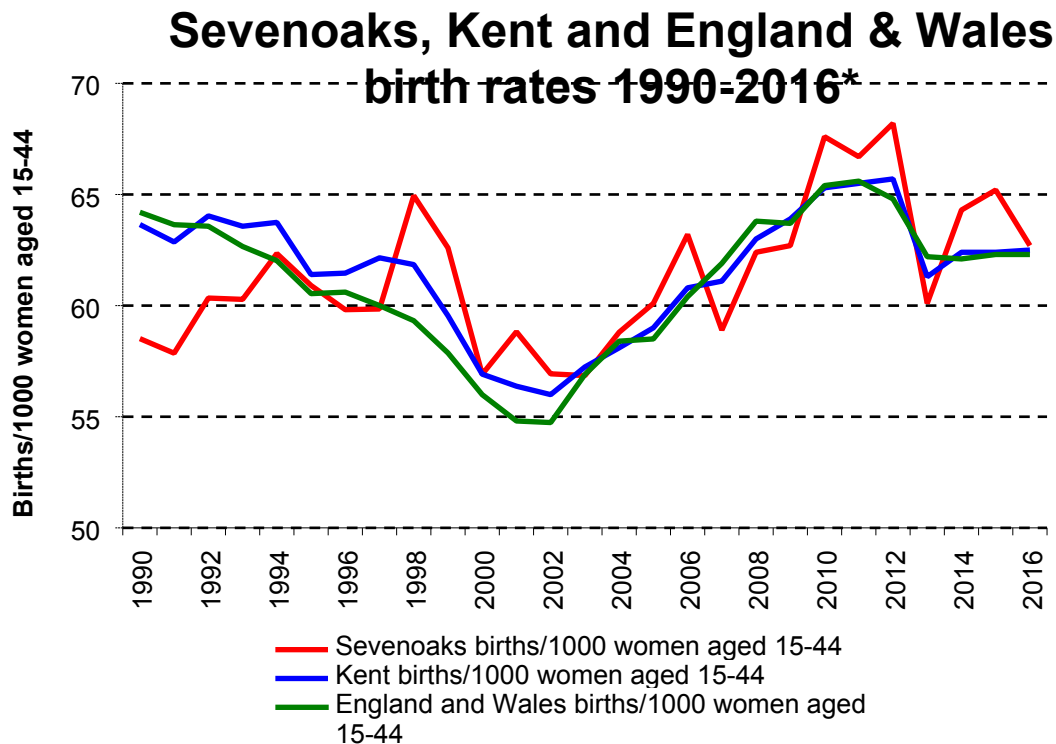
Planning Group	School	Status
	St. Thomas' RC Primary School (Sevenoaks)	Academy
Sevenoaks Rural East	Kemsing Primary School	Community
	Seal CE Primary School	Voluntary Controlled
	St. Lawrence CE Primary School	Voluntary Controlled
Sevenoaks Rural South East	Chiddingstone CE School	Academy
	Fordcombe CE Primary School	Voluntary Aided
	Leigh Primary School	Community
	Penshurst CE Primary School	Voluntary Aided
Sevenoaks Rural South West	Edenbridge Primary School	Community
	Four Elms Primary School	Community
	Hever CE Primary School	Voluntary Aided
Sevenoaks Rural West	Ide Hill CE Primary School	Voluntary Aided
	Sundridge and Brasted CE Primary School	Voluntary Controlled
	Weald Community Primary School	Community
Swanley and Hextable	Crockenhill Primary School	Community
	Downsview Community Primary School	Community
	Hextable Primary School	Community
	High Firs Primary School	Community
	Horizon Primary Academy	Academy
	St. Bartholomew's RC Primary School	Voluntary Aided
	St. Mary's CE Primary School (Swanley)	Voluntary Aided
St. Paul's CE Primary School	Voluntary Controlled	
West Kingsdown, Hartley and New Ash Green	Fawkham CE Primary School	Voluntary Controlled
	Hartley Primary Academy	Academy
	New Ash Green Primary School	Community
	Our Lady of Hartley RC Primary School	Academy
	West Kingsdown CE Primary School	Voluntary Controlled
Westerham	Churchill CE Primary School (Westerham)	Voluntary Controlled
	Crockham Hill CE Primary School	Voluntary Controlled

There are currently 42 schools providing Primary education, distributed across 11 planning groups in the Sevenoaks District. One of these schools is a Junior school so does not offer Year R places. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



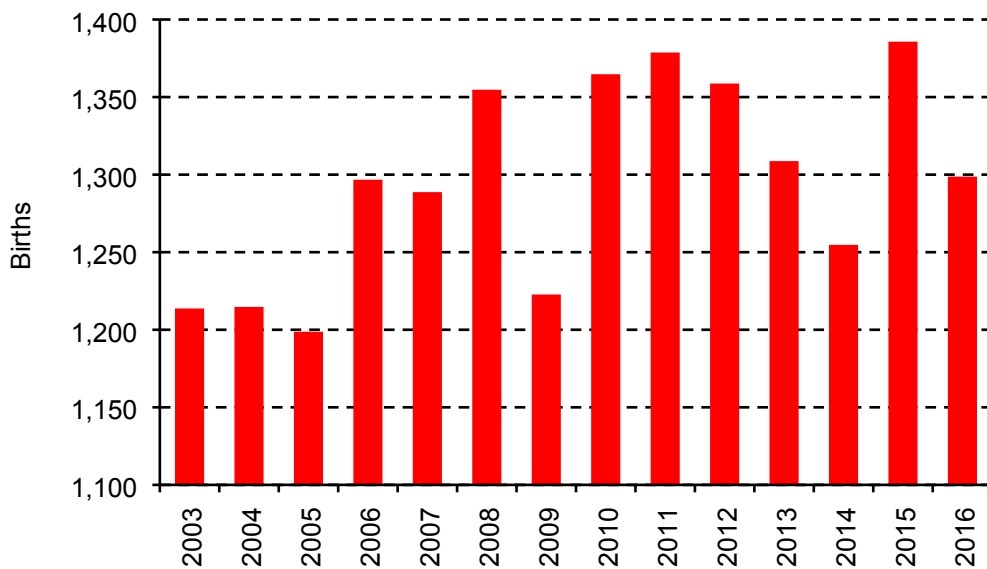
## District Analysis \_ Primary

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



\*ONS data

### Sevenoaks births 2003-2016\*\*



\*\* Health Authority birth data



### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Sevenoaks	360	11	39	42	8	28	19	360
Sevenoaks Rural East	102	28	30	25	25	33	29	102
Sevenoaks Rural West	67	11	12	13	10	15	13	67
Sevenoaks Rural South East	83	3	4	-7	-12	3	-3	83
Sevenoaks Rural South West	126	28	22	23	29	32	31	121
Westerham	80	13	14	21	22	28	25	80
Otford and Shoreham	75	3	9	2	4	10	8	75
Halstead and Knockholt	55	19	12	8	8	17	13	55
Eynsford and Horton Kirby	90	5	3	19	10	6	7	90
Swanley and Hextable	305	23	37	3	10	-26	-12	305
West Kingsdown, Hartley and New Ash Green	210	24	45	30	18	37	29	210
<b>Sevenoaks</b>	<b>1,553</b>	<b>168</b>	<b>227</b>	<b>179</b>	<b>132</b>	<b>183</b>	<b>159</b>	<b>1,548</b>

### All Year Groups Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Sevenoaks	2,424	47	63	77	69	70	86	2,544
Sevenoaks Rural East	646	119	141	130	135	162	158	716
Sevenoaks Rural West	432	36	30	27	31	36	45	467
Sevenoaks Rural South East	581	1	8	-6	-19	-27	-26	581
Sevenoaks Rural South West	732	108	112	128	151	170	176	862
Westerham	500	56	68	75	97	105	131	550
Otford and Shoreham	535	54	49	40	33	25	33	525
Halstead and Knockholt	385	105	95	91	78	77	77	385
Eynsford and Horton Kirby	630	37	30	40	42	40	45	630
Swanley and Hextable	1,985	67	56	46	43	13	0	2,135
West Kingsdown, Hartley and New Ash Green	1,470	190	214	198	197	196	198	1,470
<b>Sevenoaks</b>	<b>10,320</b>	<b>820</b>	<b>866</b>	<b>846</b>	<b>857</b>	<b>867</b>	<b>923</b>	<b>10,865</b>

1,553 Reception Year places were available for 2016/17. Total Primary capacity in Sevenoaks was 10,320. As expansion provision fills year on year, this will increase to 10,865 for 2021-22.





The forecasts indicate that there is sufficient Year R places to meet the demand that is generated from the existing housing. However, there are pockets of demand in key local areas due to inward migration and small and medium housing development.

Migration has resulted, in recent years, in all year groups increasing in size slightly. However, as demonstrated in the table for all year groups there is sufficient capacity across the Sevenoaks District, albeit there are one or two local areas that appear to require additional provision in the medium term.

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.

The forecasts indicate that demand is increasing in the Sevenoaks Rural South East planning area, driven by a small housing development in the Powder Mills (<80 dwellings) site. The demand in this planning area will be managed through local arrangements, possibly including cross-District working with Tonbridge and Malling District.

The schools in the Otford and Shoreham planning area are forecast to see a very small surplus of Year R and Total roll capacity in 2020/21. The Local Authority will monitor this surplus, but unless it turns to a significant deficit, there are sufficient local expansion options to manage this.

There is new housing development being proposed for the Swanley and Hextable planning area, subject to Sevenoaks District Council planning approval. This, coupled with forecasts of deficits for Year R and Total Roll mean that the Local Authority will need to consider an additional 1FE from 2019/20.

### District Analysis – Secondary

#### Year 7 and 7-11 Surplus/Deficit Capacity if No Further Action is Taken

District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	495	25	49	-53	-69	-68	-104	-126	-107	480
Year 7 - 11	2,325	183	184	48	-46	-127	-256	-430	-485	2,400

There are currently three non-selective schools and one selective satellite provision for Secondary aged children in Sevenoaks. 495 Year 7 places were available for 2016/17. This will reduce slightly to 480 for 2023/24. 90 Grammar places will be available through the Grammar satellite, but these numbers are reflected in the Tonbridge KCP entry.

The increase in pupil numbers which required the expansion to Primary school provision in Sevenoaks over the last six years is now impacting on Secondary demand.



Secondary demand and forecasting is challenging due to circumstances peculiar to the District. It is therefore, 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 increased pressure in the north of Sevenoaks District. This pressure is exacerbated by an equivalent 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. Demand in the north of the District is currently manageable within existing provision.

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, Knowle Academy and the Trinity Free School.

The Year 7 cohort forecast exceeds capacity by 2FE in 2018/19. Later forecasts indicate that the deficit will double by 2022/23. The local authority will look to commission 2FE in Sevenoaks District for 2018/19 and another 2FE in 2022/23

KCC will continue to pursue options for boys' provision in Sevenoaks District to manage the parental preference for local grammar provision.

#### Sevenoaks Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	By 2020-21	2021-22 to 2023-24
Swanley and Hextable		1FE in Swanley and Hextable.		

#### Sevenoaks Secondary School Commissioning Position

by 2018-19	by 2019-20	By 2020-21	2021-22 to 2023-24
2FE in Sevenoaks			2FE in Sevenoaks

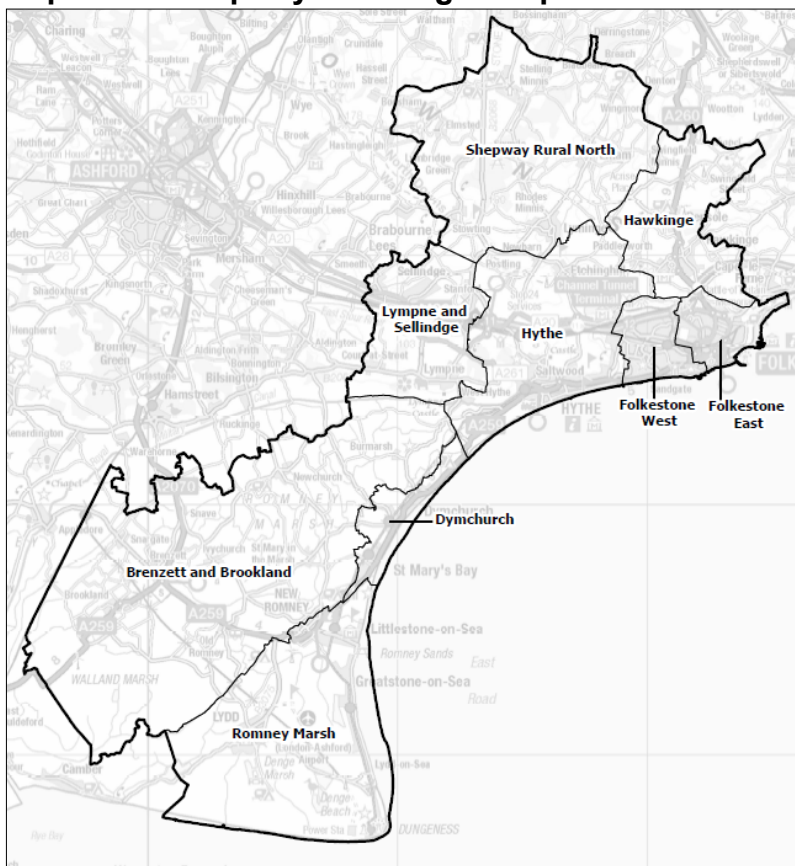


### Overview

- 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.
- Shepway District Council are forecasting 9,600 dwellings being completed by the end of the Local Plan period (2030-31) with approximately 3,400 of the dwellings being completed by 2020-21. 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. The District Council is currently considering future housing needs and land allocations. Whilst work is ongoing to understand the infrastructure needs of any new housing allocations, the details are not included in this Commissioning Plan.
- Year R numbers continue to rise until 2018-19 reaching 1,212 pupils. Thereafter they reduce to 1,153 by the end of the forecast period.
- Secondary pressures begin in 2018-19 where we forecast a shortfall of places in Year 7. This will be mitigated by the opening of the new Turner School, Folkestone in September 2018 offering 4FE of provision.



## Map of the Shepway Planning Groups



## Shepway Primary Schools by Planning Group

Planning Group	School	Status
Brenzett and Brookland	Brenzett CE Primary School	Academy
	Brookland CE Primary School	Voluntary Controlled
Dymchurch	Dymchurch Primary School	Academy
Folkestone East	Castle Hill Community Primary School	Community
	Christ Church CE Primary Academy	Academy
	Folkestone Primary Academy	Academy
	Martello Grove Academy	Academy
	Mundella Primary School	Community
	St. Eanswythe's CE Primary School	Academy
	St. Mary's CE Primary School (Folkestone)	Academy
	St. Peter's CE Primary School (Folkestone)	Voluntary Controlled
Folkestone West	Stella Maris RC Primary School	Academy
	All Souls' CE Primary School	Voluntary Aided
	Cheriton Primary School	Foundation
	Harcourt Primary School	Foundation
	Morehall Academy	Academy
	Sandgate Primary School	Community



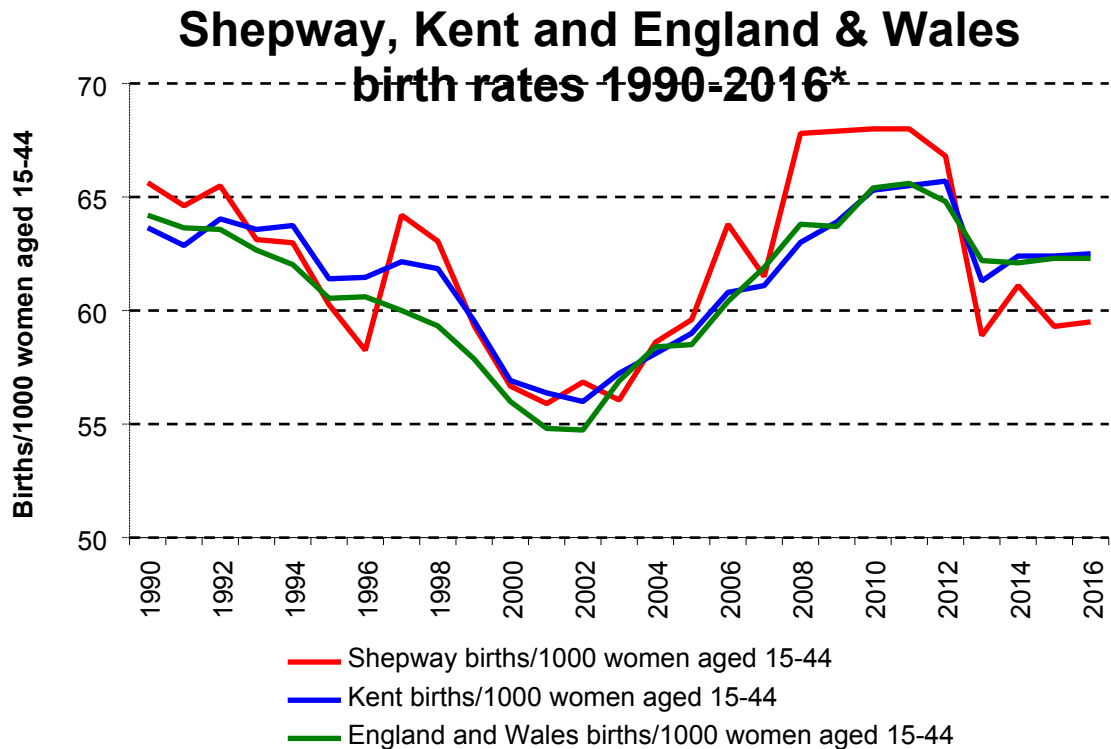
Planning Group	School	Status
	St. Martin's CE Primary School (Folkestone)	Voluntary Controlled
Hawkinge	Churchill School (Hawkinge)	Foundation
	Hawkinge Primary School	Foundation
	Selsted CE Primary School	Voluntary Controlled
Hythe	Hythe Bay CE Primary School	Voluntary Controlled
	Palmarsh Primary School	Community
	Saltwood CE Primary School	Voluntary Aided
	Seabrook CE Primary School	Voluntary Controlled
	St. Augustine's RC Primary School (Hythe)	Voluntary Aided
Lympne and Sellindge	Lympne CE Primary School	Voluntary Controlled
	Sellindge Primary School	Community
Romney Marsh	Greatstone Primary School	Foundation
	Lydd Primary School	Academy
	St. Nicholas CE Primary Academy	Academy
Shepway Rural North	Bodsham CE Primary School	Voluntary Controlled
	Elham CE Primary School	Voluntary Aided
	Lyminge CE Primary School	Voluntary Controlled
	Stelling Minnis CE Primary School	Voluntary Controlled
	Stowting CE Primary School	Voluntary Controlled

There are currently 36 Primary schools in the Shepway District distributed across 9 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



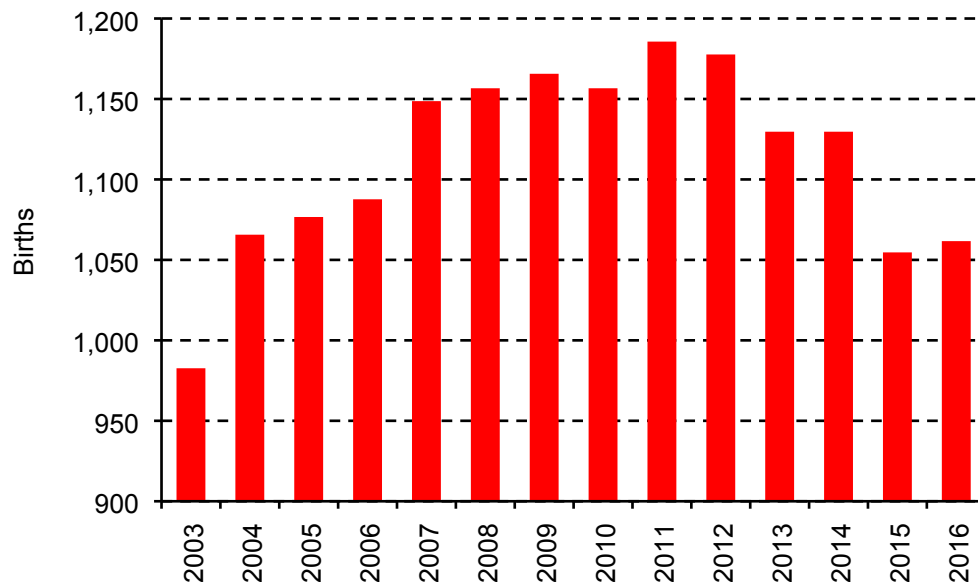
## District Analysis – Primary

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



\* ONS data

### Shepway births 2003-2016\*\*



\*\* Health Authority birth data



### Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Folkestone East	373	13	-15	-6	33	23	25	373
Folkestone West	255	13	14	40	59	58	58	285
Hawkinge	135	4	24	9	20	5	11	135
Hythe	155	12	23	36	41	39	40	165
Lympne and Sellindge	50	2	7	1	-1	10	11	60
Shepway Rural North	95	13	18	13	8	10	9	93
Dymchurch	30	3	19	3	-2	3	1	30
Brenzett and Brookland	35	11	4	8	8	9	9	35
Romney Marsh	146	28	16	-4	4	15	10	151
<b>Shepway</b>	<b>1,274</b>	<b>99</b>	<b>110</b>	<b>100</b>	<b>170</b>	<b>172</b>	<b>174</b>	<b>1,327</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Folkestone East	2,551	90	59	36	54	58	68	2,611
Folkestone West	1,841	104	91	98	140	193	241	1,935
Hawkinge	915	31	49	52	68	67	64	945
Hythe	1,060	-11	6	29	71	113	145	1,125
Lympne and Sellindge	329	1	0	4	-1	10	14	350
Shepway Rural North	655	42	41	46	44	51	55	657
Dymchurch	210	5	18	17	12	11	9	225
Brenzett and Brookland	245	59	55	49	49	50	50	245
Romney Marsh	1,032	125	109	89	66	61	55	1,062
<b>Shepway</b>	<b>8,838</b>	<b>446</b>	<b>428</b>	<b>420</b>	<b>503</b>	<b>614</b>	<b>701</b>	<b>9,155</b>

Year R forecasts indicate surplus places across the District will sit above 5% throughout the period. However, localised pressures will lead to some planning groups having less than 5% surplus capacity. In both 2017-18 and 2018-19 Folkestone East is forecast to have a deficit of Year R places this will be offset by surplus capacity in Folkestone West. Morehall Academy has permission for the Secretary of State to increase their PAN to 60. This will increase the capacity across the Folkestone East and West planning groups. From September 2018. Isolated pressures in other planning groups can be managed through the existence of capacity in neighbouring planning groups or through schools accepting over PAN.

For total Primary school rolls we are forecasting a surplus of over or around, 5% across the District throughout the forecast period. There are no significant pressures which will need addressing, with the exception of those generated by new houses.



Housing developments at Shornccliffe Heights and Folkestone Harbour will, over time, require the provision of a new 2FE Primary school. Land has been provided by the developers on the Shornccliffe Heights site. An application to open a free school on the site in 2019 was rejected by the Secretary of State. This decision, together with that to increase the PAN at Morehall, has delayed the expected opening of this new school to September 2020 at the earliest. Forecasts would suggest that there will be sufficient capacity across the Folkestone East and West planning groups to provide for pupils from the Shornccliffe development in the short term, albeit we recognise the value of opening a new school in this new community.

The total Primary 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. Palmmarsh Primary School will 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. The development has yet to commence. Therefore, the extra 0.5FE of provision, planned for September 2018, will not be needed until September 2020 at the earliest.

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 Romney Marsh from 2018-19 relating to Year R places which could be addressed through St. Nicholas CPS accepting over PAN prior to a formal expansion.

## District Analysis – Secondary

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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,098	39	12	-93	-167	-193	-191	-224	-165	1,015
Years 7-11	5,368	436	210	17	-226	-441	-671	-907	-979	5,075

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 all pupils on 31 August 2017. 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 Secretary of State has approved Turner Schools as the sponsor of the Free School with a September 2018 opening. The school will open as 4FE. As Secondary rolls increase up to a further 4FE of provision may be required by 2023-24.





### Shepway Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
Folkestone West			1FE (of 2FE) new provision in Shornccliffe 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 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
4FE new provision	2FE	1FE	1FE

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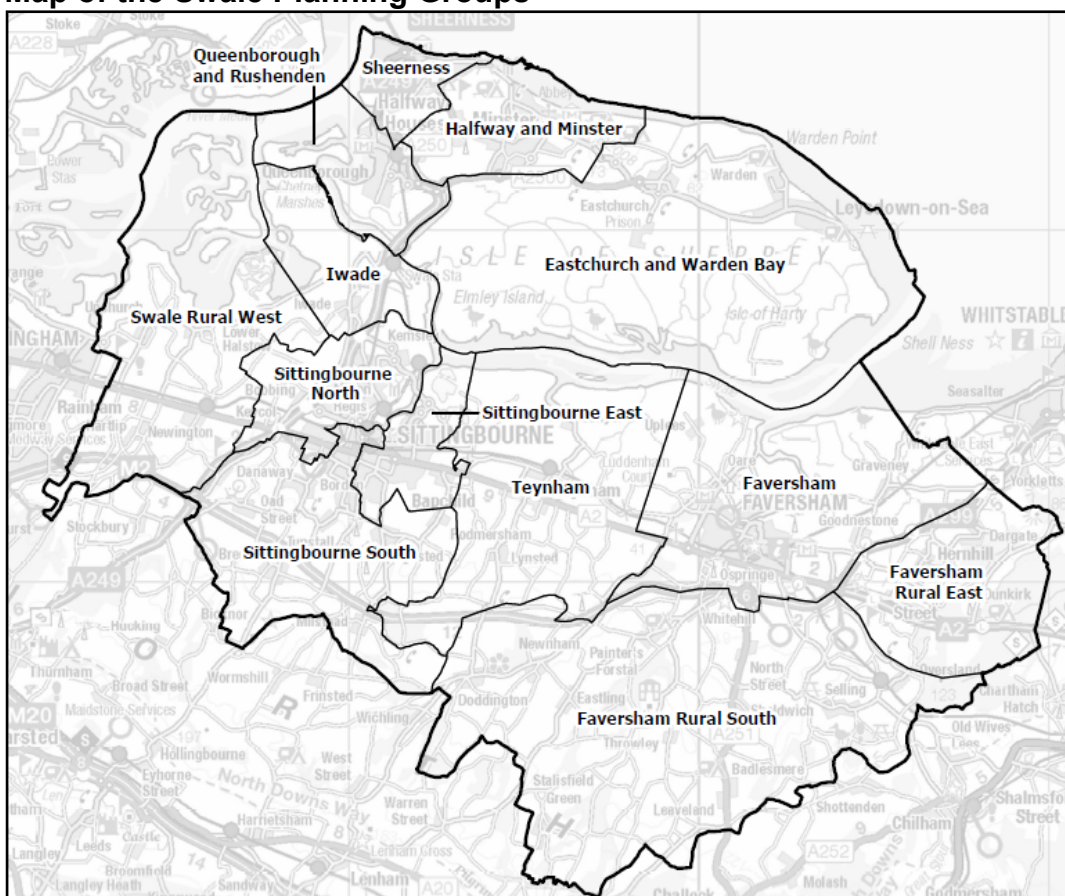
## 12.11 Swale

### Overview

- Swale has an above average birth rate with fluctuation in the rate from year to year, with the number of births rising again in 2016.
- Swale Borough Council's Local Plan, adopted on 26 July 2017, proposes a total of 13,192 new homes over the Plan period 2013 to 2031 with approximately 776 dwellings per annum. During the period 2011 to 2016 there were 2,326 new homes built in Swale.
- As a result of the fluctuating birth rate, Reception Year numbers also fluctuate, reducing in 2017-18 and peaking in 2020-21. Total Primary school rolls continue to increase over the Plan period. Inward migration and new housing will bring pressure, particularly in the urban areas. The pressure from new housing proposed for the District is expected to start impacting from 2019-20.
- Despite additional provision in Sittingbourne Community College, Secondary pressures continue in Year 7 across the District, especially in Sittingbourne. This will be managed through some expansion of existing schools and the commissioning of a new all-through school on the Quinton Road development.



## Map of the Swale Planning Groups



## Swale Primary Schools by Planning Group

Planning Group	School	Status
Sittingbourne East	Bapchild & Tonge CE Primary School	Voluntary Controlled
	Canterbury Road Primary School	Community
	Lansdowne Primary School	Academy
	South Avenue Primary Academy	Academy
	Sunny Bank Primary School	Community
Sittingbourne South	Borden CE Primary School	Academy
	Bredgar CE Primary School	Academy
	Milstead and Frinsted CE Primary School	Academy
	Minterne Community Junior School	Academy
	Oaks Community Infant School, The	Academy
	Rodmersham School	Community
	St Peter's Catholic Primary School	Academy
	Tunstall CE Primary School	Voluntary Aided
Westlands Primary School, The	Academy	
Sittingbourne North	Bobbing Village School	Academy
	Grove Park Primary School	Academy
	Kemsley Primary Academy	Academy
	Milton Court Primary Academy	Academy
	Regis Manor Primary School	Academy
Iwade	Iwade School	Academy
Swale Rural West	Hartlip Endowed CE Primary School	Voluntary Aided



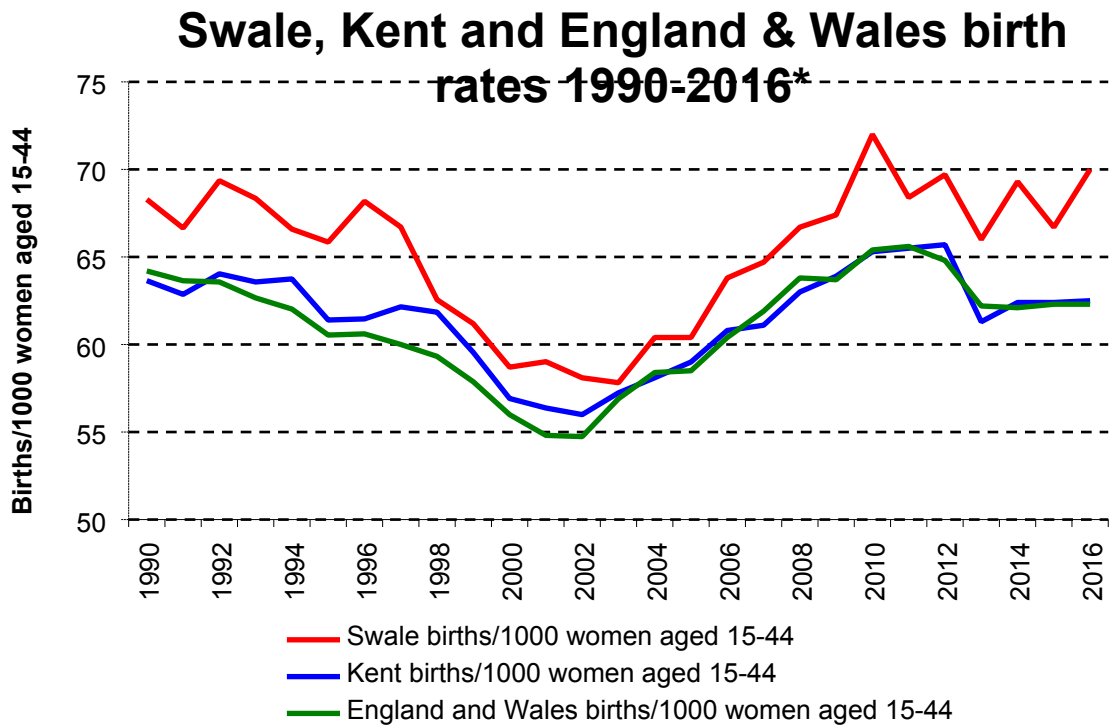
Planning Group	School	Status
	Holywell Primary School, Upchurch	Community
	Lower Halstow School	Community
	Newington CE Primary School	Voluntary Controlled
Teynham	Lynsted and Norton School	Academy
	Teynham Parochial CE Primary School	Voluntary Controlled
Sheerness	Richmond Academy	Academy
	Rose Street School	Community
	St Edward's Catholic Primary School	Academy
	West Minster Primary School	Community
Queenborough & Rushenden	Queenborough School and Nursery	Community
Halfway and Minster	Halfway Houses Primary School	Academy
	Minster in Sheppey Primary School	Academy
	St George's Church of England Primary School	Academy
	Thistle Hill Academy	Academy
Eastchurch and Warden Bay	Eastchurch CE Primary School	Voluntary Controlled
Faversham	Bysing Wood Primary School	Community
	Davington Primary School	Community
	Ethelbert Road Primary School	Community
	Graveney Primary School	Academy
	Luddenham School	Academy
	Ospringe CE Primary School	Voluntary Controlled
	St Mary of Charity CE Primary School	Academy
Faversham Rural South	Eastling Primary School	Community
	Selling CE Primary School	Academy
	Sheldwich Primary School	Academy
Faversham Rural East	Boughton-under-Blean & Dunkirk Methodist Primary School	Voluntary Controlled
	Hernhill CE Primary School	Voluntary Controlled

There are currently 48 schools providing Primary education in the Swale District, distributed across 13 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.

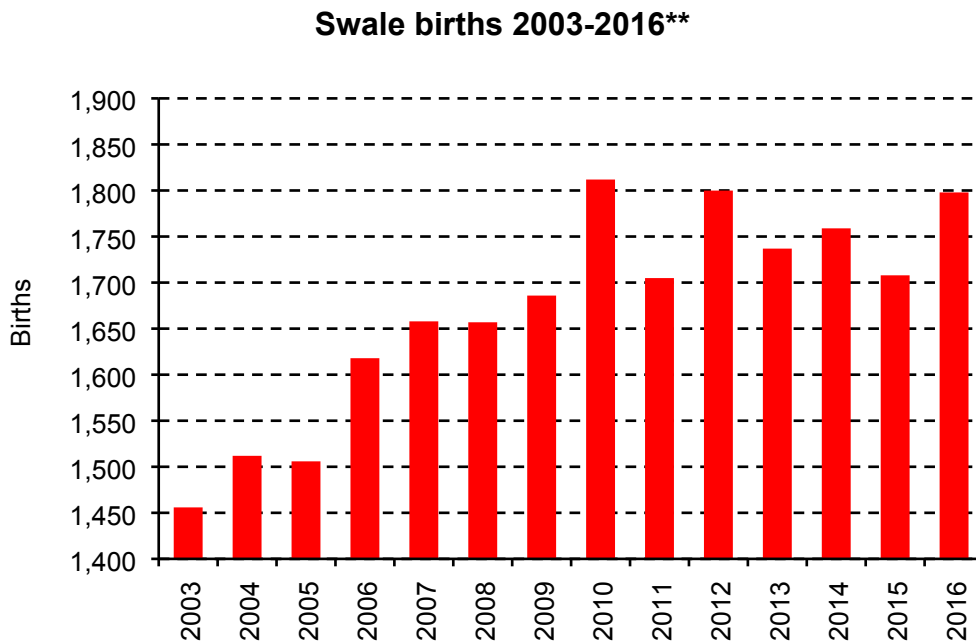


## Borough Analysis – Primary

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



\* ONS data



\*\* Health Authority birth data

## Year R Surplus/Deficit Capacity if no Further Action is Taken



Commissioning Plan for  
Education Provision in Kent 2018 – 2022

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Faversham	225	11	47	65	68	55	59	255
Faversham Rural South	77	0	7	8	12	9	10	75
Faversham Rural East	60	4	4	10	5	11	9	60
Sittingbourne North	210	3	8	41	30	34	31	240
Sittingbourne East	225	8	33	3	-5	-28	-20	225
Sittingbourne South	328	3	38	6	28	-15	1	328
Iwade	90	0	13	3	-1	-2	-2	90
Teynham	50	5	-2	0	6	-5	-1	50
Swale Rural West	105	2	19	13	13	10	11	105
Sheerness	240	24	14	3	21	21	21	240
Halfway and Minster	270	20	46	63	61	67	64	300
Queenborough and Rushenden	60	1	2	6	3	-10	-5	60
Eastchurch and Warden Bay	75	2	-22	-11	-9	-10	-10	60
<b>Swale</b>	<b>2,015</b>	<b>83</b>	<b>207</b>	<b>210</b>	<b>232</b>	<b>137</b>	<b>168</b>	<b>2,088</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Faversham	1,605	88	124	177	226	265	314	1,725
Faversham Rural South	509	-30	-27	-20	0	10	18	529
Faversham Rural East	450	25	30	30	37	41	48	420
Sittingbourne North	1,470	25	29	64	92	118	147	1,590
Sittingbourne East	1,515	57	73	61	39	1	-51	1,575
Sittingbourne South	2,063	-27	4	5	37	13	22	2,302
Iwade	510	2	10	8	7	2	-3	630
Teynham	350	21	19	13	13	9	6	350
Swale Rural West	695	61	64	52	61	61	62	735
Sheerness	1,380	72	81	71	91	103	111	1,650
Halfway and Minster	1,710	72	129	171	240	270	328	2,040
Queenborough and Rushenden	450	36	34	28	21	11	-2	420
Eastchurch and Warden Bay	495	28	8	-2	-11	-37	-56	435
<b>Swale</b>	<b>13,202</b>	<b>430</b>	<b>578</b>	<b>658</b>	<b>853</b>	<b>867</b>	<b>944</b>	<b>14,401</b>

The Primary schools provided 2,015 Year R places in 2016-17 when there was a surplus of 4.1%. Although pressure on Primary school places on the eastern side of Sheppey continues, it is not considered significant enough to warrant a new Primary



School. Additional classrooms have been provided on the All Saints site of Eastchurch CE Primary School to help manage the pressure through bulge classes. 1FE of a new 2FE Primary school at Rushenden will be commissioned to meet the demand from the planned new housing development. This is expected to be needed from 2020-21 depending on the build programme for the housing development.

New housing is proposed for Sittingbourne, including large developments at Quinton Road, Wises Lane and Iwade. KCC will commission a new 2FE Primary provision as part of the all-through school on the Quinton Road development of 1,500 new homes. KCC has also requested a site for a new Primary school on the proposed Wises Lane development. As it is not possible to further expand Iwade Community Primary School, the large development of 450 homes proposed for the east side of Iwade will have an impact. Currently children from outside the village attend Iwade School, particularly from the North Sittingbourne planning area. The establishment of a new 2FE Primary school on the Quinton Road development will provide additional school places in North Sittingbourne and may help to ease the pressure in Iwade. The situation will need to be kept under review linked to the pace of the new housing. The expansion of Regis Manor School by 1FE from September 2018 will also help 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 in order to increase capacity in Sittingbourne East. 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 large developments at Perry Court, Western Link, Lady Dane Farm, Oare Gravel Works and Salters Lane. Bysing Wood Primary School is expanding by 1FE particularly to meet the demand from the Western Link development. 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.

## Borough Analysis – Secondary

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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,715	85	73	25	-90	-85	-218	-101	-242	1,745
Years 7-11	8,472	796	677	503	228	4	-299	-473	-740	8,725

There were 1,715 Year 7 places in Swale in 2016-17, increasing to 1,745 in 2017-18. This meets the demand for school places in the District until 2019-20 when a deficit of 90 Year 7 places (-5.2%) is expected. The majority of the deficit is forecast for Sittingbourne. KCC will commission a new all-through provision for Primary and Secondary aged children on the Quinton Road development in NW Sittingbourne. Discussions continue with developers on timings for access to the agreed site; however new Secondary school provision would not be open until 2021-22. KCC will therefore



seek ways to provide additional capacity with the Sittingbourne Secondary schools, including commissioning 1FE permanent provision from 2019-20, with additional temporary capacity as required.

### Swale Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	between 2021-22 to 2023-24
Sittingbourne East			0.5FE at Sunny Bank PS	
Sittingbourne North			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
Faversham and Rural				1FE new provision in Faversham (Abbey)

### Swale Secondary School Commissioning Position

by 2018-19	by 2019-20	by 2020-21	between 2021-22 to 2023-24
	1FE permanent expansion 30 Yr. 7 places in Sittingbourne		6FE new provision in Sittingbourne





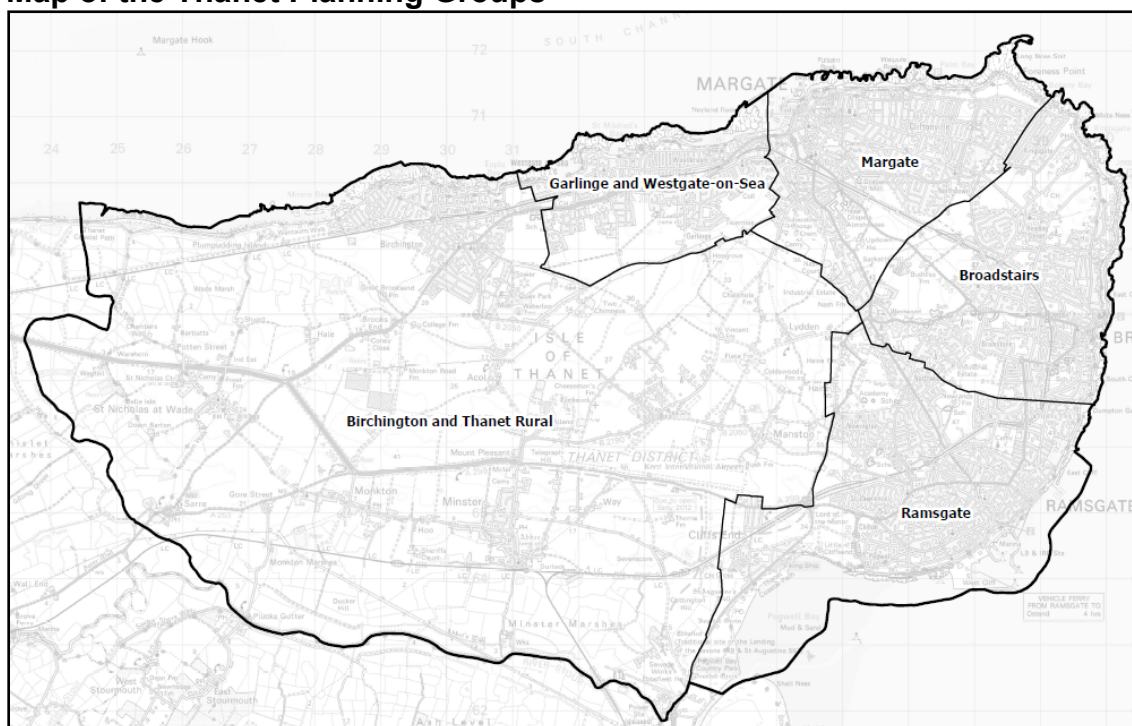
## 12.12 Thanet

### Overview

- The birth rate in Thanet is 3 points above the County and National rates. Although it rose in 2015, it fell in 2016 to below 2014 levels.
- Thanet District Council's proposed revisions to the draft Local Plan (preferred options) January 2017 includes a total of 17,140 new homes over the Plan period 2011 to 2031 with approximately 857 dwellings per annum. During the period 2011 to 2016 there were 1,555 new homes built in Thanet.
- Large developments are proposed for Birchington, Westgate-on-Sea, Manston Green and Westwood Village. A development of up to 2,500 dwellings is proposed for Stone Hill Park (Manston Airport). Housing development at Westwood Cross is continuing.
- Reception Year numbers are forecast to reduce in 2017-18, with a slight increase in 2018-19 and then continuing to reduce during the forecast period to 2021-22.
- Total Primary school rolls are predicted to peak and then plateau in 2019-20.
- The impact of a decade of rising numbers in the Primary phase is already impacting on the Secondary phase. Total Secondary school rolls are expected to increase significantly during the forecast period to 2023-24.



## Map of the Thanet Planning Groups



## Thanet Primary Schools by Planning Group

Planning Group	School	Status
Ramsgate	Chilton Primary School	Academy
	Christ Church CE Junior School	Academy
	Dame Janet Primary Academy	Academy
	Ellington Infant School	Community
	Newington Community Primary School and Nursery	Community
	Newlands Primary School	Academy
	Priory Infant School	Community
	Ramsgate Arts Primary School	Academy
	Ramsgate Holy Trinity CE Primary School	Voluntary Aided
	St Ethelbert's Catholic Primary School	Voluntary Aided
St Laurence-in-Thanet CE Junior Academy	Academy	
Broadstairs	Bromstone Primary School	Foundation
	Callis Grange Nursery and Infant School	Community
	St George's CE Foundation School	Foundation
	St Joseph's Catholic Primary School	Academy
	St Mildred's Primary Infant School	Community
	St Peter-in-Thanet CE Junior School	Voluntary Aided
	Upton Junior School	Academy
Margate	Cliftonville Primary School	Academy
	Drapers Mills Primary Academy	Academy
	Holy Trinity & St John's CE Primary School	Voluntary Controlled
	Northdown Primary School	Academy
	Palm Bay Primary School	Community
	Salmestone Primary School	Academy
	St Gregory's Catholic Primary School	Academy



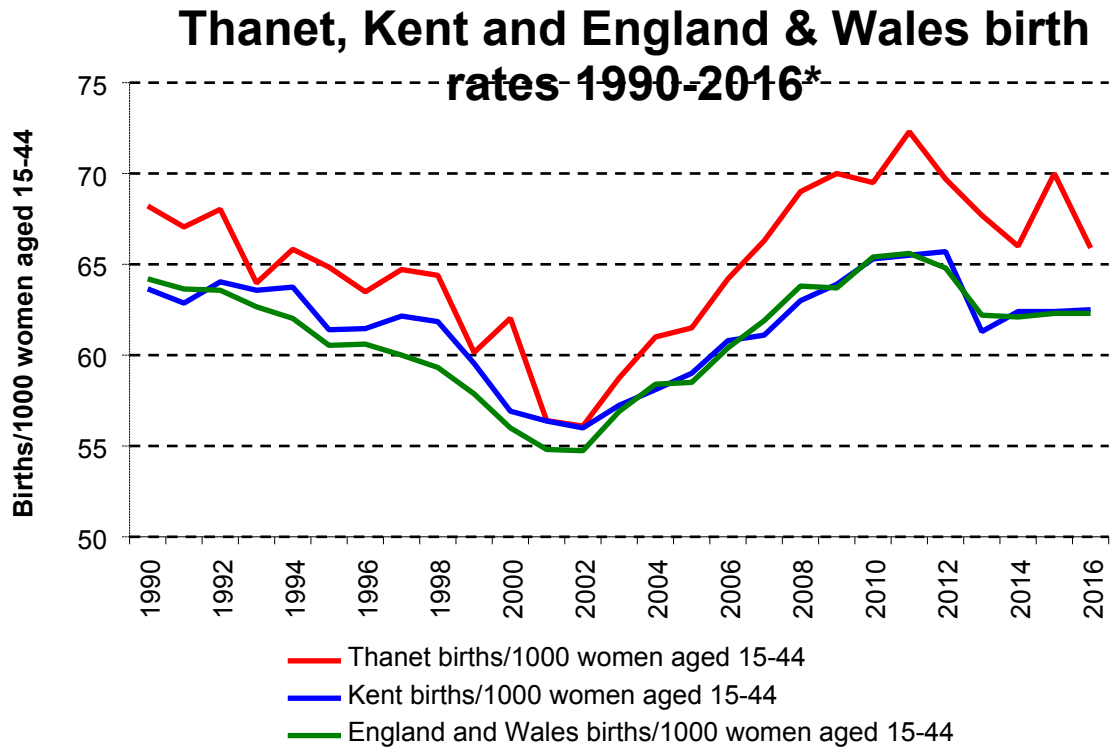
Planning Group	School	Status
Garlinge & Westgate-on-Sea	Garlinge Primary School and Nursery	Community
	St Crispin's Community Primary Infant School	Community
	St Saviour's CE Junior School	Voluntary Controlled
Birchington & Thanet Villages	Birchington CE Primary School	Voluntary Controlled
	Minster CE Primary School	Voluntary Controlled
	Monkton CE Primary School	Voluntary Controlled
	St Nicholas at Wade CE Primary School	Voluntary Controlled

There are currently 32 schools providing Primary aged education in Thanet District, distributed across 5 planning groups, including five infant and five junior schools, one Free School and a Primary provision as part of the all-through St George's Church of England Foundation School. The map above identifies the location of the planning groups with the table outlining the schools by planning group.

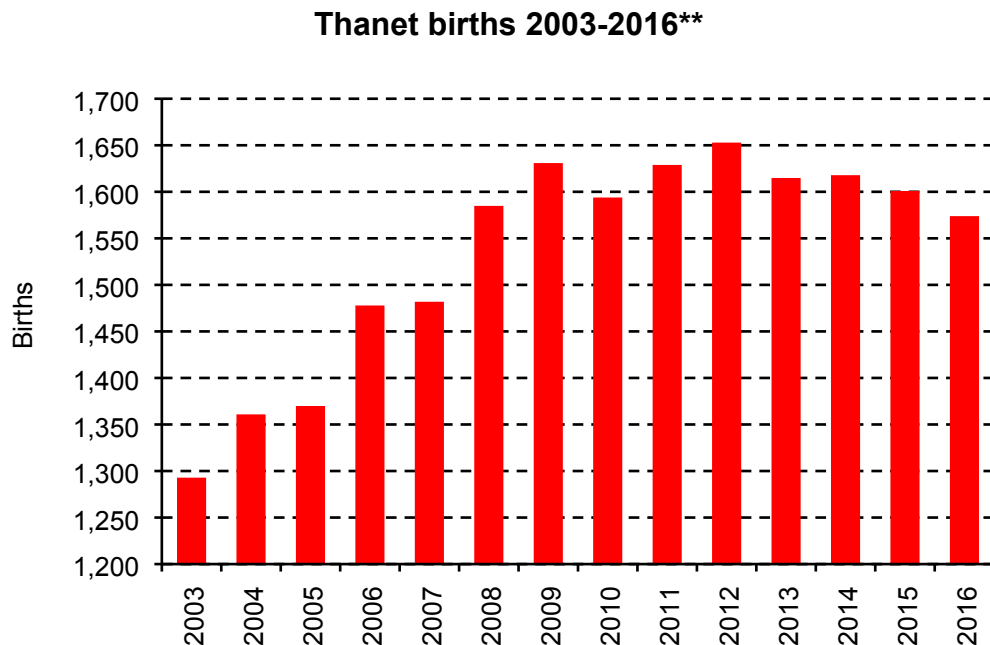


## District Analysis – Primary

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



\* ONS data



\*\* Health Authority birth data

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



Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Margate	495	35	46	49	79	64	69	495
Ramsgate	540	75	80	77	79	122	102	570
Broadstairs	330	1	-2	-15	-8	3	-2	330
Garlinge and Westgate-on-Sea	210	0	21	17	23	-4	6	210
Birchington and Thanet Rural	195	15	37	35	17	20	18	195
<b>Thanet</b>	<b>1,770</b>	<b>126</b>	<b>182</b>	<b>163</b>	<b>190</b>	<b>205</b>	<b>193</b>	<b>1,800</b>

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

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Margate	3,285	208	230	233	284	327	366	3,465
Ramsgate	3,594	234	313	379	419	499	525	3,826
Broadstairs	2,290	9	-6	-20	-24	-24	-33	2,462
Garlinge and Westgate-on-Sea	1,374	15	25	35	52	34	34	1,494
Birchington and Thanet Rural	1,181	2	37	70	85	108	127	1,335
<b>Thanet</b>	<b>11,724</b>	<b>468</b>	<b>599</b>	<b>697</b>	<b>816</b>	<b>944</b>	<b>1,019</b>	<b>12,582</b>

The schools provided 1,770 Year R places in 2016-17 when there was a surplus of 7.1%. A surplus of Year R places is predicted to continue over the forecast period from 2018-19, but new housing is expected to start impacting from 2019-20. A surplus of around 8% is predicted across the whole Primary age range by 2021-22.

New Primary schools will be needed later in the Plan period to meet the demand from new housing. KCC has requested school sites to accommodate 2FE Primary schools on the Westwood Cross and Manston Green developments. School sites have also been requested for the proposed 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, which developments progress first, and the capacity in schools in the locality.

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 additional capacity at Birchington CE Primary School, the Ramsgate Arts Primary School (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 Catholic Primary School in Margate (250 homes) will require a half form entry expansion of the school. This will proceed linked to the pace of the build programme.

### District Analysis – Secondary



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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,462	54	28	-90	-176	-191	-175	-219	-231	1,444
Years 7-11	7,293	456	361	144	-160	-398	-627	-875	-1,016	7,220

Thanet had a capacity of 1,462 places in Year 7 in 2016-17, when three schools offered over their PAN. For entry in September 2017, schools have again offered over their PAN (10 places at St George's CE Foundation School, 10 places at King Ethelbert School, 30 places at Ursuline College and 31 places at Royal Harbour Academy). A deficit of 90 Year 7 places is predicted for entry in September 2018 growing to a deficit of 176 Year 7 places by 2019. As numbers continue to increase across the age range as new housing comes forward, KCC will commission up to 10FE of provision during the period 2019-2024. This is expected to be initially via temporary and permanent expansion of Thanet Secondary schools, including a 2FE permanent expansion of Ursuline College from September 2019. A new Secondary school (Free School) will be commissioned on the former Royal School for the Deaf site and KCC will seek suitable sponsors via the DfE Free School Presumption competition route. 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 2020-21.

### Thanet Primary School Commissioning Position

Planning Group	by 2018-19	by 2019-20	by 2020-21	between 2021-22 to 2023-24
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 Catholic PS	
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 2018-19	by 2019-20	by 2020-21	between
------------	------------	------------	---------



			<b>2021–22 to 2023-22</b>
Up to 120 Yr. 7 places	2FE permanent at Ursuline College; 1FE additional permanent expansion; 90 Yr. 7 places	4FE new provision	2FE expansion of new provision

DRAFT



## 12.13 Tonbridge and Malling

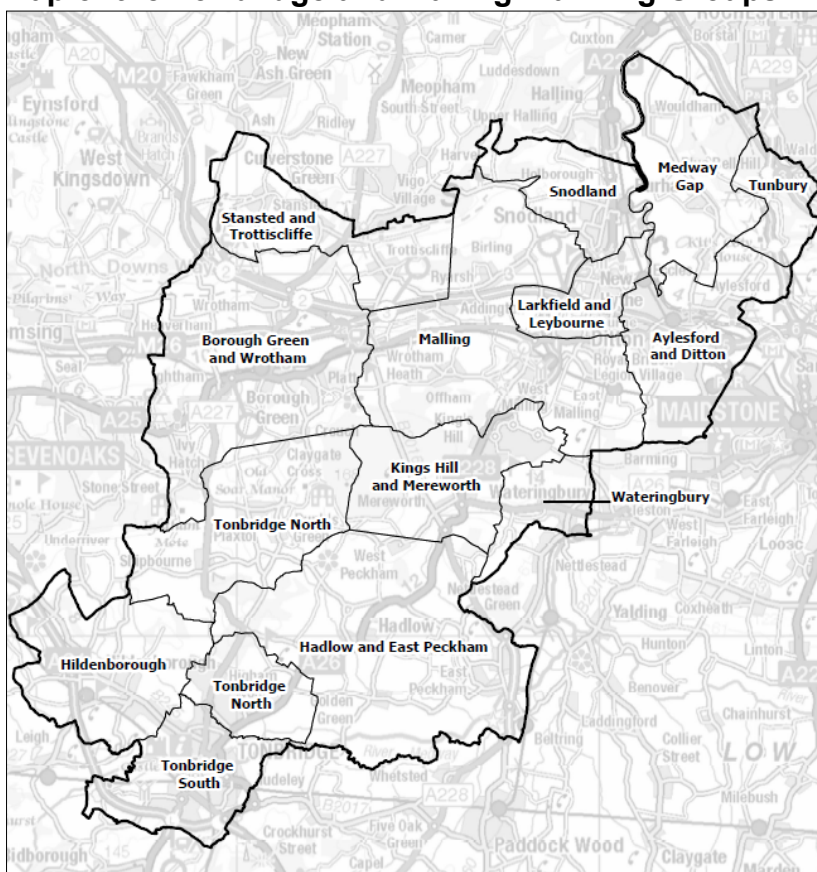
### Overview

- The birth rate for Tonbridge and Malling has fluctuated over the last five years, but overall the trend is slightly upwards and, in 2016, was broadly in line with Kent and National averages.
- 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. Broad 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.
- Forecasts indicate sufficient overall Year R and total roll places for the Plan period. However fluctuating demand for places in Aylesford and Ditton and Larkfield and Leybourne will necessitate the second FE at the Valley Invicta Primary School at Leybourne for 2019/20.
- By 2020-21 it is anticipated that housing developments, put forward before the formal adoption of the Local Plan, will create the need for 2FE of additional provision in each of the Borough Green and Wrotham and Aylesford and Ditton planning groups, subject to the pace and scale of new housing
- Year 7 demand is forecast to rise steadily until 2022-23, with the Borough capacity falling below the 5% operating capacity from 2021-22. We will monitor the pace and scale of new housing to determine the point at which additional places may be required. The impact of new housing arising from the emerging Local Plan, coupled with the forecast existing demand is expected to result in a need for additional 3 FE of Year 7 places by 2021-22.
- Pressure on boys' selective places within Tonbridge and Malling and neighbouring Boroughs will be met with a 1FE expansion of the Judd School in 2018-19.





## Map of the Tonbridge and Malling Planning Groups



## Tonbridge and Malling Primary Schools by Planning Group

Planning Group	School	Status
Aylesford and Ditton	Ditton CE Junior School	Voluntary Aided
	Ditton Infant School	Foundation
	St. Peter's CE Primary School (Aylesford)	Voluntary Controlled
	Valley Invicta Primary School at Aylesford	Academy
Borough Green and Wrotham	Borough Green Primary School	Foundation
	Ightham Primary School	Community
	Platt CE Primary School	Voluntary Aided
	St. George's CE Primary School (Wrotham)	Voluntary Controlled
Hadlow and East Peckham	East Peckham Primary School	Community
	Hadlow Primary School	Community
Hildenborough	Hildenborough CE Primary School	Voluntary Controlled
	Stocks Green Primary School	Community
Kings Hill and Mereworth	Discovery School	Community
	Kings Hill School	Community
	Mereworth Community Primary School	Community
	Valley Invicta Primary School at Kings Hill	Academy



Planning Group	School	Status
Larkfield and Leybourne	Brookfield Infant School	Community
	Brookfield Junior School	Community
	Leybourne St. Peter and St. Paul CE Primary School	Voluntary Aided
	Lunsford Primary School	Community
	Valley Invicta Primary School at Leybourne Chase	Academy
Malling	More Park RC Primary School	Academy
	Offham Primary School	Community
	Ryarsh Primary School	Community
	St. James the Great Academy	Academy
	West Malling CE Primary School	Academy
Medway Gap	Burham CE Primary School	Voluntary Controlled
	St. Mark's CE Primary School (Eccles)	Voluntary Controlled
	Wouldham All Saint's CE Primary School	Voluntary Controlled
Snodland	Snodland CE Primary School	Voluntary Aided
	St. Katherine's School (Snodland)	Community
	Valley Invicta Primary School at Holborough Lakes	Academy
Stansted and Trottiscliffe	Trottiscliffe CE Primary School	Voluntary Controlled
Tonbridge North	Cage Green Primary School	Community
	Long Mead Community Primary School	Community
	Plaxtol Primary School	Community
	Shipbourne School	Community
	St. Margaret Clitherow RC Primary School	Academy
	Woodlands Primary School	Community
Tonbridge South	Bishop Chevasse Primary School	Free
	Royal Rise Primary School	Academy
	Slade Primary School	Community
	Sussex Road Community Primary School	Community
Tunbury	Tunbury Primary School	Community
Wateringbury	Wateringbury CE Primary School	Voluntary Aided

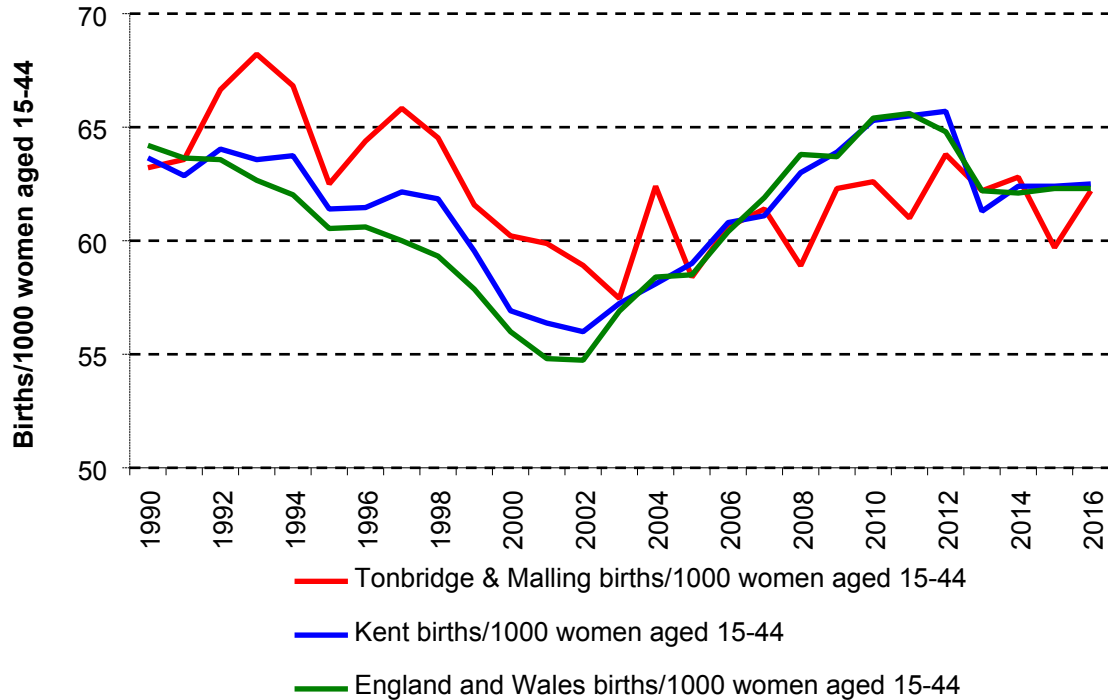
There are currently 44 schools providing Primary aged education in Tonbridge and Malling Borough, distributed across 14 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



## Borough Analysis – Primary

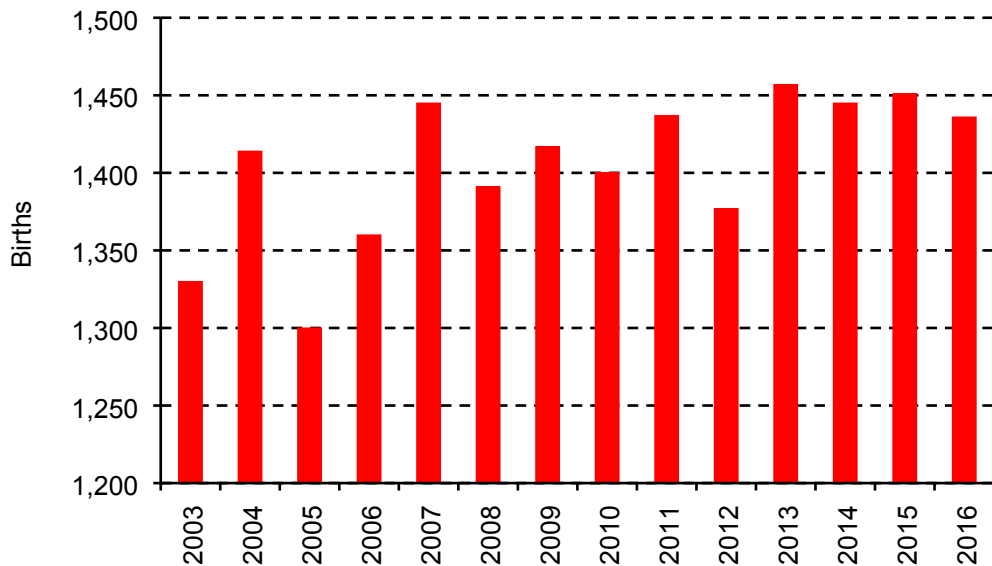
The charts below set out the birth rates and the table sets out the school population figures forecasts:

**Tonbridge & Malling, Kent and England & Wales birth rates 1990-2016\***



\*ONS data

**Tonbridge & Malling births 2003-2016\*\***



\*\*Health Authority birth data



## Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Tonbridge North	263	13	21	32	17	31	25	263
Tonbridge South	150	1	-3	21	12	9	10	210
Hildenborough	60	1	-1	-11	-6	3	-1	60
Borough Green and Wrotham	131	17	10	-10	-7	-5	-6	131
Stansted and Trottiscliffe	15	3	6	1	1	2	2	12
Hadlow and East Peckham	60	11	12	14	7	15	12	60
Kings Hill and Mereworth	210	3	16	18	34	50	44	210
Wateringbury	30	8	5	3	5	9	7	30
Malling	150	1	4	-3	-4	-3	-3	150
Larkfield and Leybourne	150	13	-4	21	1	6	4	150
Aylesford and Ditton	129	0	-3	-13	-17	-37	-30	129
Snodland	180	13	30	12	30	18	21	180
Medway Gap	78	11	30	28	50	43	45	108
Tunbury	90	1	-2	-5	12	2	6	90
<b>Tonbridge &amp; Malling</b>	<b>1,696</b>	<b>96</b>	<b>121</b>	<b>108</b>	<b>135</b>	<b>143</b>	<b>136</b>	<b>1,783</b>

## All year groups Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Tonbridge North	1,788	21	20	30	39	58	78	1,841
Tonbridge South	1,020	34	24	41	45	49	56	1,380
Hildenborough	420	2	2	-13	-22	-17	-19	420
Borough Green and Wrotham	917	88	82	46	31	13	-13	917
Stansted and Trottiscliffe	90	30	34	28	22	20	17	90
Hadlow and East Peckham	410	53	49	48	42	51	54	420
Kings Hill and Mereworth	1,440	17	23	49	90	120	140	1,470
Wateringbury	234	36	36	36	31	37	34	210
Malling	1,050	33	17	7	-7	-12	-20	1,050
Larkfield and Leybourne	964	42	29	58	72	61	42	1,050
Aylesford and Ditton	919	89	49	20	-5	-60	-97	934
Snodland	1,155	101	125	136	155	149	144	1,260
Medway Gap	526	56	74	91	124	157	190	696
Tunbury	615	-6	-6	-9	1	3	11	630
<b>Tonbridge &amp; Malling</b>	<b>11,548</b>	<b>596</b>	<b>558</b>	<b>568</b>	<b>618</b>	<b>629</b>	<b>617</b>	<b>12,368</b>

With 1,783 Year R places and 12,368 places across Years R-6 by 2020-21, the Borough is forecast to have sufficient places to meet demand across the Plan period.



However, in terms of total rolls the Borough is set to dip just below the recommended 5% surplus for operating capacity in 2017-18 and 2018-19. Pressures will be found within individual planning groups and actions may need to be taken to address this.

Forecasts suggest that Year R places in Hildenborough will be less than 5% or in deficit throughout the Plan period. This will be addressed by 60 additional places provided by the Bishop Chevasse, a new 2FE Primary Free School which opened in 2017, in the Tonbridge South planning group.

The Borough Green and Wrotham and Hadlow and East Peckham planning groups are forecast to fluctuate throughout the Plan period. We will work with existing schools to accommodate local pressure as the fluctuation in demand dictates.

The forecasts for Larkfield and Leybourne fluctuate throughout the forecast period, with a small deficit (-4) expected for September 2017. The adjacent Aylesford and Ditton planning group is forecast to experience significant increased demand for places from September 2017 that peaks with deficit of 37 places in 2021-22. We will commission the second FE at Valley Invicta Primary School at Leybourne for 2019-20 to respond to this pressure.

### 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.

Between the 30th September and 25th November 2016 the first public consultation exercise on the emerging Local Plan took place. Our 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	1FE Primary and 1FE Secondary
<b>Total</b>	<b>14FE Primary and 11FE Secondary</b>

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. The remaining forms of entry required are likely to be met through the expansion of existing schools.



It is anticipated that the Draft Local Plan will be consulted on by the Borough in February 2018. 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 applications, however the prematurity of planning applications will make it more difficult to ensure additional provision is in the right place at the appropriate time.

Housing developments in the Borough Green and Wrotham planning group and the Aylesford and Ditton planning group are expected to come forward ahead of the Local Plan. Both developments will require up to 2FE of Primary provision from 2020-21. A further 3FE of provision will be required from 2021-22 as a result of new housing developments through the Local Plan process.

### Borough Analysis – Secondary

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

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,837	248	343	202	156	107	60	29	64	1,884
Years 7-11	8,928	1,270	1,404	1,291	1,172	1,037	847	534	396	9,420

The number of Year 7 places in Secondary schools in the borough is 1837 in 2016-17. The admissions pattern for Tonbridge and Malling is linked to Maidstone (for Malling) and Sevenoaks and Tunbridge Wells (for Tonbridge). The commentary on those Boroughs should be considered alongside this section.

Year 7 numbers are forecast to rise steadily until 2022-23 and Borough capacity falls below the recommended 5% operating capacity from 2021-22. The impact of new housing arising from the emerging Local Plan, coupled with the forecast population growth is expected to result in a need for additional 3 FE of Year 7 places by 2021-22 and a further 3 FE by 2023-24.

The Weald of Kent Girls Grammar annex opened in Sevenoaks in 2017. This has reduced the demand for girls' grammar school places in Tonbridge. We continue to pursue options for boys' provision in Sevenoaks District. In the short-term, a 30 place temporary expansion of The Judd School is planned for September 2018, with a permanent 1FE expansion proposed for 2019-20. This will ease the pressure on boys' selective provision across the travel to learn area of Tonbridge town, Tunbridge Wells town and south Sevenoaks.



### Tonbridge and Malling Primary School Commissioning Position

Planning Group	By 2018-19	By 2019-20	By 2020-21	2021-22 to 2023-24
Larkfield and Leybourne		1FE at Valley Invicta Primary at Leybourne		
Aylesford and Ditton			2FE expansion or new provision	
Borough Green and Wrotham			2FE expansion or new provision	
Across the Borough				3FE expansion or new provision

### Tonbridge and Malling Commissioning Position for Secondary

By 2018-19	By 2019-20	By 2020-21	2021-22 to 2023-24
30 Yr. 7 places at The Judd School	1FE permanent at The Judd School		3FE to meet forecast increased Secondary demand 3FE linked to draft Local Plan allocations



## 12.14 Tunbridge Wells

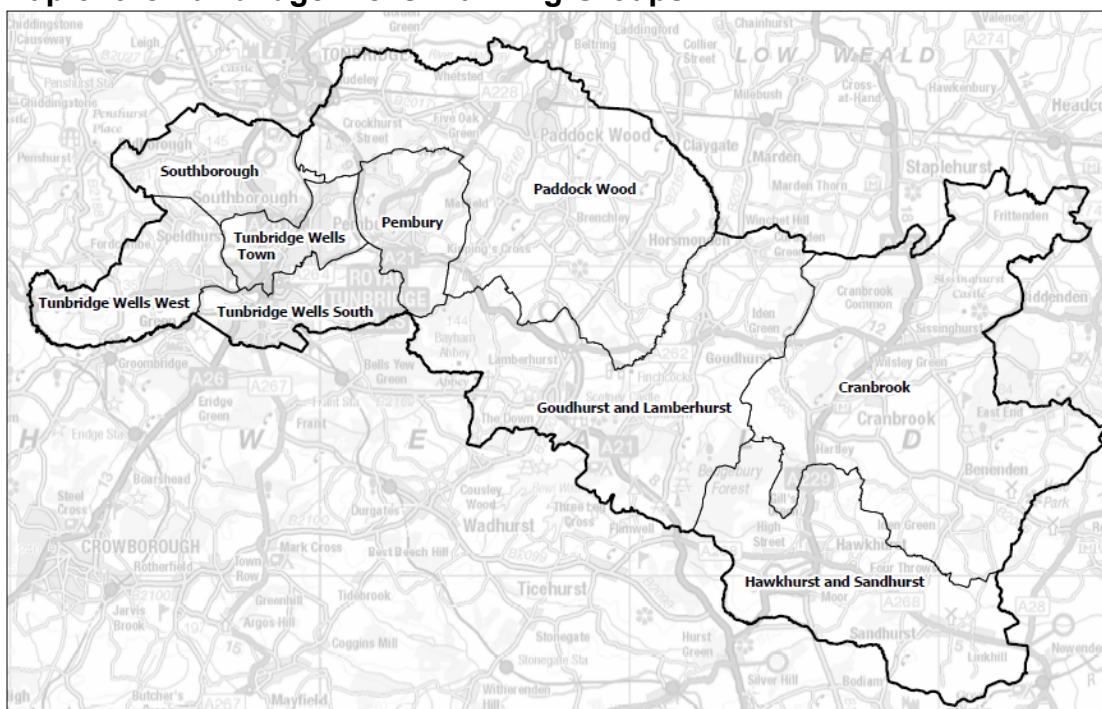
### Overview

- The birth rate for Tunbridge Wells is still significantly below Kent and National figures. Over the past three years the rate for Tunbridge Wells has fluctuated, but the past year indicates a downwards movement.
- The Borough's 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 and represents a significant increase in demand for both Primary and Secondary school places. We await details of housing allocations and will work with the Borough Council to mitigate future developments.
- Primary place demand fluctuates over the Plan period, but the forecasts indicate that there is sufficient overall Primary school capacity across the Borough. However, this masks areas of localised pressure.
- Future demand for places will arise from consented housing developments. A new 2FE Primary Free school is set to open to mitigate developments in Paddock Wood in 2020-21 and the Hawkenbury Farm development will be met through the relocation and expansion of St. Peter's CEP for 2019-20.
- Forecasts indicate significant Year 7 place pressure increasing from a deficit of 121 places in 2018-19 to a peak of 245 in 2022-23. However, these figures are skewed by capacity in the Cranbrook area, meaning there is particular pressure in the urban areas. A requirement for 8FE additional provision is forecast for September 2018, rising to more than 11FE within 5 years.
- The medium term demand for Year 7 places is planned to be met through significant expansions of existing schools.





## Map of the Tunbridge Wells Planning Groups



## Tunbridge Wells Primary Schools by Planning Group

Planning Group	School	Status
Cranbrook	Benenden CE Primary School	Voluntary Controlled
	Colliers Green CE Primary School	Voluntary Aided
	Cranbrook CE Primary School	Voluntary Controlled
	Frittenden CE Primary School	Voluntary Controlled
	Sissinghurst CE Primary School	Voluntary Aided
Goudhurst and Lamberhurst	Goudhurst and Kilndown CE Primary School	Voluntary Controlled
	Lamberhurst St. Mary's CE Primary School	Voluntary Controlled
Hawkhurst and Sandhurst	Hawkhurst CE Primary School	Voluntary Controlled
	Sandhurst Primary School	Community
Paddock Wood	Brenchley and Matfield CE Primary School	Academy
	Capel Primary School	Community
	Horsmonden Primary School	Community
	Paddock Wood Primary School	Community
Pembury	Pembury School	Community
Southborough	Bidborough CE Primary School	Voluntary Controlled
	Southborough CE Primary School	Voluntary Controlled
	St. Matthew's High Brooms CE Primary School	Voluntary Controlled
Tunbridge Wells South	Broadwater Down Primary School	Community
	Claremont Primary School	Community
	St. James' CE Infant School	Voluntary Aided
	St. James' CE Junior School	Voluntary Controlled
	St. Mark's CE Primary School (Tunbridge)	Voluntary Controlled



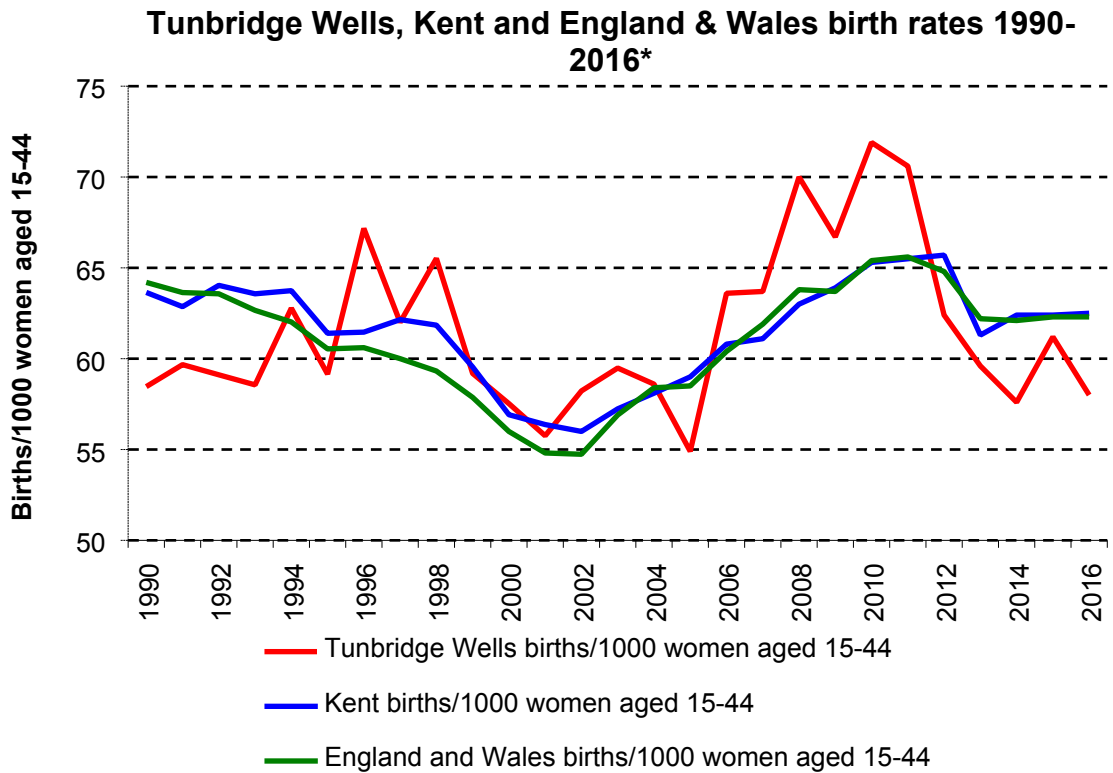
Planning Group	School	Status
	Wells)	
	St. Peter's CE Primary School (Tunbridge Wells)	Voluntary Controlled
Tunbridge Wells Town	Bishops Down Primary School	Community
	Skinners' Kent Primary School	Academy
	St. Augustine's RC Primary School (Tunbridge Wells)	Academy
	St. Barnabas CE Primary School	Voluntary Aided
	St. John's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	Temple Grove Academy	Academy
	Wells Free School	Free
Tunbridge Wells West	Langton Green Primary School	Community
	Rusthall St. Paul's CE Primary School	Voluntary Aided
	Speldhurst CE Primary School	Voluntary Aided

There are currently 33 schools providing Primary aged education in Tunbridge Wells Borough, distributed across 9 planning groups. The map above identifies the location of the planning groups with the table outlining the schools by planning group.



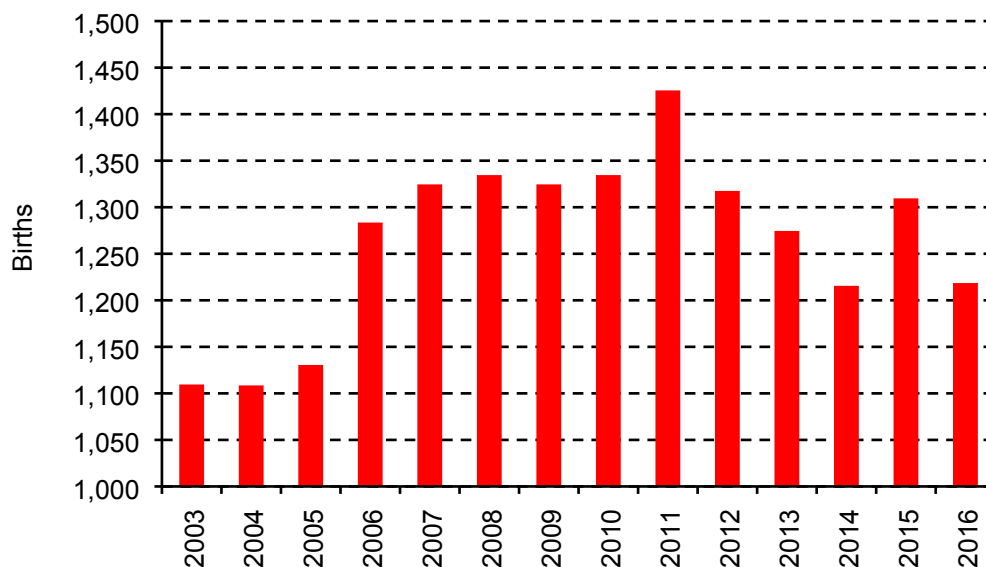
## Borough Analysis – Primary

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



\*ONS data

### Tunbridge Wells births 2003-2016\*\*



\*\*Health Authority birth data



## Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Tunbridge Wells Town	315	35	30	35	14	31	23	309
Tunbridge Wells South	260	3	23	9	12	3	5	260
Tunbridge Wells West	110	0	-20	5	13	11	11	110
Southborough	180	2	31	11	-6	16	6	180
Pembury	60	0	4	13	-2	7	3	60
Paddock Wood	180	23	26	32	-5	30	15	180
Goudhurst and Lamberhurst	60	1	14	18	12	16	15	60
Cranbrook	111	2	10	12	11	11	11	106
Hawkhurst and Sandhurst	60	21	17	16	12	14	13	60
<b>Tunbridge Wells</b>	<b>1,336</b>	<b>87</b>	<b>135</b>	<b>151</b>	<b>61</b>	<b>139</b>	<b>102</b>	<b>1,325</b>

## All year groups Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Tunbridge Wells Town	2,105	199	176	203	185	169	149	2,169
Tunbridge Wells South	1,790	47	47	35	33	11	2	1,820
Tunbridge Wells West	740	7	-15	-5	-18	-11	4	770
Southborough	1,230	38	58	52	27	26	24	1,260
Pembury	510	24	30	35	27	24	27	420
Paddock Wood	1,310	121	134	130	114	123	129	1,290
Goudhurst and Lamberhurst	400	-8	14	30	38	53	67	420
Cranbrook	772	93	78	68	72	61	55	757
Hawkhurst and Sandhurst	395	62	66	72	81	91	97	420
<b>Tunbridge Wells</b>	<b>9,252</b>	<b>583</b>	<b>588</b>	<b>620</b>	<b>559</b>	<b>547</b>	<b>554</b>	<b>9,326</b>

Across the 33 Primary schools in the Tunbridge Wells Borough there are a total of 1,336 places available in Reception Year in 2016-17.

The Reception Year intake for Primary schools in Tunbridge Wells is forecast to fluctuate over the Plan period. The forecast data shows that there is sufficient capacity across the Borough to accommodate the total pupil numbers. However, this masks areas of localised pressure, particularly in the urban area of the Borough.

The rural Tunbridge Wells planning groups are all forecast to have sufficient places and to remain at or above the recommended target of 5% minimum surplus across the Plan period. Localised pressure in the urban area is reflected in the shortfall of total roll



places in Tunbridge Wells South, Tunbridge Wells West and Southborough planning groups being below the 5% target.

Following a successful Priority Schools Build Programme 2 bid, we propose to relocate Benenden CEPS for 2019/20. The project will include a minor expansion to 1FE.

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 the school has the potential 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 as, due to planning laws, this would not attract a financial contribution to expansion projects.

In early 2017, a development of 235 new homes in Hawkenbury received planning permission from Tunbridge Wells Borough Council; the permission includes the safeguarding of land to enable the relocation and expansion of St Peter's CE Primary School by up to 1.3FE. The timing of the relocation is dependent on the school site being prepared by the developer and delivered to the County Council; we propose to conclude the relocation and expansion for September 2019. These additional places will serve to ease the localised pressure on places in urban Tunbridge Wells.

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 rate of housing occupations.

The Borough's 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 June 2017 Tunbridge Wells Borough Council (TWBC) consulted on an Issues and Options consultation for a new Local Plan covering growth to 2033. The consultation outlined five broad options for how the Borough might deliver housing growth:

- Option 1: Focused Growth
- Option 2: Semi-dispersed Growth
- Option 3: Dispersed Growth
- Option 4: Growth Corridor-led Approach
- Option 5: New Settlement Growth

We will work with TWBC to ensure adequate education provision, no matter which option is taken forward. However, given the constrained nature of existing schools in



the urban areas, a distribution of growth which is of a critical size for new provision to be incorporated within the new development is favourable over a dispersed spatial distribution, which would place stronger pressure on existing schools. Primary schools in the urban area are heavily constrained, inhibiting further expansion.

## Borough Analysis – Secondary

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

District	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,550	133	113	-121	-155	-124	-144	-245	-183	1,550
Years 7-11	7,883	706	721	392	86	-155	-437	-795	-857	7,966

The number of Year 7 places in Tunbridge Wells Secondary schools was 1,550 in 2016-17. 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 Borough. Therefore, this section should be read in conjunction with the Secondary school analysis provided in the Sevenoaks District section.

The Sevenoaks Annexe of the Weald of Kent School has helped to reduce the demand for girls' selective places in Tunbridge Wells. There remains a need for boys' selective places in Sevenoaks to reduce the pressure on Tunbridge Wells' schools in accommodating Sevenoaks residents.

There is significant pressure for Year 7 places across the Borough that rises from a forecast deficit of 121 places in 2018-19 to a peak of 245 in 2022-23. There is particular pressure in the urban areas, with approximately 8FE deficit of places forecast in central Tunbridge Wells for the September 2018 intake, based on published admissions numbers. The forecast demand indicated in the table above is skewed by surplus capacity in Cranbrook, which is outside of the historical travel to learn distance for children resident in Tunbridge Wells Town. Consequently the pressure on places in Tunbridge Wells Town will be approximately 3 FE greater than indicated in the table.

It was previously anticipated that the majority of the central Tunbridge Wells demand would be met by a new 6FE free school from 2018/19. The Education and Skills Funding Agency (ESFA) had agreed to undertake purchase of the identified site in conjunction with TWBC and KCC. No Wave 12 application was submitted to sponsor the free school. This alongside the ESFA's change in policy around speculative land purchases, has meant that a new school could not be delivered before 2020 at the earliest, necessitating the expansion of existing schools for 2018-19 and 2019-20.

In order to address the demand for Year 7 places we are working with existing Secondary schools in the Tunbridge Wells urban areas to offer 190 temporary Year 7 places in 2018-19, leading to 4.3FE permanent provision and 120 temporary places for



2019-20. During the 2017-18 year we will finalise proposals to establish a further 6FE of provision from 2020-21.

### Tunbridge Wells Primary School Commissioning Position

Planning Group	By 2018-19	By 2019-20	By 2020-21	2021-22+
Tunbridge Wells South		1.3FE at St. Peter's CEPS		
Paddock Wood			New 2FE Primary Free school	
Cranbrook		0.17FE at Benenden CEP		

### Tunbridge Wells Secondary School Commissioning Position

By 2018-19	By 2019-20	By 2020-21	2021-22+
190 Year 7 places	4.3FE permanent Year 7 places: <ul style="list-style-type: none"> <li>• 2FE at Bennett Memorial</li> <li>• 1FE at St. Gregory's</li> <li>• 1FE at TW Boys' Grammar</li> <li>• 0.3FE at Skinners' School</li> </ul> 120 Year 7 places	6FE	



## 13 Kent Wide Summary

Figure 13.1: Summary of the Commissioning Proposals for Primary Schools

District	by 2018-19	by 2019-20	by 2020-21	between 2021-22 and 2023-24
Ashford			2.3FE	4FE
Canterbury		0.5FE	1FE	7.5FE
Dartford		30 Yr. R	3FE	7FE
Dover	0.1FE			1.3FE
Gravesham	1FE			4.5FE
Maidstone	30 Yr. R	2.6FE	2FE	2FE
Sevenoaks		1FE		
Shepway		0.1FE	1.5FE	0.1FE
Swale			2.5FE	4FE
Thanet			0.5FE	10FE
Tonbridge and Malling		1FE	4FE	3FE
Tunbridge Wells		1.47FE	2FE	
<b>Totals</b>	<b>1.1FE</b> <b>30 Yr. R</b>	<b>6.67FE</b> <b>30 Yr. R</b>	<b>18.8FE</b>	<b>43.4FE</b>

**Total of 70\* across the planned period, 60 temporary Year R places**

\*All figures rounded to the nearest 0.5FE





**Figure 13.2: Summary of the Commissioning Proposals for Secondary Schools**

<b>District</b>	<b>by 2018-19</b>	<b>by 2019-20</b>	<b>by 2020-21</b>	<b>between 2021-22 and 2023-24</b>
Ashford		90 Yr. 7	90 Yr. 7	4FE 60 Yr. 7
Canterbury			4FE	2FE
Dartford		4 FE		6FE
Dover			1FE	
Gravesham	4FE	1FE	1FE	4FE
Maidstone	60 Yr. 7	6FE	1FE	1FE
Sevenoaks	2FE			2FE
Shepway	4FE	2FE	1FE	1FE
Swale		1FE 30 Yr.7		6FE
Thanet	120 Yr. 7	3FE 90 Yr. 7	4FE	2FE
Tonbridge and Malling	30 Yr. 7	1FE		6FE
Tunbridge Wells	190 Yr. 7	4.3FE 120 Yr. 7	6FE	
<b>Totals</b>	<b>10FE 400 Yr. 7</b>	<b>22.3FE 330 Yr. 7</b>	<b>18FE 90 Yr. 7</b>	<b>34FE 60 Yr. 7</b>

**Total of 84FE\* across the planned period and 880 temporary Year 7 places.**

\*All figures rounded to the nearest 0.5FE



## 14 Appendices

### 14.1 Appendix 1- Post-16 District Data

**Top A level Qualifications in each District. (Note C = Number of 6th form centres and L3 = Number of Level 3 completions)**

A Level Qualification	Dartford C:9 L3:1129	Gravesham C:7 L3:771	Sevenoaks C:3 L3:117	Ashford C:6 L3:935	Dover C:8 L3:649	Shepway C:6 L3:678	Canterbury C:8 L3:1130	Swale C:9 L3:891	Thanet C:7 L3:738	Maidstone C:10 L3:1284	Tonbridge and Malling C:10 L3:999	Tunbridge Wells C:9 L3:1150
AD/Photo				51								
Art & Design			5			33						
Art & Design T			7									
Art & Design G			7									
Biology	73	83		123	72	46	139	98	62	129	106	174
Business	78	41	17					54	51			
Chemistry	53	49		90	58	33	118	59		74	93	98
Economics	62										64	142
English Literature	113	133	8	118	138	61	150	121	101	161	95	208
G Studies					120			110	126			
Geography	78	37	10	92	59	40	72	91	45	164	65	193
Gov+Politics							84					
History	80	83		64	127	78	174	119	57	163	104	245
IB	271											
M Studies									58	136	78	
Mathematics	109	143		118	79	78	191	100	60	234	191	295
Physics		61				42	103			112	74	145
Psychology	145	114		116	80	82	102	97	57	196	65	133
R Studies					63		89					108
Sociology	87	60		96	72	50		103	44	117		
Travel & Tourism			7									

**Top Level 3 BTEC Qualifications in each District.**

BTEC Qualification	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells



BTEC Qualification	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells
BTEC - Cert Applied Sciences											11	9
BTEC - Cert Computer Appreciation	10						15			10		
BTEC - Cert Engineering Studies	9											
BTEC - Cert Sports Studies	6								15			
BTEC - Dip Acting Skills								11				
BTEC - Dip Applied Sciences									11			
BTEC - Dip Health Studies		11					23	16		9		6
BTEC - Dip Speech & Drama	7								10			
BTEC - Dip Sports Studies		41			8	24	17	29	12	45	29	12
BTEC - ExtDip Business Studies								9				
BTEC - ExtDip Dance: General								9				
BTEC - ExtDip Health Studies								9	9			8
BTEC - ExtDip Speech & Drama									14			
BTEC - ExtDip Sports Studies			8		19	28	25	31	16			
BTEC - SubDip Acting Skills										15		
BTEC - SubDip Applied Sciences		57		21	20	12		17			37	17
BTEC - SubDip Art and Design	7											
BTEC - SubDip Business Studies	15	42		43	8	42	49	46	29	54	66	14
BTEC - SubDip Computer Appreciation	60	43	15	29	13	33	30	68	18		22	
BTEC - SubDip Dance: General						12	18			16		
BTEC - SubDip Fashion/Textiles											11	
BTEC - SubDip Finance/Accounting		19										
BTEC - SubDip Health Studies	13	17			8	17	15	15	9	28	14	
BTEC - SubDip Music Studies		11		17		17		10				8
BTEC - SubDip SB Management	10											
BTEC - SubDip Sport Studies	13			23		32	17		10	33	26	15
BTEC - SubDip Sports/Movement		12									11	
BTEC Dip 90 Business Studies				19								
BTEC Dip Business				25			30				17	
Core Maths - Mathematical Studies	23											
OCR CT - CT Dip Business Studies					11							
OCR CT - CT IntDip Business Studies			5	30	19							
OCR CT - CT IntDip Computer		15			7					46		21
OCR CT - CT IntDip Health Studies			13		7	14						
OCR CT Cert Business Studies				18						17		6



## Top Ten Occupations for each District

Occupation	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells
Account Manager												
Accountancy Assistant												
Administrative Clerk												
Assistant Manager												
Auxiliary Nurse												
Bookkeeper												
Business Development Executive												
Chef												
Cleaner												
Credit Controller												
English Teacher												
Financial Accountant												
General Labourer												
Head Chef												
HGV1 / LGV C1+E Driver												
HGV2 / LGV C Driver												
Internal Auditor												
Java Software Developer												
Legal Secretary												
Licenced Surveyor												
Management Accountant												
Marketing Assistant												
Marketing Manager												
Personal Care Assistant												
Primary School Teacher												
Quantity Surveyor												
Receptionist												



Occupation	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells
Recruiting Consultant												
Registered Nurse												
Sales Consultant												
Sales Executive												
Science Teacher												
Sous Chef												
Support Worker												
Teacher's Assistant												
Warehouse Operative												
Web Developer												

### Qualifications Required in Advertised Posts

Qualification	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells
Post graduate degrees, Level 5 S/NVQs, certificates, and diplomas	16	13	17	15	20	17	37	17	2	24	12	9
Bachelor's degrees, graduate certificates and diplomas	223	81	115	124	101	115	167	75	54	249	114	147
Foundation degrees and HNDs	22	0	4	3	8	4	21	6	4	42	6	7
Level 4 diplomas and certificates, HNCs, Level 4 S/NVQs	48	16	14	30	32	14	24	14	9	37	26	15
A-Levels, Highers, and Level 3 S/NVQs	219	92	61	122	85	61	173	113	58	211	102	121
GCSEs, Standard Grades, and Level 2 S/NVQs	170	66	90	126	110	90	207	78	90	243	143	137
Level 1 S/NVQs	2	7	0	4	2	0	2	3	0	6	0	0

### Top Skills Required in Advertised Posts



	Dartford	Gravesham	Sevenoaks	Ashford	Dover	Shepway	Canterbury	Swale	Thanet	Maidstone	Tonbridge and Malling	Tunbridge Wells
Accountancy												
Business Development												
Business Management												
Caregiving												
Chemistry												
Contract Accountancy												
Contract Management												
Customer Contact												
Customer Service												
Invoicing												
JavaScript												
Key Performance Indicators												
Microsoft Excel												
Microsoft Office												
Microsoft Windows												
Product Sales												
Project Management												
Repair												
Sales												
Sales Recruiting												
Secretarial Skills												
SQL												
Teaching												



## 14.2 Appendix 2 – 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 2016-17 roll is compared to the actual roll as at January 2017. 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 2016 predicted the Year R cohort would number 18,297 in the school year 2016-17 and it actually increased to 18,314. Overall, the forecasts were accurate to -0.1% (Year R) and 0.0% (all year groups) for school year 2016-17. This 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 2017-based forecasts predict the Year R cohort for school year 2020-21 will be 17,996 – 245 pupils more than the 17,751 forecast in 2016.

**Figure 14.1: Accuracy of Primary Forecasts by District Area (2016-based forecasts compared with January 2017 rolls)\***

District	Primary					
	Year R (A)	Year R (F)	Year R (Var %)	Total (A)	Total (F)	Total (Var %)
Ashford	1,597	1,594	-0.2	10,773	10,726	-0.4
Canterbury	1,505	1,479	-1.7	10,391	10,254	-1.3
Dartford	1,548	1,467	-5.2	9,923	9,751	-1.7
Dover	1,256	1,266	0.8	8,425	8,482	0.7
Gravesham	1,438	1,458	1.4	9,468	9,514	0.5
Maidstone	1,958	1,919	-2.0	12,647	12,573	-0.6
Sevenoaks	1,388	1,428	2.9	9,482	9,630	1.6
Shepway	1,180	1,209	2.4	8,404	8,494	1.1
Swale	1,934	1,910	-1.2	12,775	12,724	-0.4
Thanet	1,649	1,678	1.7	11,251	11,322	0.6
Tonbridge & Malling	1,608	1,621	0.8	10,989	10,985	0.0
Tunbridge Wells	1,253	1,269	1.3	8,693	8,736	0.5
<b>Total</b>	<b>18,314</b>	<b>18,297</b>	<b>-0.1</b>	<b>123,221</b>	<b>123,189</b>	<b>0.0</b>

Figure 14.2 sets out the accuracy of the Year 7, and Years 7-11 combined pupil forecasts. Across Kent there were 22 more pupils than forecast in Year 7. For Years 7-





11 there were 452 fewer pupils than forecast (a 0.6% 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 2017-base forecasts indicate that there will be 93,946 Secondary pupils (Years 7-11) for school year 2022-23, which is a 199 pupil increase on the 93,747 forecast reported in last year's forecasts.

**Figure 14.2: Accuracy of Secondary Forecasts by District Area (2016-based forecasts compared with January 2017 rolls)\***

District	Secondary					
	Year 7 (A)	Year 7 (F)	Year 7 (Var %)	Years 7-11 (A)	Years 7-11 (F)	Years 7-11 (Var %)
Ashford	1,382	1,339	-3.1	6,628	6,553	-1.1
Canterbury	1,541	1,554	0.8	7,445	7,486	0.6
Dartford	1,573	1,567	-0.4	7,323	7,391	0.9
Dover	1,143	1,205	5.4	5,698	5,796	1.7
Gravesham	1,358	1,331	-2.0	6,184	6,185	0.0
Maidstone	1,925	1,954	1.5	9,307	9,366	0.6
Sevenoaks	468	479	2.4	2,131	2,185	2.6
Shepway	1,050	1,039	-1.1	4,881	4,934	1.1
Swale	1,628	1,629	0.1	7,608	7,662	0.7
Thanet	1,399	1,418	1.3	6,797	6,922	1.8
Tonbridge & Malling	1,580	1,556	-1.5	7,632	7,612	-0.3
Tunbridge Wells	1,420	1,374	-3.2	7,167	7,160	-0.1
<b>Total</b>	<b>16,467</b>	<b>16,445</b>	<b>-0.1</b>	<b>78,801</b>	<b>79,253</b>	<b>0.6</b>

\* Source: Management Information, Children, Young People and Education, KCC  
Actual roll data 2016-17 - Schools Census, Spring 2017  
Forecast roll data (school-based) 2016-17 onwards - produced using Edge-ucate 2016

### 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.

DRAFT



**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Patrick Leeson, Corporate Director for Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** Early Years and School Performance in 2017

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Divisions:** All

**Summary:**

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 test outcomes (SATs), and GCSE and Post-16 results for 2017.

The paper includes comparisons with emerging national data where available. It also reports on the achievement of vulnerable groups and achievement gaps in each Key Stage.

Performance data is not final validated data so these outcomes are provisional. Validated data will be available in January 2018.

**Recommendations:**

Members of the CYPE Cabinet Committee are asked to note :

- (i) Note the marginal decrease in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The positive outcomes at Key Stage 4, given the current education context.
- (iv) The positive Post-16 outcomes across all qualifications.
- (v) The improvement in outcomes for Applied and Technical qualifications.

## 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 2017-2018.
- 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 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

## 2. Early Years Foundation Stage (EYFS)

- 2.1 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.
- 2.2 The provisional 2017 figure of 74.3% reflects a slight decline from the 2016 figure of 74.8%. This outcome is above the National figure of 70.7%.

% Good Level of Development						
	2013	2014	2015	2016	2017	+/- 2016 to 2017
<b>Kent</b>	63.4	68.5	72.9	74.8	74.3	-0.5
<b>National</b>	51.7	60.4	66.3	69.3	70.7	1.4

- 2.3 In the Early Years Foundation Stage, girls continue to out-perform boys with 80.8% of girls compared to 68.2% of boys achieving a Good Level of Development in 2017. This represents an improved position from a gender gap of 14.2% in 2016 to 12.6% in 2017, notwithstanding the wider context of the slight reduction in the GLD overall. Work will continue to need to be done to narrow the gender gap which improved from 15.0% in 2015 to 14.2% in 2016.
- 2.4 The FSM Eligible Gap has narrowed from 20% in 2016 to 10.1% which is very good news. The FSM Ever Six Gap however has widened 18% in 2016 to 20.3%.
- 2.5 The SEN Gap has widened from 52.8% in 2016 to 59.3%.
- 2.6 The EAL GAP has widened from 7.7% in 2016 to 9%.
- 2.7 The CiC Gap data is recording very few children (20 Kent and 7 Other Local Authority), however the Kent CiC gap has widened from 33.3% in 2016 to 49.4% and the OLA gap has narrowed from 61.6% in 2016 to 17.2%.

## 1. Key Stage 1

- 3.1 At Key Stage 1 in 2017, outcomes improved across all indicators. As in 2016, Kent has again performed above the emerging national average for the proportion of pupils meeting or exceeding the expected standard at Key Stage 1 for all subjects.
- 3.2 At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above Reading, Writing and Mathematics. In 2017, Kent performed above the emerging national average for all subjects and showed improvements on 2016 outcomes.
- 3.3 At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading and Mathematics. As in previous years, Writing continues to be judged by teacher assessment
- 3.4 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 improved by 1.7 percentage points in 2017, which is less than the national improvement.

<b>Combined Reading, Writing &amp; Mathematics</b>		
	<b>2016</b>	<b>2017</b>
	<b>% pupils attained or exceeded the expected standard</b>	<b>% pupils attained or exceeded the expected standard</b>
<b>Kent</b>	66.6	68.3
<b>National</b>	60.3	63.7

<b>Reading</b>		
	<b>2016</b>	<b>2017</b>
	<b>% pupils attained or exceeded the expected standard (Teacher assessment informed by Test)</b>	<b>% pupils attained or exceeded the expected standard (Teacher assessment informed by Test)</b>
<b>Kent</b>	78	79
<b>National</b>	74	76

**Writing**

	2016 % pupils attained or exceeded the expected standard (Teacher assessment)	2017 % pupils attained or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	71	72
<b>National</b>	65	68

<b>Mathematics</b>		
	2016 % pupils attained or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils attained or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	78
<b>National</b>	73	75

- 3.5 In 2017, 68.3% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points on 2016. This is 4.6 percentage points above the emerging national average.
- 3.6 In 2017, 79% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading**, which is 3 percentage points above the emerging national average. In 2017, 295 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 26% which is one percentage point above the emerging national average and one percentage point improvement on 2016 outcomes. Kent is ranked first amongst its statistical neighbour for attainment in Reading.
- 3.7 In 2017, 72% of Kent pupils attained or exceeded the expected standard in **Writing**, which is one percentage point higher than 2016 and four percentage points above the emerging national average. In 2017, 318 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 17%, which is one percentage point above the emerging national average. Kent is ranked first amongst its statistical neighbour for this measure.
- 3.8 The proportion of pupils who attained or exceeded the expected standard in **Mathematics** in 2017 is 78%, which is the same as 2016 outcomes and 3 percentage points above the emerging national average. In 2017, 315 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 21%, which is in line with the emerging national average. Kent is ranked first amongst its statistical neighbour for Mathematics.

## Gender Gaps at Key Stage 1

- 3.9 At Key Stage 1, girls outperformed boys in **Reading** in 2017. The proportion of girls who attained or exceeded the expected standard is 83% compared with 74% of boys, with an attainment gap of 8%. This shows no change from 2016.
- 3.10 In 2017, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 79% of girls attained or exceeded the expected standard compared with 65% of boys, a gender gap of 13% which is the same as 2016.
- 3.11 In 2017, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who attained or exceeded the expected standard is 80% compared with 77% of boys.

## Outcomes for Vulnerable Groups at Key Stage 1

- 3.12 In 2017, the proportion of FSM pupils who attained or exceeded the expected standard in Reading was 61.8%, a Kent attainment gap of 19.2 percentage points. The attainment of FSM pupils in Reading is in line with the national figure and ranks Kent third amongst its statistical neighbours. The national attainment gap is 17 percentage points.
- 3.13 The widest gap for FSM pupils was in Writing, where 53.6% of FSM pupils attained or exceeded the expected standard, compared to 52% nationally. Although there is an attainment gap of 21.1%, Kent is ranked second amongst its statistical neighbours for FSM attainment in Writing. The national attainment gap is 19 percentage points.
- 3.14 The proportion of FSM pupils who attained or exceeded the expected standard in Mathematics was 61.4%, compared to 60% nationally, which ranks Kent third amongst its statistical neighbours. The mathematics attainment gap is 19.1%, which is wider than the national gap of 18 percentage points.
- 3.15 The attainment gap for SEN pupils was wide across all subjects in 2017. In Reading, 29.7% pupils with SEN in Kent attained or exceeded the expected standard compared with 31% nationally. The attainment gap is 56 percentage points, which is wider than the national figure of 53 percentage points.
- 3.16 The attainment gap is widest in Writing. The proportion of SEN pupils who attained or exceeded the expected standard was 20.7%, which is in line with national. There is an attainment gap of 58 percentage points which is wider than the national gap of 56 percentage points.
- 3.17 In Mathematics, 30.5% of pupils with SEN in Kent attained or exceeded the expected standard, compared with 32.0% nationally. The attainment gap is 54 percentage points, which is wider than the national figure of 51 percentage points.
- 3.18 In 2017, the proportion of Children in Care (CIC) who attained or exceeded the expected standard in Reading was 61.9%, an attainment gap of 17 percentage points. In Writing, 52.4% of CIC attained or exceeded the expected standard, a gap of 20 percentage points. The attainment gap was widest in Mathematics, at 30.9 percentage points, 47.6% of CIC attained or exceeded the expected standard.

#### 4. Key Stage 2

- 4.1 At Key Stage 2, attainment in Kent improved across all indicators in 2017 compared with 2016 apart from **Writing** which remained the same. Kent performed at least in line with the provisional national averages for all subjects apart from Grammar, Punctuation and Spelling (GPS), which was just below the provisional 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 We should emphasise here that Key Stage 2 has historically been an area in which Kent was below national average and outcomes in 2017 continue the trend over several years of closing the gap with national.
- 4.3 At the end of Key Stage 2 standards are reported 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, Writing continues to be judged by teacher assessment.

Combined Reading, Writing & Mathematics		
	2016 % pupils attained or exceeded the expected standard	2017 % pupils attained or exceeded the expected standard
<b>Kent</b>	59	64
<b>National</b>	53	61

Reading		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
<b>Kent</b>	70	74
<b>National</b>	66	71
<b>National</b>	66	71



Writing		
	2016 % pupils attained or exceeded the expected standard (Teacher assessment)	2017 % pupils attained or exceeded the expected standard (Teacher assessment)
Kent	80	80
National	74	76

Mathematics		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
Kent	72	76
National	70	75

Grammar, Punctuation and Spelling		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
Kent	73	76
National	73	77

- 4.4 At Key Stage 2, 64% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 3 percentage points above the provisional national average of 61%. This ranks Kent first amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure is 9%, which is a 3 percentage point improvement since 2016 and in line with the provisional national average. Kent is ranked third for this measure, the same as 2016.

- 4.5 In 2017, **271** Kent schools attained at or above the national average for the proportion of pupils reaching the 'expected standard' for the **Reading Writing and Mathematics combined measure**, compared with 280 in 2016.
- 4.6 In 2017, 74% of Key Stage 2 pupils in Kent attained the 'expected standard' in **Reading**. This means that Kent is 3 percentage points above the provisional national average and ranked first amongst its statistical neighbours, the same as 2016. In 2017, 285 schools attained at or above the provisional national average for this measure compared with 287 schools in 2016.
- 4.7 The proportion of Kent pupils who attained the 'expected standard' in **Mathematics** in 2017 is 76%, which is one percentage point above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 258 schools attained at or above the national average for this measure compared with 261 schools in 2016.
- 4.8 In 2017, 80% of pupils in Kent attained the 'expected standard' in **Writing**, which is no change from 2016. This is four percentage points above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 318 schools attained at or above the national average for this measure compared with 319 schools in 2016.
- 4.9 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2017 is 76%. Although this is an improvement of 3 percentage points compared with 2016, Kent is one percentage point below the provisional national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is a decline from 2016 when Kent was ranked third. In 2017, 238 schools attained at or above the provisional national average compared with 255 in 2016.

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

- 4.10 In the 2016-17 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 combined
- 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)
- 4.11 To be above the floor, the school needs to meet either the attainment or all of the progress elements.
- 4.12 In 2017, 22 schools were below the floor standard, compared with 9 schools in 2016.

### **Key Stage 2 Gender Differences**

- 4.13 At Key Stage 2, attainment for both boys and girls improved compared with 2016 and girls outperformed boys against all measures. In 2017, 61% of boys and 68% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2017 provisional national averages of 57% and 65%. The gender attainment gap in Kent is 7% which is two percentage points wider than this measure in 2016. This is smaller than the national gap of 8%.
- 4.14 In 2017, 71% of boys and 78% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained 3% higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points and has narrowed by one percentage point compared with 2016. The national gap is also 7% in 2017 which has also narrowed by 1% since 2016.
- 4.15 **There is an attainment gap of one percentage point in Mathematics in 2017.** The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls. Both boys and girls outperformed similar groups nationally by 1%.
- 4.16 As in previous years, girls outperformed boys in **Writing** in 2017 and the gender gap remains widest in this subject. 75% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 11%. This remains the same as 2016.
- 4.17 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2017. The proportion of boys who attained the 'expected standard' is 71%, which is 2% lower than boys nationally. 81% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap of 10% in Kent is higher than the national gap of 8 percentage points.

## Outcomes for Vulnerable Groups at Key Stage 2

- 4.18 Attainment outcomes for FSM eligible pupils improved in 2017 across all measures compared to 2016 but gaps remain wide due to improved outcomes for non FSM eligible pupils. In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 42.3%, which is a six percentage point improvement compared to 2016. There remains, however, an attainment gap of 25.4%, which is similar to the 2016 gap.
- 4.19 In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading** was 55.9%, compared to 52% in 2016. This is an improvement of four percentage points, however, the reading attainment gap of 21.0% is the same as in 2016.
- 4.20 In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** is 62.3%, compared to 61% in 2016, an improvement of one percentage point. The writing attainment gap is 20.9% which is a slight improvement from 2016 where the gap was 22%. Attainment is higher in writing than other subjects for FSM eligible pupils.
- 4.21 In 2017, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 57.0%, compared to 52% in 2016. There is an attainment gap of 21.8 percentage points which is slightly larger than the 21% gap in 2016.
- 4.22 In **Mathematics**, 57.8% of FSM eligible pupils achieved the 'expected standard' in 2017 compared to 51% in 2016. The attainment gap narrowed in 2017 to 20.6 percentage points compared to 24 percentage points in 2016.
- 4.23 The attainment gap for SEN pupils remains wide across all measures in 2017. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 19.4% which is a four percentage point improvement compared to 2016. There is an attainment gap of 53.0% which is similar to the gap in 2016.
- 4.24 In **Reading**, 33.6% pupils with SEN in Kent achieved the 'expected standard' in 2017, which is similar to 2016 outcomes. There is an attainment gap of 47.8% which is slightly larger than the 45% gap in 2016.
- 4.25 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' is 32.9% which is broadly similar to 2016. There is an attainment gap of 56.1% which is a slight improvement on the 57% gap in 2016.
- 4.26 In **Grammar, Punctuation and Spelling**, 30.7% of SEN pupils achieved the 'expected standard', which is similar to 2016. There is an attainment gap of 53.3% which has widened in 2017, having been 45% in 2016.
- 4.27 In **Mathematics**, 35.8% of SEN pupils achieved the 'expected standard' which is a five percentage point improvement on 2016 outcomes. There is an attainment gap of 47.0% which is has narrowed by one percentage point since 2016.

## **Children in Care**

- 4.28 Outcomes for CiC improved in 2017 across all performance indicators. In 2017, the proportion of Children in Care (CIC) who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 37.3% compared with 21.3% in 2016. The attainment gap of 27.4 percentage points shows a significant narrowing compared with an attainment gap of 37 percentage points in 2016.
- 4.29 In Reading, 45.3% of CIC achieved the 'expected standard' compared with 41.6% in 2016. This is an attainment gap of 29.1 percentage points against the non-CIC Kent average of 74.4%.
- 4.30 In Writing, 52.6% of CIC achieved the 'expected standard' compared with 44.9% in 2016. The attainment gap widened to 28.1 percentage points in 2017 compared with the attainment gap of 20.7 percentage points in 2016.
- 4.31 The proportion of CIC who achieved the 'expected standard' in Grammar, Punctuation and Spelling was 49.3%, compared with 41.6% in 2016. The attainment gap in 2017 is 27 percentage points which is narrower than the attainment gap of 31.2 percentage points in 2016.
- 4.32 In Mathematics, 45.3% of CIC achieved the 'expected standard', a gap of 30.7 percentage points. In 2016, 40.4% of CIC achieved the 'expected standard' in Mathematics with an attainment gap of 31.2 percentage points. This subject has the widest attainment gap for CIC in 2017.

## **5. Key Stage 4**

- 5.1 At Key Stage 4 in 2017 comparisons with performance in 2016 are difficult to make, given that this year has seen the implementation of new grades and more demanding examinations.
- 5.2 Outcomes at Key Stage 4 indicate Kent performed in line with the national average attainment measures, but fell below in progress. This is a decline compared with the performance in 2016, but in line with the National decline. This, in part, could be attributed to the changes to the assessment methodology and the new grading system. 59% of pupils achieved 5 or more GCSEs graded A\*-C, Grade 4 or higher, including English and mathematics, which is 2% above the national average of 56%.
- 5.3 Secondary schools in Kent performed in line with national attainment measures, with only 14.1% (14 schools) reporting increases in their attainment 8 score. However, the decline in the Attainment 8 score from 50.3 to 46 is indicative of a narrowing of the curriculum offer, following the new headline measures.
- 5.4 Secondary schools in Kent achieved a Progress 8 score of -0.11 in 2017, which is slightly below the national average of -0.03. Overall, 44 out of Kent's 99 Secondary schools performed at or above the national average for this measure and of these 28 are Grammar schools. Kent is ranked eighth out of its 10 statistical neighbours for this measure and 95th 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 59% in 2017 which

is the same as last year's figure. Kent is ranked fifth out of its statistical neighbours for this measure and 55th out of 151 local authorities nationally.

- 5.6 The Basics measure that will be reported this year is grade 5 or higher (strong Pass). The English and mathematics figures below represent grade 4 (standard pass) to allow comparison with results from previous years. The proportion of pupils achieving grades 9-4 in English and mathematics is 61.3% which is 2 percentage points below the national average in 2017 and 2.4 percentage points below last year's result of 63.7%. There are 42 Kent Secondary schools that performed above the national average. Kent is ranked seventh out of its statistical neighbours for this measure and 68th out of 151 local authorities nationally.
- 5.7 Direct comparisons with previous years are unreliable due to the introduction of the new grading system. However, 61.3% attained GCSE Grade 4 or above for English across the county. In 2016 the figure was 76.4% who attained A\*-C passes for English. In mathematics, 50.9% attained GCSE Grade 4 or above compared to 68.1% attaining the old measure of A\*-C pass in 2016.
- 5.8 Performance in the English Baccalaureate (Ebacc) measure has declined in line with the national decline. 26.8% attained the English Baccalaureate with English and Maths at Grade 4 or above, compared to the national figure of 23.7%. Kent is ranked first amongst its statistical neighbours and as 39th out of 151 local authorities nationally.

#### **Key Stage 4 Gender Differences**

- 5.9 This data will be available in January 2018.

#### **Outcomes for Vulnerable Groups at Key Stage 4**

- 5.10 (2017 data not yet available for vulnerable groups at Key Stage 4)  
At Key Stage 4 in 2016, 38 schools improved outcomes in 5+ A\*-C GCSE grades including English and Mathematics for pupils in receipt of the Pupil Premium, compared to 40 schools in 2015. 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 2017.

#### **6. Post 16 Outcomes**

- 6.1 Post 16 outcomes for 2017 are based on new DfE performance measures in five categories. These are A Level, Academic qualifications, Technical Level qualifications, Applied General and the Technical Baccalaureate.
- 6.2 **Performance at Post-16** in 2017 is evidenced currently by provisional results. There is an improved picture being reported by many schools for Average Point Score per entry in A level, Academic and Applied General qualifications. The provisional Kent average for all Average Point Score per entry measures have improved compared to 2016 outcomes. The provisional Kent Average Point Score per entry for Applied General has improved from 37.0 to 39.3 and for Tech Levels from 36.7 to 38.6.

- 6.3 Provisional results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 31.2, compared to 30.9 last year.

### **Academic qualifications**

- 6.4 Academic results include A Level, AS Level, the International Baccalaureate (IB), International Baccalaureate Career-related Programme (IBCP) and extended project qualifications.
- 6.5 Provisional results for 2017 show that Academic Average Point Score per entry achieved by students in Kent schools is 32.5, compared to 32.2 last year.

### **International Baccalaureate (IB)**

- 6.6 Overall, it has been a positive year for the IB in Kent, with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.

Three Kent schools offer the IB programme – Dartford (37 APS), Dane Court (34 APS) and Tonbridge Grammar (37 APS). Each school has added 1 point its APS score since 2015.

	APS		
	2017	2016	2015
Dartford Grammar School	37	36	36
Dane Court Grammar School	34	34	33
Tonbridge Grammar School	37	37	36

### **6.7 International Baccalaureate Career-related Programme**

The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19.

The Career-related Programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study. For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.

IB components are awarded a maximum of 7 points each. The following table shows the percentage of students achieving 5+, 4+ and 3+ points. The outcome for high schools is also identified.

<b>Entries</b>	<b>5+</b>	<b>4+</b>	<b>3+</b>
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<b>All schools</b>	275	43.6%	79.6%	97.1%
<b>High schools only</b>	181	37.6%	77.3%	96.1%

The top five of 21 standard components taken in 2016 - 2017 are provided here with the average score gained from all participating schools in Kent. IB components are assessed on a 7 to 1 scale, 7 being the highest.

<b>Top five standard components</b>	<b>Entries</b>	<b>/7</b>
English Literature	19	4.9
Social and Cultural Anthropology	29	4.5
IT in a Global Society	36	4.0
Psychology	37	4.7
Maths Studies	39	4.4

There were fewer higher components taken.

The top five of 10 higher components taken in 2016 - 2017 are provided here with the average score gained from all participating schools in Kent. IB components are assessed on a 7 to 1 scale, 7 being the highest.

<b>Top five higher components</b>	<b>Entries</b>	<b>/7</b>
Design Technology	3	5.7
Film	3	3
Visual Art	4	4.8
English Literature	6	4.8
Psychology	22	4.5

Technical subjects taken to accompany components were:

Applied Science	Applied Law
Art	Performing Arts
Health and Social Care	Business
Public Services	Sport Studies

The KAH Area Boards and the Kent and Medway Teaching Schools' Network are supportive of a bid to the Strategic School Improvement Fund in relation to support for improvement in the 24 CP schools, most of which meet eligibility criteria. The IB is considering extending the project to include further schools.



### **Technical Level 3**

- 6.8 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.
- 6.9 Provisional results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 38.6 which is above the 2016 national average of 36.9.

### **Applied General Level 3**

- 6.10 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in 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.
- 6.11 In 2017, the provisional Average Point Score per entry achieved by Applied General students in Kent schools is 39.3 which is above the 2016 national average of 38.0.

### **Technical Baccalaureate (TechBacc)**

- 6.12 The Technical Baccalaureate is a 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.
- 6.13 In Kent schools in 2017, 29 students achieved a Technical Baccalaureate (Kent achieved 20 of 129 students in state funded schools nationally in 2016. Kent was ranked 1<sup>st</sup> nationally in this measure in 2016).

### **Apprenticeships**

- 6.14 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 year olds starting an apprenticeship.
- 6.15 The Skills and Employability Service will deliver 8,500 apprenticeships for 16-24 year olds, including 4,000 for 16-18 year olds and ensure that at least 89% successfully complete their apprenticeships.
- 6.16 Kent's schools will meet the 2.3% public sector target of employed apprentices, which is 293 based on current headcount.

## 7 Conclusion

- 7.1 Whilst continuing to be above the emerging National figure, Early Years Foundation Stage outcomes this year have reduced very slightly from 74.8 to 74.3%.

Outcomes at Key Stages 1 and 2 are also positive and show Kent performing above the national averages for the majority of indicators for the second successive year. Outcomes for FSM eligible pupils also show improvement across all areas when compared to 2016.

At Key Stage 4, comparative data indicates that schools have performed largely in line with 2016 outcomes. This, given the significant changes to the curriculum and grading systems, is positive. It will be a priority to work with schools to develop their curriculum offer and improve guidance for students in choosing appropriate Post-16 pathways and to ensure provision of a full range of technical pathways at ages 14-19.

Provisional results at Post-16 across all qualifications are variable– A level, Applied and Technical indicate that Kent is in line with or above national averages, with a marked improvement in Applied and Technical qualifications from previous years. Some measures are below average.

## 8. Recommendations:

Members of the Cabinet Committee are asked to note :

- (i) Note the marginal decrease in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The positive outcomes at Key Stage 4, given the current education context.
- (iv) The positive Post-16 outcomes across all qualifications.
- (v) The improvement in outcomes for Applied and Technical qualifications.

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**From: Roger Gough – Cabinet Member for Children, Young People and Education**

**Patrick Leeson – Corporate Director for Children, Young People and Education**

**To: Children’s, Young People and Education Cabinet Committee – 22 November 2017**

**Subject: Children, Young People and Education Strategic Vision and Priorities for Improvement 2018-2021**

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

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

- (i) Provide an updated draft Children, Young People and Education (CYPE) Strategic Vision and Priorities for Improvement 2018-2021 document, which details the headline priorities and targets for the CYPE Directorate for 2017-2018 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2016-2017, supported by key service developments and improvements.

**Recommendations:** The Children’s, Young People and Education Cabinet Committee is invited to:

- (i) Note the refreshed draft CYPE Strategic Vision and Priorities for Improvement 2018-2021 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering CYPE priorities for 2016-2017 and endorse the proposed priorities and targets for 2017-2018 and beyond, as the right focus and challenge to secure further improvements in outcomes.

## **1. Background**

1.1 The draft CYPE Vision and Priorities for Improvement 2018-2021 is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012, (formerly Education Bold Steps). It is refreshed annually and sets out the priorities and targets for the Directorate services for the forthcoming year, and subsequent years to 2021, 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 safeguarded and 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
- Specialist Children's Services Business Plan

## **2. Financial Implications**

2.1 As the financial climate becomes ever more challenging, CYPE, 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 2017-2020. These priorities will be reflected in the Service and Directorate Business Plans for 2018-19.

**3. The progress achieved in 2016-2017 including key Service Developments and Improvements and review of performance against targets are set out in the attached document.**

**In summary during 2016-17 we:**

- **Implemented** our Early Years and Childcare Strategy 2016 – 2019 , achieving continued improvements in outcomes in the Early Years Foundation Stage and particularly focusing on preparation and planning for the introduction in September 2017 of 30 Hours of Free Childcare for the three and four year old children of eligible parents.
- **Improved** the quality of education in Kent schools year on year, 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 September 2017) for Kent shows that 91% of schools are rated good or outstanding. This includes 22.1% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 378 good and 121 outstanding schools, 46 schools requiring improvement (including 32 Primary schools and 10 Secondary schools) and 1 school in a category, out of a total of 546 schools that have a current inspection result. There are now 14 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 93% of Secondary schools judged to be good or outstanding by 2018-19.
- **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 achievement was above the national average for all subjects, apart from Grammar, Punctuation and Spelling (GPS) which was just below average. Outcomes at Key Stage 4 indicate Kent GCSE outcomes in 2017 were in line with or above the national average for attainment measures, but fell below in progress. Compared with 2016 GCSE results, there has been a clear improvement in attainment with 63% of pupils attaining good GCSE passes in English and mathematics.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its four 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, funded by a grant from the Kent Schools Funding Forum. During 2016-17, 340 Kent schools benefitted from successful bids for funding to the KAH Area Boards for projects for school improvement.

In the period from 1 September 2016 to 31 August 2017, Ofsted reports were published showing improved grades to either Good or Outstanding for 17 Kent Primary schools, with 12 having received funding from KAH. A further 62 Primary schools maintained Good or Outstanding judgements. 39 of these schools received KAH funding. In the same period 18 Primary schools, not previously judged by Ofsted, secured Good or Outstanding outcomes, 14 of which had been granted KAH funding for school improvement.

- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2016 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 Schools Network and the Kent Association of Governors.
- **Developed** the Pupil Premium Strategy across the county, providing support and guidance for both Primary and Secondary phases. The publication of the Kent Pupil Premium Toolkit and the Pupil Premium Conference has further raised awareness of the need to continue to close achievement gaps for vulnerable learners. 132 Primary schools and 12 Secondary schools are using the County Toolkit to improve provision for disadvantaged pupils and 118 Primary schools and 22 Secondary schools attended the spring conference.
- **Reviewed** and redesigned Alternative Curriculum and PRU provisions to ensure more effective use of resources to support vulnerable young people with more resources being placed into schools to support inclusion, most notably in Swale, Dartford and Gravesham, Maidstone and Malling and Shepway. There has been a reduction in the number of young people being removed from school to attend a PRU, from 0.29 % of the pupil population in 2016 reducing to 0.26% in 2017, compared to a national average is 0.27%. There has been a reduction in the number of young people leaving a PRU without a September guarantee. At the end of the 2016 academic year 13.6% of young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%.
- **Continued** to develop Key Stage 2 Alternative Provision support, focusing on intervention and created Key Stage 2 inclusion forums in districts to support the development of these as sustainable services for pupils with challenging behaviour.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion, with 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.
- **Developed** a single digital point of access for inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent Primary school exclusions by 38%.
- **Continued** to develop Early Help and Preventative Services and a more integrated approach with Specialist Children's Services. Early Help now provides support to over 7000 children and intensive work in units is achieving a good outcome in 80% of cases. 23% of cases closed to social care are successfully stepped down to Early Help.

- **Implemented** a new structure to develop integrated youth justice services within Early Help. Following a full review of youth justice services, practice and performance in September 2016, Out of Court Disposal work is now fully embedded in the Units and EHPS have developed 5 bespoke units in line with the wider unit model to work intensively with young people, bailed or sentenced by the criminal court and subject to Court ordered disposals. From April 2017 these became part of the Area structures and are fully aligned to the wider Area offer. As a result of the further integration of Youth Offending services we continue to see a reduction in the number of first time entrants to the Youth Justice system. In March there were 304 first time entrants. Figures since February 2017 are at the lowest level ever recorded. Custodial sentences as a proportion of court disposals were 4% at the end of March, which is below our statistical neighbours.
- **Been** subject to a full Ofsted inspection of services for children in need of help and protection, children looked after, and care leavers in March 2017. Ofsted found that Children's services in Kent are good. They found many examples of good quality work and effective achievement of good outcomes throughout the work of Early Help and Specialist Children's Services.
- **Fully** embedded the work of the Troubled Families programme and agreed outcomes into the work of the Early Help Units. In the March 2017 return to the Department of Communities and Local Government (DCLG) KCC was identified as the top performing Local Authority in the country for successfully achieving good outcomes for Troubled Family cases.
- **Secured** £10 million of funding from the Big Lottery in June 2016 for the KCC HeadStart programme. This has been used to develop an innovative 5-year programme, working with targeted schools to improve the emotional resilience of young people. The HeadStart programme is embedded into the wider emotional health and wellbeing pathway developments to ensure a coherent 'offer' to young people for mental health and emotional wellbeing.
- **Developed** a new evidence-based parenting programme in Early Help which forms part of the wider parenting support offer across the service. The new course draws on the best of a range of known courses and techniques. Following a successful pilot in Maidstone the programme has now been rolled out across the county and we are working with approved academic institutions to gain accreditation for the programme.
- **Streamlined** the way in which schools access support from the Inclusion & Attendance service. The new digital front door for schools ensures one single route into the service, and appropriate and timely allocation of work, the digital front door is now live with all schools in Kent, and has been extended to include children missing education (CME) and elective home education (EHE) notifications.

- **Further** developed the Early Help Module (EHM), the Early Help case management system with an associated workflows and case notes functionality. This system shares a database with Specialist Children's Services' system and enables safe evidence-based step-downs between the two services. EHM has been developed to ensure recording reflects the jointly used evidence based model of intervention 'Signs of Safety' practice.
- **Further** aligned the processes at the front door between Early Help Triage and the Central Duty Team for referrals to social care, in preparation for the teams integrating to become a single Front Door to children's services in Kent, with a single referral form. This is vital to ensure that families receive the right support at the right time from the right service, in a more seamless way.
- **Worked** with staff to develop Signs of Safety practice to ensure consistent use and understanding of a strengths-based approach to whole-family working, resulting in improved assessments and plans and better evidenced outcomes, with families at the heart of identifying and working on their issues.
- **Supported** 14-19 providers to improve Level 1 offers for 16-18 year old students by increasing the range of pathways, generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribution to NEET reduction.
- **Improved** outcomes in GCSE Level 2 maths and English to age 19. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.
- **Promoted** meaningful engagement with employers. This has been successfully achieved through developing a Guild Model, which is a partnership between employers and education providers. Eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region. The Guilds provide a forum to promote transitions for young people from education to employment, including apprenticeships.
- **Continued** to develop the KCC Apprenticeship Scheme with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges placed 711 apprentices in the council. The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments. The annual targets for apprenticeships have been exceeded year on year.
- **Developed** a dedicated service to support schools to establish their own apprenticeship programmes aiming to help schools, as employers, to maximise funding opportunities through the levy to train their staff, and especially to promote apprenticeships as a realistic option of choice for young people at ages 16,17 and 18. As part of the Government's apprenticeship strategy and the new



public sector target of 2.3%, schools in Kent need to ensure 293 apprenticeship starts.

- **Supported** access to post 16 learning, including apprenticeships through the travelcard scheme. In the past year 7597 young people used this card to travel to their places of learning. This was a significant increase on the previous year's figure of 4,500.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners and approved by them and KCC. The Strategy builds on the work of the Skills and Employability 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.
- **Developed** the 16-18 Apprenticeship Campaign plan, between KCC, The Kent Association of Training Organisations (KATO), Kent Further Education Colleges (KFE) and Medway Council, which has continued to build effective partnerships to increase the number of apprenticeships for this age group. In the last year there has been a reduction in the number of apprenticeship starts since the introduction of the Apprenticeship Levy. The plan will focus on the joint working to increase the number of apprenticeship starts and use the successful recruitment cycle during the year – in September, January, April and July.
- **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.
- **Reduced** the rolling number of NEETs for January 2017 to 2.9% with a target of 2.5% for 2018.
- **Continued** to deliver the requirements of the Children and Families Act 2014 which introduced the biggest changes to SEN in a generation. The Act requires local authorities to ensure that the views, wishes and feelings of parents are given importance and the right support and information is in place to ensure they are able to participate in decisions which help to achieve good outcomes for their children. Currently 74% of Education Health and Care Plans are completed within the statutory 20 week timescale.
- **Positively** worked with the Kent Parent Carer Forum (KPCF) to build a strategic partnership with SEND families. The Forum's participation has helped us to better understand the views and wishes of Kent families, children and young people with SEND. We know from feedback they have given us that Kent families believe that we are now providing better quality information, that the waiting time for access to specialist equipment is now shorter and that access to a good school is easier.

This is improving outcomes for children and young people with SEND. At the same time the recent Parents Survey indicates that nearly 40% of parents were not happy with the time taken to complete their child's Education, Health and Care Plan (EHCP).

- **Increased** specialist SEND places. As parents asked us to ensure that the SEND Strategy increases the support in mainstream and Special school places closer to home, there are now more specialist SRP and satellite places available in local schools and when our building improvements in Special schools are completed there will be further increases. Parents are influencing specialist resourced provision (SRP) in mainstream schools which host them because we have established steering groups with parent representatives.
- **Supported** more pupils with SEN through High Needs funding without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. At the same time referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through High Needs funding we need to do more to give parents confidence in this approach.
- **Established** a range of approaches to providing earlier and more effective support to pupils with SEN responding to an increase in the pupil population and the number of pupils subject to EHCPs and recognising that at Secondary age an increasing number require specialist provision. In the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools and 955 in mainstream SRPs; 4,597 specialist places in total.
- **Commissioned** for opening in September 2017 four new SRPs. Two will support Social, Emotional and Mental Health needs in Finberry Primary School (South Kent) and Valley Invicta Primary School at Holborough Lakes (West Kent). One is for pupils with Autism at Valley Invicta Primary School at Kings Hill (West Kent), and the final one is for pupils with Speech, Language and Communication Needs at Cherry Orchard Primary School (North Kent).
- **Increased** further the number of places in our Special schools to 3,832 representing the creation of just under 800 additional places since 2012. Plans are in place to further increase this number with expansions at Oakley School (West Kent) and Meadowfields School (East Kent).
- **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 more than 300 families are

participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.

- **Succeeded** in commissioning and delivering 1620 Primary and 1870 Secondary school places for September 2017. This included opening one new Primary school (Langley Park – West Kent), and St George’s CE School becoming an all age provision from its previous status of Secondary. Our forecasts provided an exceptionally high degree of accuracy at County level, with Primary roll forecasts accurate to within one class of pupils, and Secondary to within 0.6% of actual rolls.
- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its 2016 inspection, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, establishing five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford. 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.
- **Continued** to implement the recommendations of the Select Committee Inquiry into Grammar Schools and Social Mobility 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. As at October 2017, more than half (18) of our grammar schools have now introduced an admissions criteria which offers an element of priority for pupils in receipt of the Pupil Premium and therefore from low income families. The remaining 14 grammar schools have been encouraged to follow suit.

#### **4. Priorities for the Year Ahead (2017-2018)**

**The priorities and targets for 2018 and beyond are set out in the attached document.**

In summary, by 2018, we aim to:

**By 2018, we aim to:**

- **Improve** good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 9%.

- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 66% 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 52.0 in Attainment 8 and 0.02 in Progress 8.
- **Improve** the A-Level APS per entry to 35.0 and the percentage achieving AAB or better in at least two facilitating subjects to 22%.
- **Increase** the Tech Level average point score per entry to 39.
- **Reduce** the FSM gap at Key Stage 2 to 18% and reduce the GCSE Attainment 8 gap to 14%.
- **Increase** the percentage of good and better schools to at least 95%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better Early Years settings to 98%.
- **Increase** the percentage of families living in a deprived area who are registered with a Children's Centre to 85%.
- **Reduce** NEETS to 2% or below.
- **Reduce** permanent exclusions to no more than 40.
- **Reduce** the number of first time entrants to the youth justice system to no more than 350 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 86% of intensive support cases are closed with positive outcomes achieved, and work with Specialist Children's Services so that at least 25% 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 (8,500),

resulting in a further reduction in youth unemployment to no more than 2% by summer 2018.

- **Deliver** 8,500 apprenticeships for 16-24 year olds, including 4,000 for 16-18 year olds.
- **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 2018 we expect this to be 92%.
- **Improve** the outcomes at Level 3 for 19 year olds to 70% by 2018.
- **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.
- **Going** forward we recognise that there is still much to do, to deliver the priorities of the SEND Strategy, in order to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings to flourish.
- **Reduce** the SEN gaps in achievement. Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing. We know that SEN pupils will need good levels of attendance to benefit fully from inclusion in the classroom.
- **Create** over 900 new specialist SEN places through a mixture of new schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to address the forecast growth in pupil numbers alongside reducing the number of places presently commissioned in the independent and non-maintained sector.
- **Target** our resources more effectively and achieve even better value for money in the investments we make to improve pupil outcomes The Government is proposing to introduce a new National Funding Formula for schools in 2018-19 and in relation to High Needs, based on current proposals, we will not have any increases in the High Needs funding that Kent receives over the period 2018-2022.
- **Make** further significant improvement to outcomes for Children in Care and markedly reduce the number of CiC who are NEET and in the Youth Justice system.

- **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 2018 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.
- **Deliver** the new Education Services Company and as part of that continue to develop a successful trading organisation delivering good value support services to schools at competitive cost, which achieves the growth targets in the business plan.
- **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** at least 78% of eligible 2 year olds take up a free childcare place.
- **Deliver** the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2018, and ensure that improved parental choice and planned improvements for September 2018 are on target.
- **Deliver** 17.1 new forms of entry in Primary and Secondary schools, 30 Reception places in Primary schools, together with 340 Year 7 places in Secondary schools by September 2018.

- **Deliver** a new model of High Needs funding that effectively targets resources to the pupils with the most complex needs and the budget is sustainable for the future, not exceeding the 2018-19 funding allocation.
- **Reduce** rising costs of SEN Transport through greater direct support from Special Schools in transport delivery and more streamline systems enabling efficient processing of applications directing suitable learners to both Personal Transport Budgets (PTB) and Independent Travel Training (ITT) where appropriate.
- **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 28% of closed cases for children in need are stepped down to Early Help, with a further proportion of closed Specialist Children's Services cases receiving ongoing support from Open Access.
- **Reduce** the rate of re-referrals to Early Help Units within 12 months of previous unit case closure by EHPS down to below 7% by 2020.
- **Reduce** permanent exclusions from no more than 55 in 2017 to 25 exclusions or less 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 8.7%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14.2% and this will reduce to 9.5% by 2020.
- **Integrate services and ways of working across Early Help and Specialist Children's Services**, to ensure more children and families are supported to achieve good outcomes without the need for more high cost statutory interventions in their lives.

## 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 still not good enough in spite of recent improvements.
- Our NEET figures are still not where we want them to be 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 8% of Primary schools and 10% 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 and children's services in recent years, KCC is looking at the shape of education and children's services in Kent for the future with plans to achieve more effective integration.

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 and the wider children's services system.

5.6 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 from April 2018.



- 5.7 In March 2017, Cabinet agreed to establish an Education Services Company (in the form of a Local Authority Traded Company (LATCo) to ensure long-term sustainability of education services and respond to the changing education landscape. This new model of delivery of a range of statutory and discretionary services will be commissioned by KCC. It is envisaged that as well as allowing KCC to maximise income opportunities from traded services to reinvest in education in Kent, it will also allow KCC to improve outcomes for schools, children, young people and families, whilst continuing to meet its statutory responsibilities. The Company will 'go live' in April 2018.
- 5.8 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 our services and improve outcomes for all children and young people.

## **6. Recommendations:**

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

- (i) Note the refreshed draft CYPE Strategic Vision and Priorities for Improvement 2018-2021 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering CYPE priorities for 2016-2017 and endorse the proposed priorities and targets for 2017-2018 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 2017-2020.

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**DRAFT**

**Children, Young People and  
Education**

**Vision and Priorities for Improvement**

**2018 -2021**

DRAFT

November 2017



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# Vision

**We want the best for all children in Kent. Our driving ambition is to deliver the best outcomes we can for all children, young people and their families.**

**We constantly aim for Kent to be the most forward looking area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, 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 high 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.

Every child deserves a happy, safe childhood in which they can thrive. To do so, some children and families need additional help and support to secure their wellbeing and keep them safe from harm.

Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs specialist children's or 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 Children, Young People and Education 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 specialist children's and early help services for the most vulnerable children, young people and families who need to be kept safe or 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.

We are achieving many of these ambitions but we recognise there is more to do to become the best place for all children and families to thrive. Nearly all children go to a good quality early years setting and to a good or outstanding school, where they make good progress. The outcomes in many settings are above the national average and although our achievement gaps remain too wide for vulnerable groups, the actual outcomes for pupils on free school meals have improved year on year. More young people are staying on in education or training post 16, and increased numbers are taking up apprenticeships. The number of young people not in education, employment or training has reduced substantially. Overall there has been significant improvement in the quality of education and the outcomes achieved at all key stages in Kent. We deliver a very high level of parental satisfaction in achieving their preferred choice of school for their children.

Our services for children and young people needing social care and early help support are rated positively by Ofsted, with a good inspection outcome in 2017. Our next phase of improvement in these services will be more effective integration in how we respond to and deliver services for children and families. We continue to innovate in how we sustain and deliver services in the face of significant reductions in funding and in 2018 we will launch our new education services company, working in ever closer partnership with schools to continue to support improvements in education.

However, we are not complacent and there is more to do. In this key strategic document we set out what we have achieved to date and our priorities and targets for improvement going forward. We can only achieve these through collaboration and shared effort, and with the active support of all our partners, including the Kent family of schools.

**Patrick Leeson**

Corporate Director for Children, Young People and Education

## 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 have a duty to safeguard and promote the welfare of all children by ensuring they are protected, healthy and happy, in collaboration with partners in health, the police and adult services. Secondly, 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 and the world of work.

We do this by placing our children at the heart of everything we do and ensure their voices drive our service delivery and commitment to continual improvement. This is an exciting time to be part of Kent's children's services as our recent Ofsted Inspection rated the services we deliver to children and families as 'good'. We use the 'Signs of Safety' approach as our practice model. This supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.

We also focus 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. This means that more children at risk of harm and neglect can be helped to return to a more stable and secure upbringing, that supports their wellbeing and development.

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

Our purpose is clear – to give children and young people the best start in life. As part of this we need to ensure that we build a children's system that works for everyone. How we care for, educate and support the children and young people of today is an indication of how successful our country will be in the future.

We have worked hard to minimise the impact of reduced resources and increased demand on the most vulnerable in our communities. We know that we need to keep vulnerable families out of crisis, as well as children and young people out of KCC care, unless of course, care is the best place for them. We have responded creatively by forming new partnerships, reshaping services and adopting new ways of working to ensure children and families are supported where and when they need help.

In April 2017, the County Council integrated all of its children's services into a single 'Children, Young People and Education (CYPE) Directorate'. This has provided a welcome opportunity to integrate Specialist Children's Services (social care) and all other services in Education and Young People's Services. This is a very positive development, and together with the current project to integrate the 'front door', for all notifications to Early Help and referrals to Social Care, it will create a more coherent whole system approach in supporting children and young people, and in working in partnership with schools. This process will develop further over the coming two years.

KCC's strategy is to move away from high cost, reactive spend towards well targeted, earlier intervention. To improve services we are promoting early help, multi-agency working and clear and strong future leadership, provided by the new CYPE Corporate Director from November 2017. This combination of strategic approaches will bring about more positive outcomes for children, young people and their families.

Preventative work to manage demand is the best way we have to turn around the lives of the most disadvantaged children, by closing the gap in terms of attainment, health and access to services.

**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 not where we want them to be 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 8% of Primary schools and 10% 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:

- **Continue** to integrate children's services. From April 2017 we integrated all Children's services into a single Children, Young People and Education Directorate. Together with the integrated 'Front Door' for all Early Help notifications and Social Care referrals, a more coherent whole system approach will support children and young people, working in partnership with schools. The integrated 'Front Door' will be operational in autumn 2017, creating a single access system of assessing referrals to ensure a safe and efficient transfer of cases into Specialist Children's Services (SCS) and Early Help. This will help determine more appropriate support for young people, reduce demand and effectively manage resources.
- **Reduce** the demand on Specialist Children's Services by diverting a higher proportion of cases to Early Help, enhancing their preventative impact upon social care, while ensuring they work with the right families.
- **Work** towards a whole system approach that integrates support, increases prevention and reduces the number of referrals into Specialist Children's Services, to ensure children and families are supported at the right time and place when they need to access support, ensuring the most effective decision making at the 'Front Door'.
- **Implement** the Ofsted Practice Development Plan. Our recent 'good' Ofsted judgement of our Children's Services is welcome. However, as with any inspection process, there are a number of recommendations and areas for improvement, particularly in respect of our services for Help and Protection. A Development Plan has been produced, shared with Members and Ofsted and work is underway to respond to the ten inspection recommendations.
- **Attract** adequate numbers of experienced staff and team managers. The national shortage of experienced children's social workers continues to have an impact on KCC's recruitment success; it has meant we are yet to reach our target of 85% of our case-holding posts being filled by permanent staff. Whilst this problem is likely to continue into the future, we have - and will continue - to undertake a variety of recruitment activities to attract the best people to work in Kent.
- **Respond** to the reforms of children's social care. The DfE has published a series of documents setting out its vision for the future of children's social care. This vision outlines various aspirational reforms to the sector, including a range of changes to child protection processes and improvements in the quality of service provision. Government has committed to making, or have begun implementing, these reforms by the end of 2020. This means the operating environment for social care is likely to be subject to fundamental transformation over the next three years. These changes are likely to include: development of a new career pathway and targeted recruitment process for social workers; creation of a new centre of excellence for social work; the more widespread introduction of alternative modes of service delivery ; and enabling children leaving residential care to 'stay close' to their former children's homes so that they can live independently but with ongoing support from that home.

- **Deliver** high quality services within limited finances. The climate of austerity and public service finance reductions mean that our budgets have been substantially reduced over recent years. At the same time, we have seen a rise in demand for children's social care and other services – particularly in relation to the high numbers of Unaccompanied Asylum Seeking Children which Kent supports. Whilst a significant number of these young people will become care leavers over the next year, the Government's reforms mean Kent may be expected to support more care leavers up until the age of 25 over the next three years. These factors combined mean that financial constraints will remain a challenge for CYPE in the medium to long term. However, the integration of children's services provides the opportunity to streamline services so that they are more accessible, effective and efficient and generate savings.
- **Raise** attainment further at all key stages, and narrow achievement gaps, particularly for vulnerable learners. Increase the percentage of children and young people attending 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 and settings, so that the maximum number of children and young people get a good education and achieve well.
- **Embed** further our 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. Strengthen our joint working with Teaching School alliances to further secure the school-led improvement system.
- **Ensure** all children continue to get the best start in the Early Years by ensuring improved Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds including 30 Hours of Free Childcare for eligible children with effect from September 2017, 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 and successful Multi-Academy Trust (MAT) sponsors.
- **Deliver** improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services (EHPS) and 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.
- **Deliver** improved emotional health and wellbeing services and reduce waiting times for Child and Adolescent Mental Health Services, using a new single point of access, clear

pathways and better transition from universal support in schools through to highly specialist care.

- **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.
- Support the KCC Select Committee - Pupil Premium which is currently looking at the impact of Pupil Premium Funding for schools and early years, how it is spent and whether it is closing the attainment gap for vulnerable learners. This focus on identifying and ensuring better use of the Pupil Premium by schools is welcome and the Select Committee's recommendations will inform future actions to narrow the attainment gap.
- **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.
- **Ensure** in year fair access protocols work effectively to place pupils that are hard to place, and that 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, through innovative curriculum planning at Key Stages 4 and 5, including the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical 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 pre and post 16.
- **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. The expansion of the International Baccalaureate Careers Related Programme (IBCP) will continue to be supported with the development of an IBCP transition year.
- **Increase** the number of young people on employability and pre-apprenticeship pathways; promote improving standards in post 16 provision through the development and extension of successful Key Stage 4 strategies and curriculum opportunities; improve GCSE results in English and mathematics in the new assessment environment

of standard and good passes; and significantly increase the number of young people gaining grade 4+ English and mathematics qualifications by age 19, by offering various routes to achieve this.

- **Promote** apprenticeship opportunities for young people and adults within schools.
- **Ensure** all our Children's Centres 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, including all those with children under five that are supported by social workers.
- Ensure that Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds to ensure more disadvantaged children are school ready and develop well in the early years.
- **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.
- **Improve** the wellbeing of at-risk 10-16 year olds by developing an Emotional Resilience model with schools through the HeadStart Programme, using £10m of Big Lottery Funding.
- **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 to families and the commissioning of new SEN transport arrangements for individual Special schools.
- Increase the independence and resilience of pupils and reduce the rising cost of SEN transport, encouraging schools to deliver transport directly in whole or in part to better place the needs of children at the centre of transport provision.
- **Ensure** that children and young people are safeguarded and diverted from individuals, institutions and ideologies that promote violent extremism, terrorism and child sexual

exploitation, by working with schools and other settings to educate children and young people about potential dangers that undermine British values.

- **Continue** to improve the outcomes for every Kent child and young person with SEND; and deliver the priorities and targets in our SEND Strategy, including further progress in delivering the Children and Families Act reforms.
- **Ensure** we continue to transfer the Kent children and young people subject to SEN Statements to good quality Education Health and Care Plans by the Government four-year transitional deadline of March 2018, through co-production and engagement with them and their families.
- **Continued** to improve and expand our SEND provision, and ensure effective use is made of High Needs funding, outreach support from Special schools and the development of the Local Inclusion Forum Team (LIFT) arrangements, to improve provision in schools and outcomes for pupils.
- **Deliver** a new model of allocating High Needs funding so that resources continue to be well targeted to the pupils in mainstream schools and colleges with the most complex special educational needs and that the model of funding is sustainable within budget constraints.
- **Launch** the new Education Services Company in April 2018 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. Ensure the company delivers effectively its statutory work to improve education in Kent and increases its market share and growth to improve the service offer to schools and settings in Kent and beyond.
- **Support** the Kent Association of Headteachers in delivering and brokering school to school support, and achieving the priorities in the Kent Leadership Strategy so that we all remain focused on school improvement and on developing the leadership capacity in Kent schools that is required to have the best education and children's services in the country.

**We know we achieve greater success through collaboration and partnership, when we integrate our services and ways of working, and when 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 which is ambitious, and hard work and sustained effort by all partners.**

**It continues to be a priority, therefore, to ensure success by supporting:**

- **Success** of the Education Services Company (a Local Authority Trading Company) from April 2018 to support long-term sustainability of education services and respond to the changing education landscape.
- **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 .
- **Increased** collaborative working in the Early Years and childcare sectors, and an integrated approach across all professionals working with under fives and their families, including Children's Centres, Midwifery and Health Visiting.
- **Locality** based working and commissioning to pool and target resources to local needs in districts.
- **More integrated** ways of working in District teams in delivering seamless Early Help and Specialist Children's Services
- **The Kent and Medway Skills Commission** to prioritise the development of a new model to inform 14-24 technical pathways and to provide better employer information about career and training options, through the Kent and Medway Guilds model.
- **More effective partnership** with schools and colleges, employers and training providers, to build more high quality 14-19 technical pathways including apprenticeships, to develop Supported Employment and to 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.
- **Local 14-19 District partnerships and secondary school collaborations** to maximise effort and increase capacity to develop new provision, address gaps in provision,



develop good guidance and transform post 16 learning pathways, training opportunities and routes through to apprenticeship via excellent technical learning.

- **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.
- **A new CAMHS provider** (North East London Foundation Trust) to transform service delivery for tiers two and three, working in partnership with the Kent Community Hospital Foundation Trust and the School Health Service, to support pupils mental health and emotional resilience.
- **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.

## Key Strategic Developments in 2016-17

**In the past year we have made a number of improvements to outcomes, to our services and our ways of working.**

**During 2016-17 we:**

- **Implemented** our Early Years and Childcare Strategy 2016 – 2019 , achieving continued improvements in outcomes in the Early Years Foundation Stage and particularly focusing on preparation and planning for the introduction in September 2017 of 30 Hours of Free Childcare for the three and four year old children of eligible parents.
- **Reviewed and relaunched** *Threads of Success*, our comprehensive framework for offering support to the Early Years and Childcare sector.
- **Embedded** the ‘Free for Two’ scheme in Kent as part of the Government’s policy for Free Early Education places for disadvantaged two year olds. Whilst there are district variations, take up across the county has continued to steadily increase, with the maximum take up being 74%.
- **Embedded** the Annual Conversation for all Early Years and Childcare providers on the Ofsted Early Years Register, which has significantly contributed to over 97% of providers currently judged by Ofsted to be good or outstanding.
- **Improved** the quality of education in Kent schools year on year , 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 September 2017) for Kent shows that 91% of schools are rated good or outstanding. This includes 22.1% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 378 good and 121 outstanding schools, 46 schools requiring improvement (including 32 Primary schools and 10 Secondary schools) and 1 school in a category, out of a total of 546 schools that have a current inspection result. There are now 14 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 93% of Secondary schools judged to be good or outstanding by 2018-19.
- **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 achievement was above the national average for all subjects, apart from Grammar, Punctuation and Spelling (GPS) which was just below average. Outcomes at Key Stage 4 indicate Kent GCSE outcomes in 2017 were in line with or above the national average for attainment measures, but fell below in progress. Compared with 2016 GCSE results, there has been a clear improvement in attainment with 63% of pupils attaining good GCSE passes in English and mathematics.

- **Improved** the gap between boys and girls in the Early Years Foundation Stage, with 80.8% of girls achieving a Good Level of Development, compared to 68.2% of boys in 2017. This represents an improved position from 2016, although there is still work to be done to narrow the gender gap which improved slightly from 14.2% in 2016 to 12.6% in 2017. At this measure Kent is ranked sixth amongst its statistical neighbours.
- Outcomes for children in care have improved at Key Stages 2 and 4, which is very welcome.
- (2017 data not yet available for vulnerable groups at Key Stage 4)
- In 2017, 68.3% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points on 2016. This is a 4.6 percentage points above the emerging national average.
- At Key Stage 2, in 2017, 64% of pupils attained the 'expected standard' for the **Reading, Writing and Mathematics combined**. This is above the national average of 61%. 280 schools attained at or above the national average.
- The gaps in the attainment of pupils in Primary schools who are in receipt of free school meals have narrowed by 1.3 percentage points in 2017. The attainment gap, although wide, has reduced to 22.3%. The attainment of pupils in receipt of free school meals improved by 5 percentage points to 42.3% achieving the expected standard at the end of Key Stage 2.
- At Key Stage 4 the proportion of pupils achieving good GCSE grades in the basics measure of English and Mathematics combined is 63%, which is similar to 2016. On the old measure of five good GCSE grades including English and Maths, 60% of pupils achieved this outcome, which is an improvement on 57% in 2016. There was a decline in both the Attainment 8 measure, from 50.4 in 2016 to 47.1 in 2017, and the Progress 8 measure from -0.04 in 2016 to -0.11 in 2017.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its four 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, funded by a grant from the Kent Schools Funding Forum. During 2016-17, 340 Kent schools benefitted from successful bids for funding to the KAH Area Boards for projects for school improvement.
- In the period from 1 September 2016 to 31 August 2017, Ofsted reports were published showing improved grades to either Good or Outstanding for 17 Kent Primary schools, with 12 having received funding from KAH. A further 62 Primary schools maintained Good or Outstanding judgements. 39 of these schools received KAH funding. In the same period 18 Primary schools, not previously judged by Ofsted, secured Good or Outstanding outcomes, 14 of which had been granted KAH funding for school improvement.

- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2016 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 Schools Network and the Kent Association of Governors.
- **Developed** the Pupil Premium Strategy across the county, providing support and guidance for both Primary and Secondary phases. The publication of the Kent Pupil Premium Toolkit and the Pupil Premium Conference has further raised awareness of the need to continue to close achievement gaps for vulnerable learners. 132 Primary schools and 12 Secondary schools are using the County Toolkit to improve provision for disadvantaged pupils and 118 Primary schools and 22 Secondary schools attended the spring conference.
- **Reviewed and redesigned** Alternative Curriculum and PRU provisions to ensure more effective use of resources to support vulnerable young people with more resources being placed into schools to support inclusion, most notably in Swale, Dartford and Gravesham, Maidstone and Malling and Shepway. There has been a reduction in the number of young people being removed from school to attend a PRU, from 0.29 % of the pupil population in 2016 reducing to 0.26% in 2017, compared to a national average is 0.27%. There has been a reduction in the number of young people leaving a PRU without a September guarantee. At the end of the 2016 academic year 13.6% of young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%.
- **Continued** to develop Key Stage 2 Alternative Provision support, focusing on intervention and created Key Stage 2 inclusion forums in districts to support the development of these as sustainable services for pupils with challenging behaviour.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion, with 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.
- **Developed** a single digital point of access for inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent Primary school exclusions by 38%.
- **Continued to develop** Early Help and Preventative Services and a more integrated approach with Specialist Children's Services. Early Help now provides support to over 7000 children and intensive work in units is achieving a good outcome in 80% of cases. 23% of cases closed to social care are successfully stepped down to Early Help.
- **Implemented** a new structure to develop integrated youth justice services within Early Help. Following a full review of youth justice services, practice and performance in September 2016, Out of Court Disposal work is now fully embedded in the Units and EHPS have developed 5 bespoke units in line with the wider unit model to work intensively with young people, bailed or sentenced by the criminal court and subject to

Court ordered disposals. From April 2017 these became part of the Area structures and are fully aligned to the wider Area offer. As a result of the further integration of Youth Offending services we continue to see a reduction in the number of first time entrants to the Youth Justice system. In March there were 304 first time entrants. Figures since February 2017 are at the lowest level ever recorded. Custodial sentences as a proportion of court disposals were 4% at the end of March, which is below our statistical neighbours.

- **Been subject to a full Ofsted inspection** of services for children in need of help and protection, children looked after, and care leavers in March 2017. Ofsted found that Children's services in Kent are good. They found many examples of good quality work and effective achievement of good outcomes throughout the work of Early Help and Specialist Children's Services.
- **Fully embedded** the work of the Troubled Families programme and agreed outcomes into the work of the Early Help Units. In the March 2017 return to the Department of Communities and Local Government (DCLG) KCC was identified as the top performing Local Authority in the country for successfully achieving good outcomes for Troubled Family cases.
- **Secured** £10 million of funding from the Big Lottery in June 2016 for the KCC HeadStart programme. This has been used to develop an innovative 5-year programme, working with targeted schools to improve the emotional resilience of young people. The HeadStart programme is embedded into the wider emotional health and wellbeing pathway developments to ensure a coherent 'offer' to young people for mental health and emotional wellbeing.
- **Developed** a new evidence-based parenting programme in Early Help which forms part of the wider parenting support offer across the service. The new course draws on the best of a range of known courses and techniques. Following a successful pilot in Maidstone the programme has now been rolled out across the county and we are working with approved academic institutions to gain accreditation for the programme.
- **Streamlined** the way in which schools access support from the Inclusion & Attendance service. The new digital front door for schools ensures one single route into the service, and appropriate and timely allocation of work, the digital front door is now live with all schools in Kent, and has been extended to include children missing education (CME) and elective home education (EHE) notifications. Feedback from schools is positive and Ofsted made a point of stating that arrangements for tracking children missing education are effective. They also commended the work with schools which ensures that no children looked after are permanently excluded and attendance is 90%.
- **Further developed** the Early Help Module (EHM), the Early Help case management system with an associated workflows and case notes functionality. This system shares a database with Specialist Children's Services' system and enables safe evidence-based step-downs between the two services. EHM has been developed to ensure recording reflects the jointly used evidence based model of intervention 'Signs of Safety' practice.

- **Further aligned** the processes at the front door between Early Help Triage and the Central Duty Team for referrals to social care, in preparation for the teams integrating to become a single Front Door to children's services in Kent, with a single referral form. This is vital to ensure that families receive the right support at the right time from the right service, in a more seamless way.
- **Worked with staff** to develop Signs of Safety practice to ensure consistent use and understanding of a strengths-based approach to whole-family working, resulting in improved assessments and plans and better evidenced outcomes, with families at the heart of identifying and working on their issues.
- **Supported** 14-19 providers to improve Level 1 offers for 16-18 year old students by increasing the range of pathways, generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribution to NEET reduction.
- **Improved** outcomes in GCSE Level 2 maths and English to age 19. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.
- **Promoted** meaningful engagement with employers. This has been successfully achieved through developing a Guild Model, which is a partnership between employers and education providers. Eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region. The Guilds provide a forum to promote transitions for young people from education to employment, including apprenticeships.
- **Continued** to develop the KCC Apprenticeship Scheme with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges placed 711 apprentices in the council. The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments. The annual targets for apprenticeships have been exceeded year on year.
- **Developed** a dedicated service to support schools to establish their own apprenticeship programmes aiming to help schools, as employers, to maximise funding opportunities through the levy to train their staff, and especially to promote apprenticeships as a realistic option of choice for young people at ages 16,17 and 18. As part of the Government's apprenticeship strategy and the new public sector target of 2.3%, schools in Kent need to ensure 293 apprenticeship starts.
- **Continued** to run a strong network led by the Skills and Employability Service, to support the delivery of Careers Education. This aims to improve outcomes for young people by engaging employers with schools, and by advising schools on how best to use new qualifications and labour market information to support careers guidance to young people and affect curriculum change.

- **Hosted** within the Skills and Employability Service a Careers Enterprise coordinator partly funded by the Careers Enterprise Company. The Careers Enterprise Coordinator's role is to work with schools to facilitate employer engagement and enterprise activities. 16 schools have signed up to the scheme and 10 schools have been matched with an adviser.
- **Facilitated** 11,627 students' unlocking their accounts on Kent Choices 4 U (KC4U) of which 8718 students applied for post-16 courses. 3225 of these were for FE places. The percentage of learners, who have made an application, when compared with the previous year, was the same at 55%. KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages.
- **Supported** access to post 16 learning, including apprenticeships through the travelcard scheme. In the past year 7597 young people used this card to travel to their places of learning. This was a significant increase on the previous year's figure of 4,500.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners and approved by them and KCC. The Strategy builds on the work of the Skills and Employability 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.
- **Helped**, via Kent Supported Employment, 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment as part of their individual journeys. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.
- **Held** discussions with FE colleges and staff with a responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these young people through transition. A proposal will be put to the College Principals and a strategic plan will be developed in autumn 2017.
- **Made** applications to the Education Skills Funding Agency (ESFA) for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. They have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

- **Developed** the 16-18 Apprenticeship Campaign plan, between KCC, The Kent Association of Training Organisations (KATO), Kent Further Education Colleges (KFE) and Medway Council, which has continued to build effective partnerships to increase the number of apprenticeships for this age group. In the last year there has been a reduction in the number of apprenticeship starts since the introduction of the Apprenticeship Levy. The plan will focus on the joint working to increase the number of apprenticeship starts and use the successful recruitment cycle during the year – in September, January, April and July.
- **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.
- **Further developed** Kent's apprenticeship and youth employment programmes, to reduce the number of young people who are unemployed. We have launched the Made In Kent campaign which will offer 1,000 young people across Kent the opportunity to meet an employer and gain practical employability skills and routes into employment. In April 2017, the Government introduced major changes to the way KCC delivers its own apprenticeship programme. A new public sector target of 2.3% was introduced and this means KCC now needs to ensure 523 apprenticeship starts.
- **Reduced** the rolling number of NEETs for January 2017 to 2.9% with a target of 2.5% for 2018.
- **Continued** to deliver the requirements of the Children and Families Act 2014 which introduced the biggest changes to SEN in a generation. The Act requires local authorities to ensure that the views, wishes and feelings of parents are given importance and the right support and information is in place to ensure they are able to participate in decisions which help to achieve good outcomes for their children. Currently 74% of Education Health and Care Plans are completed within the statutory 20 week timescale.
- **Positively** worked with the Kent Parent Carer Forum (KPCF) to build a strategic partnership with SEND families. The Forum's participation has helped us to better understand the views and wishes of Kent families, children and young people with SEND. We know from feedback they have given us that Kent families believe that we are now providing better quality information, that the waiting time for access to specialist equipment is now shorter and that access to a good school is easier. This is improving outcomes for children and young people with SEND. At the same time the recent Parent's Survey indicates that nearly 40% of parents were not happy with the time taken to complete their child's Education, Health and Care Plan (EHCP).
- **Developed** the Kent Local Offer with SEND parents in order that the content serves their information needs and their role on the steering group means we can monitor how helpful and easily accessible it is for all parents and young people themselves. We consulted young people on the content and the format and we are publishing comments and questions so families are aware that their involvement is leading to improvements in information and services.



- **Increased specialist SEND places.** As parents asked us to ensure that the SEND Strategy increases the support in mainstream and Special school places closer to home, there are now more specialist SRP and satellite places available in local schools and when our building improvements in Special schools are completed there will be further increases. Parents are influencing specialist resourced provision (SRP) in mainstream schools which host them because we have established steering groups with parent representatives.
- **Supported** more pupils with SEN through High Needs funding without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. At the same time referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through High Needs funding we need to do more to give parents confidence in this approach.
- **Increased** the investment in SEN in Kent, with a higher proportion of the DSG spent on supporting pupils with additional and complex learning needs, than in many similar local authority areas. The challenge is to achieve better outcomes for this investment, reflected in good practice in all schools, better quality education and support for SEND learners, and providing a wider range of options for parents. The investment has also included significant capital spend on expanding SEND provision, by expanding and improving Special Schools and ensuring that any new school hosts an SEN Resourced Provision.
- **Embedded** Best Practice Guidance for the Early Years sector. This guidance and Early Years Local Inclusion Forums (LIFT) is continuing to support settings to increase their expertise in supporting children with SEND.
- **Reviewed** the work of the Local Inclusion Forum Teams (LIFT) and delivery of effective outreach support from the Kent Special Schools and the devolved Specialist Teaching and Learning Service (STLS). The review included school's satisfaction with LIFT, and the impact of the LIFT's work on schools' capability to meet needs and enable children with SEND to make progress. STLS and outreach is regarded as an effective and high quality support service; 92% of the schools were satisfied with the overall quality of service; 90% of schools were satisfied with the effectiveness of LIFT meeting to promote collaborative working and joint solution focused discussions and 89% of schools were satisfied with the frequency and range of professionals attending the LIFT meetings. The impact of Early Years LIFT was also positive.
- **Established** a range of approaches to providing earlier and more effective support to pupils with SEN responding to an increase in the pupil population and the number of pupils subject to EHCPs and recognising that at Secondary age an increasing number require specialist provision. In the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools and 955 in mainstream SRPs; 4,597 specialist places in total.

- **Arranged provision** and placement for over 550 non Kent pupils with an EHCP placed in care in Kent by other authorities.
- **Established** new Primary Specialist Resourced Provisions for ASD, SLCN and SEMH. We are exploring SRPs with 5 Secondary schools and the National Autistic Society. Nationally 6.7% of Primary age pupils, 8.1% of Secondary and 26.9% of Special school pupils who are subject to a Statement or EHCP have ASD recorded as their primary barrier to learning. In Kent these figures are significantly higher: 9.8% Primary, 15.1% Secondary and 46.5% in Special schools.
- **Established satellite provision** based on mainstream school sites for five of our PSCN Special schools linked to Oakley, Five Acre Wood, Nexus (set to open on the Wouldham All Saints CEP School site during 2018), St Nicholas and Milestone Academy. This means pupils are integrated into mainstream school classes, with support, where this is suitable and appropriate for the individual pupil.
- **Funded** over 600 Kent resident pupil places in Special schools or specialist colleges outside of the maintained sector. Whilst the actual number is increasing, the proportion of all pupils placed in this sector is reducing. As of March 2017, over 50% of these placements are for pupils have ASD their most prevalent need type.
- **Secured approval** from the Secretary of State for two new Special Free schools applications in Wave 12 - Aspire and Bearsted. Aspire Free school will be located in Swale and will cater for up to 168 Primary aged pupils with ASD. Bearsted will be located on the Maidstone-Swale border and will cater for 168 Secondary aged pupils.
- **Opened** Primary aged specialist SEN resourced provision (SRP) for pupils with autism in South Kent at Martello Grove Academy and in Mid Kent at Langley Park Primary Academy. A new provision for pupils with Social, Emotional and Mental Health needs opened in East Kent at Thistle Hill Primary School.
- **Commissioned** for opening in September 2017 four new SRPs. Two will support Social, Emotional and Mental Health needs in Finberry Primary School (South Kent) and Valley Invicta Primary School at Holborough Lakes (West Kent). One is for pupils with Autism at Valley Invicta Primary School at Kings Hill (West Kent), and the final one is for pupils with Speech, Language and Communication Needs at Cherry Orchard Primary School (North Kent).
- **Delivered** the new school buildings for Five Acre Wood and Ridge View Schools (West Kent) with Portal House (South Kent) in construction.
- **Increased** further the number of places in our Special schools to 3,832 representing the creation of just under 800 additional places since 2012. Plans are in place to further increase this number with expansions at Oakley School (West Kent) and Meadowfields School (East Kent).
- **Commissioned** a satellite of Ridge View Special School (West Kent) at Wouldham Primary School as part of a new purpose built mainstream school in 2017.

- **Delivered** all the targets for the Kent Educational Psychology service. In 2017 the service increased the volume of statutory advice completed by 16%. The service also increased its trading to 58% of Kent Schools. It has continued to increase its range of innovative psychological applications, which include web based products, webinars for early year's settings and schools, and interventions for the management of test anxiety. The service provides a specialist role, contributing as key members of LIFTs to enable school to school support and evidence based advice to support learners with special educational needs and to improve outcomes.
- **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 more than 300 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.
- **Implemented** our revised policy for Elective Home Education (EHE). Kent recorded a 17.1% increase in referrals during the 2016-17 academic year, raising the numbers recorded by Kent from 793 in 2008 to 1956 children who are home educated in 2017. Kent's Elective Home Education 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 in the process and parents are supported by Fair Access Senior Officers with the process of securing school places. KCC's EHE website provides 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 1620 Primary and 1870 Secondary school places for September 2017. This included opening one new Primary school (Langley Park – West Kent), and St George's CE School becoming an all age provision from its previous status of Secondary. Our forecasts provided an exceptionally high degree of accuracy at County level, with Primary roll forecasts accurate to within one class of pupils, and Secondary to within 0.6% of actual rolls.

- **Delivered** the targets of at least 5% surplus primary school places, and 9% surplus secondary school places. Achieved at least 5% surplus Year R places in 8 Districts exceeding the target of 4.
- **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 2017. For Primary schools the target was 87% and on Offer Day 89% of parents secured their first preference of school for their child. For Secondary schools the target was 83% and 80.5% of parents secured their first preference. The target for first and second preferences for both Primary and Secondary schools was 95%. For the start of the 2017 school year 91.7% of Secondary parents and 95.3% 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 2016 inspection, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Ensured** that over 350 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, establishing five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford. 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.
- **Continued** to implement the recommendations of the Select Committee Inquiry into Grammar Schools and Social Mobility 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. As at October 2017, more than half (18) of our grammar schools have now introduced an admissions criteria which offers an element of priority for pupils in receipt of the Pupil Premium and therefore from low income families. The remaining 14 grammar schools have been encouraged to follow suit.

## Progress in 2016-17 and Where We Are Now

**We set very challenging and ambitious improvement targets and in 2016-17 there were positive indications that we are achieving good progress.**

- In the **Early Years Foundation Stage**, 74.3% of children achieved a Good Level of Development, which is a slight decline from the 2016 figure of 74.8%. This outcome is above the national figure of 70.7% and places Kent third amongst its statistical neighbours.
- At **Key Stage 1** in 2017, 68.3% of pupils in Kent met or exceeded the expected standard in Reading, Writing and Mathematics combined, which is 4.66 percentage points above the national average and a 1.7 percentage point improvement compared to 2016.
- **At Key Stage 2**, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling which was 1 percentage point below with the national average. 64% of Kent pupils achieved the 'expected standard' in the Reading, Writing and Mathematics combined measure, which is 3 percentage points above the national average of 61% and the highest amongst Kent's statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure was 9%, which is in line with the national average and a 3 percentage point improvement compared to 2016. Compared to its statistical neighbours, Kent is ranked third for this measure for the second successive year.
- **At Key Stage 4**, Secondary schools in Kent performed in line with the national attainment measures, which is 63% of pupils attaining a good GCSE grade in English and maths. 42 Kent secondary schools above the national average. Kent is ranked seventh out of its statistical neighbours for this measure and 68<sup>th</sup> out of 151 local authorities nationally.
- In 2017 60% of pupils attained good GCSE grades in at least five subjects, which is an improvement on the 57% achieved in 2016.
- However, there was decline in the Attainment 8 measure, to 47 points from 50 the previous year which is indicative of a narrowing of the curriculum offer in schools.
- Kent achieved a Progress 8 score of -0.11 in 2017, which is below the national average of -0.03. Kent is ranked eighth out of its 10 statistical neighbours for this measure and 95<sup>th</sup> out of 151 local authorities nationally. 44 Secondary schools met or achieved above the national average for this measure and of these 28 are Grammar schools.
- Performance in the English Baccalaureate (Ebacc) measure has declined in line with the national decline. 26.8% attain the English Baccalaureate with English and Maths at Grade 4 or above, compared to the national figure of 23.7%. Kent is ranked first amongst its statistical neighbours and as 39<sup>th</sup> out of 151 local authorities nationally.

- **Performance at post 16** in 2017 is based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate. Outcomes are variable and on several measures just below the national average.

### **A Levels**

- DfE results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.9 which is slightly below the national average of 31.25 and equivalent to a C grade. Kent is ranked fourth out of its statistical neighbours and 56<sup>th</sup> 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 2017, the Average Point Score per entry achieved by Academic students in Kent schools is 32.11 which is above the national average of 31.45 and equivalent to an average C+ grade. Kent is ranked second out of its statistical neighbours and 27<sup>th</sup> 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 2017, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- DfE results for 2017 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 37.38 which is slightly below the national average of 38.80 and equivalent to a Distinction+ grade. Kent is ranked fourth against statistical neighbours and 68<sup>th</sup> out of 150 local authorities nationally for this measure.

### **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 2017, 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 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.33 which is below the national average of 39.55 and equivalent to a Distinction+. Kent is ranked seventh out of its statistical neighbours and 86<sup>th</sup> out of 150 local authorities nationally for this measure.

## **Technical Baccalaureate (TechBacc)**

The Technical Baccalaureate is a performance measure that provides young people, aspiring to a technical career, with 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 2017, 36 students achieved a Technical Baccalaureate representing over 25% of the 140 students who achieved the qualification in state funded schools nationally. Kent is ranked first 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.

## **International Baccalaureate (IB) Diploma Programme**

- Overall, 2017 has been a good year for the IB in Kent, with the Average Point Score rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.
- Three Kent schools offer the IB programme – Dartford Grammar School (37 APS), Dane Court Grammar School (34 APS) and Tonbridge Grammar School (37 APS). Each school has added 1 point to its APS score.

## **International Baccalaureate Career-Related Programme**

- The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19. It is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.
- For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.
- 91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.
- IB components are awarded a maximum of 7 points each.
- High Schools delivered 181 entries, 37.6% with 5+ points (43.6% for all Kent schools), 77.3% with 4+ points (79.6% for all Kent schools) and 96.1% with 3+ points (97.1% for all Kent schools).

## Apprenticeships

- In April 2017 the apprenticeship levy was introduced and all levy payers have started their payments with monies credited to the individual digital accounts to spend on apprenticeship training.
- Early signs are showing employers investing in developing the existing workforce rather than new recruits and there is concern this may lead to a reduction in apprenticeship starts for 16 to 18 year olds.
- In the third quarter 2017 data shows under 19 apprenticeship starts at 2400, compared to 2480 last year. There were 7260 young people aged 19 – 25 starting an apprenticeship, compared to 5860 last year.
- The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017.
- Kent's schools will meet the 2.3% public sector target of employed apprentices by March 2018. 51% of all schools have recruited an apprentice, before the Government introduced the new changes.
- In January 2017 the NEET figure had reduced to 2.9%.
- There will be a significant reduction in unemployment among 18 – 24 year olds so that current levels are below national average. Adult unemployment in Kent (at 1.7%) is currently below the National unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) districts in Kent is above the National average, significantly so in Thanet (3.6%) which has the highest level of unemployment amongst young adults (18-24) of any district in the South East Region (at 6%). The figures for the five districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

## 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 the 2016-2017 school year, 91% of schools were good and outstanding compared to 89% in 2016 and 82% 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 89%.
- In Kent this overall figure of 91% includes 89.4% of Secondary schools, 92.4% of Primary schools, 95.5% of Special schools and 71.4% of PRUs in Kent, judged to be good or outstanding. Also, 98% of Early Years settings are good or outstanding.
- Currently, 90.3% of pupils attend a good or outstanding school. This includes 90.7% of Primary pupils, 89.6% of Secondary pupils, 96.6% of pupils attending Special schools



and 54.2% of pupils attending a PRU. This equates to almost 196,700 children and young people receiving a good or outstanding education in Kent and continues the upward trend.

## **Exclusions**

- The latest DfE exclusion data indicates that Kent schools' overall performance in the past two years has improved to the level that is significantly better than the national average, which is very positive. In the last academic year 2016-17 there were 68 permanent exclusions, which is a small increase of 2 on the previous academic year. The rate of permanent exclusion remains significantly better than the national average. There were 19 permanent exclusions, in 19 Primary schools, which is an increase of 3 compared to the previous academic year. In Secondary schools there were 49 permanent exclusions, which is a reduction of one compared to the previous year. There was a slight reduction in fixed term exclusions in the last academic year compared to 2015/16, down 21 from 9,996 to 9,975 exclusions. The rate of fixed-term exclusion among Kent schools was much better than the national average.

## **School Attendance**

- School attendance rates overall are now just in line with the national averages. Overall the percentage of total absences in Kent is 4.6% compared to 4.6% nationally, according to the latest available published figures. For Secondary schools the figures are 5.5% compared to 5.3% nationally, and for Primary schools the percentage is 4.0% compared to 4.0% nationally.
- However persistent absence rates in Kent are higher than the national average, which is disappointing. In the last school year the percentage of pupils who have missed 38 or more sessions (15% 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 year the persistent absence figure 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 continue to be worse than the national figures, which mean they are an even greater priority for improvement.

## **Education Health and Care Plans**

- The number of requests for SEN statutory assessment has increased at an unprecedented rate, by 16% in the past year. As a result we carried out 1004 statutory assessments in 2016 compared to 880 in 2014. This is in addition to assessing over 8,000 existing pupils with Statements who must be transitioned to new Education Health and Care Plans. Managing transitional arrangements alongside new assessments has adversely impacted on the proportion that can be completed within 20 weeks. Provisional data for the percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 74% against a target of 85%.

- The volume of psychological statutory advice completed in 2016-2017 increased by 16%. This is a 34% increase since 2014-15 when 904 pieces were completed. The completion of statutory advice within the required timeframe has reduced from 91% in 2015-2016 to 78% in the past year. The continuing rise in requests for statutory assessment is a concern at a time when significant investment in High Needs funding has risen substantially, so that schools can receive resources without the need for a statutory assessment. The number of pupils supported by High needs Funding has also significantly increased.

### **Early Help**

- In Early Help and Preventative Services support is being provided in a more timely way to nearly 7,000 children and young people aged 0-18, and their families, who have an Early Help Plan. In March 2017, 79.6% of cases were closed with a positive outcome for children and the family, compared to 83.4% in March 2016. At the end of March 2017, step-downs to Early Help for on-going support accounted for 19.8% of the cases closed by Specialist Children's Services,, which is a reduction on last year. Conversely, 8.3% of cases closed to Early Help were stepped up to Social Care because children's needs and the risks to them had 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). In 2017, 74.3% of children achieved a GLD compare to 74.8% in 2016. Performance is above the national average.

Early Years Foundation Stage going forward

- The seven areas of learning and development specified in the EYFS will remain unchanged, as will the number of Early Learning Goals (ELGs).
- Any changes to the ELGs will come into effect from the 2020 to 2021 academic year.
- A baseline will be developed using a large scale pilot and evaluation in the 2019 to 2020 academic year
- In the meantime, schools must continue to complete the EYFSP for their Reception-year pupils in the summer term, June 2018 and report the results to local authorities.

## Key Stage 1

At Key Stage 1 in 2017, outcomes improved across all indicators. As in 2016, Kent performed above the emerging national average for the proportion of pupils meeting or exceeding the expected standard at Key Stage 1 for all subjects.

At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above in Reading, Writing and Mathematics. In 2017, Kent performed above the emerging national average for all subjects and showed improvements compared to the 2016 outcomes.

At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading and Mathematics. As in previous years, Writing continues to be judged by teacher assessment

**Reading, Writing and Mathematics combined** attainment at Key Stage 1 improved by 1.7 percentage points in 2017, which is less than the national improvement rate.

	Combined Reading, Writing and Mathematics	
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard
<b>Kent</b>	66.6	68.3
<b>National</b>	60.3	63.7

	Reading	
	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	79
<b>National</b>	74	76

	Writing	
	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	71	72
<b>National</b>	65	68

	Mathematics	
	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	78
<b>National</b>	73	75

In 2017, 68.3% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points compared to 2016. This is a 4.6 percentage points above the emerging national average.

At Key Stage 1, 79% pupils attained or exceeded the expected standard in **Reading**, which is 3 percentage points above the emerging national average. In 2017, 295 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 26% which is one percentage point above the emerging national average and one percentage point improvement compared to 2016 outcomes.

72% of pupils attained or exceeded the expected standard in **Writing**, which is one percentage point higher than 2016 and four percentage points above the emerging national average. In 2017, 318 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 17%, which is one percentage point above the emerging national average.

78% of pupils attained or exceeded the expected standard in **Mathematics**, which is the same as 2016 and 3 percentage points above the emerging national average. 315 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 21%, which is in line with the emerging national average.

## Key Stage 2

At Key Stage 2, attainment in Kent improved across all indicators in 2017 compared to 2016, apart from Writing which remained the same. Kent performed at least in line with the provisional national averages for all subjects apart from Grammar, Punctuation and Spelling (GPS), which was just below the 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.

	Combined Reading, Writing and Mathematics	
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard
<b>Kent</b>	59	64
<b>National</b>	53	61

	Reading	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	70	74
<b>National</b>	66	71

	Writing	
	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	80	80
<b>National</b>	74	76

	Mathematics	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	72	76
<b>National</b>	70	75

	Grammar, Punctuation and Spelling	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	73	76
<b>National</b>	73	77

At Key Stage 2, 64% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 3 percentage points above the provisional national average of 61%. Kent is ranked first amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in the combined measure is 9% which is a 3 percentage point improvement since 2016 and in line with the provisional national average. Kent is ranked third for this measure, the same as 2016.

In 2017, 271 Kent schools attained at or above the national average for the proportion of pupils reaching the 'expected standard' for the **Reading, Writing and Mathematics combined measure**, compared to 280 in 2016.

In 2017, 74% of pupils in Kent attained the 'expected standard' in **Reading**. Kent performed 3 percentage points above the provisional national average and is ranked first amongst its statistical neighbours, the same as 2016. In 2017, 285 schools performed at or above the provisional national average for this measure compared with 287 schools in 2016.

80% of pupils attained the 'expected standard' in **Writing**, which is the same as 2016. This is four percentage points above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 318 schools performed at or above the national average for this measure compared to 319 schools in 2016.

76% of pupils attained the 'expected standard' in the **Mathematics** in 2017, which is one percentage point above the national average and ranks Kent first among our statistical neighbours. In 2017, 258 schools performed at or above the national average for this measure compared with 261 schools in 2016.

76% of pupils attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2017. Although this is an improvement of 3 percentage points compared with 2016, it is just below the provisional national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is a decline from 2016 when Kent was ranked third. In 2017, 238 schools performed at or above the provisional national average compared with 255 in 2016.

The Kent progress scores for Reading and Writing are 0.3 and 0.4 respectively and -0.2 for Mathematics. All of which are at least in line with the average progress score of zero. These are broadly similar to 2016 for Reading and Writing with a very slight decrease in progress for Mathematics.

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

In the 2016-17 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, -7 in Writing and -5 in Mathematics)

To be above the floor, the school needs to meet either the attainment or all of the progress elements. In 2017, 22 schools were below the floor standard, compared with 9 schools in 2016.

## **Coasting Schools at Key Stage 2**

A school falls within the coasting definition if:

- it meets the 2014 and 2015 parts of the definition - of fewer than 85% of pupils achieving level 4 in reading, writing and mathematics and below the national median percentage of pupils making expected progress in all of reading, writing and mathematics; and
- it also meets the 2016 part of the definition - if fewer than 85% of children achieve the expected standard at the end of Primary and average progress made by pupils in reading or writing or mathematics is below a level set against the new Primary progress measures.

## Key Stage 4

For GCSE outcomes in 2017, Kent is in line national average attainment measures, but fell below in progress. This is a decline compared with the performance in 2016, but in line with the national decline. This, in part, could be attributed to the changes to the assessment methodology and the new grading system.

The percentage of pupils in Kent achieving 5 or more GCSE grades 4 or above including English and mathematics, is 59.9%. This is above last year's figure of 59.0% and above the 2017 emerging national average for all schools of 56%. On this measure, Kent is ranked fifth among its statistical neighbours and 55<sup>th</sup> out of 151 local authorities nationally.

For the Basics measure, the proportion of pupils who achieved grade 4 or above in English and mathematics combined is 61.3%. This is 2.4 percentage points below last year's result of 63.7%. The 2017 national figure is 63.5%. Kent is ranked seventh amongst its statistical neighbours for this measure and 95<sup>th</sup> of the 151 local authorities nationally.

There has been a decline in GCSE grade 4 or above passes for English where the success rate this year is 61.3%, compared to 76.2% achieving a GCSE grade A\*-C under the old system last year. The national average is 75.1%.

In mathematics, there was a decline this year to 50.9%, compared to 68.1% last year. The national average is 68.8%.

In the English Baccalaureate measure, in 2017, 24.7% of pupils achieved this qualification including a GCSE grade 4 or above in English and maths, rising from 29.5% in 2016. The national average is 21.2%. The percentage of pupils in Kent entered for the English Baccalaureate decreased to 41.3%, however this remains higher than the national figure of 38.2%. Kent is ranked first amongst its statistical neighbours and 51<sup>st</sup> out of 151 local authorities nationally.

Secondary schools achieved a Progress 8 score of -0.11 in 2017, which is below the national average of -0.03. The DfE published figures show that 44 of Kent's 99 Secondary schools met or achieved above the national average for this measure; of these 28 are Grammar schools.

For Progress 8, Kent is ranked eighth amongst its statistical neighbours and 95<sup>th</sup> out of 151 local authorities nationally.

The average Attainment 8 score per pupil in Kent is 46.0, compared to 46.1 nationally and 45.7 for our statistical neighbour average.

Among all 150 local authorities, Kent is ranked 95<sup>th</sup> for Progress 8, 69<sup>th</sup> for Attainment 8, 95<sup>th</sup> for the percentage of pupils who achieved A-C grades in English and maths and 51<sup>st</sup> for the percentage who achieved the English Baccalaureate.



## **Progress 8 Scores in Kent Schools**

Kent achieved a Progress 8 score of -0.11 in 2017, which is slightly below the national average of -0.03. 44 out of Kent's 99 Secondary schools met or achieved above the national average for this measure; of these 28 are Grammar schools.

In 14 Secondary schools the score is above 0.05, which is well above average. Of these schools 12 are Grammar schools. In 4 schools the score is -1.00 or below; this means that pupils in these schools achieved nearly one or more GCSE grades lower per subject than other pupils nationally with the same prior attainment at Key Stage 2. Of these, one is a Grammar school.

The highest performing school achieved a Progress 8 score of 0.91, while the lowest performing school achieved a score of -1.14. Among 32 Grammar schools, 28 schools achieved Progress 8 scores above or in line to the national average.

The 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. However poor progress rates and lack of participation in the right curriculum pathways, for small groups of vulnerable pupils will have a significant impact on depressing the Progress 8 score for some schools.

## **Attainment 8 Scores in Kent Schools**

The Attainment 8 scores are at or above the national average of 46.1 in 38 Secondary schools. 61 schools performed below the national average.

Attainment has declined both in Kent and nationally, not just in 2016 but to below the respective 2015 measures. This is indicative of a narrowing of the curriculum offer provided by schools.

67 schools have seen a reduction in their Attainment 8 figure compared to their 2016 results, with 55 reducing to below their 2015 score.

## **The Floor Standard at Key Stage 4**

In 2017, as it was in 2016, the Secondary school floor standard is set as -0.5 Progress 8, unless the confidence interval suggests the school's underlying performance data may not be below average.

In 2017, 10 (10.1%) Secondary schools in Kent performed below the floor standard.

## **Coasting Schools at Key Stage 4**

Under the definition, Secondary schools will be identified as 'coasting' in 2017 if they fall below the following standards in all of the three years:

- In 2015: fewer than 60% of pupils achieve 5A\*-C at GCSE (including English and maths) and less than the national median percentage achieve expected progress in English and maths

- In 2016 and 2017: the progress 8 score is below a set threshold (and the upper band of the confidence interval of the score is below 0). In 2016 this threshold was -0.25, and the threshold for 2017 will be announced in autumn 2017

Schools that opted into progress 8 in 2015 and fall below the above thresholds, but have a progress 8 score of above -0.25 in 2015, will not be deemed to be 'coasting'.

Additional guidance explains that schools will be exempt from the measure if any of the following apply:

- They have fewer than 11 pupils at the end of KS4 in 2014 or 2015, or fewer than 6 pupils at the end of KS4 in 2016
- Less than 50% of pupils have KS2 assessments that can be used as prior attainment in the calculations of expected progress or progress 8
- The school closes within the academic year (unless it then reopens as a converter academy)
- They are a pupil referral unit/alternative provision academy or special school/academy

In Kent, 13 (13.2%) Secondary schools have been identified as meeting the coasting definition in 2016, compared to 319 (11.3%) schools nationally.

## A Level and Post 16 Results

Results at Post 16 across a range of qualifications indicate that Kent is mostly in line with national averages, while some measures are below average. It is 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 2017 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.

All Kent and national averages noted below are for state funded schools only.

### A Levels

For all A Level measures Kent is performing in line with or above the national average.

The results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent Secondary schools is 30.86, which is slightly below the national average of 31.25 and equivalent to an average C grade. Kent is ranked fourth out of its statistical neighbours and 56<sup>th</sup> out of 150 local authorities nationally for this measure.

The percentage of A Level students achieving AAB grades or above in at least two facilitating subjects has declined to 11% compared to 17.0% in 2016. This is disappointing.

### Academic qualifications

Academic results include A Level, AS Level, the International Baccalaureate and International Baccalaureate Careers Related Programme (IBCP) and extended project qualifications.

In 2017, the Average Point Score per entry achieved by academic course students in Kent schools was 32.11, which is equivalent to a C+ average grade and above the national average of 31.45. Kent is ranked second out of its statistical neighbours and 27<sup>th</sup> 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.

The results for 2017 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 37.38, which is equivalent to a Distinction+ grade and only slightly below the national average of 38.60. Kent is ranked fourth against statistical neighbours and 68<sup>th</sup> out of 150 local authorities nationally for this measure.

### **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 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.33, which is equivalent to a Distinction+ grade and is in line with the national average of 39.55. Kent is ranked seventh out of its statistical neighbours and 86<sup>th</sup> out of 150 local authorities nationally for this measure.

#### **Technical Bacculaureate**

The Technical Bacculaureate is a Performance measure that allows young people aspiring to a technical career with 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 Performance Tables from 2016.

In Kent in 2017, 36 students achieved a Technical Bacculaureate, representing over 25% of the 140 students, in all state funded schools, who achieved the qualification. Kent is ranked first 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.

#### **International Bacculaureate Diploma Programme**

- Overall, in 2017 the outcomes achieved in the IB in Kent are very positive with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.
- Three Kent schools offer the IB programme – Dartford Grammar School (37 APS), Dane Court Grammar School (34 APS) and Tonbridge Grammar School (37 APS). Each school has added 1 point to its APS score since 2015.

#### **International Bacculaureate Career-related Programme**

- The International Bacculaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19. It is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further and higher education, apprenticeships or employment.
- CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

- For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme. The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. The CP core helps them to develop skills and competencies required for lifelong learning.
- 91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.
- IB components are awarded a maximum of 7 points each.
- High Schools delivered 181 entries, 37.6% with 5+ points (43.6% for all Kent schools), 77.3% with 4+ points (79.6% for all Kent schools) and 96.1% with 3+ points (97.1% for all Kent schools).

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## Gender Differences

### Early Years Foundation Stage

In the Early Years Foundation Stage, girls continue to out-perform boys with 80.8% of girls compared to 68.2% of boys achieving a Good Level of Development in 2017. This represents an improved position from a gender gap of 14.2% in 2016 to 12.6% in 2017. Work will continue to narrow the gender gap.

### Key Stage 1

At Key Stage 1, girls outperformed boys in **Reading** in 2017. The proportion of girls who attained or exceeded the expected standard was 83% compared with 74% of boys, with a gender attainment gap of 8%. This shows no change from 2016.

In 2017, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 79% of girls attained or exceeded the expected standard compared with 65% of boys, a gender gap of 13% which is the same as 2016.

In 2017, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who attained or exceeded the expected standard is 80% compared with 77% of boys.

### Key Stage 2

At Key Stage 2, attainment for both boys and girls improved compared with 2016 and girls outperformed boys in all measures. In 2017, 61% of boys and 68% of girls attained the 'expected standard' in the **Reading, Writing and Mathematics combined measure**. This compares well with the respective 2017 provisional national averages of 57% and 65%. The gender attainment gap in Kent is 7%, which is two percentage points wider than in 2016 and slightly less than the national gap of 8%.

In 2017, 71% of boys and 78% of girls attained the 'expected standard' in **Reading**. Both boys and girls attained 3% higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7% and has narrowed by one percentage point compared with 2016. The national gap is also 7% in 2017 which has also narrowed by 1% since 2016.

There is an attainment gap of one percentage point in mathematics in 2017. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls. Both boys and girls outperformed similar groups nationally by 1%.

As in previous years, girls outperformed boys in **Writing** in 2017 and the gender gap remains widest in this subject. 75% of boys attained the 'expected standard' in Writing compared with 86% of girls, a gap of 11%. This remains the same as 2016.

Girls outperformed boys in the **Grammar, Punctuation and Spelling** assessment in 2017. The proportion of boys who attained the 'expected standard' was 71%, which is 2% lower than boys nationally. 81% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap of 10% in Kent is higher than the national gap of 8 percentage points.

## **Key Stage 4 and Post 16**

The data on gender gaps for GCSE and post 16 results will be available when national performance data is published in January 2018.

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## Outcomes for Vulnerable Groups

All attainment gaps at any age are of great significance to the life chances of children and young people 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 and reverse the trend whereby achievement gaps get wider as children get older. We are having some success with this, in that the actual attainment for pupils on free school meals is improving year on year, although the gaps continue to be unacceptably wide.

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 the Pupil Premium, Children in Care (CiC), and for pupils with Special Educational Needs (SEN) remain too wide, and are wider than the national gaps.

### Early Years Foundation Stage

In the Early Years Foundation Stage the FSM Eligible gap has narrowed from 20% in 2016 to 10.1% which is positive. This means that 64% of children on free school meals achieved a good level of development compared to 58% in 2016.

At the same time, the SEN gap has widened to from 52.8% in 2016 to 59.3% in 2017, which means fewer children with special educational needs (15%) achieved a good level of development in 2017, compared to 27% in 2016. This is very disappointing. The gap for children in care relates to very few children (20 Kent and 7 Other Local Authority), but the Kent CiC gap has widened from 33.3% in 2016 to 49.4% in 2017. Once again this means that very few of the children in care (24%) in this age group achieved a good level of development by the age of five, compared to 28.6% in 2016.

### Key Stage 1

In 2017, the proportion of FSM pupils who attained or exceeded the expected standard in **Reading at Key Stage 1** was 61.8%, which is in line with the national figure and ranks Kent second amongst its statistical neighbours. This is lightly better than the 2016 figure of 60%.

The widest gap for FSM pupils was in **Writing**, where 53.6% of FSM pupils attained or exceeded the expected standard, compared to 50% nationally. This is better than the 2016 figure of 51%. Although there is an attainment gap of 21.1%, which is 5% wider than the national figure, Kent is ranked first amongst its statistical neighbours for FSM attainment in **Writing**.

The proportion of FSM pupils who attained or exceeded the expected standard in **Mathematics** was 61.4%, compared to 58% nationally, which ranks Kent first amongst its statistical neighbours. This is better than the 2016 figure of 59%. The mathematics attainment gap is 19.1%, which is 4% wider than the national gap.



The attainment gap for **SEN pupils** was wide across all subjects in 2017. In Reading, 33.6% pupils with SEN in Kent attained or exceeded the expected standard compared with 29.6% nationally. This is also better than the 2016 figure of 30.7%. The attainment gap is 47.8%, which is wider than the national figure.

The attainment gap is widest in Writing. The proportion of SEN pupils who attained or exceeded the expected standard was 21.5%, compared to 20.2% nationally. This is similar to 2016. There is an attainment gap of 58%, which is 4% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

In Mathematics, 35.8% of pupils with SEN attained or exceeded the expected standard, compared with 30.4% nationally. This is better than the 2016 figure of 32.4%. The attainment gap is 47.0%, which is 3% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

In Grammar, Punctuation and Spelling, 30.7% of pupils with SEN attained or exceeded the expected standard. The attainment gap is 53.3% which is wider than the national figure.

In 2017, the proportion of **Children in Care** (CiC) who attained or exceeded the expected standard in Reading was 61.9%, an attainment gap of 17%. This is a significant improvement on the 2016 figure of 38.3%. In Writing, 52.4% of CiC attained or exceeded the expected standard, a gap of 20.0%. Once again this compares very positively with the 2016 figure of 29.4%. The attainment gap was widest in Mathematics, at 30.9%, and 47.6% of CiC attained or exceeded the expected standard compared to 32.4% in 2016. Overall these outcomes are a significant improvement compared to the previous year.

## Key Stage 2

At Key Stage 2 the attainment outcomes for FSM eligible pupils improved in 2017 across all measures compared to 2016 but gaps remain wide due to improved outcomes for non FSM eligible pupils. In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 42.3%, which is a six percentage point improvement compared to 2016. There remains, however, an attainment gap of 25.4%, which is similar to the 2016 gap.

In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading** was 55.9%, compared to 52% in 2016. This is an improvement of four percentage points, however, the reading attainment gap of 21.0% is the same as in 2016.

The proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** is 62.3%, compared to 61% in 2016, an improvement of one percentage point. The writing attainment gap is 20.9% which is a slight improvement from 2016 where the gap was 22%. Attainment is higher in writing than other subjects for FSM eligible pupils.

The proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 57.0%, compared to 52% in 2016. There is an attainment gap of 21.8 percentage points which is slightly larger than the 21% gap in 2016.

In **Mathematics**, 57.8% of FSM eligible pupils achieved the 'expected standard' in 2017 compared to 51% in 2016. The attainment gap narrowed in 2017 to 20.6 % compared to 24% in 2016.

The attainment gap at Key Stage 2 for SEN pupils remains wide across all measures in 2017. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 19.4% which is 4% better compared to 2016, when the national average was 15%. There is an attainment gap of 53.0% which is similar to the gap in 2016.

In **Reading**, 33.6% pupils with SEN in Kent achieved the 'expected standard' in 2017, which is similar to 2016 outcomes. There is an attainment gap of 47.8% which is slightly larger than the 45% gap in 2016.

The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' is 32.9% which is broadly similar to 2016. There is an attainment gap of 56.1% which is a slight improvement on the 57% gap in 2016.

In **Grammar, Punctuation and Spelling**, 30.7% of SEN pupils achieved the 'expected standard', which is similar to 2016. There is an attainment gap of 53.3% which has widened in 2017, having been 45% in 2016.

In **Mathematics**, 35.8% of SEN pupils achieved the 'expected standard' which is a five percentage point improvement compared to 2016 outcomes. There is an attainment gap of 47.0% which is has narrowed by one percentage point since 2016.

In 2017, the outcomes at Key Stage 2 for Children in Care (CiC) were significantly better than the previous year, which is very welcome. The proportion of CiC who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 38.1%, which is significantly better than 2016 when the figure was 21.6%. This means there is an achievement gap of 18.8%, compared to 36.8% in 2016.

In Reading, 57.1% of CiC achieved the 'expected standard', which is significantly better than the 2016 figure of 41.9%.

In Writing, 47.6% of CiC achieved the 'expected standard', compared a gap of 8.3%. In Mathematics, 42.9% of CiC achieved the 'expected standard', compared to 41.9% in 2016. The proportion of CiC who achieved the 'expected standard' in Grammar, Punctuation and Spelling was 44.6%, similar to 2016.

#### **Key Stage 4**

The data on vulnerable groups will be available in January 2014.

#### **Summary of Progress**

There has been a slight reduction in the percentage of children achieving a Good Level of Development at the end of the Early Years Foundation Stage although Kent continues to be above the emerging national figure.

Outcomes at Key Stages 1 and 2 are also positive and show Kent performing above the national averages for the majority of indicators for the second successive year. Outcomes for FSM eligible pupils also show improvement across all areas when compared to 2016. At Key Stage 4 Kent has maintained standards in line with the national average but fallen below in progress measures. Results at Post 16 across a range of qualifications are variable, with some measures in line with or above the national average and positive improvements in Technical and Applied qualifications. It is 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.

Overall, there are mostly positive trends in the right direction on raising standards of attainment and increasing rates of progress. We need to continue to be ambitious because there is still more to do to bring about the necessary improvements for some groups of children and young people in Kent. We have 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 (8% of schools currently) that is not yet good. 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 ambition to build on the improved performance in 2017 and more intensive work on those areas where performance is below average and gaps are too 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 funding, to accelerate the progress of these pupils. We will build more successfully on this good practice.

Our biggest challenges are to improve the achievement gaps for vulnerable groups and to improve the offer at 14-19 for all, to include clear pathways to further progression and positive destinations for 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. 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. and while the improvements achieved in 2017 for pupils on free school meals we still need 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. It also has a role in clarifying for providers an ever changing learning architecture.

There has been a continued increase in the number of apprenticeships, and apprenticeships within schools, improved technical qualification outcomes at post 16 and an increase in the 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. The service offers online maths and English courses to support schools and providers with this challenge.

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 level 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. Success in applied general and technical qualifications and the progress achieved for students in relation to their prior attainment appears to be better than the outcomes achieved for students with similar prior attainment that follow academic A level qualifications.

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.

The success of the International Baccalaureate Careers Related Programme in 20 Kent schools ( this number is growing in academic year 2017 – 2018) shows that innovation in study programmes can achieve good results. For schools not signed up to the IB programme, a baccalaureate model is effective and impactful.

The DFE published the Post 16 Skills Plan in July 2016 which sets two clear pathways for young people at age 16 to follow either academic or technical qualifications. These changes will have a major impact on the planning and delivery of post 16 provision in schools and colleges. This autumn (2017) saw the publication of the Government's plan for Tech level qualifications. We are working with schools to prepare for this development, together with new statutory guidance on careers education, through our events programme and in school support.

Although Kent has recently seen good inspection results for post 16 provision, appropriate technical pathways are not always in place to support the progression of all learners from age 14 to 19 into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Year 12 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. In the past year the NEET figures reduced to 2.9%, which is in line with the national average.

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 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 a steering group 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 learning 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. Progress has been made in expanding local learning and skills opportunities in all districts available on the Ready to Work 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.

### **Attainment Post 16**

Post 16 outcomes for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8, compared to 30.9 last year.

Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications and results for 2017 show that the Academic Average Point Score per entry achieved by students in Kent schools is 32.0, compared to 32.2 last year.

Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. The results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 37.45, compared to 36.7 last year.

Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 38.8, compared to 37.0 in 2016.

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. 29 students achieved the Tech Bacc in 2017 compared to 20 in 2016.

It has been another positive year for the IB in Kent, with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least. Three schools offer the IB programme – Dartford (37APS), Dane Court (34 APS) and Tonbridge Grammar (37 APS). Each school has added 1 point to its APS score since 2015.

### **Innovative Curriculum Development**

The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19 and offers a framework of international education that incorporates the values of the International Baccalaureate within a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.

Career Programme students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic

strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.

High Schools delivered 181 entries, 37.6% with 5+/7 points (43.6% for all Kent schools), 77.3% with 4+/7 points (79.6% for all Kent schools) and 96.1% with 3+/7 points (97.1% for all Kent schools).

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.

The Post 16 Skills Plan published in 2016 proposed a transition year for those learners who need to access further knowledge and skills to progress to level 3, employment with training or employment. Existing practice has been shared with schools via the Skills and Employability Service events programme.

The Local Authority, with schools and FE Colleges, carried out 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 links with employers.

### **Employer Guilds**

The engagement with employers has significantly developed through the Guild Model, which is a partnership between employers and education providers. The following eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region:

- Sciences
- Creative and Media
- Land-Based Industries
- Engineering and Advanced Manufacturing
- Construction and the Built Environment
- Hospitality & Tourism
- Health and Social Care

The Guilds provide an ongoing forum to promote positive transition from education to employment, particularly through apprenticeships. The Skills and Employability Service has been developing skills plans with the eight employment sector Guilds. There are over 200 employers involved in the Guilds and over 540 employment opportunities were created by the Guilds in 2016-17 including apprenticeships, work experience placements and



internships. One of the priorities for the Guilds is working with schools to provide information and guidance on employment opportunities in the eight employment 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 and take up apprenticeships. 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.

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

The Skills and Employability Service has continued to run a strong network to support the delivery of Careers Education. This aims to improve outcomes for young people by engaging employers with schools, and by advising schools on how best to use new qualifications and labour market information to support careers guidance to young people and affect curriculum change. Other career education agencies are invited to speak at steering meetings to enhance work being done locally and county wide. Funding beneficiaries of the Careers Enterprise Company are also invited.

Providers have the benefit of the Kent Careers Framework (currently being refreshed) which supports the CEIAG offer in schools and an audit tool which measures the development of employability within the institution.

Within the Skills and Employability Service there is a Careers Enterprise Coordinator who is partly funded by the Careers Enterprise Company and whose role is to link 20 schools to an enterprise adviser to facilitate employer engagement and enterprise activities. A second network has been developed in West Kent and by the end of academic year 2017 – 2018 40 schools will be engaged.

The Service has facilitated 11,627 students' use of their accounts on the Kent Choices 4 You website (KC4U) of which 8718 students applied for post-16 courses. 3225 of these were for FE places.

The percentage of learners who have made an application, when compared with the previous year, was the same at 55%

Building on the success of four local career events in 2016-17, four similar events have been planned for academic year 2017 – 2018. These events offer the opportunity to meet employers and training providers, and learners without a post 16 offer are encouraged to make applications on the day. These events are planned in collaboration with local partners in each area to make sure that local needs were met by the events and it is expected to continue this format in the coming years.

### **Apprenticeships**

April 2017 saw the introduction of the apprenticeship Levy. All levy payers have started their payments and monies have been credited to the individual digital accounts to spend on apprenticeship training. Early signs are showing employers investing in developing their

existing workforce rather than new recruits and it is possible that there will be a reduction in apprenticeship starts for 16 to 18 year olds, which is very disappointing.

Third quarter 2017 data shows under age 19 starts at 2400, compared to 2480 last year, and age 19 - 25+ starts at 7260, compared to 5860 last year.

From discussions with colleges and training providers all have expressed concerns they are seeing a downturn in numbers since the introduction of the levy in April.

The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017. With an annual target of 140 apprentices achieved in 2014-15 due to new targets being set for the public sector, our annual target has been increased to 200 from March 2017. There have been 201 Apprentice starts since 1st September 2017 due to the Apprenticeship levy.

Kent schools will meet the 2.3% public sector target of employed apprentices by March 2018. From April KCC will be given a new target of 2.3% percentage of all staff starting an apprenticeship. The Skills and Employability Service achieved 51% of all schools to have recruited an apprentice, before Government introduce the new changes. We have seen Schools understand the opportunities available to them through apprenticeships with greater engagement for key information.

## **NEET Figures**

The refreshed NEETs Strategy and action plan 2017-2020 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 skilled employment and 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 2020. 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 2017 was 2.98% (2016 was 4.97%, 2015 was 5.25%)

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 shows a three year decrease with 3.18% in January 2017, 8.27% in January 2016 and 11.2% in January 2015. These figures are still too high and the NEET Strategy is designed to significantly reduce them in the year ahead.

In January 2017 the NEET cohort for SEND learners was set as those young people who have an Education Health and Care Plan. Out of a total cohort of 1740 there were 85 NEETs (4.9%) and 178 not knowns (10.2%). In May the cohort size was 1781 with 82

NEETs (4.6%) and 158 Not Knowns (8.9%). This shows a small decrease in the percentage of both the NEET and the Not Knowns.

## **Youth Unemployment**

Youth unemployment in Kent (at 1.7%) is currently below the national unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) Districts in Kent is above the National average, significantly so in Thanet (3.6%) Thanet has the highest level of unemployment amongst young adults (18-24) of any District in the South East Region (at 6%). The figures for the five Districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

## **Targeted Support for Vulnerable Learners**

During 2016 - 2017, 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 has supported 18 young people to take up an apprenticeship and 46 young people into paid employment.

Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties to move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.

The Service has held discussions with FE colleges and staff with responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these learners through transition. A proposal will be put to the College Principals and a strategic plan will be developed in late 2017.

The Service has also made applications to the ESFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. These requests have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

## **The Local Employment Offer**

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, which include traineeships, apprenticeships and employability full time programmes lasting for a year, together with 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 2015-16 and it has now established five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford.

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.

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## 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 21,000 learners in Kent, with a total of over 34,000 enrolments. A very wide range of provision was 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. In offering its apprenticeship programme, CLS successfully engaged with 400 employers, the majority of whom are SMEs in Kent, providing carefully planned programmes that meet local and national skills needs. During 2016-17, CLS continued to offer programmes to Unaccompanied Asylum Seekers and participate in the Syrian Vulnerable Persons Relocation Scheme.

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 2016-17

- The Self-Assessment Report shows that CLS has successfully maintained the good quality of provision identified by Ofsted in its 2016 CLS inspection.
- Both employers and learners and learners report high levels of satisfaction with the Service
- 72% of learners over the age of 19 years achieved grades 9-4 in GCSE English
- 85% of learners over the age of 19 years achieved grades 9-4 in GCSE Maths
- Achievement rates in both English and Maths were higher than those for 2015-16
- Over 200 16-18 year olds Not in Employment, Education or Training achieved on their Study Programmes
- More than 50 16-18 year olds completed apprenticeships at level 2 or 3
- Over 1500 adults gained their first qualification

## Ofsted Inspection Outcomes

**Ofsted inspection outcomes for Kent schools have improved significantly over the past five years and at the end of the 2016-17 school year 91.4% of schools were judged to be good or outstanding, compared to 89% in 2016 and 82% in 2015. . In 2011, the figure was 59%.**

At the beginning of the school year in September 2017, 91.4% of schools were good or outstanding. Kent continues to be above the national average of 89%. Overall, 22% of schools are judged to be outstanding and 70% judged to be good, compared to the national position of 21% schools rated outstanding and 68% good.

This overall figure includes 89.4% of Secondary schools, 92.4% of Primary schools, 95.5% of Special schools and 71.4% of PRUs in Kent, judged to be good or outstanding.

In September 2017, 19.1% of Primary schools (81) were outstanding, 73.3% (310 schools) were good, 7.8% (33 schools) require improvement and 0.2% were inadequate (one school). 31.9% of Secondary schools (30) were outstanding, 57.4% (54 schools) were good, 10.6% (10 schools) require improvement and no schools were inadequate. 31.8% of Special schools are outstanding (7), 63.6% (14 schools) are good and 4.5% requires improvement (one school). No schools were inadequate.

In Kent overall, in September 2017, 90.3% of pupils (196,937) were attending a good or outstanding school, including 90.7% of Primary pupils (106,347), 89.6% of Secondary pupils (86,996) and 96.6% of pupils (3,581) attending Special schools.

In September 2017, there were 381 good and 120 outstanding schools, 46 schools requiring improvement (including 33 Primary schools and 10 Secondary schools) and one school in a category, out of a total of 546 schools with a current inspection result. This means that there are 17 more good and outstanding schools compared to the same point in 2016.

At the start of September 2016, there were 370 good and 114 outstanding schools, 57 schools requiring improvement (including 42 Primary schools and 13 Secondary schools) and 4 schools in a category, out of a total of 545 schools that had a current inspection result. One school was judged inadequate during the 2016/17 academic year and four schools were removed from an Ofsted category of concern.

Of the 51 schools inspected in the 2016/17 school year, 60.7% were judged to be good or outstanding, compared to 72% in 2015/16.

There was decline in outcomes for Secondary Schools, with 57.1% of the seven schools inspected between September 2016 and July 2017 being judged good or outstanding, compared to 66.7% in 2015/16. In the same period 41 Primary schools were inspected and 65.9% were judged good or outstanding, compared to 72.7% in the same period the previous year.

At the start of the 2017/18 school year, 90% of pupils in Kent were attending a good or outstanding school compared to 88% in 2016 and 83% in 2015. This means approximately 10,181 more children and young people are receiving a better education since 2016.

Prior to this year there had 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 and 98.2% in 2016. The number now attending a good or outstanding Pupil Referral Unit in September 2017 is 54.2% due to two requires improvement outcomes in 2016/17. This is very disappointing.

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 2017 we have exceeded our target of having at least 86% of Kent schools being good or outstanding. Our priority for 2018 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 Primary and 93% of Secondary schools to be judged good or outstanding by 2018-19.

The proportion of schools in Kent judged to be Requiring Improvement (RI) at the end of the academic year 2016/17, decreased to 8.4% which is 0.6% below the national average of 9%. Kent's position represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013, 20% in 2014, 16% in 2015, 10% in 2016 and now 8.4% as of September 2017.

In September 2017, one school (0.2%) in Kent was in an Ofsted category of concern. This represents a decrease of 0.5% from the previous year and means Kent is below the national average of 2% 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, 2% in 2015 and 0.7% in 2016).

**Key lessons** from schools that achieve a good or better inspection outcome include:

- Effective leadership with a track record of improvement
- Governance that understands the school's strengths and weaknesses, and 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, with an improving trend
- Leading and building leadership capacity at all levels in the school
- Providing a relevant and attractive curriculum that offers success for all groups of learners, and positive destinations
- 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 improving 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.

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 2016 – 2017 school year inspection outcomes for Early Years settings continued to improve, increasing the number of good and outstanding settings.

In August 2017, 97.2 % of Early Years settings were judged good or outstanding. The figure in August 2016 was 96%.

In August 2017, in Kent overall, 98.1% of children under five were attending a good or outstanding Early Years setting. This is a very good outcome and well above the national average.

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# Exclusions

## Exclusions Data for the 2016-17 School Year

Exclusion from school is a serious matter which impacts on the progress and attainment of pupils, often the most vulnerable learners, and all the efforts we make to reduce loss of learning time through exclusion contribute significantly to raising standards.

The latest DfE exclusion data release indicates that Kent schools' overall performance in the past two years has improved to the level that is significantly better than the national average, which is very positive.

However, the pattern of exclusions is very variable across Districts and schools, and depends very much on the local arrangements for inclusive schooling, behaviour support, managed moves, In Year Fair Access and the work of the Pupil Referral Units.

### Permanent Exclusions

In the last academic year 2016-17 there were 68 permanent exclusions, which is a small increase of two on the previous academic year. The rate of permanent exclusion remains significantly better than the national average.

There were 19 permanent exclusions, in 19 Primary schools, which is an increase of three compared to the previous academic year. This includes 8 permanent exclusions of children in Key Stage 1, which is very disappointing. Most of the Primary permanent exclusions took place in East and North Kent, primarily in Dartford and Swale.

In Secondary schools there were 49 permanent exclusions, which is a reduction of one compared to the previous year. Most of the excluded pupils were in Years 9 and 10 and of the 29 Secondary schools that permanently excluded, 20 schools excluded only one pupil. The greatest number of permanent exclusions took place in 9 Secondary schools and most of the exclusions (30) were concentrated in Dartford, Gravesham and Maidstone.

While most districts achieved a reduction in permanent exclusion, the schools in Shepway district had the best performance where we saw a reduction of 13 permanent exclusions in the 2016/17 academic year compared to 2015/16 (15 reduced to 2 exclusions). Maidstone district also saw a notable reduction, down from 16 to 10 exclusions in 2016/17.

Of those permanently excluded, 28 pupils were on free school meals, (reduced from 41 in 2016) 20 pupils were open cases for Early help and Social Care and three pupils had an Education Health and Care Plan. Our aim is to ensure that no looked after child and no pupils with EHC plans are permanently excluded.

### Fixed Term Exclusions

There was a slight reduction in fixed term exclusions in the last academic year compared to 2015-16, down 21 from 9,996 to 9,975 exclusions. The rate of fixed-term exclusion among Kent schools was much better than the national average.

The overall decrease was directly related to a positive reduction in Secondary School fixed-term exclusions. At the same time, there was an increase in Primary School fixed-term exclusions, up 324 from 1,725 to 2,049 exclusions in 2016/17.

Among the pupils with one or more fixed term exclusions, 54% were pupils on free school meals which is the same percentage as the previous school year. It is disappointing that we are not seeing this percentage reduce. Similarly, the percentage of pupils with SEN (7.6%) is more or less the same as the previous school year.

For the few districts where there has been no improvement, the Local Authority and schools are working together, agreeing new inclusion approaches and Alternative Provision arrangements to reduce the use of exclusion.

The re-organised PRU arrangements continue to make a clear contribution to the reduction in permanent exclusions over time. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning.

The Inclusion and Attendance Advisers have adopted more preventative approaches to focus their interventions on the factors that make a difference to children's behaviours, which in turn affects the rates of permanent and fixed term exclusions.

These factors include the effectiveness of school practice and in-school support, including the use of the Pupil Premium; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools provided by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the Local Inclusion Forums; early identification of special educational needs and the use of High Needs funding and the LIFT process; and the use of support through Early Help notifications. I hope we can continue to use this range of provision and resources to continue to provide the best support for pupils with challenging behaviour and other needs, and to continue to reduce the use of exclusion.

### **Pupil Referral Units**

In five out of the seven areas served by the PRU provisions, creative local solutions have reduced the number of young people requiring Alternative Provision, with the Secondary schools in each area working collaboratively and agreeing not to permanently exclude. The total number of young people being removed from mainstream school to attend a PRU in Kent has reduced from 0.33% in Nov 2015 to 0.18% in Sept 2017. Compared to a National Average of 0.27%. This is very encouraging, and has significant benefits for the pupils concerned who might otherwise be out of mainstream school.

In 2016 there was an increase in academic outcomes for pupils attending the PRUs compared to 2015. In GCSE results 22% attained the level 2 qualification (Grade C or 4+) and 18% attained the threshold in English and maths, compared to 2.5% and 8.5% nationally. In 2017, this reduced to 16% in English, while 18% attained a good GCSE pass in mathematics. These rates are still significantly above the national figures.

There has been a reduction in young people leaving a PRU without a September guarantee of a positive post 16 destination, which is also very welcome. At the end of the 2016 academic year 13.6% young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%

PRUs have faced challenges with the revised Ofsted framework and changes to the curriculum and assessment measures. Of the seven PRUs in Kent: one is Outstanding, two are rated Good, three Require Improvement and one has recently been judged by Ofsted to have Serious Weaknesses as a result of a period of uncertain leadership . The current leadership was positively assessed by Ofsted and there is clear evidence of the right action being taken to bring about the necessary improvements. A dedicated PRU School Improvement Advisor has been secured to work with the PRUs to continue to support their improvement.

The Kent Health Needs Education Service has increased its support across the county, expanding to seven delivery hubs and providing an outreach service for schools to support pupils with mental and physical health difficulties. The number of young people supported by the service has increased to 240, with a significant number of young people being re-integrated back into mainstream education.

## 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.

The latest data on attendance indicates a persistent absence figure for Primary schools of 9.5%, which compares to a figure of 9.3% for the last academic year. The figure for Secondary schools is 13.7%, up from last year's figure of 13.2%. National data for 2016-17 shows that Kent has higher rates of absence than the national averages, for both phases, with national figures of 8.7% for Primary and 12.8% for Secondary schools. During the same period, the attendance rate for Kent Primary schools has stayed the same at 95.9% while the rate in Kent Secondary schools has declined slightly from 94.8% to 94.6%.

During the past 18 months we have developed a new delivery model refocusing on preventative, advisory and outcomes-focused support for schools and families to improve attendance. At the same time we reconfigured the previous six hubs to form a single county wide enforcement team, in order to make the legal process more agile, consistent and effective when taking court action and issuing penalty notices for poor attendance at school..

The new approach was based on shifting the intensive interventions in relation to attendance and exclusions, which Education Welfare Officers and Exclusion Officers traditionally carried out, to be delivered in the Early Help Units.

In order to make schools' access to the service easier and the legal process for taking court action in relation to attendance more outcome-focused, the service has implemented a new Digital Front Door and the new Code of Conduct for issuing education related penalty notices. A revised model school attendance policy was also published and shared with schools in April 2017.

We are very clear that an attendance rate below 96%, even it is above 90%, is not good enough. Schools take the initial actions to help or intervene when a pupil's attendance rate falls below 96% without a justifiable reason. In some extreme circumstances where a pupil's unauthorised absence persists and attendance has dropped to below 90%, the matter is escalated for legal action to be taken, which may include an Education Supervision Order, a Penalty Notices or prosecution taken against parents. In the last academic year, KCC prosecuted 223 parents for failing to ensure their children's regular school attendance.

### ***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.

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## **Special Educational Needs and Disabilities (SEND)**

The Children and Families Act 2014 introduced the biggest changes to SEN in a generation; a statutory duty to ensure that children, young people and their parents are supported to participate in decisions that ensure the right support, at the right time in order to improve their educational, health and emotional wellbeing outcomes. Kent's Strategy for SEN (2013-2016) 'Working Together, Improving Outcomes' set out an ambitious plan for Kent's children and young people with special educational needs to achieve good outcomes.

Now, in 2017, we have completed a review of our progress in delivering the SEND Strategy and our refreshed plan sets out the next steps to improving the outcomes for every Kent child and young person with SEND by 2020.

We believe that every Kent child and young person should have their needs met, as far as possible in their local school and we expect every setting to make effective provision so that pupils move on easily to the next stage of their learning. 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.

Over 4,000 Kent children and young people are benefiting from the progress we have made because more children and young people with SEN in Kent are receiving a better quality education and there are more specialist SEN places in mainstream and Special schools. Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally, although it is disappointing that the gap between their attainment and that of other learners shows little sign of diminishing.

As we developed the SEND Strategy, Kent children and young people, along with their parents and carers, told us to keep their needs at the heart of the system and to increase the support in local schools. We recognise that better outcomes can be achieved when there is strong engagement with them and strong partnerships with schools, the local authority's services and health services.

Knowing that we are providing the right services and support for families is hugely important. Feedback from many families, particularly through the Kent Parent Carer Forum (KPCF) is helping us to better understand the views and wishes of Kent families and through this working together, services are increasingly delivered and influenced by their input to our plans and activity.



## **What has already been achieved (2014-2017)**

### Improving Quality

- There are more children with SEND attending a better school
- Local Inclusion Forum Teams (LIFT) and Early Years LIFT meetings provide significant support and advice to mainstream schools to improve their SEND provision and practice.
- We are alert to the need to prioritise children in public care
- Joint training for Children Centres and Health Visitors has been delivered to support earlier identification of speech language and communication difficulties in young children and more effective referrals to SEN services
- We have reviewed specialist School Nursing for complex health needs and pilot arrangements are being tested by health professionals
- We have completed a county wide strategic analysis of the need for speech and language support for learners aged 0-18
- We have reduced the number of young people with SEND who are not in education, employment or training (NEETs)
- More young people aged 19-25 have a pathway to support their learning and entry into employment and independent living.
- We have significantly expanded provision by putting in over 800 additional SEN places into Special schools and Specialist Resourced Provision in mainstream schools in the last three years.
- We have significantly increased the amount of High Needs funding to support pupils in mainstream schools.

### Delivering Statutory Changes

- The Local Offer is available on the website and a parent led steering group is continuing to monitor and review levels of awareness among parents and parental satisfaction
- New arrangements are in place for a high quality statutory assessment process which delivers to shorter timescales of 20 weeks and engages parents.
- We are on track to have transitioned all children and young people with SEN Statements to Education Health and Care Plans by March 2018.
- Joint commissioning has improved provision for family advice or short breaks with Information, Advice and Support Kent (IASK); Integrated Equipment; dispute resolution and mediation; and making better use of therapies.

- We have reviewed the use of High needs funding in mainstream schools; currently 50% of pupils with high needs funding are doing so without Education, Health and Care Plans (EHCP). We have identified effective practice and produced guidance on how schools can put in place evidence based approaches. There are more than 500 pupils with Autism Spectrum Disorder (ASD) and 300 pupils with Speech, Language and Communication Needs (SLCN) pupils being supported through high needs funding.

### **What is left to do**

Going forward we recognise that there is still much to do to ensure specialist support and easier access to health services in local schools, settings and colleges particularly for children and young people with autism.

The revised Kent Strategy for SEND 2017-2019 is focussed on:

- Developing more specialist provision and support for pupils with ASD, speech and language needs and emotional and behavioural needs in mainstream and Special schools;
- Increasing the effectiveness of High Needs funding and the LIFT process on pupils' learning and progress;
- Improving the availability of health funded therapy services and the involvement of Health Visitors in early identification; improving transitions from the Early Years and from Primary to Secondary school;
- Increasing the participation, and provision and opportunities for SEN learners post 16, including apprenticeships and access to employment;
- Reducing the over representation of SEN pupils in exclusions and persistent absence;
- Doing more to increase parental engagement and confidence in the SEN process and the provision for their children.

The success of the SEND Strategy is reliant on effective joint arrangements with schools, early years settings and our partners in the Health service to identify the right children at the right time to ensure they receive the right support to improve their outcomes.

Through High Needs funding more pupils are supported without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. This is positive and we aim to achieve more through using the resources in this way. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. The investment in SEN in Kent is significant, with a higher proportion of the DSG spent on supporting pupils with additional and complex learning needs, than in many similar local authority areas. At present we are spending over £200 million on SEN in Kent, including £24 million on SEN Transport and £20 million on out of county placements. Both of these should reduce so that the funding can be used in more productive ways. The challenge is to achieve better outcomes for this

investment, reflected in good practice in all schools, better quality education and support for SEND learners, and providing a wider range of options for parents.

The Government has proposed a new National Funding Formula for schools which will require even more effort to target our resources effectively and achieve even better value for money in the investments we make to improve pupil outcomes. Based on current proposals, we do not anticipate any increases in the High Needs funding that Kent receives.

### **Our priorities for 2018-2020**

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 Education 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.

### **Outcomes**

By 2019-20 we will:

- Have increased the support and guidance for SENCOs so that their capacity to identify the most vulnerable pupils increases
- Publish comparison data about schools' SEN Registers to focus on levels of identification
- Work with professionals from Secondary schools to eliminate the use of permanent exclusion for SEND pupils
- Increased the range of specialist provision, particularly for autism, so every child has been offered a good (Ofsted judgement) school place
- Publish the findings of targeted work to reduce SEND NEETs, including how progress can be maintained
- Improved the way in which we engage young people with SEND about their aspirations, ambitions and choices

- Ensure learners, including those attaining at level 1, will be following and completing an apprenticeship
- Increase the number of parents whose views we have collated and the proportion whose experience is positive

### **We will know we are achieving these outcomes when**

- Children and young people achieve positive outcomes and make good progress in relation to their EHCP
- Teaching is rated as good (90% of schools) and SEN pupils are making good progress that SEN Register numbers reduce
- SEN achievement and progress, including EYFS development, is above national averages
- Ofsted Inspection evidence confirms SEND provision in Kent schools serves children and young people well
- Persistent absence for SEN learners is below the national average
- No Kent Primary schools permanently exclude pupils with an Education, Health and Care Plan and in Secondary schools it is very rare
- The number of young people whose whereabouts is not known, or who are NEETs shows a year on year reduction
- Feedback shows the majority of parents are satisfied with their experience of the assessment process and the provision for their child, they feel listened to and that their views are acted upon
- Young people are influencing decisions about them in the SEN process
- Parents report they are highly satisfied with SEND provision in schools and have confidence in the support provided

# 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 go to a good school and have the best chance in life.**

## Progress in 2016-17

In 2016-17, KCC delivered the additional new school places needed for September 2017. For the first time this decade the majority of these new school places were within the Secondary sector. We expanded eleven Primary schools, adding 7 permanent forms of entry, 90 temporary Reception class places that will not be needed in the long term, and 30 additional places in both Year 2 and 5. Twelve forms of entry of Secondary school provision were commissioned across eleven schools. In addition, 70 temporary Year 7 places were added.

The programme to refurbish or rebuild all Special Schools is being completed. In 2016-17 a further three projects were completed: Foreland School (Thanet), Ridgeview (Tonbridge & Malling) and Five Acre Wood (Maidstone). Portal House (Dover) is the final project and is under construction. The expansion of Wyvern School (Ashford) was completed, while the expansion of Meadowfield (Swale) continues.

Three new Specialist Resourced Provisions (SRP) opened as planned in September 2016 Martello Grove PS (Shepway), Langley Park PA (Maidstone) and Thistle Hill PS (Swale), adding capacity to support pupils with Autism and Social, Emotional and Mental Health Needs. Four further provisions have been commissioned to open in September 2017 – Finberry PS (Ashford), Valley Invicta PS at Kings Hill (Tonbridge and Malling), Valley Invicta PS at Holborough Lakes (Tonbridge and Malling) and Cherry Orchard PS (Dartford). These will add capacity to support pupils with Autism; Social, Emotional and Mental Health; and Speech, Language and Communication needs.

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 2017) was accurate to within 0.1% across Kent. This equates to 17 pupils. This is a similar variation to the previous year. Nine of the 12 District forecasts were outside the plus or minus 1% tolerance we seek. The forecast Primary school roll was accurate to within one class of pupils (0.0%), although four Districts showed forecasts between plus or minus 1% to 2% out.

The forecast number of Year 7 pupils across Kent was accurate to within 22 pupils. This represents a 0.1% variance, which is an exceptionally high degree of accuracy. The most extreme forecasting variance was Dover with 62 pupils fewer than forecast. The forecast Secondary roll number (Year 7 to Year 11) was 0.6% over the actual roll, which again represents a high degree of accuracy, but down from 0.3% last year.

The most significant variations to the commissioning planned for September 2017 was in the Secondary sector, with 70 additional Year 7 places being commissioned in Thanet and 60 places in Tunbridge Wells.

Surplus capacity in the Primary school sector is at 5.6% in Reception Year and 4.6% across all Primary school year groups. For Year R this meets our target of at least 5% surplus capacity, but clearly all year groups fell slightly short. However, the proportion of surplus Reception Year places in Districts varies from 1.5% in Dartford to 10.6% in Sevenoaks. Four Districts had fewer than 5% surplus Reception Year places. Seven had less than 5% surplus Primary places.

Surplus capacity in Year 7 and across the Secondary school sector remains high across the County at 7.5% and 9.6% respectively. There are exceptions to this at District level. Surplus places in Year 7 in 2016-17 were below 5% in the Travel to Learn Areas of Dartford, Gravesham and North Sevenoaks; Canterbury; Shepway and Thanet. Years 7-11 surplus places were below 5% in Canterbury.

### **Future Projections and Need**

The number of Primary age pupils is expected to continue rising significantly from 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 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 79,105 in 2016-17 to over 94,397 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 2018-22 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 2018-19</p> <p>Primary 1.1FE permanent 30 Year R places</p> <p>Secondary 16FE permanent 340 Year 7 places</p>	<p>By 2019-20</p> <p>Primary 5.6FE permanent 30 Year R places</p> <p>Secondary 10.3FE permanent 330 Year 7 places</p>
<p>By 2020-21</p> <p>Primary 17.8FE permanent</p> <p>Secondary 18FE permanent 90 Year R</p>	<p>Between 2021-2024</p> <p>Primary 41.4FE permanent</p> <p>Secondary 34FE permanent 60 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.

There are approximately 9,100 Kent pupils in Kent with a Statement or Education Health and Care Plan. This accounts for 3.0% of the total school population for which the Local Authority is responsible for commissioning school provision.

The Service commissions just under 5,000 specialist places in Kent maintained schools and academies, provision for 500 High Needs students in Further Education and Independent Colleges and over 600 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 sometimes 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 and Assessment Nursery Provision – Tunbridge Wells**

Oakley School is currently the only District Special school which does not admit children of pre-school age. Proposals to address this are already being taken forward.

## **ASD Secondary School Age Provision**

The number of pupils with ASD has increased by 54% in the last five years, and this trend looks set to continue. Provision is required to cater specifically for ASD for Secondary school age learners, and a new free school has been agreed in Maidstone to address this.

## **Specialist provision on the Isle of Sheppey**

There is no Special school on the Isle of Sheppey (Swale). Currently over 80 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 in Dover and on the Isle of Sheppey.

## **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 deficit shortfall in places in half the Districts across Kent (Dover, Gravesham, Sevenoaks, Swale, Tonbridge and Malling and Tunbridge Wells). Historically, there may be deficit places within individual planning areas in other Districts. In some cases, neighbourhood planning areas will have a surfeit of places. However, transport costs and availability may prevent access for families with lower household incomes.

We have been successful in securing Central Government funding, which we are adding to, in order to open new Early Years provision in New Romney.



## **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 good GCSE qualifications in Maths 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 is working with providers to:

- Establish robust monitoring of Post-16 learning and teaching.
- Engage in systematic review of provision against local and national indicators and local employer sector needs.
- Work collaboratively with other Post-16 advisers.
- Make provision for English and Maths to ensure students can gain a GCSE level 4 or above qualification and to ensure levels of literacy and numeracy which are in accordance with ESFA guidelines
- Continue to look to align provision to local labour market trends and avoid duplication of courses.
- Offer a range of qualifications at all levels to ensure all young people can take a positive next step.
- Develop a technical offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the skills profile highlighted by LMI information.
- Develop a technical programme endorsed by employers and the Kent Employer Guilds.
- Develop an academic programme offer which leads to HE, degree apprenticeships and higher level apprenticeships.
- Deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience.
- Plan personalised post 16 pathways for vulnerable and disadvantaged learners.

- Assure the long term viability of the provision.

### **Conclusion and Future Priorities**

We have succeeded 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 provision, which helps parents to have more choice. We continue to deliver the additional capacity needed to support pupils with SEN. Overall our forecasting remains very accurate. Looking forward, the focus has shifted 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. Looking forward this work will continue to be challenging, to keep pace with demand and to secure the capital funding needed to deliver the required new provision.

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## **Early Help and Prevention**

**The Early Help and Preventative Services (EHPS) Strategy 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, achieve positive outcomes 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.
- HeadStart Kent

There is also more joined up work with health services, including , a new commissioned service to support children and young people's mental health and emotional wellbeing , and on-going work to re-commission School Nursing and Health Visiting.

**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.

**Intensive Casework in 0-25 Early Help Units**

The Early Help Units (EHU) are in place to deliver intensive support for children, young people and families. They promote working together in small teams with high levels of responsibility to promote a culture of challenge and respect with an opportunity to learn from what went well, and what did not.

The EH Units undertake casework with a range of families requiring intensive early help support. These cases include out of court disposals, step-downs from Specialist Children's Services or prevention of the need for statutory social care intervention, children and young people experiencing persistent attendance or behaviour difficulties at school or older young people who are NEET. The Early Help Units work closely with open access services to ensure an integrated approach. Families supported by targeted casework in the units can

also benefit from open access support, and ongoing engagement with open access services will support the case closure in the units once outcomes have been achieved.

In the past year 79.6% of cases were closed with positive outcomes achieved, compared with 83.4% the previous year. This figure has reduced over the last year, mainly due to the increase of Domestic Abuse Notification cases coming into Early Help. These cases are more likely to close without an outcome being achieved due to parental disengagement as these families have not given their informed consent prior to the Police making the notification, and they do not always wish to receive support from Early Help. For cases initiated by Early Help Notifications, the percentage closed with outcomes achieved remains above 80%. There is close management oversight of cases, supported by the new case management system, and there is use of the outcomes tracker by staff and managers on a daily basis to keep a focus on throughput, effectiveness and the avoidance of drift.

In the past year 19.8% of cases closed in Specialist Children's Services were stepped down to Early Help, which is a reduction on the previous year's figure of 22.7%. Early Help is committed to ensuring a constant focus on case throughput and effectiveness, and is able to take more step-downs from SCS as this is a key way in which Early Help can support the demands within Social Care.

In 2016-17, 47% of Early Help notifications processed by Triage led to an Early Help plan. This figure is lower than last year's figure of 65%, is more in line with expected levels, due to increased clarity across the service around thresholds for intensive casework in Early Help units, and additional support and the universal offer in open access.

Early Help plans are in place for 31.7% of open cases within 6 weeks from allocation, a reduction on last year's figure of 53.1%, and below the target level of 80%. This is a concerning drop in service delivery. Work is taking place to improve the percentage of cases with a plan in place within 4 or 6 weeks, which is the service standard, as increased demand into the service has put pressure on performance in this area in recent months. It is expected that this figure will rise again in the next year as increased focus on worker, manager and system opportunities for improvement in this area are explored and implemented. Despite this figure being lower than hoped, the average duration of cases at the end of 2016-17 was 20 weeks, which is the expected service standard, with 77% of cases within this 20 week service standard.

Timescales and practice standards are closely monitored for all intensive support casework held in Early Help Units. This is to ensure that children, young people and families are supported with the right service at the right time, and to ensure a tight focus on planned outcomes to prevent cases from drifting. Whilst it is a service expectation that many cases can achieve their planned outcomes within 20 weeks, this is by no means fixed, and many cases will be open for longer than 20 weeks which is entirely appropriate.

Re-referrals into Early Help are measured in two different ways. The first looks at the percentage of re-referrals across the whole of Early Help within 12 months of a previous referral. These referrals may have been supported in a range of ways across Early Help, including Open Access, universal and commissioned services. The year-end figure for

March 2017 shows a re-referral rate of 19.3%. The second considers re-referrals for Unit casework where the 12-month re-referral rate for this cohort is 12.5%.

The internal unit casework audits show ongoing improvement, with the percentage rated as good or outstanding at 63%. A thematic audit of step-down cases found that 71% were good or outstanding. Key recommendations from audits include:

- Appropriate and regular management oversight with effective allocation of cases, unit/case discussion evidenced and any concerns followed up. Unit discussion should be reflective and needs to be appropriately recorded including for cases held by Unit Leads
- Improved timeliness of assessments for families ensuring they are comprehensive with even better application of Signs of Safety as practice is embedded further
- Better evidencing of impact with improved recording of Unit meetings showing reflection and impact of work. Plans to be more detailed with achievable goals and linked to recording of direct work
- More robust and timely reviews to be held and worry scales to be revisited at review
- The importance of the child, family and other professionals voice and involvement throughout and recorded effectively
- Full and complete case notes are essential to evidence the journey of the family and provide a clear audit trail. The ACORDS framework should be consistently applied in all Units

Early Help Workers regularly ask schools for feedback about cases. A more structured approach to the collection and collation of feedback, and the learning from that feedback has been developed and has been in place since September 2016. Recent examples of feedback are shown below.

*“The impact of Early Help is easy to see. Bed time routines and behaviour rewards have been set up and maintained. Due to suggestions from Early Help, support from the wider family is accessed more regularly, ensuring a more long-term support network for the family”*

*“I was very impressed with the way that the team supported a family in our school. The regular updates reassured us that the family were being supported and progress was being made. The team had clear steps to help the family make positive and sustainable changes”*

### **Working with Commissioned Services**

Both the Early Help Units and open access services have a critical link with commissioned services 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 and Young Carers Service and Youth work were identified as the key areas for commissioned services, and new Early Help commissioned services are now in place (most launched in December 2016).

These new commissioned services work alongside the Early Help Units and Universal Services to achieve the best possible outcome for Kent's children and young people.

New contractual arrangements are in place to ensure that outcomes, as well as the activity of commissioned services, are monitored and evaluated alongside internal service provision.

## **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 management of cases and tracking of step-up, step-down and step-across referral pathways for children and young people at different interfaces of the safeguarding threshold.

Joint step-up and step-down guidance sets out the roles and responsibilities of both parts of the service, including the purpose of the step-down panels and best-practice arrangements regarding both practice (e.g. joint visits to families) and recording (e.g. the sharing of all relevant information between systems and services). The process is robust but we recognise the need for greater consistency, timeliness, and better performance reporting.

### **Missing Children**

During 2016-17 the management and reporting of processes in relation to children missing from home, care and education continued to be developed. Any missing and found notifications for children and young people not known to SCS are passed to Early Help. These are checked by Triage and then passed to the districts to undertake t with young people. Processes between SCS and Early Help have been more closely aligned, and Early Help districts are now recording Return Interviews (RIs) directly onto the SCS Liberi children's information system.

### **Child Sexual Exploitation (CSE)**

Good work has been taking place to ensure the workforce is fully aware of Child Sexual Exploitation and trained in 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.

Early Help continues to form an integral part of the police led multi-agency Child Sexual Exploitation Team (CSET). The team has been further extended in the past year and works in partnership to develop intelligence from a range of services and sources in order to tackle CSE in a more coordinated and effective way.

## **Joint Protocol for SCS and Youth Justice**

A protocol has been developed and agreed between SCS and Early Help that outlines how the services will work together around any young people who are known to both services. The protocol includes information about Out of Court disposals, young people in Police cells, those at risk of being remanded, or who are remanded, and also those who receive a community or custodial sentence. In addition, there is agreement on how often managers will meet and discuss young people who are in the Youth Justice system and open to SCS. The protocol also contains appendices with the legal requirements around remands into youth detention accommodation and the minimum requirements for meeting frequency. This has helped to ensure a more coordinated approach to supporting young people in the criminal justice system, many of whom are looked after by the local authority.

### **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. IMAGO run the young carers commissioned support service, and a key aspect of their role is training schools to better identify and support young carers.

### **Working with Health**

Work has taken place with Public Health to agree detailed specifications around how Early Help services work to promote and improve health outcomes for children and young people, and to integrate requirements across the 0-25 age-range. These have improved partnership working with clear shared vision and responsibility for how to give children and young people a healthy start in life, both physically and emotionally.

Quarterly meetings take place with Public Health to review activity and outcomes against these service specifications and these have proved very successful in developing and improving partnership working with Public Health. Early Help and Public Health jointly chair the Health Child Programme meetings.



## Children's Centres

Public Health is a key partner of 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

Weight issues amongst Reception age children have improved in the last few years which indicates the success of current strategies and interventions. However weight issues for 11 year olds remain a concern, with a significantly higher proportion of pupils in Year 6 classified as obese.

In 2015-16, 9.2% of Year Reception children were obese, up slightly from 9.1% the previous year. For 11 year olds the figures are much higher, 18.7% in 2015-16, which is higher than 2014-15's figure of 18.1%. Kent's figures are 0.1% below the national average for Year R children, and 1.1% below the national average for Year 6 children.

A new programme of work is underway with Public Health to address these issues, via our 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 working with partners to ensure a coordinated approach to joining up Kent's emotional health and wellbeing offer and pathways, including how best to communicate effectively between services and with partners and families wishing to access those services.

A number of new arrangements are in place, or will be in place over the coming year, and it is vital that there is clarity around referral pathways, when different services are most appropriate, and how to make movement between the system as seamless as possible for children and young people.

Within Early Help, a CAMHS worker will be based within every Early Help Unit, ensuring a more coordinated response to 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 their cohort tends to be young people with significant mental health issues that prevent them attending mainstream education.

Early Help also includes the developing HeadStart Kent programme, designed to improve the emotional resilience of young people.

Health is providing emotional health and wellbeing support across two services: Kent Community Health NHS Foundation Trust (KCHFT) will provide support through the School Health Service, and use their targeted EWB service when young people need a counselling

service. Support for more complex needs will be provided by North East London Foundation Trust (NELFT) through their Children and Young People's Mental Health Services. Access to these services will be through a Single Point of Access (SPA) which was launched in September 2017.

## **Children's Centres**

Kent's Children's Centres are managed in 12 Districts. The Centres are 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 work with children and families to provide support and to improve outcomes, with 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 is a critical partner for Children's Centres.

78.1% of children under 5 living in the 30% most deprived areas are registered with a Children's Centre, which is appropriately high, with 51.0% currently attending, a figure that has been slowly rising over the last year but is not yet where we expect to be in working with these families .

74% of children under 5 with current Social Services involvement are known to a Children Centre. This shows the close working relationship between Early Help and SCS, and Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to rise.

New arrangements with Health Visitors are now in place to register children as part of their role. This will increase the level of registrations across the board and will have a direct impact on our involvement with target groups, and will support the increase of the registration and reach figures going forward.

Children's Centres are no longer subject to an Ofsted inspection regime, and as a result we are ensuring an annual cycle of reviewing and monitoring their effectiveness in delivering universal and additional services that best meet the needs of its most vulnerable children and families. An ongoing series of district reviews ensures a focus on quality is maintained.

Feedback from families supports the difference that Children's Centres can make to people's lives:

*"Thank you for your support to facilitate my Nepalese client into a group running at the children's centre. I am sure the support will prevent any social isolation, encourage my client to use the children's centre with her child, and practice her expressive English language skills"*

*"Yaps for me isn't just a playgroup, it was support, friendship, discovering yourself, social outlet, and made you feel like part of a bigger picture, a family. They have given me the foundation to stay strong in life, and now means I can give my now 1 year old son the very best start in life development wise"*

## **Free for Two Childcare Entitlement**

Children Centres play a key role in identifying and supporting eligible families to take up their entitlement of a free early years childcare place for their two year olds. In Kent, the latest figure for the summer 2017 is 67%. The highest take up in Kent was in December 2016 when it reached 74%. 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 we will continue to promote and support increased take up. 86% 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 their personal, social and educational skills and attributes, to enable them to have a voice, influence and place in society and to reach their full potential.

An important element of the Early Help 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 young people, working very closely with the Early Help Units in their district (many of which are located in Youth Hubs across the county). 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 building-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.

Youth Hubs also have a similar toolkit of guidance and processes for Youth Hub delivery, 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**

CYPE 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 programme of tougher challenges of outdoor learning and experiences against the backdrop of the Snowdonia National Park.

Following the rebranding of the centres into 'Adventure Kent' as a collective organisation for all the County's Outdoor Education Centres, staff and other resources have been utilised more productively across all the provision and the centres have been marketed consistently as a single entity. 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.

All aspects of Outdoor Education are now integrated into one service under a new Head of Service. This decision brings the Horton Kirby Environmental Centre near Swanley into the existing suite of centres described above, along with the County Council's Outdoor Education Unit which provides advice and guidance to all schools on delivering high quality outdoor education and school visits. This helps to ensure schools and other education settings in Kent adhere to regulations and guidance regarding the safe practice of educational visits.

## **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.

Enrolment figures onto the Programme remain consistently high, reaching 4400 across the county during the past year. A total of 2552 young people completed an award during the year at either Bronze (1888), Silver (521) or Gold (143).

During the latter part of the year, discussions have been held with the South East Regional Office for the Award with regard to the Council's Operating Licence in the future. It is likely that this will lead to schools holding a Direct Licence with individual Secondary schools across the county with effect from 2018, whilst the County Council focuses its efforts on delivering the Award in Special Schools, Pupil Referral Units and Youth Hubs across Kent.

## **Support for Young People Who Are NEET**

The percentage of 16 and 17 year olds that were NEET in 2016-17 was 2.9%. The national figure was 2.7%, showing that Kent is performing in line with national average. Significant work is taking place to ensure a wide range of services are engaged in the NEET agenda, and that education providers are also aware of their role, to jointly 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 work with that young person to prepare them for education or training. There is good coordination with the Skills and Employability Service to engage them in suitable provision, and then maintain 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 their engagement in learning are referred to the commissioned NEET support service for more intensive one to one support and mentoring.

### **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), which has existed for almost 20 years in Kent. Young people are elected every year during a week of voting held in schools, youth groups and other settings across Kent. In November 2016, just over 24,220 votes were cast across Kent to elect the members of the new KYCC.

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. Through the election process, voting young people have asked the new KYCC Members to focus on Mental Health, Curriculum for Life 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 is now working as part of the expanding HeadStart programme in Kent. This exciting development, funded by the Big Lottery Fund, is rolling out over the next few years into most districts of the county with a focus on helping young people to cope better when faced with emotionally difficult circumstances in their lives, preventing them from experiencing common mental health problems.

The Youth Participation Team is continuing to work with colleagues in all Districts 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 evaluation and development.

### **Youth Justice**

The Youth Justice service is responsible for assessing, planning and intervening with the 10-17 year age group who have come to the attention of the Police and receive either an out of court disposal or a sentence following prosecution. 10 years is the age of criminal responsibility and 18 years is when the majority of those subject to statutory supervision transfer to either the National Probation Service or the Community Rehabilitation Company

which is responsible for working with adult offenders. The principal aim of the youth justice system is to prevent offending and re-offending by children and young people.

Youth Justice is now embedded across the work of Early Help, and a new structure was implemented in April 2017. Five Youth Justice Units focus on court disposals, and the Early Help Units focus on out of court disposals.

The annual statutory Youth Justice Plan for the county outlines the key priorities and performance targets for the year. The Plan has been commanded by national Youth Justice Board. 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 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 focusing on achieving positive outcomes for young offenders.

In 2016-17 the number of first time entrants into the Youth Justice system fell to 304 which is significantly below the target of 562. This compares with 426 in 2015-16 and 614 in 2014-15. The last two years have seen 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, and ensures that the victim's views are heard and that the young person is able to make an apology for the crime committed. Since April 2016 a new process has been operational 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 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 41 in 2015-16 to 35 in the last year, but the fall in the numbers of the youth offending population means that the percentage measure has increased from 8.0% to 8.9%.

The engagement of young offenders in full time education or training for those whose intervention ends in the year, for statutory school age is 56.4% (2015-16 58.9%) and post statutory school age is 47.1% (2015-16 53.0%). This is poor and continues to be a key priority. The performance has fallen compared to previous years for the post statutory school age group but there was a small improvement for those of school age. There is work to be done by Early Help and partner agencies to identify and secure and sustain appropriate education placements for both cohorts of young people.

In 2016-17, 100% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which is an improvement on the previous year when the figure was 89.9%.

In the remaining areas, the performance for the number of custodial sentences in 2016-17 was 5.3% 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 met at 90.7%. This is an improvement when compared with 89.9%.in 2015-16 .

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 'live cohort' of young offenders was using the National Youth Justice Board toolkit to allow staff and managers to understand the characteristics of the re-offending of young people. The findings will inform reviews of the interventions currently offered and of changes to their design to ensure they are appropriately focused on the key factors associated with re-offending and so that their effectiveness is increased.
- Increasing engagement of young offenders in education, employment and training.

### **The Prevent Strategy**

Children, Young People and Education 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.

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. In Kent the Troubled Families programme is fully 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. The revised criteria for supporting families now include:

- Crime and anti-social behaviour
- Education attendance and inclusion
- Children in need
- Out of work or at risk of financial exclusion
- Domestic abuse
- Health

Families must meet the following four principles to be considered as 'worked with' under the Troubled Families programme:

1. There will have been an assessment that takes into account the needs of the whole family;
2. There is an action plan that takes account of all (relevant) family members;
3. There is a lead worker for the family that is recognised by the family and other professionals involved with the family; and
4. The objectives in the family action plan are aligned to those in the area's Troubled Families Outcomes plan.

The family is deemed to be 'turned around' when all the criteria have significantly improved for a sustained period, and at this point a claim for payment by results can be submitted to the Department of Communities and Local Government.

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 has to identify substantially more than 9,200 families. All families known to Early Help Units and family support commissioned services are assessed against these six criteria.

Significant progress was made during 2016-17 to further embed the work of Troubled Families into the Early Help Units. A series of area-based task-and-finish groups followed a 'maximising claims' action plan to ensure greater focus on quality assurance. This meant that Kent exceeded its stretch target from the DCLG and by the end of March 2017 has now



made 2273 claims within Phase 2 of the programme. Work is now developing to increase the volume of claims that can be made. This represents significant success in supporting these families to achieve positive improvements in their lives.

## **HeadStart Kent**

The Big Lottery Fund has awarded Kent County Council £9.9 million to improve young people's emotional wellbeing and resilience over the next 5 years.

The new funding is enabling our partners to support young people to develop their own resilience to cope with the everyday pressures they may face throughout their lives. It is also enabling them to help their friends and families. HeadStart Kent is promoting the message that if a young person needs help with their emotional wellbeing then *every conversation counts*. Through training, support services and a range of resources, families and staff working in schools and the local community can be better able to respond and support young people effectively. HeadStart Kent has been designed with young people, by young people and for young people with their needs at its heart.

The Project includes three levels:

Level 1: The Kent-wide offer includes the Kent Resilience Hub that is available to all young people, parents and those working in all schools and communities to increase knowledge and skills, promote evidence based best practice, and provide a range of tools and training resources

Level 2: Universal Plus – we are 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, schools and community services. The training includes Resilience, Mindfulness and Youth Mental Health First Aid.

Level 3: Additional – within the geographic areas covered by the groupings of schools, this level will systematically identify young people who are impacted by family domestic abuse, have experienced trauma or adversity or whose emotional wellbeing may be at risk. It will provide additional bespoke support to young people to build their resilience, recover from trauma or adversity and improve their emotional health and wellbeing. The new services include Intensive and Volunteer Mentoring, Family Focus School Transition and Online Counselling.

We are currently operating the programme in Gravesham, Swale, Ashford, Canterbury and Shepway. During the coming year the programme will begin to be rolled out to Maidstone and Thanet and in 1919 it will be rolled out to Dover and Tonbridge and Malling.

The Kent Resilience Hub can be found at [www.HeadStartKent.org.uk](http://www.HeadStartKent.org.uk)

Together with our re-commissioned health service for children's mental health, the renewed focus in School Nursing on emotional wellbeing and the work of our Education Health Needs Service, the Headstart programme is intended to make a very significant difference to promoting the emotional wellbeing and mental health of all children and young people in Kent.

## 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 Education Act 2002 and Section 11 Children Act 2004. Statutory guidance, including Working Together to Safeguard Children 2015, the Early Years Foundation Stage 2017, 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 its core functions, the team provides a consultation and advice service to schools and settings, with over 4000 enquiries during the 2016-17 academic year. These have been on a variety of subjects, including Prevent, online safety, policy and procedure alongside welfare concerns about specific children. The team also responds to Ofsted where safeguarding concerns about schools have been raised by members of the public.

A training programme for Designated Safeguarding Leads in schools and settings is rolled out centrally each year which meets both DfE and Ofsted requirements. In response to feedback, additional courses will be put on over the coming academic year to meet demand. The team has also recently developed a programme of conferences to enable Safeguarding Leads to meet the requirement of the *annual update*, as stipulated in Keeping Children Safe in Education 2016. Training days and twilight training sessions are delivered to schools and settings and there is a programme of training delivered to school governors. In the 2016-17 academic year, over 7,500 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 interests are represented on various safeguarding groups and meetings held Countywide. The team is also responsible for writing reports exploring education involvement when statutory multi-agency serious case reviews take place. The Education and Early Help subgroup of the KSCB and the Team's Child Protection newsletter, published three times a year for schools, help to ensure education professionals are kept informed of any changes in statutory requirements and local and national procedures.

Commissioned work has continued to increase 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) proving to be particularly popular with both the maintained and independent sectors. The work of the team in this regard has been recognised in several reports following Ofsted inspections across the County.

## **Specialist Children's Services**

Building on the good Ofsted Inspection in March 2017 of our Social Care and Early Help Services, we are now moving forward to achieve fuller integration of Children's Services into a single Children, Young People and Education Directorate. This is intended to achieve a more seamless approach to supporting all children, young people and families who need additional support, safeguarding and protection.

A key part of this is to integrate the 'Front Door' for all Early Help notifications and Social Care referrals, so that there is a more coherent whole system approach working in partnership with schools and other key services. The integrated 'Front Door' will be operational from autumn 2017, creating a single access point and one referral form and a single system of assessing referrals. This will also ensure a safe and efficient transfer of cases from Specialist Children's Services (SCS) to Early Help and more appropriate support for children and young people given their levels of need.

The recent 'Good' Ofsted judgement of our Children's Services made a number of recommendations and areas for improvement, particularly in respect of our services for Help and Protection. A Practice Development Plan has been produced, and work is underway to address the ten recommendations. The inspection represents significant progress since the last inspection and puts children's services in Kent among the top 30% of local authorities in the country.

Ofsted highlighted that staff have meaningful relationships with children, identified good quality social work with effective achievement of good outcomes for children, and noted appropriate step down panels with families experiencing a smooth transition. Our services were graded as 'good' across all areas, with the exception of help and protection and the Kent Safeguarding Children Board where improvements are required. The report's recommendations are being addressed in an ongoing practice development plan.

While the service is performing well in many respects, the national shortage of experienced children's social workers continues to have an impact on KCC's recruitment success and on our service delivery. We are not yet achieving our target of 85% of our case-holding posts being filled by permanent staff and while this problem is likely to continue into the future, we have an active recruitment campaign to attract the best people to work in Kent which is achieving some success.

A key challenge is the rise in demand for children's social care services particularly in relation to the high numbers of Unaccompanied Asylum Seeking Children which Kent supports. A significant number of these young people will become care leavers over the next year and we will be expected to support more of these young people up until the age of 25.

### **Children in Care and Care Leavers**

To help meet our corporate parent responsibilities and improve the outcomes for children we look after, we have reduced the Qualified Social Workers vacancy rate to 3.4%. Ofsted recognised our high aspirations for our care leavers, particularly the 'good' support and

outcomes they achieve and our clear focus on ensuring children achieve permanence at the earliest opportunity. We ensure children who are long-term fostered are carefully matched with the right foster carers to meet their needs and our foster care placement stability service provides short breaks and respite for fostering families. A newly commissioned service will provide emergency clinical psychology support at times of crisis for those with mental health difficulties. For those children for whom adoption is most suitable, we have provided timely adoption placements and orders to achieve permanent adoptions.

The Children in Care Council ensures children are involved in helping develop services. Children are engaged in attending council meetings, interview panels, and arranging events, such as activity days. To encourage young people to take part in their care reviews and express their aspirations for the future we have worked with the Young Adult Council to develop a short film highlighting how looked after child review meetings work and how young people can get their voices heard.

### **Progress in 2016-17**

- There has been continued development of best practice around Child Sexual Exploitation (CSE) and missing children at a strategic and operational level
- We have continued to make progress in tackling CSE in 2016. We have recruited two qualified social care practitioners to work in the multi-agency CSE Team that was set up in 2015 to follow up intelligence, identify people and places linked with CSE and to secure prosecutions. We have also set up and run more training workshops on the use of the CSE Toolkit and return interviews with young people who have gone missing to enable professionals to quickly and efficiently identify and act upon risk factors relating to exploitation.
- We have embedded Signs of Safety across the whole service, producing tangible benefits for families who appreciate the clarity of its approach. 'Signs of Safety' is our practice model, it supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.
- We have developed further the Corporate Parenting agenda, with well-attended Member briefings to ensure that our political leaders are aware of their duties towards Kent's Children in Care and care leavers, and developed Challenge Cards, which give Children in Care the opportunity to have their voices heard and to hold their corporate parents to account.
- We have improved recruitment and retention of Qualified Social Work staff. The majority of our case-holding posts (81.3%) are now filled by qualified, permanent staff. The average caseload levels in our Children in Care and fostering teams have been reduced and this has allowed social workers more time for direct work with families. Staff turnover has reduced and we have also encouraged significant numbers of Newly Qualified Social Workers (NQSWs) to join our organisation.

## **Fostering Service**

Kent's Fostering Service performs well. It seeks to provide stable and high quality foster care placements for children of all ages that value, support and encourage them to grow and develop as individuals. A key focus is ensuring appropriate matching is in place and there is support to enhance placement stability. In addition to promoting their health and general well-being, the service is also committed to ensuring that every foster carer recognises the importance of the educational achievement of Children in Care and work with KCC in raising the academic attainment for all Children in Care.

## **Adoption Service**

The Adoption service also performs well. It provides a comprehensive social work service under the Adoption and Children Act (2002) and offers expertise in adoption and permanency. There is placement choice, robust recruitment and assessment of adopters and decision making which reflects the individual needs of the children. Adopters are offered comprehensive post adoption support and the post adoption offer is supplemented with commissioned services which has supported the post adoption service development. The adoption service is responsive to national developments and new performance expectations.

## **The Care Leavers 18+ Service**

The Care Leavers service enables and assists care leavers to develop their skills and enhance life opportunities as they progress into adulthood. Ofsted rated this service positively. It works to guide young people through the complexities of adulthood and the transition from care into independence. The care leaving service is ambitious for young people and seeks to provide the support that any parent would want for their child in order that they achieve their full potential. The service supports all young people having the opportunities to remain in education or training aged between 18 to 24 years, working with the Skills and Employability Team to secure opportunities for young people to gain access to work experience, traineeships and apprenticeships.

## **Virtual School Kent (VSK)**

The VSK is the champion for education and ensuring it meets the needs of looked after children. The virtual school is successfully improving the educational attainment of Children in Care and Young Care Leavers. It has been promoting their educational achievement as if they were in a single school. Ensuring that they receive a high quality education is the foundation for improving their lives. There has been success in narrowing the attainment gap between children who are in care and those who are not, but attending Kent schools.

## **Performance and Targets 2017-18**

There are a number of key performance measures and milestones that we set out to achieve.

The figures below have been identified as the six measures which most closely align with, and allow us to monitor performance against our strategic priorities.

<b>Key Performance Indicators</b>		
	<b>2016-17</b>	<b>2017-18</b>
	<b>Actual</b>	<b>Target</b>
Children in Care placement stability: same placement for last 2 years	71%	70%
Percentage of current CIC Foster Care Placements that are either KCC Foster Care or Relatives and Friends	86%	85%
Average number of days between BLA and moving in with adoptive family (for children adopted)	310 days	426 days
Percentage of case holding posts filled by KCC Permanent qualified social workers	81%	85%
Percentage of children becoming child protection for a second or subsequent time	20%	<15 or >20
Percentage of online case file audits completed that were graded good or outstanding	67%	70%

## Our Future Targets and Priorities 2018-21

**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 2021.

By 2018, we aim to:

- **Improve** good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 9%.
- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 66% 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 52.0 in Attainment 8 and 0.02 in Progress 8.
- **Improve** the A-Level APS per entry to 35.0 and the percentage achieving AAB or better in at least two facilitating subjects to 22%.
- **Increase** the Tech Level average point score per entry to 39.
- **Reduce** the FSM gap at Key Stage 2 to 18% and reduce the GCSE Attainment 8 gap to 14%.
- **Increase** the percentage of good and better schools to at least 95%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better Early Years settings to 98%.
- **Increase** the percentage of families living in a deprived area who are registered with a Children's Centre to 85%.
- **Reduce** NEETS to 2% or below.
- **Reduce** permanent exclusions to no more than 40.
- **Reduce** the number of first time entrants to the youth justice system to no more than 350 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 86% of intensive support cases are closed with positive outcomes achieved, and work with Specialist Children's Services so that at least 25% 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 (8,500), resulting in a further reduction in youth unemployment to no more than 2% by summer 2018.
- **Deliver 8,500 apprenticeships** for 16-24 year olds, including 4,000 for 16-18 year olds.
- **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 2018 we expect this to be 92%.
- **Improve the outcomes at Level 3** for 19 year olds to 70% by 2018.
- **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.
- **Going forward** we recognise that there is still much to do, to deliver the priorities of the SEND Strategy, in order to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings to flourish.
- **Reduce the SEN gaps in achievement.** Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing. We know that SEN pupils will need good levels of attendance to benefit fully from inclusion in the classroom.
- **Improve support for children with autism and speech and language needs** across all schools, and improve our joint commissioning with the Health Service to ensure health inequalities and access to key services are addressed. In order to deliver further improvements we want to ensure teachers have the skills to support children, particularly those with autism, speech and language needs and behavioural needs. This is fundamental to their success in using their best endeavours to support the most vulnerable pupils.
- **Reduce reliance on statutory assessment.** Despite the introduction of High Needs funding, and significant increases in the amount of funding being allocated to schools to provide specialist support without the need for a statutory assessment and an



Education, Health and Care Plan (EHCP), we have yet to see a reduction in requests for statutory assessment. This is unsustainable and it must be a focus of the Strategy to ensure appropriate support is available in mainstream schools through High Needs funding.

- **Increase parents' levels of satisfaction with SEN provision.** We want the relationship between families and schools to positively support children's progress.
- **Improve SEN pupil's attendance and reduce their exclusions.** We know some pupils with SEN have poor levels of attendance and that they are over represented in exclusions. We want pupils with SEND to be socially and educationally included in the life of their schools.
- **Ensure better links between the resources available** for pre-school children with severe and complex needs and the support available in schools.
- **Create over 900 new specialist SEN places** through a mixture of new schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to address the forecast growth in pupil numbers alongside reducing the number of places presently commissioned in the independent and non-maintained sector.
- **Target our resources more effectively** and achieve even better value for money in the investments we make to improve pupil outcomes The Government is proposing to introduce a new National Funding Formula for schools in 2018-19 and in relation to High Needs, based on current proposals, we will not have any increases in the High Needs funding that Kent receives over the period 2018-2022.
- **Make further significant improvement to outcomes for Children in Care** and markedly reduce the number of CiC who are NEET and in the Youth Justice system.
- **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 2018 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.

- **Deliver the new Education Services Company and as part of that continue to develop** a successful trading organisation delivering good value support services to schools at competitive cost, which achieves the growth targets in the business plan.
- **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 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.
- **Ensure 78% 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 17.1 new forms of entry in Primary and Secondary schools**, 30 Reception places in Primary schools, together with 340 Year 7 places in Secondary schools by September 2018.
- **Ensure that at least 87% of parents achieve** their first preference for their children when they start Primary school in 2018.
- **Ensure that at least 83% of parents achieve** their first preference for their children when they start Secondary school in 2018.
- **Deliver a new model of High Needs funding** that effectively targets resources to the pupils with the most complex needs and the budget is sustainable for the future, not exceeding the 2018-19 funding allocation.
- **Reduce rising costs of SEN Transport** through greater direct support from Special Schools in transport delivery and more streamline systems enabling efficient processing

of applications directing suitable learners to both Personal Transport Budgets (PTB) and Independent Travel Training (ITT) where appropriate.

- **Ensure the Community Learning and Skills Service is** delivering the improved outcomes in the Business Plan for adults and young people, especially those more vulnerable.
- **Deliver a more integrated working model across Early Help and Specialist Children's Services**, and adopt new working practices that reduce costs in line with agreed budget savings.

**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 74% in 2016/17 to 81% in 2020.
- **Work to reduce the FSM achievement gap in the EYFS** from 10% in 2017 to 8% by 2020.
- **We aim to ensure 78% of eligible two year olds** will be taking up a free nursery place by 2018 and this should rise to 82% 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 83 by 2020; in Writing to 76% by 2020; and in mathematics to 83% 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 69 by 2020.
- **Key Stage 4 attainment** will be amongst the best for our statistical neighbours and improve to at least 72% of pupils achieving a good pass in English and mathematics and achieving above national in Attainment and Progress 8 by 2020.
- **The FSM achievement gaps** at Key Stages 2 and 4 will continue to reduce from the 2017 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 15% by 2020. In Key Stage 4 the FSM gap in Attainment 8 will reduce to 11% by 2020.
- **There will be an increase in the number of good or better schools**, with at least 97% of all schools judged as good or outstanding by 2020. **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 to 98.5% in 2020.**

- **By 2020, 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. **By 2020, we will reduce the number of Kent's children who are placed in independent and non-maintained Special school placements to 260.**
- **We will increase the number of Special school places by 426** to a total of 3,859 by 2020..
- **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 strive to enable parents to get their first preference Primary and Secondary school in the face of increased population growth.
- **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 2020-21**, we will expand school places by 74.9 permanent forms of entry, with 60 additional Reception places, 60 places in Year 2 Primary schools and 760 Year 7 places in Secondary schools.
- **By 2021 the Kent Educational Psychology Service** will be delivering services successfully to the LA and schools on a traded basis through the Education People Company. This will included all current 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 2020, we aim to ensure there will be no more than 1.5% of young people aged 16-17 (years 12 and 13 age group) who are NEET** and there will be full participation in education and work based training for this age group with year on year reductions in the NEET figures.
- **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 92% 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 at least 70% 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 better than the national average and the gap between this group and other students will have reduced to 16% 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 2020 we aim to ensure the number of apprenticeships for 16-18 year olds** increases to 4,600.
- **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. **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 2.7% in 2017.
- **By 2020**, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 175 **By 2020**, we aim to ensure the percentage of young people achieving a Level 2 qualification by age 19 will improve to 92%.
- **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 AAB or better in at least two facilitating subjects should improve to 20%.
- **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 2020. By 2020, we expect the average point score per Tech Level student to be at least 38.5 by 2020. We also expect the average point score per Applied General student to be at least 39 by 2020.
- **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 and Specialist Children's Services we aim to ensure we achieve the following and by 2020 we will:**

- Support vulnerable children and young people with complex needs so they can be school-ready, work-ready and life-ready, and support successful transition to adulthood and help develop families' resilience to be economically independent, responsible and able to instil well-being for future generations.
- Reduce the demand on Specialist Children's Services (SCS).
- Build resilience in children, young people and their families to improve their lives and to reduce future re-referrals to either EHPS or SCS.
- Manage the demand for our services so that we are able to provide the right service at the right time.
- Ensure safe and effective practice, evidenced through a robust integrated quality assurance framework and timely and accurate case recording.
- Provide continuity of worker wherever possible to model and build positive relationships with children, young people and their families.

- Deliver improved multi-agency support for children and families by working in a more integrated way in Districts to achieve better outcomes.
- Further develop joint working with Public Health and Kent's seven Clinical Commissioning Groups (CCGs) to ensure an integrated approach to health issues across the service, from the 0-5 population serviced by Children's Centres to those requiring adolescent mental health services. Ensure all of our Children's Centres support the best start in life, make good provision for children aged 0-5 and their families and work in an integrated way with health visitors to effectively reach and support vulnerable families to achieve good outcomes.
- Ensure that Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds to at least 82%, to ensure more disadvantaged children are school ready and develop well in the early years.
- Ensure we continue to achieve good outcomes through the Troubled Families programme as part of Early Help and KCC gains the maximum benefit from payment by results. Ensure that externally commissioned services work with Early Help and SCS services to provide a holistic and flexible response to the needs of children, young people and their families.
- Deliver a youth offer and programmes of support for vulnerable adolescents in a more integrated way across Early Help and SCS, so that we see few adolescents in care and we continue to reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment.
- Ensure our statutory Youth Justice work continues to reduce offending and re-offending and that more young people in the criminal justice system participate in and achieve good outcomes through education and training
- Support schools to improve the attendance of children and young people by raising the overall attendance rate and reducing persistent absence and fixed term exclusions.
- Ensure permanent exclusions continue to be reduced and no children and young people in care are excluded from school.
- Ensure that Pupil Referral Units work with a range of services to support young people into individualised pathways of education and training to improve their life chances and achieve positive post 16 destinations for all learners.
- **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 28% of closed cases for children in need are stepped down to Early Help, with a further proportion of closed Specialist Children's Services cases receiving ongoing support from Open Access.
- **Reduce the rate of re-referrals to Early Help Units** within 12 months of previous unit case closure by EHPS down to below 7% 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 1,051 in Primary schools and 5,048 in Secondary schools by 2020.
- **Reduce the number of first time entrants** to the youth justice system to 290 by 2020, and the rate of re-offending will be no more than 25%.
- **Work with services across Children, Young People and Education** to increase the education participation levels of young offenders, to ensure that by 2020, 76% of those who are statutory school age receive full time education and 76% 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 16-17 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 8.7%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14.2% 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 9,200 families.

## Getting There

**In order to bring about these improvements we will put continued 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.
- Develop a single Front Door into children's services across Specialist Children's Services and Early Help, to ensure families receive the right help from the right service at the right time
- Ensure more integrated working to support emotional health and wellbeing. Work has begun to draw together all emotional health and wellbeing services across KCC and Health and map their offers, pathways and interfaces to ensure a clear picture for professionals and families. This will ensure greater clarity for both partners and families to understand where support should come from in which circumstances.
- Ensure wider 0-25 integration and transformation between Early Help and Specialist Children's Services, and the development of a shared culture across the service to achieve improvements as part of our Children and Young People's Service Integration Programme (CYPSIP).
- Ensure that the Open Access offer delivered within Children's Centres and Youth Hubs delivers the right support to those families most in need of targeted support, whilst still ensuring the provision of a minimum universal offer.
- Integrate the work of Health Visitors and Children's Centres more closely with partners on the transformation project already underway.
- Ensure continuous practice improvement within Early Help through ongoing development of our Quality Assurance Framework, including a clear cycle of audits within Early Help alongside those conducted with KSCB and Internal Audit.
- Align performance reporting across Early Help and Specialist Children's Services to ensure an end-to-end view of activity and performance across the full breadth of children's services in Kent.
- Provide specialist Early Help input to KSCB as part of their review and updating of multi-agency training around thresholds and referral.



- 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 qualifications pathways, 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, including apprenticeships, and improved outcomes for more 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 need 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 Children, Young People and Education

DRAFT

# Children, Young People and Education Performance Management

## Vision and Priorities for Improvement - Performance and Targets

Correct as at 3/11/2017

Service	Indicators	Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
				Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
Early Years & Childcare	Percentage of pupils at EYFS achieving a Good Level of Development	F	DfE SFR - 19/10/17	74.2	70.7	81	77	79	81	83
	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	P	MI Vulnerable Groups analysis	10.1	N/A	17	9.5	9	8.5	8
	Percentage of pupils at EYFS achieving a Good Level of Development - lowest 20% / mean achievement gap	F	DfE SFR - 19/10/17	26.6	31.7	22	24	22	20	18
	Percentage of pupils at EYFS achieving a Good Level of Development - gender achievement gap	F	DfE SFR - 19/10/17	12.5	13.7	13	12	11.5	11	10.5
	Percentage of eligible children taking up FF2 place	P	End of summer term 2017. To be replaced with December 2017 once available.	67	N/A	78	78	80	82	84

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Percentage of EY providers working as part of a formal collaboration	F	End of June 2017	64.9	N/A	75	67	68	69	70
	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	P	Ofsted Data Dashboard - 08/09/17	97.2		97	98.5	98.5	99	99
	Percentage of EY settings with Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	P	Ofsted Data Dashboard - 08/09/17	21.9			22.5	24	26	28
	Percentage of FF2 placed in Good or Outstanding settings				N/A	92	89	91	93	95
School Improvement	Percentage of pupils at KS1 achieving age-related expectations in Reading	P	Nexus LA and National	78.8	75.8	80	81	82	83	85
	Percentage of pupils at KS1 achieving age-related expectations in Writing	P	Nexus LA and National	72.3	68.4	74	74	75	76	78
	Percentage of pupils at KS1 achieving age-related expectations in Mathematics	P	Nexus LA and National	78.4	75.3	80	81	82	83	85
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics	P	DfE SFR 31/08/17	64	61	66	66	68	69	70
	Percentage of pupils at KS2 exceeding age-related expectations in Reading, Writing &	P	DfE SFR 31/08/17	9	9	7	10	11	12	13

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Mathematics									
	KS1-KS2 progress score in Reading	P	DfE Performance Tables Checking Pupil Data	0.3	0.0	0.65	0.65	0.70	0.70	0.75
	KS1-KS2 progress score in Writing	P	DfE Performance Tables Checking Pupil Data	0.3	0.0	0.65	0.65	0.70	0.70	0.75
	KS1-KS2 progress score in Mathematics	P	DfE Performance Tables Checking Pupil Data	-0.2	0.0	0.25	0.25	0.30	0.30	0.35
	Average score at KS4 in Attainment 8	P	DfE SFR57_2017 12/10/17 (State Funded Schools)	46.0	46.1	52	53	54	55	56
	Average score at KS4 in Progress 8	P	DfE SFR57_2017 12/10/17 (State Funded Schools)	-0.11	-0.03	0	0.1	0.2	0.3	0.4
	Percentage at KS4 achieving English Baccalaureate	P	DfE SFR57_2017 12/10/17 (inc. 9-4 pass in English & Maths) (State Funded Schools)	26.8	23.7	31	32	33	35	37
	Percentage at KS4 achieving a good pass in English and Mathematics	P	DfE SFR57_2017 12/10/17 (9-4 pass in English & Maths) (State Funded Schools)	61.3	63.5	66	68	70	72	74
	Percentage of schools above floor standards at KS2	P	1st Pupil Datafeed July 2017. National not available until 14/12/17	95		98	98	100	100	100
	Percentage of schools above floor standards at KS4		Awaiting DfE SFR January 2018			93	95	97	97	97

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - FSM Eligible gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	25.4		18	18	16	15	14
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - CIC 12+ Months gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	29.5		= National average				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - SEN gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	53.0		45	50	48	46	44
	Average score at KS4 in Attainment 8 - FSM Eligible gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			14	13	12	11	10
	Average score at KS4 in Attainment 8 - CIC 12+ months gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			= National average				
	Average score at KS4 in Attainment 8 - SEN gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			20	19	18	17	16
	Number of schools in Ofsted Category (special measures or serious weakness)	P	Ofsted Data Dashboard - 08/09/17	1	N/A	0	0	0	0	0

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Number of primary schools in Ofsted Category (special measures or serious weakness)	P	Ofsted Data Dashboard - 08/09/17	1	N/A	0	0	0	0	0
	Number of secondary schools in Ofsted Category (special measures or with serious weakness)	P	Ofsted Data Dashboard - 08/09/17	0	N/A	0	0	0	0	0
	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	91.4		92	92	93	94	95
	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	92.4		92	93	94	94	95
	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	89.4		88	90	92	94	96
	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	95.5		100	100	100	100	100
	Percentage of pupils with Statements/ EHCPs at KS2 achieving age-related expectations in Reading, Writing and	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	9.6		20	12	14	16	18



		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Mathematics									
	Average score at KS4 in Attainment 8 for pupils with Statements/EHCPs		Awaiting KS4 NPD (Unamended): Expected October / November 2017			16	18	20	22	24
	Post-16 A Level APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	30.86	31.25	35	34	36	38	40
	Post 16 A level students - APS per entry, best 3 [schools only]	P	DfE SFR59 - 12/10/17	33.84	34.35	37.5	36	37	38	40
	Post 16 A level students - Percentage of students achieving 3 A*-A grades or better at A level [schools only]	P	DfE SFR59 - 12/10/17	11.5	11.7	15	12.5	13	13.5	14
	Post 16 A level students - Percentage of students achieving grades AAB or better at A level [schools only]	P	DfE SFR59 - 12/10/17	19.9	20.1	25.2	22	23	24	25
	Post 16 A level students -% of students entered for 1 or more A level [schools only]	P	DfE SFR59 - 12/10/17	52.7	59.7	53	59	60	61	62
	Post-16 A Level % AAB or better at A-Levels in at least 2 facilitating subjects [schools only]	P	DfE SFR59 - 12/10/17	15.2	15.6	18	16	17	18	19
	Post-16 Academic APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	32.11	31.45	33	33	34	35	36

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Post-16 Tech Level APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	37.38	38.60	38.5	39	40	41	42
	Post-16 Applied general APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	39.33	39.55	39	40	41	42	43
	Post-16 Number of students achieving Technical Baccaalaureate [schools only]	P	DfE SFR59 - 12/10/17	36	140	30	40	50	60	70
	Percentage of pupils with Statement/EHC Plan - Kent resident pupils (In Kent schools)			3.0	2.9	2.6	2.8	2.8	2.8	2.8
	Percentage of Statements/EHC Plans issued within 20 weeks			74	N/A	90	90	95	95	95
	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils				N/A	325	325	325	260	260
SEND	Number of permanent exclusions from schools - CIC	F	Impulse. Sep 16 to Aug 17 data. Exclusions data match to SCS MI OLA LAC cohort list.	1	N/A	0	0	0	0	0
VSK	Percentage of pupils who are persistently absent - CIC					= National average				

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of admissions applications for school places made online			93.3	N/A	95	95.5	96	96	96
	Percentage of parents getting first preference of primary school		National data not yet available	89.1		87	90	91	91	92
	Percentage of parents getting first preference of secondary school		National data not yet available	80.5		83	78	77	76	75
	Percentage of parents getting first or second preference of primary school		National data not yet available	95.3		95	95	95	95	95
	Percentage of parents getting first or second preference of secondary school		National data not yet available	91.7		95	88	87	86	85
	Percentage of Children Missing Education cases closed within 30 school days (either offered a school place/moved out of Kent/moved out of country)	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	76.2	N/A	75	80	85	90	90
	Percentage of children offered a visit by the LA within 10 school days of the LA being informed of their decision to home educate	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	98.6	N/A	100	100	100	100	100
Fair Access	Percentage of registered EHE children that return to education or receive a visit from the LA within 60 school days	P	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data. Figure is currently being validated, final figure will be available end of Oct 17.	52.8	N/A	70	75	80	80	80

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Percentage of registered EHE children requiring a school place, offered a school within 60 school days	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	93.6	N/A	70	95	95	95	95
	Percentage of registered EHE children, who having engaged with the LA, present as in receipt of education within 90 school days of the initial visit	P	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data. Figure is currently being validated, final figure will be available end of Oct 17.	84.7	N/A	84	86	88	90	90
Provision Planning	Percentage of surplus school places in Kent Primary schools	F	KCP 2017 operational capacity (school year 2016-17)	5	N/A	5	5	5	5	5
	Percentage of surplus school places in Kent Secondary schools	F	KCP 2017 operational capacity (school year 2016-17)	9	N/A	8	7	5	5	5
	The number of districts with at least 5% surplus Year R places	F	KCP 2017 operational capacity (school year 2016-17)	8	N/A	9	10	12	12	12
Skills & Employability	Percentage of young people with Level 2 attainment by age 19		Showing 2016 figures. 2017 not available until April 2018.	85.4	85.3	90				
	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap		Showing 2016 figures. 2017 not available until April 2018.	21.2	17.5	14				
	Percentage of young people with Level 3 attainment by age 19		Showing 2016 figures. 2017 not available until April 2018.	54.1	57.1	65				

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap		Showing 2016 figures. 2017 not available until April 2018.	32.5	24.5	18				
	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	F	Feb 2017 LA Tables	3.0	2.8	2.5				
	Number of apprenticeships 16-24 year olds				N/A	7,900				
	Number of apprenticeships 16-18 year olds				N/A	3,600				
	Number of apprenticeships 19-24 year olds				N/A	4,300				
	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors				N/A	1,700				
	Number of starts on the Kent Success Apprenticeship scheme				N/A	750				
	Percentage of schools offering L2, 3 or 4 apprenticeships				N/A	60				
	Percentage of unemployment among 18-24 year olds					2				
	Number of assisted employment opportunities for learners with learning				N/A	135				

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	difficulties and disabilities									
	Number of 14-19 year olds in Troubled Families programme participating in pre-apprenticeships or apprenticeships				N/A	100				
	Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils]				N/A	98				
	Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils]				N/A	80				
	Post-16 % of students end of KS5 moving to education, training or employment with training					97				
	Number of vulnerable learners on apprenticeships				N/A	170				
Early Help & Preventative Services	Percentage of Early Help cases stepped up to Specialist Children's Services	F	EH MI, Data for March 2017	8.3	N/A	5	7	6	5	5
	Percentage of closed Specialist Children's Services cases stepped down to Early Help Units	F	SCS MI, Data for March 2017	20.0	N/A	25	25	26	27	28

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of plans in place within 6 weeks of allocation	F	EH MI, Data for March 2017	31.7	N/A	80	60	65	70	75
	Percentage of cases closed with outcomes achieved	F	EH MI, Data for March 2017	79.6	N/A	86	80	82	84	86
	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case	F	EH MI, Data for March 2017	12.5	N/A	10	12	11	10	10
	Percentage of 0-5 living in the 30% most deprived LSOAs registered with a Children's Centre	P	eStart as at 08/09/17	79.3	N/A	85	84	86	88	90
	Percentage of 0-5 living in the 30% most deprived LSOAs attending a Children's Centre	P	eStart as at 08/09/17	51.6	N/A	60	65	65	70	70
	Percentage of 0-5 with current Social Services involvement known to a Children's Centre	P	eStart as at 08/09/17	73.8	N/A	90	88	90	92	94
	Number of first time entrants to the youth justice system	P	Annual figures published by YJB will not be available until end of January 2018. Kent period Apr16-Mar17	314	N/A	350	330	310	290	270

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Rate of proven re-offending by CYP (new definition as at Oct 17)	F	Figures published by the MOJ relate to cohorts - current cohort published 26/10/2017 is Oct15 to Dec15	34.2	41.8	N/A	33	32	31	30
	Percentage of young offenders of school age in full time education (25 hours)	F	No longer a National statistic so national figure not available. Kent period Apr16-Mar17.	59.5	N/A	70	70	72	74	76
	Percentage of young offenders post statutory school age in full time EET (16 hours)	F	No longer a National statistic so national figure not available. Kent period Apr16-Mar17.	52.1	N/A	70	70	72	74	76
	Cumulative number of Troubled Families 'turned around' in Phase 2	F	Cumulative audited turned around families from January 2016 - March 2017 (the figure does not include figures from FY 17/18)	2,273	N/A	1,602	4,610	7,190	9,200	N/A
	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold)	P	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	9.5	8.7	8.5	8.5	8.0	7.5	7.0
	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold)	P	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	13.7	12.8	12.5	12.5	12.0	11.5	11.0
	Percentage of pupils who are persistently absent from primary schools - SEND pupils (10% threshold)	F	This is data for 2015/16. 2016/17 is not available until January 2018 (Kent)	16.1	N/A	15	15	14	13	12



		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of pupils who are persistently absent from secondary schools - SEND pupils (10% threshold)	F	This is data for 2015/16. 2016/17 is not available until January 2018 (Kent)	24.5	N/A	22	22	21	20	19
	Percentage of overall pupil attendance in primary schools	F	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	95.9	96.0	96.1	96.1	96.3	96.4	96.5
	Percentage of overall pupil attendance in secondary schools	F	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	94.6	94.8	95.0	95.0	95.2	95.3	95.4
	Number of permanent exclusions from the primary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	19	N/A	15	15	12	9	5
	Number of permanent exclusions from the secondary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	49	N/A	40	40	35	30	20
	Percentage of pupils permanently excluded from school	F	Impulse. Sep 16 to Aug 17 data.	0.03	N/A	0.03	0.025	0.025	0.025	0.025
	Number of fixed term exclusions from the primary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	2,049	N/A	1,693	1,693	1,373	1,168	1,051
	Number of fixed term exclusions from the secondary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	7,926	N/A	7,562	7,562	6,598	5,608	5,048

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Andrew Ireland, Corporate Director of Social Care, Health and Wellbeing

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** CHILDREN AND SOCIAL WORK ACT 2017: CONSULTATION ON DRAFT STATUTORY GUIDANCE, SECTIONS 1-3

**Classification:** Unrestricted

**Previous Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Divisions:** All

**Summary:** On 16 October 2017 The Department for Education (DfE) published draft guidance to accompany Sections 1-3 of the Children and Social Work Act 2017. These statutory guidelines are currently out for consultation.

**Recommendation:** The Children's Young People and Education Cabinet Committee is asked to **NOTE** the content of the report and **REVIEW** the draft Kent County Council response to the consultation questions.

## 1. INTRODUCTION

- 1.1 On 16 October 2017, The Department for Education (DfE) published draft guidance to accompany Sections 1-3 of the Children and Social Work Act 2017. These statutory guidelines are currently out for consultation.
- 1.2 The following paper outlines the main provisions in each set of guidance, their potential implications for KCC and ends with the draft KCC response to the consultation questions attached as Appendix A.

## 2. BACKGROUND

### 3.

- 2.1 The Children and Social Work Act was developed as the main vehicle through which a number of high-profile Government reforms to children's social care could be put on a statutory footing. However, whilst the Act itself received Royal Assent in April 2017, it remained a piece of 'skeletal' primary legislation i.e. the majority of the provisions were yet to be enacted.
- 2.2 In late September 2017, the Secretary of State (SoS) exercised the powers conferred by Section 70(2) and (3) of the Act - commencing the (Children and

Social Work Act 2017 (Commencement No. 1) Regulations 2017). These relate to: Section 8 (Care Order, Permanence and Provision); Section 9 (Adoption, Duty to have Regard to Relationship with Adopters); Section 33 (Power to Secure Proper Performance in combined authorities); and Section 42 (Improvement Standards – allowing the SoS to determine and publish improvement standards for social workers in England and to carry out assessments as to whether these standards have been met). However, these provisions relate to elements of the Act which had already been set out in some detail prior to their publication.

- 2.3 In October 2017, Government published the draft regulations summarised in this paper. These provisions relate to sections in the Act about which there was previously little detail.

### 3. CORPORATE PARENTING

- 3.1 The 'Applying Corporate Parenting Principles to Care and Pathway Planning' draft guidance sets out the application of corporate parenting principles and the role that local authorities play in this regard in law for the first time. The guidance relates to Section 1 of the Act.
- 3.2 This guidance states that all local authorities - **both Counties and Districts** - must have regard to the needs of all Children in Care (CiC) and Care Leavers (relevant and former relevant children) **whether they are or were the local authority looking after a particular child/young person**. The guidance also **applies to the whole local authority**, not just the Council's children's services functions, and from the Chief Executive Officer (CEO) and elected Members down to front-line staff on the ground. It is expected this will create 'a strong corporate parenting ethos' that is 'not just about keeping children safe, but also promot[ing] recovery, resilience and wellbeing.'
- 3.3 It is proposed that local authorities will need to demonstrate they are fulfilling their responsibilities by adhering to the 'seven needs' or principles identified in relation to a Council's work with CiC and Care Leavers. These are:
- a. to act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people
  - b. to encourage those children and young people to express their views, wishes and feelings
  - c. to take into account the views, wishes and feelings of those children and young people
  - d. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners
  - e. to promote high aspirations, and seek to secure the best outcomes, for those children and young people
  - f. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
  - g. to prepare those children and young people for adulthood and independent living.

- 3.4 These principles are not new requirements, but are set out in statute ‘to help Local Authorities (LA) understand and fully comply with existing duties across the whole of their services as they discharge those duties to Looked After Children (LAC) and Care Leavers.’ As part of this, Government wants to see evidence that the principles are not being applied ‘formulaically’, but that they are having a material impact on how services are being delivered in relation to children and young people and on the ‘mind-set and culture of every part’ of the organisation.
- 3.5 Whilst these duties relate to both tiers of local government, it will be up to Counties to ensure they make arrangements to facilitate closer working – though Districts will be required to act in accordance with the corporate parenting principles and to consider how they apply them when exercising their functions. Likewise, whilst these duties relate only to local authorities, it is expected that the CEO and Director of Children’s Services (DCS) should work with other agencies to encourage them to support their LAs in this aim. **Therefore, council leaders should work to foster a shared understanding of the needs of CiC and Care Leavers across the LA and develop multi-agency strategies which take into account the needs of this cohort.**
- 3.6 The DfE considers the following service areas are those which the corporate parenting principles are of most relevance: **education, social care, housing, libraries, leisure and recreation, strategic policies (such as health and wellbeing plans) and local tax collection.** The other types of service provided by local authorities (including highways, transport planning, passenger transport, environmental health, waste collection, waste disposal and town and county planning) should consider the principles but not necessarily apply them or apply them only in a limited way, commensurate with their method of provision.
- 3.7 Local authorities will further be expected to:
- Publish information about the services they offer which may assist Care Leavers to make a successful transition to independence (including those that an authority has the power to provide but which are offered by others)
  - Obtain feedback from CiC and Care Leavers to assess how effectively they are discharging the principles in practice
  - Review the way in which they operate their corporate services in relation to the principles e.g. by ring-fencing apprenticeships for Care Leavers, in the development of JSNAs and Joint Health and Wellbeing Strategies, and in enabling CiC and Care Leavers to access sports, leisure and cultural services to promote their wellbeing. At a strategic level, local authorities may also wish to consider working with a regional network for collaborative outreach
  - Make arrangements to ensure that no CiC is refused a mental health or other health service on the grounds of their placement being short-term or unplanned

- Ensure their social workers, children’s carers and personal advisers (PAs) have the skills and training to help CiC and Care Leavers access the appropriate services
- Have regard to the need to encourage the views, wishes and feelings of CiC and Care Leavers, regardless of their age or circumstance, and use these views to help inform the design and delivery of services (particularly the local offer to Care Leavers)
- Ensure there are formalised transition arrangements for Care Leavers into adult services and that children placed out-of-authority receive the support they need in a timely way.

3.8 The guidance includes a set of example questions which LAs should ask themselves, to ensure they are delivering the corporate parenting principles effectively (see Appendix B).

3.9 To support this guidance, the DfE will shortly be introducing a ‘care leaver covenant’, that will enable organisations to make commitments to Care Leavers within the spirit of the corporate parenting principles in a way that is most appropriate to them.

#### 4. LOCAL OFFER

4.1 The ‘Local Offer Guidance’ relates to Section 2 of the Act. This will require local authorities to consult on and publish a local offer for their Care Leavers.

4.2 **The local offer should provide information about all the services and support that is available to Care Leavers in the local area where they live.** It should include information about their statutory entitlements, as well as any discretionary support that a LA might choose to provide. It should be readily available and accessible, including to Care Leavers with learning disabilities.

4.3 The local offer can include details of the services and support that the LA provides in relation to:

- **Health and wellbeing:** this will include services that teach about, support and enable good health and wellbeing. LAs should include links to, or information about, universal health services that might be particularly relevant to Care Leavers, as well as specific services for them
- **Relationships:** LAs will want to consider the services and/or support that is available to help Care Leavers develop and maintain positive social networks and to understand what positive relationships look like
- **Education and training:** Care Leavers should be supported to access appropriate education or training that will enable them to fulfil their goals. This will include the statutory support available to Care Leavers, specific support from the local authority and universal information such as careers advice and financial support for young people

- **Employment:** this will include information to Care Leavers about general employment support, such as careers support and links to local Job Centre Plus. LAs should also include any other employment support that they or partners deliver that is specifically available to Care Leavers, for example, any apprenticeships that the local authority offers, in particular where such opportunities are ring-fenced for Care Leavers
- **Accommodation:** Care Leavers should be supported to access appropriate and suitable accommodation. The LA should include relevant information about their Staying Put policy, the support available from Housing Services and any financial assistance that is available to Care Leavers
- **Participation in society:** this will include links to and information about activities or events happening in the local area that Care Leavers can get involved in.

4.4 When developing their local offer, LAs will be expected to consult with as many 'relevant persons' as possible e.g. Care Leavers and organisations or people that represent Care Leavers, in order to ensure their offer is meaningful and reflects the needs and wishes of their young people. **LAs will be required to publish their local offer between 6-9 months following commencement of this guidance.** All offers should be regularly reviewed to ensure the services provided reflect what Care Leavers need most. Furthermore, young people must be consulted prior to the publication of an updates to the offer.

4.5 It is worthy of note that the guidance proposes the provision of suitable housing *can* be reflected in the care leaver offer (though it does not make this compulsory). Best practice examples may include: specialist advice on housing options prior to leaving care; housing authorities choosing to give reasonable preference to Care Leavers in social housing allocations; preventing homelessness amongst Care Leavers and – where a Care Leaver does become homeless - taking action to assist the young person to secure accommodation and providing intensive support to help Care Leavers maintain tenancies, including training on managing their finances and avoiding rent arrears; and taking a corporate decision to exempt Care Leavers from paying Council Tax.<sup>1</sup>

4.6 An example local offer document has been published alongside the draft guidance, for review. This document is included for reference at Appendix C.

## 5. PERSONAL ADVISERS

5.1 As per Section 3 of the Children and Social Work Act 2017, the last set of guidance relates to the **extension of personal adviser support to all Care Leavers under the age of 25**. Under the new provisions, LAs will be required to offer all Care Leavers with PA support up until 25, irrespective of whether or

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<sup>1</sup> The guidance also reinforces that Care Leavers should be considered a priority need group in relation to homelessness legislation. The new provisions do not replace these duties.

not they are engaged in education or training. **This will include Care Leavers who return to the local authority at any point after the age of 21 up until the age of 25 and who request PA support.**

5.2 **This does not mean that all Care Leavers will need this support;** indeed, the new duties are designed to be flexible to the needs of each young person. It is therefore recognised that LAs will not necessarily need to provide the same level of support to Care Leavers aged between 21 and 25 as they do to Care Leavers aged 18-20. Rather, there is an expectation that support needs will taper over time. Nonetheless, it is stipulated that the new corporate parenting principles will be exercised in relation to this cohort; that LAs will be required to assess Care Leavers' needs and to develop and review a pathway plan for them if requested; and that PA support can be requested anytime up until the age of 25 – even if a young person had previously indicated they did not want it.

5.3 Further details include requirements that:

- All Care Leavers should know their PA and how to contact them
- Needs assessments should be proportionate and take into account the type of issues upon which the young person is making a request for support
- If the young person does not want or require support on an ongoing basis, the case can remain inactive until the care leaver makes another request for assistance
- The frequency of contact between PAs and Care Leavers will vary depending on the nature of each individual's circumstances
- If a PA considers that a young person needs support to avoid putting themselves at risk of harm, the PA may continue monitoring the welfare of the care leaver and to take appropriate action as necessary
- Although there is no requirement to proactively keep in touch with all young people aged over 21 up to age 25, the new duty will require LAs to make Care Leavers aware they can continue to request PA support as soon as possible after the person turns 21 and on at least an annual basis thereafter
- Any services or support offered by other LA Departments (such as Adult Social Care) should continue, unaffected by the extension of PA support
- **The new support should be provided to Care Leavers who reach the age of 21 after the new duty commences.**

5.4 The DfE is currently developing proposals in relation to data collection, but is working on the premise that they will only require data relating to young people who have requested support.

## **6. RECOMMENDATIONS AND NEXT STEPS**

6.1 The consultation questions and draft responses are set out at Appendix A for information and review.

6.2 It is proposed that the Council considers what actions and preparation it needs to undertake in order to successfully implement the new duties,



including in relation to our corporate parenting provisions; local offer; the structure and capacity of its PA teams to meet the requirements of the new duty; how we can best communicate the new duty within the LA and to partner agencies; and whether adaptations will need to be made to existing data and information systems, as well as policies and practice. Particular consideration may need to be given in relation to: independence training support and 'offer'; how the Council will discharge these responsibilities in relation to young people placed out of county (as well as implications in relation to Other Local Authority young people living in Kent); and how the Council can best work with colleagues in District Councils in relation to housing provision. It is furthermore suggested that the Council draw on the process of developing the local SEND offer, in order to harness the experience and lessons learned to inform development of the Care Leaver Local Offer.

6.3 As such, a separate project will be undertaken to comprehensively assess how the new requirements are likely to impact on us as an organisation and what the Council will need to do to implement the changes, including expectations in terms of human and financial resourcing. A separate paper will therefore be brought to the Committee outlining these implications in more detail in the New Year.

6.4 The consultation will run until 27 November 2017. To view the full consultation suite, please click [here](#).

## 7. Recommendation

7.1 Recommendation: The Children's Young People and Education Cabinet Committee is asked to <b>NOTE</b> the content of the report and <b>REVIEW</b> the draft Kent County Council response to the consultation questions.
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## 8. Background Documents

None

## 9. Report Author

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## Appendix A

### Draft Consultation Response

Question No	Question	KCC Response
<b>Corporate Parenting Guidance</b>		
1	Does the draft guidance provide a clear narrative for local authorities about what the corporate parenting principles mean for local authorities in practice?	<p>KCC is heartened to see that Government is strengthening and expanding corporate parenting responsibilities, to enable us to work better in collaboration with our partners to provide the right support to some of the most vulnerable young people in our county. However, we believe there is a lack of clarity around District Council's responsibilities in relation to care leavers as corporate parents in this guidance. It is suggested the guidance should make it clear that all tiers of local Government should prioritise the needs of care leavers in relation to the discharge of their functions, as commensurate with their provision. At present, the guidance stops short of making responsibilities in relation to housing provision mandatory, for example.</p> <p>We also feel the new guidance should address the designation of some care leavers as 'intentionally homeless'. For example, if a young person has serviced time in custody, it can be argued that this is an intentional action which, as a consequence, means the local housing authority is unable to discharge its duty in terms of the providing that young person with accommodation. If it was recognised that no care leaver has intentionally made themselves homeless, this would compel all partners to work together to provide that young person with the support they need to make a successful transition to adulthood and independent living.</p>
2	The corporate parenting principles apply to looked after children and care leavers. Is there enough content about how the principles apply to both groups?	We are unclear in relation to the direction that all local authorities should have regard to the needs of Looked After Children and care leavers whether they are or were the local authority looking that a particular child. Is this applicable to both Counties and Districts? Or to children placed out of county by their home authority?

Question No	Question	KCC Response
3	Is there anything in the guidance that should be amended? If so, what?	<p>Could additional detail be provided in relation to how the various Council service areas should give due regard to the seven principles regarding their functions, and how this should be evidenced? In particular, we would like additional clarity in relation to housing, leisure and recreation and tax collection.</p> <p>KCC also feels the requirement for local authorities to ensure that all Looked After Children and care leavers are able to access appropriate services provided by other partner agencies such as health challenging. Mental health transitions pose a particular concern, and we would welcome an amendment to the guidance which would make care leavers a priority group to receive such support. We would also appreciate clarity regarding how we can enact our duties in the face of vulnerabilities in the services of our partner agencies. For example, if a local health provider is in difficulty and under an improvement notice which means they are unable to provide adequate services to meet the needs of young people, where does this leave the local authority in terms of culpability?</p>
4	Is there anything that is missing from the guidance? If so, what?	Please see KCC responses in relation to questions 1-3 and 5.
5	Do you have any other comments about the guidance?	We note that local authorities will be expected to make arrangements to ensure that no Looked After Child is refused a mental health or other health service on the grounds of their placement being short-term or unplanned. From past experience, this can be at odds with the approach taken by colleagues in Child Adolescent Mental Health Services, who have held off interventions with such children on the grounds they are not in a stable place to engage with services in such circumstances. Will the DfE clarify whether this new approach supersedes this past practice? Can the DfE also ensure effective cross-departmental dialogue on this issue with colleagues in the DoH.

Question No	Question	KCC Response
6A	Do you have any best practice case studies or examples you would like to share with us for inclusion in the final version of this statutory guidance?	
6B	Do you give permission for your example to be included in the guidance?	
6C	Please confirm whether you would like your example to remain anonymous.	
<b>Local Offer Guidance</b>		
1	Does the guidance sufficiently explain the role and responsibilities of local authorities to develop their own local offer?	<p>KCC would like more clarity in relation to the stipulation that the local offer should provide information about all the services and support that is available to care leavers in the local area where they live. What level of support will host authorities be required to provide to Other Local Authority Looked After Children and care leavers living within their Local Authority Area? If additional support needs to be provided to this cohort, what support and funding may be made available to help local authorities that have high numbers of OLA LAC?</p> <p>KCC would also like clarity regarding how we can encourage our partners to prioritise the needs of care leavers without additional regulation underpinning this, obliging them to do so. Will additional details be provided in this regard?</p>
2	Is the relationship between the seven corporate parenting principles and the local offer sufficiently clear?	Yes
3	Do you have any further comments on the local offer guidance?	We suggest that the guidance should make it a requirement that all tiers of local Government should work together to ensure that care leavers are provided with suitable housing and that this should feature in all care leaver offers; at present, this is not presented as an

Question No	Question	KCC Response
		<p>obligation.</p> <p>We also feel there is a need for clear guidance to be issued to other partner safeguarding agencies –including the police, probation services and schools – regarding their responsibilities towards care leavers and providing them with a mandate to work together to facilitate positive outcomes for this cohort of young people.</p> <p>Finally, we believe there is a risk in relation to the provision that care leavers should be able to access all the service and support that is available in the local area where they live. This may have the unintended consequence of incentivising local authorities to place children out of area, and subsequently to close their cases – transferring the responsibility for the provision of services from the placing authority to host local authority. As there is precedence for this in relation to Child Protection cases in the 1990s, could the guidance be augmented to ensure this cannot happen in practice?</p>
<b>Specifically In relation to the ‘illustrative’ example local offer (at Appendix B):</b>		
4	Is the structure and content of the illustrative local offer helpful to local authorities in designing their own offer to care leavers?	Yes
5	Is there any other information that you think should be included in the illustrative local offer?	No
6	Do you have any further comments on the illustrative local offer?	
<b>Extending Support from Personal Advisers to all care leavers age 25</b>		
1	Does the draft guidance provide a clear narrative that will help local authorities to implement the new duty locally?	Yes
2	Does it clearly explain what the new duty means in practice for local authorities?	Yes

Question No	Question	KCC Response
3	Is there anything further that might be included that would make the guidance more helpful; or is anything missing, and if so, what?	No
4	Is there anything that is missing from the guidance? If so, what?	No
5	Do you have any other wider comments about the guidance and its content?	<p>Will adequate levels of additional funding be made available to assist local authorities to increase the capacity and capability of their PA support, commensurate with the full cost of the increase in provision? To give some context for the scale of these pressures, in Kent we have 1413 care leavers aged 18-25 who may request support from our care leaver's service (as of September 2017). Will this funding be provided long term, and not tapered off over time? Is Government considering updating the Knowledge and Skills Statements, to clarify the expectations in relation to the type and nature of support PAs will now be required to provide to an older cohort of care leavers?</p> <p>Furthermore, will additional monies be made available to pay for any increase in educational provision and training, if requested by older care leavers/a large majority of care leavers up until the age of 25?</p>

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## Appendix B

### Examples of questions for local authorities

- What more could we do to ensure looked after children and care leavers feel listened to and their suggestions acted on?
- To what extent are the needs and priorities of looked after children and care leavers reflected in local strategic needs assessments, local service provision, and development plans?
- How can we collectively deliver services to looked after children and care leavers in a way that is joined-up and which supports young people to make a successful transition to adulthood?
- Are the children and young people in our care enjoying happy, fulfilled childhoods and looking forward to their adult lives, with positive foundations and stable relationships? If not, why not and what can we do to address this?
- How can we deliver services to looked after children and care leavers in a way that mirrors as far as possible the way a good parent would support their child?
- How can we deliver services in a way that recognises the unique circumstances of looked after children and care leavers?

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## Appendix C

# The Local Offer

This document illustrates the kinds of support that local authorities may include in their offer to care leavers. It sets out the statutory entitlements that a local authority must provide, as well as examples of the additional help that a local authority *may* choose to provide to its care leavers.

Local authorities may also choose to use their local offer to set out their commitment to the corporate parenting principles. This might include:

- Outlining what the corporate parenting principles are.
- Stating their commitment to support care leavers to prepare for and successfully transition to independence in all areas of life.
- Clarifying that where possible they will offer care leavers a 'second chance' recognising that not everyone gets it right first time.

## 1. Introduction

This leaflet tells you about all the support that we have in **[name of place]** for you as a care leaver. We know that it is a big step when you move out of care and start living on your own or with friends.

Just because you are leaving care, or have already left care, we haven't stopped caring about you. We want to make sure that you feel safe and supported and know where and who to go to for advice and help.

Local care leavers have helped make this leaflet. We will continue to listen to your views to make sure the services we offer are what you need. We have written this leaflet with the care leavers' forum.

To be able to get the support set out in this leaflet, you must have been in care for at least 13 weeks between the ages of 14 and 16 (including your 16<sup>th</sup> birthday) or for 13 weeks after your 16<sup>th</sup> birthday. If you are not sure whether you qualify for support, then ask your personal adviser.

This leaflet is available online at *[website]*, you can email *[contact]* to request more copies.

Your personal adviser will talk with you about the information in this leaflet.

## 2. The support we must give you by law

### A Personal Adviser

Following changes introduced through the Children & Social Work Act 2017, you will be able to ask to have support from your personal adviser up to the age of 25 whether you are in education or training or not. This is to try to make sure care leavers receive similar support to young adults who live with their families.

Your personal adviser is there to help you to prepare to live independently and to offer advice and support after you leave care. Personal advisers get involved in discussions about your needs and your pathway plan.

Your pathway plan is written by the local authority after consultation with you and important people in your life. It sets out your needs, views and future goals, and exactly what support you will receive from us. We review your pathway plan with you regularly so that it is kept up-to-date.

We will try to let you keep the same personal adviser, though this will not always be possible. The amount of support that you receive from your Personal Adviser will depend on what you want and your circumstances.

Your leaving care team will consider with you what extra support you may need. You might, for example, need extra support because:

- You have special educational needs or a disability.
- You are an unaccompanied Asylum Seeking Child (UASC) and your immigration status is unclear.
- You are in or leaving custody or you have had contact with the criminal justice system;
- You are a young parent; or
- You are going through a difficult time in your personal life.

### Your right to be heard and taken seriously

You have a right to be involved in all decisions about your plans for leaving care. You have a right to support from an independent advocate if you are thinking about challenging decisions about the care we give you.

Independent advocates can inform you about your rights and help you to be heard in meetings. They are separate from social services.

### **[Local authorities should set out how young people can access advocacy support].**

You have a right to see the information we keep about you, including the files and records written about you when you were in care.

### Leaving care before turning 18

We will encourage you to stay in care until you are 18. Most young people still live at home with their families at this age.

If you choose to leave care before age 18, the law says we must provide you with suitable accommodation.

### Support to engage in education, employment or training

We want to make sure every young person leaving care has the support to achieve their goals in life.

The law says we must provide you with assistance with expenses linked with employment, education and training. In particular:

- We will provide you with a Higher Education (HE) bursary of at least £2,000 if you go to University.  
We will provide somewhere for you to stay during University holidays (or funding for this if you would prefer to make your own arrangements) if you are in HE or in residential further education.

### 3. Other support we offer

#### Accommodation

If you are aged over 18, your personal adviser will help you to find suitable accommodation). This might involve:

- Working with Housing Services to come up with suitable housing options for you, including supported accommodation if you are not ready or don't want to have your own tenancy.
- If this is what you and your foster carers want, supporting you to remain with your foster carers under what's called a 'Staying Put' arrangement. This can last until you are 21 **[Add link to Staying Put policy]**.
- Support to access different housing options including social housing (this is accommodation managed by us or a housing association)
- Advice about holding down a tenancy, including avoiding rent or Council Tax arrears, paying bills and budgeting. We know it can be very hard having your own place for the first time. We will do whatever we can to ease the pressures on you **[NB: insert information if the council exempts care leavers from council tax]**
- Helping you to claim housing benefit/universal credit.
- Practical support with moving into and furnishing your new home.
- Supporting you if you have a housing crisis, including helping if you are threatened with or lose a tenancy **[NB: care leavers aged 18-20 are treated as a priority need group in homelessness legislation]**.

#### Education, training and employment

We want you to succeed in your education, training and employment. We will ask you how you are doing and be ready to celebrate your achievements with you.

We will offer you:

- Careers information and advice
- If you attend University, a bursary of £2,000 to help with the cost of books and materials

**[NB: Care leavers are a priority group for the 16 to 19 Bursary Fund administered by FE colleges, which pays a bursary of up to £1,200 a year to support vulnerable young people to participate in education]**

- Support to meet your transport costs when travelling to training, school/college, apprenticeships or job interviews.
- Support to buy tools, equipment, essential clothing, and books.
- Support if you choose to go to university, such as helping you obtain tuition fees and maintenance loans, travel costs at the start and end of term, and making sure you have somewhere to live during the holidays. We will help you choose the right course and university that matches your talents and interests.
- Opportunities for work experience, apprenticeships and employment within the council.
- The chance to attend and help organise celebration events when young people achieve education, training and employment milestones.

### Health and wellbeing

Below are some of the ways our care leaving team and your personal adviser can support you to stay healthy and look after your physical and mental health. We can:

- Give information on healthy living
- Give information on getting help to pay for prescriptions
- Support you to register with a GP
- Support you to move from CAMHS to adult services
- Give information about counselling services that are available locally
- Give you help with transport costs when attending health appointments
- If you are a young parent, take an interest in your child/ren and support you to do the best for them. We will help you arrange childcare, if this is what you want.
- Offer free or subsidised access to the leisure centres we run
- Give you information about health drop-in centres
- Work with you to make a 'health passport' containing key information from your childhood (for example, when and if you have had immunisations) and your current health needs.

### Finances

We will try to help you financially, in a similar way to how parents would support their own children. Our help includes:

- Providing a leaving care grant to help you buy essential things when moving into your own home, which government recommends should be a minimum of £2,000
- Giving you exemptions to or discounts on paying Council Tax
- Providing or telling you about relevant money management courses
- Information on how to access your Junior ISA, if you have one (a fund of money set aside by the government and the council)
- Support to open a bank account.

- Support to gain important identification documents, such as a passport and/or provisional driving licence, before your 18<sup>th</sup> birthday
- Support to get your National Insurance number.
- Exceptional financial support in emergencies
- Providing a financial gift at birthdays and Christmas or other celebrations.

### Relationships

As well as support from a Personal Adviser, we may be able to offer you additional practical and emotional support, such as through:

- Providing you with a mentor/peer mentor;
- Where appropriate, continuing to support contact with the 'Independent Visitor' you had while you were in care;
- Help to maintain or regain contact with people special to you or who cared for you in the past, like former foster carers or social workers.

### Participation in Society

We want our care leavers to be active members of society, and to have all the chances in life that other young adults have. We can help you participate in society in the following ways:

- Providing information on groups and clubs you may wish to join
- Informing you about relevant awards, schemes and competitions you can enter, in line with your talents and interests
- Encouraging and helping you to enrol on the Electoral Register, so you can vote in elections
- Offering work experience with our councillors
- Informing you about voluntary work that we think you may be interested in
- Informing and possibly helping with the cost of leisure activities
- Giving you advice and helping you to challenge any discrimination you face as a care leaver.

## 4. Who can help?

Key contact numbers for:

- Personal adviser
- Care leaving team
- Housing advice
- Designated doctors/nurses
- Education, employment or training support
- Local authority leadership e.g. the Director of Children's Services, Lead Member
- Care leavers' forum

Other places you can go for help:

- Princes Trust
- The Rees Foundation
- Care Leavers' Foundation

Relevant universal services. This might include links to or contacts for:

- Health services such as sexual health clinics and drug/alcohol support
- Information about further or higher education
- Relevant youth clubs/groups/activities
- Parenting support groups
- Youth Offending Team
- Citizenship Advice Bureau



**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
Andrew Ireland, Corporate Director of Social Care, Health and Wellbeing

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** CHILDREN AND SOCIAL WORK ACT 2017: CONSULTATION CHANGES TO WORKING TOGETHER STATUTORY GUIDANCE

**Classification:** Unrestricted

**Previous Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Divisions:** All

**Summary:** On 25 October, The Department for Education (DfE) published a consultation on significant revisions to 'Working Together to Safeguard Children 2015' - the statutory guidance which sets out what is expected of organisations, both individually and jointly, to safeguard and promote the welfare of children. The consultation also includes two new draft regulations – one concerning 'relevant agencies' (see Appendix B for more information) and one concerning national and local reviews (see pages 2-3); both are subject to parliamentary approval. These changes are being made largely to reflect the legislative reforms introduced through Chapter 2 of the Children and Social Work Act 2017 (hereafter referred to as 'the Act'). Following the consultation, Government proposes to update and replace the current statutory guidance with 'Working Together to Safeguard Children 2018.'

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to NOTE the content of the report and the changes proposed and REVIEW the draft KCC response to the consultation questions (at Appendix A).

## 1. BACKGROUND

1.1 In May 2016 Alan Wood published his Review into the functioning of multi-agency child safeguarding arrangements in England. The Wood Review concluded that local multi-agency child safeguarding provisions did not work effectively across the piste and needed to change. Wood proposed a new model of collective working that he felt would ensure better multi-agency collaboration, placing responsibilities on three key agencies or 'Safeguarding Partners' (SPs) to take a strategic lead on safeguarding and the promotion of child welfare. The SPs would be made up of local authorities, the police (Chief Officers) and Clinical Commissioning Groups (CCG). Wood also recommended a new system of local and national reviews to replace Serious

Case Reviews and the transfer of responsibility for Child Death Review policy from the DfE to the Department of Health (DoH). The Wood Review's recommendations now form part of the Children and Social Work Act 2017 (Chapter 2), though the provisions have not yet been commenced.

## 2. THE REPLACEMENT OF LOCAL SAFEGUARDING CHILDREN BOARDS

2.1 This relates to Chapter 3 of 'Working Together'. Under the Act, the requirement to have Local Children Safeguarding Boards is being abolished; in their place, **local SPs will be required to make multi-agency arrangements for themselves and for the relevant agencies<sup>1</sup> they deem appropriate**, to enable them to work together in the most effective way to safeguard and promote the welfare of children in their area. It is anticipated that these new provisions will enable local areas to adopt arrangements that are tailored to meet local need and, by placing local authorities, police and health on the same footing as joint and equal partners, create the right environment for a more shared and collaborative approach to providing for their vulnerable children and young people. As such, Safeguarding Partners will have the flexibility to determine:

- the **geographical boundaries** for the arrangements in their area (which may include two or more Local Authority areas or CCGs) which **relevant agencies** they should work with and how safeguarding arrangements should work in their area
- what arrangements they need to establish to provide for **independent scrutiny** of their work i.e. there will no longer be a requirement to employ an independent Board Chair; instead, Partners must make their own preparations for the independent scrutiny of their arrangements
- the best way to secure **appropriate and sustainable funding** for their arrangements (all three SPs must agree the funding plans for their arrangements; it is thought this will address past variance in the levels of funding provided).

2.2 SPs will be required to **publish a report** at least once a year, detailing what they have done in their new arrangements and **how effective** their provision has been in responding to the needs of the children in their area. The SPs will also be required to identify and arrange for the review of serious child safeguarding cases which they think raise issues of importance in relation to their area. The SPs will have the power to require information from persons or bodies who may have it where the information is necessary to enable or assist with the performance of their arrangements, or in conducting reviews.

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<sup>1</sup> Relevant agencies is a term that is being used to describe all bodies and groups whose functions within a local area play a crucial role in coordinating the safeguarding and welfare of children. The consultation includes a list of such agencies, but does not stipulate which should be involved in local safeguarding arrangements; this is left to the discretion of the Safeguarding Partners. The list includes all agencies which currently comprise the statutory membership of Local Safeguarding Children Boards; these agencies have a duty to cooperate with the arrangements for their area. The list of agencies is set out at Appendix B.

### **3. THE ESTABLISHMENT OF A NEW NATIONAL PANEL AND CHANGES TO SERIOUS CASE REVIEWS**

- 3.1 Taken as a whole the provisions of the Act, new regulations and the revised 'Working Together' guidance, set out arrangements for a new system of Local and National Child Safeguarding Practice Reviews which will replace the Serious Case Review process in the near future. The Act provides that Local Child Safeguarding Practice Reviews will be undertaken to identify any improvements that should be made locally to safeguard and promote the welfare of children. The Act also provides for the establishment of a National Child Safeguarding Practice Review Panel, with responsibility for identifying and commissioning National Child Safeguarding Practice Reviews. The Panel will receive notification of all child safeguarding cases where a child has died or is seriously harmed, as well as copies of all completed local reviews. Using this data, as well as other available evidence, the Panel will decide whether the case raises issues that are complex or of national importance; when it does, the Panel will then be responsible for identifying improvements which should be made locally and/or nationally to safeguard and promote the welfare of children.<sup>2</sup>
- 3.2 Chapter 4 of 'Working Together 2018' sets out proposed guidance for Safeguarding Partners and for the Panel on local and national reviews respectively. The accompanying 'National and Local Child Safeguarding Practice Review (England) Regulations' set out proposed provisions covering criteria for national and local reviews, and on reviewers and reports – in other words, the regulations and guidance lay out how the relationship between the new National Panel and the SPs will work from a practical standpoint. As a tool for continuous improvement, it is expected that the new process will enhance the progress and quality of reviews and reports: the National body will appoint reviewers for national reviews, whilst local Safeguarding Partnerships will be responsible for commissioning local reviewers.

### **4. CHANGES TO CHILD DEATH REVIEWS**

- 4.1 In-line with Alan Wood's recommendation, it has been decided that child death analysis and policy should move across to the DoH. The Act establishes the role of Child Death Review Partners; these are the local authority and all or part of any CCGs which fall within the Local Authority Area. The Review Partners will assume responsibility for reviewing and analysing the circumstances of death of any child normally resident in their area and must prepare and publish a report at self-determined intervals, describing what they have done as a result of their arrangements and how effective the arrangements have been in practice. Within the parameters set by the Act, Review Partners will have the flexibility to combine the geographical footprint of their arrangements, which will

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<sup>2</sup> Working Together 2018 refers to a Government amendment to the Children Act 2004 - 16C (1) - which makes it a duty for local authorities to notify the Child Safeguarding Practice Review Panel if a child has died or is seriously harmed in their area or if a child normally resident in their area is seriously injured or dies outside of England. The Panel will then determine if a local Child Safeguarding Practice Review is appropriate or not. No further referral documentation has yet been made available.

accommodate the need for child deaths to be reviewed over a population size of a sufficient number to allow for analysis of patterns, themes and trends of death.

- 4.2 'Working Together 2018' sets out high-level principles and requirements for Child Death Reviews. It also directs readers to a separate set of comprehensive guidance, (Child Death Review Statutory Guidance) which will set out the detailed processes to be followed when responding to, investigating, and reviewing a child's death.

## **5. TRANSITION**

- 5.1 Guidance for Local Safeguarding Children Boards, which will be applicable during the transition period, will be set out in a transitional version of 'Working Together'. As the content will broadly be reflective of the changes outlined in this paper, the DfE will not be consulting on these chapters. This document will also include new guidance for Local Safeguarding Children Boards and SPs on arrangements for the transition.
- 5.2 The DfE has further restructured the latest iteration of 'Working Together' in a number of areas to improve clarity, although the core requirements have not changed; as such the Department will not be consulting on these changes.
- 5.3 The DfE proposes that Safeguarding Partners in a local area will be given 15 months to transition to the new safeguarding arrangements replacing LSCBs (12 months to agree the arrangements, and up to three months to implement the changes). This approach has been endorsed by The Association of Directors of Children's Services.

## **6. RECOMMENDATIONS AND NEXT STEPS**

- 6.1 The consultation questions and draft responses are set out at Appendix A. The consultation will run until 31 December. To view the full consultation suite, please click [here](#)
- 6.2 The Council will next consider what actions and preparations it needs to undertake in order to successfully implement the new duties. Initial scoping work has already commenced on this and a full options appraisal will be undertaken in due course. Additional consideration will also be given to adhering to the transitional arrangements that need to be followed during the move from Local Safeguarding Children Boards to Safeguarding Partners and Child Death Review Partners. In particular in the period following the commencement of the Act's provisions to establish new safeguarding partner arrangements, and before safeguarding partner arrangements begin to operate, we be recommending that the Kent Safeguarding Children Board plan how and when to hand over all relevant data and information to the Safeguarding Partners, in compliance with data protection law and providing a clear audit trail on the handling of all documentation, any decisions made and any actions taken or outstanding at the time of handover.

## 7. Recommendation

7.1 Recommendation: The Children's, Young People and Education Cabinet Committee is asked to NOTE the content of the report and the changes proposed and REVIEW the draft KCC response to the consultation questions (at Appendix A).

## 8. Background Documents

None

## 9. Report Author

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## Annex A: KCC Draft Response to the Changes to Statutory Guidance, 'Working Together.'

Question No	Question	KCC Response
<b>Chapter 3: Multi-agency safeguarding arrangements</b>		
1 Leadership	In Working Together 2018, it will be the responsibility of the Safeguarding Partners' representatives to determine how they work together in respect of their arrangements. All three partners have equal and joint responsibility for local safeguarding arrangements, and each safeguarding partner will appoint their own representative. We do not propose to set out in statutory guidance who these representatives should be, as it is a matter for Safeguarding Partners. <b>Do you agree with this approach? If not, please explain why.</b>	KCC would like to see some guidance issued outlining who should represent the multiplicity of health organisations, including multiple CCGs that might sit within one Local Authority Area, as this would provide a helpful steer for both health colleagues and the other Safeguarding Partners. There may also be benefit in stipulating what level of delegated authority/accountability that health colleague would need to have coming into the new arrangements.
2 Relevant Agencies	Safeguarding Partners can choose specific agencies which they believe to be relevant to the work of safeguarding and promoting the welfare of children in their area. The 'Local Safeguarding Partner (Relevant Agencies) (England) Regulations' details the specific agencies which Safeguarding Partners can choose from. It is important to note that certain key agencies are not listed, as their functions are commissioned or otherwise overseen by one or more of the Safeguarding Partners - for example, general practitioners (GPs) come under NHS England, and housing under the local authority. <b>Do you</b>	Yes, KCC agrees with the indicative list. In our experience, having a Lay Member has also been a helpful addition to multi-agency arrangements. It may therefore be useful to include a lay role on the list, as an option for inclusion.

	<b>agree with this indicative list? If not, please explain why and if you believe any agencies should be added or removed.</b>	
3 Schools and educational partners	All schools (including maintained schools, special schools, independent schools, academies and free schools) have key duties in relation to safeguarding children and promoting their welfare. As set out in paragraphs 18-19 of Chapter 3 of the draft 'Working Together to Safeguard Children 2018' we expect all local safeguarding arrangements to contain explicit reference to how the Safeguarding Partners plan to involve, and give a voice to, all local schools and academies in their work. <b>Do you agree that this expectation should be stipulated in statutory guidance? Please explain your answer.</b>	<p>KCC agrees that all local safeguarding arrangements should contain explicit reference to how the Safeguarding Partners plan to involve, and give a voice to, all local schools and academies. We welcome the fact that, once designated as a relevant agency, schools and colleges are under a statutory duty to work in-line with the arrangements published by the Safeguarding Partners. However, we would like some additional clarity on how to work with schools that do not, for whatever reason, engage fully with the new arrangements or whom are autonomously run and governed, and therefore have little history of engaging with local authorities as a consequence e.g. free schools, academy trusts, etc. What recourse will the Safeguarding Partners have to address such issues? And will the Safeguarding Partners be held accountable for disconnections if evidence is available to show that all appropriate actions have been taken on their behalf in order to re-engage with schools?</p> <p>Under the new Working Together draft guidance, it is stated that a lead practitioner should be provided to support children and families – and that a GP, family support worker, school nurse, teacher, health visitor or SEN coordinator could undertake this role (with decisions about who is in the best position to do so taken on a case-by-case basis). Whilst we agree with the proposal that any agency can take lead responsibilities, having a single point of contact and leadership on safeguarding within schools is crucial – both to ensure consistency for the children involved as well as consistency in the way Safeguarding Partnership's engage with schools.</p>
4 Independent Scrutiny	The Safeguarding Partners must include arrangements for scrutiny by an independent person of the effectiveness of safeguarding arrangements, and how best to implement a robust system of independent scrutiny will be a local decision. Paragraph 20 of Chapter 3	Yes, KCC agrees that the scrutiny of Safeguarding Partner arrangements should be undertaken by an independent person who is entirely separate from the organisation rather than an established Chair. This will be necessary to ensure impartiality and objective reflection.



	of the draft 'Working Together to Safeguard Children' 2018 states that Safeguarding Partners should involve a person or persons who are independent, for example by virtue of being from outside the local area or having no prior involvement with local agencies. <b>Do you agree with this? If not, please explain why.</b>	
5 Funding	Paragraph 24 of Chapter 3 of the draft 'Working Together to Safeguard Children' 2018 makes it clear that Safeguarding Partners should agree the level of funding secured from each partner and relevant agency, to support the new safeguarding arrangements. Decisions on funding are for local determination, but contributions should be equitable and proportionate to meet local needs. <b>Do you agree that this is the right approach? If not, please explain why.</b>	KCC feels the new arrangements will make it easier to obtain equal funding from the Safeguarding Partners; however, it is much less clear whether other agencies will feel the requirement to contribute funding in the same way as has previously been the case under the old arrangements e.g. probation services. As such, the total funding contributions may be less than required and any deficits may have to be made up by the Safeguarding Partners – placing an additional burden on these agencies.
6 Reporting	Safeguarding Partners must publish a report at least once in every 12 months, setting out what they (and their relevant agencies) have done as a result of the arrangements, and how effective the arrangements have been. These reports will be a key element of local accountability and self-assessment. At paragraph 29 of Chapter 3 of the draft 'Working Together to Safeguard Children' 2018 we have set out a non-exhaustive list of parameters for these reports in guidance, to ensure a nationally consistent set of useful and high quality publications. <b>Do you agree with this approach? If not, please explain</b>	Yes, KCC does agree with this approach. However, rather than simply requiring local areas to publish data to assess the effectiveness of the help that is being provided to children and families, including early help, we suggest it would be helpful to stipulate that there needs to be evidence to show how this data is being used as information and intelligence to drive good partnership working. We also think there should be more of a focus on achieving positive outcomes for children, including how these should be best monitored from a national standpoint.

	<b>why.</b>	
7 Threshold Document	The Safeguarding Partners should consider carefully how multi-agency safeguarding arrangements will work in their area. This includes determining how best to ensure that clear criteria for taking action are made available to relevant agencies and others in a transparent, accessible and well-understood way. Currently, Local Safeguarding Children Boards are required to produce a threshold document. We are not proposing to specify in statutory guidance how, and in what format, the Safeguarding Partners should make their criteria for action available. <b>Do you agree with this approach? If not, please explain why.</b>	KCC agrees with Government that there is no need to stipulate in statute the requirement for Safeguarding Partners to have a threshold document. However, we believe it is important to include the requirement for Partners to publish their criteria for action – in whatever form best suits the needs of the local area – to ensure there is clarity about what services are available and how they should be best utilised at the right time to meet the needs of children and young people. This is particularly important to ensure partners are clear when they need to escalate to statutory protection and safeguarding services. However, this is also needed to ensure agencies to are clear when the needs of the child would be best met at lower levels of intervention – for instance within a universal setting.
<b>Chapter 4: Learning from Serious Cases and New Regulations on Local and National Review</b>		
8	Paragraphs 15-17 of Chapter 4 of the draft 'Working Together to Safeguard Children' 2018 set out the actions the Safeguarding Partners should take on receipt of a notification of a child safeguarding incident, and the relationship between the Safeguarding Partners and Panel from then on. <b>Do you agree with the procedure as set out? If not, please explain why.</b>	Yes.
9	The Act makes clear that the Panel and Safeguarding Partners respectively have responsibility to determine whether a review is appropriate, on the basis of whether the review may identify improvements that should be made to safeguard and promote the	Yes.

	<p>welfare of children. Regulations may require the Panel and Safeguarding Partners to take certain matters into account when taking the decision on cases to review, and guidance may support this. Regulation 4 sets out national review criteria which the Panel would be required to take into account when deciding whether to commission a national review. Regulation 18 sets out local review criteria which Safeguarding Partners would be required to take into account when deciding whether to commission a local review. Paragraphs 20 and 37 of Chapter 4 of 'Working Together to Safeguard Children' 2018 set out additional circumstances for consideration. <b>Do you agree with these criteria and circumstances? If not, please explain why.</b></p>	
10	<p>Paragraphs 23-24 and 41-42 of Chapter 4 of the draft 'Working Together to Safeguard Children' 2018 set out the factors which the Safeguarding Partners and the Panel respectively should consider when commissioning reviewers for local and national reviews. <b>Do you agree with these factors? If not, please explain why.</b></p>	Yes.
11	<p>Paragraphs 25-28 and 43-46 of Chapter 4 of the draft 'Working Together to Safeguard Children' 2018 set out the procedures which the Safeguarding Partners and the Panel respectively should follow when supervising local and national reviews. Regulations 12-14 add requirements regarding the Panel's</p>	Yes.

	<p>supervisory powers. We do not propose to include further details in the regulations relating to procedures for reviews. <b>Do you agree with these proposals? If not, please explain why.</b></p>	
12	<p>Paragraphs 30-33 and 48-52 of Chapter 4 of the draft 'Working Together to Safeguard Children' 2018 set out the expectations for the final report which the Safeguarding Partners and the Panel respectively should follow. These paragraphs also cover timescales for publication and arrangements for submitting final reports. <b>Do you agree with these expectations and timescales? If not, please explain why.</b></p>	<p>KCC agrees with the guidance's emphasis on making every effort, both before the review and whilst it is in progress, to capture points from the case regarding improvements needed to take corrective action, and to disseminate learning to improve future practice and methodologies. However, we feel that the timescales proposed (it is specified that, depending on the nature and complexity of the case, reports should be completed and published between two and six months from the date of the decision to initiate a review) will be difficult to achieve in practice due, in considerable part, to delays incumbent on the system e.g. in obtaining the results from post mortems. As such, we recommend that the timescales should be extended to between 6-9 months at a maximum.</p>
13	<p>The Act allows the Secretary of State to make regulations to set up a list of reviewers, from which Safeguarding Partners could be required to select reviewers for local reviews. To maintain maximum flexibility in the system, we do not propose to set up such a statutory list at this time. <b>Do you agree with this approach? If not, please explain why.</b></p>	<p>KCC agrees that to allow for the flexibility necessary to select reviewers with the right experience and availability to match the needs of each case, there should not be a proscribed list of reviewers that local Safeguarding Partners have to call on in order to undertake local reviews.</p>
14	<p>Do you have any comments on the content of the regulations at Annex B which you have not already covered above? <b>If so, please provide details below.</b></p>	
<p><b>Chapter 5 – Child Death Reviews</b></p>		

15	<p>In reviewing the circumstances around the death of a child, the overarching aim is to prevent future child deaths. We have heard from stakeholders that the term “preventable” has posed a hindrance to learning. Instead of asking about preventability, we propose that the child death review process should consider and identify “modifiable factors”. That is, contributory factors to a death, that could be modified to reduce the risk of future child deaths. <b>Do you agree with this approach? If not, please explain why.</b></p>	<p>KCC agrees with proposed movement from using the term ‘preventable’ when assessing child death and/or serious harm to the term ‘modifiable factors’ in the majority of cases where children have died as a result of accident or disease. However, we feel this term is less well suited to the comparatively small number of cases where children have died as a result of serious abuse or neglect. In these instances, we feel that ‘modifiable factors’ carries with it the suggestion that an intervention could have occurred to mitigate or prevent the risk of death or serious abuse and neglect from occurring – which is, unfortunately, not always the case. Further, there are a number of wider contributory factors - incidents that will be well beyond the control of practitioners working with families e.g. poverty - which are likely to impact on the circumstances leading to such an incident. These are also not modifiable. We believe that a different phrase – such as ‘reasonable steps’ or ‘achievable interventions’ - may better describe the measures that agencies need to take in the future in order to adapt their own behaviours and approaches to better safeguard children in these instances.</p>
16	<p>We have heard from stakeholders that the distinction between ‘expected’ and ‘unexpected’ child deaths can lead to confusion (partly because it may depend from whose viewpoint the question is being considered). We propose a new approach, which allows each individual death to be responded to appropriately, rather than determining whether or not a death meets certain criteria for investigation. This is about working differently, and changing the initial stages of the process. It does not imply an additional burden. <b>Do you agree with this approach? If not, please explain why.</b></p>	<p>If stakeholders have expressed confusion in relation to these terms, KCC is happy with the DfE’s proposal to adopt a new approach in the designation of child death.</p>
17	<p>The Wood Review recommended that the area covered by child death reviews should</p>	<p>Yes.</p>

	<p>cover 'a population size that gives a sufficient number of deaths to be analysed for patterns, themes and trends of death'. The new legislation gives the child death review partners flexibility to agree that two or more local authority areas may work together as a single area. We are proposing that the geographical 'footprint' of the arrangements should be locally agreed, based on patient flows across existing networks of NHS care. Child death review partners should come together to develop clear plans outlining the administrative and logistical processes for their new arrangements. Child death review 'footprints' should typically cover a child population such that they review 80-120 child deaths each year <b>Do you agree with these proposals? If not, please explain why.</b></p>	
18	<p>We propose that families should be assigned a "key worker" to act as a single point of contact who they can turn to for information on the child death review process, and who can signpost them to sources of support. This is already best practice and should not imply an additional burden. More information on the role of the key worker is available in Chapter 6.5.1 of the Child Death Review Statutory Guidance. <b>Do you agree with this proposal? If not, please explain why.</b></p>	<p>KCC agrees that this approach would generally be helpful in the majority of circumstances. However, in the small number of instances whereby the circumstances surrounding a child's death are extremely complex e.g. those cases involving abuse and neglect, we have some reservations. These pivot on the fact the guidance states that families would be able to turn to this 'key worker' for all information requests - but this fails to recognise the potential complexities within family dynamics i.e. the requirements of one parent may differ from another. There is also the potential that such information could be used within a criminal trial. For instance, a parent may cite that a drug and alcohol support service did not provide what he/she considered to be enough/the right kind of support following signposting as defence at a criminal trial. We also feel the guidance designation of the lead as someone that 'usually a healthcare professional' is quite a broad designation.</p>

19	<p>We propose that every child's death is reviewed at a child death review meeting involving practitioners directly involved in the the child's care, prior to being discussed anonymously by the Child Death Overview Panel (CDOP). The nature of this meeting will vary according to the circumstances of the child's death and the practitioners involved. It would (for example) take the form of a final case discussion following a Joint Agency Response to a sudden unexpected death in infancy; or a hospital-based mortality meeting following a death on a neonatal unit. The purpose of the child death review meeting is to ensure local learning and reflection. In contrast, the purpose of the CDOP is to provide independent scrutiny of each case, ensuring this is from a multi-agency perspective. <b>Do you agree with this proposal? If not, please explain why.</b></p>	<p>KCC agrees that every possible care should be taken when examining a child's death and that this new approach would provide greater scrutiny and oversight in the main. However, there is an inherent risk in that this will also provide for a potentially labour-intensive review of cases that are deemed 'expected' – possibly diverting resources away from cases that are 'unexpected' and which may consequentially warrant more intensive review. If more staff need to be appointed to contend with any increased demand in relation to this change, will additional resourcing be provided to offset this financial burden?</p>
20	<p>Practitioners involved in the care of the child who died should be invited to attend the child death review meeting. If they cannot attend, they should submit a report, for which a Form B may be used. We propose that CDOP administrators work closely with child death review partners to gather and collate these reports. Please see Chapter 4 of the Child Death Review Statutory Guidance for more information on this process. <b>Do you agree with this proposal? If not, please explain why.</b></p>	<p>KCC agrees with taking this approach in the majority of circumstances. However, for those cases that meet the criteria for Case Review Group (as a result of a death arising from serious abuse or harm) this is more problematic. At present, Case Review Group meetings collate all available data and make a decision about whether cases meet the threshold for Serious Case Review; such groups do not go on to undertake investigations. If the boundaries between these two functions become blurred, there is a risk that reviews will become overburdened, that work will be duplicated and that this will lead to an increase in a 'blame culture' between agencies rather than establishing the right environment for reflection and collaborative learning.</p>

21	A revised Form C is proposed at Appendix 5 of the Child Death Review Statutory Guidance. We have heard from stakeholders that two of the form's domains - 'family and environment' and 'parenting capacity' - are not helpful distinctions. We propose changing these domains to 'Social environment including family and parenting capacity', and 'Physical environment', respectively. <b>Do you agree with this proposal? If not, please explain why.</b>	Yes.
22	We have heard from stakeholders that in many cases reports from child death review meetings (particularly hospital mortality meetings) are not routinely sent to CDOPs. We propose that all child death review meetings should routinely send a report to the CDOP, to inform its independent review of the case. This approach is intended to strengthen the link between the local review and the CDOP process, while also allowing for the right balance between local reflection and independent scrutiny of practice. <b>Do you agree with this proposal? If not, please explain why.</b>	Yes.
23	Chapter 7 of the Child Death Review Statutory Guidance outlines expectations in a number of specific circumstances, including: deaths of UK-resident children overseas; deaths of children with learning disabilities; deaths of children in adult healthcare settings; suicide and self-harm; deaths in inpatient mental health settings and deaths in	Yes.



	<p>custody. <b>Do you feel we have covered an appropriate range of specific situations? Are the suggested approaches for each of these appropriate and workable? If not, please explain why.</b></p>	
24	<p>We have heard from stakeholders that some types of deaths (e.g. suicides) may best be reviewed at a themed CDOP meeting. This may apply when deaths from a particular cause are of small number and/or require specialist expertise to inform the discussion. In these circumstances, we propose that neighbouring CDOPs and designated doctors for child death liaise and co-ordinate their approach. <b>Do you agree with this approach? If not, please explain why.</b></p>	<p>KCC agrees that themed CDOP meetings may be helpful to focus on complex and challenging issues, to distil trend learning and to ascertain patterns for priority action.</p>
<b>Transitional Arrangements</b>		
25	<p>Paragraphs 14-15 of the transitional guidance explain the proposal that child death overview panels have a 'grace period' of up to two months following the start of the child death review partner arrangements in their area in which to complete any outstanding child death reviews. <b>Do you agree with this proposal? If not, please explain why.</b></p>	<p>Yes.</p>
26	<p>Paragraphs 23-25 of the transitional guidance explain the proposal that Local Safeguarding Children Boards should have a 'grace period' of up to 12 months following the start of the safeguarding partner arrangements in their area in which to complete and publish outstanding SCRs. <b>Do you agree with this</b></p>	<p>Yes.</p>

	<b>proposal and with the guidance on handling information? If not, please explain why.</b>	
27	Paragraphs 27-31 of the transitional guidance set out how Safeguarding Partners should manage information emerging from SCRs. <b>Do you agree with these proposals? If not, please explain why.</b>	KCC does agree with the proposals; however, we would appreciate more detail regarding instances where, following the emergence of new information about a case <i>before</i> the date of transition, it is felt appropriate to commission a local review even if the former LSCB has previously determined not to initiate an SCR of the same incident.

**Appendix B: List of Relevant Agencies**

- (NHS England)
- NHS Trusts
- NHS Foundation Trusts
- Secure Children's Homes
- Residential Homes
- Residential Family Centres
- Residential Holiday Schemes for Disabled Children
- British Transport Police
- Providers of Probation Services
- Prisons
- Young Offender Institutions
- Secure Training Centres
- Youth Offending Teams
- Border Force
- Immigration Enforcement
- UK Visas and Immigration
- Independent Fostering Agencies
- Adoption Support Agencies (including voluntary)
- Pupil Referral Units
- Childminders
- Childminder Agencies
- Children's Centres
- Private, Voluntary, Independent, Maintained and Private Sector Childcare Providers
- Maintained Schools (including community, foundation and voluntary schools and maintained
- Nursery schools
- Academies (including Academy schools, 16-19 Academies and Alternative Provision Academies)
- Independent Schools
- Non-Maintained Special Schools
- Further Education Colleges
- Sixth Form Colleges
- Independent Specialist Colleges
- Special Post 16 Institutions
- Private Colleges
- Charitable and Commercial Providers of Higher Education
- Independent Learning Providers
- Community Learning and Skills Providers
- Education and Skills Funding Agency
- Secure Colleges
- Charities
- District Councils
- Cafcass

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**From: Roger Gough, Cabinet Member for Children, Young People and Education**

**Patrick Leeson, Corporate Director, Children, Young People and Education Directorate**

**To: Children's, Young People and Education Cabinet Committee  
22 November 2017**

**Subject: High Needs Funding**

**Classification: Unrestricted**

**Past Pathway of Report: None**

**Future Pathway of Report: None**

**Electoral Division: All**

**Summary:** This report summarises a recent review of Kent's approach to High Needs funding for children and young people with special educational needs and disabilities in mainstream schools and academies. It also outlines the planned improvements from April 2018, to manage overall affordability and target the funding more effectively to pupils with the most complex needs.

**Recommendation(s):** The Cabinet Committee is asked to note the outcome of the review and endorse the recommendations to implement revisions to the current approach

## **1. Introduction**

- 1.1 High Needs funding is the system which supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25. It is provided to local authorities through the High Needs block of the Dedicated Schools Grant (DSG), and must be spent providing the most appropriate SEN provision in mainstream schools (in line with the conditions of DSG).
- 1.2 Guidance from the Education, Skills and Funding Agency (ESFA) states that schools and academies should have sufficient funding in their delegated budget to enable them to support pupils' SEND where required, up to a mandatory cost threshold of £6,000 per pupil. Only when this threshold is crossed, can a school apply to the local authority for High Needs top up funding from the DSG. This national policy change was introduced in 2014.

- 1.3 With support from the Schools' Funding Forum, the Council introduced a funding system for mainstream schools which could provide earlier access to resources, better targeting of funding to pupil needs and avoid the need for lengthy statutory processes. This was implemented across Kent in April 2015. Kent is one of a very small number of authorities who fund without the need for statutory assessment, using the national funding threshold as criteria.
- 1.4 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, introducing a new statutory duty to ensure that they and their parents and carers are able to participate in decisions that affect them.
- 1.5 Kent set out its plans to deliver the reforms in its SEND Strategy 2013-2016 'Working together, improving outcomes'. In 2017 we completed a review of our progress and our revised Strategy is focused on ensuring good SEN practice in every school by 2020 through core standards delivered by a workforce skilled to support children with autism, speech and language difficulties and behavioural needs.

## **2. High Needs Funding**

- 2.1 Kent's current investment of £30.7m targeted funding to support SEN pupils in mainstream schools (including outreach and the specialist teaching and learning service) means that schools are able to access resources for individual pupils without the need for a lengthy and costly statutory assessment. By June 2017, the number of pupils in mainstream schools and academies supported through High Needs funding had risen to over 2,500 (from 900 in 2014-15 under the previous system) at a cost of over £23m per annum. The forecasts indicated that schools' applications may exceed 3,000 pupils.
- 2.2 This level of demand is financially unsustainable. DSG reserves are fully depleted. A more affordable system, in line with the level of funding Kent receives from Central Government is essential. The Government's National Funding Formula changes are going to remove our ability to transfer unallocated Dedicated Schools Grant funding from the Schools Block into the High Needs Block, meaning that for the medium term the High Needs budget is effectively capped.
- 2.3 In order to ensure system changes build on the most effective current practice, targeting resources to the pupils with the most complex learning needs, and experiencing the greatest barriers to learning, a detailed review of the existing arrangements has been undertaken and a new approach will be introduced from April 2018.
- 2.4 In the intervening period between September 2017 and March 2018 it has been necessary to take some immediate action, whilst also being mindful that changes should be designed to allow schools time to plan. As a result interim adjustments are only being applied in respect of new applications from 1st September 2017; pro-rata payment based on 30% deduction, and a deferred start date of 1 December 2017. No adjustments have been applied in respect of funding already in place. These interim measures do not represent a reduction

in funding for any school as every new application which is agreed continues to result in additional funding to the school.

- 2.5 Comparative information from other local authorities indicates that many are experiencing similar High Needs budget pressures. Leaders and Chief Executives across the South East have signalled concern about the growth in costs. Whilst local authorities are keen to fully implement the reforms, there is a balance to be reached in how they are achieved within constrained budgets. Patterns in the South East reflect those across England.
- 2.6 Table 1 compares Kent High Needs block as a rate per pupil (HNB funding divided by the total school population), to all 150 Local Authorities between 2014-15 and 2017-18. It shows that Kent has increased the funding rate significantly more than the average.

Table 1 – All LA High Needs blocks expressed as a rate per pupil (total school population)

	2014-15	2017-18	Change
Minimum	£457	£521	+£64
Maximum	£1,831	£1,775	-£56
Average	£769	£827	+£58
Kent	£790	£978	+£188
Kent's ranked position (out of 150)	70	37	33

### 3. County wide Review

- 3.1 The review took place between March and July 2017. Data was gathered at an individual school and pupil level, with views from Headteachers and SENCOs invited through a separate online survey. School visits were arranged to sample the uses of High Needs funding in 46 Primary schools and 10 Secondary schools. Mainstream specialist resource provision (SRP) and Special schools were out of scope as was funding for FE College provision which is subject of a separate review.
- 3.2 The review found that schools, regardless of size, with the most effective SEN practice clearly have a whole school response, are clear about the overall effectiveness of the SEN interventions; and highlight the class teacher's responsibility for in-depth provision mapping and support for pupils in the classroom, with oversight from the SEN Co-ordinator and senior leaders.
- 3.3 The review also found that the demand for High Needs funding does not always follow a pattern related to pupil socio-economic profile and levels of need across the schools.

Four groups of schools emerged:

- 1) very inclusive, good provision, little HNF demand
  - 2) appropriate levels of demand on HNF; used well
  - 3) over reliance on HNF and TAs; some ineffective interventions;
  - 4) very little use of HNF, do not always engage in LIFT and may not have effective SEN provision.
- 3.4 The review identified that more inclusive schools with whole school approaches to SEN make less demand on HNF.
- 3.5 The review found an over-reliance on the use of teaching assistants (TAs) providing one to one support for pupils as the predominant form of intervention. It also found wide variations in practice and the use of the funding across the county. Primary schools in the districts of Canterbury and Swale, and the Secondary schools in the district of Swale, have the highest percentages of the school population in receipt of High Needs funding.
- 3.6 It highlighted that HNF needs to be specific to the provision required to meet the needs of individual pupils; however, this needs to be within the context of the best use of TAs guidance that highlights the benefits of group interventions rather than one to one support.
- 3.7 High Needs funding must also be used well in tandem with other resources such as LIFT resources, (Local Inclusion Forum Team) outreach support from Special schools and training in order to get the best outcomes for pupils with SEN. Training must focus on all staff if it is to raise capacity in schools to address autism, speech and language difficulties and behavioural needs.
- 3.8 Data analysis shows that 55% of funded pupils do not have an Education Health and Care Plan. At the same time the number of Statutory Assessment (SA) requests from schools for EHCPs has decreased in line with an increase in applications for High Needs funding. However, the number of requests being received from parents for an EHCP has increased over the same period. This does suggest more work is needed to ensure parents understand and feel confident about the support available through High Needs funding. It also indicates a wider range of parental concerns, such as transition to Secondary or Special school and access to some health therapies.
- 3.9 Schools want the system to be as fair and equitable as possible. The demand for High Needs top up funding must be more financially predictable and more closely linked to patterns of need. There is acceptance of the need for schools to be accountable for the use of this element of public funds, but the budget must continue to fund the top up required by schools to support the pupils with the most complex needs that may otherwise warrant statutory assessment.

#### **4. A new system from April 2018**

- 4.1 As a result of the review findings, the Local Authority is introducing changes that will ensure better targeting of High Needs funding to pupils with the most complex needs, particularly those who would otherwise warrant statutory assessment for an EHCP. The changes will provide clearer criteria so all schools better understand which pupils HNF is targeting. Guidance to schools will give greater emphasis to the 'assess, plan, do and review' cycle and be



more explicit about the evidence from them about how their normally available resource has been used. Schools will be expected to have fully utilised the District LIFT offer as part of the provision and have committed to relevant whole school training e.g. autism awareness.

- 4.2 The new system from 1 April 2018 will clarify resources available to schools and deliver an equitable and transparent allocation. It will introduce need specific top up funding arrangements, graduated to support pupils with the most severe and profound levels of need in mainstream schools. A personalised, bespoke level of top up will exceptionally be agreed in highly complex circumstances where the level of need evidences it is necessary.
- 4.3 Need specific (eg, ASD, social and emotional need) top up funding will improve equity and consistency of payments between schools for children with similar levels and types of need. It will also improve transparency of top up payments to schools which will aid with predictability for school budget purposes. This approach will enable top up funding to be set at a level that is affordable within the overall DSG budget available within the High Needs block. The value for each Need Specific Top Up will be calculated and published in early December, after the 1 December Schools' Funding Forum meeting, and these values will be regularly reviewed.
- 4.4 The review scope included process arrangements and identified a number of potential areas for improvements. As a result, a number of revisions will also be made to reduce the steps in the online application process and the LA will strengthen its capacity to monitor and review how top up funding is used by increasing the current number of Area SEN Provision Evaluation Officer posts from 4 to 8. This increased resource will cost an additional £250k.

## **5. Legal Implications**

- 5.1 The LA's statutory duties for children and young people with SEN are set out in the Children and Families Act 2014. These duties include identifying children with SEN and ensuring that their needs are met. The LA is responsible for ensuring that the provision set out in an individual pupil's Education Health and Care Plan is delivered.

## **6. Equalities Implications**

- 6.1 Children and young people with special educational needs are at greater risk of underachieving than their non-SEN peers. The SEND Strategy aims to ensure every vulnerable child can be identified at the right time, attend a good local school and achieve good progress in their learning and good outcomes at every age. It also aims to ensure they will not be disadvantaged by being excluded from school and they will not lose schooling through poor attendance.

## **7. Public Health Implications**

- 7.1 Lead Officers for Health are partners in the delivery of the SEND Strategy, providing therapy and mental health services, specialist nursing and medical diagnoses, together with assessments for EHCPs. Provision of Health Visiting Services is a key aspect of ensuring better healthcare and earlier identification of young children with additional and sometimes complex learning needs.

## 8. Conclusion

- 8.1 High Needs funding for pupils in mainstream schools is delivering targeted resources to pupils who need significant additional support to make progress with their learning. Schools, regardless of size, with the most effective SEN practice understand the totality of resources available, can clearly identify their whole school response and the overall effectiveness of the interventions used. However, there are variations in the level and use of funding across the County and where it is not used to deliver evidenced based intervention, it is not used effectively. As a result pupil progress is less assured. The level of demand and forecast trajectory have increased to the point where it is unaffordable from the funding Kent receives. A new system is urgently needed to ensure resources are used more effectively to get the best outcomes for pupils and to manage the level of demand from mainstream schools. A new approach for HNF from April 2018 will introduce need specific top up funding, graduated to support pupils with the most severe and profound levels of need along with greater capacity to monitor its effective use.

**Recommendations:** The Cabinet Committee is asked to note the outcome of the review and endorse the recommendations to implement revisions to the current approach.

## 7. Background Documents

- 7.1 Children and Families Act 2014

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

- 7.2 SEND Code of Practice:0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- 7.2 DfE, High Needs National Funding Formula and other Reforms Dec 2016,

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2017-to-2018/high-needs-funding-operational-guide-2017-to-2018>

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Patrick Leeson, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** School Funding Arrangements for 2018-19 including the introduction of a National Funding Formula

**Classification:** Unrestricted

**Decision Number:** 17/00109

**Future Pathway of Paper:** Cabinet 11 December 2017

**Electoral Division:** All

**Summary:**

Following the announcement by the Secretary of State on 14 September 2017 to introduce a National Funding Formula, this paper provides an update on the implications for Kent schools and this Council. It also provides an update on the consultation we are currently undertaking with all schools regarding a number of proposals to change our local funding formula from 1 April 2018.

**Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the report.

**1. Introduction**

- 1.1 On 17 July 2017 the Secretary of State for Education announced in her speech to Parliament the schools' funding arrangements for 2018-19 and beyond. A further £1.3 billion of funding has been allocated nationally to schools for the period 2018-19 (£416m) to 2019-20 (£884m). This is in addition to the £1.3 billion already committed for this period in the 2015 spending review. Nationally, schools and high needs funding will rise from £41 billion in 2017-18 to £42.8 billion in 2018-19 and to £43.5 billion in 2019-20, a total increase of £2.6 billion between 2017-18 and 2019-20. This is an overall of increase of 6.3% over this period.
- 1.2 The Department for Education (DfE) consulted on the introduction of a National Funding Formula (NFF) for schools in the early part of 2017 and had an unprecedented 26,000 responses. The Government has listened carefully to the feedback and has decided to implement a NFF from 2018-19. Alongside this announcement they and have confirmed arrangements for the

2018-19 to 2019-20 financial years. Spending plans for the years beyond 2019-20 will be set out in the next spending review.

- 1.3 For 2018-19 the Government is introducing a *soft* NFF. This means that Local Authorities will continue to set a local funding formula to distribute their schools block funding, in consultation with their local schools and their Schools' Funding Forum. Some additional local flexibility is also available and explained in more detail later in this report.
- 1.4 The Government's long term aim is to have all school budgets set on the basis of a single formula set nationally by Government, with no Local Government involvement – this is known as a *hard* NFF.

## 2. Background

- 2.1 The LA's response to the NFF consultation proposals (submitted in March 2017) can be summarised under the 5 following headings:
  - **An absolute -3% funding floor, which locks in historical funding inequalities** – A fundamental principle in moving to a NFF was to have fair and transparent distribution to schools. The consultation proposals included a -3% floor which meant that a number of schools would continue to be protected on the majority of their historic funding levels.
  - **Weakness of evidence for proposals and continued use of averages** – A formula should be based on a needs led formula, not an average based on historic distribution.
  - **The proportion of weighting given to AEN rather than basic entitlement** – In a formula that was re-distributing existing funding there was no evidence that supported the rationale for reducing the basic entitlement and increasing funding into additional need.
  - **Quantum and spending cuts** – Schools have received flat cash for seven consecutive years, and schools are finding it difficult to continue to find efficiency savings to balance their budgets.
  - **Movement between blocks** – There are significant pressures on the High Needs Block and the NFF proposed that a) as a floor authority we would receive no annual increase for many years and b) the flexibility that we have utilised in previous years to transfer unallocated funding from the Schools Block is being removed.

- 2.2 The Dedicated Schools Grant (DSG) funding from 2018-19 will be allocated through 4 blocks with each block calculated using their own separate NFF. The four blocks and their calculation methodology are as follows:

**Schools Block (SB)**– Individual allocation for each school based on NFF, aggregated up to make a total allocation for the LA.

**High Needs Block (HNB)** – proxy indicators and partial historic spend.

**Central Schools Services Block (CSSB)** – National rate per pupil X no of pupils in the LA as at previous October census.

**Early Years Block (EYB)** - NFF for early years X January count.

### 3. **How will School Funding work in 2018-19?**

#### Stage 1: Department of Education (DfE) to Local Authority (LA)

3.1 In 2018-19, LAs will receive the NFF for each individual school, academy and free school within their area. These individual school budgets will then be adjusted to ensure they comply with the following *soft* NFF rules:

- Increases delivered through the NFF factors will be capped at +3%
- School baselines for 2017-18 will be protected including Minimum Funding Guarantee (MFG), and all schools will receive a minimum increase of +0.5%.
- All school allocations are checked to ensure that they are funded at, or above, the Minimum Funding Level (MFL). 2018-19 is classified as a transitional year (in the context of MFLs) and the rates have been set at £3,300 for a Primary school pupil and £4,600 for a Secondary school pupil.

These adjusted individual school budgets are then aggregated up to provide the overall total LA allocation (known as the Schools Block).

3.2 In 2019-20 the following criteria will be applied to the LA Schools Block calculation.

- Further increases delivered through the NFF will be capped at +3% (this represents a cumulative +6% over the two years).
- School baselines for 2018-19 will be protected including MFG, and all schools will receive a minimum increase of +0.5%.
- The MFL for a Primary school pupil will rise to £3,500 and for a Secondary school pupil will rise to £4,800.

3.3 Confirmation of when the remaining funding, for those schools that have not yet received their full entitlement to the NFF, will be provided in the next spending review.

3.4 It should be noted that the MFL takes precedence over the annual maximum +3% increase. This means that the allocations within the Schools Block for some schools will be significantly higher in 2018-19 and 2019-20 than the annual +3% cap (or collective +6% over the two years).

3.5 The analysis in table 1 below is based on the information provided by the DfE and illustrates the additional funding Kent expects to receive in both 2018-19 and 2019-20. It also shows the remaining balance expected to follow once the National Funding Formula has been fully implemented.

### Implications of the introduction of a NFF on our Schools Block

Table 1 <i>figures subject to rounding</i>	DSG Schools Block	Movement in funding from			
		previous year		current year	
	£'m	£'m	%	£'m	%
2017-18	£839.4m				
2018-19	£867.0m	+£27.6m	+3.3%	+£27.6m	+3.3%
2019-20	£889.3m	+£22.3m	+2.6%	+£49.9m	+5.9%
Once NFF is fully implemented	£901.5m	+£12.2m	+1.4%	+£62.1m	+7.4%

Note: The DSG Schools Block figures are based on the October 2016 census data and our funding will be adjusted for changes in pupil numbers. So for 2018-19, the £867.0m will increase for the expected increase in pupil numbers as recorded on the October 2017 census.

3.6 Once the NFF is fully implemented, Kent's Schools Block DSG per pupil increases from £4,145 per pupil to £4,452, which represents an increase of +7.4%. In 2017-18, Kent was ranked 140 out of 150, or put another way, the 10<sup>th</sup> worst funded LA. We will be ranked 114 when the NFF is fully implemented. In 2017-18 Kent's per pupil DSG is 8.8% below the national average and when the NFF is fully implemented it will be 5.5% below the national average, an increase of 3.3%.

#### Stage 2: Local Authority to Schools

3.7 Under the operation of a soft NFF, LAs will continue to have discretion on how they allocate/target the funding at a local level through their local funding formula. A comparison between the NFF and the local funding formula factors and rates is provided in Appendix 1. Thus, while the funding for each school under the NFF forms the basis for the total Schools Block received by the LA (and the DfE has made its projected budget for each school public), it is for the LA to decide whether to allocate that Schools Block in line with NFF or to apply a local formula that may result in different outcomes between individual schools.

3.8 In addition we will also have local flexibility for the first time ever regarding the Minimum Funding Guarantee percentage rate. The percentage rate can be set locally at anywhere between 0% and -1.5%.

- 3.9 We also have the ability in 2018-19 to transfer up to 0.5% of the Schools Block total funding, which in Kent equates to approximately £4.3m, from the Schools Block into the High Needs Block. Our High Needs funding within Kent is under severe pressure currently and we are set to only receive a minimal increase of 0.5%. This position is not unique to Kent and we are aware of many other local authorities who are experiencing similar pressure on their High Needs budgets.
- 3.10 We launched an all school consultation on Monday 30 October which sets out a number of proposals to change the local funding formula from 1 April 2018. This is a statutory requirement under The School and Early Years Finance (England) Regulations 2017. The consultation is open for just over four weeks and closes on Sunday 26 November. We are encouraging all maintained schools, academies and free schools within the KCC area to respond with their views. Full details on our consultation are available online at [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).
- 3.11 The consultation consists of a number of documents, specifically:
- a detailed document explaining the background as well as further information about each proposal.
  - an equality impact assessment.
  - an individual school illustration model.
  - an online consultation response form.
- 3.12 The consultation responses will be shared with the Schools' Funding Forum on 1 December 2017. The Forum will be asked to review these responses before reaching a recommended set of proposals to change the local funding formula from 1 April 2018. These recommendations will also relate to the 2019-20 financial year.
- 3.13 Consultation responses will be considered alongside the Forum recommendations before a key decision is taken after Cabinet on 11 December 2017. We intend to update this Cabinet Committee at its next meeting on 18 January 2018.

#### **4. Conclusions**

- 4.1 The increases to the basic per pupil funding rates and the resulting increases to the Schools Block are welcome. However we are still concerned that the imbalance of funding between Kent and some better funded authorities continues under these arrangements.
- 4.2 The distribution of the additional funding presents some difficult choices, between fully implementing the NFF as soon as possible versus taking a more measured step towards the NFF whilst at the same time recognising some local priorities. For example some of the initial feedback we have received from schools concerns maintaining the lump sum at £120k per annum to offer some degree of protection to small primary schools. If we decide to maintain

the lump sum at £120k, we will not be able to fully implement the NFF, as there is a cost to this protection. There are other examples of local priorities that we have included within the consultation, for example the proposal to transfer 0.5% (c. £4.3m) from the Schools Block to the High Needs Block, and we are encouraging all maintained schools, academies and free schools within Kent to respond and provide us with their views on all of our proposals. This will enable the views of the majority of schools to be presented to the Schools' Funding Forum on 1 December and Cabinet on 11 December before a key decision is taken.

5. **Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the report.

**6. Background Documents** (plus links to document)

The DfE executive summary documents on the introduction of a National Funding Formula for Schools Block and High Needs Block.

<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>

The KCC consultation with schools

<https://www.kent.gov.uk/schoolfundingconsultation>

**7. Contact details**

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**National Funding Formula (NFF) funding factors and rates compared to our Local Funding Formula**

Factor	NFF unit rates	Kent unit rates
Basic per-pupil funding (AWPU)		
Primary	£2,747	£2,740
Secondary – key stage 3	£3,863	£3,803
Secondary – key stage 4	£4,386	£4,173
Additional Need		
Free School Meals – Current eligible: Primary	£440	£359
Free School Meals – Current eligible: Secondary	£440	£334
Free School Meals – Ever 6: Primary	£540	n/a
Free School Meals – Ever 6: Secondary	£785	n/a
IDACI band F: Primary	£200	£415
IDACI band F: Secondary	£290	£447
IDACI band E: Primary	£240	£435
IDACI band E: Secondary	£390	£469
IDACI band D: Primary	£360	£468
IDACI band D: Secondary	£515	£504
IDACI band C: Primary	£390	£515
IDACI band C: Secondary	£560	£555
IDACI band B: Primary	£420	£566
IDACI band B: Secondary	£600	£610
IDACI band A: Primary	£575	£708
IDACI band A: Secondary	£810	£763
Low Prior Attainment: Primary	£1,050	£729
Low Prior Attainment: Secondary	£1,550	£863
Looked After Children: Primary	n/a	£525
Looked After Children: Secondary	n/a	£525
English as an Additional Language: Primary	£515	£885
English as an Additional Language: Secondary	£1,385	£3,344
School Led Factors		
Lump Sum: both phases	£110,000	£120,000
Sparsity: Primary	£25,000	n/a
Sparsity: Secondary	£65,000	n/a

Note: The NFF unit rates are those set by Government **after** the investment of the additional £1.3billion mentioned in paragraph 1.1. Whereas the Kent unit rates are those used in our 2017-18 local funding formula **before** the impact of the additional investment

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
Patrick Leeson, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** Tunbridge Wells Secondary Pressures: Proposed expansions of schools in West Kent

**Classification:** Unrestricted

**Decision Number/s:** 17/00104 (Bennett Memorial Diocesan School)  
17/00105 (The Skinners' School)  
17/00106 (St Gregory's Catholic School)  
17/00107 (Tunbridge Wells Grammar School for Boys)  
17/00108 (The Judd School)

**Past Pathway of Paper:** Education and Young People's Committee – Commissioning Plan for Education Provision 23 November 2016.

Tunbridge Wells Secondary School Pressure report was considered by the Children's, Young People and Education Cabinet Committee of 13 October 2017

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

**Electoral Division:** Bennett Memorial Diocesan School, The Skinners' School, St Gregory's Catholic School and Tunbridge Wells Grammar School for Boys: Peter Oakford - Tunbridge Wells North; The Judd School: Richard Long TD and Michael Payne – Tonbridge.

**Summary:**

This report sets out proposals to expand 5 Secondary schools in order to meet the significant demand for places in the Tunbridge Wells urban area.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked (subject to securing additional Basic Need funding) to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to:

- (i) Allocate £25.3 million from the Basic Need Capital Programme Budget, broken down as follows:
- Bennett Memorial Diocesan School – £6.5m
  - The Skinners' School – £3.0m
  - St Gregory's Catholic School – £6.6m
  - The Judd School – £1.5m

- Tunbridge Wells Grammar School for Boys – £7.7m
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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
- The Cabinet Member’s decision on each individual project will be conditional upon planning permission being granted.

**1. Introduction**

1.1 As the strategic commissioner of school provision, the Local Authority (LA) has a duty to ensure that there are sufficient school places for the residents of Kent as set out in Kent’s Commissioning Plan for Education Provision in Kent 2017-21.

The table below, extracted from the Commissioning Plan, details the significant increase in demand for Secondary school places in Tunbridge Wells Borough and shows the anticipated shortfall in school places if no action is taken:

	2016-17 capacity	2016-17 (Actual)	2017-18	2018-19	2019-20)	2020-21	2021-22	2022-23	2023-24	2023-24 capacity
Year 7	1,550	133	113	-121	-155	-124	-144	-245	-183	1,550
Years 7-11	7,883	706	721	392	86	-155	-437	-795	-857	7,966

There is significant pressure for Year 7 places across the Borough that rises from a forecast deficit of 121 places in 2018-19 to a peak of 245 in 2022-23. There is particular pressure in the urban areas, with the forecasts skewed by the only surplus capacity available in Cranbrook, outside of the historical travel to learn distance for children resident in central Tunbridge Wells.

Forecasts indicate approximately 6FE deficit of places (allowing for a minimum working surplus capacity) in central Tunbridge Wells for the September 2018 intake, based on published admissions numbers. It is anticipated that the deficit will increase to more than 11FE within 5 years. The forecast demand cannot be met locally without increasing provision within the town centre area of Tunbridge Wells.

The Commissioning Plan clearly sets out the need for this additional capacity and without it the LA will face significant challenges in meeting its statutory duty for the sufficiency of places.

The forecast data outlined above does not account for pressures arising from new housing developments under the emerging Local Plan and therefore the demand is likely to be even greater than the forecast indicates.

## Housing/Demand for School Places

The Borough Council's 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 June 2017 Tunbridge Wells Borough Council consulted on an Issues and Options consultation for a new Local Plan covering growth to 2033. The consultation outlined five broad options for how the Borough might deliver housing growth: Option 1 Focused Growth; Option 2 Semi-dispersed Growth; Option 3 Dispersed Growth; Option 4 Growth Corridor-led Approach; Option 5 New Settlement Growth.

Irrespective of which growth option is chosen, KCC will need to work with the Borough Council and local schools to ensure sufficient new provision is fully integrated into any development strategy that is progressed.

## **2. Proposals**

### 2.1 Bennett Memorial Diocesan School – attached as Appendix A

Temporary expansion of 60 Year 7 places in 2018/19; followed by a permanent expansion, thereby increasing the published admission number (PAN) from 240 to 300 Year 7 places from September 2019. The detailed build project to permanently expand the school will be completed and submitted for planning permission, taking into account the statutory consultation processes. It is expected that the build project will be managed by KCC Capital Projects Team and GEN2.

### 2.2 The Skinners' School – attached as Appendix B

Temporary expansion of 10 Year 7 places in 2018/19; followed by a permanent expansion, thereby increasing the PAN from 150 to 160 boys' selective Secondary school places from September 2019. Furthermore, the school will revise its admissions arrangements to provide greater priority to children within the West Kent area and geographically closer to the school in general. It is anticipated that this change in Admissions policy will significantly increase the number of local children admitted to the school each year.

The detailed build project to permanently expand the school will be completed and submitted for planning permission, taking into account the result of statutory planning consultation. It has been agreed that should this proposal proceed, The Skinners' School will deliver the capital project directly. A formal agreement would be entered into between KCC and the School for the delivery of the project in accordance with the terms and conditions set out in the agreement and the agreed budget. This agreement will also stipulate a minimum period for the revised admissions arrangements to remain in force.

### 2.3 St Gregory's Catholic School – attached as Appendix C

Temporary expansion of 60 Year 7 places in 2018/19; followed by a permanent expansion, thereby increasing the PAN from 180 to 210 Secondary school places from September 2019. The detailed build project to permanently expand the school will be completed and submitted for planning permission, taking into account the result of statutory planning consultation. It has been agreed that the build project will be managed by KCC Capital Projects Team and GEN2.

## 2.4 Tunbridge Wells Grammar School for Boys – attached as Appendix D

Temporary expansion of 60 places in 2018/19; followed by a permanent expansion, thereby increasing the PAN from 180 to 210 selective Secondary school places from September 2019. The detailed build project to permanently expand the school will be completed and submitted for planning permission, taking into account the result of statutory planning consultation. It has been agreed that the build project will be managed by KCC Capital Projects Team and GEN2.

## 2.5 The Judd School – attached as Appendix E

Temporary expansion of 60 places in 2018/19; followed by a permanent expansion, thereby increasing the PAN from 155 to 180 selective Secondary school places from September 2019. Additional year 7 places at the Judd School will help to meet pressure on Secondary school places in Tunbridge Wells, as part of an established West Kent Travel to Learn area. This area reflects the historic patterns for accessing Secondary school provision in Tunbridge Wells town, south Tonbridge and south Sevenoaks.

The detailed build project to permanently expand the school will be completed and submitted for planning agreement. It has been agreed that should this proposal proceed, the build project will be managed by KCC Capital Projects Team and GEN2.

2.6 An Equality Impact Assessments have been completed for the Bennett Memorial consultation to comply with the Council's equality duty to have due regard to equality considerations when proposing school expansions and commissioning additional school capacity.

## 3. **Financial Implications**

### 3.1 Capital

The expansions require each school to be provided with additional general teaching spaces, specialist teaching areas and facilities. Curriculum assessments and feasibility studies have been carried out in order to identify the additional accommodation needed for each school project.

The costs for each project indicated below are estimates based on the curriculum assessments and these may increase as they develop. If the cost increase is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

- Bennett Memorial Diocesan School – £6.5m
- The Skinners' School – £3.0m
- St Gregory's Catholic School – £6.6m
- The Judd School – £1.5m
- Tunbridge Wells Grammar School for Boys – £7.7m

The agreed capital programme currently includes £9m allocation for Secondary capital pressures in Tunbridge Wells and Tonbridge and Malling to contribute towards the total cost of £25.3m for these schemes. The balance will need to be identified as we finalise the new 2018-21 capital programme over the next few months. The shortfall of £16.3m is part of the

overall £149m pressure that we face, which is explained in more detail in the separate report on the KCP.

The County Council seeks funding from new housing developments towards capital projects where additional pupils generated by those developments cannot be accommodated within surplus capacity. Developments in Tunbridge Wells will be requested to contribute to the cost of this project. Planning applications which, if consented by Tunbridge Wells Borough Council, are expected, over time, will provide approximately £2 million to contribute to these projects. We will continue to seek the maximum level of developer contributions towards increases in Primary and Secondary school places across Tunbridge Wells.

### 3.2 Revenue

The schools will be entitled to Growth funding protection for their permanent expansion. The Year 7 intakes will be protected on the additional places commissioned at the KS3 basic entitlement rate (currently £3,803) for the first three years of the expansion. Rising roll funding will then be payable for the remaining two years of the expansion for the incoming Year 7 cohort, funded at the KS3 basic entitlement rate. In addition, for each additional classroom, resulting from the expansion, the sum of £6,000 will be allocated towards classroom set up costs.

### 3.3 Human

The schools will appoint additional staff as and when appropriate.

## 4. **Raising Standards –**

### 4.1 Bennett Memorial Diocesan School

Bennett Memorial Diocesan School is a very popular school that was judged 'Outstanding' by Ofsted in June 2012 and is consistently among the highest achieving schools. Ofsted's key findings indicated that 'at the end of Key Stage 4, students' attainment is high. They reach levels in many subjects and skills that are well above those expected for their age, particularly in English language and mathematics... Attainment at A and AS level is above average and students make at least very good progress and often excellent progress.

There are no underperforming groups of students. Most make rapid and sustained progress. Disabled students and those with special educational needs are fully integrated into school life and make exceptional progress because of the individually tailored programmes and high quality support and guidance they receive.'

### 4.2 The Skinners' School

The Skinners' School was judged outstanding on 7 June 2007, with Ofsted noting that students 'make excellent progress and attain examination results at the end of Year 11 and in the sixth form that are exceptionally high. The great majority of students reach or exceed the challenging targets they are set. The progress of students with learning difficulties and/or disabilities is at least in line with that of other students. The outstanding achievement of students results from a combination of high quality teaching and excellent

care, guidance and support. The tracking and monitoring of students' progress are very rigorous and there is rapid and effective intervention when there is evidence that they are underachieving.'

#### 4.3 St Gregory's Catholic School

St Gregory's is an outstanding school. The Ofsted report from October 2013 noted that 'achievement is outstanding because students make excellent progress and attain consistently above average GCSE results, especially in English, mathematics and science.

Teaching is outstanding with examples of exemplary practice in all subject areas and all years. Students learn extremely well because enthusiastic teachers give them stimulating tasks, well-structured paths towards understanding and clear guidance on how to improve their work. All students, especially those with particular physical or learning needs, receive sensitive, practical and effective care and support to help them enjoy school life and succeed. All students feel safe and secure.'

#### 4.4 The Judd School

The Judd was rated outstanding by Ofsted in May 2015. In the findings for Quality of Teaching it was noted that 'the school, with support from the local authority, has worked tirelessly to raise the quality of teaching. As a result, over time, teaching is outstanding and students continue to make excellent progress in English and mathematics, as well as across all of their subjects.

Lessons are typically characterised by high expectations, strong subject knowledge and activities that challenge students to deepen and extend their learning further. Teachers know their students very well and use this knowledge to encourage, support, engage and challenge the learning of individual students in the class.'

#### 4.5 Tunbridge Wells Grammar School for Boys

The school was inspected by Ofsted in January 2017 and continues to be judged 'good'. Inspectors noted that 'teaching in English and mathematics is strong in the school. Progress by the end of key stage 4 is consistently high, and in 2016 the achievement of pupils in these subjects was well above the national average. Leaders have established good systems for teachers from these departments to share their strategies for sustained achievement with staff in other subjects. As a result, there is evidence that the quality of teaching continues to improve in the school, leading to improving progress for all groups of pupils across subjects.'

### 5. **Policy Framework**

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



5.2 These proposals reflect KCC's aspirations to provide sufficient school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2017-21.

## **6. Consultation**

6.1 The process to be followed to increase the physical capacity of an Academy is outlined in the Department for Education (DfE) advice for Academy Trusts on "making significant changes to an existing academy". Expansion proposals can follow a 'fast track' process without having to provide a full business case to the Education and Skills Funding Agency (ESFA). However, academy trusts will need to seek approval from the Secretary of State through the ESFA.

6.2 The process to be followed to expand a Local Authority maintained school is outlined in the DfE's Statutory Guidance (April 2016): Making 'prescribed alterations' to maintained schools. Where the expansion of a maintained school does not exceed an increase in excess of 25% of its total capacity, statutory consultation is not required.

6.3 There is no formal requirement for St Gregory's, Tunbridge Wells Grammar School for Boys, Skinners' or The Judd to hold public consultations, although local consultation will be held by the respective schools. A statutory consultation process on the proposed expansion of Bennett Memorial commenced on 11 October 2017 and will close on 14 November 2017. Further information is available on the School Consultation webpage: [www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations)

A summary of the response forms received to date is provided in Appendix 1. This indicates that the majority of the respondents to date are in favour of the proposal. The final results of the consultation will be outlined verbally to the Children's, Young People and Education Cabinet Committee at the meeting on 22 November 2017. The full set of responses will be passed to the Cabinet Member prior to his decision being made.

6.4 Each proposed building scheme will also be subject to a planning application process, including a statutory consultation period, which will provide all interested parties with an opportunity to provide their views.

## **7. Views**

### **7.1 The View of the Local Members**

Peter Oakford, KCC Member for Tunbridge Wells North has been consulted on the proposals for the schools in his division: Bennett Memorial Diocesan School, The Skinners' School, St Gregory's Catholic School and Tunbridge Wells Grammar School for Boys.

Richard Long TD and Michael Payne, KCC Members for Tonbridge have been consulted on the proposal for the Judd School.

Richard Long TD – "I am generally supportive so far as Judd is concerned, but will await any comments from Tonbridge residents when the planning process starts".

## 7.2 The View of the Headteacher and Chair of Governors

### Bennett Memorial Diocesan School

Ian Bauckham CBE, CEO Tenax Schools Trust - "The Governors and trustees are confident that, with adequate investment, the very significant educational, pastoral and co-curricular strengths of Bennett Memorial Diocesan School could be expanded to cater for a larger number of pupils without loss of quality or distinctive character. It has long been the mission of the Church of England to help provide good school places where they are needed. This was the original motivation for the founding of Bennett in 1952 and has underpinned every expansion since that time. We are therefore pleased to support the current proposal".

### The Skinners' School

Edward Wesson, Headmaster – "Skinners' School has for five years now had five forms of entry, partly to assist KCC in its need for extra grammar school places in West Kent. We fully appreciate that the pressure on places locally has not abated, however, and in order to respond to yet more demand we would be happy to support KCC further by:

1. Increasing our PAN to 160.
2. Shifting our admissions criteria to favour West Kent pupils, prioritising 135 places for West Kent children in any given year.

In this way, we believe that we would be providing another form of entry to grammar school for West Kent, whilst also acknowledging our position so close to the county border.

Of course this expansion has not come without its challenges and I would be very hopeful that KCC could assist the school in alleviating a chronic shortage of space. Specifically we need to build to create a suite of classrooms, vastly improved Sixth Form Study Centre and a new School Library. We have a plan in place, with planning permission but require support though basic needs funding to undertake the project."

### St Gregory's Catholic School

Sean McQuillan, Head of Academy – "The Governors and myself understand the pressures on the LA to provide secondary school places in this area and are fully supportive to do all we can to provide an outstanding school offer to parents. We recognise this as a unique opportunity to improve St Gregory's Catholic School for all our students".

### The Judd School

Jon Wood, Headteacher – "The Judd School are keen to support KCC's wish for us to expand to a permanent 6 forms of entry to Year 7. We have been working with Jared Nehra and GEN2 to analyse our needs to be able to facilitate this expansion. It is critical to us that we approach this as a long term solution for the school, serving the local community, to continue to deliver the education we currently offer to five forms. We were happy to amend our admissions criteria to support the move to 5FE several years ago, maintaining those proportions for the new extra form. It is worth noting that in addition to the students in our 'inner area', many of those in the 'outer

area' are also from Kent. Our only concern, given our experience of recent expansion, is to ensure that the funds released are sufficient to complete the proposed project to a satisfactory standard, phased as the need requires, and sympathetic to the challenges this work will bring."

### Tunbridge Wells Grammar School for Boys

Philip Drew, Chair of Governors – "we organised a special meeting of the Full Governing Body of TWGSB this evening to consider the proposals for permanent expansion of the school to 7FE and for temporary expansion to 8FE in 2018/19 and 2019/20. The meeting was attended by all of the governors except one (whose views were sought in advance) and by both of our Associate Members. I am delighted to inform you that the Governors unanimously voted to approve your outline proposals".

## 7.3 The View of the Area Education Officer

Discussions have taken place with all the schools involved. The schools' leadership teams and Governing Bodies have confirmed their support for the proposals. Having considered all available options to meet the significant demand for Secondary school places in the locality, I am of the view that these proposals are wholly necessary and appropriate.

## 8. **Delegation to Officers**

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

## 9. **Conclusions**

- 9.1 This report sets out proposals to expand 5 Secondary schools in order to meet the significant demand for Secondary places, predominantly arising in Tunbridge Wells. The proposals detailed in this report are intended to mitigate the short to medium term pressure in 2019-20 with 4.3FE permanent expansions of existing schools in central Tunbridge Wells, plus a 1FE permanent expansion of the Judd School in Tonbridge. These permanent expansions will be augmented in the short-term by the addition of 120 temporary Year 7 places in 2018/19. Without the additional provision there will be significant challenges in providing adequate Year 7 places for the Borough.

The proposed actions will still leave a requirement of 6FE permanent provision by September 2021 at the latest. We continue to investigate possible options to create additional provision to meet this need.

## 10. **Recommendation(s)**

The Children's, Young People and Education Cabinet Committee is asked (subject to securing additional Basic Need funding) to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to:

- (iv) Allocate £25.3 million from the Basic Need Capital Programme Budget

broken down as follows:

- Bennett Memorial Diocesan School – £6.5m
- The Skinners' School – £3.0m
- St Gregory's Catholic School – £6.6m
- The Judd School – £1.5m
- Tunbridge Wells Grammar School for Boys – £7.7m

(v) Authorise the Director of Infrastructure in consultation with General Counsel 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

The Cabinet Member's decision on each individual project will be conditional upon planning permission being granted.

## 11. Background Documents

11.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

11.2 Kent Commissioning Plan for Education Provision 2017-2021 [http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2017-21.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2017-21.pdf)

## 12. Report Author

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

## 13 Relevant Director

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

### Summary of Written Responses

#### Proposal to

- Expand School Bennett Memorial Diocesan School, Culverden Down, Tunbridge Wells, TN4 9SH by increasing the published admission number (PAN) from 240 to 300 Year 7 places from September 2019.

As at 1 November 2018

Consultation documents (hard copies) distributed: approximately 2000

Responses received: 14

	Support	Against	Undecided	Total
Parents/Carers	13	22	2	37
Governors	6			6
Members of Staff	10		1	11
Other Interested Parties (inc pupils)	2		1	2
<b>Total</b>	<b>28</b>	<b>20</b>	<b>4</b>	<b>56</b>

#### Reasons given for 'against' raised by respondents:

- Tunbridge Wells should have a new school rather than expansions (9)
- SKA should be expanded because it is not currently as big as Bennett Memorial Diocesan School and because it has no faith criteria (2)
- There are other outstanding schools in area that could be expanded (1)
- Other local schools not full eg Hayesbrook – funding should be used to increase their popularity (1)
- Admitting more pupils to Bennett may not solve the local problems as because of the faith criteria Bennett draws pupils from beyond the immediate local area (2)
- Extra curricular opportunities will be more limited because of growing size – the school might neglect to expand opportunities proportionately (7)
- The catering and eating facilities are already too stretched and waiting times are too long (18)
- Expansion could dilute or weaken Bennett's Christian character as more non-Christians could be admitted (3)

- There is a risk that the new buildings will be of low quality and unattractive (1)
- The ethos and culture of the school could be negatively affected (10)
- Playing field space is precious and should not be further eroded (6)
- Some of the existing accommodation is substandard is substandard and has not been invested in (3)
- There is too much traffic congestion locally (10)
- Not clear that the revenue funding per pupil would be enough to pay for classroom spaces needed for extra pupils (*NOTE: misunderstood information given*) (3)
- Additional burden on toilets could result in sewage problems (1)
- Money needs to be invested at Bennett to make it more suitable for pupils with disabilities (1)
- Staff might know children less well if there are more of them (8)
- Pressures on supervision and outside space at break and lunch (1)
- Not enough bus provision – students have to stand on the bus (1)
- Not sure how building eg sports hall, gym can be adapted for more students (1)
- Students feel loss of identity as less opportunities to represent school in teams and music groups, less contact with older students (role models) (1)
- Support staff (nurse, chaplain, SENCO, pastoral team) will be more stretched (3)
- Toilet facilities are out of date and not enough
- KCC should build a new school on Knights Park

### Reasons given for 'support' by respondents:

- Bennett is an excellent school and more people ought to have the chance to attend it (17)
- Academic outcomes are very strong so it's an ideal school to expand (3)
- Pastoral care is very good so it would be good if more children benefited from this (4)
- The extra curricular opportunities are excellent and more pupils would allow these to expand further (1)
- Larger number of pupils would result in larger numbers doing Bennett's excellent Duke of Edinburgh Award scheme which would be to the good (1)

- The buildings are undersized for demand need bigger performing arts and worship space which funding could pay for (3)
- Provides outstanding teacher training (4)

### Consultation event

In addition a public consultation event was held on 30 October from 4.00 to 5.30 pm. It had been advertised on the school website and on the approximately 2000 leaflets distributed. Three people attended this, all parents. One was also a close neighbour of the school.

- One was concerned about the potential impacts on behaviour of expansion, but after reassurance felt that, although her preference was for a new school in Tunbridge Wells, she would support the Bennett expansion as a 'next best' option.
- The second parent wanted reassurance that SEN provision would not be damaged by expansion, which we gave her. It was not clear what her view was once this reassurance had been given.
- The third parent thought the school was excellent and it was probably a good idea to expand, but mostly wanted to ask technical questions about buildings and finance.

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

**17/00104**

## For Publication

**Subject:** Proposed Expansion of Bennett Memorial Diocesan School, Culverden Down, Tunbridge Wells, TN4 9SH

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to: support the expansion of Bennett Memorial Diocesan School, Culverden Down, Tunbridge Wells, TN4 9SH by increasing the published admission number (PAN) from 240 to 300 Year 7 places from September 2019. Therefore, I agree to:**

- (i) Allocate £6.5 million from the Basic Needs budget to fund the permanent expansion of Bennett Memorial Diocesan School
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

This decision is conditional upon planning permission being granted and final approval by the Secretary of State. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have taken into account:

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

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

The Commissioning Plan for Education Provision 2017-21 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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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**17/00105**

## For Publication

**Subject:** Proposed Expansion of The Skinners' School, St John's Road, Royal Tunbridge Wells, Kent, TN4 9PG

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to: support the expansion of The Skinners' School, St John's Road, Royal Tunbridge Wells, Kent, TN4 9PG, thereby increasing the PAN from 150 to 160 selective secondary school places from September 2019. Therefore, I agree to:**

- (i) Allocate £3.0 million from the Basic Needs budget to fund the permanent expansion of the expansion of The Skinners School.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

This decision is conditional upon planning permission being granted and a satisfactory legal agreement being entered into with The Skinners' School, to set out the arrangements for school management of the capital scheme and changes to the school's admissions arrangements and final approval by the Secretary of State. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those put in writing by the Area Education Officer for West Kent, the school and the Governing Body.
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

The Commissioning Plan for Education Provision 2017-21 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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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

**17/00106**

## For Publication

**Subject:** Proposed Expansion of St Gregory's Catholic School, Reynolds Lane, Tunbridge Wells, Kent, TN4 9XL

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to: support the expansion of St Gregory's Catholic School, Reynolds Lane, Tunbridge Wells, Kent, TN4 9XL, thereby increasing the PAN from 180 to 210 secondary school places from September 2019. Therefore, I agree to:**

- (i) Allocate £6.6 million from the Basic Needs budget to fund the permanent expansion of St Gregory's Catholic School.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

This decision is conditional upon planning permission being granted and final approval by the Secretary of State. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those put in writing by the Area Education Officer for West Kent, the school and the Governing Body.
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

The Commissioning Plan for Education Provision 2017-21 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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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

**17/00107**

## For Publication

**Subject:** Proposed Expansion of Tunbridge Wells Grammar School for Boys, St John's Road, Tunbridge Wells, TN4 9XB

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to: support the expansion of Tunbridge Wells Grammar School for Boys, St John's Road, Tunbridge Wells, TN4 9XB. Therefore, I agree to:**

- (i) Allocate £7.7 million from the Basic Needs budget to fund the permanent expansion of Tunbridge Wells Grammar School for Boys, thereby increasing the PAN from 180 to 210 selective secondary school places from September 2019.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

This decision is conditional upon planning permission being granted. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those put in writing by the Area Education Officer for West Kent, the school and the Governing Body.
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

The Commissioning Plan for Education Provision 2017-21 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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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

**17/00108**

**For Publication**

**Subject:** Proposed Expansion of The Judd School, Brook Street, Tonbridge TN9 2PN

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to:  
support the expansion of The Judd School, Brook Street, Tonbridge TN9 2PN, thereby increasing the  
PAN from 155 to 180 selective secondary school places from September 2019. Therefore, I agree to:**

- (i) Allocate £1.5 million from the Basic Needs budget to fund the permanent expansion of The Judd School.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

This decision is conditional upon planning permission being granted. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those put in writing by the Area Education Officer for West Kent, the school and the Governing Body.
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

The Commissioning Plan for Education Provision 2017-21 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 Children, Young People and Education  
 Andrew Ireland, Corporate Director of Social Care, Health and Wellbeing

**To:** Children’s, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** INSPECTION OF LOCAL AUTHORITY CHILDREN’S SERVICES (ILAC) FRAMEWORK

**Classification:** Unrestricted

**Previous Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Divisions:** All

**Summary:** This paper provides an overview of the new inspection framework, Inspection of Local Authority Children’s Services which replaces the Single Inspection Framework which was first used in 2013.

**Recommendation:** The Children’s, Young People and Education Cabinet Committee is asked to **NOTE** the content of this report.

**1. Introduction**

- 1.1 The following report outlines the key aspects of the new inspection framework and how the new framework might impact on Kent.
- 1.2 This information can be used to help focus the Council’s inspection preparation over the coming months.

**2. Background and Context**

- 2.1 Ofsted will start contacting Local Authorities about self-evaluation and annual engagement opportunities over the coming months. Further details about the new framework should be published by Ofsted at the end of November 2017.
- 2.2 The first inspections will be announced during January 2018. The inspection framework will run alongside the Joint Targeted Area Inspections (JTAs), which are referenced later within this report.

**3. Key Themes of the New Inspection Framework**

- 3.1 The key themes of the new Inspection of Local Authority Childrens Services (ILAC) Framework are

### Self-Evaluation

There is no set format but each Local Authority should be able to answer three questions:

- a) What do we know about the quality and impact of social work practice with children and families within the authority?
- b) How do we know it?
- c) What are the plans to maintain or improve practice?

The self-evaluation should draw on existing documents and activity. It should also reflect 'business as usual' and not be created for inspection.

### Annual Engagement Meeting

The meeting is designed to be an open and honest conversation that discusses the self-evaluation, performance data and intelligence. It will consider any future focused visit and how this might support a Local Authority improvement plan. There will be no published outcome but Ofsted will write to the Director of Children's Services (DCS) summarising the discussion.

### Focused Visits

These will focus on a particular area of service or cohort of children. The focus would usually have been discussed at the annual engagement meeting. The focused visits will be used to evaluate and highlight good practice and areas of concern.

### Judgements and Report

There will be no graded judgements following the focused visits. There will be a narrative letter which outlines both strengths and areas of improvement. If serious concerns are identified, Ofsted will give the Local Authority unequivocal areas for priority action. It will also inform the decision as to whether Ofsted should undertake a standard or short inspection.

### Standard and Short Inspections

Ofsted will use small teams of inspectors who work closely together to ensure they spend less time reporting their findings to one another. They will seek to close lines of enquiry and reach robust judgements more quickly. Inspectors will spend most of their time looking at case files with social workers. They will talk to managers if their findings indicate a strength or concern that requires further triangulation. They will hold regular keep in touch meetings with the DCS.

- 3.6 Short inspections take place where a Local Authority was rated Good or Outstanding at its most recent Single Inspection Framework (SIF) inspection and Ofsted have no reason to believe there has been a decline. Inspectors will look at whether the quality of practice has improved, been maintained or deteriorated. They will also consider the accuracy of the self-evaluation.

## **4. Joint Targeted Area Inspections (JTAI)**

- 4.1 These inspections examine how local partners, including Local Authorities, police, probation, and health services, work together to protect children. The JTAs are carried out by inspectorates Ofsted, Care Quality Commission, HMI

Constabulary and HMI Probation. The JTAI and the Inspection of Local Authority Children's Services will overlap and Kent could be subject to one or both of these inspections. The next theme for JTAI is believed to be children at risk of, and subject to, sexual abuse within the family.

## 5. Conclusion

- 5.1 The length and intensity of an inspection will be proportionate, based upon an authority's last inspection and the evidence provided within both the face to face meetings and the self-assessment.
- 5.2 As Kent has been recently inspected and received an overall grading of Good, it is likely that Kent will be an authority that is subject to the short inspection under the new inspection framework. In addition, Kent will also be subject to short focused visits, where the inspectorate will be concentrating on specific targeted areas. The notice that is given is likely to be very short and therefore Kent needs to remain focused on all areas of our services to children.
- 5.3 The expectation is that our self-assessment will be based primarily upon our management information including in-house team and service reporting and other activity, such as auditing, that assists us in understanding the strengths and areas of development of our services for children and young people in Kent. It is also worth noting that any data and/or information published on our website could be a source of information for inspectorate. It is proposed that a group is formed to look at the self-assessment process to ensure we are able to plan for the inspection.

## 6. Recommendation

6.1 Recommendation: The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of this report.

## 7. Background Documents

Inspection of Local Authority Children's Services (ILACS)  
<http://adcs.org.uk/inspection/article/inspection-of-local-authority-childrens-services-ilacs-ncasc17>

## 8. Lead Officer

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Andrew Ireland, Corporate Director of Social Care, Health and Wellbeing

**To:** Children's, Young People and Education Cabinet Committee - 22 November 2017

**Decision No:** 17/00102

**Subject:** NEW CONTRACT FOR THE DELIVERY OF SUPPORTED ACCOMMODATION FOR OLDER CHILDREN IN CARE, CARE LEAVERS, AND HOMELESS 16 AND 17 YEAR OLDS

**Classification:** Unrestricted

**Past Pathway of Paper:** Children, Young People and Education Senior Management Team - 1 November 2017

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

**Electoral Division:** All

**Summary:** Historically Kent County Council has purchased accommodation based services and floating support services for vulnerable young people through the Housing Related Support programme. Housing Related Support Services have been focused on enabling vulnerable young people to avoid or recover from homelessness, and to acquire skills that they need to lead successful lives. Separately, the Council has purchased accommodation based support for young people who it has statutory responsibility for (Children in Care and Care Leavers). This has largely been spot purchased through semi-independent provision in line with their needs identified through care plans.

A review of this accommodation based provision has been undertaken as part of a refresh to the Council's Sufficiency Strategy. The review has identified that there is an opportunity to improve the current accommodation offer for Children in Care and Care Leavers through the creation of a new supported accommodation and floating support service to support them in their journey to independence. The new service will also include provision for vulnerable homeless 16 and 17 year olds, in line with the Kent Joint Policy and Planning Board's Joint Homeless Protocol for 16 and 17 year olds. This joint Protocol was approved by the Joint Policy and Planning Board on 4 October 2017 and is due to be launched at the end of November 2017.

The key aims of the newly configured supported accommodation provision will be to:

- Ensure accommodation and support is enhanced for Children in Care and Care Leavers in line with the Council's Corporate Parent statutory responsibilities.

- Work with district councils to support homeless 16 and 17 year olds, in order to prevent young people coming into care and being placed in temporary accommodation, such as bed and breakfast.
- Reduce spend by working with the market to deliver a new model, thus reducing the need for high cost, spot-purchased services.

Adults Social Care Services have also been working with their providers to support the development of an all-age vulnerable homelessness strategy which will set out the commissioning programme for homelessness. This will make clear links with Children's commissioning intentions as detailed in the Sufficiency Strategy. Children's commissioners and adult's commissioners will be working closely over the forthcoming months to ensure a seamless service model and that this approach ensures the best value for young people.

Existing Housing Related Support contracts for young people are due to end on 31 March 2018. Adult Housing Related Support Services for homeless adults are due to end in September 2018. As part of this re-commissioning exercise there are a number of opportunities to put into place a pathway of provision to tackle homelessness through a joint procurement process between Children's and Adult's Services. It is recommended that the Council extends the current contractual arrangements with the existing Housing Related Support providers for young people through a Single Source Action for a 6 month period to align with the Adult's timeframe.

Recommendations: The Children's, Young People and Education Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision (attached as Appendix A) to:

- a) **AWARD** short-term interim contracts to continue to deliver Housing Related Support Services for vulnerable young people from 1 April 2018 to 30 September 2018;
- b) **AWARD** a new contract for a Supported Accommodation Service from 1 October 2018 to September 2023; and
- c) **DELEGATE** authority to the Corporate Director for Children, Young People and Education, or other nominated officer to undertake the necessary actions to implement the decision.

## 1. Introduction

1.1 Kent County Council has a number of strategies to ensure adequate provision of accommodation based support for Children in Care and Care Leavers. The key strategy is the Council's Sufficiency Strategy (2015- 2018) which has recently been refreshed due to the high and unprecedented demand for accommodation based provision in 2015-16, which significantly affected the availability and the cost of provision across Kent.

1.2 Whilst clear pathways exist for a number of services, supported accommodation for young people has become disjointed. Currently three types



of supported provision exist: Housing Related Support, Floating Support and Semi-independent provision.

- 1.3 Former Supporting People Services now known as Housing Related Support (HRS) and Floating Support for Young People are primarily available to vulnerable service users many of which are referred/signposted by District and Borough Councils. It has been agreed that future services need to be refocused to prioritise the Council's statutory service users.
- 1.4 Semi-independent accommodation for the Council's statutory service users is spot-purchased on a case-by-case basis. These placements are typically significantly more expensive than other alternative accommodation options for this age group of young people.
- 1.5 HRS and Semi-independent accommodation are currently commissioned separately and therefore operate in isolation, are not networked together and lack the flexibility to offer new and innovative interventions and approaches for those with the most complex needs. The recently revised Sufficiency Strategy has identified how demand in the range of provision can be changed to ensure more suitable and more cost efficient placements.
- 1.6 A review has been undertaken and concluded that this provision needs to be recommissioned to:-
  - Meet future demand. The Sufficiency Strategy sets out the future demand for children and young people that will require these services annually for the next three years: a range of 170-190 accommodation-based units and 170-220 floating support units
  - Ensure accommodation and support is enhanced for Children in Care and Care Leavers in line with the Council's Corporate Parent statutory responsibilities and to support them in their journey to independence
  - Provide Floating Support Services to maintain independence wherever appropriate
  - Support the revised Joint Homeless Protocol for 16/17 year olds and improved joint working with District and Borough Councils to prevent young people becoming homeless and to prevent young people coming into care and being placed in temporary accommodation, such as bed and breakfast
  - Reduce the use of expensive spot-purchased Semi-independent accommodation
  - Improve the approach to the monitoring of quality standards and performance.
- 1.7 Adults Social Care Services also commission HRS and have been working jointly with Specialist Children's Services, HRS providers, Kent Housing Group, Joint Policy and Planning Board (JPPB) and wider stakeholders to develop a new pathway to ensure vulnerable service users over 18 continue to receive support through newly commissioned Adult Social Care Services.

- 1.8 Existing HRS Service contracts for young people are due to end on 31 March 2018. Adult HRS Service contracts for homeless adults are due to end in September 2018. As part of this re-commissioning exercise there are a number of opportunities to put into place a pathway of provision to tackle homelessness through a joint procurement process between Children and Adult Services. Current contractual arrangements with the existing HRS providers for young people will need to be extended through a Single Source Action for a six month period to align with the Adult's timeframe.

## **2. Contractual arrangements**

- 2.1 The contracts for the HRS Services for young people are currently due to expire on 31 March 2018. New services are planned for October 2018. It is therefore recommended that a Single Source Justification for the young person's services is undertaken for up to six months to run from 1 April 2018 to 30 September 2018 in order that the commissioning for a new pathway of provision is aligned. During this time a competitive procurement process will be undertaken which will also allow for a mobilisation period. The procurement process will enable a new contract to be put into place for a new Supported Accommodation and Floating Support Service from 1 October 2018 to 30 September 2023.
- 2.2 Both Adult and Children's opportunities will be advertised on the Kent Portal against the timescales provided in Section 7 of this paper. The Children's contract will run for a five year period to provide for longer term stability of placements and costs although this will include break clauses.

## **3. Financial Implications**

- 3.1 Semi-independent Services are currently funded from Specialist Childrens Service budgets, whilst HRS is funded from the former Supporting People budget for both adults and children.
- 3.2 A savings target of £1.3 million has been agreed for 2018-19 against the overall HRS budget for both adults and young people's services. The new all age homelessness model will deliver this saving through the new commissioned model and a joined up pathway of provision.

## **4. Policy Framework**

- 4.1 At the heart of 'Facing the Challenge' is the need to change the way the Council works, not only to improve services, but also to reflect the changing shape of wider public services.
- 4.2 The Council's Sufficiency Strategy sets out our approach to providing secure, safe and appropriate accommodation to Children in Care, Care Leavers, and Homeless 16 and 17 year olds.

## 5 Legal Implications

- 5.1 The Council has a statutory duty to provide suitable and safe accommodation that has the right level of support for Children in Care, in accordance with the Children's Act 1989.
- 5.2 The Council must provide Care Leavers (including former UASC) with support and financial support to assist in prompting their welfare, especially in relation to maintain suitable accommodation and helping them access education, training and employment.
- 5.3 The Treaty of Rome, EU directive and UK legislation require that competition will be part of the overall procurement approach to securing work goods and services. However, a number of special circumstances exist where this may not be applicable or possible, e.g. the purchasing of adult and children services is required by law under the National Assistance Act 1948 and the Children Act 1989.
- 5.4 There is a risk of delaying compliance with the OJE procurement process; however, this will be minimised through communication with the market within the timescales for the planned procurement.

## 6. Equality Implications

- 6.1 An EqIA assessment for the wider 16-25 Accommodation Programme has been undertaken. A supplementary EqIA which focused on this specific action has also been completed and is attached as Appendix 1.

## 7. Next Steps

- 7.1 A timetable of the key activities to award a new Supported Accommodation is detailed below:

Proposed Timetable	
Children, Young People and Education Cabinet Committee	22 November 2017
Analyse and Consultation Phase	November – December 2017
Joint Draft Procurement Plan	January 2018
Joint Market Engagement	January – March 2018
Joint Procurement – Tender Publication and Evaluation	March – June 2018
Contract Award	June 2018
Mobilisation Period	July – September 2018
Contract Commencement	1 October 2018

## 8. Recommendations

8.1 Recommendations: The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision (attached as Appendix A) to:

- a) **AWARD** short-term interim contracts to continue to deliver Housing Related Support Services for vulnerable young people from 1 April 2018 to 30 September 2018;
- b) **AWARD** a new contract for a Supported Accommodation Service from 1 October 2018 to 30 September 2023; and
- c) **DELEGATE** authority to the Corporate Director for Children, Young People and Education, or other nominated officer to undertake the necessary actions to implement the decision.

## 9. Background Documents

- 9.1 Proposed Changes to Kent's Supported Accommodation and Floating Support Services  
<https://consultations.kent.gov.uk/consult.ti/SupportedAccommodation/consultationHome>

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**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

**This document is available in other formats, please contact  
16-25accommodation@Kent.gov.uk or telephone on 03000  
417039**

**Directorate: Social Care Health and Wellbeing**

**Name of policy, procedure, project or service**

Housing Related Support for Young People at Risk (including Floating Support).

**What is being assessed?**

Proposals to reconfigure and recommission Housing Related Support Service for Young People to focus current services for vulnerable young people on statutory service users and 16/17 year olds at risk of homelessness.

These changes form part of the delivery of the 16-25 Accommodation and Support for Children in Care, Care Leavers and Vulnerable Young People Commissioning Plan.

For the purpose of this document, 'vulnerable young people' are at risk of homelessness and not owed a statutory duty (not a Child in Care or a Care Leaver).

**Responsible Owner/Senior Officer**  
Karen Mills, Commissioning Manager

**Date of Initial Screening**  
28<sup>th</sup> August 2017

**Date of Full EqIA:**  
*N/A*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
D1.0	Robin Cahill	28/08/2017	First Draft
D2.0	Matthew Mallett	01/09/2017	Amendments to first draft
D3.0	Robin Cahill	07/09/2017	Further amendments
D4.0	Akua Agyepong	10/10/2017	No comment to add

## Screening Grid

Characteristic	Could this policy, procedure, project or service, or any proposed changes to it, affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
Age  Page 447	<p><b>Yes</b> – This commissioning exercise will affect 16-25 Children in Care, Care Leavers and vulnerable young people. Any changes will apply to this cohort only.</p> <p>It is possible that be increasing the number of statutory service users utilising services (and improving performance management) that the age profile of service users could decrease.</p> <p>Care Leavers will continue to be supported up to the age of 25.</p> <p>18+ vulnerable young people will no longer eligible to be supported by young people services.</p>	Medium	Medium	<p>a) <b>Yes</b> – Engage with existing providers to establish potential impact. Ensure EQIA is shared.</p> <p><b>Yes</b> – Identify 500k (£1m full year effect) young people Housing Related Support monies to contribute to funding a revised commissioned service for 18+ that will include those vulnerable people no longer eligible to be supported by young people services.</p> <p><b>Yes</b> – Work with Adult services to ensure a smooth transition between service models for 18+ vulnerable young people.</p> <p>b) <b>No</b></p>	<p><b>Yes (for all protected characteristics)</b></p> <p>These services will address identified needs on an individual basis, so all service users can be accommodated and supported in the most suitable way.</p> <p>The service will assist service users to meet the following outcomes and therefore promote equal opportunities:</p> <ul style="list-style-type: none"> <li>• YP are accommodated in appropriate and suitable accommodation in line with Section 22 of the 1989 Children Act, Regulation 9 of the Care Leavers 2010 regulations and/or KCC Quality Framework, as appropriate.</li> <li>• YP thrives in a non-family environment.</li> <li>• YP's aspiration is independence and the YP is supported on pathway to independence including: <ul style="list-style-type: none"> <li>○ YP understands their rights and responsibilities as tenants and licensees.</li> <li>○ YP is financially competent.</li> <li>○ YP builds positive relationships and social networks and participates</li> </ul> </li> </ul>
Disability	<p><b>No</b> – It is thought that this proposal will not affect this group less favourably.</p> <p>The proposal will ensure that all eligible young people can continue</p>	None	None	<p>a) <b>No</b> – The Disabled Childrens and Adults Learning Disability and Mental Health Team will continue to accommodate and support children and young people as appropriate. (No change proposed).</p>	

	<p>to access the services that they require.</p> <p>Service users with a disability (4%) are underrepresented when compared to the wider Care Leaver population (14%). However, service users with no disability are represented in line with the Care Leaver population. This results from 'unknown disability' recorded for 14% of Service Users.</p>			<p>b) <b>No</b></p>	<p>positively in the community.</p> <ul style="list-style-type: none"> <li>○ YP can maintain emotional and physical health and well-being.</li> <li>○ YP is confident, has built resilience and behaves appropriately.</li> <li>○ YP is engaged with EET and is demonstrating capabilities to maintain long term independence.</li> </ul> <p>Providers are expected to evidence and demonstrate that they do not discriminate directly or indirectly against any person because of their gender, age, disability, race, ethnic origin, language, political beliefs, trade union membership (or non-membership) marital status or sexual orientation</p>
<p><b>Gender</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 448</p>	<p><b>Yes</b> – A slightly higher percentage of females (55.3%) are accessing services than males (44.7%)</p> <p>From the service users in this cohort, males are underrepresented in Kent (Male 44.7%, Kent 49%), whereas females are overrepresented (Female 55.3%, Kent 51%)<sup>1</sup>.</p> <p>It is thought that given the intended increase in statutory service users accessing the services (Care Leavers and 16/17 Children in Care) that the number of males accessing the service could increase. This would be as a result of identified need and a larger proportion of males reaching social care thresholds.</p>	<p><b>Low</b></p>	<p><b>Low</b></p>	<p>a) <b>Yes</b> – Engage with existing providers to establish potential impact. Ensure EQIA is shared.</p> <p>b) <b>Yes</b> – Ensure Children’s and Adults Commissioning teams develop service specifications that enable ease of access to service by teenage parents.</p>	<p>Service Providers must have an equalities and diversity policy in place for Staff and Service Users. Service Providers must make available the equalities and diversity policy to Staff and Service Users at the earliest opportunity, using whichever format is most suitable.</p> <p>Failure by Service Providers to comply with the requirements will constitute a material breach of the Service Provider’s obligations.</p> <p>KCC will monitor and review the services regularly in line with performance indicators</p>

<sup>1</sup> Kent.gov.uk Facts & Figures



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 449</p>	<p>However, KCC currently provides five specialist Teenage Parent services. The majority of teenage parents accessing services are female, (accounting for approximately 5% of the 55% of the vulnerable young people cohort) and therefore these changes could affect this group less favourably.</p> <p>However, a larger number of teenage parents currently access non-specific services than they do specific services. From 2012-16 260 teenage parents accessed a non-specific service whereas only 59 teenage parents accessed a teenage parent specific service.</p> <p>Please see EQIA on Teenage Parent services.</p>				<p>outlined in service specification.</p>
<p><b>Gender identity</b></p>	<p><b>Unknown</b> – there is currently no data available to establish this.</p> <p>Although it is thought that any impact would be minimal as service delivery will not change.</p> <p>It is also understood that transgender young people are at higher risk of homelessness. Therefore changes whereby fewer vulnerable young people are supported could affect this group less favourably.</p>	<p>Unknown</p>	<p>Unknown but some impact expected</p>	<p>a) <b>Yes</b> - Suggest providers begin to capture data and include in new contract monitoring.</p> <p>b) <b>No</b></p>	

<p style="text-align: center;">Page 450</p>	<p><b>Race</b></p> <p><b>No</b> – White racial groups are very slightly underrepresented when compared to the wider Kent population, (Service Users 92.84%, Kent 93.7%)<sup>2</sup></p> <p>Black racial groups (Service Users 2.19%, Kent 1.11%) and Mixed (Service Users 3.78%, Kent 1.51%)<sup>3</sup> are both overrepresented when compared with the wider Kent population.</p> <p>Black racial groups and other mixed races are also over represented in the Child in Care and Care Leaver Population. It is thought that given the intended increase in statutory service users accessing the services there will be no or little adverse impact.</p>	None	None	<p>a) <b>No</b> - Service is aware of racial needs and will address them regardless of race.</p> <p>b) <b>No</b></p>
<p><b>Religion or belief</b></p>	<p><b>Unknown</b> – there is currently no data available to establish this.</p> <p>However it is thought that any impact would be minimal as service delivery will not change.</p>	Unknown	Unknown	<p>a) <b>Yes</b> - Include in new contract monitoring.</p> <p>b) <b>No</b></p>
<p><b>Sexual orientation</b></p>	<p><b>Unknown</b> – there is currently no data available to establish this.</p>	Unknown	Unknown	<p>a) <b>Yes</b> - Include in new contract monitoring.</p>

<sup>2</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

<sup>3</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

	<p>However, in a 2016 survey, a higher percentage of Gay/Bi-Sexual respondents (42%) and Gay/Bi-Sexual service users (43%) disagreed with a proposal to reduce the number of local services when compared with the level of disagreement amongst all respondents (23%). This suggests reducing the number of organisations delivering services could negatively impact upon Gay/Bi-Sexual individuals. Depending upon the final service model agreed this would need to be taken into consideration.</p>			b) <b>No</b>
<b>Pregnancy and maternity</b>	<p><b>Yes</b> – KCC currently provides five specialist Teenage Parent services. However, a larger number of teenage parents currently access non-specific services than that they do specific services. From 2012-16 260 teenage parents accessed a non-specific service whereas only 59 teenage parents accessed a teenage parent specific service.</p> <p>Please see EQIA on Teenage Parent services.</p>	Low	Low	<p>a) Yes - Include in new contract monitoring</p> <p>b) Yes – See Teenage Parent Equality Impact Assessment to assess the impact of re-prioritising statutory service users within the teenage parents accommodation services.</p>
<b>Marriage and Civil Partnerships</b>	N/A – only relates to employment.			
<b>Carer's responsibilities</b>	Unknown – there is currently no data available to establish this.	Unknown	Unknown	a) <b>Yes</b> - Include in new contract monitoring.

<b>ities</b>	However it is anticipated the proposal would not adversely impact this protected characteristic. Services will address needs of individual.			b) <b>No</b>	
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## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – see Risk Matrix

<b>Low</b>	<b>Medium</b>	<b>High</b>
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

State rating & reasons

### Medium

It is considered as Medium because:

- Age - Services (and changes) relate to 16-25 year old Children in Care, Care Leavers and Vulnerable Young People only and therefore, this group are affected more than others. Given the proposed change, more statutory service users (16/17 year old Children in Care and Care Leavers) will be able to access the service, suggesting the age of service users could decrease. 18+ vulnerable young people will no longer eligible to be supported by young people services.

### Low

There is a low impact on the following:

- Race – Black racial groups (Service Users 2.19%, Kent 1.11%) and Mixed (Service Users 3.78%, Kent 1.51%)<sup>4</sup> are both overrepresented when compared with the wider Kent population. Black racial groups and other mixed races are also over represented in the Child in Care and Care Leaver Population. It is thought that given the intended increase in statutory service users accessing the services there will be no or little impact.
- Gender – Currently, more female young people are accessing the service. Given the proposed increase in statutory service users, more males could be accessing the service next year. Additionally currently provides 5 specialist Teenage Parent services. This may affect females, particularly teenage mothers, less favourably. There may be an impact on Teenage Parents who are not owed a statutory duty (see separate EQIA).
- Impact is unknown for gender identity, religion or belief, sexual orientation, carer's responsibilities. Actions will be taken to identify impact.

<sup>4</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

## Context

Current accommodation provision for 16-25 young people is complex and fragmented. Work is underway to provide a seamless pathway of accommodation and support options for young people to enable them to become independent in a timely manner.

Former Supporting People services now known as Housing Related Support (HRS) for Young People are primarily available to vulnerable service users many of which are referred / signposted by District and Borough Councils. It has been recognised that these services need to be refocused to prioritise KCC statutory service users.

Whilst homelessness is the statutory responsibility of the districts and boroughs, vulnerable people are rarely eligible for assistance other than advice and guidance. Further their complex and multiple needs can lead to pressures on the county's council's own statutory services if left unsupported. The county council's housing related support services for vulnerable homeless adults prevents this escalation.

Recognising the need for services to be more joined up, Strategic Commissioning have been asked to develop an all-age vulnerable homelessness strategy which will articulate the links between the 16-25 (Statutory Care Leavers) commissioning and the Adults homelessness commissioning.

A £1.3m saving for 2018-19 is currently required against Housing Related Support Homeless Services.

The new proposed service will be funded using part housing related supporting funding, and part Specialist Children Services monies. As a result £500k (£1m full year effect) housing related support funding currently used for young people services will transfer to Adults commissioning. This £1m will be used to contribute to fund a revised commissioned service for 18+ that will include those vulnerable people no longer eligible to be supported by young people services.

Young People's and Adult's commissioning and procurement timelines will need to be aligned, to ensure smooth transition between service models for those young people potentially displaced.

A seamless pathway will be created to support vulnerable people 18+ into new adult services when re-commissioning takes place. The new service will move away from the previous restrictive models of provision, offer more flexible and responsive community based services.

Adult Commissioning is progressing an all age vulnerable homeless commissioning strategy, working to establish budget and governance for decision making. This work is being considered in partnership with Kent Housing Group and wider stakeholders in order to maximise impact of investment and improve joint work and pathways for individuals.

## **Aims and Objectives**

It is intended that Young People's Commissioning will be working with Adult re-commissioning to ensure a smooth transition between service models for 18+ vulnerable young people. Dependent on timetabling this may require an extension to current Young People's Supporting People contracts that end in March 2018 (Adult Homeless contracted till September 2018).

## **Beneficiaries**

The beneficiaries are 16-25 year old Children in Care, Care Leavers and Vulnerable Young People.

Currently, Housing Related Support services provide support for a large cohort of Vulnerable Young People, and fewer Care Leaver and Children in Care.

The proposed change to the service will increase the number of statutory service users (16/17 year old children in care and care leavers) accessing services. Support will be refocused to ensure it is aimed at those most in need.

## Information and Data

At present there are 465 young people supported by Housing Related Support Services.

It is proposed that more Children in Care, Children on the edge of Care and Care Leavers access services and fewer vulnerable young people over 18 access services.

### Current Service Users – Young People at Risk Services (excluding TP services)

Between 2012 and 2016, the Housing Related Support Services (specifically for young people) has supported 1993 young people.<sup>5</sup>

The following data shows the number of service users supported from 2015-2016. Please note the number of young people supported is higher than the numbers of available units, as these contracts are short-term, so a unit could support more than one person in a year.

Between 2015-2016, the Housing Related Support Services supported 503 young people. Of these, 55 were care leavers (10.9%)<sup>6</sup>

### Age

Age	Actual	%
16	23	4.57%
17	74	14.71%
18	106	21.07%
19	85	16.90%
20	69	13.72%
21	58	11.53%
22	37	7.36%
23	30	5.96%
24	21	4.17%
<b>Total</b>	<b>503</b>	<b>100%</b>

The Housing Related Support Services offer support for 16-25 year olds. The majority of service users are aged 17-21, making up 77.9% of the overall service users.

### Gender

Gender	Actual	%
Male	225	44.73%
Female	278	55.27%
<b>Total</b>	<b>503</b>	<b>100%</b>

A slightly higher percentage of females (55.3%) are accessing services than males (44.7%)

<sup>5</sup> Supporting People Data, Cohort Review, 2012-2016

<sup>6</sup> Supporting People Data, Cohort Review, 2012-2015



From the service users in this cohort, males are underrepresented in Kent (Male 44.7%, Kent 49%), whereas females are overrepresented (Female 55.3%, Kent 51%)<sup>7</sup>.

## Race

	Race	Actual	%
White:	White British	460	91.45%
	White Irish	1	0.20%
	Other White Background	6	1.19%
Mixed/Multiple Ethnic Group:	White & Asian	1	0.20%
	White & Black African	4	0.80%
	White & Black Caribbean	9	1.79%
	Other Mixed Background	5	0.99%
Asian/Asian British:	Pakistani	2	0.40%
Black/African/Caribbean/Black British:	African	6	1.19%
	Caribbean	1	0.20%
	Other Black Background	4	0.80%
Other Ethnic Group:	Any other ethnic group	4	0.80%
<b>Total</b>		<b>503</b>	<b>100%</b>

The majority of young people accessing a service are White British (91.45%).

White racial groups are slightly underrepresented when compared to the wider Kent population, (Service Users 92.84%, Kent 93.7%)<sup>8</sup>

Black racial groups (Service Users 2.19%, Kent 1.11%) and Mixed (Service Users 3.78%, Kent 1.51%)<sup>9</sup> are both overrepresented when compared with the wider Kent population.

## Teenage Parent Services

As part of the Housing Related Support Service contracts, KCC offers 5 specialist **Teenage Parent Services** across Kent, providing short term accommodation and support. These are located in:

- Maidstone
- Gravesham
- Dartford x2
- Canterbury.

The 5 providers offer a total of 29 units (this is included in the above 465 for Housing Related Support Services). The services have accommodated 47 Teenage Parents between 2012 and 2015.

<sup>7</sup> Kent.gov.uk Facts & Figures

<sup>8</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

<sup>9</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

There is also a larger cohort of vulnerable Teenage Parents accessing other accommodation and support services across Kent. From 2012-2015 Kent's Supporting People services have provided accommodation and support for 224 Teenage Parents.<sup>10</sup>

Demographics of <b>Teenage Parents</b> Accessing Housing-Related Accommodation in Kent by (2012-2015)				
Source: Supporting People Data 2012-2015 <sup>11</sup>				
	2012-2013	2013-2014	2014-2015	Total
Total number of individuals accessing a <i>specialised</i> teenage parents service	22	14	11	47
Total number of teenage parents (16-21 yrs) accessing <i>any</i> service	92	93	39	224

The number of teenage parents accessing a specialised teenage parent service is small, in comparison to teenage parents accessing *any* housing/support service.

### Gender

Number of Teenage Parents by <b>Gender</b> 2012-2015		
Source: Teenage Parent Data 2012-2015 <sup>12</sup>		
Gender	Actual	%
Male	0	0.00%
Female	47	100.00%
<b>Total</b>	<b>47</b>	<b>100%</b>

From 2012-2015, 100% of those accessing the specialised Teenage Parent services are female, with 0 males being supported. These service users account for 5% of the 55% of the vulnerable young people cohort.

### Age

The Teenage Parent service provides accommodation and support for 16-22 year olds.

Number of <b>Teenage Parents</b> by <b>Age</b> 2012-2015		
Source: Teenage Parent Data 2012-2015 <sup>13</sup>		
Age	Actual	%
16	8	17.02%
17	10	21.28%
18	13	27.66%
19	6	12.77%
20	6	12.77%
21	3	6.38%

<sup>10</sup> Supporting People Data, 2012-2015

<sup>11</sup> Supporting People Data, 2012-2015

<sup>12</sup> Teenage Parent Data, Supporting People 2012-2015

<sup>13</sup> Teenage Parent Data, Supporting People 2012-2015

22	1	2.13%
<b>Total</b>	<b>47</b>	<b>100%</b>

The majority of teenage parents accessing a specific teenage parent service between 2012 and 2015 were aged 16-18 year olds (66%).

All teenage parents accessing a service are living with a baby. Any changes to the service will also affect the babies.

## Race

### Number of Teenage Parents by **Race** 2012-2015

Source: Teenage Parent Data 2012-2015<sup>14</sup>

	<b>Ethnicity</b>	<b>Actual</b>	<b>%</b>
White:	White British	43	91.49%
	White Irish	0	0.00%
	Other White Background	1	2.13%
Mixed/Multiple Ethnic Group:	White & Asian	0	0.00%
	White & Black African	0	0.00%
	White & Black Caribbean	1	2.13%
	Other Mixed Background	0	0.00%
Asian/Asian British:	Pakistani	0	0.00%
	Other Asian Background	0	0.00%
Black/African/Caribbean/Black British:	African	0	0.00%
	Caribbean	0	0.00%
	Other Black Background	0	0.00%
Other Ethnic Group:	Any other ethnic group	2	4.26%
	<b>Total</b>	<b>47</b>	<b>100%</b>

The data shows that 93.6% of the young people accessing a specialised Teenage Parent service are within the White racial groups. This is representative of the overall Kent population (93.7%).

White British make up the majority of the teenage parent population (91%), this is entirely representative of the Supporting People service users (91%).

<sup>14</sup> Teenage Parent Data, Supporting People 2012-2015

## Religion

Number of Teenage Parents by <b>Religion</b> 2012-2015		
Source: Teenage Parent Data 2012-2015 <sup>15</sup>		
<b>Religion/Belief</b>	<b>Actual</b>	<b>%</b>
Christian	8	17.02%
Buddhist	0	0.00%
Hindu	0	0.00%
Jewish	0	0.00%
Muslim	0	0.00%
Sikh	0	0.00%
Other religion	2	4.26%
No religion	16	34.04%
Religion not stated	21	44.68%
<b>Total</b>	<b>47</b>	<b>100%</b>

At June 2011, the majority (63%) of Kent's population were Christians and 27% of the population had no religion.<sup>16</sup>

Only 17% of teenage parents accessing a specific service between 2012 and 2015 are Christians, making this cohort largely underrepresented when compared with the wider Kent population.

However, almost half of the teenage parents accessing a specific service did not state their religion, which could explain why there is a large underrepresentation of Christians.

The young person's religion will not affect the service they receive, as all service users will have fair access to services.

## Sexual Orientation

Between 2012 and 2015, 46 out of the 47 (97.8%) service users reported that they were heterosexual, with the data unknown for the other service user.<sup>17</sup>

## Gender Identity

Between 2012 and 2015, 40 teenage parents (85%) are not transgender. The remaining 7 (15%) are unknown, or data is missing.<sup>18</sup>

An Equality Impact Assessment for the withdrawal of specific support from the teenage parent service has been conducted to assess the impact.

<sup>15</sup> Teenage Parent Data, Supporting People 2012-2015

<sup>16</sup> Kent's Facts & Figures – kent.gov.uk

<sup>17</sup> Teenage Parent Data, Workbooks, Supporting People 2012-2015

<sup>18</sup> Teenage Parent Data, Workbooks, Supporting People 2012-2015

## Children in Care

The proposed change to the service will increase the number of statutory service users (16/17 year old children in care and care leavers) accessing services. Support will be refocused to ensure it is aimed at those most in need.

KCC currently has a child in care population of 2,107<sup>19</sup> (as at 30<sup>th</sup> November 2016). The increase in UASC has significantly increased from 257 at July 2014 to 471 at June 2015<sup>20</sup> to 684 at November 2016<sup>21</sup>.

## **Age**

There are 707 16 and 17 year old Children in Care<sup>22</sup>. Please note, below shows only 16/17 year old Children in Care (36% of the total Children in Care).

Total Number of **Children in Care** in Kent by **Age**  
June 2015 (source SCS Performance Management  
Report)<sup>23</sup>

Age	Actual	%
16	315	16.17%
17	392	20.12%
<b>Total</b>	<b>1948</b>	<b>100%</b>

Kent has a significantly higher proportion of children in care aged 16 to 18, at 36% (707 16/17 year olds) than the England average which is 21% (over 16's CIC as at 31/3/15<sup>24</sup>).

Given the proposed change, it is anticipated that there will be an increase in statutory service users; therefore more 16/17 year olds may be accessing service.

## **Gender**

Number of **Children in Care** by **Gender**  
June 2015 (source SCS Performance Management  
Report)<sup>25</sup>

Gender	Total	%
Male	1255	64.43
Female	693	35.57
<b>Total</b>	<b>1948</b>	<b>100</b>

The majority of children in care are male (64%). Only 35% of the children in care population are female.<sup>26</sup>

<sup>19</sup> SCS quarterly performance report November 2016

<sup>20</sup> SCS quarterly performance report July 2015

<sup>21</sup> SCS quarterly performance report November 2016

<sup>22</sup> SCS quarterly performance report July 2015

<sup>23</sup> SCS quarterly performance report July 2015

<sup>24</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

<sup>25</sup> SCS quarterly performance report July 2015

<sup>26</sup> SCS quarterly performance report July 2015

Male children in care are overrepresented in Kent (Male 65%, Kent 49%). Whereas, female children in care and female service users are underrepresented (Female 35%, Kent 51%)<sup>27</sup>

## Race

Total Number of **Children in Care** in Kent by **Race**  
June 2015 (source SCS Performance Management Report)

28

Race	Actual	%
White	1376	70.64%
Mixed	89	4.57%
Asian	22	1.13%
Black	146	7.49%
Other	315	16.17%
Not Known	0	0.00%
<b>Total</b>	<b>1948</b>	<b>100</b>

PLEASE NOTE THIS DATA IS FOR ALL CHILDREN IN CARE AND NOT JUST 16 to 17 YEAR OLDS.

Mixed (CIC 4.6%, Kent 1.51%), Black (CIC 7.5%, Kent 1.11%) and other (CIC 16.2%, Kent 0.46%) are overrepresented in the children in care cohort in Kent. White (CIC 70.6%, Kent 93.7%) and Asian (CIC 1.13%, Kent 3.25%) are underrepresented in the children in care cohort in Kent.<sup>29</sup>

## Care Leavers

### Age

Total Number of **Care Leavers** in Kent by **Age**  
June 2015 (source SCS Performance Management Report)<sup>30</sup>

Age	Actual	%
16	14	1.47%
17	26	2.72%
18	308	32.25%
19	248	25.97%
20	251	26.28%
21	61	6.39%
22	23	2.41%

<sup>27</sup> Kent.gov.uk Facts & Figures

<sup>28</sup> SCS quarterly performance report July 2015

<sup>29</sup> Kent.gov.uk Facts & Figures and SCS quarterly performance report July 2015

<sup>30</sup> SCS quarterly performance report July 2015

23	24	2.51%
24	0	0.00%
25	0	0.00%
<b>Total</b>	<b>955</b>	<b>100%</b>

At June 2015, the average age of care leavers in Kent is between 18 and 20, making up 84.5% of the entire care leavers population.

## Gender

Number of **Care Leavers** by **Gender**  
June 2015 (source SCS Performance Management Report)<sup>31</sup>

Gender	Total	%
Male	637	66.70
Female	318	33.30
<b>Total</b>	<b>955</b>	<b>100</b>

Kent has a significantly higher percentage of male Care Leavers (66.7%) than female Care Leavers (33.3%).

Male Care Leavers are overrepresented in Kent (Male 61%, Kent 49%). Whereas, female Care Leavers are underrepresented (Female 26%, Kent 51%)<sup>32</sup>

## Ethnicity

Total Number of **Care Leavers** in Kent by **Ethnicity**  
June 2015 (source SCS Performance Management Report)<sup>33</sup>

	Ethnicity	Actual	%
White:	White British	517	54.14%
	White Irish	1	0.10%
	Any other white background	35	3.66%
	Traveller of Irish heritage	0	0.00%
	Gypsy/Roma	1	0.10%
Mixed/Multiple Ethnic Groups:	White and Black Caribbean	15	1.57%
	White and Black African	6	0.63%
	White and Asian	0	0.00%
	Any other mixed background	16	1.68%
Asian/Asian British:	Indian	4	0.42%
	Pakistani	1	0.10%
	Chinese	0	0.00%
	Any other Asian background	11	1.15%

<sup>31</sup> SCS quarterly performance report July 2015

<sup>32</sup> Kent.gov.uk Facts & Figures

<sup>33</sup> SCS quarterly performance report July 2015

Black/African/Caribbean/Black British:	Caribbean	1	0.10%
	African	121	12.67%
	Any other back background	3	0.31%
Other ethnic group:	Any other ethnic group	223	23.35%
	Refused	0	0.00%
	Information not yet obtained	0	0.00%
	Not recorded	0	0.00%
	<b>Total</b>	<b>955</b>	<b>100%</b>

The majority of Care Leavers in Kent are White British (54%). However, White British are underrepresented when compared to Kent 89%.<sup>34</sup>

Other ethnic groups (CL 23.4%, Kent 0.46%) and Black African (CL 12.7%, Kent 0.79%) are largely overrepresented in the care leaver's population.<sup>35</sup>

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<sup>34</sup> Kent.gov.uk Facts & Figures

<sup>35</sup> Kent.gov.uk Facts & Figures



## Involvement and Engagement

A 16-25 Accommodation Working Group was established in March 2015 to support the delivery of the 16 to 25 Accommodation and Support Programme. This group met bi-monthly and had key stakeholders on its membership. A copy of the Terms of Reference is available on request.

KCC has already completed the following engagement activities with key stakeholders:

### Young People/Service Users:

- Sufficiency Participation Events (Nov 14 & Apr 15)
- Your Voice Matters Survey (July 2014)
- Care/ Pathway Plan including Pathway Project and IRO report (March 15)
- National Research – CYP views (March 15)
- Care Leaver Apprentices attended Working Group to support communication, engagement and consultation (September 2015)
- Teenage Parent Service User views gathered (October 2015)
- Workshop with the Young Adults Council (October 2015)

### The Market:

- Market Engagement Survey (April 15)
- Engagement on Commissioning Intentions (August 15)
- Information Sharing with Current Providers (Ongoing)
- Site Visits to Current Services (Ongoing)
- Meet the Market Events (20<sup>th</sup> October and 3<sup>rd</sup> November 2015)

### Partners and Practitioners:

- Meetings with 12 DC/BC Housing Officers (April 15)
- Engagement on Commissioning Intentions (August 15)
- Care Leaver Pathway Project (Ongoing)
- Joint Planning & Policy Board and Kent Housing Options Group (October 2015 - Ongoing)
- 16-17 year old Homelessness Protocol Workshop (October 2015 & March 2017)

KCC has also undertaken a Public consultation “Proposed changes to Kent’s Supported Accommodation and Floating Support Services” between Monday 30<sup>th</sup> November 2015 and Monday 8<sup>th</sup> February 2016. Notification of the consultation launch was sent to approximately 1,500 stakeholders. 209 responses were received to the public consultation. Public Consultation Activity included;

- 6 focus groups with service users to further support the consultation and to support identification of any potential impact on users. In total, KCC engaged with 52 young people in this way.
- Engagement with service users accessing the 5 Teenage Parent services. In total, KCC engaged with 20 young people in this way.
- Engagement with the 5 Teenage Parent providers to discuss the service they provide and their views on moving towards a generic service.

- Engagement with all 13 Supporting People providers to discuss the proposals in the Public Consultation document and the potential impact. Feedback was submitted via the Public Consultation questionnaire.
- Engagement with the Housing Options Group to discuss the proposals and Individual engagement meetings with 10 District/Borough Councils were also held throughout December 2015 and January 2016.
- Contact with 6 charities that work with LGBT, Transgender and Young Carers. The charities were asked for their views regarding the proposed changes and whether they felt the changes would negatively impact upon their client groups. The charities were also asked to share the document with any young people they work with.

The table below summaries the views of key Stakeholders, including: Service Users; The Market; Partners and Practitioners.

Profile of those responding to the consultation

Protected characteristic	Consultation Responses (relates to those who responded to the 'About you' questions)	Comparison to Kent Population	Comparison to Service User Population
<b>Age</b>	<p><b>All Respondents</b> 70 respondents indicated that they were 16-24 (33%). 104 respondents indicated that they were aged 25-59 (50%). 16 respondents indicated that they were aged 60+ (8%).</p>	16-24 year olds responding to the consultation are overrepresented when compared with the wider Kent population (33% Respondents, Kent 11.5%)	
<b>Disability</b>	<p><b>All Respondents</b> 28 respondents indicated that they had a disability (13%). 160 respondents did not consider themselves to have a disability (77%).</p> <p><b>Service Users</b> 18 service users indicated that they had a disability (26%). 48 service users did not consider themselves to have a disability (69%).</p>	Amongst the respondents, individuals with a disability are underrepresented (13% Respondents, 17.6% Kent). Please note: the 17.6% is the percentage of Kent residents with a 'long-term health problem or disability'.	Data not available.
<b>Gender</b>	<p><b>All Respondents</b> 123 respondents indicated that they were female (59%). 67 respondents indicated that they were male (33%).</p> <p><b>Service Users</b> 33 service users indicated that they were female (47%). 34 service users indicated that they were male (49%).</p>	Male respondents are underrepresented when compared to Kent (Male 33%, Kent 49%). Whereas, female respondents are slightly overrepresented (Female 59%, Kent 51%)	Male service users who responded to the consultation are slightly underrepresented when compared to all service users (Male 49%, All 60%). Whereas, female service users who responded to the consultation are slightly overrepresented (Female 47%, All 40%)
<b>Race</b>	<p><b>Respondents</b> 169 respondents indicated that they were White British (81%). 4 respondents indicated that they belonged to a Black ethnic group (2%). 4 respondents indicated that they were White Gypsy/Roma (2%).</p>	Amongst the respondents, White British are slightly underrepresented (81% Respondents, 89% Kent).  Those indicating they belong to a	Amongst the service users who responded, White British are underrepresented (91% Respondents, 70% All).

	<p>4 respondents indicated that they were White Irish (2%). 3 respondents indicated that they were Asian (1%).</p> <p><b>Service Users</b> 64 service users indicated that they were White British (91%). 3 indicated that they were White Gypsy/Roma (4%).</p>	<p>Black ethnic group are slightly overrepresented (2% Respondents, 1.1% Kent).</p> <p>White Gypsy/Roma individuals are overrepresented when compared to Kent (2% Respondents, 0.3% Kent).</p> <p>White Irish respondents are overrepresented when compared to Kent (2% Respondents, 0.7% Kent).</p> <p>Asian respondents are underrepresented (1% Respondents, 3.25% Kent).</p>	<p>Those indicating they belong to a White Gypsy/Roma group are overrepresented when compared to the wider Service User population (4% Respondents, 0.3% All)</p>
<p><b>Religion or belief</b></p>	<p><b>Respondents</b> 49 respondents indicated that they were Christian (23%). 129 respondents indicated that they had no religion (62%).</p> <p><b>Service Users</b> 7 service users indicated that they were Christian (10%). 55 service users indicated that they had no religion (79%).</p>	<p>Amongst the respondents, Christians are underrepresented when compared with the wider Kent population (23% Respondents, Kent 62%). Those indicating that they have no religion are overrepresented (62% Respondents, 27% Kent).</p>	<p>Amongst the service users who responded, Christian are underrepresented when compared to the wider service user population (10% Service users, 19% All).</p>
<p><b>Sexual orientation</b></p>	<p><b>Respondents</b> 168 respondents indicated that they were Heterosexual (80%). 12 respondents indicated that they were Gay/Bi-Sexual (6%).</p> <p><b>Service Users</b> 43 service users indicated that they were Heterosexual (61%). 7 service users indicated that they were Gay/Bi-Sexual (10%).</p>	<p>Data not available.</p>	<p>Data not available.</p>



	<p><i>situation.</i></p> <ul style="list-style-type: none"> <li>• <i>“Everyone that is on the streets is a priority as it’s no fun and very dangerous.”</i></li> </ul> <p><b>This analysis suggests that Proposal A, Option 2 would have no negative impact upon this protected characteristic.</b></p>	<ul style="list-style-type: none"> <li>• <i>“Everyone gets treated the same regardless of age, colour, size etc.”</i></li> <li>• <i>“Only one person in xxxxx is under 18, the rest would have been rough sleeping. I’m a young girl; I would survive day by day whatever means even if it means prostitution.”</i></li> </ul> <p>A higher percentage of 16-24 year olds (87%) have disagreed with Proposal A, Option 3 when compared with the level of disagreement amongst all respondents (79%). This suggests Proposal A, Option 3 could negatively impact upon 16-24 year olds.</p>
<p><b>Gender</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 470</p>	<p><b><u>Respondents</u></b>          46% of all respondents disagree to some extent with Option 2  <b>Male</b> - 48% of male respondents disagreed to some extent with Option 2  <b>Female</b> - 41% of female respondents disagree to some extent with Option 2</p> <p><b><u>Service Users</u></b>          52% of all service users responding disagree to some extent with Option 2  <b>Male</b> - 53% of male service users disagreed to some extent with Option 2  <b>Female</b> - 48% of female service users disagreed to some extent with Option 2</p> <p>Amongst the Males disagreeing, comments included:</p> <ul style="list-style-type: none"> <li>• <i>“The need is real for 18+ as well and a huge section of the public will be at risk without these services.”</i></li> </ul> <p><b>This analysis suggests that Proposal A, Option 2 would have no negative impact upon this protected characteristic.</b></p>	<p><b><u>Respondents</u></b>          79% of all respondents disagree to some extent with Option 3  <b>Male</b>- 81% of male respondents disagreed to some extent with Option 3  <b>Female</b> - 76% of female respondents disagreed to some extent with Option 3</p> <p><b><u>Service Users</u></b>          90% of all service users responding disagree to some extent with Option 3  <b>Male</b> - 91% of male service users disagreed to some extent with Option 3  <b>Female</b>          85% of female service users disagreed to some extent with Option 3</p> <p>Amongst the Males who disagreed, comments included:</p> <ul style="list-style-type: none"> <li>• <i>“Having left the Army at 21, if support wasn’t available, I would still be on the streets. Not everyone who needs help is under 18.”</i></li> </ul> <p><b>This analysis suggests that Proposal A, Option 3 would have no negative impact upon this protected characteristic.</b></p>

<p style="text-align: center;">Page 471</p>	<p><b>Disability</b></p> <p><b>Respondents</b>  46% disagree to some extent with Option 2  <b>Disability</b> - 54% of respondents with a disability disagree to some extent with Option 2.  <b>No Disability</b> - 42% of respondents without a disability disagree to some extent with Option 2.</p> <p><b>Service Users</b>  52% disagree to some extent with Option 2  <b>Disability</b> - 50% of service users with a disability disagree to some extent with Option 2  <b>No Disability</b> - 48% of service users without a disability disagree to some extent with Option 2.</p> <p>Comments from service users with a disability included:</p> <ul style="list-style-type: none"> <li>• <i>“All I can say is that I am 19 and if it wasn't for [provider] I wouldn't be here today.”</i></li> </ul> <p><b>A higher percentage of disabled respondents (54%) have disagreed with Proposal A, Option 2 when compared with the level of disagreement amongst all respondents (46%). However the level of disagreement is not higher amongst respondents who are service users with a disability.</b></p>	<p><b>Respondents</b>  79% disagree to some extent with Option 3  <b>Disability</b> - 82% of respondents with a disability disagree to some extent with Option 3  <b>No Disability</b> - 76% of respondents without a disability disagree to some extent with Option 3</p> <p><b>Service Users</b>  90% disagree to some extent with Option 3  <b>Disability</b>  89% of service users with a disability disagree to some extent with Option 3.  <b>No Disability</b>  88% of service users without a disability disagree to some extent with Option 3.</p> <p>Comments from service users with a disability included:</p> <ul style="list-style-type: none"> <li>• <i>“xxxx has helped me, they took me off the streets. I dread to think what would happen to me and my mental health if I had to leave at 18.”</i></li> </ul> <p><b>This analysis suggests that Proposal A, Option 3 would have no negative impact upon this protected characteristic.</b></p>
<p><b>Sexual Orientation</b></p>	<p><b>Respondents</b>  46% disagree to some extent with Option 2  <b>Heterosexual</b> - 44% of heterosexual respondents disagree to some extent with Option 2.  <b>Gay/Bi-Sexual</b> - 58% of gay/bi-sexual respondents disagree to some extent with Option 2.</p> <p><b>Service Users</b>  52% disagree to some extent with Option 3</p>	<p><b>Respondents</b>  79% disagree to some extent with Option 3  <b>Heterosexual</b> - 76% of heterosexual respondents disagree to some extent with Option 3  <b>Gay/Bi-Sexual</b> - 83% of gay/bi-sexual respondents disagree to some extent with Option 3.</p> <p><b>Service Users</b>  90% disagree to some extent with Option 3</p>

	<p><b>Heterosexual</b> - 51% of heterosexual service users disagree to some extent with Option 2  <b>Gay/Bi-Sexual</b> - 50% of gay/bi-sexual service users disagree to some extent with Option 2.</p> <p>Comments from these service users included:</p> <ul style="list-style-type: none"> <li>• <i>“To not support anyone over 18 would be a massive shame and a large amount of our population left with nothing at all. The percentage of homelessness would rise dramatically.”</i></li> </ul> <p><b>A higher percentage of gay or bi-sexual respondents (58%) have disagreed with Proposal A, Option 2 when compared with the level of disagreement amongst all respondents (46%). However the level of disagreement is not higher amongst respondents who are gay or bi-sexual service users.</b></p>	<p><b>Heterosexual</b> - 86% of heterosexual service users disagree to some extent with Option 3  <b>Gay/Bi-Sexual</b> - 83% of gay/bi-sexual service users disagree to some extent with Option 3.</p> <p><b>This analysis suggests that Proposal A, Option 3 would have no negative impact upon this protected characteristic.</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 472</p>	<p><b>Respondents</b>  46% disagree to some extent with Option 2  <b>White British</b> - 48% of White British respondents disagree to some extent with Option 2.</p> <p><b>Service Users</b>  52% disagree to some extent with Option 2  <b>White British</b> - 53% of White British service users disagree to some extent with Option 2</p> <p>The level of responses amongst other racial groups was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal A would have no negative impact on White British.</b></p>	<p><b>Respondents</b>  79% disagree to some extent with Option 3  <b>White British</b> - 79% of White British respondents disagree to some extent with Option 3</p> <p><b>Service Users</b>  90% disagree to some extent with Option 3  <b>White British</b> - 81% of White British service users disagree to some extent with Option 3.</p> <p>The level of responses amongst other racial groups was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal A, Option 3 would have no negative impact upon this protected characteristic.</b></p>
<p><b>Religion</b></p>	<p><b>Respondents</b></p>	<p><b>Respondents</b></p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 473</p>	<p>46% disagree to some extent with Option 2  <b>Christian</b> -35% of Christian respondents disagree to some extent with Option 2.  <b>Other</b> – 33% of ‘Other’ respondents disagree to some extent with Option 2</p> <p><b>Service Users</b>                      52% disagree to some extent with Option 3  <b>Christian</b> - 43% of Christian service users disagree to some extent with Option 2</p> <p>The level of responses amongst other religions was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal A, Option 2 would have no negative impact upon this protected characteristic.</b></p>	<p>79% disagree to some extent with Option 3  <b>Christian</b>- 76% of Christian respondents disagree to some extent with Option 3                      Other – 67% (2 responses) of ‘Other’ respondents disagree to some extent with Option 2</p> <p><b>Service Users</b>                      90% disagree to some extent with Option 3  <b>Christian</b> - 86% of Christian service users disagree to some extent with Option 3.</p> <p>The level of responses amongst other religions was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal A, Option 3 would have no negative impact upon this protected characteristic.</b></p>
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**Proposal B – Reviewing the Service Offer**

	<p><b>Proposal B</b> - Providing a generic offer; this would mean that all services would be able to cater for the needs of all service user groups and there would be no separate targeted services.</p>
<p><b>General Feedback:</b></p>	<p><b>Respondents</b>                      34% disagree to some extent with Proposal B                      52% agree to some extent with Proposal B</p> <p><b>Service Users</b>                      27% disagree to some extent with Proposal B                      34% agree to some extent with Proposal B</p> <p>Comments included:</p>

	<ul style="list-style-type: none"> <li>• Teenage parents and babies should be separate and babies could be at risk (16%)</li> <li>• Specialist services are better/one size does not fit all (22%)</li> <li>• No one would feel labelled or singled out (4%)</li> </ul>
<p><b>Age</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 274</p>	<p><b>Respondents</b> 34% disagree to some extent with Proposal B <b>16-24 year olds</b> - 29% of 16-24 year old respondents disagree to some extent with Proposal B</p> <p><b>Service Users</b> 27% disagree to some extent with Proposal B <b>16-24 year olds</b> - 30% of 16-24 year old service users disagree to some extent with Proposal B.</p> <p>Comments from 16-24 year olds included:</p> <ul style="list-style-type: none"> <li>• <i>“I think certain services should stay separate as there are different needs for some people like offenders and young mums”</i></li> <li>• <i>“People go through different things together and different groups can’t understand each other. People support each other (peer groups)”</i></li> </ul> <p><b>This analysis suggests that Proposal B would have no negative impact upon this protected characteristic.</b></p>
<p><b>Gender</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 274</p>	<p><b>Respondents</b> 34% disagree to some extent with Proposal B <b>Male</b> - 31% of male respondents disagree to some extent with Proposal B <b>Female</b> - 33% of female respondents disagree to some extent with Proposal B</p> <p><b>Service Users</b> 27% disagree to some extent with Proposal B <b>Male</b> - 29% of male service users disagree to some extent with Proposal B. <b>Female</b> - 27% of female service users disagree to some extent with Proposal B.</p> <p>Comments amongst those disagreeing included;</p> <ul style="list-style-type: none"> <li>• <i>“Being separated from groups means that you don’t get the same support.”</i></li> <li>• <i>“Because it wouldn’t work with young teens and mothers and babies.”</i></li> </ul> <p><b>This analysis suggests that Proposal B would have no negative impact upon this protected characteristic.</b></p>

<p><b>Disability</b></p>	<p><b>Respondents</b>            34% disagree to some extent with Proposal B  <b>Disability</b> - 11% of respondents with a disability disagree to some extent with Proposal B  <b>No Disability</b> - 34% of respondents with no disability disagree to some extent with Proposal B</p> <p><b>Service Users</b>            27% disagree to some extent with Proposal B  <b>Disability</b> - 6% of service users with a disability disagree to some extent with Proposal B.  <b>No Disability</b> - 33% of service users without a disability disagree to some extent with Proposal B.</p> <p>This analysis suggests that Proposal B may have a <u>positive</u> impact on this protected characteristic. A lower percentage of disabled respondents (11%) including disabled service users (6%) disagreed with Proposal B when compared with the level of disagreement amongst all respondents (34%).</p>
<p><b>Sexual Orientation</b>            age 475</p>	<p><b>Respondents</b>            34% disagree to some extent with Proposal B  <b>Heterosexual</b> - 32% of heterosexual respondents disagree to some extent with Proposal B  <b>Gay/Bi-Sexual</b> - 28% of gay/bi-sexual respondents disagree to some extent with Proposal B</p> <p><b>Service Users</b>            27% disagree to some extent with Proposal B  <b>Heterosexual</b>- 28% of heterosexual service users disagree to some extent with Proposal B  <b>Gay/Bi-Sexual</b>- 29% of gay/bi-sexual service users disagree to some extent with Proposal B</p> <p>Comments from gay/bi-sexual individuals who disagreed included;</p> <ul style="list-style-type: none"> <li>• <i>“Individuals have individual need and therefore each case must be considered separately and on its own merits; these are real people we are thinking about, not boxes breakfast cereals sitting on a supermarket shelf!”</i></li> </ul> <p><b>This analysis suggests that Proposal B would have no negative impact upon this protected characteristic.</b></p>
<p><b>Race</b></p>	<p><b>Respondents</b>            34% disagree to some extent with Proposal B</p>

	<p><b>White British-</b> 31% of White British respondents disagree to some extent with Proposal B</p> <p><b><u>Service Users</u></b> 27% disagree to some extent with Proposal B</p> <p><b>White British</b> - 25% of White British service users disagree to some extent with Proposal B</p> <p>Amongst those White British individuals disagreeing, comments included;</p> <ul style="list-style-type: none"> <li>• <i>“Equality and diversity celebrates the differences between us how can we support young vulnerable adults if we say they are all the same.”</i></li> </ul> <p>The level of responses amongst other racial groups was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal B would have no negative impact upon this protected characteristic.</b></p>
<p><b>Religion</b> Page 476</p>	<p><b><u>Respondents</u></b> 34% disagree to some extent with Proposal B</p> <p><b>Christian</b> - 29% of Christian respondents disagree to some extent with Proposal B</p> <p><b><u>Service Users</u></b> 27% disagree to some extent with Proposal B</p> <p><b>Christian</b> - 14% of Christian service users disagree to some extent with Proposal B (only one service user)</p> <p>The level of responses amongst other religions was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal B would have no negative impact upon this protected characteristic.</b></p>

### Proposal C - Joining up accommodation based support and floating support services

	<p><b>Proposal C:</b> Joining up accommodation based support and floating support services to create a seamless service that is able to deliver a range of accommodation and personalised support.</p>
<p><b>General Feedback:</b></p> <p>Page 177</p>	<p><b>Respondents</b> 11% disagree to some extent with Proposal C 75% agree to some extent with Proposal C</p> <p><b>Service Users</b> 9% disagree to some extent with Proposal C 73% agree to some extent with Proposal C</p> <p>Comments included;</p> <ul style="list-style-type: none"> <li>It depends on the individual young person - young people need differing levels of support (16%)</li> </ul>
<p>Age</p>	<p><b>Respondents</b> 11% disagree to some extent with Proposal C <b>16-24 year olds</b> - 9% of 16-24 year old respondents disagree to some extent with Proposal C</p> <p><b>Service Users</b> 9% disagree to some extent with Proposal C <b>16-24 year olds</b> - 7% of 16-24 year old service users disagree to some extent with Proposal C.</p> <p>Comments from 16-24 year olds who disagreed included;</p> <ul style="list-style-type: none"> <li><i>“I think it should be optional because although we are learning to live independently when we move out from here, we should be ready to live fully independently.”</i></li> </ul> <p><b>This analysis suggests that Proposal C would have no negative impact upon this protected characteristic.</b></p>
<p>Gender</p>	<p><b>Respondents</b> 11% disagree to some extent with Proposal C <b>Male</b> - 16% of male respondents disagree to some extent with Proposal C</p>

	<p><b>Female</b> - 8% of female respondents disagree to some extent with Proposal C</p> <p><b><u>Service Users</u></b> 9% disagree to some extent with Proposal C</p> <p><b>Male</b> - 9% of male service users disagree to some extent with Proposal C</p> <p><b>Female</b> - 6% of female service users disagree to some extent with Proposal C</p> <p>Comment included;</p> <ul style="list-style-type: none"> <li>• <i>“Support in accommodation services is vastly different to floating support services and vice versa. Client situation is vastly different. Support contract times different.”</i></li> </ul> <p><b>This analysis suggests that Proposal C would have no negative impact upon this protected characteristic.</b></p>
<p><b>Disability</b> Page 478</p>	<p><b><u>Respondents</u></b> 11% disagree to some extent with Proposal C</p> <p><b>Disability</b> - 7% of respondents with a disability disagree to some extent with Proposal C</p> <p><b>No Disability</b> - 12% of respondents with no disability disagree to some extent with Proposal C</p> <p><b><u>Service Users</u></b> 9% disagree to some extent with Proposal C</p> <p><b>Disability</b> - 0% of service users with a disability disagree to some extent with Proposal C</p> <p><b>No Disability</b> - 10% of service users without a disability disagree to some extent with Proposal C</p> <p>This analysis suggests that Proposal C may have a <u>positive</u> impact on this protected characteristic. A lower percentage of disabled respondents (7%) including 0% of disabled service users, disagreed with Proposal C when compared with the level of disagreement amongst all respondents (11%).</p>
<p><b>Sexual Orientation</b></p>	<p><b><u>Respondents</u></b> 11% disagree to some extent with Proposal C</p> <p><b>Heterosexual</b> - 12% of heterosexual respondents disagree to some extent with Proposal C</p> <p><b>Gay/Bi-Sexual</b> - 0% of gay/bi-sexual respondents disagree to some extent with Proposal C</p> <p><b><u>Service Users</u></b></p>

	<p>9% disagree to some extent with Proposal C  <b>Heterosexual</b> -7% of heterosexual service users disagree to some extent with Proposal C  <b>Gay/Bi-Sexual</b> - 0% of gay/bi-sexual service users disagree to some extent with Proposal C</p> <p><b>This analysis suggests that Proposal C may have a <u>positive</u> impact on this protected characteristic. A lower percentage of gay and bi-sexual respondents (0%) including gay and bi-sexual service user respondents (0%) disagreed with Proposal C when compared with the level of disagreement amongst all respondents (11%).</b></p>
<p><b>Race</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 479</p>	<p><b>Respondents</b>  11% disagree to some extent with Proposal C  <b>White British</b>- 12% of White British respondents disagree to some extent with Proposal C</p> <p><b>Service Users</b>  9% disagree to some extent with Proposal C  <b>White British</b> - 9% of White British service users disagree to some extent with Proposal C</p> <p>Comments included:</p> <ul style="list-style-type: none"> <li>• <i>“I think that is going to stop more one to one sessions, and may stop the amount of time I get to see my support worker”</i></li> </ul> <p>The level of responses amongst other racial groups was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal C would have no negative impact upon this protected characteristic.</b></p>
<p><b>Religion</b></p>	<p><b>Respondents</b>  11% disagree to some extent with Proposal C  <b>Christian</b> - 14% of Christian respondents disagree to some extent with Proposal C</p> <p><b>Service Users</b>  9% disagree to some extent with Proposal C  <b>Christian</b> - 0% of Christian service users disagree to some extent with Proposal C (only seven Christian service users)</p> <p>The level of responses amongst other religions was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal C would have no negative impact upon this protected characteristic.</b></p>

### Proposal D – Lining up services with areas of the County

	<b>Proposal D</b> - Reducing the number of organisations delivering services	<b>Preferred Option</b> (this was not presented as a Proposal, instead respondents were asked to give their preferred option) – <b>Option 1:</b> Current Model <b>Option 2:</b> Countywide Model <b>Option 3:</b> 4 Area Based Model
<b>General Feedback:</b>  Page 480	<p><b>Respondents</b> 23% disagree to some extent with Proposal D 54% agree to some extent with Proposal D</p> <p><b>Service Users</b> 26% disagree to some extent with Proposal D 43% agree to some extent with Proposal D</p> <p>Comments included;</p> <ul style="list-style-type: none"> <li>“There seems to be too many people/organisations doing completely different things.”</li> </ul>	<p><b>Respondents</b>  <b>Option 1: Current Model</b> 12% of all respondents preferred the current model  <b>Option 2: Countywide</b> 25% of all respondents preferred a Countywide model  <b>Option 3: 4 Area Based Services</b> 48% of all respondents preferred an Area Based model</p> <p><b>Service Users</b>  <b>Option 1: Current Model</b> 17% of all service users preferred the current model  <b>Option 2: Countywide</b> 30% of all service users preferred a Countywide model  <b>Option 3: 4 Area Based Services</b> 34% of all service users preferred an Area Based model</p> <p>Comments included:</p> <ul style="list-style-type: none"> <li>Young people should be able to maintain a local connection (10%)</li> <li>More choice of accommodation is important (6%).</li> </ul>
<b>Age</b>	<b>Respondents</b> 23% disagree to some extent with Proposal D	<b>Respondents</b> 48% preferred Option 3, whereas 37% preferred either Option 1 or 2.



<p>Page 48</p>	<p><b>16-24 year olds</b>- 24% of 16-24 year old respondents disagree to some extent with Proposal D</p> <p><b><u>Service Users</u></b> 26% disagree to some extent with Proposal D <b>16-24 year olds</b> - 25% of 16-24 year old service users disagree to some extent with Proposal D</p> <p><b>This analysis suggests that Proposal D would have no negative impact upon this protected characteristic.</b></p>	<p><b>16-24 year olds</b> – 34% of 16-24 year old respondents preferred Option 3. 47% preferred either Option 1 or 2.</p> <p><b><u>Service Users</u></b> 34% preferred Option 3, whereas 47% preferred either Option 1 or 2. <b>16-24 year olds</b> - 33% of 16-24 year old service users preferred Option 3. 46% preferred either Option 1 or 2.</p> <p>Comments included;</p> <ul style="list-style-type: none"> <li>• <i>“County wide would secure support in all areas of Kent which would mean no one in need of the service(s) would have difficulty getting them.”</i></li> </ul> <p><b>Overall, a lower percentage of 16-24 year olds have preferred Option 3 (34%) than the percentage of all respondents (48%).</b></p> <p><b>However the percentage preferring Option 3 is not lower amongst respondents who are service users aged 16-24.</b></p>
<p><b>Gender</b></p>	<p><b><u>Respondents</u></b> 23% disagree to some extent with Proposal D <b>Male</b> - 27% of male respondents disagree to some extent with Proposal D <b>Female</b> - 23% of female respondents disagree to some extent with Proposal D</p> <p><b><u>Service Users</u></b> 26% disagree to some extent with Proposal D <b>Male</b> - 21% of male service users disagree to some extent with Proposal D <b>Female</b> - 27% of female service users disagree to some extent with Proposal D</p>	<p><b><u>Respondents</u></b> 48% preferred Option 3, whereas 37% preferred either Option 1 or 2. <b>Male</b> - 36% of male respondents preferred Option 3. 48% of male respondents preferred either Option 1 or 2. <b>Female</b> 51% of female respondents preferred Option 3. 37% of female respondents preferred either Option 1 or 2.</p> <p><b><u>Service Users</u></b> 34% preferred Option 3, whereas 47% preferred either Option 1 or 2. <b>Male</b> 26% of male service users preferred Option 3. 50% of male service users preferred either Option 1 or 2. <b>Female</b></p>

	<p><b>This analysis suggests that Proposal D would have no negative impact upon this protected characteristic.</b></p>	<p>45% of female service users preferred Option 3. 39% of female service users preferred Option 1 or 2.</p> <p>Comment included;</p> <ul style="list-style-type: none"> <li>• <i>“I feel that the services for young people (16-24 yr olds) should not be a postcode lottery and every young person (16-24) deserves to have the opportunity to access the same service.”</i></li> </ul> <p><b>Fewer male respondents preferred Option 3 (36%) including male service users (26%) when compared with the percentage of all respondent who preferred Option 3 (48%).</b></p> <p><b>This suggests that implementing a 4 area based model could negatively impact upon Males.</b></p>
<p>Disability page 482</p>	<p><b>Respondents</b> 23% disagree to some extent with Proposal D <b>Disability</b> - 25% of respondents with a disability disagree to some extent with Proposal D <b>No Disability</b> - 24% of respondents with no disability disagree to some extent with Proposal D</p> <p><b>Service Users</b> 26% disagree to some extent with Proposal D <b>Disability</b> - 16% of service users with a disability disagree to some extent with Proposal D <b>No Disability</b> - 27% of service users with no disability disagree to some extent with Proposal D</p> <p><b>This analysis suggests that Proposal D may have a positive impact on this protected characteristic. A lower percentage of disabled service users (16%) disagreed with Proposal D when compared with the level of disagreement amongst all service</b></p>	<p><b>Respondents</b> 48% preferred Option 3, whereas 37% preferred either Option 1 or 2. <b>Disability</b> 39% of respondents with a disability preferred Option 3, whereas 50% preferred either Option 1 or 2. <b>No Disability</b> 47% of respondents with no disability preferred Option 3, whereas 38% preferred either Option 1 or 2.</p> <p><b>Service Users</b> 34% preferred Option 3, whereas 47% preferred either Option 1 or 2. <b>Disability</b> 28% of service users with a disability preferred Option 3, whereas 56% preferred either Option 1 or 2. <b>No Disability</b> 38% of service users with no disability preferred Option 3, whereas 44% preferred either Option 1 or 2.</p>

	<p><b>users responding (26%).</b></p>	<p>Comments included;</p> <ul style="list-style-type: none"> <li>• <i>“Everyone should have same no matter where you live.”</i></li> </ul> <p><b>A lower percentage (39%) of respondents with a disability including disabled service users (28%) preferred Option 3 when compared with all respondents (48%).</b></p> <p><b>This suggests that implementing Option 3 could have a negative impact upon individuals with a disability.</b></p>
<p><b>Sexual Orientation</b></p> <p style="text-align: center;">Page 483</p>	<p><b><u>Respondents</u></b>  23% disagree to some extent with Proposal D  <b>Heterosexual</b> - 21% of heterosexual respondents disagree to some extent with Proposal D  <b>Gay/Bi-Sexual</b> - 42% of gay/bi-sexual respondents disagree to some extent with Proposal D</p> <p><b><u>Service Users</u></b>  26% disagree to some extent with Proposal D, Question 1  <b>Heterosexual</b> - 19% of heterosexual service users disagree to some extent with Proposal D  <b>Gay/Bi-Sexual</b> - 43% of gay/bi-sexual service users disagree to some extent with Proposal D</p> <p>Comments from gay/bi-sexual individuals who disagreed included;</p> <ul style="list-style-type: none"> <li>• <i>“Smaller independent / private providers can often offer better responses and more direct and effective interventions than large ‘mega-organisations’. It is never wise to place all your eggs in one basket!”</i></li> </ul> <p><b>A higher percentage of Gay/Bi-Sexual respondents (42%) and Gay/Bi-Sexual service users (43%) have disagreed with Proposal D when compared with the level of disagreement amongst all</b></p>	<p><b><u>Respondents</u></b>  48% preferred Option 3, whereas 37% preferred either Option 1 or 2.  <b>Heterosexual</b>  46% of heterosexual respondents preferred Option 3, whereas 38% preferred either Option 1 or 2.  <b>Gay/Bi-Sexual</b>  25% of gay/bi-sexual respondents preferred Option 3, whereas 67% preferred either Option 1 or 2.</p> <p><b><u>Service Users</u></b>  34% preferred Option 3, whereas 47% preferred either Option 1 or 2.  <b>Heterosexual</b>  35% of heterosexual service users preferred Option 3, whereas 35% of preferred either Option 1 or 2.  <b>Gay/Bi-Sexual</b>  0% of gay/bi-sexual service users preferred Option 3, whereas 86% preferred Option 1 or 2.</p> <p>Comments included;</p> <ul style="list-style-type: none"> <li>• <i>“I would like to feel that whatever area I lived in in Kent, I would be able to reach or be referred to any service appropriate.”</i></li> </ul> <p><b>A lower percentage (25%) of gay/bi-sexual respondents, including</b></p>

	<p>respondents (23%).</p> <p><b>This suggests reducing the number of organisations delivering services could negatively impact upon Gay/Bi-Sexual individuals.</b></p>	<p><b>0% of the gay/bi-sexual service users preferred Option 3 compared with the percentage of all respondents who preferred Option 3 (48%).</b></p> <p><b>This suggests that implementing a 4 area model could have a negative impact upon gay/bi-sexual individuals.</b></p>
<p>Race</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 484</p>	<p><b>Respondents</b> 23% disagree to some extent with Proposal D, Question 1 <b>White British</b> - 25% of White British respondents disagree to some extent with Proposal D</p> <p><b>Service Users</b> 26% disagree to some extent with Proposal D, Question 1 <b>White British</b> - 27% of White British service users disagree to some extent with Proposal D</p> <p>The level of responses amongst other racial groups was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal D would have no negative impact upon this protected characteristic.</b></p>	<p><b>Respondents</b> 48% preferred Option 3, whereas 37% preferred either Option 1 or 2. <b>White British</b> 44% of White British respondents preferred Option 3, whereas 28% preferred either Option 1 or 2.</p> <p><b>Service Users</b> 34% preferred Option 3, whereas 47% preferred either Option 1 or 2. <b>White British</b> 34% of White British service users preferred Option 3, whereas 28% of preferred either Option 1 or 2.</p> <p>Comments included;</p> <ul style="list-style-type: none"> <li>• <i>“Countywide would secure support in all areas of Kent which would mean no one in need of the service(s) would have difficulty getting them.”</i></li> <li>• <i>“I would like to feel that whatever area I lived in in Kent, I would be able to reach or be referred to any service appropriate.”</i></li> </ul> <p>Other race groups were not captured, or the level of responses was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that a 4 area model would have no negative impact upon this protected characteristic.</b></p>

<p><b>Religion</b></p>	<p><b><u>Respondents</u></b>                  23% disagree to some extent with Proposal D, Question 1  <b>Christian</b> - 24% of Christian respondents disagree to some extent with Proposal D, Question 1</p> <p><b><u>Service Users</u></b>                  26% disagree to some extent with Proposal D, Question 1  <b>Christian</b> - 29% of Christian service users disagree to some extent with Proposal D, Question 1</p> <p>The level of responses amongst other religions was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that Proposal D would have no negative impact upon this protected characteristic.</b></p>	<p><b><u>Respondents</u></b>                  48% preferred Option 3, whereas 37% preferred either Option 1 or 2.  <b>Christian</b>                  49% of Christian respondents preferred Option 3, whereas 38% preferred either Option 1 or 2.</p> <p><b><u>Service Users</u></b>                  34% preferred Option 3, whereas 47% preferred either Option 1 or 2.  <b>Christian</b>                  57% of Christian service users preferred Option 3, whereas 43% of preferred either Option 1 or 2.</p> <p>Other religious groups were not captured, or the level of responses was too low to give a proportionate representation of disagreement.</p> <p><b>This analysis suggests that a 4 area model would have no negative impact upon this protected characteristic.</b></p>
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## **Potential Impact**

Age, Gender and Pregnancy and Maternity.

Impact is none or unknown for race, religion or belief, disability, gender identity, sexual orientation, marriage and civil partnership, carer's responsibilities. Young People services will continue to support Care Leavers up to the age of 25.

### **Adverse Impact:**

- Age - Services relate to 16-25 year old Children in Care and Care Leavers and Vulnerable Young People only and therefore this group are affected more than others. Given the proposed change, more statutory service users (16/17 year old children in care and care leavers) will be able to access the service, suggesting the age of service users could decrease.
- Gender – Given the proposed increase in statutory service users, more males could be accessing the new service. This may affect females, particularly teenage mothers, less favourably.
- Pregnancy & Maternity – KCC currently provides 5 specialist Teenage Parent services. There may be an impact on Teenage Parents who are not owed a statutory duty (see separate EQIA).

### **Positive Impact:**

Overall, the proposed remodelling of the services will ensure that:

- Statutory service users are prioritised;
- Service User's individual needs are met;
- There is a consistent service offer; and
- More young people are placed in their 'ideal accommodation' (as identified by practitioners).

**JUDGEMENT**

Option 1 – Screening Sufficient	<b>YES</b>
Option 2 – Internal Action Required	<b>YES</b>
Option 3 – Full Impact Assessment	<b>NO</b>

**Action Plan**

The action plan below will be delivered over the forthcoming months. When developing the service specification and undertaking the procurement the action plan will need to be carefully considered to ensure any adverse effects on protected characteristic groups are minimised.

**Monitoring and Review**

The action plan will be reviewed on a monthly basis post consultation and until the procurement exercises have taken place, the new contract is in place, and that KCC is satisfied all protected characteristics have been adequately considered with negative impacts minimised.

**Sign Off**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

**Senior Officer**

<b>Signed:</b>	<b>Name:</b>
<b>Job Title:</b>	<b>Date:</b>

**DMT Member**

<b>Signed:</b>	<b>Name:</b>
<b>Job Title:</b>	<b>Date:</b>

**Equality Impact Assessment Action Plan**

<b>Protected Characteristic</b>	<b>Issues identified</b>	<b>Action to be taken</b>	<b>Expected outcomes</b>	<b>Owner</b>	<b>Timescale</b>
Gender Identity, Sexual Orientation, Carers' Responsibilities, Marriage and Civil Partnerships and Religion,	There is no data relating to these groups – potential impact is unknown	Providers to begin capturing this data  Include in new contract monitoring	This will assist in identifying any impact this programme may have on each protected characteristic and if there is action can be taken to prevent any adverse impact.  The new service will assist in delivering services that meet this group's needs.	RC/KM	September 2018
Age, and Gender	Potential impact	Engage with existing providers. Ensure EQIA is shared.	Establish potential impact and put in place actions to mitigate.	RC/KM	September 2018
Pregnancy & Maternity	Ensure Teenage Parents continue to be able to access the services in the newly commissioned service.	Providers to capture this data as part of performance review.  Engagement with service users – visits.	This will assist in identifying any impact the newly commissioned service may have on Teenage Parents accessing services.	RC/KM	Ongoing
All	Transition	Ensure exit and transition arrangements are incorporated within Single source contract and continue to work with current providers to ensure individual needs are identified and addressed.	Service users are accommodated in line with their individual needs	Current Providers, Procurement, Strategic Commissioning, Accommodation Support Advisors, Social Workers and Personal Advisors.	Ongoing



## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Roger Gough,  
Cabinet Member for Children, Young People and  
Education Services

**DECISION NO:**

17/00102

For publication

Key decision: Yes

Affects more than 2 Electoral Divisions and expenditure of more than £1m

**Subject: NEW CONTRACT FOR THE DELIVERY OF SUPPORTED ACCOMMODATION FOR OLDER CHILDREN IN CARE, CARE LEAVERS, AND HOMELESS 16 & 17 YEAR OLDS**

**Decision:** As Cabinet Member for Children, Young People and Education Services, I propose to:

- a) **AWARD** short-term interim contracts to continue to deliver Housing Related Support Services for vulnerable young people from 1 April 2018 to 30 September 2018;
- b) **AWARD** a new contract for a Supported Accommodation Service from 1 October 2018 to 30 September 2023; and
- c) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer to undertake the necessary actions to implement the decision.

**Reason(s) for decision:** Historically Kent County Council has purchased accommodation based services and floating support services for vulnerable young people through the Housing Related Support (HRS) Programme. HRS Services have been focused on enabling vulnerable young people to avoid or recover from homelessness, and to acquire skills that they need to lead successful lives.

Separately, the Council has purchased accommodation based support for young people who it has statutory responsibility for (Children in Care and Care Leavers). This has largely been spot purchased through semi-independent provision in line with their needs identified through care plans.

A review of this accommodation based provision has been undertaken as part of a refresh to the Council's Sufficiency Strategy. The review has identified that there is an opportunity to improve the current accommodation offer for statutory young people through the creation of a new supported accommodation and floating support service to support them in their journey to independence.

The new service will also include provision for vulnerable homeless 16 and 17 year olds, in line with the Kent Joint Policy and Planning Board's Joint Homeless Protocol for 16 and 17 year olds.

The key aims of the newly configured supported accommodation provision will be to:

- Ensure accommodation and support is enhanced for Children in Care and Care Leavers in line with the Council's Corporate Parent statutory responsibilities
- Work with district councils to support homeless 16 and 17 year olds, in order to prevent young people coming into care and being placed in temporary accommodation, such as bed and breakfast
- Reduce spend by working with the market to deliver a new model, thus reducing the need for high cost, spot-purchased services.

Adult Social Care Services have also been working with their providers to support the development

of an all-age vulnerable homelessness strategy which will set out the commissioning programme for homelessness. This will make clear links with Children's commissioning intentions as detailed in the Sufficiency Strategy. Children's commissioners and adults commissioners will be working closely over the forthcoming months to ensure a seamless service model and that this approach ensures the best value for young people.

Existing HRS contracts for young people are due to end on 31 March 2018. Adult HRS services for homeless adults are due to end in September 2018. As part of this re-commissioning exercise there are a number of opportunities to put into place a pathway of provision to tackle homelessness through a joint procurement process between Children's and Adult's Services. It is recommended that the Council extends the current contractual arrangements with the existing HRS providers for young people through a Single Source Action for a six month period to align with the Adult's timeframe.

**Legal Implications:**

The Council has a statutory duty to provide suitable and safe accommodation that has the right level of support for Children in Care, in accordance with the Children's Act 1989.

The Council must provide Care Leavers (including former UASC) with support and financial support to assist in prompting their welfare, especially in relation to maintain suitable accommodation and helping them access education, training and employment.

**Equality Implications**

An EqIA assessment for the wider 16-25 Accommodation Programme has been undertaken. A supplementary EqIA which focused on this specific action has also been completed.

**Cabinet Committee recommendations and other consultation:**

This matter will be considered by the Children, Young People and Education Cabinet Committee on 22 November 2017 and the outcome included in the paperwork which the Cabinet Member will be asked to sign.

**Any alternatives considered and rejected:**

Consideration has been given to doing nothing. Ceasing to commission these services is likely to disproportionately burden other operational services and directorates including Specialist Children Services, Mental Health and Safeguarding teams, as well as other commissioned services such as Adult HRS services and Live Well Kent.

Recommission existing services in their current framework was also considered. The current HRS service landscape has been identified as not being fit for purpose, not proportionally situated to meet the needs of the county. There is geographical inconsistency in the location of services (no accommodation services in Sevenoaks and Thanet), and a lack of flexibility to deal with increasing complexity of vulnerable young people who need the service. Spot-purchased provision has been identified as expensive, difficult to quality assure and is provider, rather than KCC led.

**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 Children, Young People and Education

Patrick Leeson, Corporate Director for Children, Young People and Education

Andrew Ireland, Corporate Director for Social Care, Health and Wellbeing

**To:** Children’s, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** REVENUE & CAPITAL BUDGET MONITORING –2017-18 Financial Year

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Divisions:** All

Summary:

To provide **The Children’s, Young People and Education Cabinet Committee** with the latest revenue and capital budget monitoring position for the 2017-18 financial year.

Recommendation(s):

**The Children’s, Young People and Education Cabinet Committee** is asked to note the revenue and capital forecast variances for the 2017-18 budget that are in the remit of this Cabinet Committee, based on the August monitoring position presented to Cabinet on 30 October 2017.

1. Introduction
  - 1.1 The presentation of the latest budget monitoring position is now set to be a regular item which will be taken to all future Cabinet Committees.
2. Background
  - 2.1 Attached at Appendix 1 is a copy of the most recent Revenue and Capital Budget Monitoring report that was presented to Cabinet on 30 October 2017. This report contains the latest revenue and capital budget monitoring position for the whole Council and is structured by Directorates. Section 3 of this report relates to the Revenue position, and section 5 relates to Capital.

- 2.2 As this is a whole Council report, we thought it would be helpful to provide some sign posting to the relevant sections that fall under the remit of this Cabinet Committee. These are as follows:
- a) Paragraphs 3.3.1 to 3.3.3 and 3.3.5 provide the movement in the Revenue budget monitoring position from the previous report.
  - b) Paragraphs 3.4.1 to 3.4.3 and 3.4.5 provide the headline reasons for the Revenue budget forecast outturn variance position.
  - c) Paragraph 3.5 provides the latest Delegated Schools Budget reserves position
  - d) Paragraph 5.3 provides the headline reasons for the Capital budget monitoring position.

**3. Recommendation(s):**

**The Children, Young People and Education Cabinet Committee** is asked to note the revenue and capital forecast variances for the 2017-18 budget that are in the remit of this Cabinet Committee, based on the August monitoring position presented to Cabinet on 30 October 2017.

**4. Contact details**

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By: Cabinet Member for Finance, John Simmonds  
Corporate Director of Finance, Andy Wood  
Corporate Directors

To: CABINET – 30 October 2017

Subject: **REVENUE & CAPITAL BUDGET MONITORING – AUGUST 2017-18**

Classification: Unrestricted

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## 1. SUMMARY

- 1.1 This report provides the budget monitoring position up to 30 August 2017-18 for both revenue and capital budgets, including an update on key activity data for our highest risk budgets.
- 1.2 The format of this report is:
- This covering summary report which provides a high level financial summary and highlights only the most significant issues, as determined by Corporate Directors.
  - Appendix 1 – a high level breakdown of the directorate monitoring positions;
  - Appendix 2 – activity information for our highest risk budgets;
  - Appendix 3 – details of the Asylum service forecast and key activity information including grant rates compared to actual forecast unit costs;
- 1.3 Cabinet is asked to note the forecast revenue and capital monitoring position. In the light of further government funding reductions in the short to medium term, it is essential that a balanced revenue position is achieved in 2017-18, as any residual pressures rolled forward into 2018-19 will only compound an already extremely challenging 2018-19 budget position. This forecast revenue pressure of £11.226m (after Corporate Director adjustments) is clearly very concerning and needs to be managed down to at least a balanced position.
- 1.4 Although budget managers are urged to be less guarded when forecasting, this month's reported position has worsened, predominately due to Adult Social Care.
- 1.5 After further discussion at Directorate and Corporate Management Teams about how this can be managed, the following points should be factored in:
- a) despite the current forecast overspend in Adults, the DMT are confident that they can correct the position. Some of the forecast spend now includes the impact of the measures taken to improve market sustainability and reduce delayed transfers of care from hospitals and this therefore releases some of the forecast spend shown against the 'new monies'.

Other action will be taken that will not impact on client care. These together are expected to remove the forecast overspend on Adults, although of course there is the potential for unexpected demand through the second half of this year.

- b) The Growth, Environment and Transport DMT are also confident they will balance their budget, and the movement in their forecast since last month is a good indicator of that.
- c) The Leader and Cabinet Member are meeting the Minister with responsibility for immigration at the end of October, to put our case for appropriate funding for caring for young Asylum Seekers. We expect some success as a result.
- d) The previous monitoring report informed Cabinet that the Finance Team would work with corporate directors to identify opportunities to reduce the in-year spend, whilst also identifying the service impact and potential longer-term cost of short-term decision making. The directorates have identified the following opportunities:
  - Children, Young People and Education: opportunities include holding non essential vacancies for longer, to delay or stop purchasing equipment and to stop room hire and refreshments.
  - Growth, Environment and Transport: potential savings have been identified from across the directorate, with the Coroners Service releasing part of the Medical Examiners budget following a delay in the potential implementation date of this new service; a one-off release of a reserve due to the RFID+ pilot costs being lower than expected, as well as directorate wide review of income forecasts and use of reserves.
  - Strategic and Corporate Services: potential savings identified through stopping uncommitted spend on Member grants, no further spend in training and ending contracts with supernumery project and programme managers.

Further work is required to substantiate the value of the potential savings identified although prudent estimates suggest this could deliver around £3m – 4m.

- 1.6 Given the positive outlook from a) to c) above, it is not proposed to implement a block on the more sensitive issues shown at d) above.

## 2. RECOMMENDATIONS

**Cabinet** is asked to:

- i) **Note** the forecast revenue budget monitoring position for 2017-18 and capital budget monitoring position for 2017-18 to 2019-20, and that the forecast pressure on the revenue budget needs to be eliminated as we progress through the year.



- ii) **Agree** the changes to the capital programme as detailed in section 5.4.

### 3. SUMMARISED REVENUE MONITORING POSITION

3.1 Overall the net projected revenue variance for the Council as reported by budget managers is a pressure of £13.617m. Corporate Directors have adjusted this position by -£2.391m, leaving a residual pressure of £11.226m. Details of the Corporate Director adjustments are provided below in sections 3.4. This forecast position represents a movement of +£0.232m (excluding Schools) from the July position. The main reasons for this movement are provided in section 3.3 below. In 2017-18, we have £73m of savings to deliver and to achieve this we need to urgently identify options to eliminate the residual £11m forecast pressure. Currently there have been no requests for roll forwards. The position by directorate, together with the movement from the last report, is shown in table 1 below.

3.2 Table 1: Directorate **revenue** position

Directorate	Budget	Net Forecast Variance *	Corporate Director adjustment	Revised Net Variance	Last Reported position	Movement
	£m	£m	£m	£m	£m	£m
Children, Young People & Education - Education & Young People	58.792	2.895	-0.400	2.495	2.446	0.050
Children, Young People & Education - Specialist Children's Services	112.732	1.748	-0.050	1.698	1.607	0.090
Children, Young People & Education - Asylum	0.550	3.914		3.914	3.908	0.006
<i>Sub Total Children, Young People &amp; Education</i>	<i>172.074</i>	<i>8.557</i>	<i>-0.450</i>	<i>8.107</i>	<i>7.961</i>	<i>0.147</i>
Adult Social Care & Health - Disabled Children Services	20.754	0.679		0.679	0.628	0.051
Adult Social Care & Health - Adults	396.298	4.577	-1.541	3.036	2.535	0.500
Adult Social Care & Health - Public Health	-0.011	0.000		0.000	0.000	0.000
<i>Sub Total Adult Social Care &amp; Health</i>	<i>417.041</i>	<i>5.256</i>	<i>-1.541</i>	<i>3.715</i>	<i>3.164</i>	<i>0.551</i>
Growth, Environment & Transport	166.756	0.961	-0.400	0.561	1.102	-0.540
Strategic & Corporate Services	71.175	0.297		0.297	0.223	0.075
Financing Items	111.009	-1.455		-1.455	-1.455	0.000
<b>TOTAL (excl Schools)</b>	<b>938.054</b>	<b>13.617</b>	<b>-2.391</b>	<b>11.226</b>	<b>10.993</b>	<b>0.232</b>
<i>Schools (CYP&amp;E Directorate)</i>	<i>0.000</i>	<i>15.425</i>		<i>15.425</i>	<i>2.108</i>	<i>13.317</i>
<b>TOTAL</b>	<b>938.054</b>	<b>29.042</b>	<b>-2.391</b>	<b>26.651</b>	<b>13.102</b>	<b>13.550</b>
<b>Variance from above (excl schools)</b>				<b>11.226</b>	<b>10.993</b>	<b>0.232</b>
Roll forwards - committed				0.000		0.000
- re-phased				0.000		0.000
- bids				0.000		0.000
Total roll forward requirements				0.000	0.000	0.000
<b>(-ve Uncommitted balance / (+ve) Deficit</b>				<b>11.226</b>	<b>10.993</b>	<b>0.232</b>

\* the variances reflected in appendix 1 & 2 will feature in this column

3.3 The main reasons for the movement of +£0.232m (after Corporate Director adjustments) since the last report are:

3.3.1 Children, Young People and Education – Education & Young People’s Services:

The movement in the forecast variance (excluding schools and before roll forward requirements but after Corporate Director adjustments) shows an increase of £0.050m since the July monitoring position. This is made up of a number of minor movements on a range of services. The Corporate Director adjustment reflects the expectation there will be a general reduction in forecast over the coming months of an additional -£0.400m, in part this will be from efficiency savings within Adult Education and additional income from EduKent Services.

3.3.2 Children, Young People and Education – Specialist Children’s Services:

The current forecast variance represents an increase of +£0.090m (after the Corporate Director adjustment) since the July report. The Corporate Director adjustment has been made to reflect more up to date information received after the submission of manager forecasts. The movement from the July report is due to various minor movements across services, the most significant being an increase in the number of Special Guardianship Orders resulting in a further pressure of +£0.1m.

3.3.3 Children, Young People and Education – Asylum Services:

There has been no material change in the current forecast variance since the July report. Work is currently underway to complete a full review of the Asylum forecast and the result of this will be reflected in the September monitoring report.

3.3.4 Adult Social Care and Health

The overall movement for the Directorate since the July monitoring round is +£0.551m (after the Corporate Director Adjustment); +£0.500m of which relates to ‘Adult Health & Social Care – Adults’ and +£0.051m of which relates to ‘Adult Health & Social Care – Disabled Children Services (0-18)’. Paragraphs 3.3.4 to 3.3.6 below provide a detailed explanation of the movement.

3.3.5 Adult Social Care and Health – Disabled Children Services:

The pressure on Disabled Children Service has increased by +£0.051m since the July exception report, increases in residential care, partly resulting from recent price negotiations, have been predominately offset by higher levels of direct payment reclaims and review of the staffing forecast.

### 3.3.6 Adult Social Care and Health – Adults:

The pressure on 'Adults Social Care – Adults' has increased since July by +£0.500m. This includes Corporate Director adjustments of -£1.541m to reflect updates received after the submission of forecasts by managers.

The main movements in the variance relate to: a movement in Direct Payments for Learning Disability, Older People and Physical Disability of +£1.445m; an overall net increase in Nursing and Residential Care across all client groups of +£0.510m; and an increase in Domiciliary – Older People and Physical Disability of +£0.102m. This is offset by: Adaptive and Assistive Technology -£0.481m, mainly relating to additional Better Care Fund monies forecast to be received; a reduction in forecast for Social Support - Carers - Commissioned service of -£0.380m; an increase in Non-residential Charging Income across all client groups of -£0.303m; a reduction in forecast for Social Support - Information & Early Intervention of -£0.163m; and a reduction in Day Care forecasts across all client groups of -£0.121m.

### 3.3.7 Adult Social Care and Health – Public Health:

There is no overall movement in the variance, nor have there been any individual material variance movements within the service since the July monitoring report.

### 3.3.8 Growth, Environment and Transport:

The current forecast outturn is a +£0.561m pressure after the Corporate Director adjustment of -£0.400m set out below; this is a decrease of -£0.540m since last month.

Waste Processing costs have reduced in a number of areas, primarily Materials Recycling Facilities, payments to waste collection authorities and the operating costs of waste facilities amounting to -£0.227m. The availability of more up to date information on journey numbers has enabled the service to revise the Concessionary Fares forecast down by -£0.122m. There has also been a net decrease in Other Highways Maintenance & Management which is made up of a number of small movements of -£0.106m.

The improving forecast, has allowed for a reduced Corporate Director adjustment this month: -£0.400m down from -£0.500m (+£0.100m).

Other small movements make up the remaining movement -£0.185m.

### 3.3.9 Strategic and Corporate Services:

The directorate forecast has increased by +£0.1m since the July monitoring report. This is due to a number of variances, each less than +/- £0.1m.

### 3.4 Revenue budget monitoring headlines (please refer to Appendix 1)

#### 3.4.1 Children, Young People and Education – Education & Young People’s Services:

- 3.4.1.1 The forecast variance of +£2.5m after the Corporate Director adjustment (excluding schools and before roll forward requirements) is made up of a number of service lines, the most significant as follows:
- 3.4.1.2 There is a forecast underspend of -£0.4m on Early Help & Prevention for Children and Families. An underspend on externally commissioned services -£0.5m due to delays in the start of a new wellbeing contracts along with higher than expected troubled families grant, partially offset by +£0.1m pressure made up of a number of small variances across all 12 district hubs.
- 3.4.1.3 There is a forecast pressure of +£0.6m within Early Years Education & Childcare which predominately relates to a shortfall on their general service income target. The EY&C unit are aiming to generate income from private, voluntary and independent nurseries through their Threads to Success scheme. It is hoped that a review of the product pricing will lead to increased demand and an increase in income generation. It is our intention to take action to reduce costs if this increased demand is not forthcoming.
- 3.4.1.4 There is a minor forecast pressure of +£0.1m on SEN and Psychology Services due to number of small variances in both services.
- 3.4.1.5 There is a forecast pressure of +£0.5m on Other Services for Young People & School Related Services, relating to:
- +£0.2m ISSK pressure. The target saving of £0.2m is yet to be secured against this service and will depend on the outcome of the recent consultation on the restructure of this service, current vacancies are helping to deliver this saving but this is offset by an expected shortfall income from schools based on current activity.
  - +£0.5m pressure on School Improvement Service. There is an expected shortfall against the income targets of approximately +£0.8m based on current trends, however this is partially offset by a greater levels of savings from the restructure than originally expected
  - Underspends across other services including -£0.1m Governor Support Services mainly due to overachievement of their income targets and -£0.1m Business Support Services from current staffing vacancies.
- 3.4.1.6 There is a forecast pressure of £1.2m on Other Schools’ Related costs. +£0.7m of this relates to revenue maintenance costs that are in excess of the grant funding available. These costs, which are administered by colleagues within GEN2 on behalf of the Directorate, cover both planned maintenance agreements and subsequent resultant work and fall under the TFM contracts. The Directorate is also considering options for introducing greater controls to prevent further/future pressure on this budget. The balance of +£0.5m is mainly due to the expectation that the higher than

budgeted demand from schools for the payment of excepted items (such as maternity leave) will continue for the remainder of the financial year.

3.4.1.7 The Youth and Offending Services is forecasting a breakeven position which is formed from -£0.2m underspend on the commissioning of external youth services following recent retender exercise which is partially offset by +0.2m shortfall in income generated from outdoor education facilities.

3.4.1.8 There is a forecast pressure of £0.2m on Adult Education and Employment Services for Vulnerable Adults. The pressure is all within Community, Learning & Skills (CLS) and has arisen due to changes resulting from the National Apprenticeship reform process. As part of the process KCC has chosen not to continue to use CLS as the training provider of choice for Business Administration apprenticeships for internal KCC apprentices. This was a significant income stream which ceased from May 2017 and now creates a risk in CLS achieving its budgeted surplus target of £1.3m. Other options are being considered within the service to address this and we are confident that this service will be able to offset this pressure with in-year management action.

3.4.1.9 Finally there is a forecast pressure of +£0.8m on EYPS Management & Support Services, this is formed from a number of distinct variances:

- +£0.6m pressure relating to Edukent Services. EduKent provide the single point of contact for all traded services with schools and academies and have in the past been funded from the DSG reserve. This is no longer possible and other options are being investigated to provide a long term solution to the funding of this unit. EduKent has funded the billing admin costs for other KCC school traded services such as Invicta Law, GEN2 and Schools Personnel Services (SPS) & Education Information Systems (EIS) within the Business Services Centre. These costs will have to be allocated to the other KCC companies. At present all these costs are held within CYPE Directorate.
- +£0.4m pressure resulting from former EYPS directorates share of savings for both spans and layers and tactical procurement. At this stage the directorate is exploring ways in which these savings could be realised.
- +£0.1m pressure for one-off security costs at the former Chaucer School site
- -£0.4m underspend on Education Pension costs based on current activity.
- +£0.1m Other minor variances including reduction in academy legal fees -£0.1m and shortfall in academy team income +£0.2m.

### 3.4.2 Children, Young People and Education – Specialist Children’s Services

3.4.2.1 The overall forecast position for Specialist Children’s Services (excluding Asylum) is a pressure of +£1.7m after the Corporate Director adjustment.

- 3.4.2.2 Within Children's Assessment Staffing, a net +£1.0m pressure is forecast as the service continues to have a number of vacant posts filled by agency workers along with some additional supernumerary agency workers above establishment to cope with a post Ofsted rise in workload demand. This increased number of referrals has also led to a pressure on the Central Referral Unit. Although the service is currently striving to manage demand within their existing resource, there remains a risk that the forecast could rise further in future months, if the increase demand continues and longer term social work support is required.
- 3.4.2.3 The pressure on Family Support & Other Children Services +£0.5m is mainly due to the ongoing pressure on Care Leaver Services from 2016-17 of +£0.3m, and increased spend on Section 17 +£0.1m.
- 3.4.2.4 Although the Adoption & Other Permanent Children's Arrangements service is forecasting a break-even position, this is formed from a number of compensating variances: a pressure of +£0.4m arising from the current number of Special Guardianship Orders which is offset by an underspend of -£0.2m due to a reduction in the number of adoption payments, along with the estimated impact of the new financial mean-testing process of -£0.2m.
- 3.4.2.5 There is also a pressure of +£0.1m on management support services mainly resulting from Specialist Children's Services share of savings (both spans and layers and tactical procurement) that were initially parked and have recently been allocated to services. There are no immediate plans to deliver this saving this year therefore a pressure is being reported.
- 3.4.2.6 There is a minor variance for Children in Care (looked after) services +£0.1m but this is formed from a number of compensating variances across the various services including; fostering arising from the recent increase in the number of independent fostering placements of +£0.4m; residential care -£0.1m and supported accommodation for 16-17 year olds -£0.2m.
- 3.4.3 Children, Young People and Education – Specialist Children's Services – Asylum
- 3.4.3.1 The current predicted pressure on the Asylum Service is £3.9m and is based on a number of assumptions. The 2017-18 Unaccompanied Asylum Seeker Children (UASC) and Care Leavers grant rates have not yet been confirmed by the Home Office, therefore we have assumed that for young people who arrived before the National Transfer Scheme (NTS) commenced in July 2016 will continue to be paid at the rates agreed for 2016-17.
- 3.4.3.2 This position therefore assumes that we will have a shortfall on eligible UASC's (aged under 18) of approximately +£0.7m, Care Leavers (aged 18+) of +£1.9m, and ineligible costs of +£0.3m, the remaining +£1m pressure relates to the hosting of the reception centre and duty process for the NTS.

- 3.4.3.3 The forecast pressure on the Asylum Service for 2017-18 is greater than 2016-17 due to the age of the children being supported. The UASC grant rate paid by the Home Office reduces once the child turns 16 years old therefore leading to an increasing pressure as the child gets older if the cost of support is not reduced, which is not always possible for the current UASC. Most of the current UASC (irrespective of age) are in higher cost placements due to the fact that they arrived before the age of 16, so had to be placed in fostering placements, which is where they have chosen to remain. In addition, fostering placements made from 2015 onwards were with independent fostering providers with the higher costs that this entails and that attempts to move any individual who is settled in this placement is likely to result in legal challenge. However, where possible, UASC are being moved to lower cost supported lodging placements when turning 16 and this is reflected in a reduction in costs for this month's forecast.
- 3.4.3.4 The shortfall in the grant rate to support Care Leavers is not dissimilar to previous years, but the overall pressure is greater due to higher numbers of young people. However, it is anticipated the overall pressure on Care Leavers should reduce in future months as the Home Office have, as promised, now processed the 100+ outstanding claims on the 18+ UASC care leavers. Going forward this will have a positive impact as it will reduce the number of cases where we have to fully fund accommodation costs and subsistence. An initial estimate has been made contributing to a reduction in the forecast this month but further work is being completed to validate this and this will be reported in future months.
- 3.4.3.5 As we have no agreement on the funding of the hosting of the NTS and reception centre, we can only assume at this stage that we will receive the daily grant rate for those young people we are supporting for a few weeks leading up to their dispersal.
- 3.4.3.6 Work is currently underway to complete a full review of the Asylum forecast and the result of this will be reflected in the September monitoring report. In addition discussions are ongoing with the Home Office regarding Kent's financial position.
- 3.4.4 Adult Social Care and Health
- 3.4.4.1 The overall forecast variance for the Directorate is an overspend of £5.3m; £4.6m of which relates to 'Adult Health & Social Care – Adults' and +£0.7m of which relates to 'Adult Health & Social Care – Disabled Children Services (0-18)'. A Corporate Director adjustment of -£1.5m against 'Adult Health & Social Care – Adults' has been proposed, which would take the Directorate overspend down to £3.7m (£3.0m relating to Adults and £0.7m relating to Disabled Children Services).
- 3.4.5 Adult Social Care and Health – Disabled Children Services

3.4.5.1 Disabled Children Services are forecasting a net pressure of +£0.7m, the most significant variances being:

- The +£1.0m variance for Children in Care (looked after) services is due to a pressure on residential care commissioned from external providers of +£1.4m offset by underspends on fostering services of -£0.2m and -£0.2m in-house residential respite services.
- The -£0.4m variance for Family Support & Other Children Services is mainly due to underspends on both direct payments of -£0.2m and day care services of -£0.1m, along with other minor variances.
- The +£0.1m pressure on assessment staffing resulting from the service being fully recruited with no expected vacancies at this time, partially offset by underspends on the sensory and equipment services.

### 3.4.6 Adult Social Care and Health – Adults

3.4.6.1 The forecast variance for 'Adult Health & Social Care – Adults' is +£4.6m, however a Corporate Director adjustment of -£1.5m is proposed, which takes the forecast variance to +£3.0m. The Corporate Director adjustment comprises:

- -£1.9m application of sustainability funding to elements already contained within the forecast.
- +£0.8m revision to the Older People and Physical Disability Direct Payments forecast based on latest information available.
- -£0.5m additional funds received as part of Improved Better Care Fund monies.

This forecast does not take into account any impact of the investment from the new Adult Social Care allocation of £26.1m in 2017-18. It is hoped that as the year progresses the impact of this investment will reduce the remaining variance further. In addition, the forecast still assumes that the 'winter pressures allocation' will be fully spent during the winter months.

3.4.6.2 Within the overall variance of +£4.6m there are pressures of +£6.2m resulting from direct provision of services to clients across adult social care, and a forecast underspend of -£1.2m against adult and older people preventative and other services. These pressures are partly offset by anticipated underspends on staffing and management and support services of -£0.6m.

This overspend position reflects activity data to date in the 2017-18 financial year and we will continue to refine the forecast alongside activity trends over the coming months..

3.4.6.5 Learning Disability services are forecasting a net pressure of +£1.7m, which includes a number of offsetting variances. The most significant variances relate to:



- Nursing & Residential Care - Learning Disability (aged 18+) +£1.7m pressure (more information on which is provided in appendix 2.1).
- Supported Living - Learning Disability (aged 18+) - Other Commissioned Supported Living arrangements +£1.1m pressure (more information on which is provided in appendix 2.2).
- Supported Living - Learning Disability (aged 18+) - Shared Lives Scheme -£1.0m underspend, this is due to activity being less than budgeted.
- Supported Living - Learning Disability (aged 18+) - In house service - £0.1m underspend.

3.4.6.6 Mental Health services are forecasting a net pressure of +£1.7m, which comprises of a number of offsetting variances. The most significant of which relate to:

- Supported Living - Mental Health (aged 18+) - Commissioned service underspend of -£0.2m which is due to -£0.6m relating to delays in commencing the Your Life Your Home scheme, reflecting £0.4m of red rated savings when netted against increase on Residential Care and +£0.4m which is due to activity being higher than budgeted.
- Nursing & Residential Care - Mental Health (aged 18+) +£1.9m. This variance is predominantly due to +£1.0m relating to delays in commencing the Your Life Your Home, reflecting £0.4m of red savings when netted against reduction on Supported Living and +£0.9m which is due to activity being higher than budgeted.

3.4.6.7 Older People and Physical Disability services are forecasting a net pressure of +£2.8m, which includes a number of offsetting variances. The most significant variances relate to:

- Nursing and residential care +£4.0m overspend which includes +£2.7m relating to Older People Commissioned Residential services (more information on which is provided in appendix 2.4), +£1.3m relating to Older People nursing (more information on which is provided in appendix 2.5), +£0.2m relating to Older People In-house Residential services and -£0.2m relating to Physical Disability nursing and residential care services.
- There is a forecast over recovery of non-residential charging income of -£1.6m, based on the year-to-date income received, which is linked to services on the following community service lines: Domiciliary care services +£1.1m pressure of which +£0.5m relates to Older People Commissioned Services and links with appendix 2.6, Direct Payments - £0.7m, Supported Living +£0.4m and Day Care -£0.4m.

The Older People and Physical Disability forecast assumes that some funding is set aside for the remaining winter pressures. If there is no increased spend as a result of winter then this funding will be available to offset other pressures.

- 3.4.6.8 Within 'Adult & Older People Preventative & Other Services' there is a forecast net variance of -£1.2m, comprising a number of offsetting variances. Because of slippage on some of the transformation savings, at this stage it is felt prudent to reflect +£1.7m as a pressure. It is hoped that management action will reduce this pressure as we continue through the year. A further pressure of +£0.7m relates to slippage on Housing Related Support savings. In addition, there is a +£0.2m variance on Other Adult Services predominately relating to +£0.2m for savings relating to a recently allocated tiers and spans saving across the authority which is not forecast to be achieved, +£0.2m due to other savings not forecast to be achieved and -£0.2m due to the release of prices monies from the tailored approach to contractual uplifts for placement fees. These pressures are offset by: forecast underspends of -£1.8m in social support services, such as those for carers (in-house and commissioned), information & early intervention and social isolation; -£1.0m underspend on equipment against the adaptive & assistive technology budget; -£0.6m variance on centrally held funds to cover costs already recognised in the forecast position; -£0.2m underspend on meals against the Other Adult Services budget; and -£0.2m for the Social Fund.
- 3.4.7 Adult Social Care and Health – Public Health:
- 3.4.7.1 The overall variance prior to any transfer to/from the Public Health reserve is a forecast drawdown lower than budgeted of -£0.2m, of which the most significant variance relates to -£0.2m an underspend on core sexual health services contracts.
- 3.4.8 Growth, Environment and Transport
- 3.4.8.1 The overall position for the Directorate, before Corporate Director Adjustments, is a forecast pressure of +£1.0m (+£1.6m last month), with forecast pressures of +£1.599m being partially offset by forecast underspends of -£0.6m.
- 3.4.8.2 The main pressures previously reported to Cabinet remain: General Highways Maintenance & Emergency Response, GET Management & Support Services and Other Highways Maintenance & Management budgets are showing +£0.2m, +£0.6m and +£0.4m respectively. Within the latter is a +£0.3m pressure arising from Streetlight Energy. In addition there continues to be a pressure resulting from an increased levy on all Driver Diversion courses from 1st September 2017 and a significant forecast reduction in the number of course attendees against budget; this is currently +£0.3m. The forecast pressure against the GE&T Management & Support Services budget is due to the impact of staffing and procurement savings that have yet to be fully implemented.
- 3.4.8.3 Public Protection and Enforcement is forecasting a net pressure of +£0.2m due to a number of minor variances, primarily around the under-recovery of income.

- 3.4.8.4 Waste is forecasting an overall underspend of -£0.2m. Treatment and Disposal of Residual Waste is forecasting a small pressure +£0.1m with a price pressure being offset by additional trade waste income (as can be seen in Appendix 2.14). Waste Processing is forecasting an underspend of -£0.3m. Savings within the soil and hard-core budget and Materials Recycling Facilities budgets are slightly offset by reduced income (see Appendix 2.15). Waste Management show a small pressure of +£0.044m.
- 3.4.8.5 All other GET budgets are forecasting a combined underspend of -£0.3m of which -£0.1m relates to Subsidised Bus Services.
- 3.4.8.6 Although reduced from last month a significant forecast pressure remains and so a Corporate Director adjustment of -£0.4m has been included; this reduces the forecast pressure of +£1m down to +£0.6m. Further management action, currently being identified, will be reflected through the monitoring report in subsequent months, with a view to achieving a balanced position overall by the end of the year.

### 3.4.9 Strategic and Corporate Services

- 3.4.9.1 The overall variance reflected in appendix 1 against the directorate is an overspend of +£0.3m which is made up of a break even position for the S&CS Directorate itself, increased by +£0.3m relating to the corporate aspirational savings target for Asset Utilisation, held within the Corporate Landlord budgets, the delivery of which depends on operational service requirements and Member decisions regarding the exiting of buildings. It should be noted that this in-year overspend is due to the delayed implementation of some plans, resulting in the £0.3m delivery slipping to 2018-19. Work is now on-going on the 2018-19 savings target of an additional -£0.65m saving which, to be deliverable from 1st April 2018, requires early identification of plans.
- 3.4.9.2 The directorate break even position includes variances of +£0.2m for the Contact Centre & Digital Web Services budget set in 2015 using a transformation plan suggested by Agilisys, predicting that the number of calls and average call duration would fall significantly. Although the call volumes and times have reduced, this is not in line with the original budgeted plan, hence resulting in a budget pressure. The commissioners of this service, together with Agilisys, are working with directorate services to get these figures reduced further; -£0.2m on Engagement, Organisation Design & Development relating primarily to staffing vacancies; -£0.1m for Finance arising from lower salary costs following a major restructure; -£0.1m for Strategic Commissioning due to staffing vacancies being held vacant pending restructure; +£0.2m Infrastructure controllable budgets, arising mostly from backdated Kier costs and minor variances across all areas of Property and ICT commissioning budgets.

### 3.4.10 Financing Items

The Financing Items budgets are currently forecast to underspend by £1.5m, which is due to:

- 3.4.10.1 Additional Government funding compared to our assumptions at the time of setting the budget, together with additional retained business rates relief relating to Dover Enterprise Zone for 2015-16 and 2016-17, result in a forecast underspend of £0.8m.
- 3.4.10.2 The Cabinet decision in June not to make the budgeted £3.9m contribution to General Reserves in light of our reduced level of risk following our success in delivering an underspend in 2016-17, and the announcement in the Chancellor's Spring Budget of the additional social care funding. Instead £3m is being spent on pothole repairs and the remaining £0.9m is declared as an underspend to go towards offsetting the pressures reported elsewhere in this report.
- 3.4.10.3 A £1.9m decrease partly due to a deferment of Minimum Revenue Provision (MRP) and partly due to re-phasing of the 2016-17 capital programme, resulting in fewer assets becoming operational last year. As we have adopted the asset life method of calculating MRP, MRP does not become payable until assets become operational, therefore resulting in an "MRP holiday" this year. We would usually transfer this to reserves to cover the potential impact in future years but in light of the forecast outturn position of the authority; this has been released to offset the current pressures.
- 3.4.10.4 A £0.1m underspend on Carbon Reduction Commitment reflecting finalisation of our carbon emissions for 2016-17 and our estimated carbon emissions for the current year.
- 3.4.10.5 However, these underspends are partially offset by the following:
- A forecast shortfall of £1.8m in the contribution from Commercial Services based on initial trading results for the year; and
  - £0.5m unallocated saving relating to the anticipated amalgamation of business support in the old SCHW directorate is unachievable in the current year following the decision to create the new Strategic Commissioning Division within S&CS directorate. Some of the services that were due to be amalgamated are now in different directorates. However, it is expected that savings will be delivered from the creation of the new Strategic Commissioning Division but these will not be realised until 2018-19.

### 3.5 **Schools delegated budgets:**

The schools delegated budget reserves are currently forecast to end the financial year in surplus by £12.9m, compared to £28.3m at the start of the financial year. This is made up of a forecast surplus of £32.4m on individual maintained school balances, and a deficit on the central schools

reserve of £19.5m. The table below provides the detailed movements on each reserve:

	Individual School Reserves (£m)	Central Schools Reserve (£m)	Total School Reserves (£m)
<b>Balance bfw</b>	30.171	(1.830)	28.340
<b>Forecast movement in reserves:</b>			
Academy conversions and closing school deficits	2.230	(4.580)	(2.350)
Contribution to schools broadband		(1.000)	(1.000)
School Growth		(1.000)	(1.000)
High Needs (Mainstream & Independent)		(8.700)	(8.700)
Various		(0.569)	(0.569)
Overspend on Central DSG budgets		(1.806)	(1.806)
<b>Forecast reserve balance</b>	<b>32.400</b>	<b>(19.485)</b>	<b>12.915</b>

Note: a negative figure indicates a draw down from reserves/deficit

The schools delegated budget is currently showing pressure of £15.425m which is the sum of the figures highlighted above.

### 3.6 Table 2: Performance of our wholly owned companies

Dividends/Contributions (£m)	Budget	Forecast	From trading surplus	from reserves
Commercial Services	6.800	5.000	5.000	
GEN2	0.620	0.620	0.620	
Invicta Law	1.057	1.057	1.057	

## 4. REVENUE BUDGET VIREMENTS/CHANGES TO BUDGETS

- 4.1 All changes to cash limits are in accordance with the virement rules contained within the constitution, with the exception of those cash limit adjustments which are considered “technical adjustments” i.e. where there is no change in policy, including the allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.

## 5. SUMMARISED CAPITAL MONITORING POSITION

- 5.1 There is a reported variance of -£26.808m on the 2017-18 capital budget (excluding schools and PFI). This is a movement of -£10.613m from the previous month and is made up of -£1.834m real movement and -£8.779m

rephasing movement. Headline variances are detailed below by Directorate.

5.2 Table 3: Directorate **capital** position

Directorate	2017-18 Working budget	2017-18 Variance	Real variance	Re-phasing variance	Last reported position		Movement	
					Real	Rephasing	Real	Rephasing
	£m	£m	£m	£m	£m	£m	£m	£m
Children, Young People & Education	115.919	-11.821	-3.484	-8.337	-3.612	-0.125	0.128	-8.212
Adult, Social Care & Health	8.383	-1.255	-0.145	-1.110	-0.145	-1.000	0.000	-0.110
Growth, Environment & Transport	133.984	-12.072	-4.914	-7.158	-2.442	-6.213	-2.472	-0.945
Strategic & Corporate Services	21.446	-1.660	2.448	-4.108	1.938	-4.596	0.510	0.488
<b>TOTAL</b>	<b>279.732</b>	<b>-26.808</b>	<b>-6.095</b>	<b>-20.713</b>	<b>-4.261</b>	<b>-11.934</b>	<b>-1.834</b>	<b>-8.779</b>

### 5.3 Capital budget monitoring headlines

The real variances over £0.100m and rephasing variances over £1.000m are as follows:

#### Children, Young People and Education

- Modernisation Programme: rephasing movement of -£3.033m. Constrained resources have led to priority being given to providing additional places under the Basic Need programme. All modernisation projects are now commissioned and are progressing.
- Basic Need: -£5.179m rephasing movement. There have been delays in obtaining planning permission for a new primary School. Some secondary school expansions are pending final agreement and therefore not as yet progressing.
- Whitstable Youth Hub: real movement of +£0.128m. New project to be funded from developer contributions.

#### Adult, Social Care and Health

There are no movements reported over £0.100m on real variances or £1.0m on rephasing.

#### Growth, Environment & Transport

Highways, Transportation & Waste

- Highway Major Enhancement: -£2.650m real movement. As per the last monitoring report the cash limit has been amended to reflect the additional £2.7m funding to rectify pot holes and patching. This has resulted in a movement from the last reported position even though the forecast has not changed significantly.
- Integrated Transport: +£0.344m real movement. This movement is largely due to increased costs on the Elwick Road scheme in Ashford. The two junctions need a complete renewal of traffic signals which was not originally anticipated and additional resurfacing is being undertaken. This will be funded by additional external funding and developer contributions.
- North Farm Transfer Station – Betterment Works: real movement of -£0.523m. As per the last monitoring report the cash limit has been amended to reflect the additional funding for this scheme. This has resulted in a movement from the last reported position even though the forecast has not changed.

#### Environment, Planning and Enforcement and Libraries, Registration and Archives

There are no movements reported over £0.100m on real variances or £1.0m on rephasing.

#### Economic Development

- Workspace Kent: +£0.295m real movement. As per the last monitoring report the cash limit has now been amended to reflect these funds being repaid to Essex County Council. This has resulted in a movement from the last reported position even though the forecast is unchanged.

#### **Strategic & Corporate Services**

New Ways of Working: +£0.510m real movement. The previous monitoring report included this variance but it was originally expected to impact in 2018-19. These works have now been brought forward to the current year. This will be funded from a future year Modernisation of Assets budget.

### 5.4 Cash Limit Adjustments

#### For information

Directorate	Project	Amount £m	Year	Funding	Reason
CYPE	Whitstable Youth Hub	+£0.128	17-18	Dev Conts	New scheme
SCS	Modernisation of Assets	-£0.483 -£0.200	17-18 18-19	Cap Rec Prudential	To reflect virement to New Ways of Working

	(MOA)	-£0.310	19-20	Prudential	as previously agreed.
SCS	New Ways of Working	+£0.483 +£0.510 +£0.084	17-18 17-18 17-18	Cap Rec Prudential Grant	To reflect virement from MOA and additional banked grant.

For approval:

Directorate	Project	Amount £m	Year	Funding	Reason
GET	Sustainable Access to Maidstone Employment Areas	-£0.060	17-18	External - other	To vire to Maidstone Gyratory project.
GET	Maidstone Gyratory Bypass	+£0.060	17-18	External - other	From Sustainable Access to Maidstone Employment Areas.
CYPE	Platt CEPS	-£0.085	17-18	Cap Rec	To fund PSBP
CYPE	PSBP	+£0.085	17-18	Cap Rec	Funded from Platt CEPS

## 6. CONCLUSIONS

- 6.1 It is concerning the revenue pressure continues to remain at £11m, but the Corporate and Directorate Management teams are confident of a significant reduction to that forecast without the need for blanket moratoria on spending.

## 7. RECOMMENDATIONS

**Cabinet** is asked to:

- 7.1 **Note** the forecast revenue budget monitoring position for 2017-18 and capital budget monitoring position for 2017-18 to 2019-20, and that the forecast pressure on the revenue budget needs to be eliminated as we progress through the year.
- 7.2 **Agree** the changes to the capital programme as detailed in section 5.4.

## 8. CONTACT DETAILS

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### Breakdown of Directorate Monitoring Position

	Cash Limit			Variance	Movement
	Gross	Income	Net	Net	Net
	£m	£m	£m	£m	£m
<b>Children, Young People &amp; Education</b>					
<b>Specialist Children's Services</b>					
Children in Care (Looked After) Services - Non-Disabled Children**	52.9	-4.7	48.2	0.1	0.3
Adoption & Other Permanent Children's Care Arrangements	13.8	-0.1	13.7	0.0	-0.2
Family Support & Other Children Services - Non-Disabled Children	14.5	-4.5	10.1	0.5	-0.2
Asylum Seekers**	23.6	-23.1	0.6	3.9	0.0
Children's Assessment Staffing - Non-Disabled Children**	40.7	-3.1	37.6	1.0	-0.5
Children's Management & Support Services	3.4	-0.2	3.2	0.1	0.0
<b>Sub Total Specialist Children's Services</b>	<b>149.0</b>	<b>-35.7</b>	<b>113.3</b>	<b>5.7</b>	<b>-0.6</b>
<b>Education &amp; Young People's Services</b>					
Early Help & Prevention for Children and Families	32.6	-17.6	15.0	-0.4	0.0
Early Years Education & Childcare	74.4	-73.4	1.0	0.6	0.1
Attendance, Behaviour and Exclusion Services	5.0	-5.0	0.0	0.0	0.0
High Needs Education Budgets (excl. Schools & Pupil Referral Units)	35.2	-35.2	0.0	0.0	0.0
SEN & Psychology Services	19.9	-16.9	3.0	0.1	0.0
Other Services for Young People & School Related Services	16.8	-13.6	3.2	0.5	0.0
Pupil & Student Transport Services**	36.4	-3.7	32.6	-0.1	0.0
Other Schools' Related Costs	34.0	-34.0	-0.1	1.2	-0.7
Youth and Offending Services	5.0	-3.8	1.2	0.0	0.0
Adult Education and Employments Services for Vulnerable Adults	13.5	-14.4	-0.9	0.2	0.0
YP&E Management & Support Services	19.5	-15.9	3.6	0.8	0.1
<b>Sub Total Education &amp; Young People's Services</b>	<b>292.3</b>	<b>-233.5</b>	<b>58.8</b>	<b>2.9</b>	<b>-0.4</b>
<b>Sub Total CYP&amp;E directorate</b>	<b>441.3</b>	<b>-269.2</b>	<b>172.1</b>	<b>8.6</b>	<b>-1.0</b>
<b>Adult Social Care &amp; Health</b>					
Additional Adult Social Care allocation	26.1	0.0	26.1	0.0	0.0
Learning Disability Adult Services**	163.9	-13.2	150.6	1.7	-0.8
Physical Disability Adult Services	36.0	-4.1	31.8	-0.5	-0.2
Mental Health Adult Services	16.1	-1.6	14.5	1.7	0.1
Older People Adult Services**	172.5	-91.5	81.0	3.3	0.4
Adult & Older People Preventative & Other Services	61.7	-16.5	45.2	-1.2	-1.6
Adult's Assessment & Safeguarding Staffing	43.5	-3.3	40.3	-0.5	-1.1
Children in Care (Looked After) Services - Disabled Children	10.5	-2.1	8.4	1.0	0.2
Family Support & Other Children Services - Disabled Children	7.0	-0.3	6.7	-0.4	-0.2
Family Support & Other Children Services - Non-Disabled Children	0.2	0.0	0.2	0.0	-0.4
Children's Assessment Staffing - Disabled Children	5.5	-0.1	5.5	0.1	-0.3
Public Health	79.1	-76.2	2.9	-0.2	0.0
Transfer to/from Public Health Reserve	-3.0	0.0	-3.0	0.2	0.0
ASC&H Management & Support Services	7.1	-0.2	6.8	0.0	0.0
<b>Sub Total ASC&amp;H directorate</b>	<b>626.2</b>	<b>-209.1</b>	<b>417.0</b>	<b>5.3</b>	<b>-4.1</b>

	Cash Limit			Variance	Movement
	Gross	Income	Net	Net	Net
	£m	£m	£m	£m	£m
<b>Growth, Environment &amp; Transport</b>					
Libraries, Registration & Archives	16.2	-6.4	9.8	0.0	0.0
Environment	10.4	-6.7	3.7	0.0	0.0
Economic Development & Other Community Services	10.1	-5.2	5.0	0.1	0.0
General Highways Maintenance & Emergency Response	11.5	-0.6	10.9	0.2	0.0
Other Highways Maintenance & Management	29.9	-8.5	21.4	0.6	-0.1
Public Protection & Enforcement	11.6	-2.2	9.4	0.2	-0.1
Planning & Transport Strategy and Other Related Services (inc School Crossing Patrols)	4.1	-0.6	3.5	0.0	0.0
Concessionary Fares	16.8	0.0	16.8	-0.1	-0.1
Subsidised Bus Services	8.3	-2.1	6.2	-0.1	0.0
Young Person's Travel Pass	14.2	-5.8	8.4	-0.1	-0.1
Waste Management	1.9	0.0	1.9	0.0	0.0
Waste Processing**	31.0	-1.9	29.2	-0.3	-0.2
Treatment and Disposal of Residual Waste**	37.4	0.0	37.4	0.1	-0.1
GE&T Management & Support Services	3.5	-0.1	3.4	0.4	0.0
<b>Sub Total GE&amp;T directorate</b>	<b>206.8</b>	<b>-40.0</b>	<b>166.8</b>	<b>1.0</b>	<b>-0.6</b>
<b>Strategic &amp; Corporate Services</b>					
Contact Centre, Digital Web Services & Gateways	4.9	-0.3	4.5	0.2	0.0
Local Democracy	4.1	0.0	4.1	0.0	0.0
Infrastructure (ICT & Property Services) & Business Services Centre	77.0	-41.7	35.3	0.5	0.0
Finance	15.6	-5.8	9.8	-0.1	0.0
Engagement, Organisation Design & Development (HR, Comms & Engagement)	9.4	-1.2	8.3	-0.2	0.0
Other Support to Front Line Services	6.5	-1.3	5.2	0.0	0.2
Adult & Older People Preventative & Other Services	0.7	0.0	0.7	0.0	0.0
Commissioning Management & Support Services	5.9	-0.2	5.7	-0.2	-0.1
S&CS Management & Support Services	2.9	-5.2	-2.4	0.0	0.0
<b>Sub Total S&amp;CS directorate</b>	<b>126.9</b>	<b>-55.8</b>	<b>71.2</b>	<b>0.3</b>	<b>0.1</b>
<b>Financing Items</b>	<b>128.2</b>	<b>-17.2</b>	<b>111.0</b>	<b>-1.5</b>	<b>0.0</b>
<b>TOTAL KCC (Excluding Schools)</b>	<b>1,529.4</b>	<b>-591.3</b>	<b>938.1</b>	<b>13.6</b>	<b>-5.7</b>

\*\*See Appendix 2 & 3 within the monitoring report for further details of key cost drivers of specific service lines

*Please note that budgets are held in the financial system to the nearest £100 and hence the figures in the table above may not add through exactly due to issues caused by rounding the figures for this report.*

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**Appendix 2.1: Nursing & Residential Care - Learning Disability (aged 18+)**

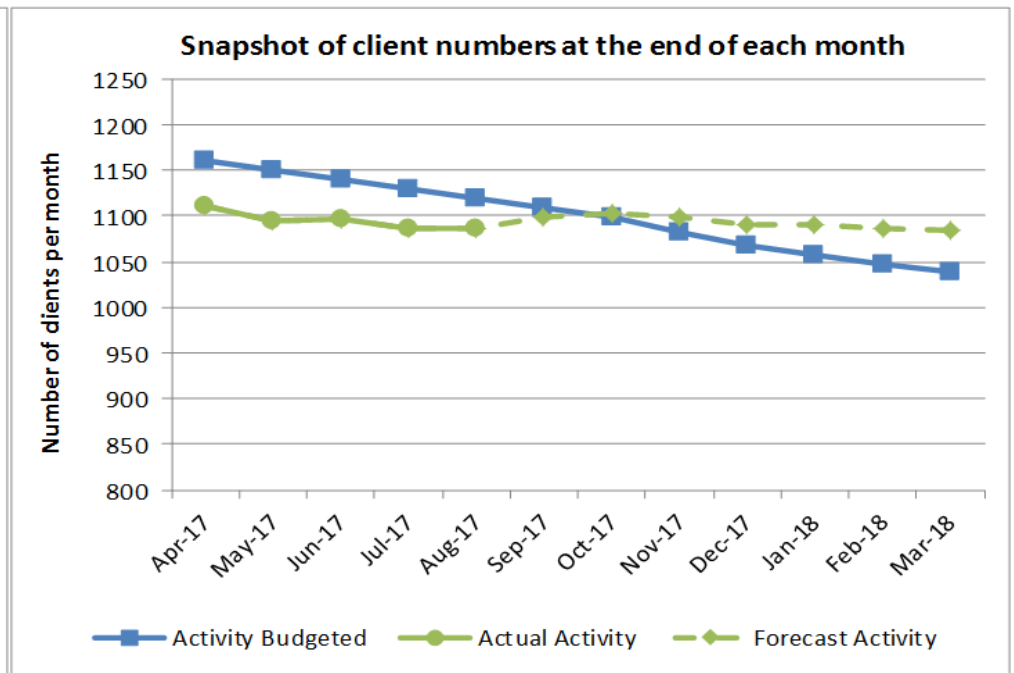
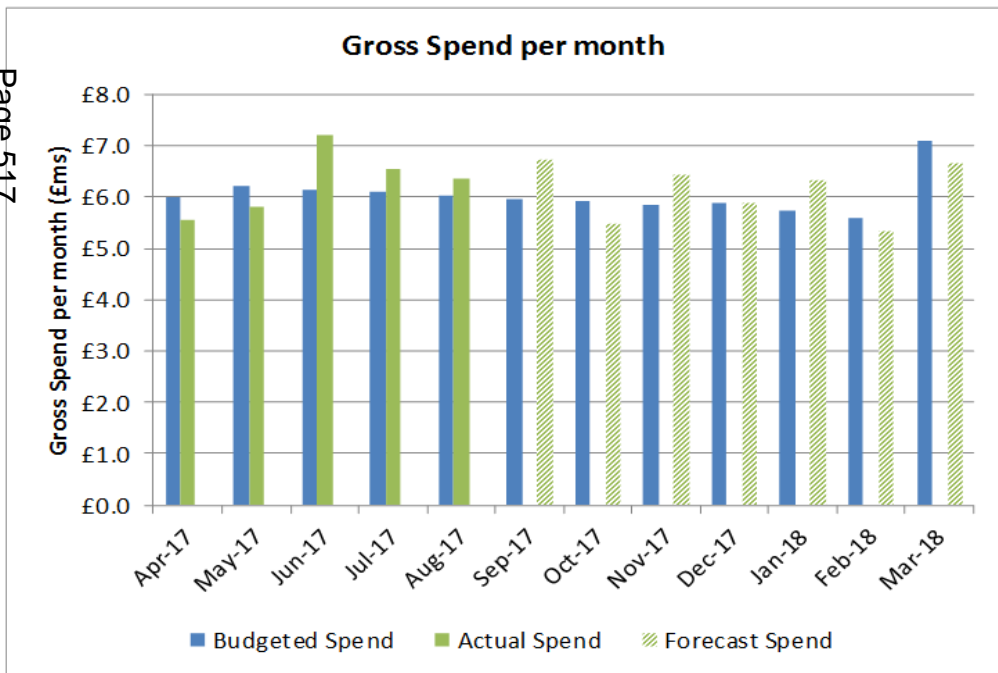
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£72.5	£-5.9	£66.6	1,038
Forecast	£74.2	£-6.0	£68.2	1,084
Variance	£1.8	£-0.1	£1.7	46

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£30.5	1,120
Actual: Spend/Activity Year to Date	£31.5	1,087
Variance as at 31st August 2017	£1.0	-33

**MAIN REASONS FOR VARIANCE:**

The gross forecast pressure of +£1.8m is due to higher than anticipated demand (+£1.3m) and higher unit cost (+£0.5m). This pressure is partly offset by greater than expected income of -£0.1m. This leads to a net forecast pressure of +£1.7m.

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**Appendix 2.2: Supported Living - Learning Disability (aged 18+) - Other Commissioned Supported Living arrangements**

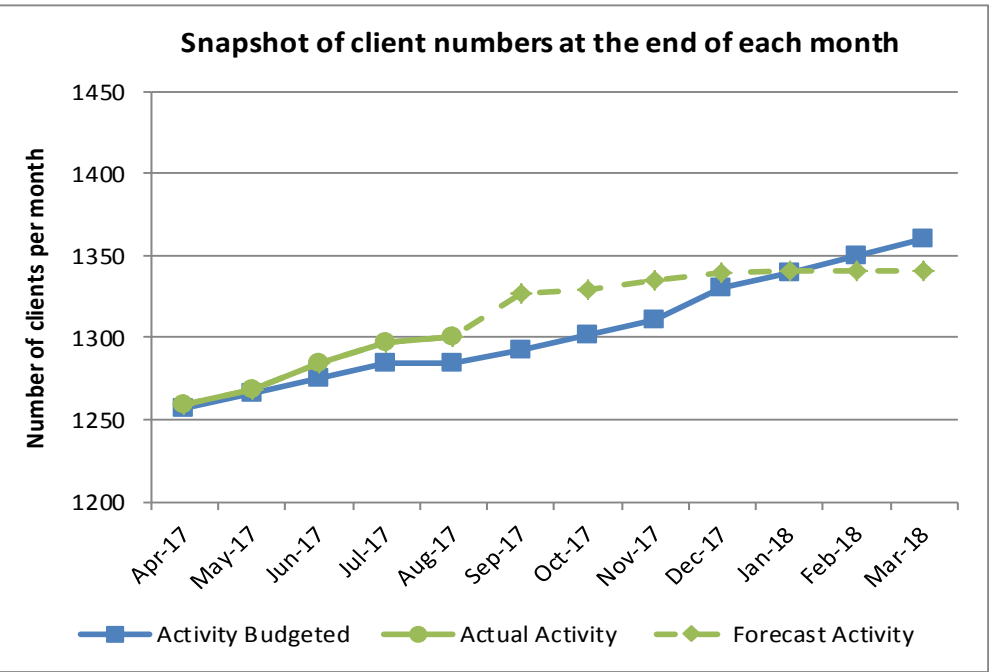
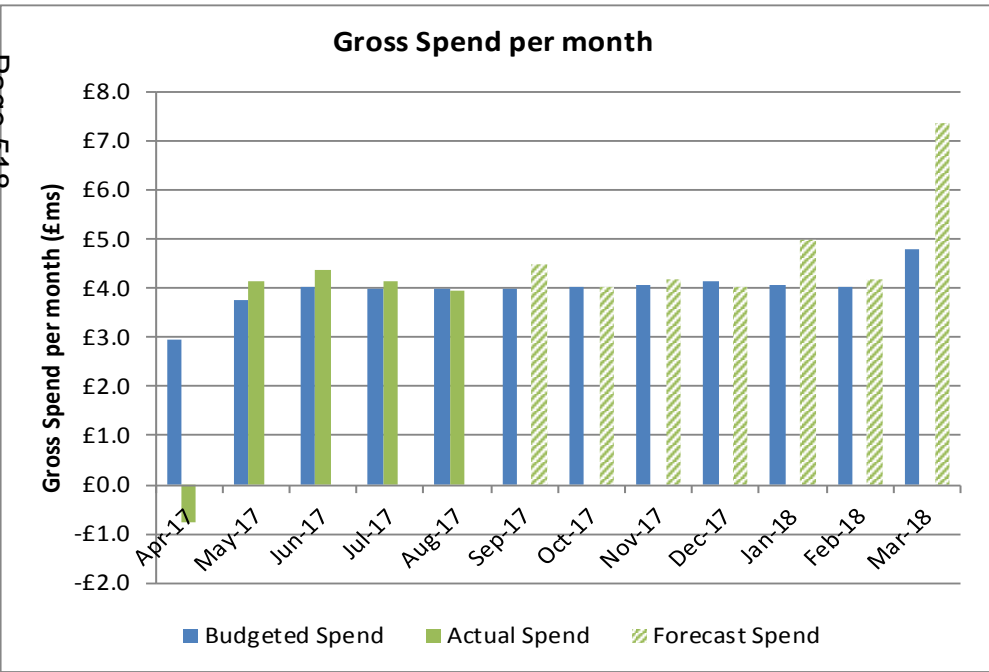
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£47.9	-£0.2	£47.7	1,360
Forecast	£49.0	-£0.2	£48.8	1,341
Variance	£1.1	£0.0	£1.1	-19

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£18.7	1,284
Actual: Spend/Activity Year to Date	£15.8	1,300
Variance as at 31st August 2017	-£2.9	16

**MAIN REASONS FOR VARIANCE:**

The gross forecast pressure of +£1.1m is due to higher than anticipated demand in hours (+£3.4m) and lower unit cost (-£1.0m), along with an additional variance of -£1.3m predominately due to a transfer from reserves. This leads to a net forecast pressure of +£1.1m.

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**Appendix 2.3: Direct Payments - Learning Disability (aged 18+)**

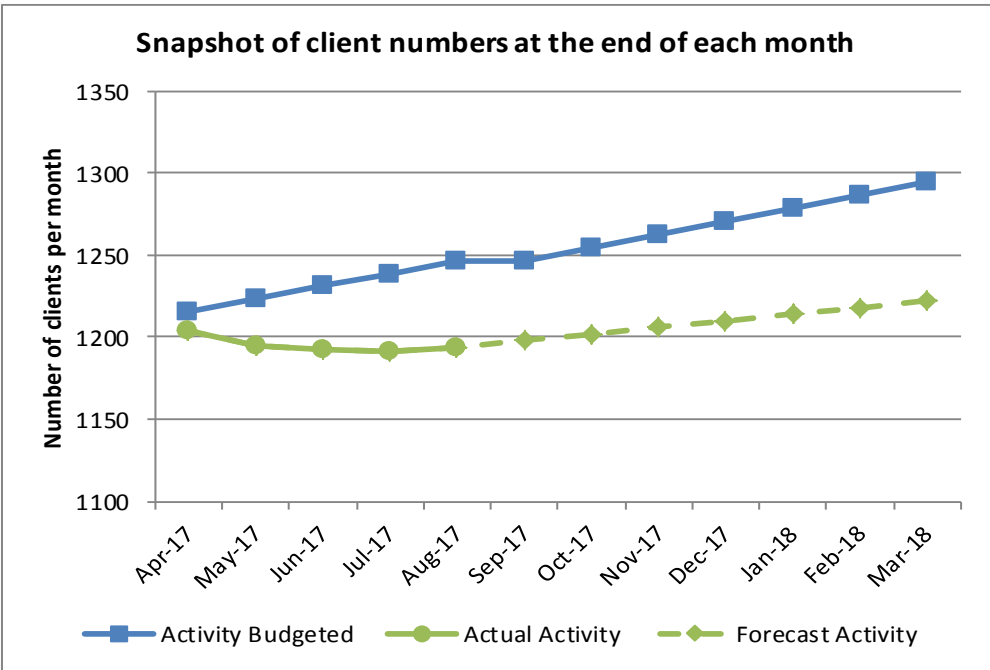
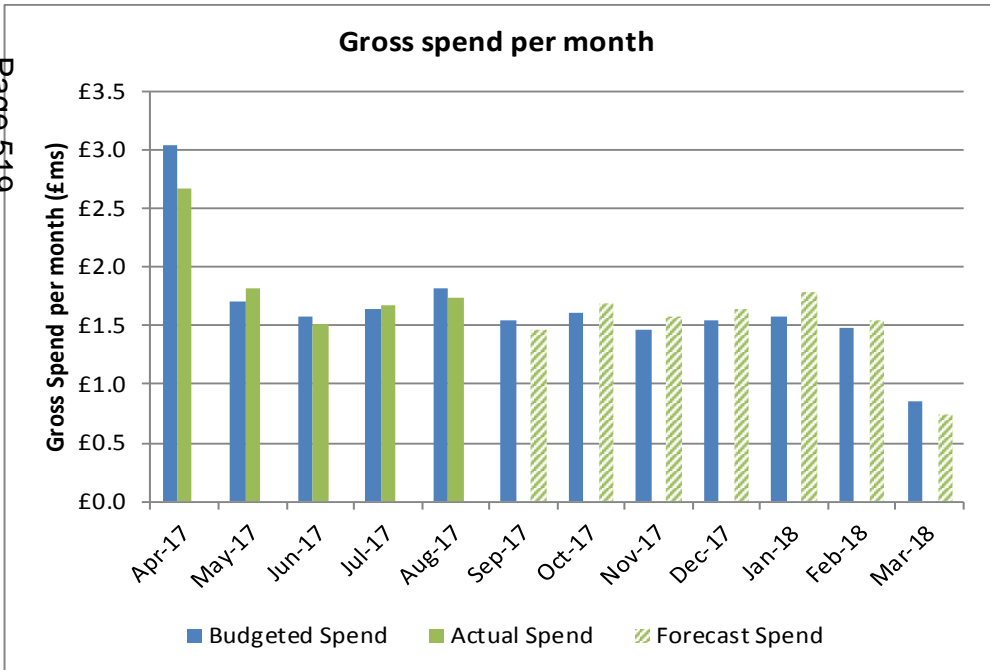
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£19.8	-£0.8	£19.0	1,295
Forecast	£19.8	-£0.8	£19.0	1,222
Variance	-£0.0	£0.0	£0.0	-73

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£9.8	1,247
Actual: Spend/Activity Year to Date	£9.4	1,194
Variance as at 31st August 2017	-£0.4	-53

**MAIN REASONS FOR VARIANCE:**

The gross forecast shows a balanced position, but within this there is lower than anticipated demand (-£0.3m) and higher unit cost (+£0.2m), along with an additional variance of +£0.1m predominately due to one off payments. This leads to a net forecast pressure of +£0.0m.

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**Appendix 2.4: Nursing & Residential Care - Older People (aged 65+) - Residential - Commissioned service**

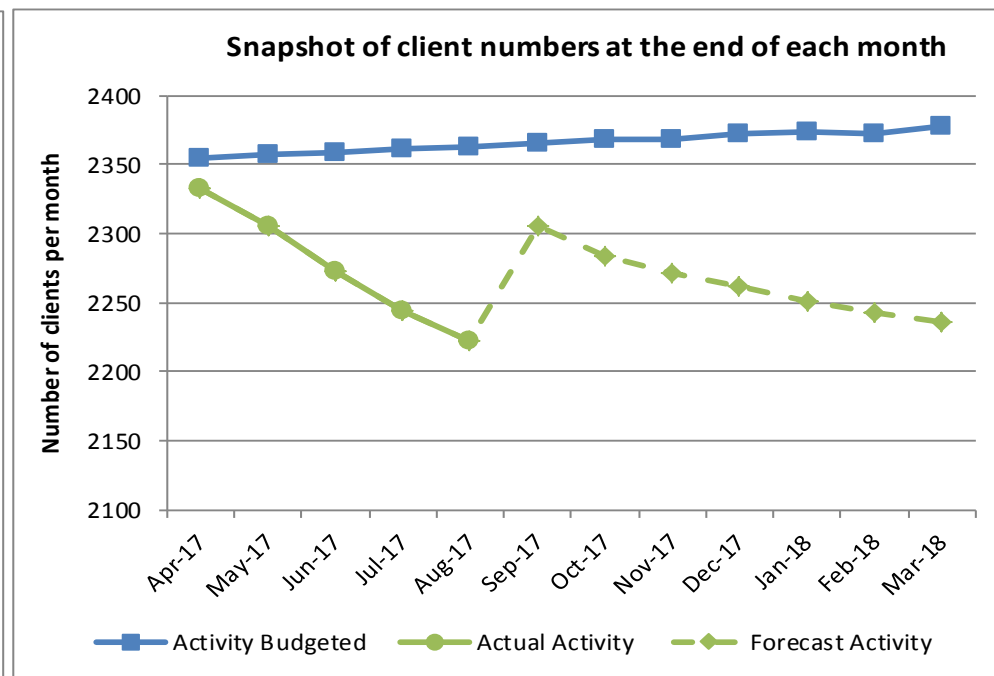
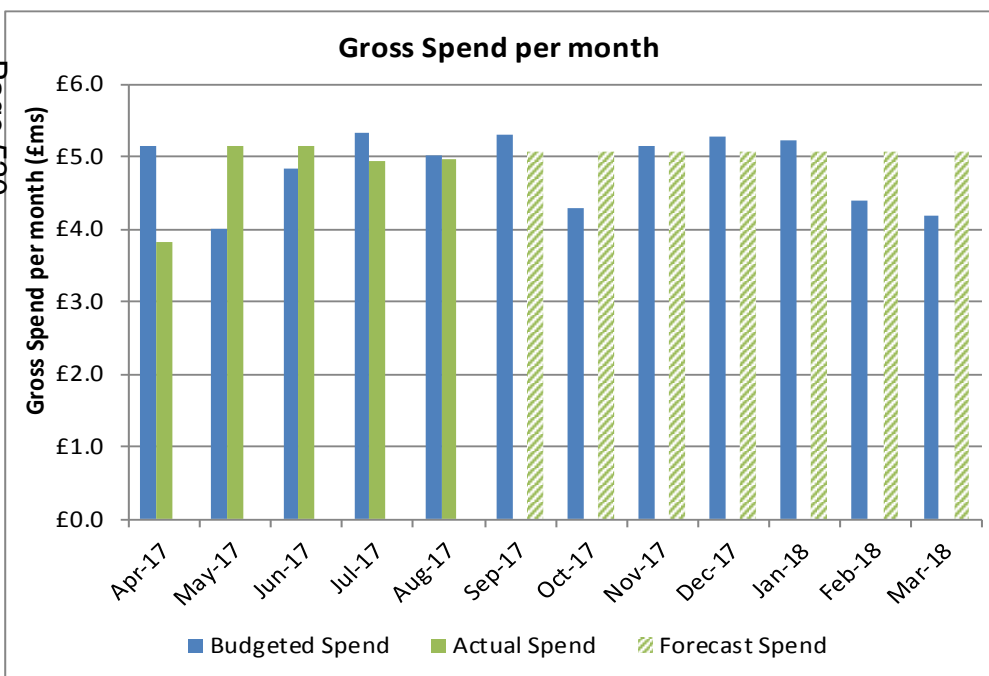
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£58.1	-£35.2	£23.0	2,378
Forecast	£59.5	-£33.9	£25.7	2,236
Variance	£1.4	£1.3	£2.7	-142

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£24.3	2,363
Actual: Spend/Activity Year to Date	£24.0	2,223
Variance as at 31st August 2017	-£0.3	-140

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast a pressure of +£1.4m is due to a higher unit cost (+£1.4m). This pressure is further increased by lower than expected income of +£1.3m due to a lower average contribution per service user (+£1.3m). This leads to a net forecast pressure of +£2.7m. There is a slight time delay before clients are included in the actual client count as contract details are finalised, accounting for the difference between forecast client count and the previous month's actual client count shown below.

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**Appendix 2.5: Nursing & Residential Care - Older People (aged 65+) - Nursing**

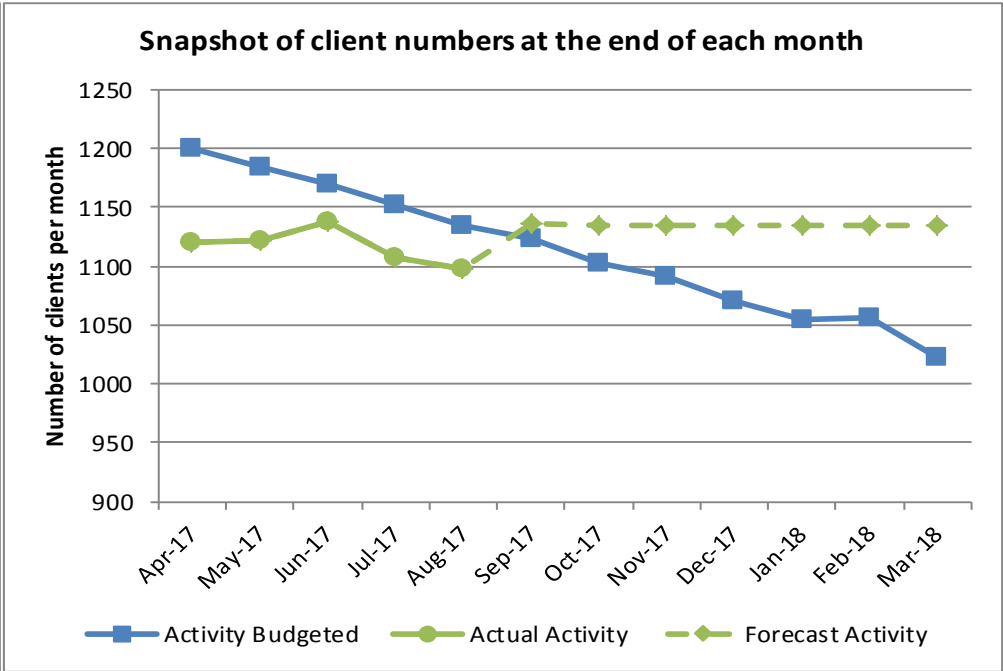
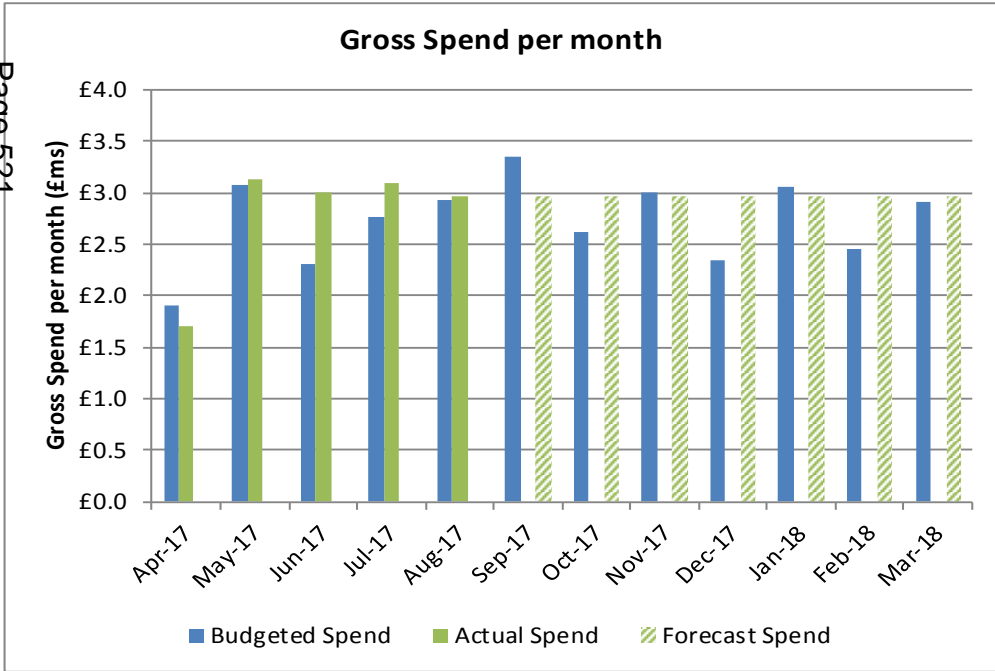
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£32.7	-£17.4	£15.3	1,023
Forecast	£34.6	-£18.0	£16.6	1,135
Variance	£1.9	-£0.6	£1.3	112

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£13.0	1,135
Actual: Spend/Activity Year to Date	£13.9	1,097
Variance as at 31st August 2017	£0.9	-38

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast pressure of +£1.9m is due to higher than anticipated demand (+£0.6m) and higher unit cost (+£1.3m). This pressure is partly offset by greater than expected income of -£0.6m primarily due to higher than anticipated service user contributions linked to the higher demand (-£0.2m) and a higher average contribution per service user (-£0.4m). This leads to a net forecast pressure of +£1.3m.

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**Appendix 2.6: Domiciliary Care - Older People (aged 65+) - Commissioned service**

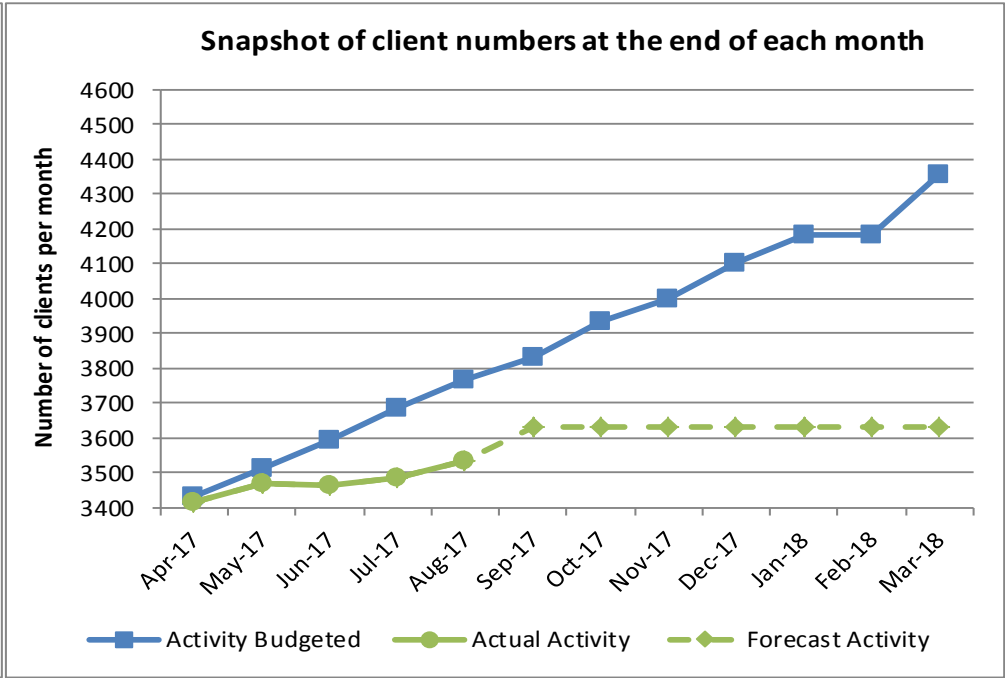
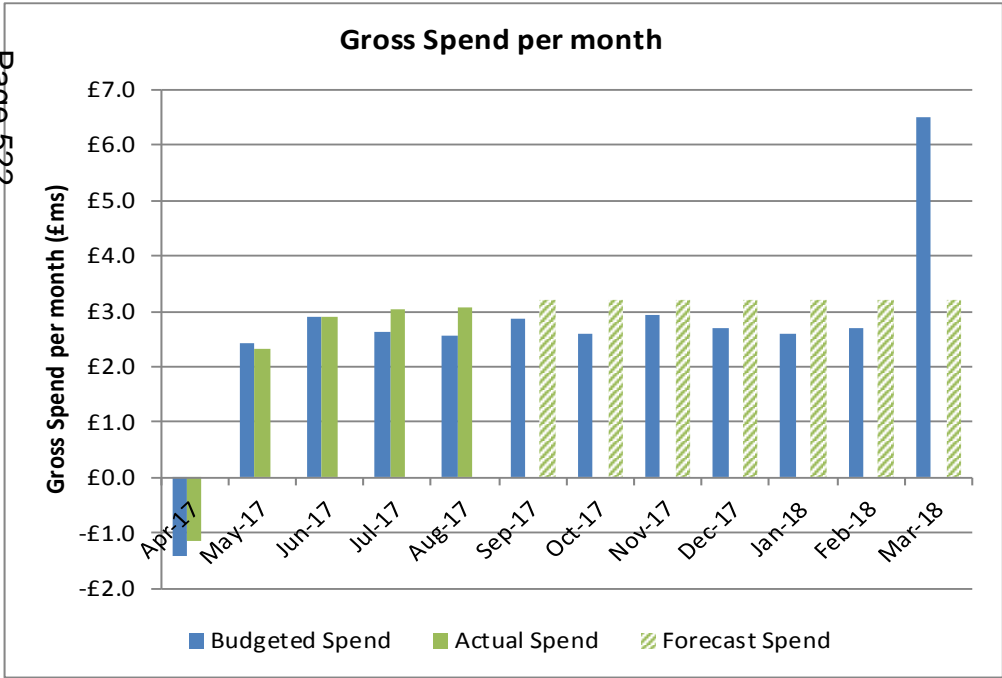
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£32.0	-£5.8	£26.2	4,353
Forecast	£32.5	-£5.8	£26.7	3,629
Variance	£0.5	£0.0	£0.5	-724

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£9.1	3,766
Actual: Spend/Activity Year to Date	£10.2	3,535
Variance as at 31st August 2017	£1.1	-231

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast pressure of +£0.5m is due to lower than anticipated demand (-£0.4m) and higher unit cost (+£0.8m). This leads to a net forecast pressure of +£0.5m.

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**Appendix 2.7: Children in Care (Looked After) - Fostering - In house service**

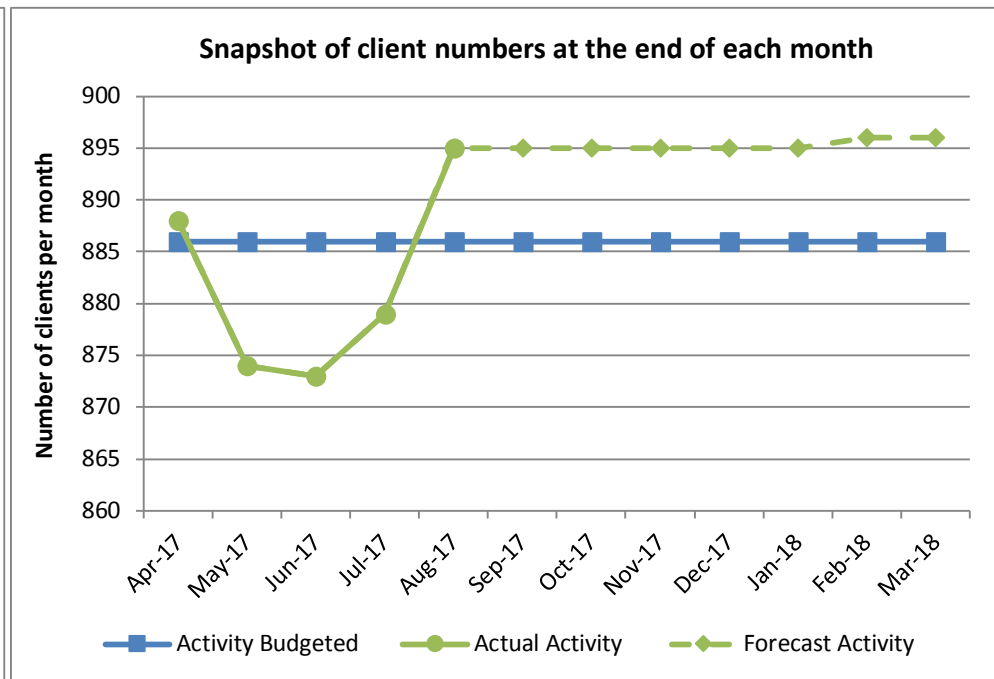
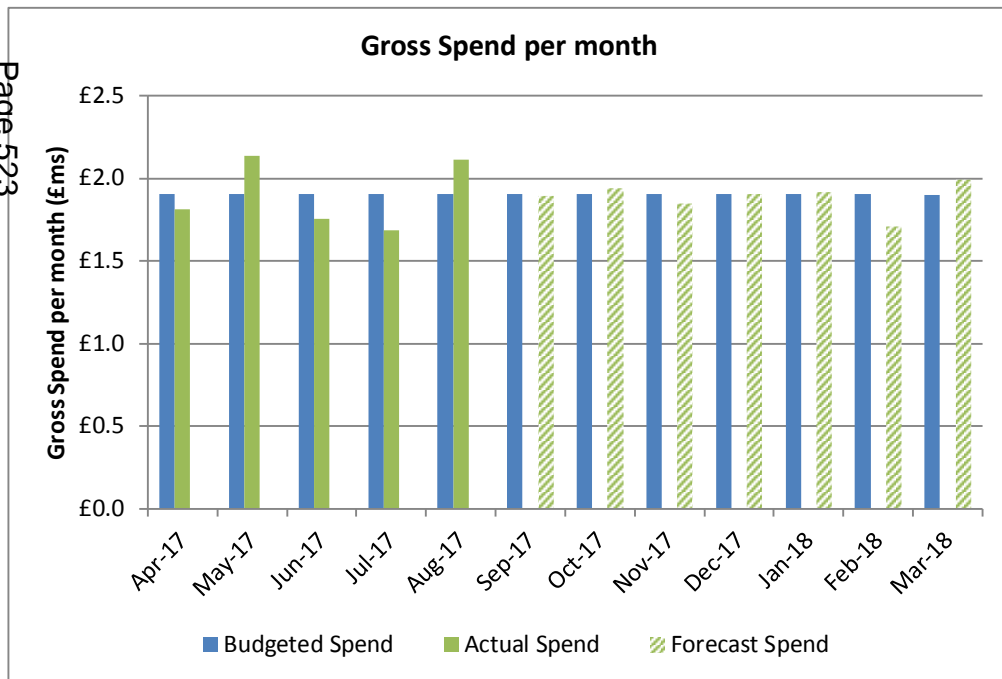
<b>2017-18 Total Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£22.8	-£0.3	£22.6	886
Forecast	£22.7	-£0.2	£22.6	896
Variance	-£0.1	£0.1	-£0.0	10

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£9.5	886
Actual: Spend/Activity Year to Date	£9.5	895
Variance as at 31st August 2017	£0.0	9

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast underspend of -£0.1m is due to higher than anticipated demand (+£0.1m) and lower unit cost (-£0.3m), along with a variance of +£0.1m on other In House Fostering related expenditure. This is combined with lower than expected income of +£0.1m to produce a net forecast underspend of -£0.0m.

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**Appendix 2.8: Children in Care (Looked After) - Fostering - Commissioned from Independent Fostering Agencies**

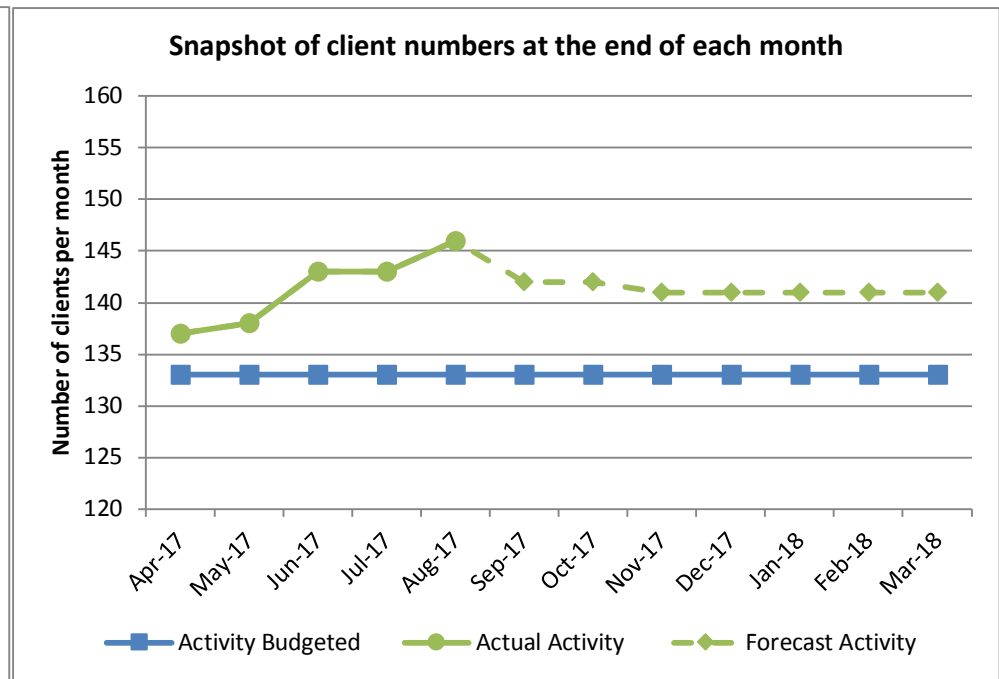
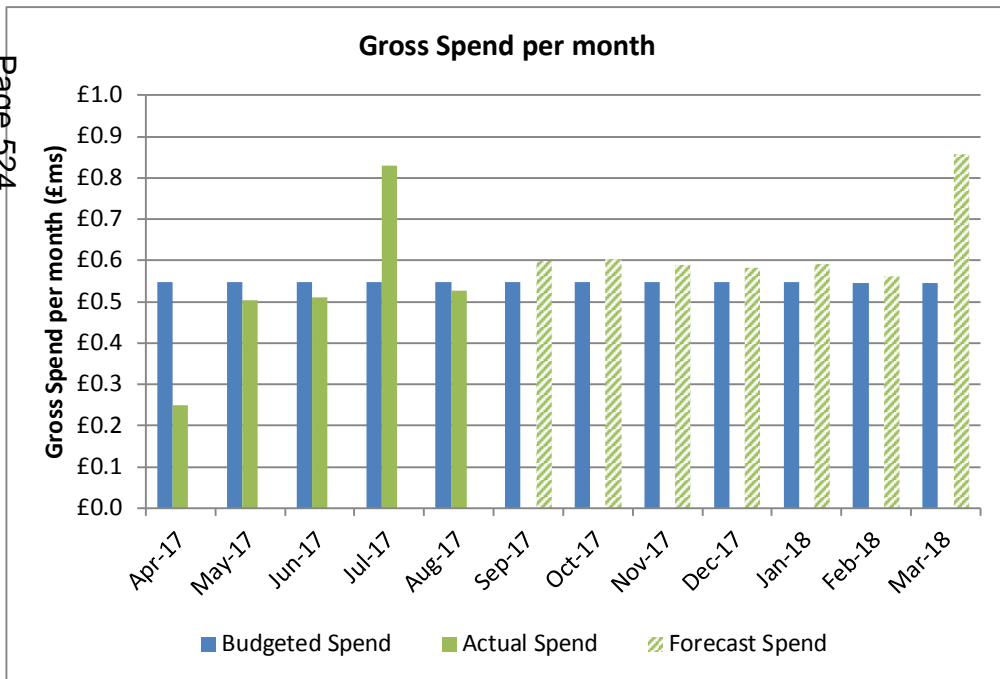
<b>2017-18 Total Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£6.6	£0.0	£6.6	133
Forecast	£7.0	£0.0	£7.0	141
Variance	£0.4	£0.0	£0.4	8

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£2.7	133
Actual: Spend/Activity Year to Date	£2.6	146
Variance as at 31st August 2017	£-0.1	13

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast pressure of +£0.4m is due to higher than anticipated demand (+£0.3m) and higher unit cost (+£0.1m).

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**Appendix 2.9: Children in Care (Looked After) - Residential Children's Services - Commissioned from Independent Sector**

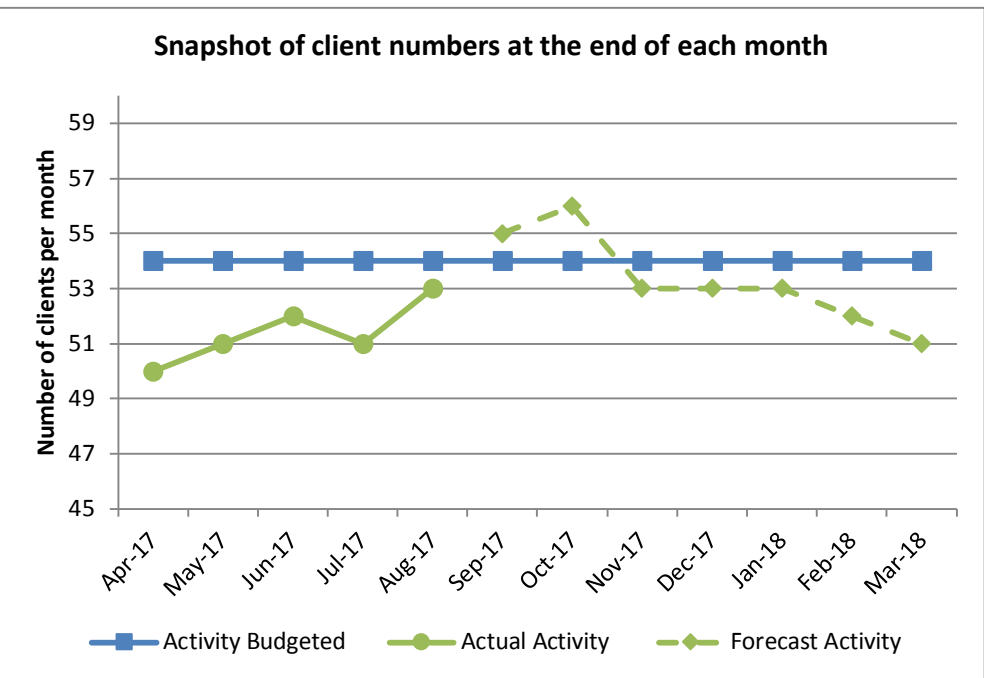
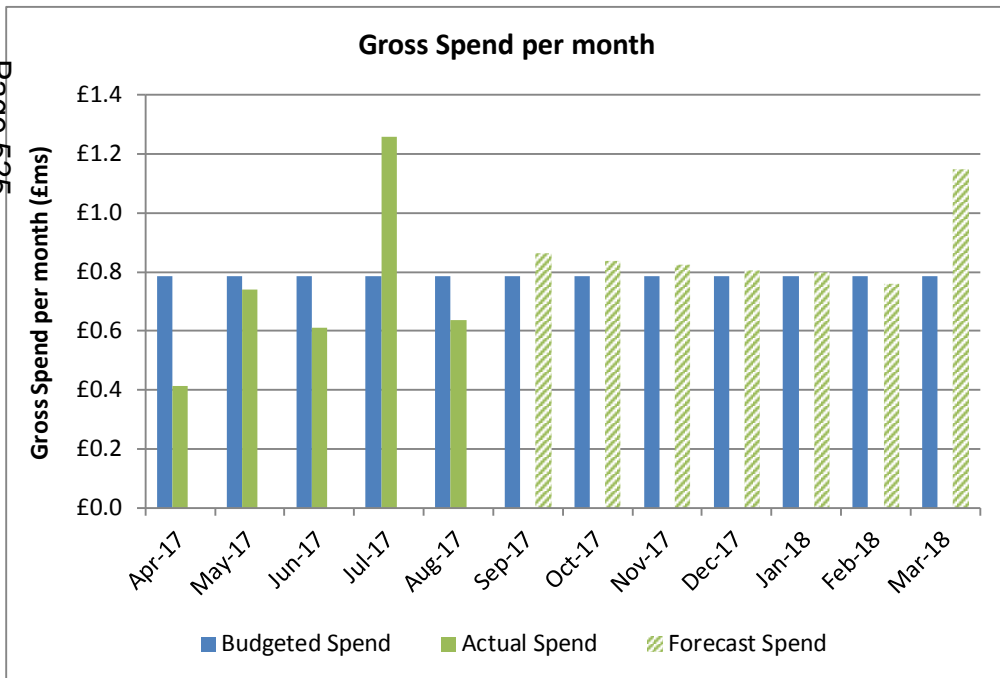
<b>2017-18 Total Forecast</b>	Gross £m	Income £m	Net £m	Client Number as at 31/03/2018
Budget	£9.4	-£0.6	£8.8	54
Forecast	£9.7	-£1.0	£8.7	51
Variance	£0.3	-£0.4	-£0.1	-3

<b>Position as at 31st August 2017</b>	Gross £m	Client Number as at 31/08/2017
Budget: Spend/Activity Year to Date	£3.9	54
Actual: Spend/Activity Year to Date	£3.7	53
Variance as at 31st August 2017	-£0.3	-1

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross forecast pressure of +£0.3m is due to lower than anticipated demand (-£0.1m) and higher unit cost (+£0.3m), along with an additional variance of +£0.1m predominately due to greater than anticipated placements in Secure Accommodation. This pressure is partly offset by greater than expected income of -£0.4m primarily due to greater contributions for care costs from Health & Education. This leads to a net forecast underspend of -£0.1m.

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**Appendix 2.10: Assessment Services - Children's Social Care (CSC) staffing**

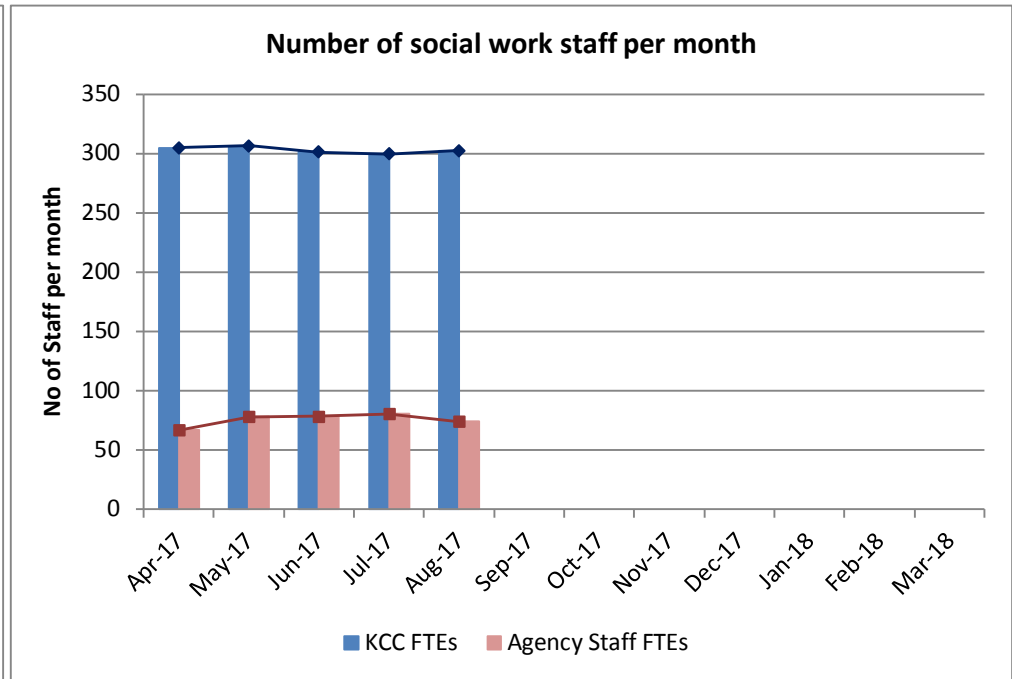
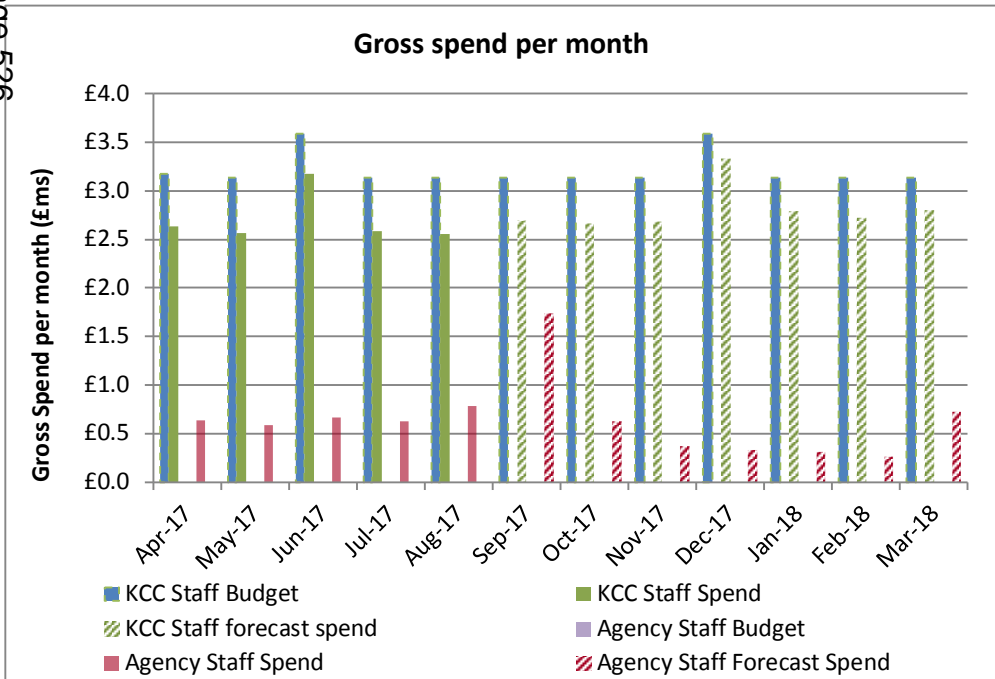
<b>2017-18 Forecast</b>	KCC £m	Agency £m	Gross £m
Budget	£38.6	£0.0	£38.6
Forecast	£33.2	£7.7	£40.8
Variance	-£5.4	£7.7	£2.2

<b>as at 31/08/17</b>	KCC £m	Agency £m	Gross £m
YTD Budget	£16.2	£0.0	£16.2
YTD Spend	£13.5	£3.3	£16.8
YTD Variance	-£2.7	£3.3	£0.6

<b>Staff numbers</b>	KCC FTEs	Agency Nos
as at 31/03/17	307.0	65.4
as at 31/08/17	302.5	74.0
YTD Movement	-4.5	8.6

**MAIN REASONS FOR FORECAST VARIANCE:**

This measure focusses on the level of social workers & senior practitioners rather than the overall staffing level within this budget. The budget assumes that CSC Staffing will be met using salaried workers, so every agency worker (who are more expensive than salaried staff) results in a pressure on this budget. This measure shows the extent of the vacancies within CSC that are currently covered by agency workers which contributes to the £1m net pressure reported against Children's Assessment staffing in Appendix 1. The £2.2m staffing pressure identified above is net against -£1.2m additional income, predominately relating to the recharging of the Duty Asylum team to the Asylum service, to produce the overall £1m pressure reported.

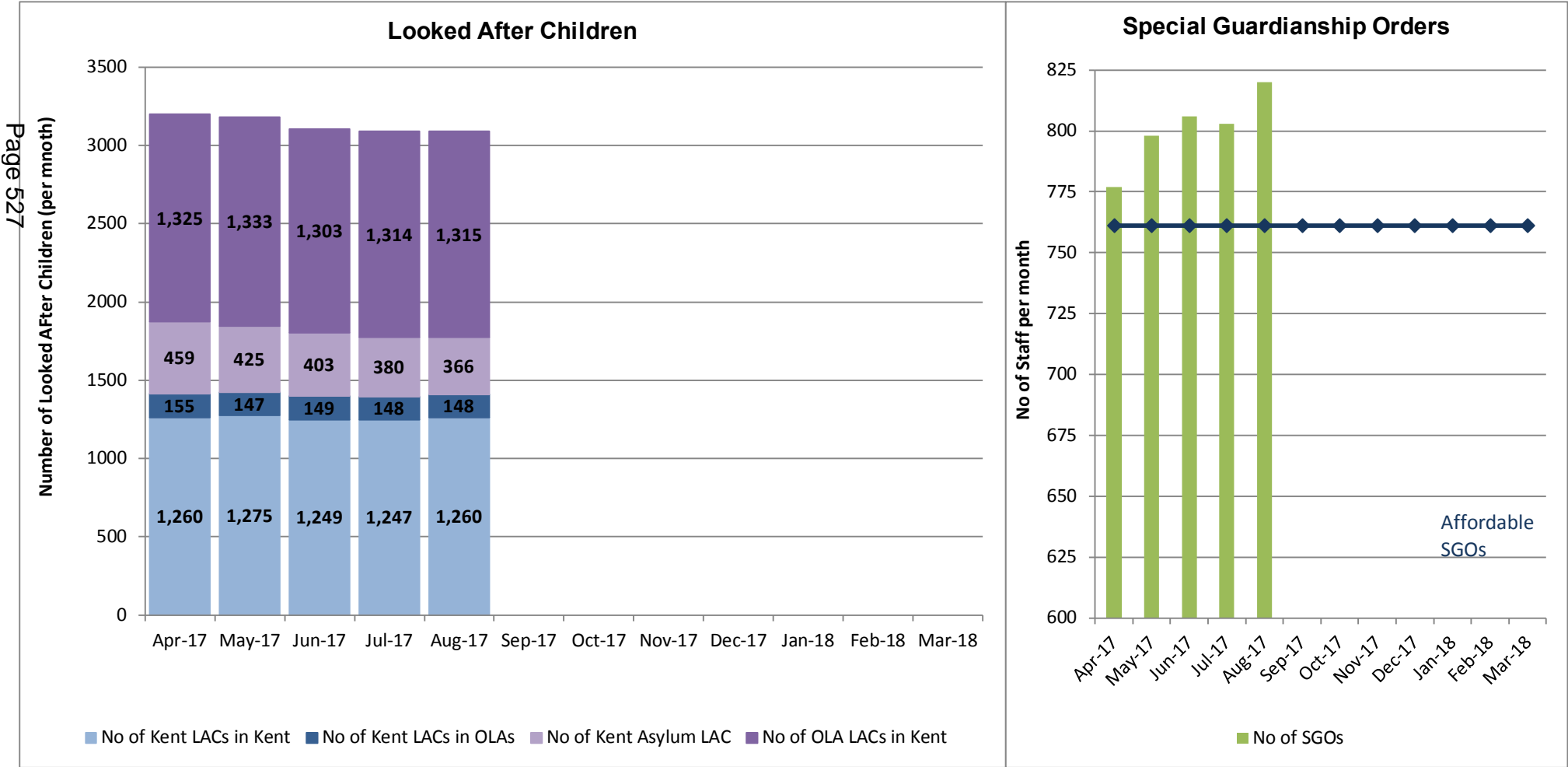


**Appendix 2.11: Number of Looked After Children and Number of Special Guardianship Orders (SGOs) with Costs**

The left-hand graph shows a snapshot of the number of children designated as looked after at the end of each month (including those currently missing), it is not the total number of looked after children during the period. The OLA LAC information has a confidence rating of 33% and is completely reliant on Other Local Authorities keeping KCC informed of which children are placed within Kent. The Management Information Unit (MIU) regularly contact these OLAs for up to date information, but replies are not always forthcoming.

There is an overall forecast pressure on both the Specialist Children's Services and Disabled Children's Services budget, with key parts of this relating to the LAC headings of Residential Care and Foster Care and non-LAC headings such as Social Care Staffing, Adoption & other permanent care arrangements (including Special Guardianship Orders (SGOs)), and Leaving Care.

The right hand graph shows the number of SGOs incurring costs, which are approved by the courts. These children are either former LAC or may have become LAC if an SGO was not granted.



**Appendix 2.12: Transport Services - Concessionary fares**

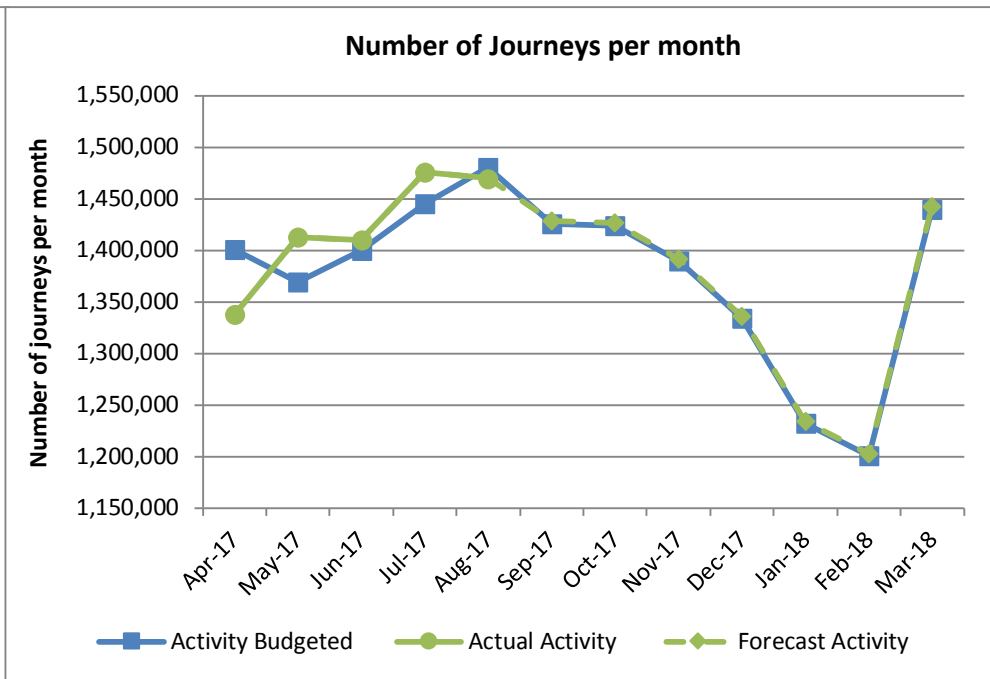
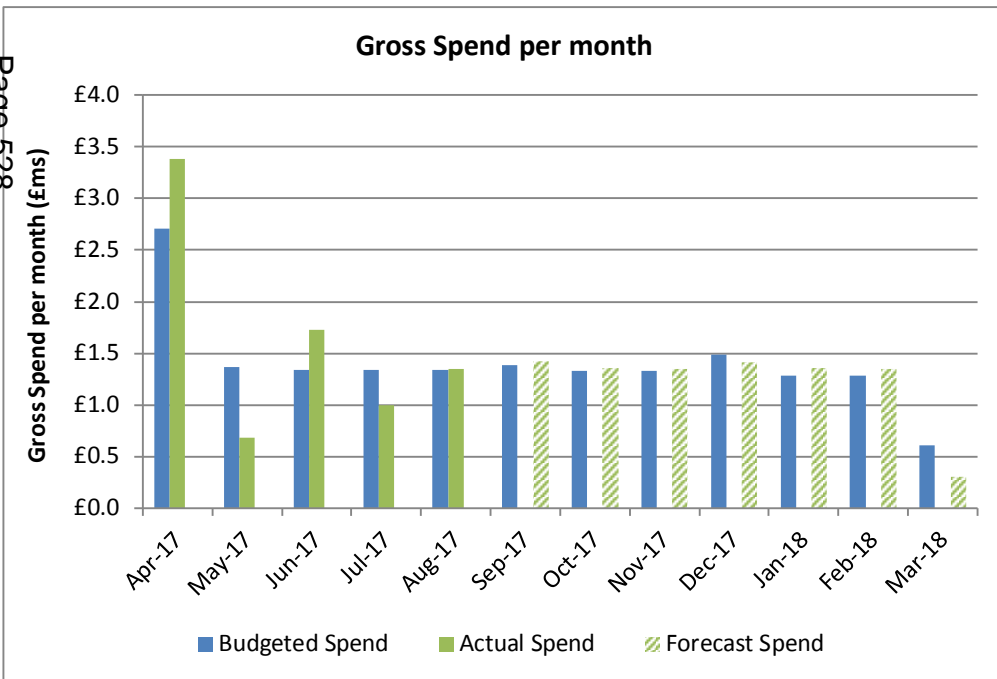
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	No of journeys to 31/03/2018
Budget	£16.8	-£0.0	£16.8	16,542,000
Actual	£16.7	-£0.0	£16.7	16,568,099
Variance	-£0.1	-£0.0	-£0.1	26,099

<b>Position as at 31st August 2017</b>	Gross £m	No of journeys to 31/08/2017
Budget: Spend/Activity Year to Date	£8.1	7,095,270
Actual: Spend/Activity Year to Date	£8.1	7,106,464
Variance as at 31st Aug 2017	£0.0	11,194

**MAIN REASONS FOR FORECAST VARIANCE:**

Currently there is no material variance relating either to number of journeys or price per journey with only a small underspend forecast on non activity headings (-£0.1m). The forecast is based on actual activity for April to August, with estimates for the remaining months. These estimates will continue to be reviewed in light of the actuals and the potential impact of any adverse weather on demand for journeys.

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**Appendix 2.13: Transport Services - Home to School / College Transport (Special Education Needs)**

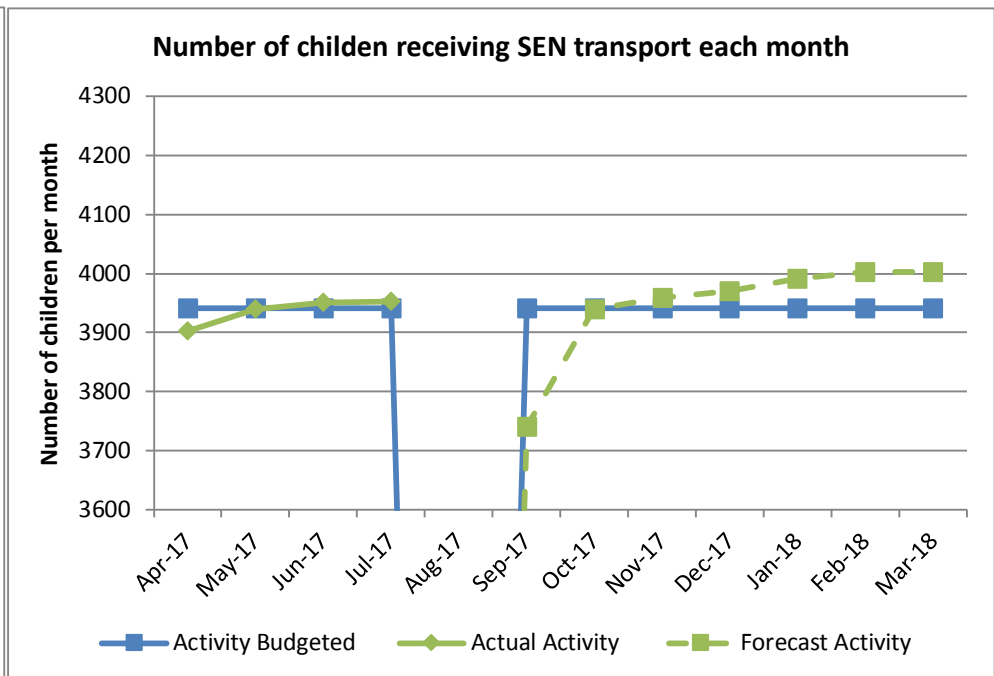
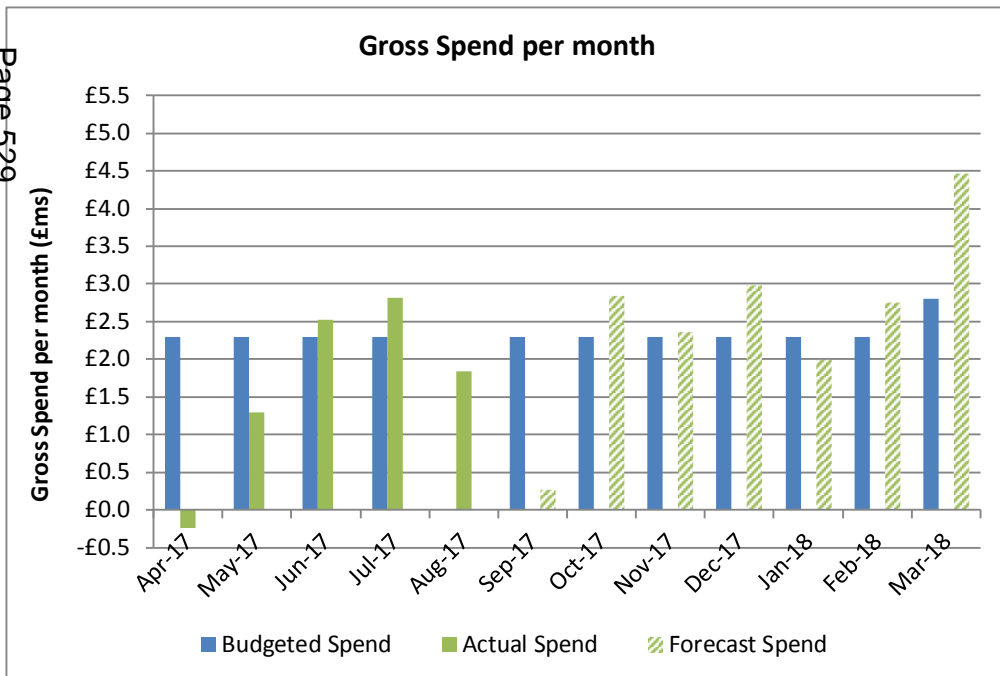
<b>2017-18 Total Forecast</b>	Gross £m	Income £m	Net £m	No of pupils as at 31/03/2018
Budget	£25.8	-£0.8	£25.0	3,941
Forecast	£25.9	-£0.8	£25.1	4,003
Variance	£0.1	-£0.0	£0.1	62

<b>Position as at 31st August 2017</b>	Gross £m	No of pupils as at 31/08/2017
Budget: Spend/Activity Year to Date	£9.2	0
Actual: Spend/Activity Year to Date	£8.2	0
Variance as at 31st August 2017	-£1.0	0

**MAIN REASONS FOR FORECAST VARIANCE:**

The SEN transport position should be looked at in conjunction with the Home to School Mainstream transport and 16+ Kent Travel card forecast. An overall breakeven position is currently being forecast for these services until the October 2017 monitoring report (reported to Cabinet in November 2017) when the forecasts for these budgets will be fully reviewed. These forecasts are heavily dependent on the September pupil numbers which will not be known until the end of September 17. At which time, there will also be further clarity on the impact of the recent procurement exercises.

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**Appendix 2.14: Treatment and disposal of residual waste**

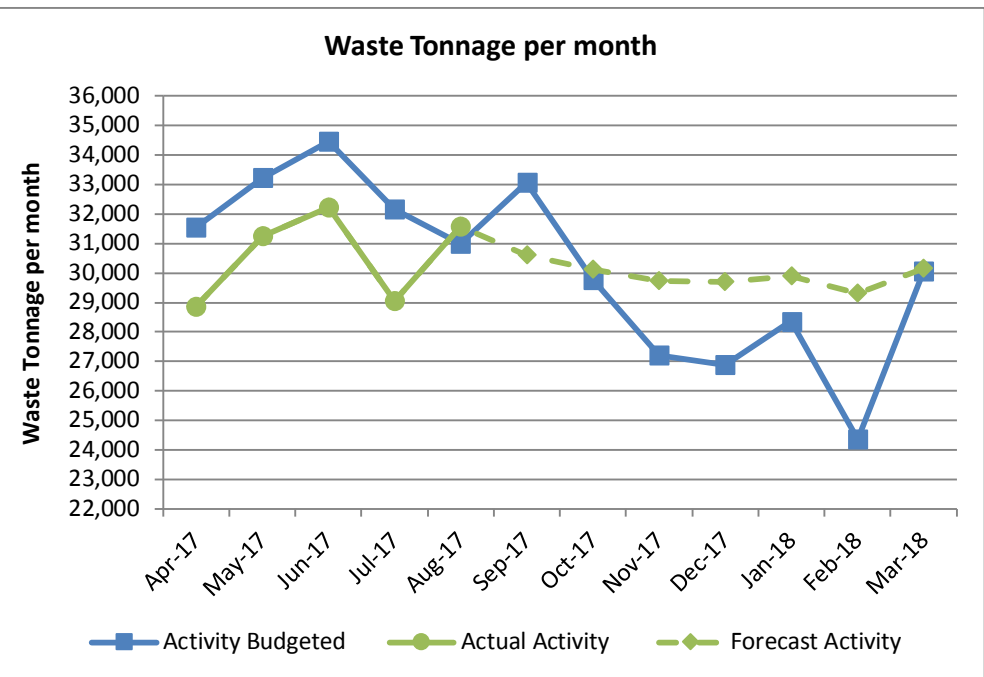
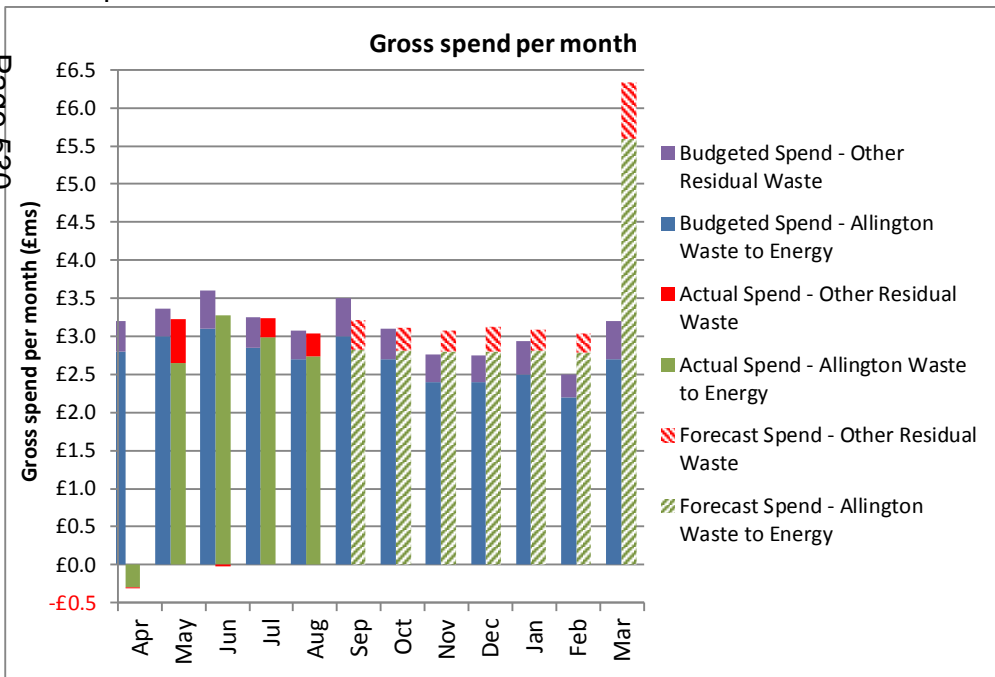
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Waste Tonnage to 31/03/2018
Budget	£37.4	£0.0	£37.4	362,047
Actual	£37.7	-£0.2	£37.4	362,505
Variance	£0.3	-£0.2	£0.1	458

<b>Position as at 31st August 2017</b>	Gross £m	Waste Tonnage to 31/08/2017
Budget: Spend/Activity Year to Date	£16.8	162,387
Actual: Spend/Activity Year to Date	£12.4	152,998
Variance as at 31st August 2017	-£4.4	-9,389

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross pressure of +£0.3m is due to a price variance (+£0.4m), offset by a volume variance of +458 tonnes (-£0.1m). Although tonnes are over budget an underspend is being forecast because a large number of tonnes are being redirected from Waste Treatment Final Disposal contracts into Waste to Energy at a cheaper rate. Pressure is also offset by higher than expected income (-£0.2m), from trade waste tonnes, leading to a net pressure of +£0.1m. The -£4.4m underspend to date shown in the table above is due to no monthly payment being made in April; this is forecast to catch up in March as shown in the chart below.

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**Appendix 2.15: Waste Processing**

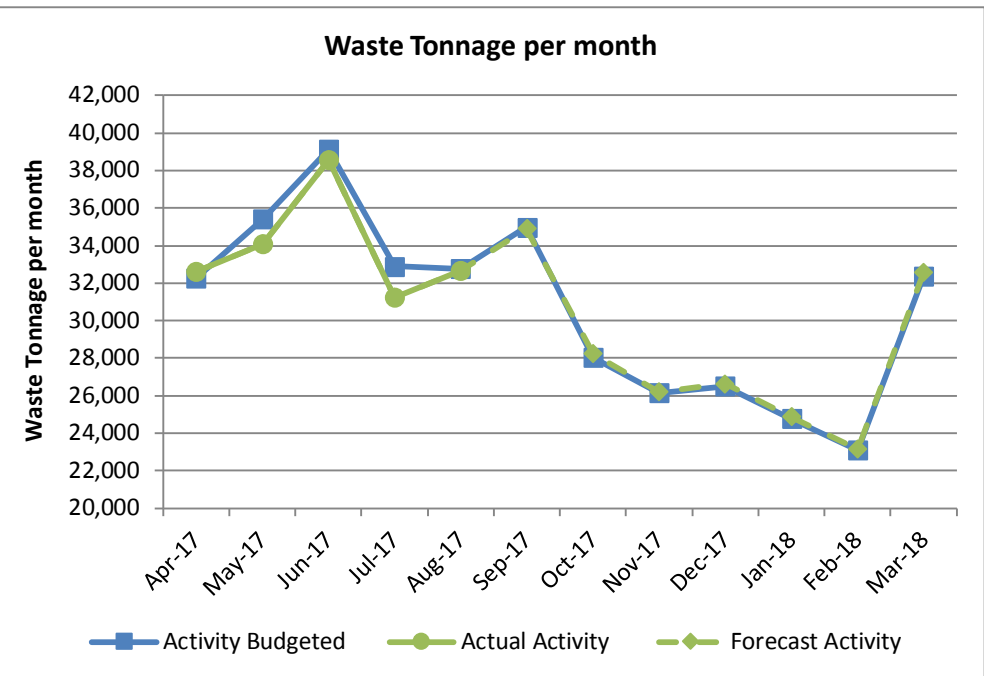
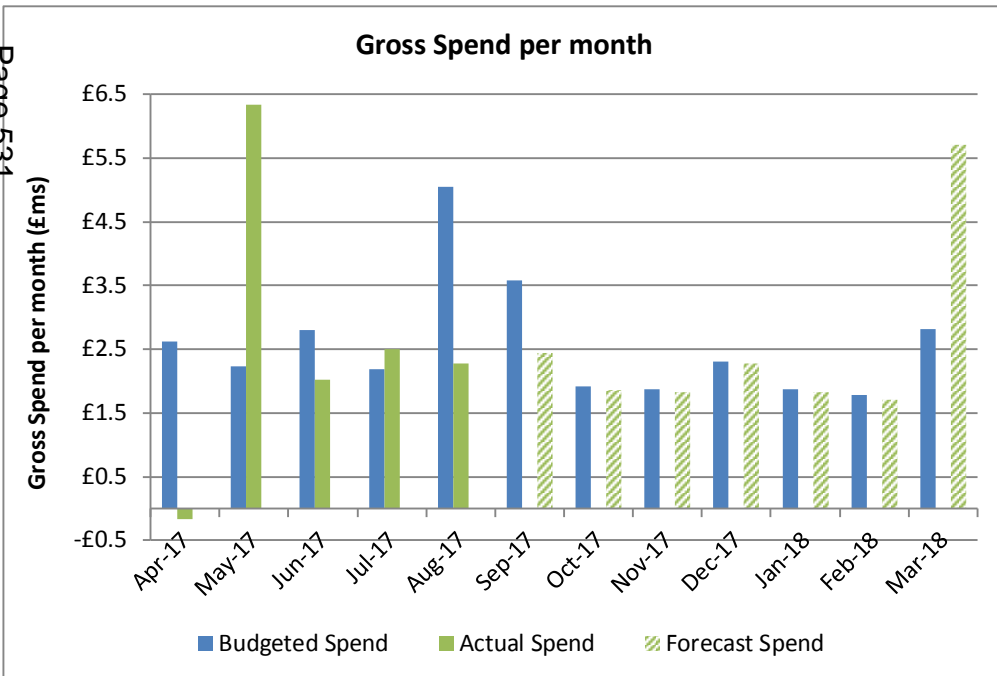
<b>2017-18 Forecast</b>	Gross £m	Income £m	Net £m	Waste Tonnage to 31/03/2018
Budget	£31.0	-£1.9	£29.2	368,245
Actual	£30.6	-£1.8	£28.9	365,593
Variance	-£0.4	£0.1	-£0.3	-2,652

<b>Position as at 31st August 2017</b>	Gross £m	Waste Tonnage to 31/08/2017
Budget: Spend/Activity Year to Date	£14.9	172,387
Actual: Spend/Activity Year to Date	£13.0	169,110
Variance as at 31st August 2017	-£1.9	-3,277

**MAIN REASONS FOR FORECAST VARIANCE:**

The gross underspend of (-£0.4m) is due to tonnage price variances (-£0.4m) primarily for Soil/Hardcore and Materials Recycling Facilities where contracts have been successfully retendered; there is also a small pressure within income due to a volume variance of -2,081 tonnes (+£0.1m). Variations in tonnes may not always impact on the financial position as not all changes in waste types attract an additional cost. The high spend in May is due to Enabling Payments which were budgeted to be paid in August/September therefore the variance is just a timing issue.

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**Appendix 2.16: All Staffing Budgets (excluding schools)**

<b>2017-18</b>	KCC	Agency	Gross
<b>Outturn</b>	£m	£m	£m
Budget	£299.6	£5.1	£304.7
Outturn	£293.7	£18.4	£312.1
Variance	-£5.9	£13.3	£7.4

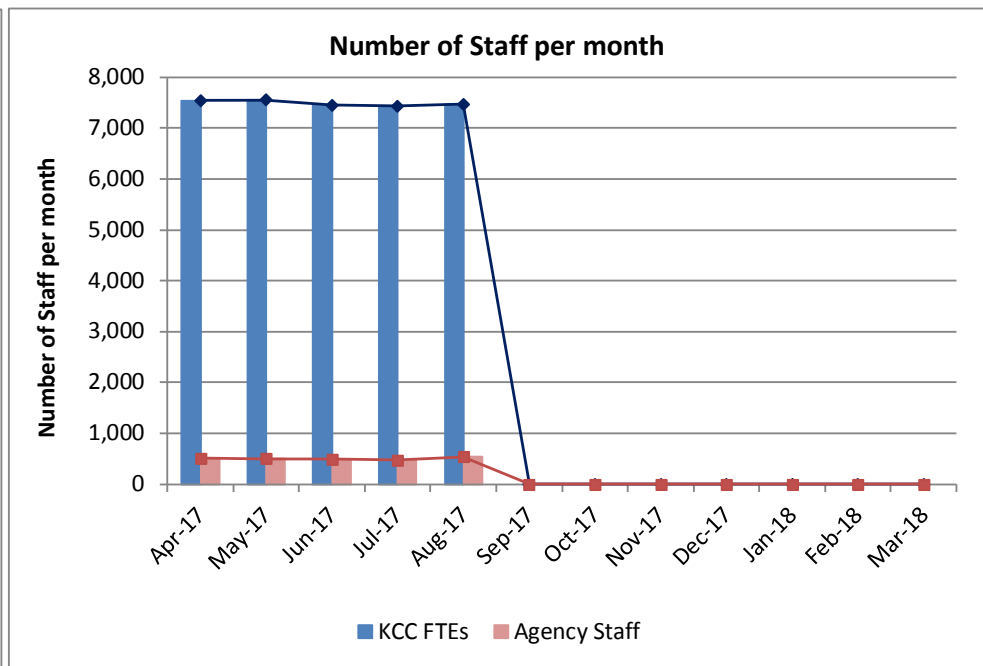
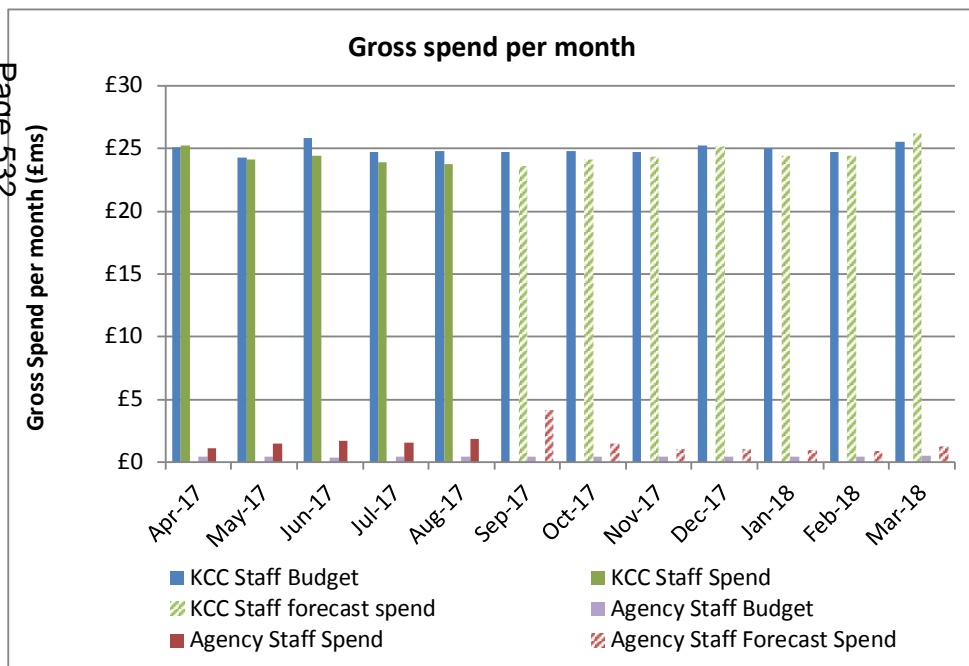
<b>as at 31</b>	KCC	Agency	Gross
<b>August 2017</b>	£m	£m	£m
YTD Budget	£124.8	£2.0	£126.8
YTD Spend	£121.4	£7.7	£129.0
YTD Variance	-£3.4	£5.6	£2.2

<b>Staff numbers</b>	KCC	Agency
	FTEs	Nos
as at 31 Mar 2017	7,609.36	445
as at 31 August 2017	7,470.32	543
Annual Movement	-139.04	98

**MAIN REASONS FOR VARIANCE:**

There is a significant underspend against KCC staff budgets but this is being negated by an overspend on agency staff. Vacancies are being held pending the outcome of restructuring and the uncertainty around budget cuts, which is contributing to the underspend against the KCC staff budgets. The majority of the overspend on agency staff relates to Children's Social Care Staff - see Appendix 2.10. The staffing numbers provided are a snapshot position at the end of the month.

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### Unaccompanied Asylum Seeking Children (UASC)

#### 1. Position compared to budget by age category

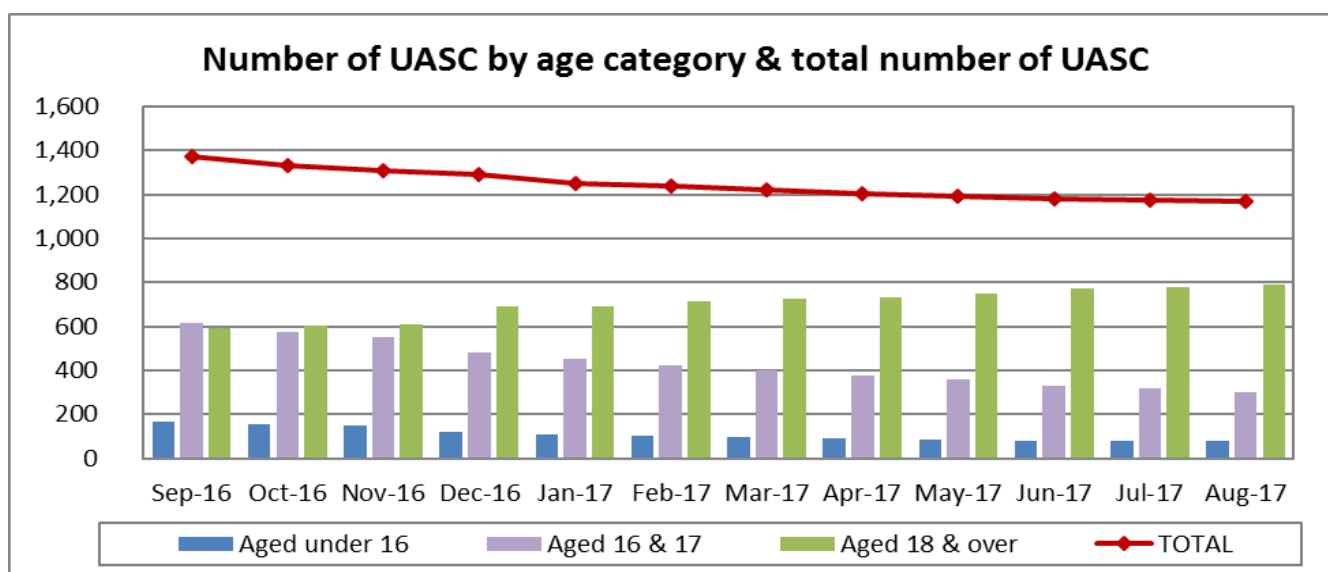
The outturn position is an overspend of £3.9m as detailed below:

	Cash Limit			Forecast Variance		
	Gross £m	Income £m	Net £m	Gross £m	Income £m	Net £m
Aged under 16	4.4	-4.4	0.0	-1.1	0.8	-0.3
Aged 16 & 17	10.5	-10.5	0.0	0.6	1.5	2.1
Aged 18 & over (care leavers)	8.7	-8.2	0.6	1.0	1.1	2.1
	<b>23.6</b>	<b>-23.1</b>	<b>0.6</b>	<b>0.5</b>	<b>3.4</b>	<b>3.9</b>

The following tables exclude individuals being reunited with family under the Dublin III regulation who are awaiting pick up by relatives and are not Asylum seekers (so are not eligible under grant rules), but we are recharging for the time they use the Authority's services, so the authority should not face net costs.

#### 2. Number of UASC & Care Leavers by age category

	Aged under 16	Aged 16 & 17	Aged 18 & over	<b>TOTAL</b>
Sep-16	167	613	594	<b>1,374</b>
Oct-16	155	573	601	<b>1,329</b>
Nov-16	147	553	610	<b>1,310</b>
Dec-16	117	481	693	<b>1,291</b>
Jan-17	109	451	691	<b>1,251</b>
Feb-17	101	425	714	<b>1,240</b>
Mar-17	99	398	725	<b>1,222</b>
Apr-17	93	376	732	<b>1,201</b>
May-17	85	356	750	<b>1,191</b>
Jun-17	80	331	771	<b>1,182</b>
Jul-17	78	316	778	<b>1,172</b>
Aug-17	80	301	790	<b>1,171</b>



The number of Asylum LAC shown in Appendix 2.11 (LAC numbers) is different to the total number of under 18 UASC clients shown within this indicator, due to UASC under 18 clients including both Looked After Children and 16 and 17 year old Care Leavers.

**3. Number of Eligible & Ineligible Clients incl All Rights of appeal Exhausted (ARE) clients at the end of each month**

2017/18	Eligible Clients	of which AREs	Ineligible Clients	of which AREs	Total Clients	Total AREs
At year end 2016/17	1,008	7	214	38	1222	45
April	982	3	219	42	1,201	45
May	972	3	220	33	1,192	36
June	965	8	217	35	1,182	43
July	967	4	205	32	1,172	36
August	954	21	217	32	1,171	53

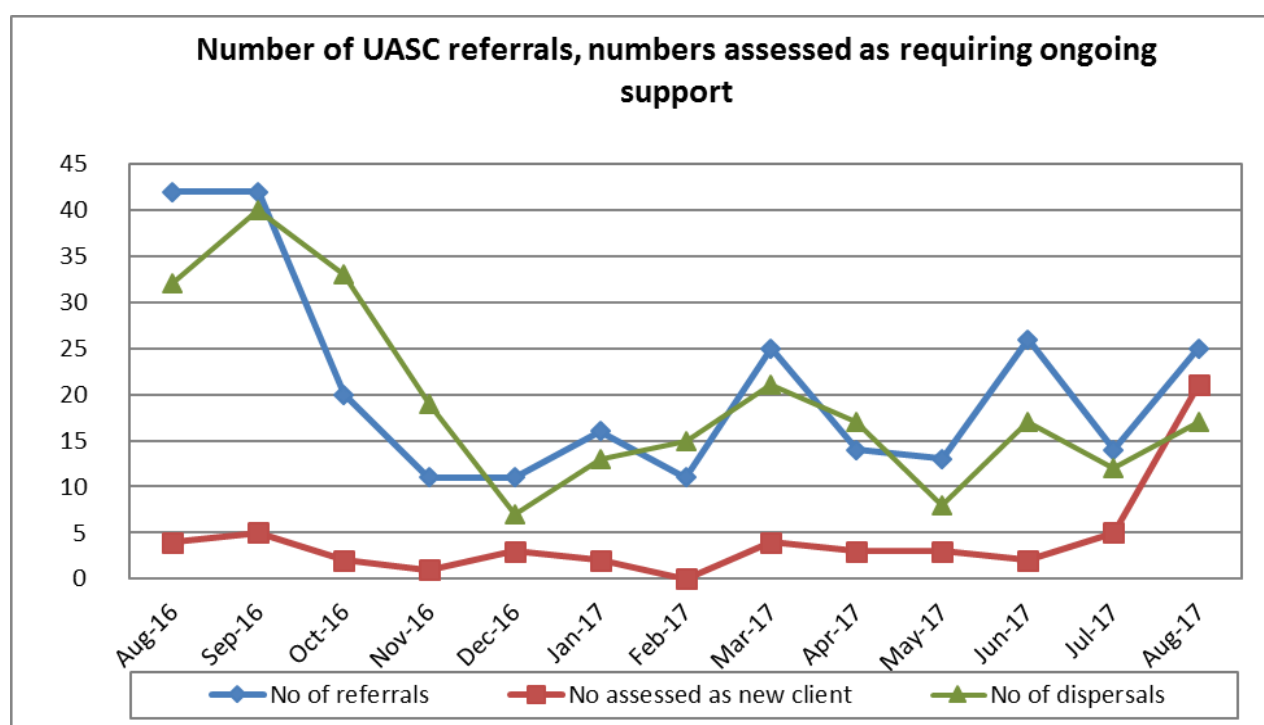
Eligible Clients are those who do meet the Home Office grant rules criteria. Appeal Rights Exhausted (ARE) clients are eligible for the first 13 weeks providing a human rights assessment is completed. There is a sharp rise in the number of new ARE clients within the 13 weeks of service, this is due to the Home Office clearing a backlog of asylum decisions, coupled with a long delay in receiving data match information in relation to the grant claim.

Ineligible clients are those who do not meet the Home Office grant rules criteria. For young people (under 18), this includes accompanied minors and long term absences (e.g. hospital or prison). For care leavers, there is an additional level of eligibility as the young person must have leave to remain or "continued in time" appeal applications to be classed as an eligible client.



#### 4. Numbers of UASC referrals, assessed as requiring ongoing support

	No of referrals	No assessed as new client	%	No of dispersals
Jul-16	47	5	11%	25
Aug-16	42	4	10%	32
Sep-16	42	5	12%	40
Oct-16	20	2	10%	33
Nov-16	11	1	9%	19
Dec-16	11	3	27%	7
Jan-17	16	2	13%	13
Feb-17	11	0	0%	15
Mar-17	25	4	16%	21
Apr-17	14	3	21%	17
May-17	13	3	23%	8
Jun-17	26	2	8%	17
	No of referrals	No assessed as new client	%	No of dispersals
Jul-17	14	5	36%	12
Aug-17	25	21	84%	17



#### 5. Total number of dispersals – new referrals & existing UASC

Duration	Arrivals who have been dispersed post new Government Dispersal Scheme (w.e.f 01 July 16)	Former Kent UASC who have been dispersed (entry prior to 01 July 16)	TOTAL
Jul-16	14	11	25
Aug-16	31	1	32
Sep-16	30	10	40
Oct-16	33	0	33
Nov-16	17	2	19
Dec-16	7	0	7
Jan-17	8	5	13
Feb-17	15	0	15
Mar-17	16	5	21
Apr-17	14	3	17
May-17	7	1	8
Jun-17	16	1	17
Jul-17	12	0	12
Aug-17	17	0	17

In total there have been 276 new arrivals that have been dispersed since July 2016. These are included within the referrals in table 4. This also includes arrivals since 01 July 16 dispersed to London Boroughs, who are not participating in the transfer scheme.

The dispersal process has been slower than expected and has resulted in Kent becoming involved in some of the work or assessment for these clients prior to their dispersal and are therefore counting as a referral. It is expected that we will get to the point where clients are dispersed more quickly and therefore will not be included in the referral numbers.

Please note numbers have been amended for previous months to reflect more up-to-date information.

**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Patrick Leeson, Corporate Director for Children, Young People and Education

Andrew Ireland, Corporate Director of Social Care, Health and Wellbeing

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** PERFORMANCE SCORECARDS

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

**Summary:** The attached performance scorecards provide members with progress against targets set for key performance and activity indicators.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the two separate scorecards, for Education and Early Help, and for Specialist Children's Services and **CONSIDER** and **COMMENT** on the performance scorecards.

## 1. Introduction

1.1 Appendix 2 Part 4 of the Kent County Council Constitution states that:

“Cabinet Committees shall review the performance of the functions of the Council that fall within the remit of the Cabinet Committee in relation to its policy objectives, performance targets and the customer experience.”

1.2 To this end, each Cabinet Committee receives performance scorecards

## 2. Performance Scorecards for Children, Young People and Education

2.1 The formation of the new integrated Children, Young People and Education (CYPE) directorate will bring together services which are currently supported by two Management Information teams. The respective Scorecards have previously been reported through two different cabinet committees.

2.2 The Education and Early Help performance scorecard (Attached as Appendix 1) is produced by one Management Information team (that covers what was previously known as Education and Young People's Services) and the Children's Social Care Scorecard (Attached as Appendix 2), which covers

Specialist Children's Services (SCS) and the Disabled Children and Young Peoples Service, is produced by the SCS Management Information team.

- 2.3 The Council has now introduced the new Children, Young People and Education (CYPE) Cabinet Portfolio, with this Cabinet Committee supporting that portfolio. However until the recruitment of a new Corporate Director for CYPE, Education and Early Help will remain reporting to Patrick Leeson while SCS will remain reporting to Andrew Ireland. Consequently, the accountability, and hence reporting, for Education and Early Help and for Children's Social Care remain separate.
- 2.4 Once the new Corporate Director for CYPE is in post, both the Education and Early Help and the Specialist Children's Services parts of the Council will report directly to that post. Work will then be undertaken to consider the best way to provide sufficient, appropriate performance information for all parts of the CYPE directorate.

### 3. Recommendation

**3.1 Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the two separate scorecards, for Education and Early Help, and for Specialist Children's Services and **CONSIDER** and **COMMENT** on the performance scorecards.

### 4. Background Documents

None

### 5. Contact details

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
Patrick Leeson, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 22 November 2017

**Subject:** Children, Young People and Education Directorate Performance Scorecard

**Classification:** Unrestricted

**Past Pathway of Report:** None

**Future Pathway of Report:** None

**Electoral Division:** All Divisions

**Summary:** The Children, Young People and Education performance management framework is the monitoring tool for the targets and the milestones for each year up to 2020, 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 Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard, which includes all Education and Early Help services.

## **1. Introduction**

- 1.1 The 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. Children, Young People and Education 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 is 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 on the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.

### **3. Current Performance**

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have been updated to align with the latest version of Vision and Priorities.
- 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. Indicator definitions are given on pages 29 -31.
- 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 97.8% is broadly in line with the target of 97.5%. This is excellent progress, and sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service. The take-up for two years olds in September 2017 was 66.6%. Other priorities include the ongoing delivery of 30 Hours of Free Childcare, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds, increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage, narrowing achievement gaps, and increasing the number of Early Years settings working within a collaboration.
- 3.5 The percentage of schools that are good or outstanding has decreased marginally from 91.6% to 91.4% which is below the 2017/18 target of 93%. In August 2017, 501 of the 548 schools in Kent with a current inspection were good or outstanding. This means in Kent 91.4% of pupils were attending good or outstanding schools compared to 88.8% at the same time last year, an increase of 11,886 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We remain determined, working in partnership with schools, to continue the positive trajectory seen in Kent. Improving outcomes and reducing the performance gaps are at the forefront of our work. One of the priorities moving forward is to increase the number of schools graded as outstanding and moving those who require improvement to become good as quickly as possible. We remain on track for our long term target that 95% of schools will be good or outstanding by 2018.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 73.9% (658 out of 890) in the quarter against a target of 85%. In the past year, KCC's Special Educational Needs teams are receiving new referrals for statutory assessment at an unprecedented rate. The numbers across Kent are the highest the County Council has ever seen, having carried out 1004 statutory assessments in 2016 compared with 880 in 2014. The Service saw a 16% rise over the last year. This is in addition to assessing over 8,000 existing pupils with Statements who must be transitioned to new Education Health and

Care Plans. Managing transitional arrangements alongside new assessments is adversely impacting on the proportion that can be completed within 20 weeks.

- 3.7 The number of permanent exclusions of Primary aged pupils is 21, one more than last quarter and 9 above the target. The number of permanent exclusions from Secondary schools has decreased from 51 to 48, higher than the target of 35. Both rates however are lower than the national figure. The way in which schools access support from the PRU, Inclusion & Attendance service has been streamlined. This process ensures one single route into the service, through a new Digital Front Door, and appropriate and timely allocation of work. Since this was rolled out feedback from schools has been very positive.
- 3.8 The percentage of 16-17 year olds not in education, employment or training (NEET) data for September is 1.6% with 71.3% unknowns (this is an untypical time of year to measure as many young people are still being paced in post 16 destinations). The three month rolled average for December, January and February, which the DfE uses as its performance measure, shows NEETs in Kent to be 3.1% which is below the national figure of 2.8%. The new combined measure of % of 16 – 17 year olds NEET or whose activity is not known was 6.8% in Kent compared to the national figure of 6.0%.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 17 population has decreased from 371.8 in June 2017 to 366.8 in September 2017. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has increased from 76.4% to 79.4% and is below the target of 87%. We are now receiving higher volumes of Domestic Abuse Notifications from the Police prior to consent being gained, and a significant proportion of these families do not wish to engage with any services so the cases are closed due to disengagement. However, for unit cases initiated via an Early Help Notification 82% of cases are closed with outcomes achieved, which is above the 80% service standard. The percentage of cases closed to Specialist Children's Services that were safely stepped-down to Early Help and Preventative Services was 15.3% for the quarter, below the 26% target, which is disappointing. New 'front door' arrangements were due to be introduced from April 2017 to combine the SCS Central Duty Team and Early Help Triage team into a single front door for support services at intensive level or higher, with a single 'request for services' form for schools and other agencies to complete. The implementation of a new 'front door' has been restarted, with management appointments taking place in October. This is one of the first key areas of development within the Children and Young People's Services Integration Programme, with further work being planned to more closely align Specialist Children's Services and Early Help.
- 3.10 The Ministry of Justice has changed the way it reports the rate of re-offending by children and young people. The change is from 12 month offender cohorts to 3 month offender cohorts' which results in a greater proportion of prolific offenders and therefore an increase in the reoffending rate of around 4-5 percentage points for both adults and juveniles. Using the measures measure the rate of proven re-offending by CYP is 34.2%. The number of first time entrants to the Youth Justice system at 326 is just ahead of the target of 320.
- 3.11 The 2016-17 results for pupils at the end of the Early Years Foundation Stage (EYFS) shows that in Kent 74.3% of children achieved a good level of development compared to 74.8% in 2015-16. National data shows Kent is 3.6 percentage points above the England average figure of 70.7%. 310 schools (out of 442) are above the national figure. Where there has been a reduction in GLD

assessments, schools have been invited to explain the judgements. They have often cited children's low starting points especially in verbal language skills, physical disabilities and mobility. There has been a number of children who have arrived from overseas with no pre-school or school experiences, and therefore no assessments have accompanied them.

- 3.12 Key Stage 2 data for the percentage achieving the expected standard in reading, writing and mathematics for Kent is 64% which compares favourably to the national figure of 61%. The FSM gap at 25.4 percentage points is wider than the target of 18 percentage points.
- 3.13 The percentage of Primary pupils who are persistently absent using the lower 10% threshold for 2015/16 is 8.7%, meaning the target of 6.5% was not met. The national figure is 8.2%. The percentage of Secondary pupils who are persistently absent is 14.2%, again not meeting the target of 12.5% and is also above the national figure of 13.1%

#### **4. Recommendations**

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard.

### **Background Documents**

CYPE Directorate Scorecard – October 2017 release (September 2017 data)

### **Contact details**

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2017 Release (September 2017 Data)

Page 545

Produced by: Management Information, KCC

Publication Date: 31st October 2017



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# Children, Young People and Education Directorate Scorecard

## Guidance Notes

**Notes:** 1) Adjustments have been made to all 2016-17 figures for SISE59, so June 2017 data has been amended for Kent LA and Districts where applicable. 2) CYPE7 has been replaced by CYPE8 - 'Rate of proven re-offending by CYP' which includes changes to the cohort that the previous measure was based on. Previous CYPE7 data is not comparable. See definitions page for details. 3) SISE56 does not have a RAG rating applied as this is an untypical time of year to measure NEET percentages as many young people are still being placed in post 16 destinations.

### 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 Ratings




**GREEN** Target has been achieved

**AMBER** Floor Standard\* achieved but Target has not been met



**RED** Floor Standard\* has not been achieved

\* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

### DoT (Direction of Travel) Alerts

	Performance has improved
	Performance has worsened
	Performance has remained the same

### Incomplete Data

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

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### Children, Young People and Education Scorecards

CYPE	Children, Young People and Education 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
Q	Quarterly
A	Annually
MI	Management Information

Directorate Scorecard - Kent

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	Kent Outturn 2016-17	Target 2016-17	RAG 2016-17
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1	0	AMBER	1	0	AMBER
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	91.4	↓	91.6	93	AMBER	91.8	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	97.8	↑	97.5	97.5	GREEN	97.2	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	66.6	↑	65.3	80	RED	66.6	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	73.9	↓	74.0	90	RED	74.7	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils (as at end Oct 2017)	L	M	720	↓	664	260	RED		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	21	↓	20	12	RED	19	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	48	↑	51	35	RED	49	40	RED
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	70.7	↓	75.9	80	RED	74.3	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds (2016-17 Quarter 4 data compared to 2016-17 Target)	H	Q	2,670	↑	2,400	3,600	RED	2,670	3,600	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.6	↑	3.2	2.0		3.2	2.5	
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.7	↔	2.7	2.0	RED	2.9	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	366.8	↓	371.8			391.0		
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	79.4	↑	76.4	87	RED	79.6	86	RED
SC05	Step-downs as a percentage of SCS case closures	H	M	15.3	↓	16.2	26	RED	19.8	25	RED
EH52	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	39.9	↑	33.4	82	RED	31.7	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q	34.2							

**Summary**

- The percentage of schools judged to be Good or Outstanding has fallen to 91.4% from 91.6% in the previous quarter. This is 1.4% below the 2017-18 target of 93%.
- The number of primary school age permanent exclusions has risen by 1 from 20 in the previous quarter to 21, which is below the 2017-18 target of 12.
- The number of secondary school age permanent exclusions has fallen to 48 from 51 in the last quarter; this is below the 2017-18 target of 35.
- The percentage of cases closed by Early Help Units with outcomes achieved increased to 79.4% from 76.4% in the previous quarter. This is below the 2017-18 target of 87%.
- CYPE7 Rate of proven re-offending by CYP has been replaced by CYPE8, which is based on a 3mth cohort compared to the previous 12mth cohort (see definitions page for details).
- The percentage of 16-17 year olds not in education, employment or training (NEET) data for September is 1.6% with 71.3% unknowns. This is an untypical time of year to measure this as many young people are still being placed in post 16 destinations and for this reason a RAG has not been applied.

Directorate Scorecard - Kent

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 Kent Outturn	DOT	2015-16 Kent Outturn	Target 2016-17	RAG 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	74.3	↓	74.8	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	10.1	↑	19	17	GREEN	14	11	8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	64	↑	59	66	AMBER	68	70	72
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	25.4	↓	25	18	RED	16	15	14
SISE12	Average score at KS4 in Attainment 8	H	A	46.0	↓	50.4	52	RED	53	54	55
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A			16.2	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19 (2015-16 data and targets)	H	A	85.4	↓	87.1	86.0	AMBER	92	93	95
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap (2015-16 data and targets)	L	A	21.2	↓	16.8	16.5	RED	13	12	10
SISE45	Percentage of young people with Level 3 attainment by age 19 (2015-16 data and targets)	H	A	54.1	↓	56.1	57.4	RED	70	75	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap (2015-16 data and targets)	L	A	32.5	↓	30.1	24.6	RED	16	16	14
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils (2016 data)	L	A	3.0	↓	2.6	2.7	AMBER	2.6	2.5	2.5
CYPE2	Percentage of parents getting first preference of primary school	H	A	89.0	↑	87.2	87	GREEN	87	87	87
CYPE3	Percentage of parents getting first preference of secondary school	H	A	80.5	↓	81.4	83	AMBER	83	84	85
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	4.6		5.0	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	9.3		10.1	8		7	5	5
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold (2016 data)	L	A	8.7			6.5	RED	8.0	7.5	7.0
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold (2016 data)	L	A	14.2			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Ashford

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	↔	95.8	93	GREEN	95.8	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	98.3	↓	98.4	97.5	GREEN	98.4	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	71.8	↑	71.2	80	RED	71.8	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	64.4	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	0	↔	0			0		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	0	↔	0			0		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	66.7	↓	77.9	80	RED	72.3	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.7	↑	2.9	2.0		3.0		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.2	↑	3.4	2.0	RED	3.5	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	360.6	↓	383.4			409.3		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	69.4	↓	80.0	87	RED	79.3	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	40.6	↑	26.4	82	RED	17.8	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Ashford

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.3	↓	75.1	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	9.8	↑	22.7	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	60.1	↑	56.7	66	RED	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	30.1	↓	28.0	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			47.5	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			15.8	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	4.8		4.8	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	10.8		11.1	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.3			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	17.4			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Canterbury

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	88.9	↔	88.9	93	RED	88.9	92	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	98.2	↑	96.7	97.5	GREEN	96.6	97	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	64.9	↑	62.6	80	RED	64.9	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	38.1	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	1	↔	1			1		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	1	↔	1			1		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	73.8	↓	85.5	80	RED	75.4	75	GREEN
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.7	↑	2.5	2.0		2.4		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.1	↓	1.0	2.0	GREEN	1.1	2.0	GREEN
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	371.2	↓	383.2			403.1		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	76.2	↓	79.4	87	RED	76.5	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	26.9	↑	17.6	82	RED	19.0	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**



Directorate Scorecard - Canterbury

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.8	↓	75.6	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	10.5	↑	25.7	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	69.1	↑	63.1	66	GREEN	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	24.6	↑	29.4	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			50.3	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			16.8	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	5.3		6.6	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	3.8		3.4	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.8			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.4			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Dartford

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	91.7	↓	94.4	93	AMBER	91.7	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	93.0	↑	92.9	97.5	AMBER	92.9	97	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	62.6	↑	59.7	80	RED	62.6	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	91.4	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	5	↔	5			5		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	11	↓	10			10		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	70.8	↑	68.8	80	RED	72.9	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.2	↑	3.0	2.0		2.9		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.3	↔	2.3	2.0	AMBER	2.4	2.0	AMBER
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	337.4	↑	328.1			351.1		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	89.7	↑	82.9	87	GREEN	91.7	86	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	40.3	↓	45.0	82	RED	48.5	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Dartford

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	74.6	↑	73.6	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	9.6	↑	19.1	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	64.3	↑	61.2	66	AMBER	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	26.7	↓	22.1	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			55.4	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			15.6	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	0.7		0.6	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	7.2		7.1	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	9.6			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	10.1			12.5	GREEN	11.5	10.5	9.5

Directorate Scorecard - Dover

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	93.9	↔	93.9	93	GREEN	93.9	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↑	97.7	97.5	GREEN	97.7	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	72.6	↑	70.9	80	RED	72.6	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	59.1	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	0	↔	0			0		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	3	↑	5			3		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	68.1	↓	69.2	80	RED	72.4	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.5	↑	3.8	2.0		3.4		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	4.2	↑	4.3	2.0	RED	4.5	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	484.5	↓	487.2			520.4		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	91.3	↑	70.2	87	GREEN	79.2	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	54.4	↑	46.1	82	RED	45.8	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Dover

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	74.3	↓	74.6	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	2.8	↑	9.9	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	66.7	↑	59.9	66	GREEN	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	18.0	↑	19.2	18	GREEN	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			48.9	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			9.9	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	8.1		8.6	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	14.8		14.4	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.3			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.2			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Gravesham

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	88.2	↑	82.4	93	RED	85.3	92	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↔	100.0	97.5	GREEN	100.0	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	42.8	↑	42.4	80	RED	42.8	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	96.8	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	1	↑	2			1		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	9	↔	9			10		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	73.3	↓	78.0	80	RED	77.3	75	GREEN
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.8	↑	3.4	2.0		3.6		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.7	↔	3.7	2.0	RED	3.8	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	377.5	↓	391.2			406.4		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	92.3	↑	76.6	87	GREEN	82.5	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	57.3	↓	67.1	82	RED	65.8	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Gravesham

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	72.1	↓	72.5	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	-0.2	↑	7.7	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	57.9	↑	50.2	66	RED	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	35.3	↓	21.3	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			50.9	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			15.4	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	0.9		0.7	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	7.2		8.7	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	10.1			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.0			12.5	AMBER	11.5	10.5	9.5

Directorate Scorecard - Maidstone

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↓	0			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	84.7	↑	84.2	93	RED	83.1	92	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↑	97.4	97.5	GREEN	97.4	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	63.4	↑	61.8	80	RED	63.4	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	93.1	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	1	↔	1			1		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	8	↔	8			9		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	66.7	↓	71.4	80	RED	70.6	75	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.2	↑	3.0	2.0		3.2		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.2	↓	2.0	2.0	AMBER	2.4	2.0	AMBER
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	318.1	↓	327.8			324.0		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	70.7	↓	73.7	87	RED	74.6	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	23.6	↑	19.1	82	RED	19.6	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**



## Directorate Scorecard - Maidstone

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.8	↓	75.4	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	21.4	↑	22.7	17	RED	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	63.0	↑	58.4	66	AMBER	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	28.8	↓	28.1	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			52.7	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			18.5	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	4.2		5.2	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	10.7		10.7	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.5			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.1			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Sevenoaks

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	↓	93.8	93	AMBER	93.6	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	96.9	↑	95.7	97.5	AMBER	97.1	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	58.8	↑	57.3	80	RED	58.8	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	91.9	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	3	↓	1			1		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	5	↔	5			5		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	69.1	↑	67.7	80	RED	70.3	75	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.1	↑	1.8	2.0		1.7		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.5	↓	1.3	2.0	GREEN	1.3	2.0	GREEN
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	245.4	↑	236.4			256.9		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	76.5	↓	100.0	87	RED	80.8	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	53.4	↑	45.3	82	RED	44.9	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Sevenoaks

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	77.8	↑	76.9	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	-4.1	↑	26.9	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	71.9	↑	65.1	66	GREEN	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	14.3	↑	31.5	18	GREEN	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			42.3	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			8.3	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	7.9		7.8	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	7.9		12.3	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.0			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.1			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Shepway

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	97.3	↓	97.4	93	GREEN	97.3	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	95.0	↓	97.8	97.5	AMBER	95.5	97	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	85.1	↔	85.1	80	GREEN	85.1	78	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	82.0	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	1	↓	0			1		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	1	↑	3			1		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	66.1	↓	75.4	80	RED	73.0	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.7	↑	3.4	2.0		3.1		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.5	↔	3.5	2.0	RED	3.9	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	453.7	↓	458.4			476.9		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	74.1	↓	87.0	87	RED	80.6	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	43.1	↑	25.3	82	RED	23.6	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

## Directorate Scorecard - Shepway

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.9	↑	73.1	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	19.9	↓	17.2	17	AMBER	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	63.3	↑	55.0	66	AMBER	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	23.2	↓	19.4	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			47.2	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			13.7	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	5.0		4.8	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	8.1		15.8	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.8			6.5	RED	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.6			12.5	RED	11.5	10.5	9.5

## Directorate Scorecard - Swale

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	↓	94.2	93	AMBER	94.2	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	96.2	↓	98.1	97.5	AMBER	98.1	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	66.9	↑	65.6	80	RED	66.9	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	60.4	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	5	↑	6			5		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	0	↔	0			0		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	59.8	↓	68.8	80	RED	68.1	75	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.2	↑	4.2	2.0		4.5		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	4.5	↓	4.2	2.0	RED	4.7	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	413.1	↓	419.0			455.3		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	81.1	↑	61.7	87	RED	81.0	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	35.5	↓	36.3	82	RED	27.4	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

Directorate Scorecard - Swale

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.5	↑	73.4	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	7.1	↑	23.8	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	61.1	↑	54.2	66	RED	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	24.9	↓	23.8	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			47.4	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			20.1	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	3.3		4.1	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	9.4		10.4	8		7	5	5
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	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.1			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Thanet

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	88.1	↔	88.1	93	RED	88.1	92	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	97.1	↓	100.0	97.5	AMBER	97.2	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	72.0	↑	70.4	80	RED	72.0	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	52.2	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	0	↔	0			0		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	0	↔	0			0		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	70.8	↓	74.8	80	RED	73.1	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.3	↑	4.5	2.0		4.4		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	5.5	↔	5.5	2.0	RED	6.1	2.0	RED
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	477.0	↓	478.7			487.0		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	74.5	↑	68.4	87	RED	72.1	86	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	47.2	↑	23.3	82	RED	29.4	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**



## Directorate Scorecard - Thanet

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	69.9	↓	70.6	81	RED	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	8.6	↑	10.8	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	60.2	↑	53.5	66	RED	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	23.8	↓	15.1	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			43.4	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			15.0	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	4.0		3.0	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	6.3		4.6	8		7	5	5
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	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.1			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Tonbridge and Malling

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	1			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	92.5	↓	92.6	93	AMBER	92.5	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	98.2	↓	98.3	97.5	GREEN	98.3	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	61.3	↑	59.8	80	RED	61.3	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	95.9	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	2	↔	2			2		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	7	↔	7			7		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	86.7	↓	89.6	80	GREEN	87.9	75	GREEN
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.2	↑	2.7	2.0		2.7		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.8	↓	1.6	2.0	GREEN	1.9	2.0	GREEN
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	326.9	↑	325.2			349.5		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	90.5	↑	88.4	87	GREEN	86.7	86	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	28.9	↓	30.4	82	RED	26.5	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

Directorate Scorecard - Tonbridge and Malling

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	78.0	↓	79.5	81	AMBER	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	23.7	↑	29.3	17	RED	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	68.1	↑	60.8	66	GREEN	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	26.7	↑	39.1	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			51.6	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			17.1	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	5.2		6.3	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	14.2		13.1	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	6.9			6.5	AMBER	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.7			12.5	RED	11.5	10.5	9.5

Directorate Scorecard - Tunbridge Wells

September 2017 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2017-18	RAG 2017-18	District Outturn 2016-17	Target 2016-17	RAG 2016-17
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	93.2	↔	93.2	93	GREEN	93.2	92	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↑	98.2	97.5	GREEN	98.3	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	64.3	↑	63.5	80	RED	64.3	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M		↓	77.3	90	RED		90	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	M	2	↔	2			2		
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	M	3	↔	3			3		
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	M	86.5	↓	88.1	80	GREEN	89.0	75	GREEN
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.0	↑	2.7	2.0		2.8		
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.3	↑	1.4	2.0	GREEN	1.2	2.0	GREEN
EH02	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		M	259.3	↓	264.6			277.5		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	72.7	↑	56.3	87	RED	86.7	86	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	14.5	↑	13.6	82	RED	14.3	80	RED
CYPE8	Rate of proven re-offending by CYP	L	Q								

**Notes**

Directorate Scorecard - Tunbridge Wells

September 2017 Data

Annual Indicators		Polarity	Frequency	2016-17 District Outturn	DOT	2015-16 District Outturn	Target 2016-17	RAG 2015-16	Target 2017-18	Target 2018-19	Target 2019-20
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	78.2	↑	77.7	81	AMBER	85	87	88
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A	10.9	↑	28.9	17	GREEN	14	11	8
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	69.7	↑	59.8	66	GREEN	68	70	72
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	30.5	↓	28.2	18	RED	16	15	14
SISE12a	Average score at KS4 in Attainment 8	H	A			57.2	52		53	54	55
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A			19.2	14		12	11	10
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A								
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A								
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A								
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A								
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A								
CYPE2	Percentage of parents getting first preference of primary school	H	A								
CYPE3	Percentage of parents getting first preference of secondary school	H	A								
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A	6.3		7.9	5		5	5	5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A	9.0		11.9	8		7	5	5
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.3			6.5	AMBER	8.0	7.5	7.0
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	11.4			12.5	GREEN	11.5	10.5	9.5

Data Sources for Current Report

September 2017 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 September 2017	Oct 2017
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at September 2017	Oct 2017
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 September 2017	Oct 2017
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 August 2017	Aug 2017
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at September 2017	Oct 2017
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at Oct 2017 (Previously March 2016)	Oct 2017
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Impulse database - monthly reported data	Rolling 12 months up to September 2017	Oct 2017
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Impulse database - monthly reported data	Rolling 12 months up to September 2017	Oct 2017
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Sept 2016 to June 2017	July 2017
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2016-17 Quarter 4 data	Oct 2017
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of September 2017	Oct 2017
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of September 2017	Oct 2017
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)	Early Help module	Rolling 12 months up to September 2017	Oct 2017
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at September 2017	Oct 2017
SCS05	Percentage of cases closed by SCS stepped down	Early Help module / Liberi	YTD September 2017	Oct 2017
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	Early Help module	Snapshot as at September 2017	Oct 2017
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2015 to Dec 2015 cohort	Oct 2017
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2016-17 DfE published (LA) & MI Calcs (District)	Oct 2017
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2016-17 MI Calcs (LA & District)	Nov 2016
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2016-17 DfE published (LA) & MI Calcs (District)	Aug 2017
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2016-17 MI Calcs (LA & District)	Sept 2017
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2016-17 DfE provisional (LA only)	Oct 2017
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	Awaiting NCER dataset - Oct/Nov 2017	
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 2016	April 2017
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2016	April 2017
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 2016	April 2017
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2016	April 2017
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 2017	July 2017
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2017-18	June 2017
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2017-18	June 2017
CYPE4	Percentage of surplus school places in Kent Primary schools	Commissioning Plan for Education Provision in Kent	2016-17 surplus capacity data	July 2017
CYPE5	Percentage of surplus school places in Kent Secondary schools	Commissioning Plan for Education Provision in Kent	2016-17 surplus capacity data	July 2017
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2015-16 DfE SFR (LA) & MI Calcs (District)	Jan 2017
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2015-16 DfE SFR (LA) & MI Calcs (District)	Jan 2017

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.
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.
CYPE1	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.
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
CYPE5	Percentage of Children Missing Education cases, closed within 30 days (either accessing education/moved out of Kent/moved out of country)	The number of closed cases within the 30 days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
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
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination. This replaces the indicator SISE58 Percentage of 16-18 year olds not in education, employment or training (NEET)
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.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>

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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 Eligible 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 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 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	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	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.
SISE41	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.
SISE45	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible 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 Eligible 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).
CYPE2	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.
CYPE3	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.
CYPE4	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.
CYPE5	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 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 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:** Roger Gough Cabinet Member for Children,  
Young People and Education

Andrew Ireland, Corporate Director of Social  
Care, Health and Wellbeing

**To** Children's, Young People and Education Cabinet  
Committee – 22 November 2017

**Subject:** SPECIALIST CHILDREN'S SERVICES  
PERFORMANCE SCORECARD

**Classification:** Unrestricted

**Electoral Divisions:** All

**Previous Pathway of Paper:** None

**Future Pathway of Paper:** None

**Summary:** The Specialist Children's Service performance scorecard provides members with progress against targets set for key performance and activity indicators.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the performance scorecard.

## 1. Introduction

1.1 Appendix 2 Part 4 of the Kent County Council Constitution states that:

"Cabinet Committees shall review the performance of the functions of the Council that fall within the remit of the Cabinet Committee in relation to its policy objectives, performance targets and the customer experience."

1.2 To this end, each Cabinet Committee receives performance scorecards.

## 2. Children's Social Care Performance Report

2.1 The scorecard for Specialist Children's Services (SCS) is attached as Appendix 1.

2.2 The SCS performance scorecard includes latest available results which are for August 2017.

2.3 The indicators included are based on key priorities for Specialist Children's Services as outlined in the Strategic Priority Statement, and also includes operational data that is regularly used within the Directorate. Cabinet Committees have a role to review the selection of indicators included in scorecards, improving the focus on strategic issues and qualitative outcomes.

- 2.4 The results in the scorecard are shown as snapshot figures (taken on the last working day of the reporting period), year-to-date (April-March) or a rolling 12 months.
- 2.5 Members are asked to note that the SCS scorecard is used within the Children's, Young People and Education Directorate to support the Transformation programme.
- 2.6 A subset of these indicators is used within the KCC Quarterly Performance Report which is submitted to Cabinet.
- 2.7 As an outcome of this report, members may make reports and recommendations to the Leader, Cabinet Members, the Cabinet or officers.
- 2.8 Performance results are assigned an alert on the following basis:

**Green:** Current target achieved or exceeded

**Red:** Performance is below a pre-defined minimum standard

**Amber:** Floor Standard\* achieved but Target has not been met

*\*Floor Standards represent the minimum level of acceptable performance*

### 3. Summary of Performance

- 3.1 There are 43 measures within the SCS Performance Scorecard which have a RAG (Red, Amber, Green) rating applied.
- 3.2 For August 2017, 18 performance measures are rated as Green, 18 as Amber and seven as Red. Exception reporting against these seven measures is included at Appendix 2.
- 3.3 The report also includes a separate page showing the impact of the cohort of Unaccompanied Asylum Seeking Children upon the relevant performance measures.

### 4. Recommendations

<b>Recommendation:</b> The Children's, Young People and Education Cabinet Committee is asked to <b>CONSIDER</b> and <b>COMMENT</b> on the performance scorecard.
--

### 5. Background Documents

None

### 6. Lead Officer

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**Lead Director**

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Kent Specialist Children's Services

# Performance Management Report

August 2017 v2

Produced By: SC SCS Management Information

Publication Date: 20 September 2017



## Guidance Notes




### POLARITY

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

### RAG RATINGS

<b>R</b>	Achievement of pre-defined Floor Standard* has not been met
<b>A</b>	Floor Standard* achieved but Target has not been met
<b>G</b>	Target has been achieved or exceeded
No RAG Rating	RAG ratings are not applied to indicators that have a denominator less than 5. * Floor Standards represent the minimum level of acceptable performance.

### DIRECTION OF TRAVEL (DOT)

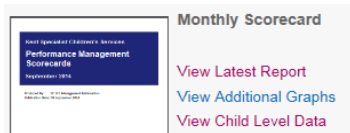
-  A green arrow indicates that performance has improved this month when compared to last month. Depending on the polarity of the indicator, an improvement in performance could either be a reduction or increase in numbers/percentage.
-  An amber arrow indicates that performance has remained the same as last month.
-  A red arrow indicates that performance has worsened this month when compared to last month. Depending on the polarity of the indicator, a worsening in performance could either be a reduction or increase in numbers/percentage.

### KEY TO ABBREVIATIONS

Num	Numerator	CP	Child Protection
Denom	Denominator	CIC	Children in Care
R12M	Rolling 12 Months	BLA	Becoming Looked After
SS	Snapshot	SGO	Special Guardianship Order
C&F Assessments	Child and Family Assessments	UASC	Unaccompanied Asylum Seeking Children
CIN	Child in Need	QSW	Qualified Social Worker
PF	Private Fostering	CSWT	Childrens Social Work Teams
IHA	Initial Health Assessment	PEP	Personal Education Plan

### PERFORMANCE INDICATOR GRAPHS AND CHILD LEVEL DATA

The latest graphs and Child level data are published on the SCS Performance Management website (see screenshot below)



### KEY CHANGES MADE TO THE REPORT THIS MONTH

None

### SMALL DENOMINATORS

Caution should be applied in the overinterpretation of the results for those performance measures which are calculated against low numbers. In order to highlight this, any denominators with a value between 1 and 9 have been highlighted in light blue. Any indicators that have a denominator that is less than 5 have no RAG rating applied to them.

### ROLLING 12 MONTHS

The rolling 12 month period that is being used in this report is: 01/09/2016 to 31/08/2017

### ADOPTION & SG TEAM, ADOLESCENT TEAMS AND CRU

Please note that these teams do not have an individual scorecard as their caseholding numbers are very small, however, the performance of the children associated with these teams is counted within the county and relevant area level pages

### MANAGEMENT INFORMATION CONTACT DETAILS

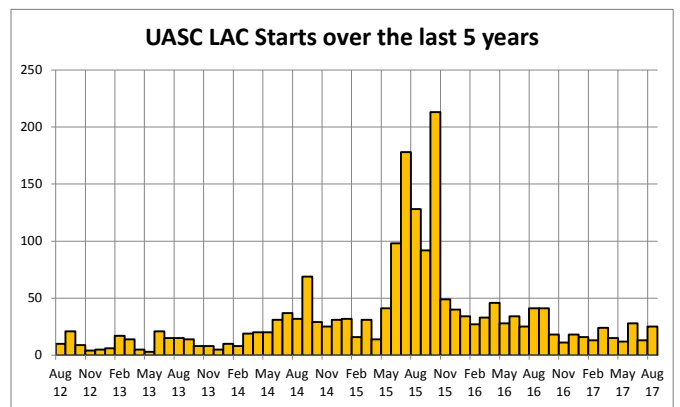
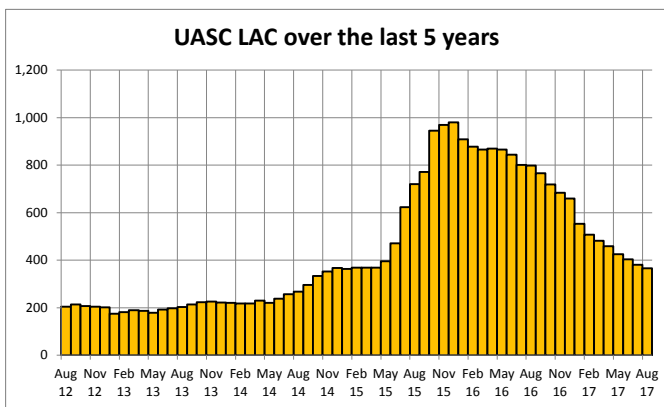
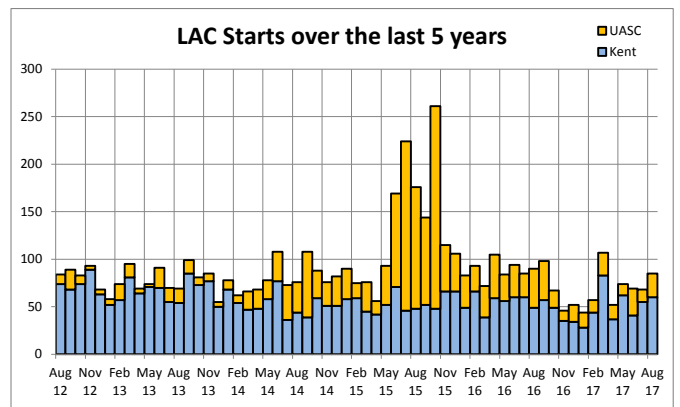
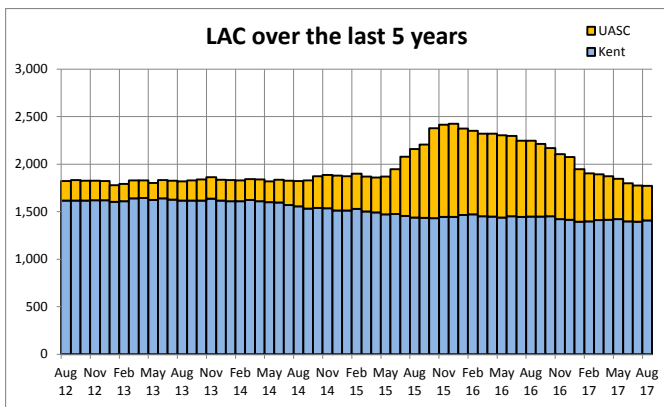
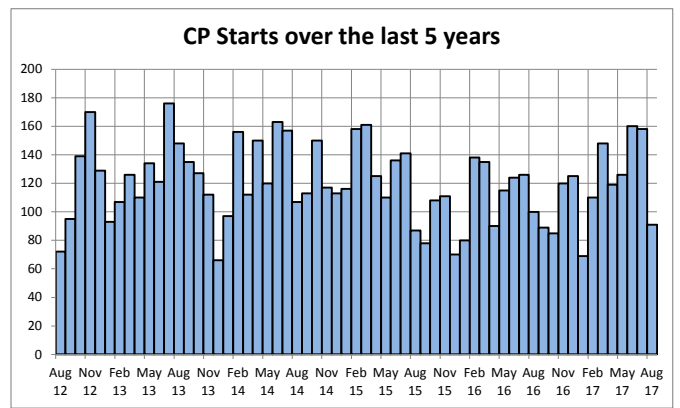
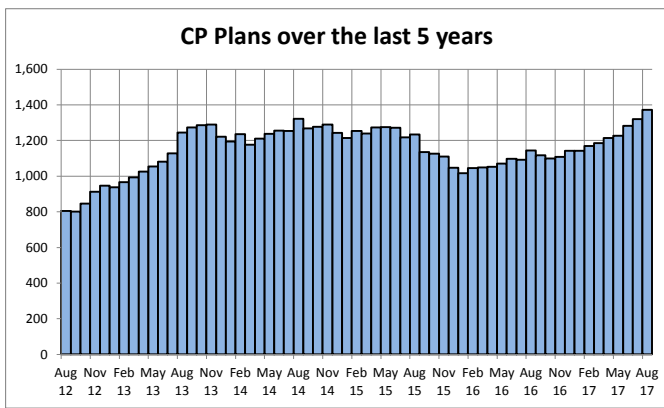
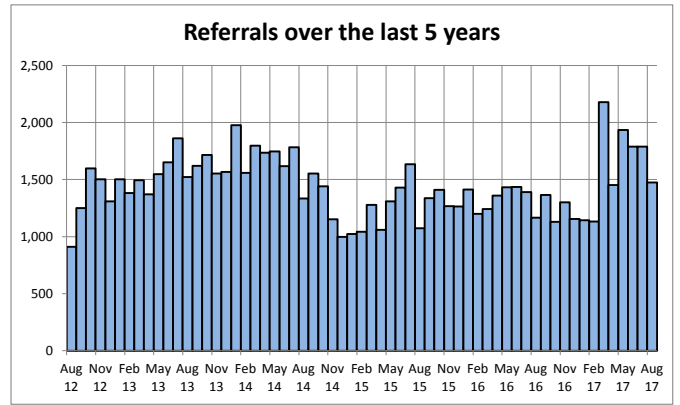
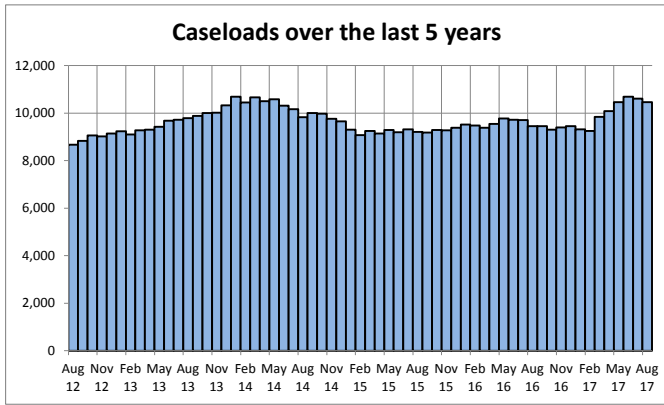
Maureen Robinson - 03000 417164	Celene Benjamin - 03000 417022
Chris Nunn - 03000 417145	Ian Valentine - 03000 417189
Paul Godden - 03000 417078	Vicky Best - 03000 415846

# SCS Activity

	Caseloads - This month	Caseloads - Last month	Caseloads - Change	Referrals in last month	CF Assessments in last month	CP Plans - This month	CP Plans - Last month	CP Plans - Change	CP Starts in last month	CP Ends in last month	Total LAC - This month	Total LAC - Last month	Total LAC - Change	UASC LAC - This month	UASC LAC - Last month	UASC LAC - Change	LAC Starts in last month	LAC Ends in last month	PF Cases - This month	PF Cases - Last month	PF Cases - Change
Kent	10454	10601	-147	1475	1690	1372	1320	+52	91	46	1774	1775	-1	366	380	-14	85	78	22	21	+1
North Kent	1353	1355	-2	294	293	182	166	+16	18	5	250	254	-4	66	65	+1	5	11	1	0	+1
East Kent	2657	2682	-25	476	518	503	479	+24	40	22	637	618	+19	70	66	+4	21	7	6	7	-1
South Kent	2115	2105	+10	328	391	426	420	+6	15	11	354	361	-7	60	59	+1	12	17	6	5	+1
West Kent	1437	1497	-60	288	331	241	236	+5	13	7	327	322	+5	65	69	-4	19	14	9	9	0
Disability Service	1182	1198	-16	18	70	20	19	+1	1	1	100	97	+3	1	1	0	2	1	0	0	0
Ashford CSWT	478	473	+5	121	136	132	136	-4	2	5	5	6	-1	0	0	0	0	0	2	2	0
Canterbury CSWT	441	470	-29	102	116	90	95	-5	4	6	12	8	+4	0	0	0	6	0	3	3	0
Dartford CSWT	281	301	-20	87	87	59	45	+14	10	0	2	1	+1	0	0	0	1	0	0	0	0
Dover CSWT	617	612	+5	104	116	131	128	+3	5	4	7	5	+2	0	0	0	3	0	4	3	+1
Gravesham CSWT	464	437	+27	110	102	63	65	-2	2	3	1	1	0	0	0	0	2	2	0	0	0
Maidstone CSWT	513	520	-7	138	161	92	86	+6	9	0	10	4	+6	0	0	0	9	2	5	5	0
Sevenoaks CSWT	270	284	-14	88	88	28	25	+3	5	1	2	3	-1	0	0	0	1	0	1	0	+1
Shepway CSWT	605	601	+4	97	125	155	149	+6	8	2	12	14	-2	0	0	0	7	1	0	0	0
Swale CSWT	814	768	+46	184	204	179	166	+13	18	3	10	11	-1	0	0	0	4	1	2	2	0
Thanet Margate CSWT	299	315	-16	91	69	91	85	+6	6	2	5	3	+2	0	0	0	3	1	0	1	-1
Thanet Ramsgate CSWT	405	424	-19	96	109	112	107	+5	9	1	4	4	0	0	0	0	2	0	1	1	0
The Weald CSWT	550	594	-44	147	162	130	125	+5	4	0	7	7	0	0	0	0	3	2	4	4	0
North Kent CIC	304	303	+1	0	9	31	30	+1	0	1	244	248	-4	66	65	+1	0	8	0	0	0
East Kent (Can/Swa) CIC	364	368	-4	0	7	16	10	+6	3	5	333	321	+12	51	47	+4	1	3	0	0	0
East Kent (Tha) CIC	295	295	0	1	5	15	16	-1	0	5	260	259	+1	19	19	0	2	0	0	0	0
South Kent CIC	372	377	-5	0	2	8	7	+1	0	0	329	335	-6	60	59	+1	2	16	0	0	0
West Kent CIC	351	360	-9	0	3	19	25	-6	0	7	310	310	0	65	69	-4	6	9	0	0	0
SUASC Service	163	235	-72	25	79	0	0	0	4	0	104	120	-16	104	120	-16	20	27	0	0	0
Disability EK	538	548	-10	10	31	13	11	+2	1	0	59	58	+1	1	1	0	0	1	0	0	0
Disability WK	644	650	-6	8	39	7	8	-1	0	1	41	39	+2	0	0	0	2	0	0	0	0
Adoption & SG	155	153	+2	11	0	0	0	0	0	0	2	3	-1	0	0	0	0	0	0	0	0
Care Leaver Service (18+)	1345	1339	+6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0

# SCS Activity

## County Level





# Scorecard - Kent

Aug 2017

Indicators	Polarity	Data Period	Latest Result				1 month ago		1 year ago		Short Term Performance: Rolling 3 months and RAG Status
			Latest Result and RAG Status	Num	Denom	Target	Result	DoT	Result	DoT	

## REFERRAL AND ASSESSMENTS

% of referrals with a previous referral within 12 months	L	R12M	22.0%	G	3930	17847	25.0%	21.9%	↓	22.3%	↑	21.8%	G
% of C&F Assessments that were carried out within 45 working days	H	R12M	88.7%	A	15343	17303	90.0%	89.7%	↓	90.0%	↓	83.6%	A
% of Children seen at C&F Assessment	H	R12M	97.7%	A	16120	16500	98.0%	97.8%	↓	98.3%	↓	96.9%	A

## CHILDREN IN NEED

% of CIN with a CIN Plan in place	H	SS	76.0%	R	1963	2582	90.0%	76.4%	↓	89.0%	↓	-	-
% of CIN who have been seen in the last 28 days	H	SS	76.0%	R	1658	2183	90.0%	77.2%	↓	81.0%	↓	-	-
Numbers of Unallocated Cases	L	SS	3	A	-	-	0	13	↑	1	↓	-	-

## PRIVATE FOSTERING

% of PF visits held in timescale (Current PF Arrangements only)	H	SS	82.2%	A	111	135	90.0%	82.8%	↓	80.1%	↑	-	-
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## MISSING CHILDREN

% of Returner Interviews completed within 3 working days	H	R12M	72.7%	R	1292	1778	85.0%	73.8%	↓	69.8%	↓	69.2%	R
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## CHILD PROTECTION

% of Current CP Plans lasting 18 months or more	L	SS	5.9%	G	81	1372	10.0%	5.5%	↓	5.8%	↓	-	-
% of CP Visits held within timescale (Current CP only)	H	SS	84.8%	A	19873	23426	90.0%	85.7%	↓	90.3%	↓	-	-
% of CP cases which were reviewed within required timescales	H	SS	100.0%	G	968	968	98.0%	99.7%	↑	100.0%	↑	-	-
% of Children becoming CP for a second or subsequent time	T	R12M	17.3%	G	242	1400	17.5%	17.0%	↑	21.6%	↑	15.6%	G
% of CP Plans lasting 2 years or more at the point of de-registration	L	R12M	4.4%	G	52	1175	5.0%	4.5%	↑	2.6%	↓	3.8%	G
% of Children seen at Section 47 enquiry	H	R12M	97.4%	A	4970	5101	98.0%	97.8%	↓	98.4%	↓	96.7%	A
% of ICPC's held within 15 working days of the S47 enquiry starting	H	R12M	84.4%	A	1172	1388	85.0%	84.3%	↑	85.3%	↓	81.0%	A

## CHILDREN IN CARE

CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	11.6%	A	205	1774	10.0%	11.8%	↑	13.0%	↑	-	-
CIC Placement Stability: % in same placement for last 2 years	H	SS	70.1%	G	397	566	70.0%	69.4%	↑	71.2%	↓	-	-
% of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	SS	86.0%	G	984	1144	85.0%	86.2%	↓	86.3%	↓	-	-
% of CIC placed within 20 miles from home (exc UASC)	H	SS	79.0%	A	1069	1353	80.0%	79.9%	↓	80.1%	↓	-	-
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	63.6%	R	1286	2021	90.0%	63.8%	↓	58.1%	↑	58.9%	R
% of Children who participated at CIC Reviews	H	R12M	95.8%	G	4731	4939	95.0%	95.9%	↓	95.6%	↑	95.1%	G
% of CIC cases which were reviewed within required timescales	H	SS	99.2%	G	1689	1702	98.0%	99.0%	↑	98.2%	↑	-	-
% of CIC cases where all Dental Checks were held within required timescale	H	SS	89.4%	A	1382	1545	90.0%	89.0%	↑	92.7%	↓	-	-
% of CIC cases where all Health Assessments were held within required timescale	H	SS	84.5%	R	1306	1545	90.0%	83.5%	↑	89.5%	↓	-	-
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	84.6%	A	408	482	90.0%	86.0%	↓	48.6%	↓	81.0%	A
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	46.5%	A	545	1173	60.0%	45.2%	↑	54.0%	↓	-	-

## ADOPTION

% of cases adoption agreed as plan within 4mths, for those with an agency decision	H	R12M	61.3%	R	68	111	80.0%	62.4%	↓	71.0%	↓	61.1%	R
Ave. no of days between bla and moving in with adoptive family (for children adopted)	L	R12M	339.6	G	33961	100	426.0	339.8	↑	383.2	↑	289.4	G
Ave. no of days between court authority to place a child and the decision on a match	L	R12M	114.9	G	10796	94	121.0	116.4	↑	150.3	↑	77.0	G
% of Children leaving care who were adopted (exc UASC)	H	R12M	16.3%	G	100	613	15.0%	15.5%	↑	13.1%	↑	15.5%	G

## CARE LEAVERS

% of Care Leavers that Kent is in touch with	H	R12M	83.6%	A	1338	1601	85.0%	84.9%	↓	65.5%	↑	77.1%	A
% of Care Leavers in Suitable Accommodation (of those we are in touch with)	H	R12M	93.8%	G	1262	1346	90.0%	94.1%	↓	93.0%	↑	91.2%	G
% of Care Leavers in Education, Employment or Training (of those we are in touch with)	H	R12M	65.0%	G	875	1346	65.0%	64.2%	↑	59.9%	↑	65.9%	G
% of Care Leavers with a Pathway Plan updated in the last 6 months	H	SS	91.6%	G	1261	1376	90.0%	90.7%	↑	91.2%	↑	-	-

## QUALITY ASSURANCE

% of Case File Audits completed	H	R12M	96.6%	G	451	467	95.0%	96.6%	↑	98.7%	↓	95.9%	G
% of Case File Audits rated good or outstanding	H	R12M	70.3%	G	317	451	70.0%	70.3%	↑	64.8%	↑	77.5%	G
% of CP Social Work Reports rated good or outstanding	H	R12M	65.3%	A	1551	2375	75.0%	65.2%	↑	64.5%	↑	61.1%	A
% of CIC Care Plans rated good or outstanding	H	R12M	68.9%	A	3456	5015	75.0%	68.9%	↑	64.1%	↑	67.1%	A

## STAFFING

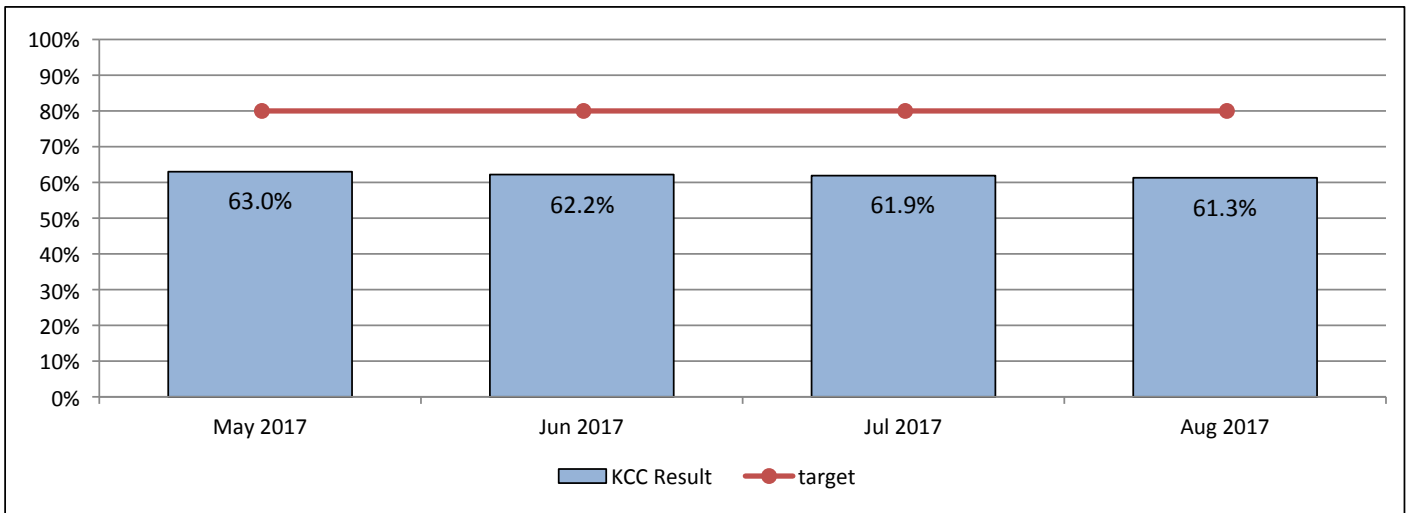
% of caseholding posts filled by KCC Permanent QSW	H	SS	79.7%	A	398.6	499.8	85.0%	79.2%	↑	77.2%	↑	-	-
% of caseholding posts filled by agency staff	L	SS	16.0%	A	80.2	499.8	15.0%	16.4%	↑	17.2%	↑	-	-
Average Caseloads of social workers in CIC Teams	L	SS	16.7	A	1686	101.2	15.0	17.0	↑	15.7	↓	-	-
Average Caseloads of social workers in CSWTs	L	SS	23.8	R	5737	240.7	18.0	24.2	↑	20.8	↓	-	-
Average Caseloads of fostering social workers	L	SS	16.2	G	763	47.1	18.0	15.8	↓	17.9	↑	-	-

	GREEN	AMBER	RED
LATEST PERFORMANCE RAG RATING	18	18	7

# Scorecard - Impact of UASC

Indicators	Polarity	Data Period	INCLUDING UASC				EXCLUDING UASC			Variance with UASC excluded		
			Latest Result and RAG Status	Num	Denom	Target	Latest Result and RAG Status	Num	Denom			
<b>CHILDREN IN CARE - KENT</b>												
CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	11.6%	A	205	1774	10.0%	11.6%	A	164	1408	+0.1%
CIC Placement Stability: % in same placement for last 2 years	H	SS	70.1%	G	397	566	70.0%	70.2%	G	393	560	+0.0%
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	63.6%	R	1286	2021	90.0%	62.5%	R	932	1492	-1.2%
% of Children who participated at CIC Reviews	H	R12M	95.8%	G	4731	4939	95.0%	97.6%	G	3337	3420	+1.8%
% of CIC cases which were reviewed within required timescales	H	SS	99.2%	G	1689	1702	98.0%	99.4%	G	1349	1357	+0.2%
% of CIC cases where all Dental Checks were held within required timescale	H	SS	89.4%	A	1382	1545	90.0%	90.3%	G	1094	1211	+0.9%
% of CIC cases where all Health Assessments were held within required timescale	H	SS	84.5%	R	1306	1545	90.0%	89.4%	A	1083	1211	+4.9%
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	84.6%	A	408	482	90.0%	84.6%	A	408	482	0.0%
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	46.5%	A	545	1173	60.0%	52.0%	A	477	917	+5.6%
<b>CHILDREN IN CARE - NORTH KENT AREA</b>												
CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	12.0%	A	30	250	10.0%	10.3%	A	19	184	-1.7%
CIC Placement Stability: % in same placement for last 2 years	H	SS	71.3%	G	62	87	70.0%	70.9%	G	61	86	-0.3%
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	70.1%	R	169	241	90.0%	68.1%	R	139	204	-2.0%
% of Children who participated at CIC Reviews	H	R12M	98.2%	G	657	669	95.0%	98.1%	G	472	481	-0.1%
% of CIC cases which were reviewed within required timescales	H	SS	99.6%	G	246	247	98.0%	99.4%	G	180	181	-0.1%
% of CIC cases where all Dental Checks were held within required timescale	H	SS	85.9%	A	201	234	90.0%	82.1%	R	138	168	-3.8%
% of CIC cases where all Health Assessments were held within required timescale	H	SS	85.0%	A	199	234	90.0%	87.5%	A	147	168	+2.5%
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	87.3%	A	55	63	90.0%	87.3%	A	55	63	0.0%
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	38.1%	R	69	181	60.0%	40.5%	R	53	131	+2.3%
<b>CHILDREN IN CARE - EAST KENT AREA</b>												
CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	11.6%	A	74	637	10.0%	11.5%	A	65	567	-0.2%
CIC Placement Stability: % in same placement for last 2 years	H	SS	74.8%	G	169	226	70.0%	75.3%	G	168	223	+0.6%
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	59.4%	R	387	651	90.0%	58.7%	R	354	603	-0.7%
% of Children who participated at CIC Reviews	H	R12M	97.0%	G	1497	1543	95.0%	98.4%	G	1321	1342	+1.4%
% of CIC cases which were reviewed within required timescales	H	SS	99.5%	G	614	617	98.0%	99.5%	G	544	547	-0.1%
% of CIC cases where all Dental Checks were held within required timescale	H	SS	86.1%	A	478	555	90.0%	86.4%	A	421	487	+0.3%
% of CIC cases where all Health Assessments were held within required timescale	H	SS	87.6%	A	486	555	90.0%	89.9%	A	438	487	+2.4%
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	84.9%	A	169	199	90.0%	84.9%	A	169	199	0.0%
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	50.5%	A	212	420	60.0%	54.7%	A	199	364	+4.2%
<b>CHILDREN IN CARE - SOUTH KENT AREA</b>												
CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	14.1%	R	50	354	10.0%	13.6%	R	40	294	-0.5%
CIC Placement Stability: % in same placement for last 2 years	H	SS	63.6%	R	63	99	70.0%	63.3%	R	62	98	-0.4%
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	64.2%	R	244	380	90.0%	63.5%	R	224	353	-0.8%
% of Children who participated at CIC Reviews	H	R12M	95.9%	G	834	870	95.0%	96.0%	G	694	723	+0.1%
% of CIC cases which were reviewed within required timescales	H	SS	99.1%	G	340	343	98.0%	99.3%	G	281	283	+0.2%
% of CIC cases where all Dental Checks were held within required timescale	H	SS	97.9%	G	286	292	90.0%	97.8%	G	227	232	-0.1%
% of CIC cases where all Health Assessments were held within required timescale	H	SS	94.5%	G	276	292	90.0%	95.3%	G	221	232	+0.7%
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	87.1%	A	101	116	90.0%	87.1%	A	101	116	0.0%
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	46.4%	A	102	220	60.0%	50.9%	A	89	175	+4.5%
<b>CHILDREN IN CARE - WEST KENT AREA</b>												
CIC Placement Stability: % with 3 or more placements in the last 12 months	L	SS	12.8%	A	42	327	10.0%	13.7%	R	36	262	+0.9%
CIC Placement Stability: % in same placement for last 2 years	H	SS	61.0%	R	64	105	70.0%	60.6%	R	63	104	-0.4%
% of Placement Arrangement Meetings completed within 5 working days	H	R12M	65.3%	R	203	311	90.0%	64.5%	R	182	282	-0.7%
% of Children who participated at CIC Reviews	H	R12M	98.6%	G	821	833	95.0%	98.6%	G	615	624	-0.0%
% of CIC cases which were reviewed within required timescales	H	SS	99.4%	G	310	312	98.0%	99.6%	G	246	247	+0.2%
% of CIC cases where all Dental Checks were held within required timescale	H	SS	93.2%	G	273	293	90.0%	94.7%	G	216	228	+1.6%
% of CIC cases where all Health Assessments were held within required timescale	H	SS	85.7%	A	251	293	90.0%	88.6%	A	202	228	+2.9%
% of IHA referrals within 5 working days of becoming Looked After	H	R12M	81.3%	A	74	91	90.0%	81.3%	A	74	91	0.0%
% of CIC for 18 mths and allocated to the same worker for the last 12 mths	H	SS	58.4%	A	128	219	60.0%	67.5%	G	112	166	+9.0%
<b>OTHER INDICATORS - KENT</b>												
% of Care Leavers that Kent is in touch with	H	R12M	83.6%	A	1338	1601	85.0%	87.6%	G	671	766	+4.0%
% of Care Leavers in Suitable Accommodation (of those we are in touch with)	H	R12M	93.8%	G	1262	1346	90.0%	93.0%	G	624	671	-0.8%
% of Care Leavers in Education, Employment or Training (of those we are in touch with)	H	R12M	65.0%	G	875	1346	65.0%	49.9%	R	335	671	-15.1%
% of Care Leavers with a Pathway Plan updated in the last 6 months	H	SS	91.6%	G	1261	1376	90.0%	92.7%	G	544	587	+1.0%
% of C&F Assessments that were carried out within 45 working days	H	R12M	88.7%	A	15343	17303	90.0%	88.6%	A	15157	17100	-0.0%
Numbers of Unallocated Cases	L	SS	3	A	-	-	0	3	A	-	-	0

% of cases where adoption agreed as plan within 4 months, for those with an agency decision			Red
Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	63.0%	62.2%	61.9%	61.3%
Target	80.0%	80.0%	80.0%	80.0%
RAG Rating	Red	Red	Red	Red

**Commentary**

The definition for this measure requires Adoption to be the sole plan at the 2nd Review, which is a maximum of four months after a child becomes 'Looked After' by the Local Authority. Some children will however have had more than 2 reviews within this timescale. For a number of children alternative plans were still being considered at the second review and this will be the correct course of action for these children as reunification to parents or extended family options will be being considered.

For 43 children over the rolling 12 month period a decision on Adoption as the plan for permanence was not agreed by four months of them coming into care. For 14 of these children the decision was in the fourth month, so just outside of the timescale. Timeliness of decision making in the adoption process is closely tracked by the Adoption Service who will escalate any concerns to the relevant Service Manager.

**Data Notes**

**Target:** 80% (RAG Bandings: Below 70% = Red, 70% to 80% = Amber, 80% and above = Green)

**Tolerance:** Higher values are better

**Data:** Figures shown are based on a rolling 12 month period. The result for Aug 2017 for example shows performance for Sep 2016 to Aug 2017.

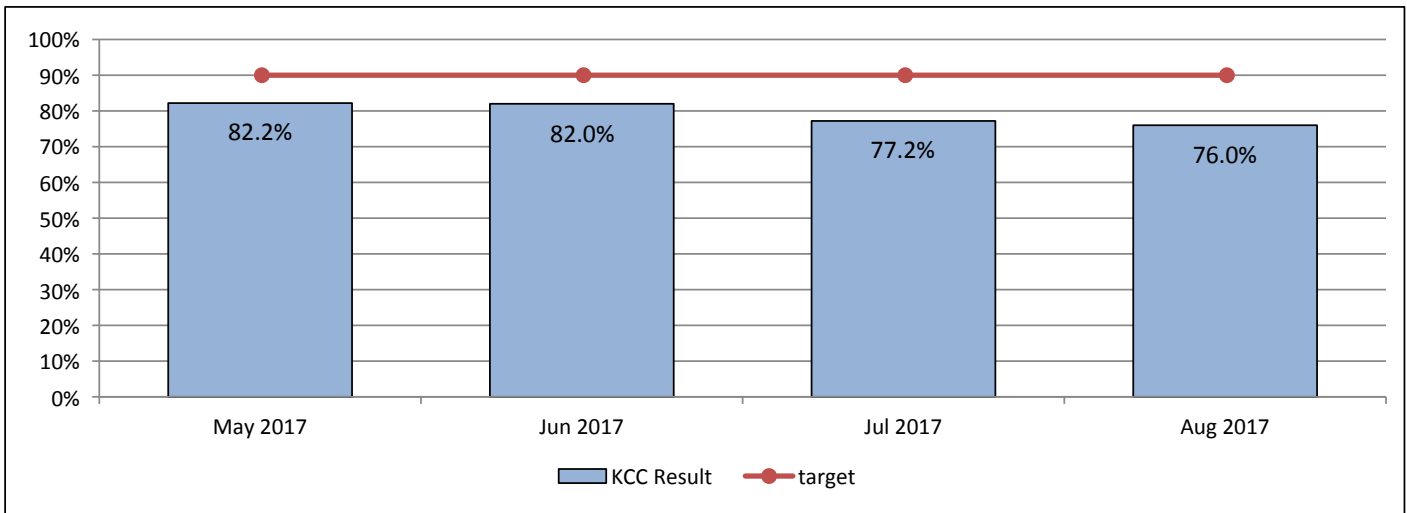
**Data Source:** Liberi

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**% of CIN who have been seen in the last 28 days**

**Red**

Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	82.2%	82.0%	77.2%	76.0%
Target	90.0%	90.0%	90.0%	90.0%
RAG Rating	<b>Amber</b>	<b>Amber</b>	<b>Red</b>	<b>Red</b>

**Commentary**

The decline in the performance against this measure is a direct result of the increased demand, and the increased caseloads of children's Social Work teams.

To manage the increased demand additional Social Workers were recruited and as caseloads reduce it is anticipated that performance against this measure will return to previous levels.

**Data Notes**

**Target:** 90% (RAG Bandings: Below 80% = Red, 80% to 90% = Amber, 90% and above = Green)

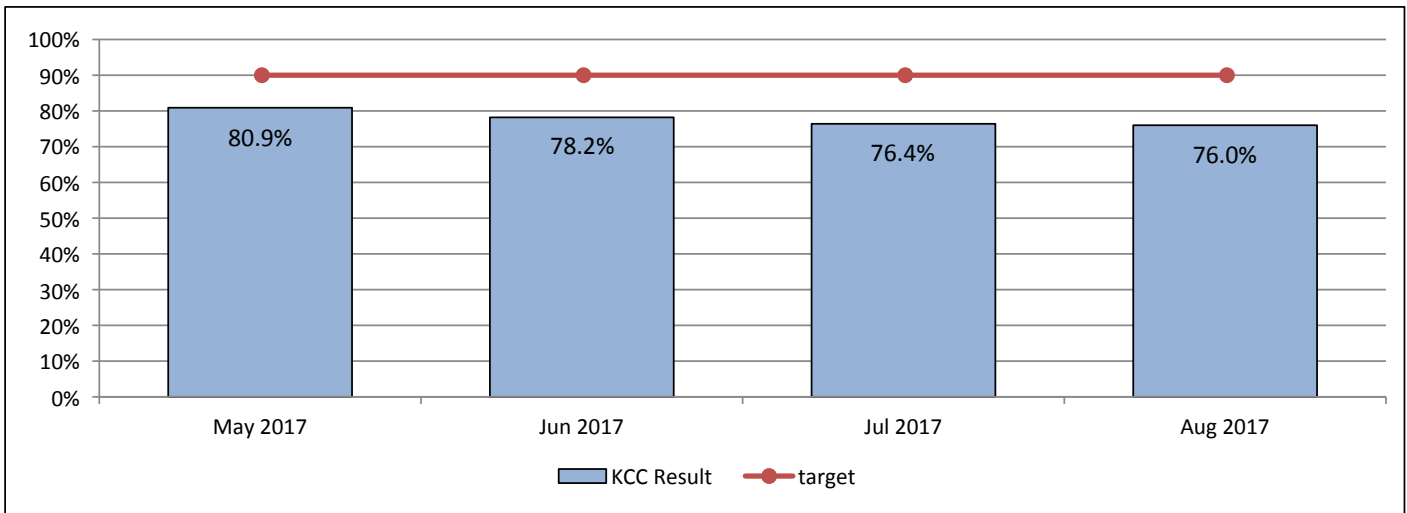
**Tolerance:** Higher values are better

**Data:** Figures shown are based on a snapshot as at the end of the reporting month

**Data Source:** Liberi

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<b>% of CIN with a CIN Plan in place</b>			<b>Red</b>
Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	80.9%	78.2%	76.4%	76.0%
Target	90.0%	90.0%	90.0%	90.0%
RAG Rating	<b>Amber</b>	<b>Red</b>	<b>Red</b>	<b>Red</b>

**Commentary**

This performance measure indicates whether children in need have timely plans. As at the end of August 2017 Children in Need Plans were required for 2,582 children and 1,963 of these were in place (76.0%). This is a reduction on the previously reported performance, and performance from the start of the year.

An increase in referral rates from March 2017 has led to an increase in the total caseload from 9,840 (31/03/17) to 10,454 (31/08/17) which is an increase of 614 cases. This increase in demand has had an impact across various aspects of service provision, including this performance measure. Prior to these increases performance had been above the 90.0% Target, for February 2017 was 91.1%.

To manage the increased demand additional Social Workers were recruited to undertake Assessments. Once this work has been completed it is anticipated that performance against this measure will improve and return to previous levels.

**Data Notes**

**Target:** 90% (RAG Bandings: Below 80% = Red, 80% to 90% = Amber, 90% and above = Green)

**Tolerance:** Higher values are better

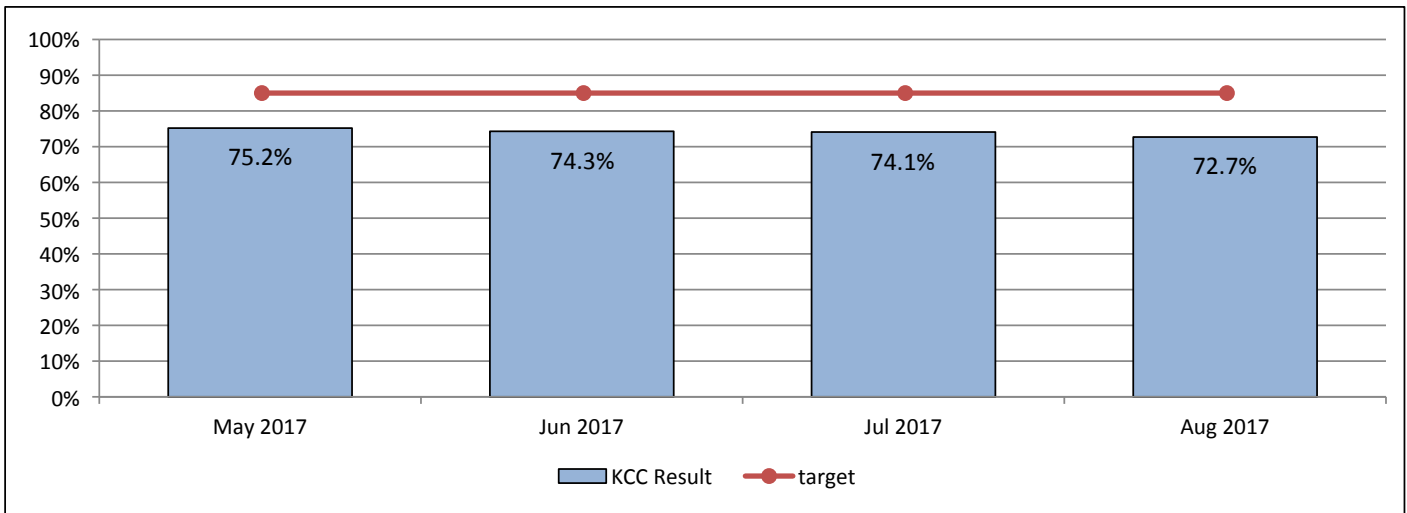
**Data:** Figures shown are based on a snapshot as at the end of the reporting month

**Data Source:** Liberi

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<b>% of Returner Interviews completed within 3 working days</b>			<b>Red</b>
Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	75.2%	74.3%	74.1%	72.7%
Target	85.0%	85.0%	85.0%	85.0%
RAG Rating	<b>Amber</b>	<b>Red</b>	<b>Red</b>	<b>Red</b>

**Commentary**

Performance for the percentage of Returner Interviews carried out within 3 working days of a child/young person being located following a missing incident has remained between 68% and 76% for the last 12 months.

Although there is an expectation that Returner Interviews will be conducted within 72 hours there is no national or regional benchmarking data available. The absence of benchmarking data makes it difficult to assess Kent's performance but a local target of 85% has been set to drive up the timeliness of these Returner Interviews.

At 72.7%, performance for this measure is 2.3% away from moving within the Amber banding.

The overall rate of completion of Returner Interviews is 89.7%.

**Data Notes**

**Target:** 85% (RAG Bandings: Below 75% = Red, 75% to 85% = Amber, 85% and above = Green)

**Tolerance:** Higher values are better

**Data:** Figures shown are based on a rolling 12 month period. The result for Aug 2017 for example shows performance for Sep 2016 to Aug 2017.

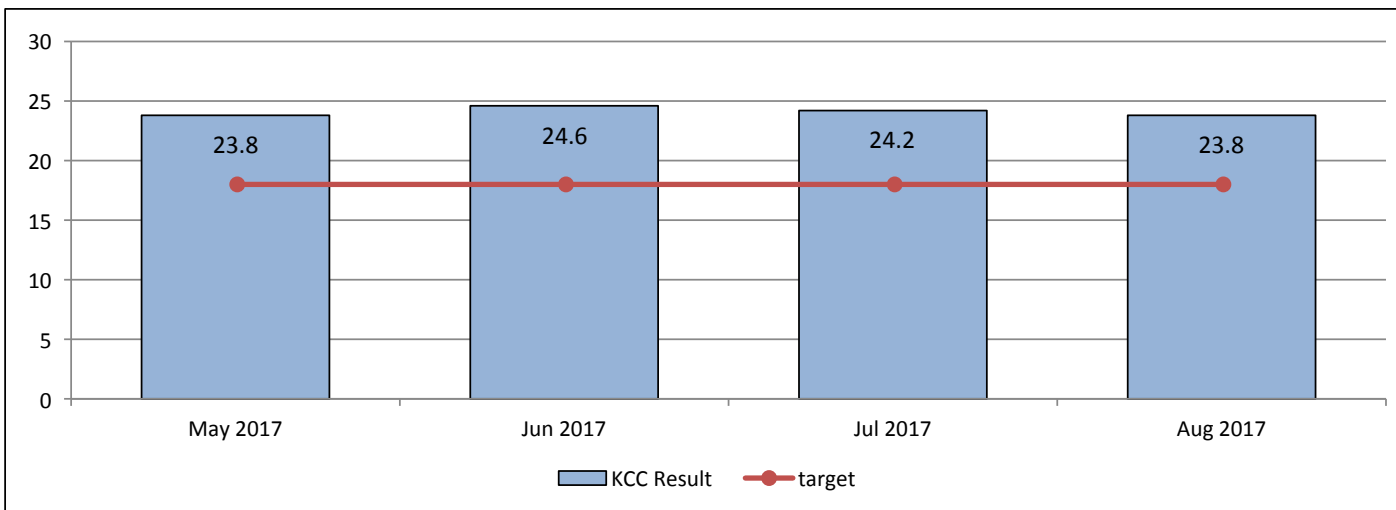
**Data Source:** Liberi

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## Average Caseload of Social Workers in CSWTs

**Red**

Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	23.8	24.6	24.2	23.8
Target	18.0	18.0	18.0	18.0
RAG Rating	<b>Red</b>	<b>Red</b>	<b>Red</b>	<b>Red</b>

### Commentary

It has been necessary to introduce some changes within the Central Referral Unit following the Ofsted Inspection in March this year. This has resulted in an increase in referrals going through to the Children's Social Work Teams.

This increase has started to taper but it is anticipated that there will still be a residual impact in the longer term which will result in increased workload for Specialist Children's Services, with resulting resource implications. Arrangements for additional Social Work capacity were put in place to assist with areas under pressure and the average caseloads are starting to reduce.

### Data Notes

**Tolerance:** Lower values are better

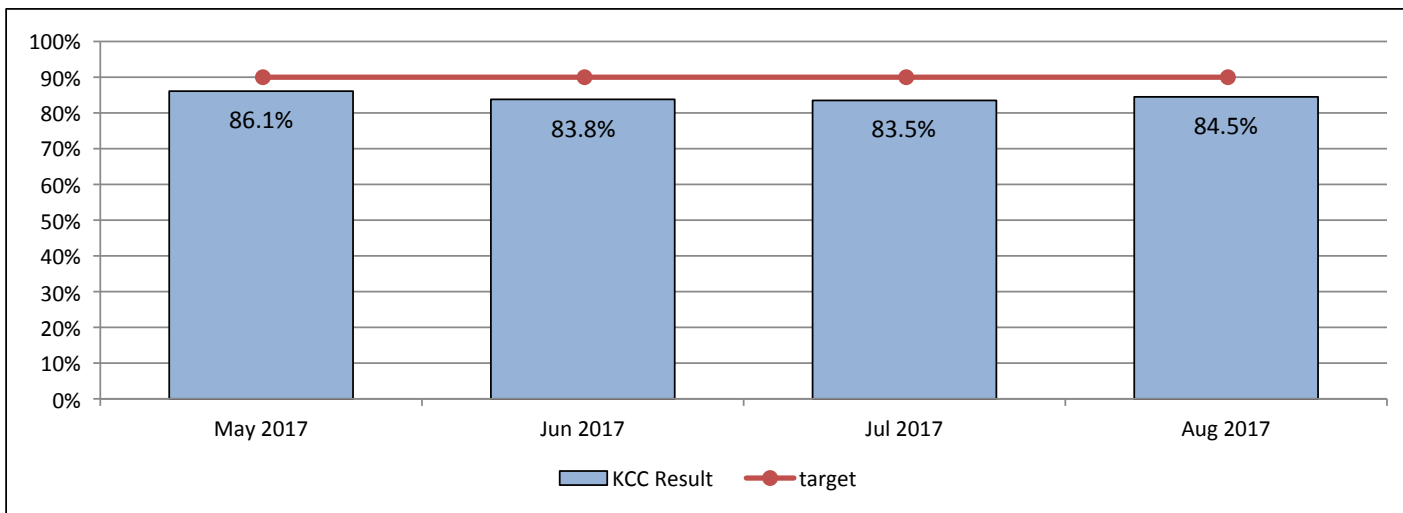
**Tolerance:** Lower values are better

**Data:** Figures shown are based on a snapshot as at the end of the reporting month

**Data Source:** Liberi and Area Staffing Spreadsheets

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<b>% of CIC cases where all Health Assessments were held within required timescale</b>			<b>Red</b>
Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	86.1%	83.8%	83.5%	84.5%
Target	90.0%	90.0%	90.0%	90.0%
RAG Rating	Amber	Red	Red	Red

### Commentary

This performance measure includes a combination of Initial Health Assessments which need to be undertaken within 28 days of a child/young person coming into care, and Review Health Assessments which need to be undertaken as a minimum of every 12 months (every 6 months for those under the age of 5).

Performance against this indicator is impacted by the numbers of Unaccompanied Asylum Seeking Children (UASC), particularly those that are long term missing and therefore are not available to undertake their Health Assessments. Overall performance excluding UASC for June 2017 was 89.4%, just short of the 90% Target.

In order to ensure that the demand and timescales for health assessments are met, information on forthcoming and overdue health assessments is being regularly shared with NHS staff. The Assistant Director for Corporate Parenting liaises directly with key contacts for Looked After Children within the NHS to ensure that these are escalated appropriately and that future demand is being planned for. The Lead CCG Commissioner has agreed additional resourcing and contract monitoring to ensure improvements in performance in this area. The provider has been issued with an Improvement Notice.

### Data Notes

**Target:** 90% (RAG Bandings: Below 85% = Red, 85% to 90% = Amber, 90% and above = Green)

**Tolerance:** Higher values are better

**Data:** Figures shown are based on a snapshot as at the end of the reporting month

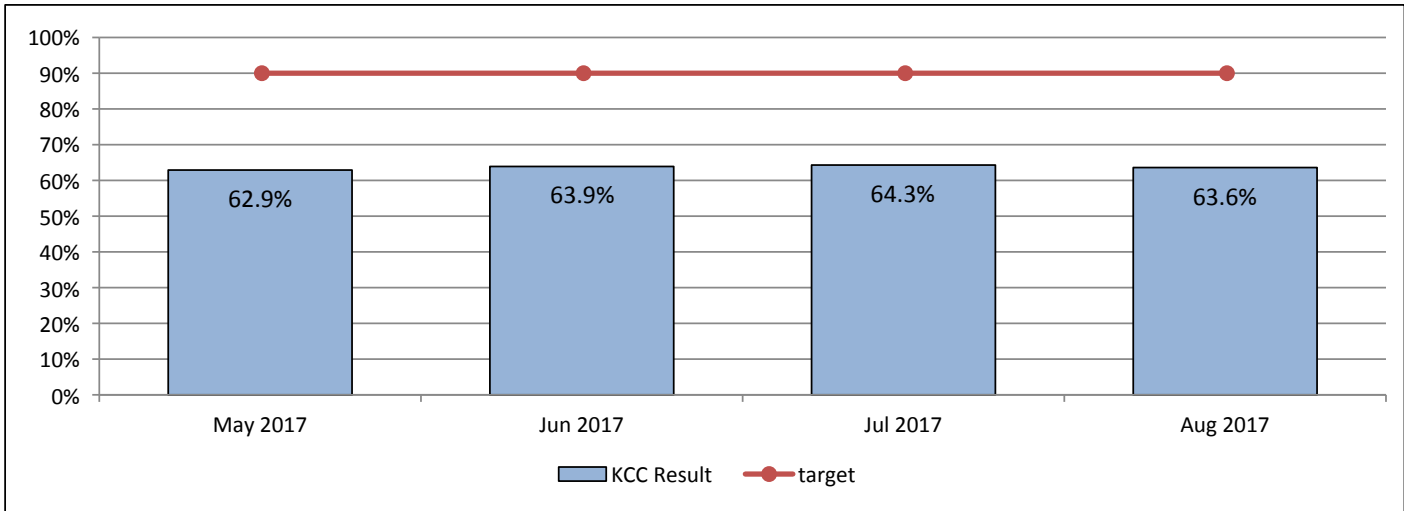
**Data Source:** Liberi

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**% of placement arrangement meetings held within 5 working days**

**Red**

Cabinet Member	Roger Gough	Director	Sarah Hammond
Portfolio	Children, Young People and Education	Division	Specialist Children's Services



Trend Data – Month End	May 2017	Jun 2017	Jul 2017	Aug 2017
KCC Result	62.9%	63.9%	64.3%	63.6%
Target	90.0%	90.0%	90.0%	90.0%
RAG Rating	<b>Red</b>	<b>Red</b>	<b>Red</b>	<b>Red</b>

**Commentary**

This is a new performance indicator, introduced for 2017/18 to measure compliance against the timeliness of placement arrangement meetings.

A Placement Arrangement meeting sets out the expectations for the child/young person's placement and it anticipated that applying more rigour to the timeliness and quality of these meetings will have a positive impact upon placement stability. This is proving to be the case and latest figures show improved performance against both placement stability measures.

This performance measure is calculated over a rolling 12 month period and is currently within the Red RAG banding. Additional monitoring and tracking processes were implemented in February 2017, alongside a re-launch of the responsibilities under the care planning regulations, to focus on compliance against the timeliness of the placement arrangement meetings.

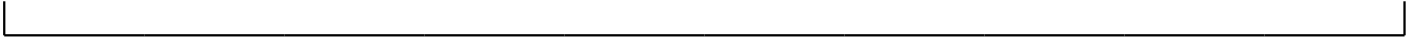
**Data Notes**

**Target:** 90% (RAG Bandings: Below 75% = Red, 75% to 90% = Amber, 90% and above = Green)

**Tolerance:** Higher values are better

**Data:** Figures shown are based on a rolling 12 month period. The result for Aug 2017 for example shows performance for Sep 2016 to Aug 2017.

**Data Source:** Liberi





**WORK PROGRAMME – 2017/2018****Children's, Young People and Education Cabinet Committee****18 January 2018**

- An update on Transport Costs associated with Special Educational Needs (placed on work programme at 22 June mtg) *moved from September and November*
- 16/00101 – Proposal to expand Marden Primary School *deferred from November mtg*
- Higher Apprenticeships – New Teaching Partnership and Universities (agreed at SMT mtg) *deferred from November mtg*
- PRUs and vulnerable learners – tie-in to vulnerable learners' strategy (added at 6 July agenda setting) *deferred from November mtg*
- Children placed in Kent by other local authorities and impact upon schools and Kent CIC (requested by a members of CPP but referred to CYPE) *deferred from November mtg*
- Budget Consultation and Medium Term Financial Plan (MTFP)
- Performance Scorecard
- Work Programme
- Youth Advisory Groups (YAG) – how do they work? (*G.Cooke suggested at CPP, R.Gough supported*)

**8 March 2018**

- An update on the performance of the Children and Young People Mental Health Service (March 2018) (agreed at meeting of CYPE on 22 June 2017)
- An update on the Early Help and Preventative Services' Commissioned Services contract monitoring process (agreed at CYPE on 7 Sept 2017)
- Supported Accommodation (update on current position)
- Work Programme
- Performance Scorecard

**Other Items/Misc**

- Gang culture and the risk to vulnerable children in care, in terms of child sexual exploitation and drugs in Kent schools (Suggested by CPP )
- The Virtual School Kent Annual report (Referred by CPP on 20 Jan 17)
- Training and skills changes in legislation to be on CYPE agenda in addition to GEDC (per notes of Leader's Group meeting held on 12 June 2017)
- General budget monitoring and out turn (per notes of Leader's Group meeting held on 12 June 2017)
- Kent Safeguarding Children Board's Improvement Plan (minute 13(7) – 22 June 2017)

**Updated: 14<sup>th</sup> November 2017**

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**From:** John Lynch, Head of Democratic Services

**To:** Children's, Young People and Education Cabinet Committee –  
22 November 2017

**Subject:** Work Programme 2017/18

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Standard item

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

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2017/18.

- 1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decisions List, from actions arising from previous meetings and from topics identified at agenda setting meetings, held six weeks before each Cabinet Committee meeting, in accordance with the Constitution, and attended by the Chairman, Vice-Chairman and the Group Spokesmen. Whilst the Chairman, in consultation with the Cabinet Member, is responsible for the final selection of items for the agenda, this report gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.
2. **Work Programme 2017**
  - 2.1 An agenda setting meeting was held at which items for this meeting were agreed and future agenda items planned. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in the appendix to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.
  - 2.2 The schedule of commissioning activity which falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings. This will support more effective forward agenda planning and allow Members to have oversight of significant service delivery decisions in advance.
  - 2.3 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.

### 3. Conclusion

- 3.1 It is vital for the Cabinet Committee process that the 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 of future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings, for consideration.

4. **Recommendation:** The Children, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2017/18.

### 5. Background Documents

None.

### 6. Contact details

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