

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

Tuesday, 19th July, 2022

10.00 am

Council Chamber





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 19 July 2022 at 10.00 am
Council Chamber

Ask for: **Emily Kennedy**
Telephone: **03000 419625**

Membership

Conservative: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr D Beaney, Mr C Beart, Mrs B Bruneau, Mr G Cooke, Mr D Crow-Brown, Ms S Hamilton, Mr S C Manion, Ms M McArthur and Mr A Sandhu, MBE

Labour: Mr A Brady and Dr L Sullivan

Liberal Democrat: Mrs T Dean, MBE

Green and Independent: Rich Lehmann

Church Representatives: Mr M Reidy, Mr J Constanti and Mr Q Roper

UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes
- 3 Declarations of Interest
- 4 Minutes of the meeting held on 10 May 2022 (Pages 1 - 10)
- 5 Performance Monitoring (Pages 11 - 68)
- 6 Ofsted Update (Pages 69 - 92)
- 7 Ofsted Inspection of Children's Services (Pages 93 - 110)
- 8 SEND Update (Pages 111 - 114)
- 9 Review of Commissioning Plan for Education Provision in Kent 2022-26 (Pages 115 - 126)

- 10 The Responsibilities and Support Services for Kent's Children Not in Employment, Education and Training (NEET) (Pages 127 - 182)
- 11 North Kent Serious Youth Violence Programme; Contextual Safeguarding work (Pages 183 - 200)
- 12 Headstart (Pages 201 - 244)
- 13 SACRE Agreed Syllabus (Pages 245 - 248)
- 14 22/00065 - Multiply Project (Pages 249 - 258)
- 15 22/00057 - Post 16 Transport Policy Statement Correction 2022/23 (Pages 259 - 262)
- 16 Update on the 16-19 review and future plans (Pages 263 - 290)

School Expansions/Alterations

- 17 22/00055 - Proposed Expansion of Maidstone Grammar School for Girls (Pages 291 - 300)
- 18 22/00059 - Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2023 (Pages 301 - 310)
- 19 22/00060 - Governing Body proposal to make prescribed changes to Laleham Gap (Foundation) Special School from September 2022 (Pages 311 - 322)
- 20 22/00061 - Proposal to establish a new 15 place Special Resource Provision at Copperfield Academy, Dover Road East, Gravesend DA11 0RB, for September 2022 (Pages 323 - 332)
- 21 22/00066 - Notification of an increase in costs to install adequate water supply and hydrants for the proposal to expand Gravesend Grammar School, Church Walk, Gravesend, Kent, DA12, as previously determined by the Cabinet Member on 22nd July 2020 by Decision No 19/00083 (Pages 333 - 342)
- 22 22/00067 - Proposed forecast expenditure of projects exceeding £1m within the Annual Planned Enhancement and Modernisation Programme (Pages 343 - 352)
- 23 22/00068 - Refurbishment and reprovisioning of dining facilities at The John Wallis Academy, Ashford (Pages 353 - 362)
- 24 22/00069 - Proposal to agree funding to expand Meopham School, Wrotham Road, Meopham, Kent DA13 0AH by increasing the Published Admission Number (PAN) from 140 places to 200 places (Pages 363 - 374)
- 25 Decisions Taken Outside of the Cabinet Committee Meeting Cycle (Pages 375 - 378)
- 26 Verbal Update by Cabinet Members
- 27 Work Programme (Pages 379 - 382)

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Benjamin Watts
General Counsel
03000 416814

Monday, 11 July 2022

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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 on Tuesday, 10th May, 2022.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr A Brady, Mrs B Bruneau, Mr G Cooke, Mr D Crow-Brown, Mrs T Dean, MBE, Ms S Hamilton, Rich Lehmann, Mr S C Manion, Dr L Sullivan, Mr M Reidy and Mr D Ross

UNRESTRICTED ITEMS

1. Apologies and Substitutes
(Item 2)

Apologies were received from Mr Beart, Mr Sandhu and Ms McArthur for whom Mr Ross was present.

2. Declarations of Interest
(Item 3)

There were no declarations of interest.

3. Minutes of the meeting held on 1 March 2022
(Item 4)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 1 March 2022 were correctly recorded and that they be signed by the Chairman.

4. Performance Monitoring
(Item 5)

Katherine Atkinson, Assistant Director of Management Information and Intelligence; Mark Walker, Director for SEND and Christine McInnes, Director for Education were in attendance for this item

1) Ms Atkinson introduced the report.

2) Further to comments and questions from Members, it was noted:

- Schools were being advised on strategies and support was being put in place for dealing with pupil behaviour. Schools were being supported through the Reconnect Programme. Some pupils were suffering from severe anxiety linked to the Covid-19 pandemic and longer-term support was being put in place. It was expected that some of the issues would settle in the next school year. Information from schools was being monitored.

- Part of the Reconnect funding had been used to focus on Free for Two (FF2) funding applications and these applications were being analysed to look at which families were taking up the offers of places.
- There was a major recruitment campaign for Children's Services and the responses from the Children's Social Work Survey had been analysed and learning would be applied.
- There was a high proportion of Newly Qualified Social Workers – which was positive for the future but they had protected caseloads meaning that other social workers had higher workloads during this period. There was also work ongoing around the retention of social workers in Kent. Another factor affecting caseloads was the number of social workers on maternity leave.
- Consideration was to be given to whether some kind of award could be offered to schools who excelled with ideas for helping children from poorer backgrounds.
- Concerns were raised about the performance of Pupil Referral Units.

3) RESOLVED to note the report.

5. Ofsted Update *(Item 6)*

Katherine Atkinson, Assistant Director of Management Information and Intelligence was in attendance for this item

1) Ms Atkinson introduced the report.

2) Further to comments and questions from Members, it was noted:

- It was queried whether there could be improvement targets set for primary, secondary and PRU in the same way as for Early Years.

3) RESOLVED to note the report.

6. SEND Update *(Item 7)*

Mark Walker, Director of SEND was in attendance for this item.

1) Mr Walker outlined the update.

2) Further to comments and questions, it was noted:

- There had been an article in the Kent Online where officers' comments had been taken out of context and the article did not reflect the views of officers and the investment that had been put into building trusting relationships with schools. It was felt that the way forward was based on partnership between KCC, schools, parents and carers.
- There was insufficient capacity in the SEND transport system to meet the demand and measures were being taken to take pressure off the system in order that focus could be given to children with SEND who required transport. Work was ongoing to put provision in place for the coming school

year. However, this work was affected by what was happening in the market and some of this was beyond KCC's control.

- Consultations on the green paper were open until July. It would take time for items from the green paper to become requirements for local authorities. Some of these new requirements were already ambitions or in place as a target at KCC and work was ongoing on these areas.
- The KCC Budget contained funding for SEND redesign.

3) RESOLVED to note the update.

7. 22/00047 - Educational Psychology - Recommission service for increased capacity
(Item 8)

Christy Holden, Head of Strategic Commissioning (Children and Young People's Services) was present for this item.

1) Ms Holden outlined the report. It was proposed that the service be recommissioning for a 1-year contract with the option of a further 1-year extension.

2) Further to questions and comments, it was noted:

- The longer-term aim was for KCC to do assessments in-house and the length of the proposed contract reflected this. It was being considered how to support the service and reduce the number of EHCPs.
- Recruitment in educational psychology was difficult and there was a shortage of educational psychologists nationally. Recruitment was ongoing and there were Educational Psychologists in training, placed within the service.
- Work had been done to redesign Educational Psychology and to adapt practice. The contract related to the statutory element of the work. However, there was a proportion of work that was targeted core, preventative work enabling children to have their meets met without the need for a EHCP assessment.

3) RESOLVED to endorse the recommendations as outlined in the report.

8. School Term Dates for 2023-24 and Update on Queen's Jubilee Celebrations
(Item 9)

Ian Watts, Area Education Officer (North Kent) was in attendance for this item.

1) Mr Watts introduced the report and explained that the Queen's Jubilee was not relevant and that the recommendations related only to the school term dates for 2023-24.

2) Further to comments and questions, it was noted:

- The response rate to consultation was low. Many do not respond as it does not affect them as academies can choose their own term dates.

3) RESOLVED to endorse the recommendations as outlined in the report.

9. Pocket Money and Savings Policy for Children and young people in care - ensuring all children in care have a financial "Nest Egg" investment as part of their transition to adulthood

(Item 10)

Caroline Smith, Assistant Director of Corporate Parenting was in attendance for this item.

1) Ms Smith outlined the report.

2) Further to questions and comments from Members, it was noted:

- A Junior ISA was opened for children in care once they had been in care for 12 months. A £200 donation was added into the account by the government, in line with their current policy. This was held by the Share Foundation. If the child was of a certain age, they would have a Child Trust Fund, instead of a Junior ISA, this was also held with the Share Foundation.
- The challenge to the policy relating to pocket money and savings had come through the Corporate Parenting Panel from the young people in care, through a challenge card that they did not all have the same consistent financial savings. The proposal was for money to be taken at source following a lot of work on the technical systems, to enable this process to happen.
- Children were still able to have a savings bank account, to use in their childhood, the Junior ISA savings were for their adulthood, to be accessed when they reached the age of 18 years. Young people were allocated a Personal Advisor in the 18+ Care Leavers service who would support them to access their 'nest egg' at 18 years old.

3) RESOLVED to endorse the recommendations outlined in the report.

10. Kent Locally Agreed Religious Education Syllabus 2022-2027 - Update

(Item 11)

Joel Cook, Democratic Services Manager was in attendance for this item.

1) Mr Cook introduced the item. A written update would be provided to July's meeting.

2) RESOLVED to endorse the recommendations as outlined in the report.

11. 22/00036 - SACRE Membership Update

(Item 12)

Joel Cook, Democratic Services Manager was in attendance for this item

1) Mr Cook outlined the report.

2) Further to questions and comments from Members, it was noted:

- The legislation did not include those groups that were not considered organised religious groups. However, views of different groups were taken into account in the work of SACRE.

3) RESOLVED to endorse the recommendations as outlined in the report.

12. 22/00044 - Proposal to make prescribed changes to St Nicholas (Community) Special School from September 2022
(Item 13)

Marisa White, Area Education Officer (East Kent) was in attendance for this item.

1) Ms White outlined the report.

2) Further to comments from Members, it was noted:

- There was support for this proposal as it was inclusive, gave the opportunity for teachers to 'upskill' and utilised an unused building.

3) RESOLVED to endorse the recommendations in the report.

13. 22/00043 - Proposal to make prescribed changes to Meadowfield (Foundation) Special School from September 2022
(Item 14)

Marisa White, Area Education Officer (East Kent) was in attendance for this item.

1) Ms White outlined the report.

2) Further to questions and comments from Members, it was noted:

- There had been comments from those objecting to the proposals about the Ofsted rating of the satellite primary school. The school had joined the Island Academy Trust and was on an improvement journey to be rated 'Good' and was making excellent progress.
- The primary school had been built for 2 entries and had been running around 1.5 forms of entry. The classrooms proposed for use were in their own area of the school. There was to be a lead teacher, a teacher for each of 2 classes and a Specialist Teaching Assistant.
- There was a meeting scheduled for detailed discussions regarding staffing and curriculum provision.

3) RESOLVED to endorse the recommendations in the report.

14. 22/00042 - Proposal to Permanently Expand Queen Elizabeth's Grammar School by 1FE from 150 to 180 PAN from September 2023
(Item 15)

Marisa White, Area Education Officer (East Kent) was in attendance for this item.

1) Ms White outlined the report. The proposal had been brought to Children's, Young People and Education Cabinet Committee in January but had been brought back because of increased costs. The increase in costs was due to inflation. There were no changes to the programme and no issues had been raised from feasibility studies or surveys undertaken. Quantity surveyors had confirmed the increase in costs was due to inflation. Members were asked to endorse the draft funding agreement.

2) Further to questions from Members, it was noted:

- There was error in the section of the report relating to Financial Implications at 3.1. The total figure should read £1,128,815.20.

3) RESOLVED to endorse the recommendations in the report.

15. Verbal Update by Cabinet Members *(Item 16)*

1) Mrs Prendergast said there were challenges in regard to the overspends on the High Needs Dedicated Schools Grant - which was used to support Children with SEN with an accumulated overspend of over £100m.

As had recently been confirmed by Matt Dunkley at the Governance & Audit Committee, the Council had been invited to take part in the Safety Valve Programme conducted by the Department for Education. This programme was intended to support those Councils with the highest High Needs Dedicated Schools Grant Deficits in the development of a deficit recovery plan - aimed at reforming our High Needs System - and moving the Local Authority to a sustainable footing as quickly possible: along with agreeing additional funding to help pay off the accumulated deficit. The initial meeting with the DfE was expected to take place by the end of May 2022 and was to inform KCC's approach in both the further development of the plan - aligning this with KCC's SEN Strategy and finalising the financial agreement with the DfE over the coming months.

The DfE published its new White Paper, Opportunity for all: Strong schools with great teachers in March 2022.

The paper set an ambitious target to improve school standards and through applying evidence-based practice and enabling collaborations between teachers, schools, and wider children's services so that every child was supported to realise their potential. There was an intention to reform the academy sector through statutory changes including the introduction of new trust standards and the government had confirmed its ambition that all schools should be in an academisation process by 2030. The DfE had also proposed Local Authority run Multi Academy Trusts - there was limited information but more detail was expected imminently.

KCC was taking the lead in developing a co-constructed action plan to help young people achieve their goals after leaving school by providing better pathways to post-16 education, skills, and training.

This followed an in-depth review into the post-16 offer in the county, commissioned by KCC to develop a deeper and shared understanding of the issues faced by both young people and education, skills, and training providers. Students, their parents, schools, colleges, and training providers were among the many people who took part in the interviews, surveys, and consultation work of the review.

The findings from the review offered a unique and up-to-date insight into the challenges and experiences of young people and post-16 providers.

Mrs Prendergast had been very encouraged by the participation in the review and the response to the findings, conclusion, and recommendations. There was a clear desire and commitment across the sector to look afresh at post-16 provision and collaborate to improve the offer and experience for young people - making Kent a county that worked for all 16 to 19 year olds.

Families had continued to arrive in Kent through the Ukraine Family Scheme and Homes for Ukraine. Admissions guidance had been provided to schools and the admissions team was supporting individual cases as appropriate. Wider guidance and advice was available through The Education People. KCC was awaiting further information from DfE about funding to support the education of Ukrainian children, but this was not a unique position with many schools in Kent already having welcomed refugee children, and existing good practice was being applied.

Mrs Prendergast and Ian Watts visited a number of recently opened primary schools within the considerable development coming forward in the Ebbsfleet area - and all of them embraced being at the centre of their new and diverse communities. School leaders shared the challenges posed by the pandemic and those that were emerging. Without exception, all showed tremendous resolve to be inclusive of children regardless of their ability and to ensure that they were fully supported and very much part of the school community. Thanks were given to school leaders, staff and children at Springhead, Ebbsfleet Green, River Mill and Cherry Orchard Primary schools for their welcome and for all their good work.

2) Further to questions and comments from Members, it was noted:

- Young people had been actively involved in the in-depth review into post-16 provision.
- No issues had been reported regarding delays in children coming from Ukraine being placed in schools.

3) Mrs Chandler said she had recently met the Children's Social Work Teams in Swale and Gravesham and listen to some of the issues that face our social workers. The impact of lockdown was still being felt by KCC's front-line workers, Thanks were given to the Children's Social Work teams for their continued hard work.

The most recent decisions that had either been taken or were in the midst of being taken by other lead members that also fall within the CYPE directorate were outlined.

- 22/00051 Procurement of the Bespoke Support Service – This decision was due to be taken by the Cabinet Member for Adult Social Care and Public Health. Members were to have the opportunity to comment on this decision as part of the normal decision process.
- 22/00034 - External Community Opportunities for People with Learning and Physical Disabilities – Again, this decision was due to be taken by the Cabinet Member for Adult Social Care and Public Health. Members were to have the opportunity to comment on this decision as part of the normal decision process.
- 22/00040 - Domestic Abuse Duty: 2022 to 2023 funding – This decision was due to be taken by the Leader. Members were to have the opportunity to comment on this decision as part of the normal decision process.

Mrs Chandler said a huge well done to Caroline Smith and her team for organising the Education, Training and Employment Care Leaver event on 28 April. As Corporate parents, KCC supported over 2000 care leavers and it was a fantastic opportunity to be joined by some of Kent's Care leavers to learn about what more could be done to help support these young adults to reach their full potential in life.

The Virtual School Kent awards nominations were open. The award categories included outstanding or greatly improved:

- academic achievement
- engagement and/or attitude towards learning
- education, training, or employment placement
- contribution to the community
- or Wider achievements of note

The deadline to make a nomination for Year 12, Year 13 and for KCC Care Leavers was Friday 3 June. Nominations for Early Years and Year R to Year 11 closed on Friday 8 July.

KCC were promoting Mental Health Awareness week which ran from 9 to 15 May. The theme for this year's Mental Health Awareness Week was loneliness. Supporting young people in recognising when they were feeling lonely, understanding their thoughts and feelings, and identifying the supportive connections they had, was really important.

There were a range of ways in which Kooth (*a support service which provided anonymous and personalised mental health support for children and young people*) could support this week, and it was all free. This included assemblies, a range of workshops and training staff in confidently signposting young people to the service.

Further information about Kooth was available online and Members were encouraged to disseminate this to appropriate persons.

16. Work Programme
(Item 17)

1) Members noted the work programme.

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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

April 2022

Produced by: Management Information & Intelligence, KCC

Publication Date: 1st June 2022



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Guidance Notes

Notes: Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).
 Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.
 Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

- RED Floor Standard* has not been achieved
- AMBER Floor Standard* achieved but Target has not been met
- GREEN Target has been achieved

* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

DIRECTION OF TRAVEL (DOT)

-  Performance has improved
-  Performance has worsened
-  Performance has remained the same

INCOMPLETE DATA

- N/A Data not available
- Data to be supplied

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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MIIntensiveEH&SocialCare@kent.gov.uk

DATA PERIOD

- R12M** Monthly Rolling 12 months
- MS** Monthly Snapshot
- YTD** Year To Date
- Q** Quarterly
- A** Annual


CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

- CYPE Children, Young People and Education Directorate Scorecard
- EY Early Years Scorecard
- NEET NEET Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard
- ICS Intensive EH and CSWS Monthly Performance Report

KEY TO ABBREVIATIONS

- CIC Children in Care
- CSWT Children's Social Work Teams
- CYP Children and Young People
- DWP Department for Work and Pensions
- EY Early Years
- EYFE Early Years Free Entitlement
- EYFS Early Years Foundation Stage
- FF2 Free For Two
- FSM Free School Meals
- NEET Not in Education, Employment or Training
- SCS Specialist Children's Services
- SEN Special Educational Needs


as at Jan 2022

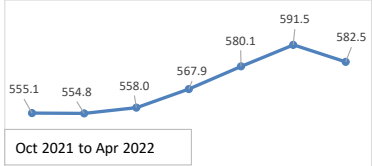
 129,584 pupils in 459 primary schools
 24.0 % with free school meals (21.6%)

111,302 pupils in 101 secondary schools
 19.5 % with free school meals (18.9%)

5,608 pupils in 24 special schools
 43.1 % with free school meals (43.2%)


as at Apr 2022

 Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)




Oct 2021 to Apr 2022

as at Apr 2022

 Open cases


Intensive Early Help	2,812 (Families)
Open Social Work Cases	11,777
<i>Including:</i>	
• Child Protection	1,294
• Children in Care	1,775
• Care Leavers	2,066

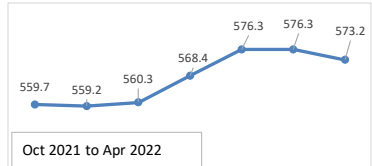
as at Apr 2022

 Ofsted good or outstanding

EY providers	97.3%	(97%)
Primary	93.0%	(89%)
Secondary	87.8%	(79%)
Special	95.5%	(89%)


as at Apr 2022

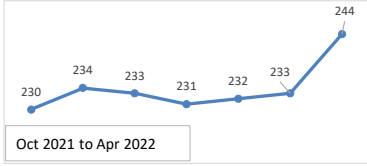
 Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Oct 2021 to Apr 2022


as at Apr 2022

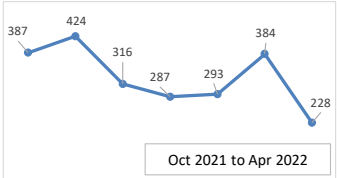
 Number of First Time Entrants into the Youth Justice system



Oct 2021 to Apr 2022


as at Apr 2022

 Requests for SEND statutory assessment




Oct 2021 to Apr 2022

as at Apr 2022

 Activity at the Front Door (children)

Total contacts	5,239
Number resolved at FD	2,431
Number to CSWS	1,347
Number to EH Units	899

as at Apr 2022

 Open Access Indicators

Number of Focused Support Requests started during the month	133
• by Children Centre	61
• by Youth Hub	72
% of Focused Support Requests supported by Open Access after 3 months	51.9%
Number of clients supported (interventions and sessions)	5,560

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2021 school census and based on state funded schools only
- Ofsted National averages are as at 30th April 2022, except EY Providers average which is as at August 2021

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.9	23.3	22.9	22.4	22.2	22.0	21.8	↑	25.0	GREEN	22.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.8	93.0	92.9	92.9	92.7	91.8	91.2	↓	90.0	GREEN	91.8	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.0	19.2	19.7	20.2	20.0	19.8	20.5	↓	20.0	GREEN	19.8	20.0	GREEN	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	74.9	74.7	74.6	74.6	76.0	76.1	75.8	↓	70.0	GREEN	76.1	70.0	GREEN	64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.9	79.4	79.2	79.3	78.1	78.3	78.0	↓	85.0	AMBER	78.3	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	330.5	341.0	372.1	368.9	374.3	391.1	401.9	↓	426.0	GREEN	391.1	426.0	GREEN	372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	55.6	56.1	55.8	55.5	57.1	57.6	59.3	↑	65.0	AMBER	57.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.6	81.8	81.8	80.2	80.2	80.2	80.2	↔	80.0	GREEN	80.2	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.3	91.7	90.5	89.0	85.3	83.3	77.2	↓	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.7	14.7	14.8	15.0	15.1	16.0	16.2	↓	15.0	AMBER	16.0	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	21.2	22.9	23.3	24.0	25.9	27.3	↓	18.0	RED	25.9	18.0	RED	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.9	27.7	27.3	27.0	26.9	26.6	26.7	↓	25.0	AMBER	26.6	25.0	AMBER	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.6	84.1	84.8	84.8	85.2	85.3	84.9	↓	85.0	AMBER	85.3	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	75.7	75.7	78.6	78.6	78.7	78.7	↔	80.0	AMBER	78.7	80.0	AMBER	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.9	12.9	13.1	13.1	13.2	13.4	13.4	↔	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.4	14.2	14.5	15.0	15.4	15.6	14.9	↑	15.0	GREEN	15.6	15.0	AMBER	N/A	N/A	

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Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		32.4	37.5	40.9	39.4	↓	35.0	RED	34.2	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		48.4	37.1	32.4	46.2	51.7	59.8	51.8	↓	60	AMBER	31.6	60	RED	66.8	58	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.2	2.5	2.6	2.8	2.9	3.1	3.1	↔	2.9	AMBER	3.0	2.9	AMBER	2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.7	10.7	10.7	10.8	10.8	10.8	10.7	↑	9	RED	10.5	9	AMBER	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		7	8	10	12	13	14	14	↔	8	RED	3	8	GREEN	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		10	13	15	16	22	24	28	↓	18	RED	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.3	89.9	90.9	90.1	89.3	89.9	90.1	↑	90	GREEN	88.8	90	AMBER	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		93.1	92.7	92.6	91.5	89.0	88.8	88.6	↓	95	AMBER	92.7	95	AMBER	N/A	N/A	

****Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)****

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		74.4	69.8	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.0	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.23	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90	AMBER	↓	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	77	RED	↓	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.2	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	12.2	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:

Children's Social Care

RED: The average caseload in the Children's Social Work Teams (CSWT) is 27.3 cases, which is considerably above the target caseload of no more than 18 children/young people. Average caseloads in these teams have seen month-on-month increases since December 2021. Several factors have contributed to this increase, including an increase in the average duration of children in need cases and a reduction in the number of social workers 'present' (this takes into account vacancies but also long term sickness and maternity leave). To reduce the reliance on agency staff, reduce caseloads and ensure the right levels of staff are in the right teams and districts DMT commissioned a piece of analysis which recommended an increase of 21 FTE. On 5th April 2022 an additional £1.4m per annum in funding from base budget for this increase in staff was agreed corporately following a business case by CYPE Directors. Other actions taken include a change to the way that Agency Social Workers are recruited, with agreement being given for Children's Services to operate outside of the Managed Service locum agency which will allow a greater degree of flexibility in sourcing locum staff, and an increase in the number of Newly Qualified Social Workers - 63 have just been recruited in comparison to an average of 50 in previous years.

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 78.0% which is below the target of 85.0%. This is an ambitious target, set to drive up the use of in-house placements however Kent's performance compares well against comparators. For 2020/21 Kent had 63% of its CIC within in-house provision compared to an England average of 48% and an average of 50% for Kent's Statistical Neighbours. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement and there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 59.3%. Whilst this is below the 65.0% target the performance for April 2022 does show improvement upon previous months and is the highest performance achieved since December 2020 when it was 60.7%

AMBER: The percentage of case holding posts filled by permanent qualified social workers is 77.2%, below the target of 85.0% (which is based on the national average for Agency Social Workers of 15%). The percentage of social work posts filled by permanent staff has seen month-on-month decreases since November 2021. Actions in place include those noted above with regard to average caseloads.

AMBER: The average caseloads in the Children in Care (CIC) Teams is 16.2 cases, above target of 15 children/young people. As with the caseloads for CSWTs the average caseloads have been increasing month-on-month and the comprehensive set of measures (as outlined above) are aimed at reducing the average caseloads for all teams.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 21.8% for April 2022, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.7%, 21.5% for Kent's Statistical Neighbours and 27.7% for the South East (all comparative rates are for 2020/21 performance).

GREEN: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 91.2%, above the 90.0% Target. No comparative data for other local authorities is available

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 20.5% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 22.1%, Statistical Neighbours 22.5% and the South East 23.5% (2020/21).

GREEN: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 75.8% and above the Target of 70.0%. Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 69.3%, the average for the South East of 68.0% and the England average of 70.0% (comparative data is for 2020/21).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 401 days, within the nationally set target of less than 426 days. The average number of days has been increasing as a result of delays to court hearings.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 80.2%, just above the 80.0% Target. Performance has remained the same as there were no Audits during April 2022.

Intensive Early Help

AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 26.7%, which is above the target of 25.0%. This is a reduction from April 2021 when it was 28.2%.

AMBER: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at 84.9% which is 0.1% away from the target of 85.0%

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 78.7% which is below the 80.0% target. Performance has remained the same as there were no Audits during April 2022.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.4%, remaining below the Target of 15.0%

Directorate Scorecard - Kent KPIs

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: The percentage of pupils being placed in independent or out-of-county special schools for Kent responsible EHCPs is 10.7% and is higher than the target of 9%. This is reflective on demand within the system. Work is taking place to forecast need for different types of SEND placements, and this will inform the strategy for SEND place planning going forward, including use of Specialist Resourced Provision (SRPs).

RED: 14 primary aged pupils were permanently excluded from school during the last 12 months, 6 more than the target (of 8). The latest 12-month period is not directly impacted on by the Covid-19 'National 3.0' school closures, and therefore, is more reflective of the level of permanent exclusions prior to the pandemic outbreak. The rolling 12-month average in April 2020 was 17 pupils.

RED: The number of permanent exclusions from secondary schools at 28 pupils is above the target of 18. The latest 12-month period is not directly impacted on by the Covid-19 'National 3.0' school closures and is now higher than the rolling 12-month average in April 2020 which was 19 pupils. The pandemic has had a considerable impact on the wellbeing of children and young people, and schools have also been affected significantly due to the pressure on staffing capacity and resources. There are a range of programmes being delivered across schools and directly for children and young people to address emotional health and wellbeing, with PIAS Officers attending meetings with schools and multi-agency partners to find collaborative responses which reduce the risk of permanent exclusion, as well as undertaking statutory duties and representing the LA to ensure that DfE exclusions guidance is followed.

RED: The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place had been falling over the last 2 years. A working group is focusing on FF2 take-up rates and looking at new approaches in this area. Termly data shows that FF2 take-up appears to have reached pre-pandemic levels again but continues to present challenges in some districts. Following discussions with providers, Reconnect funding is facilitating some targeted family marketing work in Dartford and Gravesham, the impact of which will be available at the end of the autumn term. In the meantime, we continue to market FF2 information within available resources to drive take-up. .

AMBER: The percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks each month has improved since December 2021. In April 113 out of 218 plans (51.8%) were completed with 20 weeks. There has been an improvement in the receipt of advice and information which has led to an improvement in the proportion of decisions made within timescale. This has increased the capacity of the service to be able to issue more EHC plans within 20 weeks. Lack of timely advice and information remains one of the major barriers to meeting EHCP timescales. The SEND/ICS Co-ordinators and communication officers have had a significant impact not only on the timeliness of advice from Social Care (SC) (with over 95% of Advice & Information (A&I) being received within 6 weeks) but also on the quality of the A&I. Currently there is work being completed between SEND and SC to train staff and to further refine the process.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in has increased over he last six months from 2.2% to 3.1% which means the target of 2.9% has just been missed. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the DfE uses the rolled average for November, January and February which is 2.8%. When combined with the Not Known cohort (2.3%) the aggregate figure is 5.1% which is an overall improvement of 2.4 percentage points from last year's performance of 7.5%. The improvement is largely due to reducing the number of not knowns through enhanced tracking. There were 758 fewer young people whose activity was not known than in the previous year.

AMBER: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention has dropped to at 88.6% remains consistently below the target of 95%

GREEN: The Percentage of Children Missing Education cases, closed within 30 school days at 90.1% is just above the target (90%).

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE11	Number of Secondary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE12	Number of Special Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of April 2022	May 2022
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of April 2022	May 2022
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of April 2022	May 2022
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of April 2022	May 2022
FD1A-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of April 2022	May 2022
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of April 2022	May 2022
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of April 2022	May 2022
EH06-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of April 2022	May 2022
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Child Protection cases	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Children in Care	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Care Leavers	Liberi	Snapshot data as at end of April 2022	May 2022
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to April 2021	May 2022
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of April 2022	May 2022
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of April 2022	May 2022
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of April 2022	May 2022
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of April 2022	May 2022
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of April 2022	May 2022
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to April 2022	May 2022
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to April 2022	May 2022
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to April 2022	May 2022
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at April 2022	May 2022
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at April 2022	May 2022
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to April 2022	May 2022
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to April 2022	May 2022
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to April 2022	May 2022
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at April 2022	May 2022
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at April 2022	May 2022
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at April 2022	May 2022
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at April 2022	May 2022
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at April 2022	May 2022
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for July 2019 to June 2020 cohort	May 2022
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at April 2022	May 2022
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at April 2022	May 2022
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at April 2022	May 2022
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to April 2022	May 2022
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to April 2022	May 2022
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to April 2022	May 2022
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to April 2022	May 2022
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 21st December 2020	Dec 2020
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 DfE published	Nov 2019
SISE70	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE76	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE72	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE79	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
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 2021	July 2021
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
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).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
FS3	Number of Focused Support Requests started during the month	The total number of focused support referrals started in the month. The total is the number of family referrals, not number of clients.
FS3a	Number of Focused Support Requests started during the month - by Children Centre	The total number of focused support referrals started in the month by Children Centre. The total is the number of family referrals, not number of clients.
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	The total number of focused support referrals started in the month by Youth Hub. The total is the number of family referrals, not number of clients.
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Percentage of referrals still supported by Open Access within 3 months of focus support closing (Further Engagement). Reported month is the date three months after focus support closed date. Further engagement is at least one member of the family to have attended any type of session or taken part in a client/family intervention. Interventions counted as successful are as follows: 'Direct Intervention outside of a group setting', 'Direct Intervention in group setting', 'Email/Telephone/Text', 'Meeting - Client(s) present', 'FF2 Contact', 'NEET Contact', 'Contact with Client'.
TS3	Number of Clients supported (interventions and sessions)	Number of distinct clients who have attended at least one session or client/family intervention (excluding focused support) within the month.
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS42	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	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. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
SEND20	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. The data is a snapshot at the end of the month. 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.
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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
EH43	Number of pupils permanently excluded 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 pupils permanently excluded 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.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include the offer of a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY1	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.
EY1	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 & 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 & mathematics - FSM 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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with 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.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils 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 from secondary schools - all pupils 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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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

April 2022

Produced by: Management Information & Intelligence, KCC

Publication Date: 1st June 2022



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Guidance Notes

Notes: Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).
 Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.
 Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

RED	Floor Standard* has not been achieved
AMBER	Floor Standard* achieved but Target has not been met
GREEN	Target has been achieved

* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

DIRECTION OF TRAVEL (DOT)

↑	Performance has improved
↓	Performance has worsened
↔	Performance has remained the same

INCOMPLETE DATA

N/A	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

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DATA PERIOD

R12M	Monthly Rolling 12 months
MS	Monthly Snapshot
YTD	Year To Date
Q	Quarterly
A	Annual

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance Report

KEY TO ABBREVIATIONS


CIC	Children in Care
CSWT	Children's Social Work Teams
CYP	Children and Young People
DWP	Department for Work and Pensions
EY	Early Years
EYFE	Early Years Free Entitlement
EYFS	Early Years Foundation Stage
FF2	Free For Two
FSM	Free School Meals
NEET	Not in Education, Employment or Training
SCS	Specialist Children's Services
SEN	Special Educational Needs

as at Jan 2022

129,584 pupils in 459 primary schools
 24.0 % with free school meals (21.6%)

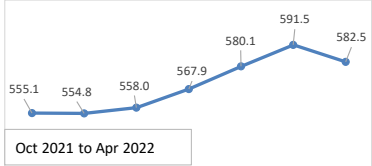
111,302 pupils in 101 secondary schools
 19.5 % with free school meals (18.9%)

5,608 pupils in 24 special schools
 43.1 % with free school meals (43.2%)



as at Apr 2022


Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Oct 2021 to Apr 2022

as at Apr 2022


Open cases



Intensive Early Help	2,812 (Families)
Open Social Work Cases	11,777
<i>Including:</i>	
• Child Protection	1,294
• Children in Care	1,775
• Care Leavers	2,066

as at Apr 2022

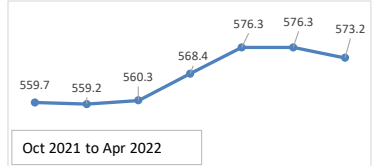
Ofsted good or outstanding



EY providers	97.3%	(97%)
Primary	93.0%	(89%)
Secondary	87.8%	(79%)
Special	95.5%	(89%)

as at Apr 2022


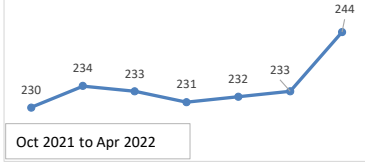
Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Oct 2021 to Apr 2022

as at Apr 2022


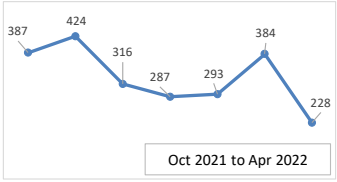
Number of First Time Entrants into the Youth Justice system

Oct 2021 to Apr 2022

as at Apr 2022


Requests for SEND statutory assessment

Oct 2021 to Apr 2022

as at Apr 2022


Activity at the Front Door (children)



Total contacts	5,239
Number resolved at FD	2,431
Number to CSWS	1,347
Number to EH Units	899

as at Apr 2022

Open Access Indicators



Number of Focused Support Requests started during the month	133
• by Children Centre	61
• by Youth Hub	72
% of Focused Support Requests supported by Open Access after 3 months	51.9%
Number of clients supported (interventions and sessions)	5,560

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2021 school census and based on state funded schools only
- Ofsted National averages are as at 30th April 2022, except EY Providers average which is as at August 2021

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.9	23.3	22.9	22.4	22.2	22.0	21.8	↑	25.0	GREEN	22.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.8	93.0	92.9	92.9	92.7	91.8	91.2	↓	90.0	GREEN	91.8	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.0	19.2	19.7	20.2	20.0	19.8	20.5	↓	20.0	GREEN	19.8	20.0	GREEN	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and half years or more)	H	MS	✓	74.9	74.7	74.6	74.6	76.0	76.1	75.8	↓	70.0	GREEN	76.1	70.0	GREEN	64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.9	79.4	79.2	79.3	78.1	78.3	78.0	↓	85.0	AMBER	78.3	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	330.5	341.0	372.1	368.9	374.3	391.1	401.9	↓	426.0	GREEN	391.1	426.0	GREEN	372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	55.6	56.1	55.8	55.5	57.1	57.6	59.3	↑	65.0	AMBER	57.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.6	81.8	81.8	80.2	80.2	80.2	80.2	↔	80.0	GREEN	80.2	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.3	91.7	90.5	89.0	85.3	83.3	77.2	↓	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.7	14.7	14.8	15.0	15.1	16.0	16.2	↓	15.0	AMBER	16.0	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	21.2	22.9	23.3	24.0	25.9	27.3	↓	18.0	RED	25.9	18.0	RED	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.9	27.7	27.3	27.0	26.9	26.6	26.7	↓	25.0	AMBER	26.6	25.0	AMBER	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.6	84.1	84.8	84.8	85.2	85.3	84.9	↓	85.0	AMBER	85.3	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	75.7	75.7	78.6	78.6	78.7	78.7	↔	80.0	AMBER	78.7	80.0	AMBER	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.9	12.9	13.1	13.1	13.2	13.4	13.4	↔	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.4	14.2	14.5	15.0	15.4	15.6	14.9	↑	15.0	GREEN	15.6	15.0	AMBER	N/A	N/A	

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Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		32.4	37.5	40.9	39.4	↓	35.0	RED	34.2	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		48.4	37.1	32.4	46.2	51.7	59.8	51.8	↓	60	AMBER	31.6	60	RED	66.8	58	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.2	2.5	2.6	2.8	2.9	3.1	3.1	↔	2.9	AMBER	3.0	2.9	AMBER	2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.7	10.7	10.7	10.8	10.8	10.8	10.7	↑	9	RED	10.5	9	AMBER	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		7	8	10	12	13	14	14	↔	8	RED	3	8	GREEN	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		10	13	15	16	22	24	28	↓	18	RED	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.3	89.9	90.9	90.1	89.3	89.9	90.1	↑	90	GREEN	88.8	90	AMBER	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		93.1	92.7	92.6	91.5	89.0	88.8	88.6	↓	95	AMBER	92.7	95	AMBER	N/A	N/A	

****Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)****

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		74.4	69.8	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.0	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.23	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90	AMBER	↓	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	77	RED	↓	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.2	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	12.2	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:

Children's Social Care

RED: The average caseload in the Children's Social Work Teams (CSWT) is 27.3 cases, which is considerably above the target caseload of no more than 18 children/young people. Average caseloads in these teams have seen month-on-month increases since December 2021. Several factors have contributed to this increase, including an increase in the average duration of children in need cases and a reduction in the number of social workers 'present' (this takes into account vacancies but also long term sickness and maternity leave). To reduce the reliance on agency staff, reduce caseloads and ensure the right levels of staff are in the right teams and districts DMT commissioned a piece of analysis which recommended an increase of 21 FTE. On 5th April 2022 an additional £1.4m per annum in funding from base budget for this increase in staff was agreed corporately following a business case by CYPE Directors. Other actions taken include a change to the way that Agency Social Workers are recruited, with agreement being given for Children's Services to operate outside of the Managed Service locum agency which will allow a greater degree of flexibility in sourcing locum staff, and an increase in the number of Newly Qualified Social Workers - 63 have just been recruited in comparison to an average of 50 in previous years.

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 78.0% which is below the target of 85.0%. This is an ambitious target, set to drive up the use of in-house placements however Kent's performance compares well against comparators. For 2020/21 Kent had 63% of its CIC within in-house provision compared to an England average of 48% and an average of 50% for Kent's Statistical Neighbours. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement and there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 59.3%. Whilst this is below the 65.0% target the performance for April 2022 does show improvement upon previous months and is the highest performance achieved since December 2020 when it was 60.7%

AMBER: The percentage of case holding posts filled by permanent qualified social workers is 77.2%, below the target of 85.0% (which is based on the national average for Agency Social Workers of 15%). The percentage of social work posts filled by permanent staff has seen month-on-month decreases since November 2021. Actions in place include those noted above with regard to average caseloads.

AMBER: The average caseloads in the Children in Care (CIC) Teams is 16.2 cases, above target of 15 children/young people. As with the caseloads for CSWTs the average caseloads have been increasing month-on-month and the comprehensive set of measures (as outlined above) are aimed at reducing the average caseloads for all teams.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 21.8% for April 2022, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.7%, 21.5% for Kent's Statistical Neighbours and 27.7% for the South East (all comparative rates are for 2020/21 performance).

GREEN: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 91.2%, above the 90.0% Target. No comparative data for other local authorities is available

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 20.5% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 22.1%, Statistical Neighbours 22.5% and the South East 23.5% (2020/21).

GREEN: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 75.8% and above the Target of 70.0%. Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 69.3%, the average for the South East of 68.0% and the England average of 70.0% (comparative data is for 2020/21).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 401 days, within the nationally set target of less than 426 days. The average number of days has been increasing as a result of delays to court hearings.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 80.2%, just above the 80.0% Target. Performance has remained the same as there were no Audits during April 2022.

Intensive Early Help

AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 26.7%, which is above the target of 25.0%. This is a reduction from April 2021 when it was 28.2%.

AMBER: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at 84.9% which is 0.1% away from the target of 85.0%

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 78.7% which is below the 80.0% target. Performance has remained the same as there were no Audits during April 2022.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.4%, remaining below the Target of 15.0%

Directorate Scorecard - Kent KPIs

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: The percentage of pupils being placed in independent or out-of-county special schools for Kent responsible EHCPs is 10.7% and is higher than the target of 9%. This is reflective on demand within the system. Work is taking place to forecast need for different types of SEND placements, and this will inform the strategy for SEND place planning going forward, including use of Specialist Resourced Provision (SRPs).

RED: 14 primary aged pupils were permanently excluded from school during the last 12 months, 6 more than the target (of 8). The latest 12-month period is not directly impacted on by the Covid-19 'National 3.0' school closures, and therefore, is more reflective of the level of permanent exclusions prior to the pandemic outbreak. The rolling 12-month average in April 2020 was 17 pupils.

RED: The number of permanent exclusions from secondary schools at 28 pupils is above the target of 18. The latest 12-month period is not directly impacted on by the Covid-19 'National 3.0' school closures and is now higher than the rolling 12-month average in April 2020 which was 19 pupils. The pandemic has had a considerable impact on the wellbeing of children and young people, and schools have also been affected significantly due to the pressure on staffing capacity and resources. There are a range of programmes being delivered across schools and directly for children and young people to address emotional health and wellbeing, with PIAS Officers attending meetings with schools and multi-agency partners to find collaborative responses which reduce the risk of permanent exclusion, as well as undertaking statutory duties and representing the LA to ensure that DfE exclusions guidance is followed.

RED: The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place had been falling over the last 2 years. A working group is focusing on FF2 take-up rates and looking at new approaches in this area. Termly data shows that FF2 take-up appears to have reached pre-pandemic levels again but continues to present challenges in some districts. Following discussions with providers, Reconnect funding is facilitating some targeted family marketing work in Dartford and Gravesham, the impact of which will be available at the end of the autumn term. In the meantime, we continue to market FF2 information within available resources to drive take-up. .

AMBER: The percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks each month has improved since December 2021. In April 113 out of 218 plans (51.8%) were completed with 20 weeks. There has been an improvement in the receipt of advice and information which has led to an improvement in the proportion of decisions made within timescale. This has increased the capacity of the service to be able to issue more EHC plans within 20 weeks. Lack of timely advice and information remains one of the major barriers to meeting EHCP timescales. The SEND/ICS Co-ordinators and communication officers have had a significant impact not only on the timeliness of advice from Social Care (SC) (with over 95% of Advice & Information (A&I) being received within 6 weeks) but also on the quality of the A&I. Currently there is work being completed between SEND and SC to train staff and to further refine the process.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in has increased over he last six months from 2.2% to 3.1% which means the target of 2.9% has just been missed. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the DfE uses the rolled average for November, January and February which is 2.8%. When combined with the Not Known cohort (2.3%) the aggregate figure is 5.1% which is an overall improvement of 2.4 percentage points from last year's performance of 7.5%. The improvement is largely due to reducing the number of not knowns through enhanced tracking. There were 758 fewer young people whose activity was not known than in the previous year.

AMBER: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention has dropped to at 88.6% remains consistently below the target of 95%

GREEN: The Percentage of Children Missing Education cases, closed within 30 school days at 90.1% is just above the target (90%).

Directorate Scorecard - Ashford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
Ashford CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.5	22.6	22.7	22.7	23.7	23.9	24.7	↓	25.0	GREEN	23.9	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	97.4	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	13.4	14.9	18.2	21.5	22.3	20.6	21.3	↓	20.0	GREEN	20.6	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓															N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	66.7	56.3	56.3	52.6	52.6	60.9	60.9	↔	80.0	RED	60.9	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	92.3	96.6	88.4	93.4	85.1	85.1	85.1	↔	85.0	GREEN	85.1	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		22.8	22.1	27.1	23.2	26.5	27.5	27.2	↑	18.0	RED	27.5	18.0	RED	N/A	N/A		
Ashford EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.7	27.4	25.7	25.6	25.3	24.4	24.4	↔	25.0	GREEN	24.4	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.3	94.6	94.9	94.7	95.6	94.8	94.8	↔	85.0	GREEN	94.8	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	66.7	66.7	70.0	70.0	66.7	66.7	↔	80.0	AMBER	66.7	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.5	12.1	13.3	13.7	13.0	13.1	12.3	↑	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.1	15.1	15.6	15.8	16.5	15.7	14.4	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		41.7	46.4	48.3	47.8	↓	35.0	RED	30.0	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		50.0	25.0	50.0	50.0	68.4	60.7	64.3	↑	60	GREEN	92.3	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.6	2.0	2.5	2.8	2.7	3.1	2.9	↑	3.2	GREEN	3.0	3.2	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.4	10.5	10.5	10.6	10.5	10.4	10.2	↑	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	1	1	1	3	↓	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.9	82.8	86.6	85.4	85.1	88.3	90.6	↑	90	GREEN	79.6	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		90.1	91.3	92.3	93.2	91.6	86.9	87.1	↑	95	AMBER	92.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		78.6	67.0	71.5	70	GREEN	↑	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.3	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21.1	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		64.9	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.7	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.1	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.75	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.13	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		23.00	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.6	4.1	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.6	N/A	8.3	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		16.0	N/A	11.6	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
Canterbury CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		32.9	31.7	30.7	29.7	28.3	27.9	27.8	↑	25.0	AMBER	27.9	25.0	AMBER	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.7	91.2	90.6	90.0	93.5	94.1	94.6	↑	90.0	GREEN	94.1	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	25.4	28.1	27.9	29.6	23.7	25.5	23.3	↑	20.0	AMBER	25.5	20.0	AMBER	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓															N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	93.3	88.2	88.2	88.9	88.9	90.9	90.9	↔	80.0	GREEN	90.9	80.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	89.1	80.4	80.4	80.4	84.8	82.6	73.9	↓	85.0	RED	82.6	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.6	23.2	28.5	25.1	21.8	25.3	30.2	↓	18.0	RED	25.3	18.0	RED	N/A	N/A		
Canterbury EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.6	26.3	26.4	26.6	26.3	24.7	24.9	↓	25.0	GREEN	24.7	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		75.4	76.8	79.1	79.4	79.1	79.0	78.3	↓	85.0	AMBER	79.0	80.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	77.8	77.8	80.0	80.0	81.8	81.8	↔	80.0	GREEN	81.8	80.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		9.9	9.7	8.3	8.1	8.3	8.0	7.8	↑	15.0	GREEN	8.0	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.8	13.7	13.8	16.2	14.4	14.6	14.4	↑	15.0	GREEN	14.6	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		46.7	47.1	57.1	56.1	↓	35.0	RED	50.0	38.4	RED	38.3	37.8		

Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		60.0	37.5	28.6	44.4	75.0	66.7	56.5	↓	60	AMBER	50.0	60	AMBER	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.3	2.0	2.0	2.5	2.6	3.0	3.3	↓	2.7	AMBER	2.5	2.7	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.0	11.0	10.9	11.0	10.9	10.9	10.8	↑	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	1	1	1	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.6	87.4	89.0	86.3	79.1	80.3	80.6	↑	90	RED	85.0	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		98.7	98.8	98.8	97.8	97.3	97.8	97.2	↓	95	GREEN	98.9	95	GREEN	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		72.4	73.0	71.7	70	GREEN	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.9	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		25.3	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		74.3	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		28.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.8	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.5	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.64	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.44	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.29	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.7	4.1	4.3	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	N/A	9.8	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.0	N/A	12.4	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Dartford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
Dartford CSWT					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		17.7	17.5	16.9	16.4	16.2	15.5	15.2	↑	25.0	GREEN	15.5	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.9	89.5	94.4	94.4	90.5	77.3	79.2	↑	90.0	RED	77.3	90.0	RED	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	8.1	11.2	11.0	11.7	14.0	14.2	12.0	↓	20.0	RED	14.2	20.0	AMBER	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	66.7	73.7	73.7	73.7	73.7	73.9	73.9	↔	80.0	AMBER	73.9	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	108.2	108.2	108.2	113.3	113.3	88.0	77.5	↓	85.0	AMBER	88.0	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.1	21.3	22.0	22.8	23.5	27.2	24.1	↑	18.0	RED	27.2	18.0	RED	N/A	N/A		
Dartford EHU					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.1	26.0	26.2	26.9	27.0	25.4	26.5	↓	25.0	AMBER	25.4	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.0	83.1	84.1	85.3	87.2	88.2	90.6	↑	85.0	GREEN	88.2	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		62.5	77.8	77.8	88.9	88.9	90.9	90.9	↔	80.0	GREEN	90.9	80.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		9.4	9.9	9.5	11.0	13.2	13.0	13.4	↓	15.0	GREEN	13.0	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.3	11.0	11.8	13.3	10.7	13.5	12.8	↑	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		36.4	50.0	48.5	52.9	↓	35.0	RED	47.1	38.4	RED	38.3	37.8		

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		75.0	42.9	53.8	33.3	36.7	61.9	60.0	↓	60	GREEN	14.9	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.1	2.3	2.1	2.4	2.4	2.2	2.2	↔	3.6	GREEN	3.4	3.6	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.2	11.3	11.1	10.9	11.2	11.0	11.1	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	3	3	3	3	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	1	↓	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.7	87.0	88.6	88.0	86.9	85.1	86.1	↑	90	RED	86.1	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		94.3	95.2	95.2	95.4	93.8	93.8	93.6	↓	95	AMBER	95.7	95	GREEN	N/A	N/A	

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		64.7	60.5	45.4	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.5	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.3	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		70.4	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		52.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.38	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.74	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.58	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		1.9	2.1	2.4	3.0	GREEN	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	N/A	8.4	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.2	N/A	7.5	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22								SN or SE		
Dover CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.8	28.8	28.7	28.4	27.2	26.2	24.4	↑	25.0	GREEN	26.2	25.0	AMBER	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	100.0	100.0	100.0	100.0	100.0	100.0	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	5.3	9.2	11.8	11.6	11.5	14.1	15.7	↑	20.0	AMBER	14.1	20.0	AMBER	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	66.7	57.1	57.1	53.3	53.3	52.6	52.6	↔	80.0	RED	52.6	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	87.0	95.7	87.0	82.6	82.6	78.3	73.9	↓	85.0	RED	78.3	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		24.0	23.7	27.1	22.2	23.9	21.8	23.6	↓	18.0	RED	21.8	18.0	AMBER	N/A	N/A		
Dover EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.5	25.1	25.4	26.0	25.6	25.2	24.4	↑	25.0	GREEN	25.2	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.5	93.0	93.1	93.0	91.9	88.5	87.4	↓	85.0	GREEN	88.5	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	77.8	77.8	70.0	70.0	58.3	58.3	↔	80.0	RED	58.3	80.0	RED	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.2	16.3	16.5	17.1	17.5	17.2	18.0	↓	15.0	AMBER	17.2	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		10.7	10.1	12.7	12.0	14.0	14.4	14.0	↑	15.0	GREEN	14.4	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	36.8	31.6	28.6	↑	35.0	GREEN	26.9	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		100.0	30.0	0.0	46.2	41.7	53.8	42.9	↓	60	RED	66.7	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.0	2.6	2.7	2.8	2.8	3.1	3.2	↓	2.7	AMBER	2.9	2.7	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.9	11.9	11.7	12.2	12.2	12.1	12.0	↑	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	1	1	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.2	82.9	84.7	80.0	75.2	79.3	72.6	↓	90	RED	81.0	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		86.3	85.7	84.9	83.7	85.6	81.6	79.4	↓	95	RED	88.3	95	AMBER	N/A	N/A	

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		73.1	77.5	74.1	70	GREEN	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.0	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		13.8	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.0	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		16.6	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.3	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.41	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		23.42	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.67	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.2	3.6	3.9	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.9	N/A	8.6	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.0	N/A	13.1	14.5	GREEN	N/A	14.5	11.1	11.7		

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
Folkestone and Hythe CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.8	20.7	21.2	20.7	20.5	21.2	21.4	↓	25.0	GREEN	21.2	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	96.3	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	17.6	10.4	14.1	18.2	17.3	18.2	20.5	↑	20.0	GREEN	18.2	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	78.6	83.3	83.3	78.9	78.9	73.9	73.9	↔	80.0	AMBER	73.9	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	97.6	97.6	101.8	101.8	97.5	93.1	93.1	↔	85.0	GREEN	93.1	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.2	21.0	21.2	23.1	25.3	28.4	28.5	↓	18.0	RED	28.4	18.0	RED	N/A	N/A		
Folkestone and Hythe EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.8	26.1	25.5	27.1	27.9	27.2	28.5	↓	25.0	AMBER	27.2	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		76.4	77.2	80.4	81.7	81.6	81.8	80.7	↓	85.0	AMBER	81.8	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	75.0	75.0	70.0	70.0	75.0	75.0	↔	80.0	AMBER	75.0	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		13.0	11.9	11.3	10.8	10.5	12.3	13.1	↓	15.0	GREEN	12.3	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.5	13.9	13.4	14.4	15.8	14.8	14.9	↓	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		14.3	42.9	44.4	28.6	↑	35.0	GREEN	7.7	38.4	GREEN	38.3	37.8		

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		40.0	41.7	20.0	77.8	77.8	74.1	45.5	↓	60	RED	100.0	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.3	2.8	3.4	3.4	3.2	3.2	3.1	↑	3.4	GREEN	3.3	3.4	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.5	9.5	9.7	9.7	9.5	9.9	9.9	↔	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	1	1	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		95.1	91.9	91.9	91.3	90.4	89.4	91.0	↑	90	GREEN	92.9	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		84.6	84.8	83.8	84.8	85.8	88.1	87.6	↓	95	AMBER	91.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		78.7	76.4	69.7	70	AMBER	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.0	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.5	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.6	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18.4	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		46.9	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.8	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KSS [School students only]	H	A		32.17	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.34	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.3	N/A	9.4	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		19.8	N/A	14.3	14.5	GREEN	N/A	14.5	11.1	11.7		

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
Gravesham CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.8	20.2	20.0	19.5	19.2	19.0	20.5	↓	25.0	GREEN	19.0	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.0	95.2	95.0	95.0	95.7	96.4	96.7	↑	90.0	GREEN	96.4	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.8	19.8	20.9	19.7	20.6	17.9	22.6	↓	20.0	AMBER	17.9	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	92.3	88.2	88.2	77.8	77.8	72.7	72.7	↔	80.0	AMBER	72.7	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	79.9	79.9	75.1	80.8	85.6	76.0	75.1	↓	85.0	AMBER	76.0	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.1	21.3	23.6	26.3	28.3	28.0	26.1	↑	18.0	RED	28.0	18.0	RED	N/A	N/A		
Gravesham EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.3	25.5	26.4	25.9	25.6	26.4	27.7	↓	25.0	AMBER	26.4	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		77.7	78.6	77.0	76.0	75.1	72.6	71.6	↓	85.0	RED	72.6	80.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		87.5	80.0	80.0	80.0	80.0	83.3	83.3	↔	80.0	GREEN	83.3	80.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		11.2	11.2	10.9	10.3	10.2	9.2	9.5	↓	15.0	GREEN	9.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		10.9	13.7	13.2	13.7	13.1	13.4	14.5	↓	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		31.6	39.1	41.7	44.4	↓	35.0	RED	46.2	38.4	RED	38.3	37.8		

Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		50.0	64.3	40.0	0.0	20.0	54.2	83.3	↑	60	GREEN	15.6	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.9	2.3	2.2	2.4	2.4	3.0	2.8	↑	3.7	GREEN	3.2	3.7	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		8.8	9.0	8.7	8.9	8.9	8.5	8.5	↔	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	1	1	1	2	2	2	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		98.6	98.5	98.9	97.0	97.6	97.7	97.8	↑	90	GREEN	98.6	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		82.8	78.1	75.4	66.7	60.5	62.5	61.5	↓	95	RED	82.3	95	RED	N/A	N/A	

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		55.8	54.7	46.1	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.4	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		12.9	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65.0	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.15	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.75	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.58	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.2	2.4	2.7	3.0	GREEN	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	N/A	9.9	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.5	N/A	11.5	14.5	GREEN	N/A	14.5	11.1	11.7		

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
Maidstone CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.0	21.1	20.1	20.2	19.7	19.5	19.6	↓	25.0	GREEN	19.5	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.4	96.4	96.9	97.1	97.2	100.0	100.0	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	16.0	16.3	14.4	19.2	22.5	19.6	23.3	↓	20.0	AMBER	19.6	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	78.9	78.3	78.3	73.9	73.9	74.1	74.1	↔	80.0	AMBER	74.1	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	84.6	83.1	86.9	83.1	79.2	79.2	71.5	↓	85.0	RED	79.2	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.3	18.3	19.6	20.2	20.6	22.9	24.1	↓	18.0	RED	22.9	18.0	RED	N/A	N/A		
Maidstone EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.4	23.0	21.8	21.5	21.5	21.1	20.3	↑	25.0	GREEN	21.1	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.5	95.1	97.3	97.6	98.2	97.2	96.2	↓	85.0	GREEN	97.2	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		63.6	58.3	58.3	71.4	71.4	76.5	76.5	↔	80.0	AMBER	76.5	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		10.4	10.7	11.4	11.2	11.7	11.7	12.3	↓	15.0	GREEN	11.7	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.5	17.8	16.3	17.6	19.4	19.8	17.9	↑	15.0	AMBER	19.8	15.0	RED	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22										
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	35.3	29.3	30.0	↑	35.0	GREEN	35.7	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		30.0	30.8	16.7	25.0	57.1	45.5	35.5	↓	60	RED	72.7	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.5	2.8	3.0	3.0	3.0	3.4	3.2	↑	2.3	AMBER	2.8	2.3	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		6.9	6.9	7.1	7.3	7.5	7.5	7.6	↓	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	2	2	2	2	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	3	3	3	3	2	↑	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.9	89.2	90.0	87.6	90.1	91.2	90.9	↓	90	GREEN	81.5	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		95.4	95.1	94.8	94.4	93.7	93.9	94.2	↑	95	AMBER	90.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		69.3	66.4	58.2	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.9	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		22.1	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		66.0	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.99	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.38	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.76	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.9	4.5	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	7.7	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.1	N/A	8.0	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
Sevenoaks North & Tonbridge and Malling CSWT																	SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.9	27.7	27.4	25.7	25.3	24.9	23.9	↑	25.0	GREEN	24.9	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	96.0	96.2	96.3	96.7	100.0	96.8	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	24.8	21.0	21.0	19.8	18.2	18.1	19.2	↑	20.0	GREEN	18.1	20.0	GREEN	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓													64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓													N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓													372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓													N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	44.4	38.5	38.5	46.7	46.7	47.1	47.1	↔	80.0	RED	47.1	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	56.0	64.0	68.0	64.0	56.0	48.0	44.0	↓	85.0	RED	48.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS														N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.5	23.6	23.1	25.9	28.7	28.2	33.4	↓	18.0	RED	28.2	18.0	RED	N/A	N/A	
Sevenoaks South & Tunbridge Wells CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.0	22.4	21.1	21.9	22.9	23.7	24.5	↓	25.0	GREEN	23.7	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	92.3	93.8	94.1	↑	90.0	GREEN	93.8	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.2	21.3	17.5	16.7	16.1	17.5	10.9	↓	20.0	RED	17.5	20.0	GREEN	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓													64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓													N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓													372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓													N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	73.3	73.7	73.7	60.0	60.0	58.3	58.3	↔	80.0	RED	58.3	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.0	88.0	83.0	85.1	85.1	90.1	80.1	↓	85.0	AMBER	90.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS														N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		15.8	16.8	16.9	20.8	19.6	19.9	23.7	↓	18.0	RED	19.9	18.0	AMBER	N/A	N/A	

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.1	25.8	26.0	26.2	26.7	26.9	27.1	↓	25.0	AMBER	26.9	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.1	93.6	93.4	92.9	92.1	90.8	91.0	↑	85.0	GREEN	90.8	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	75.0	75.0	80.0	80.0	77.8	77.8	↔	80.0	AMBER	77.8	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.1	14.2	13.8	13.3	13.1	14.1	14.3	↓	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.4	13.3	16.6	16.8	18.3	17.6	14.9	↑	15.0	GREEN	17.6	15.0	AMBER	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.3	25.6	25.7	25.2	25.3	25.4	26.4	↓	25.0	AMBER	25.4	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		90.5	89.6	90.0	90.7	89.3	88.3	87.7	↓	85.0	GREEN	88.3	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		25.0	50.0	50.0	62.5	62.5	62.5	62.5	↔	80.0	RED	62.5	80.0	RED	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		17.1	17.4	16.9	16.7	15.6	15.7	14.9	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.5	15.0	14.9	16.3	16.7	15.7	15.9	↓	15.0	AMBER	15.7	15.0	AMBER	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.3	44.4	52.0	54.2	↓	35.0	RED	40.0	38.4	AMBER	38.3	37.8		

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		50.0	20.0	60.0	28.6	23.1	52.6	85.7	↑	60	GREEN	13.8	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.2	1.8	1.6	1.8	1.8	1.8	1.8	↔	2.4	GREEN	2.5	2.4	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		15.3	15.4	15.4	15.6	15.5	15.4	15.4	↔	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	1	1	1	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.0	87.2	87.3	89.7	89.6	91.7	92.7	↑	90	GREEN	94.6	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		89.4	89.9	89.8	89.4	87.4	85.7	86.1	↑	95	AMBER	92.1	95	AMBER	N/A	N/A	

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		71.0	70.1	53.2	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.8	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		19.1	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		73.1	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18.4	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		41.5	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		12.1	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.28	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.59	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.86	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.6	5.0	5.4	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.5	N/A	7.2	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	N/A	15.7	14.5	RED	N/A	14.5	11.1	11.7		

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
Swale Central CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.4	22.4	21.9	21.5	24.0	24.7	25.6	↕	25.0	AMBER	24.7	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	92.3	92.3	92.3	92.9	↑	90.0	GREEN	92.3	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	27.5	26.4	29.1	26.7	26.1	30.4	25.0	↑	20.0	AMBER	30.4	20.0	RED	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	66.7	75.0	75.0	73.3	73.3	72.2	72.2	↔	80.0	AMBER	72.2	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	89.9	89.9	89.9	89.9	89.9	84.3	78.7	↓	85.0	AMBER	84.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.6	23.1	22.3	21.7	22.2	26.7	28.1	↓	18.0	RED	26.7	18.0	RED	N/A	N/A	
Swale Island & Rural CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.6	25.0	25.0	25.5	23.5	24.2	25.5	↓	25.0	AMBER	24.2	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	13.8	14.9	13.3	11.7	11.0	8.0	10.0	↑	20.0	RED	8.0	20.0	RED	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.8	85.7	85.7	86.7	86.7	83.3	83.3	↔	80.0	GREEN	83.3	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.2	95.2	89.3	77.4	77.4	83.3	83.3	↔	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.9	19.9	20.1	22.5	22.3	21.9	20.2	↑	18.0	AMBER	21.9	18.0	AMBER	N/A	N/A	

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
Swale EHU					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.6	25.2	24.5	24.3	24.7	24.3	24.0	↑	25.0	GREEN	24.3	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		76.7	75.3	74.7	71.1	68.8	68.3	65.7	↓	85.0	RED	68.3	80.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	77.8	77.8	75.0	75.0	70.0	70.0	↔	80.0	AMBER	70.0	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.3	11.9	12.6	12.6	12.1	12.5	13.1	↓	15.0	GREEN	12.5	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		15.5	15.9	16.5	16.4	17.1	19.2	18.0	↑	15.0	AMBER	19.2	15.0	RED	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.6	34.5	47.8	42.1	↓	35.0	RED	35.5	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		27.6	26.7	26.9	46.7	33.3	50.0	26.1	↓	60	RED	37.9	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	3.3	3.4	3.7	3.7	4.0	4.4	↓	3.6	AMBER	3.1	3.6	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.0	12.0	11.9	11.9	12.0	12.0	12.1	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	1	1	1	2	3	3	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.9	86.5	89.1	88.9	86.4	87.4	87.4	↔	90	AMBER	85.9	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		100.0	99.0	99.0	99.1	99.1	99.0	99.1	↑	95	GREEN	100.0	95	GREEN	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		72.1	67.0	68.0	70	AMBER	↑	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.9	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.0	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		28.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.68	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.59	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.94	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.5	4.0	4.4	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.9	N/A	12.0	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.8	N/A	24.2	14.5	RED	N/A	14.5	11.1	11.7		

Directorate Scorecard - Thanet District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	Q/PR	Monthly Trends						Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
Thanet Margate CSWT																	SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.4	28.5	28.0	26.6	25.5	25.5	24.4	↑	25.0	GREEN	25.5	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	17.8	17.7	16.2	15.5	14.9	10.1	9.9	↓	20.0	RED	10.1	20.0	RED	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.0	84.6	84.6	71.4	71.4	76.5	76.5	↔	80.0	AMBER	76.5	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.0	95.0	84.4	84.4	80.2	64.4	60.1	↓	85.0	RED	64.4	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	19.9	23.3	24.5	24.3	33.9	37.0	↓	18.0	RED	33.9	18.0	RED	N/A	N/A	
Thanet Ramsgate CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.4	25.0	24.7	25.5	25.3	24.0	23.2	↑	25.0	GREEN	24.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.9	25.4	26.9	26.0	30.7	30.1	32.1	↓	20.0	RED	30.1	20.0	RED	22.5	22.1	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	90.0	83.3	83.3	84.6	84.6	86.7	86.7	↔	80.0	GREEN	86.7	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	89.6	89.6	80.1	80.1	76.9	76.9	66.4	↓	85.0	RED	76.9	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.8	21.0	24.6	25.3	25.2	28.7	35.3	↓	18.0	RED	28.7	18.0	RED	N/A	N/A	

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
Thanet Margate EHU					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		31.5	29.5	29.1	27.2	26.4	25.6	25.0	↑	25.0	GREEN	25.6	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		82.8	82.5	83.5	82.1	82.3	83.1	82.4	↓	85.0	AMBER	83.1	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	77.8	77.8	77.8	77.8	81.8	81.8	↔	80.0	GREEN	81.8	80.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.5	13.5	13.9	14.8	15.9	16.5	16.4	↑	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.5	16.3	14.4	14.9	15.8	14.6	15.4	↓	15.0	AMBER	14.6	15.0	GREEN	N/A	N/A		
Thanet Ramsgate EHU					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.0	25.6	25.2	24.4	23.6	22.6	22.3	↑	25.0	GREEN	22.6	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		85.1	84.7	85.6	86.8	88.3	90.7	90.5	↓	85.0	GREEN	90.7	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	90.0	90.0	91.7	91.7	↔	80.0	GREEN	91.7	80.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.7	15.8	16.0	16.3	15.8	15.5	15.0	↑	15.0	GREEN	15.5	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.4	14.6	12.6	12.3	12.6	11.3	10.2	↑	15.0	GREEN	11.3	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		22.4	26.8	32.7	28.6	↓	35.0	GREEN	27.6	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		55.0	46.2	21.4	63.6	78.1	75.7	42.9	↓	60	RED	43.8	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.3	3.8	3.8	4.2	4.1	4.9	5.1	↓	4.0	RED	3.7	4.0	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.0	12.0	12.2	12.3	12.2	12.1	12.0	↑	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	1	1	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	1	0	0	1	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		87.3	85.5	86.5	87.0	86.6	83.7	83.9	↑	90	RED	86.2	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		93.1	95.2	95.4	95.5	94.2	93.6	92.4	↓	95	AMBER	85.8	95	AMBER	N/A	N/A	

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		75.2	72.0	68.5	70	AMBER	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		64.9	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		24.7	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		61.5	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		14.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		40.7	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		14.2	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		25.77	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		25.87	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		25.96	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.3	4.7	5.1	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.5	N/A	15.3	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	14.5	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
Sevenoaks North & Tonbridge and Malling CSWT																		SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.9	27.7	27.4	25.7	25.3	24.9	23.9	↑	25.0	GREEN	24.9	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	96.0	96.2	96.3	96.7	100.0	96.8	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	24.8	21.0	21.0	19.8	18.2	18.1	19.2	↑	20.0	GREEN	18.1	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	44.4	38.5	38.5	46.7	46.7	47.1	47.1	↔	80.0	RED	47.1	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	56.0	64.0	68.0	64.0	56.0	48.0	44.0	↓	85.0	RED	48.0	85.0	RED	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.5	23.6	23.1	25.9	28.7	28.2	33.4	↓	18.0	RED	28.2	18.0	RED	N/A	N/A		
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.1	25.8	26.0	26.2	26.7	26.9	27.1	↓	25.0	AMBER	26.9	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.1	93.6	93.4	92.9	92.1	90.8	91.0	↑	85.0	GREEN	90.8	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	75.0	75.0	80.0	80.0	77.8	77.8	↔	80.0	AMBER	77.8	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.1	14.2	13.8	13.3	13.1	14.1	14.3	↓	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.4	13.3	16.6	16.8	18.3	17.6	14.9	↑	15.0	GREEN	17.6	15.0	AMBER	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22										
															SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		11.1	17.4	20.0	15.8	↑	35.0	GREEN	30.4	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		63.6	35.7	62.5	50.0	75.0	54.5	36.4	↓	60	RED	53.3	60	AMBER	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.4	2.2	2.5	2.7	3.1	2.9	2.5	↑	2.5	GREEN	2.8	2.5	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		8.6	8.6	8.6	8.8	8.8	8.7	8.6	↑	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	1	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	4	5	8	9	11	↓	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		91.3	88.1	88.2	85.9	86.8	91.7	92.5	↑	90	GREEN	90.4	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		91.0	82.1	81.1	72.8	60.8	58.8	54.3	↓	95	RED	89.0	95	AMBER	N/A	N/A	

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		76.6	70.8	61.6	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		77.6	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		31.7	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		71.0	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.3	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		39.49	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.21	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.55	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.3	3.6	3.9	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.8	N/A	5.5	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.5	N/A	10.6	14.5	GREEN	N/A	14.5	11.1	11.7		

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22										
Sevenoaks South & Tunbridge Wells CSWT																			SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.0	22.4	21.1	21.9	22.9	23.7	24.5	↓	25.0	GREEN	23.7	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	92.3	93.8	94.1	↑	90.0	GREEN	93.8	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.2	21.3	17.5	16.7	16.1	17.5	10.9	↓	20.0	RED	17.5	20.0	GREEN	22.5	22.1		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓														N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	73.3	73.7	73.7	60.0	60.0	58.3	58.3	↔	80.0	RED	58.3	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.0	88.0	83.0	85.1	85.1	90.1	80.1	↓	85.0	AMBER	90.1	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		15.8	16.8	16.9	20.8	19.6	19.9	23.7	↓	18.0	RED	19.9	18.0	AMBER	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.3	25.6	25.7	25.2	25.3	25.4	26.4	↓	25.0	AMBER	25.4	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		90.5	89.6	90.0	90.7	89.3	88.3	87.7	↓	85.0	GREEN	88.3	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		25.0	50.0	50.0	62.5	62.5	62.5	62.5	↔	80.0	RED	62.5	80.0	RED	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		17.1	17.4	16.9	16.7	15.6	15.7	14.9	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.5	15.0	14.9	16.3	16.7	15.7	15.9	↓	15.0	AMBER	15.7	15.0	AMBER	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q1 21-22	Q2 21-22	Q3 21-22	Q4 21-22								SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		36.4	44.4	38.5	35.3	↑	35.0	AMBER	23.5	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		40.0	53.8	25.0	50.0	83.3	40.0	75.0	↑	60	GREEN	58.3	60	AMBER	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.5	1.6	1.8	2.0	2.1	2.1	2.3	↓	1.7	AMBER	2.6	1.7	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.0	10.0	10.0	10.0	10.1	10.2	10.2	↔	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	3	3	3	3	3	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	2	2	2	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		94.9	97.0	97.2	94.0	94.3	95.7	95.8	↑	90	GREEN	96.2	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		100.0	99.1	99.2	99.2	99.2	99.1	99.1	↔	95	GREEN	100.0	95	GREEN	N/A	N/A	

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		71.7	72.1	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.0	N/A	N/A	76	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21.1	N/A	N/A	19	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		70.2	N/A	N/A	70	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		33.9	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		54.5	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		21.5	N/A	N/A	12	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		37.97	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.26	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		40.42	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.4	3.7	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.2	N/A	6.6	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.6	N/A	7.5	14.5	GREEN	N/A	14.5	11.1	11.7		

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE11	Number of Secondary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE12	Number of Special Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Spring 2022 School Census	April 2022
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Spring 2022 School Census	April 2022
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2022	May 2022
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of April 2022	May 2022
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of April 2022	May 2022
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of April 2022	May 2022
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of April 2022	May 2022
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of April 2022	May 2022
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of April 2022	May 2022
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of April 2022	May 2022
EH03-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of April 2022	May 2022
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Child Protection cases	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Children in Care	Liberi	Snapshot data as at end of April 2022	May 2022
	Number of Care Leavers	Liberi	Snapshot data as at end of April 2022	May 2022
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to April 2021	May 2022
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of April 2022	May 2022
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of April 2022	May 2022
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of April 2022	May 2022
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of April 2022	May 2022
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of April 2022	May 2022
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to April 2022	May 2022
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to April 2022	May 2022
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to April 2022	May 2022
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at April 2022	May 2022
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at April 2022	May 2022
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to April 2022	May 2022
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to April 2022	May 2022
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to April 2022	May 2022
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2022	May 2022

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at April 2022	May 2022
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at April 2022	May 2022
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at April 2022	May 2022
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at April 2022	May 2022
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at April 2022	May 2022
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for July 2019 to June 2020 cohort	May 2022
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at April 2022	May 2022
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at April 2022	May 2022
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at April 2022	May 2022
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to April 2022	May 2022
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to April 2022	May 2022
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to April 2022	May 2022
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to April 2022	May 2022
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 21st December 2020	Dec 2020
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 DfE published	Nov 2019
SISE20	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE26	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE23	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
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 2021	July 2021
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
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).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH33	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
FS3	Number of Focused Support Requests started during the month	The total number of focused support referrals started in the month. The total is the number of family referrals, not number of clients.
FS3a	Number of Focused Support Requests started during the month - by Children Centre	The total number of focused support referrals started in the month by Children Centre. The total is the number of family referrals, not number of clients.
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	The total number of focused support referrals started in the month by Youth Hub. The total is the number of family referrals, not number of clients.
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Percentage of referrals still supported by Open Access within 3 months of focus support closing (Further Engagement). Reported month is the date three months after focus support closed date. Further engagement is at least one member of the family to have attended any type of session or taken part in a client/family intervention. Interventions counted as successful are as follows: 'Direct Intervention outside of a group setting', 'Direct Intervention in group setting', 'Email/Telephone/Text', 'Meeting - Client(s) present', 'FF2 Contact', 'NEET Contact', 'Contact with Client'.
TS3	Number of Clients supported (interventions and sessions)	Number of distinct clients who have attended at least one session or client/family intervention (excluding focused support) within the month.
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS42	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	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. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
SEND20	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. The data is a snapshot at the end of the month. 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.
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.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
EH43	Number of pupils permanently excluded 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 pupils permanently excluded 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.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include the offer of a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY1	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.
EY1	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 & 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 & mathematics - FSM 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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with 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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils 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 from secondary schools - all pupils 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.

Children, Young People and Education Directorate

Ofsted Dashboard

Inspections up to 30th April 2022

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 12th May 2022



Ofsted Inspection Results Dashboard

Most Recent Inspection Outcomes - ALL										
Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	454	7	25	340	82	1.5	5.5	74.9	18.1	93.0
Secondary	98	0	12	61	25	0.0	12.2	62.2	25.5	87.8
Special	22	0	1	14	7	0.0	4.5	63.6	31.8	95.5
PRU	6	0	2	3	1	0.0	33.3	50.0	16.7	66.7
TOTAL	580	7	40	418	115	1.2	6.9	72.1	19.8	91.9
No. of schools not inspected	11									
National						3	9	69	18	87
School Sixth Form	66	0	4	42	20	0.0	6.1	63.6	30.3	93.9
School Early Years Provision	287	3	21	181	82	1.0	7.3	63.1	28.6	91.6
EY Settings	559	4	13	443	99	0.7	2.3	79.2	17.7	97.0

Notes:

In addition to the above outcomes for EY Settings, there were 50 Settings with an outcome of Met, 0 Settings with an outcome of Not Met (enforcement) and 3 Settings with an outcome of Not Met (with actions)
 This table includes the most recent inspection result for a school based on either their current or previous DfE number/status
 National data is based on the published Ofsted dataset as at 30/04/2022

Most Recent Inspection Outcomes - CURRENT ACADEMIC YEAR ONLY										
Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	56	1	2	43	10	1.8	3.6	76.8	17.9	94.6
Secondary	11	0	0	8	3	0.0	0.0	72.7	27.3	100.0
Special	2	0	0	2	0	0.0	0.0	100.0	0.0	100.0
PRU										
TOTAL	69	1	2	53	13	1.4	2.9	76.8	18.8	95.7
EY Settings	85	4	10	60	11	4.7	11.8	70.6	12.9	83.5

Notes:

The above totals for EY settings include all available Ofsted published data as at 16th May 2022 for inspections so far in the 2021/22 academic year.
 In addition to the above outcomes for EY Settings, there were 27 Settings with an outcome of Met, 0 Settings with an outcome of Not Met (enforcement) and 1 Setting with an outcome of Not Met (with actions)

Direction of travel - ALL SCHOOLS - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	20	35	3	0
Good	71	137	18	2
RI	7	203	9	3
Inadequate	1	27	8	0

Direction of travel - ALL SCHOOLS - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	3.7	6.4	0.6	0.0
Good	13.1	25.2	3.3	0.4
RI	1.3	37.3	1.7	0.6
Inadequate	0.2	5.0	1.5	0.0

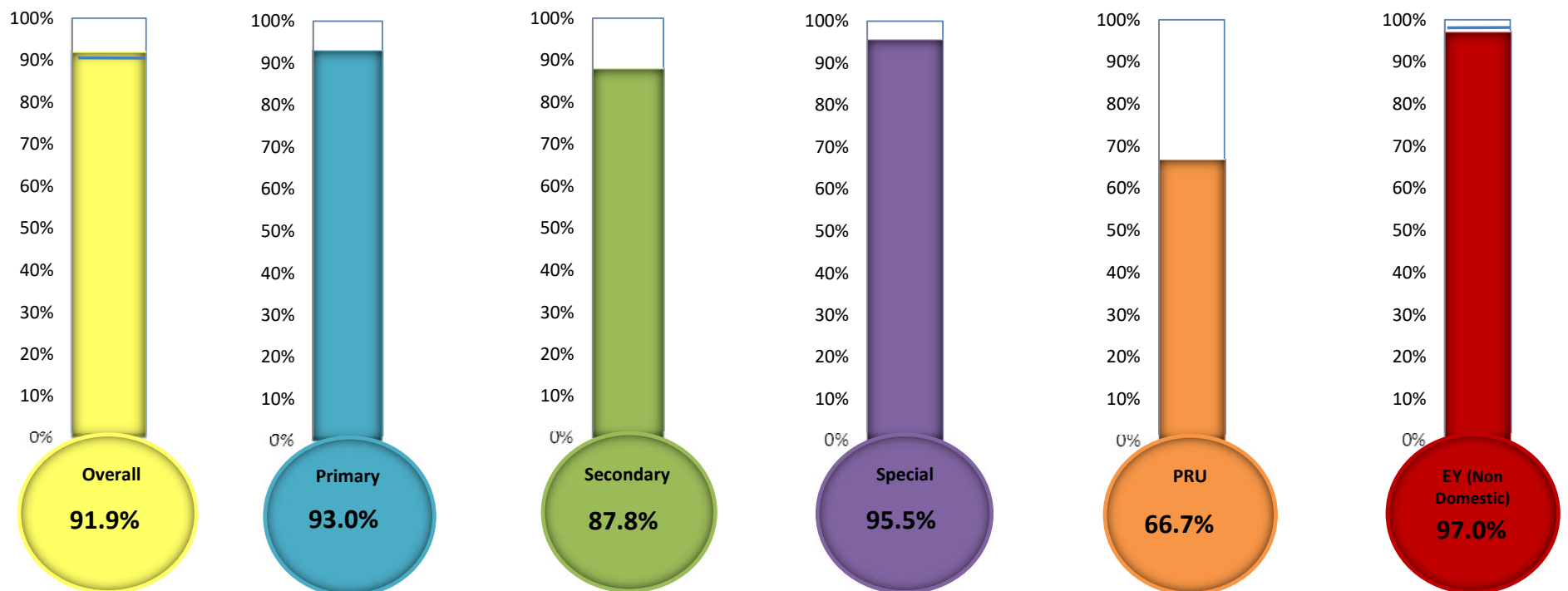
Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	2	4	0	0
Good	10	17	2	0
RI	0	26	0	0
Inadequate	0	6	0	0

Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	3.0	6.0	0.0	0.0
Good	14.9	25.4	3.0	0.0
RI	0.0	38.8	0.0	0.0
Inadequate	0.0	9.0	0.0	0.0

Note: The total numbers in these tables will not add up to the totals in the summary tables above, as a school must have both a current and a previous inspection result to be included in the direction of travel analysis, whereas all schools are included in the summary tables above.

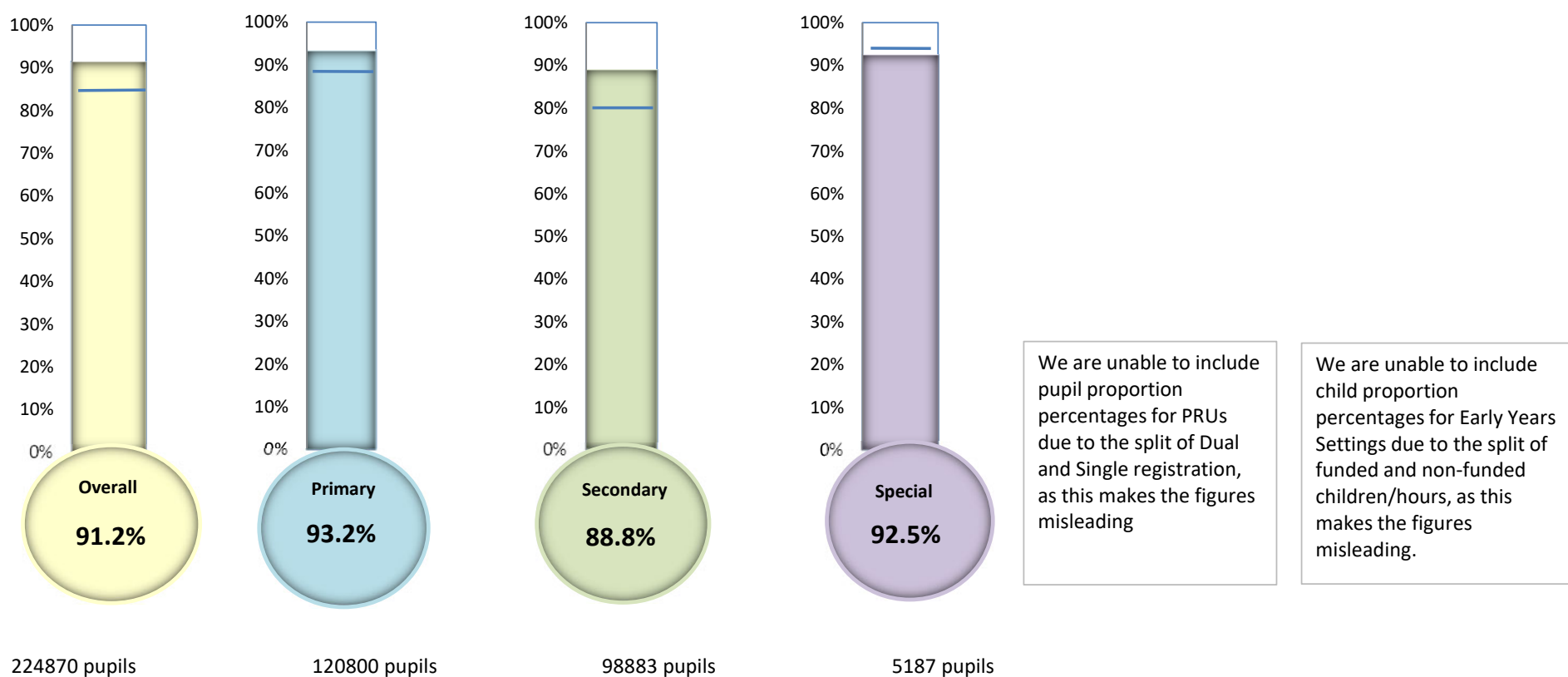
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 30th April 2022



N.B. Horizontal lines represent Kent targets for 2021/22

% of Pupils attending Schools with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2021
January 2022 School Census data has been used for total roll numbers

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 30th April 2022 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	42	4	36	2	0	40	95.2
Canterbury	PRI	35	10	23	1	1	33	94.3
Dartford	PRI	27	3	22	1	1	25	92.6
Dover	PRI	41	8	31	2	0	39	95.1
Folkestone and Hythe	PRI	35	7	24	4	0	31	88.6
Gravesham	PRI	28	3	24	1	0	27	96.4
Maidstone	PRI	48	9	34	5	0	43	89.6
Sevenoaks	PRI	42	6	31	4	1	37	88.1
Swale	PRI	48	10	33	3	2	43	89.6
Thanet	PRI	31	7	24	0	0	31	100.0
Tonbridge and Malling	PRI	45	9	32	2	2	41	91.1
Tunbridge Wells	PRI	32	6	26	0	0	32	100.0
Kent	PRI	454	82	340	25	7	422	93.0

Ashford	PRU	0	0	0	0	0	0	0.0
Canterbury	PRU	0	0	0	0	0	0	0.0
Dartford	PRU	0	0	0	0	0	0	0.0
Dover	PRU	0	0	0	0	0	0	0.0
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0
Gravesham	PRU	1	0	0	1	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0
Sevenoaks	PRU	0	0	0	0	0	0	0.0
Swale	PRU	0	0	0	0	0	0	0.0
Thanet	PRU	1	0	1	0	0	1	100.0
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0
Kent	PRU	6	1	3	2	0	4	66.7

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 30th April 2022 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	7	1	5	1	0	6	85.7
Canterbury	SEC	9	1	7	1	0	8	88.9
Dartford	SEC	10	3	7	0	0	10	100.0
Dover	SEC	9	2	3	4	0	5	55.6
Folkestone and Hythe	SEC	5	2	3	0	0	5	100.0
Gravesham	SEC	8	3	5	0	0	8	100.0
Maidstone	SEC	11	2	9	0	0	11	100.0
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	2	5	1	0	7	87.5
Thanet	SEC	8	1	5	2	0	6	75.0
Tonbridge and Malling	SEC	11	3	6	2	0	9	81.8
Tunbridge Wells	SEC	9	5	3	1	0	8	88.9
Kent	SEC	98	25	61	12	0	86	87.8

Ashford	SPE	2	1	1	0	0	2	100.0
Canterbury	SPE	2	0	2	0	0	2	100.0
Dartford	SPE	1	0	1	0	0	1	100.0
Dover	SPE	2	0	2	0	0	2	100.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0
Gravesham	SPE	1	1	0	0	0	1	100.0
Maidstone	SPE	2	2	0	0	0	2	100.0
Sevenoaks	SPE	2	1	1	0	0	2	100.0
Swale	SPE	1	1	0	0	0	1	100.0
Thanet	SPE	4	0	4	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0
Kent	SPE	22	7	14	1	0	21	95.5

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 30th April 2022 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	51	6	42	3	0	48	94.1
Canterbury	ALL	46	11	32	2	1	43	93.5
Dartford	ALL	38	6	30	1	1	36	94.7
Dover	ALL	52	10	36	6	0	46	88.5
Folkestone and Hythe	ALL	42	10	28	4	0	38	90.5
Gravesham	ALL	38	7	29	2	0	36	94.7
Maidstone	ALL	62	13	44	5	0	57	91.9
Sevenoaks	ALL	47	7	35	4	1	42	89.4
Swale	ALL	57	13	38	4	2	51	89.5
Thanet	ALL	44	8	34	2	0	42	95.5
Tonbridge and Malling	ALL	59	12	39	6	2	51	86.4
Tunbridge Wells	ALL	44	12	31	1	0	43	97.7
Kent	ALL	580	115	418	40	7	533	91.9

Ashford	EY	40	4	35	1	0	39	97.5
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	42	4	36	2	0	40	95.2
Dover	EY	38	7	30	1	0	37	97.4
Folkestone and Hythe	EY	36	7	29	0	0	36	100.0
Gravesham	EY	24	3	21	0	0	24	100.0
Maidstone	EY	63	10	50	3	0	60	95.2
Sevenoaks	EY	53	8	43	2	0	51	96.2
Swale	EY	49	8	39	2	0	47	95.9
Thanet	EY	32	8	24	0	0	32	100.0
Tonbridge and Malling	EY	49	8	40	0	1	48	98.0
Tunbridge Wells	EY	46	10	33	0	3	43	93.5
Kent	EY	559	99	443	13	4	542	97.0

Note: EY District Totals are based on Settings matched to Kent Districts only and the sum does not equal the overall Kent total.

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - April 2022 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - April 2022 Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding	Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	25	4	19	2	0	23	92.0	17	0	17	0	0	17	100.0
Canterbury	PRI	22	7	14	1	0	21	95.5	13	3	9	0	1	12	92.3
Dartford	PRI	8	0	8	0	0	8	100.0	19	3	14	1	1	17	89.5
Dover	PRI	20	4	14	2	0	18	90.0	21	4	17	0	0	21	100.0
Folkestone and Hythe	PRI	23	6	16	1	0	22	95.7	12	1	8	3	0	9	75.0
Gravesham	PRI	11	2	9	0	0	11	100.0	17	1	15	1	0	16	94.1
Maidstone	PRI	32	4	26	2	0	30	93.8	16	5	8	3	0	13	81.3
Sevenoaks	PRI	32	2	27	3	0	29	90.6	10	4	4	1	1	8	80.0
Swale	PRI	16	4	12	0	0	16	100.0	32	6	21	3	2	27	84.4
Thanet	PRI	17	4	13	0	0	17	100.0	14	3	11	0	0	14	100.0
Tonbridge and Malling	PRI	31	8	22	1	0	30	96.8	14	1	10	1	2	11	78.6
Tunbridge Wells	PRI	25	6	19	0	0	25	100.0	7	0	7	0	0	7	100.0
Kent	PRI	262	51	199	12	0	250	95.4	192	31	141	13	7	172	89.6

Ashford	PRU	0	0	0	0	0	0	0.0							
Canterbury	PRU	0	0	0	0	0	0	0.0							
Dartford	PRU	0	0	0	0	0	0	0.0							
Dover	PRU	0	0	0	0	0	0	0.0							
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0							
Gravesham	PRU	0	0	0	0	0	0	0.0	1	0	0	1	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0							
Sevenoaks	PRU	0	0	0	0	0	0	0.0							
Swale	PRU	0	0	0	0	0	0	0.0							
Thanet	PRU	1	0	1	0	0	1	100.0							
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0							
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0							
Kent	SEC	5	1	3	1	0	4	80.0	1	0	0	1	0	0	0.0

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - April 2022 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - April 2022 Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding	Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	0	0	0	0	0	0	0.0	7	1	5	1	0	6	85.7
Canterbury	SEC	3	1	1	1	0	2	66.7	6	0	6	0	0	6	100.0
Dartford	SEC	1	0	1	0	0	1	100.0	9	3	6	0	0	9	100.0
Dover	SEC	2	1	1	0	0	2	100.0	7	1	2	4	0	3	42.9
Folkestone and Hythe	SEC	0	0	0	0	0	0	0.0	5	2	3	0	0	5	100.0
Gravesham	SEC	4	0	4	0	0	4	100.0	4	3	1	0	0	4	100.0
Maidstone	SEC	2	1	1	0	0	2	100.0	9	1	8	0	0	9	100.0
Sevenoaks	SEC	0	0	0	0	0	0	0.0	3	0	3	0	0	3	100.0
Swale	SEC	0	0	0	0	0	0	0.0	8	2	5	1	0	7	87.5
Thanet	SEC	2	0	1	1	0	1	50.0	6	1	4	1	0	5	83.3
Tonbridge and Malling	SEC	5	1	2	2	0	3	60.0	6	2	4	0	0	6	100.0
Tunbridge Wells	SEC	2	1	1	0	0	2	100.0	7	4	2	1	0	6	85.7
Kent	SEC	21	5	12	4	0	17	81.0	77	20	49	8	0	69	89.6

Ashford	SPE	2	1	1	0	0	2	100.0	0	0	0	0	0	0	0.0
Canterbury	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Dartford	SPE	1	0	1	0	0	1	100.0	0	0	0	0	0	0	0.0
Dover	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Gravesham	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Maidstone	SPE	2	2	0	0	0	2	100.0	0	0	0	0	0	0	0.0
Sevenoaks	SPE	1	0	1	0	0	1	100.0	1	1	0	0	0	1	100.0
Swale	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Thanet	SPE	4	0	4	0	0	4	100.0	0	0	0	0	0	0	0.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0	0	0	0	0	0	0	0.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Kent	SPE	21	6	14	1	0	20	95.2	1	1	0	0	0	1	100.0

Ashford	ALL	27	5	20	2	0	25	92.6	24	1	22	1	0	23	95.8
Canterbury	ALL	27	8	17	2	0	25	92.6	19	3	15	0	1	18	94.7
Dartford	ALL	10	0	10	0	0	10	100.0	28	6	20	1	1	26	92.9
Dover	ALL	24	5	17	2	0	22	91.7	28	5	19	4	0	24	85.7
Folkestone and Hythe	ALL	25	7	17	1	0	24	96.0	17	3	11	3	0	14	82.4
Gravesham	ALL	16	3	13	0	0	16	100.0	22	4	16	2	0	20	90.9
Maidstone	ALL	37	7	28	2	0	35	94.6	25	6	16	3	0	22	88.0
Sevenoaks	ALL	33	2	28	3	0	30	90.9	14	5	7	1	1	12	85.7
Swale	ALL	17	5	12	0	0	17	100.0	40	8	26	4	2	34	85.0
Thanet	ALL	24	4	19	1	0	23	95.8	20	4	15	1	0	19	95.0
Tonbridge and Malling	ALL	39	9	25	5	0	34	87.2	20	3	14	1	2	17	85.0
Tunbridge Wells	ALL	30	8	22	0	0	30	100.0	14	4	9	1	0	13	92.9
Kent	ALL	309	63	228	18	0	291	94.2	271	52	190	22	7	242	89.3

Latest Ofsted Inspections as at 30th April 2022

District	DfE	School Name	School Type	School Sub Type	Status	Academy_Non Academy	Diocese	SEN Unit	Short Inspection - Most Recent Date	Short Inspection - Most Recent Overall Outcome	Full Inspection - Most Recent Date	Full Inspection - Most Recent Overall Effectiveness	Full Inspection - Most Recent Category of Concern	Full Inspection - Most Recent Quality of Education	Full Inspection - Most Recent Behaviour and Attitudes	Full Inspection - Most Recent Personal Development	Full Inspection - Most Recent Effectiveness of leadership and management
Dartford	2120	Bean Primary School	PRI	PRI	Community	Non Academy		No			05/11/19	2		2	2	2	2
Dartford	2076	Cherry Orchard Primary Academy	PRI	ACA PRI	Academy	Academy		Yes			09/11/21	1		1	1	1	1
Dartford	2117	Dartford Bridge Community Primary School	PRI	ACA PRI	Academy	Academy		No			29/01/19	4	SM	9	9	9	4
Dartford	5406	Dartford Grammar School	SEC	ACA GRA	Academy	Academy		No			21/05/08	1		9	9	9	1
Dartford	5411	Dartford Grammar School for Girls	SEC	ACA GRA	Academy	Academy		No	20/10/21	1	21/06/16	1		9	9	9	1
Dartford	2069	Dartford Primary Academy	PRI	ACA PRI	Academy	Academy		No			23/01/18	2		9	9	9	2
Dartford	4026	Dartford Science & Technology College	SEC	HIG	Foundation	Non Academy		No	08/03/17		07/03/17	2		9	9	9	2
Dartford	5229	Fleetdown Primary Academy	PRI	ACA PRI	Academy	Academy		Yes			25/09/14	1		9	9	9	1
Dartford	2062	Greenlands Primary School	PRI	ACA PRI	Academy	Academy		No			10/06/15	2		9	9	9	2
Dartford	5213	Holy Trinity Church of England Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No			20/09/17	2		9	9	9	2
Dartford	2500	Joydens Wood Infant School	PRI	ACA INF	Academy	Academy		No	10/05/18	2	05/06/14	2		9	9	9	2
Dartford	2438	Joydens Wood Junior School	PRI	ACA JUN	Academy	Academy		No	20/03/19	2	04/03/15	2		9	9	9	2
Dartford	2092	Knockhall Primary School	PRI	ACA PRI	Academy	Academy		No			18/09/19	3		3	3	2	2
Dartford	3296	Langafel Church of England Voluntary Controlled Primary	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	Yes	03/10/18	2	05/03/15	2		9	9	9	2
Dartford	6914	Longfield Academy	SEC	ACA WID	Academy	Academy		Yes			17/04/18	2		9	9	9	2
Dartford	3915	Manor Community Primary School	PRI	ACA PRI	Academy	Academy		No	31/10/18	2	07/11/13	2		9	9	9	1
Dartford	2066	Maypole Primary School	PRI	PRI	Community	Non Academy		No	12/06/18	2	03/10/13	2		9	9	9	2
Dartford	3914	Oakfield Primary Academy	PRI	ACA PRI	Academy	Academy		Yes			05/10/21	2		2	2	2	2
Dartford	3733	Our Lady's Catholic Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	No	12/02/20	2	23/02/12	2		9	9	9	2
Dartford	7044	Rowhill School	SPE	SEMH	Community	Non Academy		No	18/11/21	2	22/06/16	2		9	9	9	2
Dartford	3020	Sedley's Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No	03/11/21	2	26/09/11	2		9	9	9	2
Dartford	3728	St Anselm's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	No	19/06/19	2	14/03/11	2		9	9	9	2
Dartford	3021	Stone St Mary's CofE Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No	05/02/20	2	07/05/14	2		9	9	9	2
Dartford	5204	Sutton-At-Hone Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No	04/03/20	2	17/01/13	2		9	9	9	2
Dartford	2657	Temple Hill Primary Academy	PRI	ACA PRI	Academy	Academy		Yes			25/06/19	2		9	9	9	2
Dartford	2679	The Brent Primary School	PRI	ACA PRI	Academy	Academy		No			07/03/17	1		9	9	9	1
Dartford	2689	The Craylands School	PRI	PRI	Community	Non Academy		No	25/09/19	2	11/02/16	2		9	9	9	2
Dartford	4001	The Ebbsfleet Academy	SEC	ACA HIG	Academy	Academy		No			01/10/19	2		2	2	2	2
Dartford	2685	The Gateway Primary Academy	PRI	ACA PRI	Academy	Academy		No	17/01/17		11/09/12	2		9	9	9	2
Dartford	6910	The Leigh Academy	SEC	ACA WID	Academy	Academy		Yes			15/11/17	2		9	9	9	2
Dartford	4012	The Leigh UTC	SEC	FRE UTC	Free	Academy		No			01/02/17	2		9	9	9	1
Dartford	2684	Wentworth Primary School	PRI	ACA PRI	Academy	Academy		No	07/11/17		31/01/13	2		9	9	9	2
Dartford	2676	West Hill Primary Academy	PRI	ACA PRI	Academy	Academy		No	01/10/21	2	05/03/13	2		9	9	9	2
Dartford	2077	Westgate Primary School	PRI	ACA PRI	Academy	Academy		No			05/03/19	2		9	9	9	2
Dartford	6920	Wilmington Academy	SEC	ACA HIG	Academy	Academy		Yes	25/02/22	2	21/05/13	2		9	9	9	1
Dartford	5403	Wilmington Grammar School for Boys	SEC	ACA GRA	Academy	Academy		No	07/11/17		05/03/13	2		9	9	9	2
Dartford	5400	Wilmington Grammar School for Girls	SEC	ACA GRA	Academy	Academy		No	06/10/21		03/11/15	1		9	9	9	1
Dartford	5219	Wilmington Primary School	PRI	ACA PRI	Academy	Academy		No			19/06/19	2		9	9	9	2

Latest Ofsted Inspections as at 30th April 2022

District	DfE	School Name	School Type	School Sub Type	Status	Academy_Non Academy	Diocese	SEN Unit	Short Inspection - Most Recent Date	Short Inspection - Most Recent Overall Outcome	Full Inspection - Most Recent Date	Full Inspection - Most Recent Overall Effectiveness	Full Inspection - Most Recent Category of Concern	Full Inspection - Most Recent Quality of Education	Full Inspection - Most Recent Behaviour and Attitudes	Full Inspection - Most Recent Personal Development	Full Inspection - Most Recent Effectiveness of leadership and management
Folkestone and Hythe	5224	All Soul's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No	08/03/17		14/03/13	2		9	9	9	2
Folkestone and Hythe	1124	Birchwood	PRU	PRU	Community	Non Academy		No			05/02/19	2		9	9	9	2
Folkestone and Hythe	3146	Bodsham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			01/07/08	1		9	9	9	1
Folkestone and Hythe	2081	Brenzett Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No			02/07/19	2		9	9	9	1
Folkestone and Hythe	5466	Brockhill Park Performing Arts College	SEC	ACA WID	Academy	Academy		No			12/10/21	2		2	2	2	2
Folkestone and Hythe	3137	Brookland Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	22/11/17		24/04/13	2		9	9	9	2
Folkestone and Hythe	3904	Castle Hill Community Primary School	PRI	PRI	Community	Non Academy		Yes			12/10/21	3		3	2	2	3
Folkestone and Hythe	2510	Cheriton Primary School	PRI	PRI	Foundation	Non Academy		No	30/10/19	2	27/01/11	2		9	9	9	2
Folkestone and Hythe	3148	Christ Church Cep Academy, Folkestone	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No	26/06/19	2	14/10/15	2		9	9	9	2
Folkestone and Hythe	7003	Caldecott Foundation School	SPE	IND SPEC	Independent	Non Academy		No			07/03/17	2		9	9	9	2
Folkestone and Hythe	2650	Dymchurch Primary School	PRI	ACA PRI	Academy	Academy		No			19/06/18	3		9	9	9	3
Folkestone and Hythe	3347	Elham Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No	19/04/17		24/01/13	2		9	9	9	2
Folkestone and Hythe	4020	Folkestone Academy	SEC	ACA HIG	Academy	Academy		No			20/10/15	2		9	9	9	2
Folkestone and Hythe	3349	Folkestone St. Mary's Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No	20/10/21	2	21/09/16	2		9	9	9	2
Folkestone and Hythe	3149	Folkestone, St Martin's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			23/04/15	1		9	9	9	1
Folkestone and Hythe	3150	Folkestone, St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	26/06/19	2	18/11/15	2		9	9	9	2
Folkestone and Hythe	5218	Greatstone Primary School	PRI	PRI	Foundation	Non Academy		No	07/02/17		17/05/12	2		9	9	9	2
Folkestone and Hythe	5225	Harcourt Primary School	PRI	PRI	Foundation	Non Academy		No	06/10/21	2	13/03/13	2		9	9	9	2
Folkestone and Hythe	2298	Hawkinge Primary School	PRI	PRI	Foundation	Non Academy		No			11/06/19	1		9	9	9	1
Folkestone and Hythe	3902	Hythe Bay CofE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	Yes	05/12/17		23/01/13	2		9	9	9	2
Folkestone and Hythe	2059	Lydd Primary School	PRI	ACA PRI	Academy	Academy		No			21/03/18	2		9	9	9	2
Folkestone and Hythe	3154	Lyminge Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			17/07/18	2		9	9	9	2
Folkestone and Hythe	3155	Lympne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	14/10/21	2	14/03/12	2		9	9	9	2
Folkestone and Hythe	2039	Martello Primary	PRI	ACA PRI	Academy	Academy		Yes			09/05/18	3		9	9	9	2
Folkestone and Hythe	2087	Morehall Primary School and Nursery	PRI	ACA PRI	Academy	Academy		Yes			01/10/19	2		2	2	2	2
Folkestone and Hythe	2296	Mundella Primary School	PRI	ACA PRI	Academy	Academy		No			26/02/20	3		3	3	2	2
Folkestone and Hythe	2524	Palmarsh Primary School	PRI	PRI	Community	Non Academy		No	02/10/19	2	15/03/16	2		9	9	9	2
Folkestone and Hythe	3350	Saltwood CofE Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No			12/07/07	1		9	9	9	1
Folkestone and Hythe	2545	Sandgate Primary School	PRI	PRI	Community	Non Academy		No			15/09/21	2		2	2	2	2
Folkestone and Hythe	3153	Seabrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			13/07/11	1		9	9	9	1
Folkestone and Hythe	2300	Sellindge Primary School	PRI	PRI	Community	Non Academy		No			10/06/09	1		9	9	9	1
Folkestone and Hythe	3160	Selsted Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	06/06/17		08/05/13	2		9	9	9	2
Folkestone and Hythe	3718	St Augustine's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	No	28/09/18	2	12/03/15	2		9	9	9	2
Folkestone and Hythe	3348	St Eanswythe's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No			12/03/19	1		9	9	9	1
Folkestone and Hythe	2078	St Nicholas Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	No			22/05/19	2		9	9	9	2
Folkestone and Hythe	5216	Stella Maris Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No	10/10/17		05/12/13	2		9	9	9	2
Folkestone and Hythe	3158	Stelling Minnis Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	14/03/17		13/12/12	2		9	9	9	2
Folkestone and Hythe	3159	Stowting Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			12/11/19	2		2	1	2	2
Folkestone and Hythe	7043	The Beacon Folkestone	SPE	C&L	Foundation	Non Academy		No			12/02/19	1		9	9	9	1
Folkestone and Hythe	2692	The Churchill School	PRI	PRI	Foundation	Non Academy		No	23/05/19	2	19/05/15	2		9	9	9	2
Folkestone and Hythe	5437	The Folkestone School for Girls	SEC	ACA GRA	Academy	Academy		No			11/10/12	1		9	9	9	1
Folkestone and Hythe	4101	The Harvey Grammar School	SEC	ACA GRA	Academy	Academy		No	17/03/16		16/03/16	1		9	9	9	1
Folkestone and Hythe	6909	The Marsh Academy	SEC	ACA WID	Academy	Academy		Yes	07/02/17		30/04/13	2		9	9	9	2

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Gravesham	2095	Cecil Road Primary and Nursery School	PRI	PRI	Foundation	Non Academy		No	05/12/19	2	12/05/16	2		9	9	9	2
Gravesham	2019	Chantry Community Academy	PRI	ACA PRI	Academy	Academy		No	27/01/22	2	06/12/16	2		9	9	9	2
Gravesham	2094	Cobham Primary School	PRI	PRI	Community	Non Academy		No			14/11/12	1		9	9	9	1
Gravesham	2024	Copperfield Academy	PRI	ACA PRI	Academy	Academy		No			05/05/21	2		2	2	2	2
Gravesham	2110	Culverstone Green Primary School	PRI	ACA PRI	Academy	Academy		No	18/10/18	2	18/09/14	2		9	9	9	2
Gravesham	5465	Gravesend Grammar School	SEC	ACA GRA	Academy	Academy		No			25/06/15	1		9	9	9	1
Gravesham	2109	Higham Primary School	PRI	PRI	Community	Non Academy		No	06/06/18	2	03/10/13	2		9	9	9	2
Gravesham	5202	Holy Trinity Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No			12/09/18	2		9	9	9	2
Gravesham	7039	Ifield School	SPE	C&L	Foundation	Non Academy		No	01/05/18	1	04/02/14	1		9	9	9	1
Gravesham	2063	Istead Rise Primary School	PRI	ACA PRI	Academy	Academy		No			25/09/18	2		9	9	9	1
Gravesham	2674	King's Farm Primary School	PRI	PRI	Community	Non Academy		Yes			22/05/18	2		9	9	9	2
Gravesham	2116	Lawn Primary School	PRI	PRI	Foundation	Non Academy		No	14/11/17		20/03/13	2		9	9	9	2
Gravesham	5467	Mayfield Grammar School, Gravesend	SEC	ACA GRA	Academy	Academy		No			11/06/13	1		9	9	9	1
Gravesham	2656	Meopham Community Academy	PRI	ACA PRI	Academy	Academy		No	16/10/18	2	25/11/14	2		9	9	9	2
Gravesham	4004	Meopham School	SEC	ACA HIG	Academy	Academy		Yes			22/01/19	1		9	9	9	1
Gravesham	1132	North West Kent Alternative Provision Service	PRU	ACA PRU	Academy	Academy		No			11/12/19	3		3	2	1	2
Gravesham	1001	Northfleet Nursery School	NUR	NUR	Community	Non Academy		No	25/01/17		10/09/13	1		9	9	9	1
Gravesham	4040	Northfleet School for Girls	SEC	HIG	Foundation	Non Academy		No	28/02/17		26/09/12	2		9	9	9	2
Gravesham	5456	Northfleet Technology College	SEC	HIG	Foundation	Non Academy		No	24/01/17		24/10/12	2		9	9	9	2
Gravesham	2525	Painters Ash Primary School	PRI	PRI	Foundation	Non Academy		No			07/06/17	2		9	9	9	2
Gravesham	2462	Riverview Infant School	PRI	ACA INF	Academy	Academy		No			07/12/21	2		2	2	1	2
Gravesham	2096	Riverview Junior School	PRI	ACA JUN	Academy	Academy		No			08/02/22	2		2	1	1	1
Gravesham	2107	Rosherville Church of England Academy	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No			19/09/17	3		9	9	9	3
Gravesham	5404	Saint George's Church of England School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	No	21/02/17		02/05/13	2		9	9	9	1
Gravesham	2119	Shears Green Infant School	PRI	INF	Foundation	Non Academy		No	14/03/17		05/06/13	2		9	9	9	2
Gravesham	2431	Shears Green Junior School	PRI	JUN	Foundation	Non Academy		No	28/11/17		18/10/12	2		9	9	9	2
Gravesham	3019	Shorne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No	03/10/17		04/10/12	2		9	9	9	2
Gravesham	2509	Singlewell Primary School	PRI	PRI	Community	Non Academy		No	22/11/17		18/04/13	2		9	9	9	2
Gravesham	5210	St Botolph's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No			13/09/17	2		9	9	9	2
Gravesham	5461	St John's Catholic Comprehensive	SEC	WID	Voluntary Aided	Non Academy	Archdiocese of Southwark	No	15/05/18	2	12/11/14	2		9	9	9	2
Gravesham	3708	St John's Catholic Primary School, Gravesend	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No	17/04/18	2	15/07/14	2		9	9	9	2
Gravesham	5222	St Joseph's Catholic Primary School, Northfleet	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No			06/05/09	1		9	9	9	1
Gravesham	5407	Thamesview School	SEC	HIG	Foundation	Non Academy		Yes			19/06/18	2		9	9	9	2
Gravesham	2029	Tymberwood Academy	PRI	ACA PRI	Academy	Academy		Yes	03/03/22	2	22/02/17	2		9	9	9	1
Gravesham	2519	Vigo Village School	PRI	PRI	Community	Non Academy		No	06/11/19	2	27/01/11	2		9	9	9	2
Gravesham	2658	Westcourt Primary School	PRI	ACA PRI	Academy	Academy		No	27/11/19	2	07/03/13	2		9	9	9	2
Gravesham	3900	Whitehill Primary School	PRI	ACA PRI	Academy	Academy		No	18/01/17		01/05/13	2		9	9	9	2
Gravesham	2666	Wrotham Road Primary School	PRI	ACA PRI	Academy	Academy		No			06/07/16	2		9	9	9	2

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Maidstone	4015	The Lenham School	SEC	ACA HIG	Academy	Academy		No			05/11/19	2		2	2	2	2
Maidstone	5401	The Maplesden Noakes School	SEC	ACA HIG	Academy	Academy		No	14/11/18	2	25/09/13	2		9	9	9	2
Maidstone	3081	Thurnham Church of England Infant School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			29/04/09	1		9	9	9	1
Maidstone	2008	Tiger Primary School	PRI	FRE PRI	Free	Academy		No			05/11/19	3		3	3	2	3
Maidstone	2004	Tree Tops Primary Academy	PRI	ACA PRI	Academy	Academy		No			11/06/19	2		9	9	9	1
Maidstone	3083	Ulcombe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	27/11/19	2	27/04/16	2		9	9	9	2
Maidstone	2172	Valley Invicta Primary School At East Borough	PRI	ACA PRI	Academy	Academy		Yes	14/10/21	2	07/05/15	2		9	9	9	2
Maidstone	4249	Valley Park School	SEC	ACA HIG	Academy	Academy		No			04/03/20	2		2	2	2	2
Maidstone	2653	West Borough Primary School	PRI	PRI	Community	Non Academy		No			20/06/17	2		9	9	9	1
Maidstone	3092	Yalding, St Peter and St Paul Church of England Volunta	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No			29/01/19	2		9	9	9	2

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Swale	2034	Thistle Hill Academy	PRI	ACA PRI	Academy	Academy		Yes			22/05/18	3		9	9	9	3
Swale	3337	Tunstall Church of England (Aided) Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No	04/03/16		03/03/16	1		9	9	9	1
Swale	2434	West Minster Primary School	PRI	PRI	Community	Non Academy		Yes	01/12/21	2	29/11/16	2		9	9	9	1
Swale	3912	Westlands Primary School	PRI	ACA PRI	Academy	Academy		No	26/06/19	2	20/05/15	2		9	9	9	1
Swale	5434	Westlands School	SEC	ACA HIG	Academy	Academy		Yes			26/02/19	2		9	9	9	2

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Thanet	3178	Birchington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	25/09/19	2	13/01/16	2		9	9	9	2
Thanet	2603	Bromstone Primary School, Broadstairs	PRI	PRI	Foundation	Non Academy		Yes			26/03/19	2		9	9	9	2
Thanet	2329	Callis Grange Nursery and Infant School	PRI	INF	Community	Non Academy		No			11/09/07	1		9	9	9	1
Thanet	5462	Chatham & Clarendon Grammar School	SEC	ACA GRA	Academy	Academy		No	16/05/18	2	11/09/14	2		9	9	9	2
Thanet	2596	Chilton Primary School	PRI	ACA PRI	Academy	Academy		No			09/01/19	1		9	9	9	1
Thanet	2020	Christ Church Church of England Junior School, Ramsgate	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	No	10/11/21	2	05/10/16	2		9	9	9	2
Thanet	2028	Cliftonville Primary School	PRI	ACA PRI	Academy	Academy		No			30/11/16	1		9	9	9	1
Thanet	2015	Dame Janet Primary Academy	PRI	ACA PRI	Academy	Academy		No			02/10/18	2		9	9	9	2
Thanet	5460	Dane Court Grammar School	SEC	ACA GRA	Academy	Academy		No			06/06/07	1		9	9	9	1
Thanet	2017	Drapers Mills Primary Academy	PRI	ACA PRI	Academy	Academy		No			13/03/18	2		9	9	9	1
Thanet	2340	Ellington Infant School	PRI	INF	Community	Non Academy		No			28/02/17	2		9	9	9	2
Thanet	1128	Enterprise Learning Alliance	PRU	PRU	Community	Non Academy		No			05/06/19	2		9	9	9	2
Thanet	7040	Foreland Fields School	SPE	C&L	Foundation	Non Academy		No	29/11/17		19/06/13	2		9	9	9	2
Thanet	3917	Garlinge Primary School and Nursery	PRI	PRI	Foundation	Non Academy		Yes	15/03/18	2	25/06/14	2		9	9	9	1
Thanet	4172	Hartsdown Academy	SEC	ACA HIG	Academy	Academy		Yes			07/12/21	2		2	2	2	2
Thanet	4120	King Ethelbert School	SEC	ACA HIG	Academy	Academy		No			02/10/18	2		9	9	9	2
Thanet	7073	Laleham Gap School	SPE	C&I	Foundation	Non Academy		No	05/07/17		21/03/13	2		9	9	9	2
Thanet	3179	Margate, Holy Trinity and St John's Church of England Pri	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	Yes			21/11/17	2		9	9	9	2
Thanet	3182	Minster Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	07/11/17		27/11/12	2		9	9	9	2
Thanet	3183	Monkton Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			11/09/18	2		9	9	9	2
Thanet	3918	Newington Community Primary School	PRI	PRI	Community	Non Academy		No	16/03/17		14/03/17	1		9	9	9	1
Thanet	2010	Newlands Primary School	PRI	ACA PRI	Academy	Academy		No			17/05/17	2		9	9	9	2
Thanet	2009	Northdown Primary School	PRI	ACA PRI	Academy	Academy		No			23/11/21	2		2	2	2	2
Thanet	2672	Palm Bay Primary School	PRI	ACA PRI	Academy	Academy		No	13/12/18	2	23/10/14	2		9	9	9	2
Thanet	2345	Priory Infant School	PRI	INF	Community	Non Academy		No	27/02/18	2	06/02/14	2		9	9	9	2
Thanet	2064	Ramsgate Arts Primary School	PRI	FRE PRI	Free	Academy		No			02/05/18	2		9	9	9	2
Thanet	3364	Ramsgate, Holy Trinity Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No			28/09/21	1		1	1	1	1
Thanet	2011	Salmestone Primary School	PRI	ACA PRI	Academy	Academy		No			22/01/19	2		9	9	9	2
Thanet	7033	St Anthony's School	SPE	SEMH	Foundation	Non Academy		No	02/07/19	2	01/07/15	2		9	9	9	2
Thanet	2337	St Crispin's Community Primary Infant School	PRI	INF	Community	Non Academy		No	11/09/19	2	25/05/11	2		9	9	9	2
Thanet	3722	St Ethelbert's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	No	13/06/19	2	09/07/15	2		9	9	9	2
Thanet	5447	St George's Church of England Foundation School	SEC	HIG	Foundation	Non Academy	Diocese of Canterbury	No			12/06/19	2		9	9	9	1
Thanet	3889	St Gregory's Catholic Primary School, Margate	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No			18/09/19	2		2	2	2	2
Thanet	3890	St Joseph's Catholic Primary School, Broadstairs	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No	01/02/17		01/10/13	2		9	9	9	2
Thanet	2014	St Laurence In Thanet Church of England Junior Academ	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	No			03/07/18	2		9	9	9	2
Thanet	2328	St Mildred's Primary Infant School	PRI	INF	Foundation	Non Academy		No	24/11/21	1	27/01/16	1		9	9	9	1
Thanet	3186	St Nicholas At Wade Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			01/10/19	2		2	2	2	2
Thanet	3360	St Peter-in-Thanet CofE Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	No	08/05/19	2	29/04/15	2		9	9	9	2
Thanet	3181	St Saviour's Church of England Junior School	PRI	JUN	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	27/03/18	2	13/03/14	2		9	9	9	2
Thanet	7058	Stone Bay School	SPE	C&I	Foundation	Non Academy		No	16/01/18	2	12/06/13	2		9	9	9	2
Thanet	4016	The Charles Dickens School	SEC	ACA HIG	Academy	Academy		Yes			25/06/19	3		9	9	9	2
Thanet	5468	The Royal Harbour Academy	SEC	HIG	Foundation	Non Academy		No			08/01/20	3		3	2	2	3
Thanet	2523	Upton Junior School	PRI	ACA JUN	Academy	Academy		No			20/11/14	1		9	9	9	1
Thanet	4633	Ursuline College	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	No	25/04/17		13/06/12	2		9	9	9	2

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Tonbridge and Malling	2036	Valley Invicta Primary School At Leybourne Chase	PRI	ACA PRI	Academy	Academy		Yes			25/09/18	2		9	9	9	2
Tonbridge and Malling	3084	Wateringbury Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No			08/11/17	2		9	9	9	2
Tonbridge and Malling	4046	Weald of Kent Grammar School	SEC	ACA GRA	Academy	Academy		No			25/04/07	1		9	9	9	1
Tonbridge and Malling	3086	West Malling Church of England Primary School and McG	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	Yes	17/10/17		15/05/13	2		9	9	9	2
Tonbridge and Malling	2079	Woodlands Primary School	PRI	PRI	Community	Non Academy		No			11/06/19	2		9	9	9	2
Tonbridge and Malling	3088	Wouldham, All Saints Church of England Voluntary Contr	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	01/11/17		13/02/13	2		9	9	9	2
Tonbridge and Malling	5409	Wrotham School	SEC	ACA HIG	Academy	Academy		No			21/05/19	2		9	9	9	1

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Tunbridge Wells	3022	Benenden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			13/12/16	2		9	9	9	2
Tunbridge Wells	5464	Bennett Memorial Diocesan School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	No			27/06/12	1		9	9	9	1
Tunbridge Wells	3023	Bidborough Church of England Voluntary Controlled Prim	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	05/07/17		10/07/13	2		9	9	9	2
Tunbridge Wells	2490	Bishops Down Primary School	PRI	PRI	Community	Non Academy		Yes	21/02/17		20/03/12	2		9	9	9	2
Tunbridge Wells	3306	Brenchley and Matfield Church of England Primary Schoo	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	No	15/11/18	2	28/11/13	2		9	9	9	2
Tunbridge Wells	2651	Broadwater Down Primary School	PRI	PRI	Community	Non Academy		No	21/11/17		31/01/13	2		9	9	9	2
Tunbridge Wells	7002	Broomhill Bank School	SPE	C&I	Foundation	Non Academy		No			06/03/18	2		9	9	9	2
Tunbridge Wells	2128	Capel Primary School	PRI	PRI	Community	Non Academy		No	15/01/19	2	05/02/15	2		9	9	9	2
Tunbridge Wells	2465	Claremont Primary School	PRI	PRI	Community	Non Academy		No			27/03/09	1		9	9	9	1
Tunbridge Wells	3308	Colliers Green Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No	07/03/19	2	25/03/15	2		9	9	9	2
Tunbridge Wells	3027	Cranbrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			25/04/17	2		9	9	9	2
Tunbridge Wells	5416	Cranbrook School	SEC	ACA GRA	Academy	Academy		No			28/04/15	1		9	9	9	1
Tunbridge Wells	3198	Frittenden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	13/06/17		21/03/13	2		9	9	9	2
Tunbridge Wells	3029	Goudhurst and Kildown Church of England Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No			19/03/14	1		9	9	9	1
Tunbridge Wells	3032	Hawkhurst Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	No	21/11/17		03/07/13	2		9	9	9	2
Tunbridge Wells	4003	High Weald Academy	SEC	ACA HIG	Academy	Academy		No			02/04/19	3		9	9	9	2
Tunbridge Wells	2135	Horsmonden Primary Academy	PRI	ACA PRI	Academy	Academy		No			06/07/16	2		9	9	9	2
Tunbridge Wells	3034	Lamberhurst St Mary's CofE (Voluntary Controlled) Prima	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	04/07/17		08/05/13	2		9	9	9	2
Tunbridge Wells	2482	Langton Green Primary School	PRI	PRI	Community	Non Academy		No			19/06/12	1		9	9	9	1
Tunbridge Wells	5439	Mascalls Academy	SEC	ACA WID	Academy	Academy		No	17/11/21	2	02/05/12	2		9	9	9	2
Tunbridge Wells	7011	Meadows School	SPE	IND SPEC	Independent	Non Academy		No	04/10/16		09/10/12	2		9	9	9	2
Tunbridge Wells	7070	Oakley School	SPE	C&L	Community	Non Academy		No	26/03/19	2	11/03/15	2		9	9	9	2
Tunbridge Wells	2127	Paddock Wood Primary Academy	PRI	ACA PRI	Academy	Academy		No	12/07/16		28/11/11	2		9	9	9	2
Tunbridge Wells	2139	Pembury School	PRI	PRI	Community	Non Academy		No	26/02/19	2	03/02/15	2		9	9	9	2
Tunbridge Wells	3913	Rusthall St Paul's CofE VA Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No	22/01/20	2	29/06/16	2		9	9	9	2
Tunbridge Wells	2142	Sandhurst Primary School	PRI	PRI	Community	Non Academy		No			05/02/19	2		9	9	9	2
Tunbridge Wells	3309	Sissinghurst Voluntary Aided Church of England Primary	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	No	06/02/18	2	06/06/13	2		9	9	9	2
Tunbridge Wells	6916	Skinners' Kent Academy	SEC	ACA HIG	Academy	Academy		No	23/02/22		08/06/16	1		9	9	9	1
Tunbridge Wells	2045	Skinners' Kent Primary School	PRI	ACA PRI	Academy	Academy		No			25/09/18	2		9	9	9	1
Tunbridge Wells	3297	Southborough CofE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	21/06/18	2	27/03/14	2		9	9	9	2
Tunbridge Wells	3042	Speldhurst Church of England Voluntary Aided Primary S	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No			06/02/14	1		9	9	9	1
Tunbridge Wells	3754	St Augustine's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	No	15/09/21	2	12/11/15	2		9	9	9	2
Tunbridge Wells	3320	St Barnabas CofE VA Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No	04/10/18	2	27/11/14	2		9	9	9	2
Tunbridge Wells	5435	St Gregory's Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	Yes			15/10/13	1		9	9	9	1
Tunbridge Wells	3322	St James' Church of England Voluntary Aided Primary Sch	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	No			27/03/08	1		9	9	9	1
Tunbridge Wells	3050	St John's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No			08/11/17	2		9	9	9	2
Tunbridge Wells	3052	St Mark's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	24/01/17		21/05/13	2		9	9	9	2
Tunbridge Wells	3294	St Matthew's High Brooms Church of England Voluntary	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No	19/07/18	2	16/07/14	2		9	9	9	2
Tunbridge Wells	3053	St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	No			19/03/14	1		9	9	9	1
Tunbridge Wells	2018	Temple Grove Academy	PRI	ACA PRI	Academy	Academy		No			17/09/19	2		2	2	2	2
Tunbridge Wells	5418	The Skinners' School	SEC	ACA GRA	Academy	Academy		No			16/11/21	2		2	2	1	2
Tunbridge Wells	2025	The Wells Free School	PRI	FRE PRI	Free	Academy		No	18/06/19	2	19/05/15	2		9	9	9	2
Tunbridge Wells	4043	Tunbridge Wells Girls' Grammar School	SEC	GRA	Foundation	Non Academy		No			02/11/11	1		9	9	9	2
Tunbridge Wells	4045	Tunbridge Wells Grammar School for Boys	SEC	GRA	Community	Non Academy		No	25/11/21	2	10/01/13	2		9	9	9	2
Tunbridge Wells	1129	Two Bridges School	PRU	PRU	Community	Non Academy		No			06/03/18	1		9	9	9	1

Notes

An outcome of 9 indicates no available data due to school being inspected under a previous framework

SWK = Serious Weaknesses

SM = Special Measures

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From: Sue Chandler, Cabinet Member for Integrated Children’s Services

Sarah Hammond, Interim Corporate Director Children, Young people and Education

To: Children’s, Young People and Education Cabinet Committee

Subject: OFSTED INSPECTION OF CHILDREN’S SERVICES

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: ALL

Summary: The Ofsted inspection of Children’s Services in Kent under the Inspecting Local Authority Children’s services (ILACs) framework took place over a 3 week period in May 2022. Kent’s last inspection in 2017 found Kent was providing “Good” services to children. This meant that any further inspection under the ILACS framework should have taken place over two weeks. In February 2022, Kent was informed by Ofsted that in accordance with a change in policy, when inspected, a full standard 3 week inspection would take place, taking into account special circumstances for “Good” authorities. The size of Kent qualified for such special circumstances and so Kent was subject to the most rigorous inspection framework involving seven Ofsted inspectors reviewing all aspects of the Council’s statutory safeguarding, corporate parenting and family support functions. On 5th July 2022, Ofsted published their ILACs report rating Kent County Council ‘Outstanding’ for overall effectiveness in providing children’s services.

Recommendation(s):

Cabinet Committee is asked to NOTE the content of the report and the significant work of all the staff who contributed to this very positive outcome.

1. Outcome of the Inspection

- 1.1 On 5th July 2022, Ofsted published their ILACs report rating Kent County Council ‘Outstanding’ for overall effectiveness in providing children’s services– the highest grade that can be awarded. The report is attached as appendix 1.
- 1.2 Within this overall rating, Ofsted graded KCC’s children’s services against three judgements:
 - I. The impact of leaders on social work practice with children and families – Outstanding
 - II. The experiences and progress of children who need help and protection – Good

III. The experiences and progress of children in care and care leavers – Outstanding

2. Summary of the Ofsted report, including quotes directly from the report

The impact of leaders on social work practice with children and families: - Outstanding

- 2.1 Ofsted found that in the face of the pandemic and high numbers of unaccompanied minors, “support for vulnerable children in Kent improved over a sustained period of time. Social work practice is consistently good and often better, meaning children are well protected and cared for”.
- 2.2 “The politicians in Kent County Council are committed to championing the needs of children and this is backed by sound financial investment. Alongside the director of children’s services and his senior management team, the lead member for children’s services and the head of paid services keep themselves well appraised of key challenges and service issues, exercising appropriate oversight and scrutiny. Council departments and sectors work together to ensure all their services positively impact on children who need the council’s support”.
- 2.3 “The local authority provides appropriate steer and brings strong leadership to the local multi-agency safeguarding partnership”. “The focus on learning from serious incidents persisted and is clearly evidenced”.
- 2.4 “Leaders successfully secured a whole-county housing protocol across the 12 district councils. However, leaders accept that the individual response to children aged 16 and 17 who are facing homelessness is an area which requires further work”.
- 2.5 “Leaders across Kent County Council demonstrate they are ambitious parents to children in their care”. “The recently appointed chair brings genuine care and passion to the role and a new perspective which builds on the successes of the previous chair”.
- 2.6 “The council routinely seeks to learn from children through online surveys, complaints and other mechanisms to hear their views”. “The Children in Care Council is routinely consulted and children are assured their voices are listened to”.
- 2.7 “Senior leaders and managers have access to an extensive array of performance information and data reports” and “quality assurance activities effectively shape organisational change and refresh practice, policy and learning”. “There is a strong focus on and a commitment to workforce development”.
- 2.8 “Workforce pressures in Kent present extreme challenges for senior leaders and managers. Leaders accept caseloads are too high in parts of the service and are not sustainable”. They take steps to alleviate workload pressures. Support strategies include “redirecting non-case-holding staff, assistant social workers and early help practitioners to provide consistent support with social work tasks”.
- 2.9 “All staff who spoke to inspectors were rightly proud of the work they do and proud of the progress they make with children and families to improve their situations. They speak highly and very positively about working in Kent, they ‘love’ working

for Kent, and they feel supported by their colleagues and valued by managers. Most say they are provided with regular, reflective individual and case supervision, which helps them drive forward plans for children and explore the challenges and barriers which may prevent progress being made". Staff feel they have "excellent training and opportunities for further development and career progression. Many staff have worked for Kent for many years".

The experiences and progress of children who need help and protection: – Good

- 2.10 Workers from the Early Help and social work teams spend time getting to know the children they work with; they try to understand the difficulties they and their parents are facing to come up with a good plan to support them.
- 2.11 When families need help with the care of their children, or there are worries about the safety of a child, they get good help and support from children's social care services.
- 2.12 Workers are good at contacting family friends and other family members who are important to children to see if they can help to support children and their parents. This support often helps children to remain in their own family and be supported by people they already know.
- 2.13 Inspectors observed workers do their best for children. Children are regularly visited by their workers to see how they are and to talk about things that are important to them. Social workers work together with children's carers and others to ensure children feel safe and live in homes which meet their needs
- 2.14 Unaccompanied Asylum- Seeking Children are given somewhere to live, they are provided with good care and support to help them to settle in this country and to make good progress. Even when capacity is reached, Kent still has a strong focus on vulnerability of the young people.
- 2.15 Elective home education is a trend rising over time – appropriately robust measures are in place for contacting families who elect to home educate, providing support when needed and monitoring over time. When it is in the best interest of the child, they provide appropriate support and challenge to return children to school.
- 2.16 Although Ofsted did not identify any inadequate experiences of children's services or that required improvement during the inspection, individual responses to some children aged 16 and 17 who were potentially facing homelessness is an area which requires further work. This in addition to high social work caseloads which ultimately prevented Kent being awarded Outstanding for this category.

The experiences and progress of children in care and care leavers – Outstanding

- 2.17 Ofsted found that "children come into Kent County Council's care when this is the most appropriate plan for them. For most children, this happens in a planned and timely way. Children are supported to live in homes, including adoptive homes, with their brothers and sisters when this meets their wishes and is in their best interests". "Most children leave care in a positive and planned way, either through achieving permanence or returning home to live with their parent".

- 2.18 “Children’s need for long-term stability and emotional security is well understood and embedded in the culture of children’s social work teams. Children’s long-term living arrangements are considered early and permanence planning arrangements keep permanence plans on track and enable children to understand they can stay and feel settled where they live”.
- 2.19 “Review meeting records are addressed and written to the child. There is a strong commitment to ensuring review meetings are tailored individually to each child. Children spoke about being able to chair their review meetings, with feedback including this ‘sometimes works well and sometimes doesn’t work so well’. Children told inspectors their reviews and other meetings frequently take place at school during lesson time, which meant that they sometimes missed lessons they really like”.
- 2.20 “Children are only placed in unregistered placements if the authority is not able to find appropriate placements which are registered to meet these children’s complex needs. These arrangements are rightly considered as unlawful and highly monitored by senior leaders, with higher levels of visiting and support as efforts are made to promote and ensure registration or move children on”.
- 2.21 “Disabled children and young people who are in the care of the local authority are provided with exceptional support from their social workers, whose care and commitment shines through their work”.
- 2.22 “Kent routinely employs care experienced adults as young apprentices in the council’s participation service. Several young people have successfully completed their apprenticeships and are now in employment with the service. The impact they have is a particular strength of the council”.
- 2.23 Care Leavers:-Passionate and committed workers who know their young person, making a positive impact on other lives building relationships with their young person. Workers are invested in young people’s success. UASC Care Leavers: great support with their immigration status, in terms of their application and ensure interpreters are involved. Support is tailored to their needs. Workers share the frustration around the immigration status of the young people
- 2.24 Fostering services:- Inspectors praised the approach used to support our foster carers, with mentoring, training, skills to foster and good incentives. This is a very respectful and empowering way to develop people’s skills, leading to strong retention of carers and a high number of children placed within KCC placements.
- 2.25 Adoption partnership: Inspectors noted good governance, regular feedback and really positive progress in the establishment of the partnership. The service was assessed as being integrated, with more diversity, greater skills and knowledge, and a bigger pool of adopters now available.
- 2.26 Virtual School Kent:- Driven by sense of purpose, robust strategic relationships with SEN (special educational needs) service and with schools. Schools talk positively about the support they get from VSK.

3. Impact

- 3.1 Kent County Council is one of only 20 Local Authorities from a cohort of 154 in England to acquire an “Outstanding” rating. This is a very significant achievement and places Kent County Council firmly within the upper fifth of high performing authorities. This achievement is the culmination of more than 10 years’ work, which has taken our Children’s Services from Inadequate in 2010 to Outstanding in 2022. The impact for the safety and wellbeing of Kent’s children is very significant and provides a substantial platform from which the Council and the CYPE Directorate can now respond to other existing challenges and new Government ambitions for Children and Young People moving forward.
- 3.2 The Council should be proud of the work of all the staff who contributed to this very positive outcome.

4. Next Steps

- 4.1 There are two specific areas of development in relation to Social Work caseloads and children aged 16 and 17 who are facing homelessness which will be taken forward. An action plan will be produced by November 2022, although work has already begun in addressing both areas with over 60 newly qualified social workers joining the council over the next two months.
- 4.2 Whilst delighted with the outcome of the May Inspection, Children’s Services will continue to strive for improvement, consolidating areas of strong practice to ensure all children in Kent consistently benefit from high quality social care and early help support when it is required.

5. Recommendations:

- 9.1 Cabinet Committee is asked to NOTE the content of the report and the significant work of all the staff who contributed to this very positive outcome.

10. Background Documents

None

11. Contact details

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Inspection of Kent County Council children's services

Inspection dates: 9 to 20 May 2022

Lead inspector: Margaret Burke, Her Majesty's Inspector

Judgement	Grade
The impact of leaders on social work practice with children and families	Outstanding
The experiences and progress of children who need help and protection	Good
The experiences and progress of children in care and care leavers	Outstanding
Overall effectiveness	Outstanding

Children are at the centre of Kent County Council's culture and practice. This has enabled more of its children to benefit from services which are of a consistently good standard, resulting in positive outcomes for them and their families. Outstanding practice is evident for children in care and care experienced young people as they clearly benefit from the support they receive and make good progress.

Senior leaders have taken effective action in the areas identified at the last inspection in 2017. Progress is evident in all the areas identified for improvement, but further work is required to strengthen the response to homeless young people aged 16 and 17 years. Senior leaders have also taken the required steps to make improvements in the areas identified at the focused visit in 2019, strengthening the responses to children at the 'front door' of their services and ensuring children are quickly directed to the most appropriate services. More recent challenges relate to high social work caseloads in some frontline teams. Steps are being taken to manage and reduce the negative impact of this rise on Kent's children and their families and on the staff who work closely with them.

The work to improve services continued throughout the COVID-19 pandemic. Leaders successfully managed additional pressures, adjusting services effectively to ensure they continued to serve children and their families. Staff have been supported to manage the impact of the pandemic on them personally and to continue to manage changes to their working practices.

Kent children's services have had to respond to the unparalleled numbers of unaccompanied asylum-seeking children arriving in the county. The management of this additional workload has resulted in senior leaders contributing significantly to the national response while also continuing to manage local services effectively across a large county council with 12 districts. At times, the local and national demands have been challenging to balance. Senior leaders and frontline staff have responded well to these exceptional pressures on service delivery. As a result, the unaccompanied asylum-seeking children Kent County Council takes responsibility for are well cared for and services for all vulnerable children in Kent have continued to improve.

What needs to improve?

- The practice of conducting visits to children during school hours, resulting in them missing lessons.
- Manageable caseloads and workload support for social workers and their managers.
- The response and the quality of assessment of need for young people aged 16 and 17 years who present as homeless.

The experiences and progress of children who need help and protection: good

1. Children and their families have access to a good range of early help support services. Early help practitioners base their work on the development of purposeful relationships and creative direct work to gain a sound understanding of the child's voice, wishes and feelings within their family network. Most families are swiftly supported through strength-based interventions to build resilience and make changes to improve their children's and family's experiences. Effective communication with other professionals ensures children's progress is reviewed, and support is refined to best meet their needs. As intervention concludes, a structured framework of moving forward plans provides families with guidance and information to continue to help themselves. When progress is not evident or circumstances change, the interface between early help and statutory social work services is clear and work is appropriately transferred between services to ensure a prompt response.
2. The response to requests for help from children's social care is effective. Children's needs and concerns about their welfare are identified and responded to swiftly by practitioners in the front door and the out-of-hours services. Thresholds are appropriately applied, and there is evidence of thorough management oversight and guidance at this stage, leading to timely and effective follow-up action for the vast majority of children. The work in the front door of services is supported by strong and supportive practitioner relationships within the team and with partners including health, education and police. These positively inform initial decision-making and the management of risk of harm.
3. When there are concerns about risk of harm to children, these are urgently responded to by the multi-agency network, with thorough exploration of

immediate risk and concerns. This leads to children being promptly and appropriately safeguarded. Children are seen and spoken to, and appropriate steps are taken to gain parental consent and to ensure parents are kept updated.

4. Since the last inspection, leaders have successfully secured the agreement of all 12 district councils for a whole-county housing protocol for homeless 16- and 17-year-olds. Despite considerable progress in this area, there are still some children aged 16 and 17 facing homelessness who do not receive a timely or effective response. The assessment of their circumstances does not routinely explore or take into consideration all their needs and circumstances to ensure that appropriate support is provided at the earliest opportunity.
5. Social workers undertake a range of assessments to understand the needs and experiences of children and their families and to help inform plans to positively progress change in their situation. Assessments are informative and dynamic, with good consideration of historical information, need and risk. They are helpfully explicit in highlighting worries, concerns and strengths. While children's individual identity needs are described in their assessments, more is needed to ensure they are explored sufficiently and lead to tangible actions to meet these needs within their plans. Plans for children are regularly reviewed and updated to reflect changes and progress. These then inform and guide meaningful multi-agency work with families. Stronger examples of plans seen were written directly to children, with clarity about goals; weaker plans mostly related to child in need arrangements, and did not explore all needs identified by the assessment and lacked clarity regarding action. While system sign-off by managers indicates their oversight of records, managers' comments, guidance and steer are not always evident on these forms.
6. The work of the children and families social work teams is generally of good quality. Children make progress and their situations improve through sensitive, intensive and focused work with families. Families are helped to identify support and make the changes needed to meet their children's needs. Social workers demonstrate strong engagement with children and their families, persisting even when working with parents in challenging situations.
7. There is generally good consideration of the work that needs to be done and the progress that needs to be achieved during the pre-proceedings stages of the Public Law Outline and in the Family Drug and Alcohol Court. In both, families receive intensive support to enable them to provide ongoing care for their children. Social workers also actively consider all viable options. Family group conferencing is regularly used to support purposeful planning and consideration of help from wider family and friends' networks. If children's circumstances do not improve within set timeframes and children are unable to remain at home, there is full exploration of family members who are willing and able to provide care.
8. Most children are seen regularly by social workers or support workers. Their workers show personal warmth and use a wide range of direct-work tools to assist and support children, including those who are very young, to express

their views. Parents who spoke to inspectors were unanimously positive about their engagement with social workers and the support they receive.

9. Many social workers in the children's social work teams, disabled children, and young people's teams, including some workers in their Assessed and Supported Year in Employment (ASYE), currently have high caseloads. Some social workers indicated that their workload is manageable and most say they are well supported by their line managers and teams. Social workers acknowledged that high caseloads impacted on their ability to carry out some of the additional tasks they would like to do with families and to sustain and maintain up-to-date children's case records. For most children, the higher caseloads carried by their social workers have not had a direct negative impact on their experiences. However, it is fully acknowledged by leaders that high levels of complex and demanding case work are not sustainable for social workers and their managers. Workers generally receive regular supervision, which supports them and their work. While management oversight of frontline practice and decision-making is stronger and more consistent in work where there is evidence of significant concern and risk, it is not regular or effective enough to oversee all case work and avoid drift in plans for a small number of children.
10. Social workers have a good understanding of domestic abuse, substance misuse and poor mental health, recognising the risk, harm and the possible impact on children. Appropriate and timely action is taken to protect children in these families. The impact of long-term neglect and trauma on children's development is well understood and workers make good use of the multi-agency network, referring families to specialist services that work effectively with victims and perpetrators to keep children safe.
11. Appropriate steps are taken to ensure that children in private fostering arrangements are safeguarded effectively. The impact of COVID-19 has resulted in reduced numbers of children in these arrangements, and the range of private fostering awareness-raising activity continues. Clear arrangements for notification, backed by specialist advice and support, ensure that private fostering assessments include all the required safeguarding checks and keep children's welfare at their core. Children are visited in line with requirements, permanence is considered throughout and these arrangements are routinely reviewed within timescale.
12. When children go missing, most receive a clear and timely response. Following their return, children are offered an opportunity to talk to either their own social worker or a worker from the adolescent or early help team, when the reason for going missing is explored and support offered. For a small number of these children, not enough professional curiosity is shown in these discussions, and they are not thorough enough in the consideration of risks and influences.
13. By working in partnership with leading academics and authorities since the last inspection, Kent County Council has made considerable improvements to responses, services and support to children at risk of contextualised harm. Children who are identified as being at risk of contextualised harm are well supported by the adolescent team and county-wide services, who are

responsive in times of crisis, offering flexible opening times, including working at evenings and weekends. The adolescent team workers fully consider risks and influences for these children, enabling them and others to better manage risk and minimise harm while supporting the child and their family. The range of support on offer is tailored to children's needs, and might include telephone support, direct work with young people or outreach. For some children, it simply involves taking them to school. The response has enabled children to be supported earlier, thereby avoiding further harm and resulting in improved outcomes for many.

14. Appropriately robust measures are in place for making contact with families who elect to home educate, providing support when needed and monitoring over time. When it is in the best interests of the child, they provide appropriate support and challenge to return children to school.
15. The number of pupils identified as not in full-time education in Kent is higher than the national average. This partly reflects the thorough approach taken, with a deliberate decision made to keep children's names on records, rechecking whether they are still out of education when all avenues have been exhausted. Officers have clear and suitably rigorous approaches to securing appropriate education for those who need it.

The experiences and progress of children in care and care leavers: outstanding

16. Children come into Kent County Council's care when this is the most appropriate plan for them. For most children, this happens in a planned and timely way. Children are supported to live in homes, including adoptive homes, with their brothers and sisters when this meets their wishes and is in their best interests.
17. Clear processes and systems support the referral and coordination of unaccompanied asylum-seeking children transferring into the care of Kent County Council. Vulnerable children are identified and urgent concerns prioritised in collaboration with the Home Office, increasing safety and reducing risk for these children. Following referral to Kent, newly arrived unaccompanied asylum-seeking children are provided with support in line with their individual needs and accommodated in a timely way. Oversight of referrals, need and risks for this group of children, to ensure safety, child-focused services and placement planning, is successfully coordinated at both an operational and strategic management level.
18. Children's need for long-term stability and emotional security is well understood and embedded in the culture of children's social work teams. Children's long-term living arrangements are considered early and permanence planning arrangements, which are reviewed regularly by the professional network surrounding the child, keep permanence plans on track and enable children to understand that they can stay and feel settled where they live.

19. Social workers get to know the children they support and form positive relationships with them. They see children regularly and talk with them about things that are important to them. Social workers are persistent in maintaining relationships with children who live in homes outside the Kent County Council area. Independent reviewing officers (IROs) also maintain effective oversight of children out of area and monitor their progress, in addition to chairing their reviews.
20. Good attention is given to the cultural and identity needs of children in care, and these are thoughtfully and sensitively addressed. Social workers know how important family time is to children in care and skilfully plan ways in which arrangements can be promoted and managed safely in line with children's wishes, creating enduring support networks and family links.
21. Children's review meetings explore children's holistic needs and how being in care meets these needs. IROs lead high-quality reviews which, with their robust oversight and scrutiny of children's plans, actively prevent drift and delay. Review meeting records are addressed and written to the child. There is a strong commitment to ensuring that review meetings are tailored individually to each child. Children spoke about being able to chair their review meetings, with feedback including that this 'sometimes works well and sometimes doesn't work so well'. Children told inspectors that their reviews and other meetings frequently take place at school during lesson time, which meant that they sometimes missed lessons they really like.
22. When a child may need to move to a new home, their individual needs are well understood, enabling suitable well-matched placements to be identified for them to move to. Children are extremely well supported by their social workers through periods of transition and placement moves to ensure they secure the most well-matched long-term home. When possible, children are age-appropriately involved in assessing the suitability of their new carers.
23. Family group conferences provide the backbone to Kent's commitment to exploring homes for children within their extended family and friend networks. This enables social workers to find suitable homes, and for some children avoids the need to come into the authority's care. Kent's work with its connected carers is a strong area of practice, with thoughtful and sensitive assessments undertaken with those offering their homes to children. Fully assessed connected carers retain the same status and support given to other foster carers. Ongoing support, fees and allowances continue for carers on staying together plans when they secure special guardianship orders, enabling many children to exit care and secure permanence and security in familiar environments.
24. Adoption is appropriately considered if this is the right plan for children. Children are sensitively prepared and supported on their journey to adoption. Adopters are very positive about their training, preparation and support for them and their children. A small number of children have experienced delay in being supported with life-story work, but the quality of the life-story work when undertaken is of a high standard.

25. There is regular senior management scrutiny and oversight of those children and young people with complex needs who are placed in unregistered or unregulated settings.
26. Children are only placed in unregistered placements if the authority has not been able to find appropriate placements which are registered to meet these children's complex needs. These arrangements are rightly considered as unlawful and highly monitored by senior leaders, with higher levels of visiting and support as efforts are made to promote and ensure registration or move children on.
27. The vast majority of children in care we spoke to say that they feel safe where they live. Most children in care live in homes where they are supported to do well. Kent has higher than national numbers of children in its own provision, many of them in the care of experienced and long-standing foster carers. Positive experiences and progress are evident for many of Kent's children in care. Many children gain stability and feel part of their carer's family, re-engage in education and now have trusted support.
28. Foster carers are universally positive about their support, including from children's social workers. This also includes working with the virtual school, which is supportive, responsive and helpful in signposting carers towards enrichment activities that match children's interests and needs.
29. Disabled children and young people who are in the care of the local authority are provided with exceptional support from their social workers, whose care and commitment shines through their work. Children are supported to remain in contact with their family even when they do not live with them. Written notes of visits show lovely rich communication with children using a wide range of styles, including some as basic as touch and reading facial expressions. This communication helps build strong trusting relationships. Children's needs are championed to ensure that they get the best care and support.
30. Most children leave care in a positive and planned way, either through achieving permanence or returning home to live with their parent. Decisions regarding children being placed with parents are made following a full assessment, when this is the best option for the child. These children are seen regularly by their social workers. Arrangements are kept under review to ensure that they continue to meet children's needs and to consider the discharge of the care order.
31. Children's health needs, including up-to-date dentist and optician appointments, are well considered, despite delays caused by the pandemic. Children are supported to enjoy interests and encouraged to take up hobbies. Children told us they would like more sensitivity shown in language used, particularly at school, or in relation to anything that might show that they are in care, such as wearing a council lanyard on visits out with them and in meetings at school during school hours.
32. Virtual school leaders are driven by a sense of purpose and ambition for children in care in Kent. They are the first virtual school to be awarded the

National Nurturing Schools programme award, which recognises practice that is central to their work. They are supported by a well-considered infrastructure of workers that helps to provide consistency across the county. Their work to offer training and support to schools around relevant issues such as trauma is a particular strength. Schools are positive about the high quality of support they and their pupils receive from the virtual school.

33. Personal education plans are fit for purpose, although leaders recognise where they could be more explicit, for example in capturing the voice of the child and the foster carers. Through strong support, most pupils are on track to achieve appropriate academic outcomes.
34. Care experienced young people receive ongoing and regular support that helps them to make progress. Personal advisers (PAs) invest time in building relationships with the young people they support. PAs know the young people they work with well, and for many young people these supportive relationships are maintained until they reach the age of 25. The Lifelong Links service is used by young people to make contact or safely re-engage with extended family members and other significant people they have lost contact with, to develop these relationships and build networks that will extend beyond their time in care.
35. PAs demonstrate a good understanding of the importance of cultural identity and responding to young people's individual needs. They recognise the importance for many young people, including unaccompanied asylum-seeking children, of living in communities which reflect their faith, culture and language, and respond positively to these needs.
36. Trusted and reliable relationships are at the core of the support provided to care leavers. Care experienced young people are supported to be proud of their achievements and to celebrate their passions and hobbies. PAs are passionate and speak with sensitivity about the challenges some care experienced young people have faced and how they have overcome these.
37. Pathway plans contain the young person's voice and demonstrate their involvement in creating their plans. A strength-based focus draws out positive elements and strengths for young people, as their needs are identified and are pulled together into a relevant plan of support.
38. Skilfully tailored packages of support help redress the impact of early trauma and limited educational opportunities. This support enables care experienced young people to continue to develop their skills and confidence and to access work and education opportunities. Performance data confirms Kent has higher numbers of care experienced young people than other areas who have successfully gained entry to college, university degree courses or employment, despite sometimes significant gaps in their educational history.
39. Most young people are living in appropriate accommodation, including staying put arrangements. There are various accommodation options available, which range from shared accommodation or supported lodgings to housing from a core group of providers. However, the quality of these placements varies. When

it is known that a young person's accommodation no longer meets their needs, they are supported to find alternatives. There are still recognised challenges in some districts which prevent care experienced young people from having timely access to public housing post-18. The authority continues to seek ways to address this.

40. Care experienced young people continue to be supported after the age of 21 by PAs who provide an invaluable degree of emotional and practical support. This includes ongoing support to unaccompanied asylum-seeking young people, those who are parents and need additional support, and young people who have additional vulnerabilities and health needs. Care experienced young people in custody are also supported well and have regular contact and visits from PAs.
41. Kent routinely employs care experienced adults as young apprentices in the council's participation service. Several young people have successfully completed their apprenticeships and are now in employment with the service. The impact they have is a particular strength of the council.

The impact of leaders on social work practice with children and families: outstanding

42. Despite the significant challenges created by the pandemic and the exceptional circumstances created by the need to safeguard and care for high numbers of unaccompanied asylum-seeking children, support for vulnerable children in Kent has improved over a sustained period of time. Social work practice is consistently good and often better, meaning children are well protected and cared for.
43. The politicians in Kent County Council are committed to championing the needs of children, including vulnerable children, and this is backed by sound financial investment. Alongside the director of children's services and his senior management team, the lead member for children's services and the head of paid services keep themselves well appraised of key challenges and service issues, exercising appropriate oversight and scrutiny. The council promotes corporate problem-solving and shared responsibility for its services. Council departments and sectors work together to ensure all their services positively impact on children who need the council's support.
44. Strategic and operational partnership working across the county council is a strength. Effective strategic plans form the foundations for practice and multi-agency working. Clear lines of accountability and effective governance arrangements track the operational impact services make for children. These arrangements include ongoing negotiations with strategic partners and government departments in order to continue to secure the best arrangements for Kent's children. This is well evidenced through Kent's negotiations with the Home Office to promote appropriate arrangements for unaccompanied asylum-seeking children in its area.

45. The local authority provides appropriate steer and has brought strong leadership to the local multi-agency safeguarding partnership, although there have been some recent challenges with consistency of membership and business support. Despite these challenges, the focus on learning from serious incidents has persisted and is clearly evidenced. For example, the recent work on non-accidental injuries in babies under one has led to service improvements and practice changes to ensure the safety of these children. Tackling child exploitation and child sexual exploitation is also high on the partnership's agenda. Services have been developed through partnership work with the University of Bedfordshire and peer reviews, leading to the development of an extensive multi-agency safeguarding response. Senior leaders, managers and partners track progress and outcomes for exploited children, and robust multi-agency frameworks underpin practice.
46. Leaders have successfully secured a whole-county housing protocol across the 12 district councils. However, leaders accept that the individual response to children aged 16 and 17 who are facing homelessness is an area which requires further work.
47. Leaders across Kent County Council demonstrate that they are ambitious parents to children in their care. The corporate parenting role is well embedded within the council. The recently appointed chair brings genuine care and passion to the role and a new perspective which builds on the successes of the previous chair. The pandemic did not deter the council from celebrating the successes of its children in care as it continued virtually with its annual awards ceremony to celebrate their achievements. Surprised and delighted children received unexpected visitors at their door with gifts, with photos and video taken to capture these moments and provide invaluable memories.
48. Children's participation is well promoted within the council. The council routinely seeks to learn from children through online surveys, complaints and other mechanisms to hear their views. Five distinct children and young people's groups cover different age ranges and include a group for foster and adopter family birth children, and together make up an active Children in Care Council. The Children in Care Council is routinely consulted and children are assured that their voices are listened to. Participation and engagement are supported by the very active, creative and vibrant participation team. Their reach is extensive, influencing local, regional and national agendas. The use of challenge cards has successfully led to corporate changes, generated by children and care experienced young adults.
49. Senior leaders and managers have access to an extensive array of performance information and data reports. These reporting frameworks are well established, and regularly scrutinised and tracked. They provide leaders, managers and workers with a comprehensive overview and insight into all aspects of work and performance across children's services.
50. Senior leaders use well-established quality assurance activities effectively to shape organisational change and refresh practice, policy and learning. The views of children and families are regularly sought, with over a third of service

users now responding to these processes. Staff use the opportunity to reflect on their practice, using appreciative inquiries to further understand the impact of their work with children, staff and within the organisation. While quality assurance processes are embedded and are a strength, they continue to evolve. Leaders have recognised the need for further fine tuning to provide additional practice challenge and to ensure that practice information and performance data correlate and provide consistent messages.

51. There is a strong focus on and a commitment to workforce development. Kent has a practice framework and culture which is based on shared values and behaviours. This is implicit in its workforce and learning events and is embedded and well understood by practitioners across the workforce. Through the academy, mandatory e-learning and a range of organised internal and external training events, staff and external partners have access to information, training and tools to strengthen them in their work to support children and their families. Area learning events and the child outcome analysis programme are among the range of organised activities which provide senior leaders with opportunities to hear staff give their views on issues that affect them in their work. Views which are heard are reflected, when appropriate, in future learning and service development.
52. Workforce pressures in Kent present extreme challenges for senior leaders and managers. Leaders accept that caseloads are too high in parts of the service and are not sustainable. Senior leaders report that caseloads began to rise in December 2021. They have taken and continue to take steps to alleviate workload pressures. In January 2022, leaders commissioned a review to help to better understand social work caseloads and distribution across the authority. This led, in April 2022, to an additional £1.4 million a year being allocated to increase the number of social work posts. The whole council has extended support and agreed special arrangements for children's services to exercise greater flexibility in sourcing locum staff. Additional peripatetic agency social work teams have recently been recruited to support work in key districts under the most pressure. Other support strategies have included redirecting non-case-holding staff, assistant social workers and early help practitioners to provide consistent support with social work tasks, including visits to children. Leaders are monitoring the impact on children and the welfare of and workforce pressures on their staff, and managers are adjusting their responses to ensure they are all well supported.
53. All staff who spoke to inspectors, including those with higher caseloads, were rightly proud of the work they do and proud of the progress they make with children and families to improve their situations. They speak highly and very positively about working in Kent, they 'love' working for Kent, and they feel supported by their colleagues and valued by managers. Most say they are provided with regular, reflective individual and case supervision, which helps them drive forward plans for children and explore the challenges and barriers which may prevent progress being made. Staff, including those in their ASYE, feel they have excellent training and opportunities for further development and career progression. Many staff have worked for Kent for many years.

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Cabinet Committee SEND Update 17th July 2022

Mark Walker
Director for SEND



SEND Service Redesign



- The SEND service in Kent is currently facing an unprecedented demand for Education Health and Care (EHC) Plan's. In May 2022 there were 18,422 children and young people with an EHC Plan in Kent.
- A driver for our SEND redesign is to improve our ability to meet statutory timescales regarding EHC Assessments and Plans.
- Our SEND Redesign will ensure as a starting position we have the right people, in the right place, at the right time, to support children, young people, their families/carers, our partners and communities.
- Our staff consultation opened on 26 May and closed on 1 July.
- Our final structure, business case and implementation was approved by DMT on the 6th July.
- The final structure was published on the 11th July and is available on KNET.
- We are now commencing our recruitment process starting from our top tier management team and we hope to start securing permanent positions from September onwards.

Demand:



EHCPs Support

CYP 0-25 with EHCPs

2019:	11,763
2021:	15,281
May 2022:	18,186

Statutory assessment requests

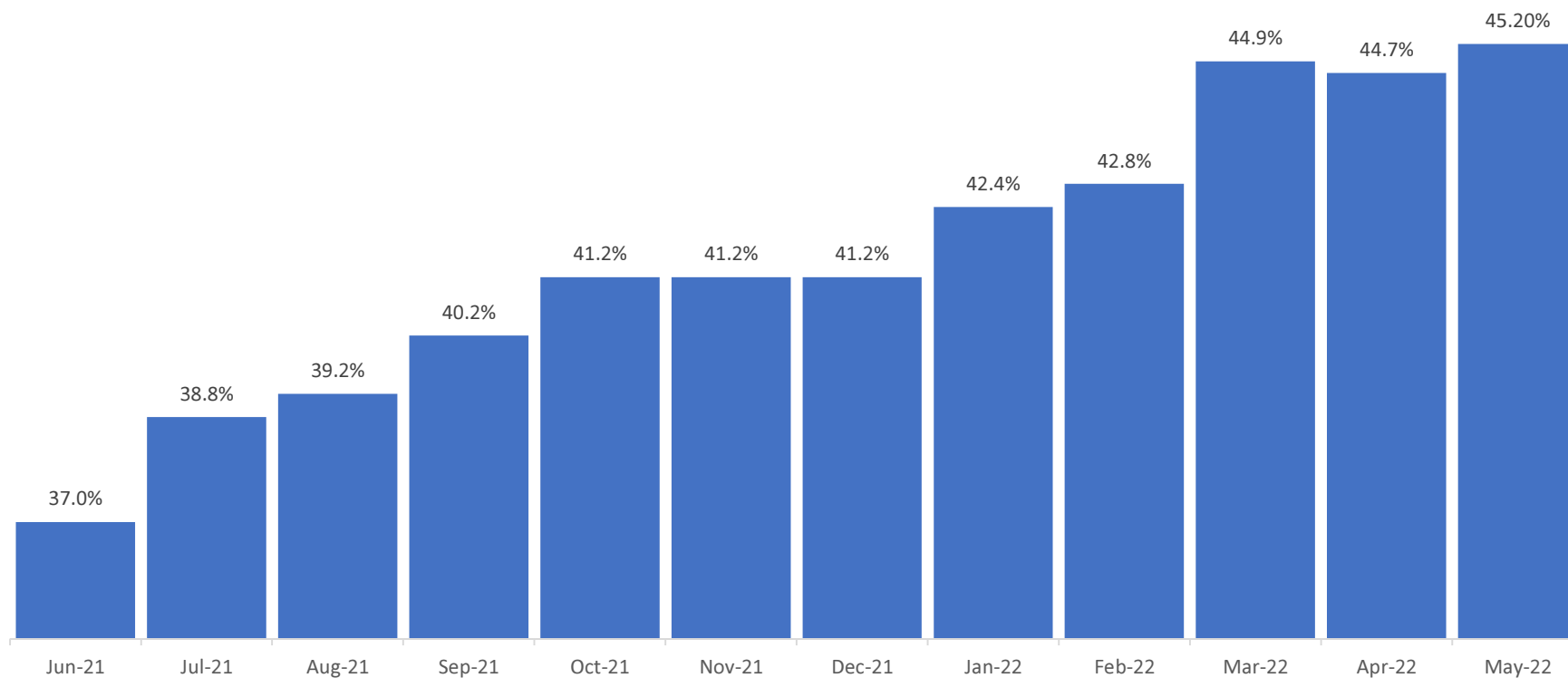


Year	Month	Requests	Average
2020	Jan	314	257
	Feb	295	
	Mar	292	
	Apr	210	
	May	175	
2021	Jan	299	344
	Feb	308	
	Mar	445	
	Apr	278	
	May	389	
2022	Jan	287	307
	Feb	293	
	Mar	376	
	Apr	235	
	May	343	

Meeting Demand:



% of EHCPs issued within 20 weeks (Exc Exceptions) - rolling 12 month



From: Shellina Prendergast, Cabinet Member for Education and Skills
Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 19 July 2022

Subject: Review of Commissioning Plan for Education Provision in Kent 2022-26

Classification: Unrestricted

Past Pathway of report: KCP Cabinet Decision - 6 January 2022

Future Pathway of report: KCP Cabinet Decision in January 2023

Electoral Division: All

Summary: This report informs Members of the progress made in implementing the Commissioning Plan for Education Provision in Kent 2022-26 since its adoption by Cabinet in January 2022.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to note the progress achieved and to consider the report prior to the next version of the Commissioning Plan published in November 2022.

1. Introduction

- 1.1 In January 2022 Kent County Council (KCC) published the latest Commissioning Plan for Education Provision in Kent 2022-26 (KCP). The KCP sets out how the County Council, as the Strategic Commissioner of Education Provision in Kent, will carry out our responsibility for ensuring there are sufficient high quality places, in the right locations for all learners, while at the same time fulfilling our other responsibilities to raise education standards and promote parental preference.
- 1.2 This report reviews the progress made since the KCP's production. It includes:
- A review of forecasting accuracy;
 - The progress in implementing the planned expansions of schools;
 - Review of SEN, Early Years and Post 16 provision progress.

2 Forecasting Accuracy

- 2.1 The KCP sets out forecast roll numbers for the County and in planning groups for both primary and secondary school phases. The overall forecast relating to the 2021-22 School Year were accurate to within plus or minus 1%. This demonstrates a high level of forecasting accuracy and meets the performance target to be accurate to within plus or minus 1% at County level.
- 2.2 The Years R-6, Year 7 and Years 7-11 were all within 1%, however, the year R roll was over the 1%, at 1.5%. See figures below:
- Year R rolls were over forecast by 1.5%, 264 pupils.

- Years R-6 rolls were under forecast by 0.4%, 511 pupils.
- Year 7 rolls were under forecast by 0.5%, 92 pupils.
- Years 7-11 rolls were under forecast by 0.2%, 145 pupils.

2.3 The primary breakdown by district for the year R forecasts shown in Figure 2.1 indicates that 8 districts were over or under forecast in excess of 1% and 30 places. Figure 2.2 shows that the overall years R-6 primary forecast accuracy improved from 0.5 over to 0.4 under.

Figure 2.1: Comparison of Year R forecast v October 2021 roll

District	Forecast roll 2021/22	Actual roll October 2021/22	Variance in places	Accuracy (%)*
Folkestone & Hythe	1,082	1,113	-31	-2.8
Dover	1,116	1,140	-24	-2.1
Maidstone	1,975	2,011	-36	-1.8
Gravesham	1,371	1,377	-6	-0.4
Thanet	1,467	1,471	-4	-0.3
Tunbridge Wells	1,191	1,189	2	0.2
Ashford	1,588	1,549	-39	2.5
Swale	1,850	1,802	48	2.6
Canterbury	1,410	1,368	42	3.1
Dartford	1,724	1,656	68	4.1
Tonbridge & Malling	1,659	1,587	72	4.5
Sevenoaks	1,378	1,285	93	7.2
Kent	8,203	8,301	-98	1.5

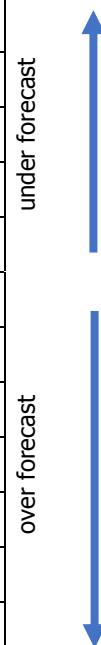


Figure 2.2: Comparison of Year R-6 forecast v October 2021 roll

District	Forecast roll 2021/22	Actual roll October 2021/22	Variance in places	Accuracy (%)*
Maidstone	13,883	14,110	-227	-1.6
Tunbridge Wells	8,598	8,708	-110	-1.3
Canterbury	10,329	10,406	-77	-0.7
Dover	8,355	8,411	-56	-0.7
Folkestone & Hythe	8,079	8,132	-53	-0.6
Gravesham	9,784	9,838	-54	-0.5
Ashford	11,008	11,043	-35	-0.3
Dartford	11,262	11,291	-29	-0.3
Thanet	10,849	10,856	-7	-0.1
Swale	12,995	13,000	-5	0.0
Tonbridge & Malling	11,627	11,577	50	0.4



Sevenoaks	9,489	9,396	93	1.0
Kent	126,257	126,768	-511	-0.4

2.4 For secondary, figure 2.3 shows that 5 districts were over or under forecast in Year 7 by more than 1%. Figure 2.4 indicates the overall years 7-11 forecast accuracy, only Tunbridge Wells district was outside of the 1% target.

Figure 2.3: Comparison of Year 7 forecast v October 2021 roll

District	Forecast roll 2021/22	Actual roll October 2021/22	Variance in places	Accuracy (%)*
Dartford	1,904	1,979	-75	-3.8
Gravesham	1,543	1,594	-51	-3.2
Maidstone	2,196	2,227	-31	-1.4
Ashford	1,598	1,614	-16	-1.0
Canterbury	1,646	1,659	-13	-0.8
Folkestone & Hythe	1,148	1,154	-6	-0.6
Tonbridge & Malling	1,867	1,863	4	0.2
Dover	1,269	1,264	5	0.4
Thanet	1,450	1,440	10	0.7
Swale	1,856	1,839	17	0.9
Sevenoaks	579	564	15	2.7
Tunbridge Wells	1,631	1,582	49	3.1
Kent	18,687	18,779	-92	-0.5

under forecast

over forecast

Figure 2.4: Comparison of Year 7-11 forecast v October 2021 roll

District	Forecast roll 2021/22	Actual roll October 2021/22	Variance in places	Accuracy (%)*
Gravesham	7,321	7,384	-63	-0.9
Thanet	7,183	7,244	-61	-0.8
Maidstone	10,597	10,671	-74	-0.7
Dartford	9,025	9,087	-62	-0.7
Canterbury	7,889	7,936	-47	-0.6
Dover	6,129	6,150	-21	-0.3
Ashford	7,688	7,708	-20	-0.3
Folkestone & Hythe	5,479	5,483	-4	-0.1
Tonbridge & Malling	8,892	8,882	10	0.1
Swale	8,600	8,574	26	0.3
Sevenoaks	2,736	2,720	16	0.6
Tunbridge Wells	8,183	8,027	156	1.9

under forecast

over forecast

Kent	89,721	89,866	-145	-0.2
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3 The Progress in Implementing the Planned Expansions of Schools

- 3.1 The County Council commissions both temporary and permanent places where appropriate to ensure there are sufficient places for all children. Schools which are their own admissions authorities may also offer places above their published admissions numbers (PAN), and temporary places available in one year may not be available in subsequent years.
- 3.2 For admission in September 2022, there were 19,703 Year R places available, 85 fewer than the previous year. Within the secondary sector 19,671 Year 7 places were available, 237 fewer than the previous year. Not all the additional places (or reductions in PAN) were commissioned by KCC. The ability for schools to self-determine temporary increases above their PAN without recourse to the Local Authority adds to the complexity of place planning in the medium and longer term.
- 3.3 Figure 3.1 summarises the overall county position, with the new primary and secondary places identified in the 2022-26 Commissioning Plan as needing to be commissioned by September 2022 compared to the places delivered (on target to be in place by September 2022).

Figure 3.1: Comparison of Commissioning intentions and delivered places for September 2022

	Primary		Secondary	
	Permanent Year R	Temporary Year R	Permanent Year 7	Temporary Year 7
Need Identified in KCP	0 FE	30 Places	3 FE	335 Places
Places delivered	0 FE	30 Places	0 FE	378 places
Difference	0 FE	0 Places	- 3 FE	-43 Places

- 3.4 Figures 3.2 to 3.3 set out the detail of any variation between what was planned to be commissioned for September 2022 and what was commissioned.

Figure 3.2: Comparison of Commissioning intentions and delivered places for September 2022

District	Planning Group	By 2022-23	Variation	Reason	Impact
Tonbridge and Malling	East Malling	Up to 30 temporary Year R places	None	N/A	N/A

Figure 3.3: Comparison of Commissioning intentions and delivered places for September 2022

District	Planning Group	By 2022-23	Variation	Reason	Impact
Ashford	Ashford North Non-Selective	Up to 90 Year 7 places	123 places were added	The pressure for Year 7 places was greater than forecast.	Generally positive; more families able to get places in Ashford schools. Nevertheless, 30 Ashford pupils were offered school places in Dover.
Swale	Canterbury and Faversham Selective	Up to 50 Year 7 places	No places commissioned	Additional Grammar places not required for offer day	Sufficient places in the planning area for offer day.
Swale	Faversham Non-Selective	1FE Expansion of Abbey School	30 temporary places offered	Permanent expansion of Abbey School delayed due to redesign work. Planning application to Sept 2023	Sufficient places were available on offer day.
Swale	Sittingbourne Non-selective	Up to 60 Year 7 places	No variation 60 temporary places commissioned.		Sufficient places were available on offer day.
Swale	Sittingbourne and Sheppey selective	2 FE	60 temp places commissioned; to be made permanent in 2023	Build programme delays for 1 FE expansions to Borden and Highsted Grammar Schools	None
Thanet	Thanet Selective	Up to 15 Year 7 places	No places commissioned	Additional Grammar places not required for offer day	Sufficient places in the planning area for offer day.
Sevenoaks	Sevenoaks and Borough Green Non-Selective	Up to 60 Year 7 places	45 temp places offered in 2022/23. On-going progress to make places permanent.	Forecast demonstrated that 45 places was appropriate to meet demand.	None
Sevenoaks, Tonbridge & Malling and Tunbridge Wells	West Kent Selective	Up to 60 temporary Year 7 places	No variation 60 temporary places commissioned.	N/A	N/A

4 Progress in Commissioning Provision for SEND Pupils

- 4.1 The KCP identified KCC's intention to commission 778 new places in special schools and Specialist Resourced Provisions (SRPs) across the plan period. In total, 40 of the 778 places identified in the KCP had a planned delivery for September 2022. A number of projects have been brought forward for September 2022 delivery to meet the demand for specialist places, resulting in a total of 106 places being added for September 2022. This includes 24 places that were not identified in the projects named in the KCP.
- 4.2 Of the 40 places that were originally due to be delivered for September 2022, 8 were Special School places, however a total of 84 additional special school places have been commissioned. Of the 40, 32 were planned new SRP places. Only 22 SRP places have been commissioned as we are awaiting the outcome of a review of Kent's Specialist Resource Provisions and their role within the continuum of support for children and young people with Education Health and Care Plans. Figure 4.1 sets out the variations between what we planned to commission, and what we have commissioned for September 2022.

Figures 4.1 Specialist Provision Planned in Special Schools and SRPs Variance Tables

Provision	Planned commissioning delivery date in KCP	Number of places commissioned for 2022-23	Need Type	District	Reason/Impact
Satellite of PSCN School Key stage 1	2022	8	PSCN	Canterbury	On track for September 2022 delivery.
Satellite of PSCN School Key Stage 2	2024	16	PSCN	Canterbury	Brought forward for delivery for Sept 2022 due to demand for places. (Combined Primary provision with above) 24 place satellite of St Nicholas at Pilgrims Way Primary School.
2 x Primary Satellite of Meadowfield	2023	16	PSCN	Swale	1x satellite of Meadowfield at Sunny Bank Primary School brought forward to Sept 2022 due to demand for places at Meadowfield.
Satellite of PSCN School Key Stage 1	2023	6	PSCN	Thanet	Brought forward to Sept 2022 due to demand for places. Satellite of Foreland Fields at Garlinge for 6 KS1
Satellite of PSCN School Key Stage 3/4	2023	12	PSCN	Thanet	Brought forward to Sept 2022 due to demand for places. KS 4 satellite of Foreland Fields for 12 at EKC group Broadstairs Campus
Satellite of PSCN School Post-16 provision	2023	12	PSCN	Thanet	Brought forward to Sept 2022 due to demand for places. Post 16 satellite of Foreland Fields for 12 at EKC group Broadstairs Campus
Total Special School places		70			
Additional commissioned places not identified in the KCP					
Laleham Gap	2022	10	ASD	Thanet	Yr12 & Yr 13 new 6 th form provision for 10 students. Sept 2022
The Goldwyn School, Ashford	2022	4	SEMH	Ashford	4 additional Year 7 places.
Total additional places for September 2022		84			

Provision	Planned commissioning delivery date in KCP	Number of places commissioned for 2022-23	Need Type	District	Reason/Impact
Canterbury Academy	2022	8	HI	Canterbury	On track for Sept 2022
Primary- Herne Bay Infants & Juniors	2022	0	ASD	Canterbury	On hold whilst SRP review is completed. Possibly delayed until Jan 2023 dependant on SRP review outcome.
St. Nicholas CE PS	2022	4	ASD	Folkestone and Hythe	On track to be delivered for 2022
Primary - Copperfield	2022	0	ASD	Gravesham	On hold whilst SRP review is completed. Possibly delayed until 2023 dependant on SRP review outcome.
Primary - Springhead Park	2022	0	SLCN	Gravesham	On hold whilst SRP review is undertaken,
Primary SRP -Isle of Sheppey	2022	0	ASD	Swale	On hold whilst SRP review is undertaken, and no school identified.
Total SRP places		12			
Additional commissioned places not identified in the KCP					
Dover Christ Church Academy- ASPEN 2	2022	10	PSCN	Dover	Additional place created through the addition of two mobile classrooms.
Total additional SRP places for September 2022		22			

5 Progress in implementing Changes to Provision for Early Years

- 5.1 The annual Childcare Sufficiency Assessment (CSA) is typically prepared through the Summer Term ahead of September in each year. The CSA enables officers to identify the supply of, and demand for, early years and childcare provision across the County, including where there might be over supply and particularly any deficit in provision. The outcomes of this are reported in the next KCP. We work with providers and potential providers to encourage the establishment of additional provision where it is required.
- 5.2 Between April 2021 and April 2022, the market has remained fairly stable with 38 settings opening and 36 closing. The full effect of Covid is yet to be fully realised on the long-term sustainability of settings. This is due in part to parents changing their working patterns and therefore accessing fewer hours per week than pre-pandemic. However, the biggest problem facing providers nationally is an inability to recruit and retain qualified staff. Longstanding shortages driven by low pay and high expectations compete with other sectors which has been exacerbated by the pandemic and EU Exit. These staff shortages are meaning that settings are having to close rooms, reduce their opening hours or limit the number of children they can take at any one time. At some point in the future this could have a detrimental impact on sufficiency.
- 5.3 Gravesham remains the only District in the County with an overall deficit of places however, we are monitoring place deficits in several planning areas within other districts; each district is made up of approximately eight planning areas. Many of these are in rural areas and are because of large housing developments creating demand for places, particularly baby places. In Gravesham, due to a lack of suitable premises for new providers to set up we are seeing an increase in places being offered by schools but as many of these do not offer two year old places we have a deficit of two year old places in the District. However, conversely, we are not seeing a demand for brokerage in that area.
- 5.4 An ongoing (and indeed national) concern is the demise in the number of childminders. In Kent, between January 2019 and December 2021 there were 162 new childminders and 354 closed childminders – a net loss of 192 childminders. In March 2022 there were 901 childminders on the Ofsted Early Years Register, which has since reduced to 895. A small working group (including representative childminders) is being formed to consider this issue and what response we might make to it in Kent.

6 Progress Post-16

- 6.1 The KCP 2024-26 highlighted that, at the time of publication, the Local Authority was undertaking a system wide review of 16–19 provision. The aim of the review was to develop a rich and deep understanding of the issues in Kent, identifying the impact of national policy and the local gaps to ensure key issues could be raised with the sector.
- 6.2 KCC has now completed the 16-19 review and the report, Pathways for all, was launched on 28th April 2022. It is available here: [16-19 Review](#)
- 6.3 The overall aim of the Review was to improve the options and life chances of Kent's young people by enhancing the education, skills, and training

opportunities available to them. To achieve this, it sought to develop a deeper and shared understanding of the issues facing both young people and providers.

- 6.4 The Review was therefore delivered in collaboration with providers from across the sector, and with the involvement of young people, their parents, and key stakeholders. The key recommendations are:
- Make a concerted effort to improve outcomes from 16+ provision.
 - In parallel, raise young people's aspirations through more effective CEIAG. Once raised, these aspirations need to be actively supported, including by those with an influence over what young people decide to do post-16. By proxy this means ensuring those who influence young people are themselves properly informed.
 - Develop an 'area offer' to support the current network of sixth forms, many of them very small by national standards. This should cover all providers (specifically including GFECs, other organisations providing vocational learning and alternative 16-19 providers) and will require collaboration between all concerned.
 - Improve the provision available below Level 2.
 - Take further steps to support young people's mental health.
 - Improve and enable access to provision.
 - Take the opportunity to learn lessons from the Covid-19 lockdowns, and not simply assume everything should or will return to 'normal'.
 - Create a 16+ Strategic Leadership Board to ensure all involved parties collaborate to deliver these recommendations, and to oversee the sector's future strategic development.

To take things forward we are looking to establish the strategic board as soon as possible as the need for collaboration to address the issues is urgent. A recruitment process for board members and a chair will be run over the summer of 2022 and the first meeting is currently planned for September 2022.

7 Recommendation(s):

- 7.1 The Children's, Young People and Education Cabinet Committee is asked to note the progress achieved and to consider the report prior to the next version of the Commissioning Plan published in November 2022.

8. Background Documents

- 8.1 Commissioning Plan for Education Provision in Kent 2022-26
https://www.kent.gov.uk/_data/assets/pdf_file/0005/131486/Commissioning-Plan-for-Education-Provision-in-Kent-2022-to-2026.pdf
- 8.2 Early Years and Childcare Strategy 2020-23
<https://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/early-years-and-childcare-strategy-2020-2023>
- 8.3 Kent Strategy for SEND 2021-2024

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

- 8.4 Pathways For All - Review of education and training provision for young people aged 16 to 19 in Kent
https://www.kelsi.org.uk/_data/assets/pdf_file/0003/135246/KCC-16-to-19-Review-Report.pdf

9. Contact details

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From: Sue Chandler, Cabinet Member for Integrated Children’s Services

Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children, Young People and Education Cabinet Committee – 19th July 2022

Decision No: N/A

Subject: The Responsibilities and Support Services for Kent’s Children Not in Employment, Education and Training (NEET)

Classification:

Past Pathway of Paper: N/A

Future Pathway of Paper: N/A

Electoral Division: All

Summary:

This report summarises the scope and activity of the work being undertaken to support those young people who are not in employment, education or training. This includes the NEET Support Service, which was moved from a commissioned contract (delivered by Connexions Kent - CxK) to The Education People, from 1st October 2020.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to NOTE the contents of the report.

Introduction

- 1.1. Local authorities have a statutory duty under Section 68 of the Education and Skills Act 2008 to encourage, enable or assist children’s participation in education or training.
- 1.2. It is a statutory requirement to record children’s Education, Employment and Training (EET) status and to identify and support those who are not participating or are at risk of not participating. The information is returned by local authorities to the Department for Education (DfE).
- 1.3. EET is measured as ‘participation’ in post-16 learning options including school, further education colleges, apprenticeships, traineeships, internships, higher education, and volunteering while in part time education or training.

- 1.4. 'NEET' refers to 16–18-year-olds not in Education, Employment, and Training. Local authorities must report NEET figures to the DfE. Children at statutory school age are not classified as NEET but, if not on roll at a school, are either children missing education (CME) or electively home educated (EHE).
- 1.5. Special Education Needs and Disability (SEND) refers to learning difficulties or disabilities (communicating & interacting; cognition & learning; social /emotional /mental health and /or physical needs) that make it harder for children to learn.
- 1.6. Children with SEND can access SEN Support and those with more complex needs might benefit from an assessment by the Local Authority for an Educational, Health and Care Plan (EHCP). An EHCP outlines how the child's needs will be met until they leave education or until they are 25 years of age.
- 1.7. School terms impact on when placements and education, employment and training entry points are available and consequently the NEET cohort demonstrates seasonal variations. The peak number of young people recorded as NEET usually falls in quarter 4 between Dec-Mar when the drop out of young people from school-leaving destinations is highest.

2. Why Employment, Education and Training Matters

- 2.1. Not participating in EET, whether from statutory school age exclusion or not being on roll, or being post-statutory school age NEET, can have a detrimental effect on a young person.
- 2.2. Not participating can increase the likelihood of being targeted, exploited, and becoming involved in crime¹ and EET is a well-established protective factor for desistance from offending² and social, emotional, and mental wellbeing in adult life.
- 2.3. The likelihood of being NEET increases with deprivation, negative parental factors (such as unemployment, poor education experiences), being care-experienced, poor academic achievement, and negative school experiences.

3. County Challenges in the ETE landscape

- 3.1. In June 2020, the Cabinet Member for Integrated Children's Services made the Key decision (part of EHPS Commissioning Decision 20/00017) to move the NEET service provision from a commissioned contract (delivered by CxK) to The Education People. This decision was called into scrutiny committee on 23rd June 2020. Following a vote by Members, the decision was upheld and on 1st October 2020 the provision, utilising Teckal regulations, was moved to TEP.
- 3.2. The reasons to move the provision to TEP were as follows;

¹ 'Excluded, exploited, forgotten: childhood criminal exploitation and school exclusions.' Just for Kids Law (2020)

² 'Desistance and young people' HM Inspectorate of Probation (May 2016)

- To directly align with work already taking place in TEP, strengthening the relationship with education and skills providers already working with TEP.
- Following the SEND inspection, it was highlighted that all service provision needs to work across the across the spectrum of need, working to be inclusive of those young people with both a diagnosed and undiagnosed SEND, whilst also targeting other vulnerable groups, such as those entering the youth justice system or those young people that form the home educated cohort.
- A need for a better integration with the tracking service, to help identify young people
- To add capacity to the NEET County Action Plan, create a more preventative approach to NEET reduction and optimise the resource throughout the whole year
- In order to achieve changes through the existing contract there would have needed to be a 'material change', this could not happen under the guise of a contract extension, meaning the contract was no longer fit for purpose

3.3. As a result of both Brexit and the Covid pandemic, the post-statutory school aged EET landscape has become increasingly challenging.

3.4. This is partly because Kent had historically been able to lever in over £6million per annum from the European Social Fund (ESF) to provide a diverse offer for vulnerable learners including, NEETs, those with low attainment and SEND students, for whom school 6th form or college had not been suitable. In April 2019, the ESF was reduced from £6m to £860,000.

3.5. Changes to the ESF funding brought new challenges in that when a young person leaves a course with an accredited work experience component, traineeship providers can no longer accept them as they are unable to claim the accredited work experience funding. This has caused a gap in funding and has inevitable meant a reduction in the number of places available to young people.

3.6. There is still uncertainty around what the future financial envelope may be to support alternative EET opportunities, and this makes it is difficult for the industry to plan future provision.

3.7. There has been an increase in the number of young people who are in employment without training and therefore not considered to be participating in education or training. This will affect the county participation rate that is published in the NEET scorecard.

3.8. There is a lack of suitable and diverse Special Post-16 Institutions (special schools) for children with EHCPs needing post-16 education. Complex children also do not have access to the variety of courses available to children in mainstream further education.

4. The impact of the Covid Pandemic

- 4.1. The Covid pandemic has exacerbated children's experiences of social isolation, emotional well-being concerns, and lack of routine. As a result, time away from the formal school routine has made it more difficult for those children already struggling with their education to return to full time education, particularly those who have passed statutory school age.
- 4.2. A change in working patterns following the pandemic led to a sharp increase in NEET children in the final months of 2020 as many children go on to work in hospitality, leisure, and tourism which were the sectors hardest hit by the pandemic.
- 4.3. Following the pandemic there was also an increase in the number of children who are Electively Home Educated learners. This cohort continue to be statistically more likely to become NEET.

5. Kent's NEET prevention and support services

5.1. The Education People

- 5.1.1. KCC Integrated Children's Service provide £500k per annum to support NEET commissioning. On 1st October 2020 that commissioned activity transferred, under TUPE (Transfer of Undertakings Protection of Employment) from CxK's NEET Support Service to The Education People (TEP). One of the key aims of the transfer of the KCC contract to TEP was to ensure a sharper focus on both the SEND and youth justice cohort, identifying and supporting higher risk children who are NEET and at risk of NEET.
- 5.1.2. The transfer brought together three teams:
 - TEP's Skills & Employability Service Engagement Officers (EOs)
 - TEP's Post 16 Tracking Team
 - CXK's Post 16 NEET Support Service.
- 5.1.3. Joining the NEET Support Service and Not Known Tracking Team has had a positive impact on identifying NEET more quickly, so children are supported sooner with a more streamlined experience within one service.
- 5.1.4. Children in Year 11 who are at risk of becoming NEET transfer from the Engagement Officers working within the schools into the NEET Support Service. Support can include contact in term six, to support children to identify a destination for September.
- 5.1.5. TEP's NEET Support Service works directly with children who:
 - Have been NEET for more than six weeks or
 - have experienced multiple periods of NEET
 - Are in academic Years 12 and 13 with an Education Health Care Plan.
 - Are in identified vulnerable groups: those supported by Youth Justice,
 - Children Missing Education in Year 11 after term three, and

- Children who received SEN support in School (K-code in the school census).
- Children in Care/Young Care Leavers who are NEET or at risk of becoming NEET are supported by Virtual School Kent (VSK).
- VSK and the NEET Support Service maintain a close working relationship which allows early identification of those who are at risk of becoming NEET.
- District NEET prevention meetings, including engagement form Youth Teams

- 5.1.6. NEET Support Workers pass on intelligence about gaps in provision to the Principal Post-16 lead, who can influence funders and learning providers to fill those gaps. They also help inform strategic decisions about developing provision in the county.
- 5.1.7. Examples of this success include TEP's influence on the opening of new provision. Catch 22 is due to open two new centres and CXK have been awarded a contract to deliver European Social Fund NEET provision across Kent, funded by the Education Skills Funding Agency (EFA).
- 5.1.8. Through the Reconnect programme there have been a number of programmes put in place to focus on those young people that have been NEET for a longer period of time due to COVID. These programmes will run through the summer and link into existing workstreams to build sustainability.
- 5.1.9. KCC Skills & Employability Service coordinate the activities of the NEET Interdependencies Group, and oversee the statutory duty to track children, develop the post 16 provision offer in Kent, provide NEET support to children (except those with an EHCP wanting to return to education and those supported by VSK) and develop NEET prevention strategies/deliver activities for Kent education providers and other KCC services.
- 5.1.10. Skills & Employability Service Engagement Officers (EOs) identify those Kent schools with the highest number of NEETs, they then work with those schools to develop and implement an Action Plan for the Year 11s who are at risk of becoming NEET. As part of the NEET SLA, TEP operate a "Four-Hour Offer" for schools which can include working with post-16 providers, providing access to online resources, webinars, apprenticeship events, online parent events, district participation meetings, support on using the Kent Choices website and attendance at Kent Choices local events, which introduces children to local education and training providers.
- 5.1.11. TEP are also actively engaging with colleges to encourage them to run transition programmes to help schools transition the most vulnerable students into college.
- 5.1.12. EOs track mainstream learners who are at-risk of becoming NEET over the summer holidays and where appropriate children are referred to TEP's specialist post 16 advice and guidance service.

5.1.13. Once the new school year starts in September, the EO's will contact all children that were assessed of being at risk of being NEET, to understand whether they have been able to transition across to their chosen destination as planned or whether they need a referral to the NEET Support Service for intensive support.

5.2. Data Oversight and quality assurance

5.2.1. KCC's Management Information Service is in place to quality assure NEET data, train new users, collect data from education establishments, update systems, ensure the baseline data and vulnerable learner data is correct and up to date, create user reports for KCC contract management, make the statutory returns to the DfE and work in partnership with the Skills and Employability Skills service to help keep the NEET and Not Known data figures and ensure that these remain in line with statistical neighbours and the national average.

5.3. Special Education Need and Disability (SEND) responsibilities and activities

5.3.1. As part of the contract exchange in 2020, an additional responsibility was added, to ensure that children with an Education Health Care Plan (EHCP) who are NEET, receive the support they need to find and sustain a place in education, employment, or training. TEP work in partnership with the NEET Support Service, Virtual School Kent (VSK) and Youth Justice (YJ) to assist their work with children who have an EHCP. To directly support NEET children who have an EHCP who want to return to education and to ensure that data on children with an EHCP or a K code on the school census is up to date and accurately recorded.

5.3.2. The NEET Support Service Manager and the Interim SEN Monitoring and the Inclusion Manager meet fortnightly to discuss individual young people's cases and identify next steps in that young person's learning journey.

5.3.3. Since establishing this process 183 children with EHC Plans who are NEET or 'at risk' have been discussed, reviewed and appropriate support put in place. Common support needed for this cohort includes helping parents to decide on their child's progression route, transferring EHCPs from other counties and giving advice and guidance on transport issues.

5.3.4. Links between TEP and Supported Employment have been developed to improve careers education for SEND children and create supported employment opportunities, which assists children with a disability who need extra help to progress towards and into work.

5.3.5. Figure 1. below illustrates that the EET and destination known outcomes for those with an Education, Health, and Care Plan (EHCP) has improved in the last year. (There are 3 different codes that are used in Pupil Assessment Tracker reporting by schools - N- no special educational need, E- Education, health and care plan, K- SEN support)

Figure 1. NEET Known outcomes with EHCP and SEN Support

		Cohort	NEET No.	NEET %	Not Known No.	Not Known %	Combined NEET/NK %
EHCP	Feb-21	1376	97	7.0%	28	2.0%	9.0%
	Feb-22	1810	106	5.9%	12	0.7%	6.6%
K code	Feb-21	912	14	1.5%	5	2.1%	3.6%
	Feb-22	2025	90	4.4%	23	1.1%	5.5%

5.3.6. The percentage increase in NEETs for those with a 'K code' is due to improvements made to record SEN support. We now have a clearer view of the cohort which enables a better response to the individual needs of young people using the service

5.4. Fair Access – Electively Home Educated (EHE) and Children Missing Education (CME) Teams' responsibilities and activities

5.4.1. to ensure that all Kent EHE and CME children have a September Guarantee, know where they can find pre and post 16 support and information, have updated contact details on systems and that the NEET Support Service is notified of those in Year 11 where there is a concern.

5.5. Virtual School Kent (VSK) responsibilities and activities

5.5.1. to ensure that all Kent, post 16 Looked After Children receive the support they need to find and sustain a place in EET, that the systems data is up to date and that the transition of learners from key stage 4 to post 16 support is effective. All Children in Care and young Care Leavers are identified and supported, including attending the NEET interdependency meeting and taking an active role in the development of the multi-agency NEET Action Plan and maintaining data throughout the academic year.

5.5.2. VSK ensure that September Guarantee data is recorded for year 11 and year 12 Children in Care and that all of cohort has a September Guarantee. VSK also promote the use of the Kent Choices platform for VSK teams, Designated Teachers, Social Workers, Foster Carers, and the children being supported.

5.5.3. VSK Key Stage 4 Progression Advisors (KS4PAs) support Children in care in year 11 with their September Post 16 destinations, ensuring that applications are made via Kent Choices website and monitoring offers via this platform.

5.5.4. KS4 PAs support with this key transition by linking in with Career Leads in schools, TEP EO's and NEET Support Service to ensure the young person is aware of all the options available to them in Post16 education. VSK KS4 PA's and Post 16 Education Support Officers (ESOs) network with TEP, NEET

Support Service and education provisions via area specific meetings throughout the academic year to identify new provision and gaps in the education offer.

5.5.5. VSK Transition team (KS4 PAs and Post 16 ESOs) support each other during the academic year to ensure that the Post 16 destination for year 11s is the right choice for the young person and that the young person has been actively involved in this decision via Personal Education Plan (PEP) meetings. VSK Post 16 team secured funding from Reconnect to provide an intensive NEET support programme for Children in Care in North Kent who had been long term NEET during this academic year. The aim of this is to support them during terms 5 & 6 and encourage re-engagement with EET for the next academic year.

5.6. **Youth Justice responsibilities and activities**

5.6.1. As part of the youth justice service offer to children involved in the criminal justice system, the service ensures young people receive the support they need to find and sustain a place in EET. This includes those in Year 11 who are preparing to leave compulsory education.

5.6.2. In October 2020, the transfer of the KCC contract to TEP brought about a sharper focus on the youth justice cohort, identifying and supporting children who are NEET and at risk of NEET.

5.6.3. EET is a key protective factor for desistance from offending, and in October 2022 EET performance, and the availability of appropriate services for this cohort, is being introduced by the Ministry of Justice as a national Key Performance Indicator for Youth Justice. It is an inspection interest, and the Kent's Youth Justice Board partnership is responsible for ensuring services are available which meet the needs of the Youth Justice cohort.

5.6.4. At May 2022, 72 of the children open to Youth Justice were above statutory school age. Nearly half of these (34) have full time provision, 13 have part-time provision and 25 are NEET.

5.6.5. Of the 25 NEET, 72% (19) have no specific reason or plan recorded. 3 had a previous post-16 'destination' but subsequently became NEET, with one withdrawn from college due to risk of serious harm to others and 2 withdrawn from provision due to non-attendance.

5.6.6. Of the 25 NEET, significant additional vulnerabilities are typical, with 6 being Children in Care and 1 subject to a Child Protection Plan. 10 have an EHCP. 5 have an Autistic Spectrum Condition diagnosis, and 1 has a diagnosed speech and language difficulty. An additional 3 have other identified special educational needs.

5.6.7. Analysis of the history and needs of the Youth Justice NEET cohort reveals:

- High levels of school exclusion and children accessing alternative provision when at school age
- historical poor school attendance with long periods without structure or routine, a consequent lack of readiness or ability to cope with full time

employment or education, and a willingness to start part-time with the need for gradual planned increase.

- high prevalence of having left school early, without qualifications, with a need for entry level Maths, English, and Functional skills to progress into further education.
- A tendency for disinterest in further education in favour of vocational courses, such as CSCS cards, and employment, such as construction.
- elevated emotional well-being issues including trauma, with significant support needs for anxiety and poor mental health.
- a high number of children with EHCPs, with some who have not been able to access effective SEND input and a larger number with suspected undiagnosed needs. Kent Youth Justice use a speech, language and communication screening tool which is overseen by Symbol, to identify potential undiagnosed needs and to inform engagement and delivery
- history of significant transience (including inter-county) and instability, including some rural dwelling with limited transport.
- Children, and particularly those with a criminal conviction and those leaving custody, have few opportunities for suitable employment

5.6.8. Kent Youth Justice use a speech, language and communication screening tool which is overseen by Symbol, to identify potential undiagnosed needs and to inform engagement and delivery. However, children with a criminal conviction and those leaving custody, are frequently faced by fewer opportunities for suitable employment

5.6.9. Analysis of the history and needs of the Youth Justice NEET cohort reveals: Youth Justice delivers restorative reparation activity and 'unpaid work' requirements, and from 2022 has been accrediting this through the Assessment and Qualifications Alliance (AQA) framework. This enables Youth Justice interventions to meet multiple aims which promote desistance and seek the best long-term outcomes for children known to the service.

5.7. **Education, Employment, Training intervention for young adult care leavers supported by 18+ Care Leavers Service**

5.7.1. The 18+ Care Leavers Service supports young people who are care experienced, from the age of 18-25 years where we have a corporate parenting responsibility.

5.7.2. As of April 2022, the 18+ Care Leavers Service are supporting 1932 young adults, just over half are unaccompanied asylum-seeking adults

5.7.3. Figure 2 shows that as of April 2022, KCC are above the national average for Care Leavers accessing EET by 2.13%. Government data records the National Average for care leavers aged 19-21 years in EET as 59%, for Kent Care Leavers aged 19-25 years it is 62.13%. (Due to our duty to provide support up

until the age of 25 years, Kent's NEET data is for all young adults open to the service)

5.7.4.

Figure. 2 - Data for EET for Care Leavers

Total in EET (April 2022)	1201	62.13%
UASC EET	733	37.93% (60.03% of total EET)
Total NEET	715	36.98%
Not recorded due to long-term missing *	16	0.82%
Citizen NEET	415	21.46%
UASC NEET	300	15.51%

Note: Long term missing are UASC young adults, who went missing when they were under the age of 18 years, within a very short period of entering the UK. The case details of these young adults are regularly reviewed with Police, Home Office and KCC but their whereabouts are unknown.

- 5.75 The Care Leavers Service has two designated Education, Training and Employment (EET) Support Officers who work with the allocated Personal Advisers (PA) to offer advice and guidance to young adults regarding EET options. They will work jointly with the PA where necessary for more intense support. They attend multi-agency meetings with the Department for Work and Pensions (DWP) District Leads, looking at young adults with more complex needs in the districts, reviewing EET support.
- 5.7.6. The EET Support Officers attend the Drop-in service, which are sessions offered across the county for Care Leavers to access additional support.
- 5.7.7. The 18+ Care Leavers Service currently has two Care Leaver Apprentices who lead on our social media presence and will post EET opportunities for young adults to access. They also produce a bulletin for Care Leavers which includes information regarding EET.
- 5.7.8. Data is shared monthly with the DWP as to how many Care Leavers are living in the Kent districts and how many of those are currently NEET, this helps to aid targeted provision in key areas.
- 5.7.9. Rachel Calver, the 18+ Care Leavers Service Manager for Transition chairs the Kent and Medway Designated Member of Staff group which brings together key Child in Care and Care Leavers leads in the Colleges and Universities in Kent and Medway. This helps to discuss key issues that may impact on EET progression.
- 5.7.10. There are monthly meetings between the Care leavers Service and the Key Stage 5 team in Virtual School Kent to discuss the transition support for those Children in care ending academic year 13. The information from their Personal education Plan (PEP).

5.7.11. On 28th April 2022, the 18+ Care Leavers Service held an EET Event at the Detling Showground, seeking support from KCC directorates, external partners, and local businesses to offer education, training, and employment opportunities for our Care Leavers. They were also asked to pledge their support to provide wider opportunities for care leavers e.g. Mentoring, apprenticeships, help with decorating their first home etc. With over 80 attendees, the service has received a wide range of support pledges offered and continue to see more being added. These are now being progressed and the pledges matched to our young adults.

5.7.12. For our UASC cohort, challenges arise in their access to continue with education due to their Immigration Status and funding implications for the education sector post 19 years. If unaccompanied asylum-seeking young adults do not have status, they are not able to access employment and have limited funds available to them. Due to their limited educational experience, they are often looking to progress onto entry level education as they arrive in the UK, around the age of 16/17yrs, and then when they are reaching progression onto Level 1 and Level 2 courses, they have reached 19yrs of age and funding will be limited to continue in full time education. The delays in the Home Office confirming status for our UASC young adults, is a significant barrier to both their access to education and employment. The vast majority of our UASC young adults without status, have a strong desire to be in employment and support themselves financially.

6. Open Access responsibilities and activities

6.7. To assist the Skills and Employability Service to monitor NEET and Not Known data, open access youth services provide a physical base for the NEET support service in each district, help with the running of the bimonthly NEET district networking meetings, help with community engagement, support pregnant teens/parents who are NEET and work with Social Work teams to help children overcome barriers to education, employment, or training.

7. KCC NEET Action Plan

7.1 Kent County Councils' response to support NEETs is detailed in the annual NEET Action Plan. It outlines how Kent County Council works in partnership with The Education People (TEP) to:

- Increase the Participation rate of 16- and 17-year-olds to 93.7% (full time education or employment that includes study for a suitable qualification)
- Reduce the NEET rate to below 2.9% and
- Reduce the Not Known rate (current education, employment or training status is either unknown or out of date) to below the national average

7.2. The Action plan is delivered by The Education People's (TEP) Skills and Employability Service, and KCC's Open Access, Youth Justice (YJ), SEND, Virtual School Kent (VSK), Management Information and Fair Access.

- 7.3. The governance is provided by the NEET Interdependencies Group that is chaired by the Skills and Employability Service and includes relevant services leaders who have the authority to make strategic and operational decisions. The group meets each term to review progress and problem solve strategic and operational delivery problems
- 7.4. The plan contains a termly calendar of what each service should be doing to prevent young people becoming NEET and how they can support young people who have become NEET. It outlines each service's area of responsibility, who within each service is responsible for the plan and how services must work together to ensure every NEET young person in Kent is reviewed monthly, in district-based processes, coordinated by the Skills and Employability Service.
- 7.5. Performance is measured by data taken from the statutory returns Management Information send to the DfE. The plan details how the services track and record the activities of children in relation to their education, employment, and training status. By reducing the number of NEETs and recording the activities of all children on the database, the percentage of the cohort participating in education, employment, or training increases.
- 7.6. The plan covers children who are academic age year 11, 12 and 13. and a copy of this year's action plan can be found in appendix 6

8. NEET's Not Known

- 8.1. KCC's Management Information collects data from a range of internal and external sources (including training providers) to share with TEP those children with an ETE offer, those who are NEET, those at risk of becoming NEET and to highlight those with vulnerabilities so they can be prioritised. From this, a cohort of children are identified whose destination upon leaving school is 'not known.'
- 8.2. The Skills and Employability Service working with Management Information and other KCC Services are responsible for reducing the number of children (academic age 16 and 17) with a "Not Known" destination and tracking the September Guarantee: the offer, by the end of September, of a "suitable" place in post-16 learning (education or training) to young people completing compulsory education.
- 8.3. This is an offer in either:
- A school sixth form
 - A college of further education
 - Employment with training to at least level 2
 - An apprenticeship or traineeship

9. NEET Interdependencies Group

- 9.1. Central to the achievement of participation targets is the NEET Interdependencies Group. This brings together TEP and the KCC services who have a responsibility to prevent children becoming NEET or to support them.
- 9.2. Included in this group are:
- TEP Skills and Employability Service – mainstream NEETs and Not Knowns.
 - Integrated Children’s Services/Early Help and Preventative Services – mainstream NEETs and Not Knowns, teenage parents.
 - Youth Justice Service.
 - Inclusion and Attendance Service.
 - Special Education Needs and Disability service.
 - Virtual School Kent – Looked After Children, Care Leavers, and Unaccompanied Asylum- Seeking Children (UASC)
 - Management Information.
 - Fair Access – Elected Home Educated and Children Missing Education.
- 9.3. Attendees of the Interdependencies Group are service leaders who have the authority to make strategic and operational decisions. The group provides governance and ensures operational decisions are implemented by their service. The group meets three times a year to review progress against the NEET action plan and problem solve strategic and operational delivery problems. The group has addressed data quality to enable quick identification and more accurate reporting

10. Contract Management

- 10.1. KCC’s Commissioning team monitors the contract using:
- Data analysis of KPIs at county, area, and district level performance.
 - Qualitative information gathered from both the provider and an Integrated Children’s Services perspective provides challenge and support
 - Narrative and case studies provided by TEP for the scorecard
 - Analysis of the Compliments, Comments and Complaints log, Social Value Log, Safeguarding Themes Log and Risk Log
- 10.2. The Service Manager of the NEET Support Service has day to day responsibility for the service and contract delivery across the county, dealing with all contractual and performance issues.
- 10.3. While the provider is performing at or above the anticipated levels, the contract monitoring meetings occur on a quarterly basis, with a monthly desk-based analysis of data and qualitative information.
- 10.4. Monthly highlight reports are prepared for the commissioning portfolio. This highlights any risks, themes, and contract activity.

11. NEET Service performance

- 11.1. TEP's performance against Key Performance Indicators (KPIs) that look at both service demand and service delivery & quality. These KPIs are reported and analysed monthly via a scorecard. (See appendix 2 for full breakdown of KPI's, RAG rating and benchmark targets and Appendix 3 for the most recent iteration of scorecard- April 2022)
- 11.2. Overall, the NEET Support Service is performing well. The KPI's that the NEET Support Service has consistently performed well in can be seen in KPI 69, the percentage of new cases where assessment or plan has been completed within 20 working days. The Percentage of young people matched to a EET opportunity, and the percentage still engaged after 3 months, KPI 70 and 72 is performing well and apart from August 2021 and 2020 has always been RAG rated green.
- 11.3. Key Performance Indicator (KPI) 61 showing the number of NEETs being referred per month has reduced over recent months and is RAG rated as red. This would usually flag concerns but this decrease in referrals is due to the changing landscape in the reduction of overall NEETs and NEETs Not Known. Whilst not currently a concern, commissioners will continue to closely monitor against the backdrop of overall NEET figures.
- 11.4. KPI 63 which monitors the average number of young people supported over the year this balances out the RED Rag rating in KPI 61. There is also a season fluctuation based on school terms as evidenced by the year-on-year trend patterns.
- 11.5. A sticking point for the contract is the KPI 65, the percentage of individual cases that are open for longer than 12 weeks has increased to red in recent months. The best RAG rating active for this KPI was back in September 2021, 29.6%, but will need to show 20% or lower to achieve a RAG rating of green. This is due to an increase of complex cases, such as supporting more young people with from the YJ cohort, with an EHCP and / or mental health problems.
- 11.6. A look back over the past 2 years, shows a seasonal variation in the months August to January where the KPIs are ambers compared to February to July where you will see the KPIs are mostly red. This is a direct correlation to when the school, college or educational providers are more likely to be starting training or courses during September through to January.
- 11.7. KPI 75 which monitors the number of referrals within the last 12 months, has been moving in the wrong direction over the past 5 months and is now RAG rated red. In the most recent Contract Monitoring meeting this movement into the red RAG rating, was flagged as a concern and the NEET Support Manager will be completing a deep dive, gaining further analysis to give more detail as to why this is happening and any common themes/characteristics coming from the young people being re referred.

11.8. Figure 3 below illustrates that the NEET figures for 2021/22 are the lowest for Kent in 3 years and not knowns is the lowest for 4 years

Figure 3.- Kent NEET figures 2017-2022

Three-month average: December; January & February	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
NEETs	2.6%	2.8%	3.3%	3.0%	2.8%
Not Knowns	2.8%	3.6%	4.4%	4.5%	2.3%
Combined NEETs & Not Knowns	5.4%	6.4%	7.7%	7.5%	5.1%

Source: KCC MI NEET Report, February 2022

11.9 Data suggests that those who are NEET, remain so for longer. January 2022 data shows that there was an increase of 27 children who were NEET for a period more than 52 weeks.

11.10 The combined NEET and Not Known percentage for those with an EHCP has reduced from 9% to 6.6% in the last year. There have also been significant decreases for those supported by Youth Justice (8.5% reduction) and VSK (4.4% reduction).

12. The Department for Education (DfE) NEET scorecard

12.1. The DfE publish a local authority NEET scorecard in July each year, with data taken from the monthly returns submitted by Kent County Council.

12.2. The scorecard ranks local authority performance, presents the data in quintiles, and shows progress since the previous year. Authorities in the 5th quintile are sent an improvement letter by the DfE. The December 2020 – February '21 scorecard placed KCC in the 5th quintile. Current data indicates that when the next scorecard is formally published KCC will have moved up into quartile 4.

13. Young Person's voice

13.1. The Commissioning team have worked with the NEET Support Service to gauge the views of children about what good support means to them and the value of the TEP service.

13.2. Children and their families who use this service also have a constant feedback loop via the Compliments, Comments and Complaints (Triple 'C') log. This is reviewed in the formal contract management process in which the provider shares the feedback and explains how it has been used to develop their

services. An example of the May 2022 Triple C log feedback from young people (Please see Appendix 4)

- 13.3. The voice of Professionals is also gathered through the Triple C log and an example of this is demonstrated in Appendix 5.
- 13.4. An example where TEP have adapted their service in response to feedback from young people is to provide training for staff regarding specific topics and themes. In the last year staff have undertaken LGBTQ+, understanding autism and benefits. In response to feedback on mental health issued TEP worked to develop the content of the reconnect programmes in Thanet and Sittingbourne to include support for those with poor mental health.

14. Conclusion

- 14.1. The service to prevent and reduce children from being NEET has benefited from integrated approaches between The Education People and Kent County Councils' services. The partnership has the expertise and flexibility to shape service delivery, has created efficiencies, improved data accuracy, and enabled quicker identification and support.

Recommendation(s):
The Children's, Young people and Education Cabinet Committee is asked to NOTE the report

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References

- 1. 'Excluded, exploited, forgotten: childhood criminal exploitation and school exclusions.' Just for Kids Law (2020)
- 2. 'Desistance and young people' HM Inspectorate of Probation (May 2016)

Appendix 1: Glossary of Terms

AQA - A charity which awards nationally recognised and regulated GCSEs, AS, A-level, and vocational qualifications.

Children Missing Education (CME) are those children of compulsory school age who are not registered at a school and are not receiving suitable education from somewhere else.

Educational, Health and Care Plan (EHCP). An EHCP outlines how the child's needs will be met until they leave education or until they are 25.

Electively home educated - Parents can elect to educate their children at home (**EHE**) or in a setting or way alternate to full-time school. Local Authorities do not have powers or duties to monitor EHE provision but must identify children who are not receiving suitable education. Local Authorities can informally enquire of parent's what education is being provided to children **electively home educated**.

Employment, education, and training (ETE or EET) is measured as 'participation' in post-16 learning options (school, further education colleges, apprenticeships, traineeships, internships, higher education, and volunteering while in part time education or training).

Entry level training doesn't have pre-requisites and is aimed at those without qualifications.

NEET refers to 16–18-year-olds not in education, training, and employment. Local Authorities must report NEET figures to the Department for Education. Children at statutory school age are not NEET (but could be CME or EHE if not on roll at a school).

Re-engagement - Tailored work-related, personal and skill development and activity to increase work-readiness

September Guarantee -An offer, by the end of September, of a "suitable" place in post-16 learning (education or training) to young people completing compulsory education. The Guarantee places a duty on Local Authorities and has been implemented nationally since 2007 for 16-year-olds and extended to 17-year-olds in 2008. The September Guarantee is an offer of a place in one of the following:

- A school sixth form
- A college of further education
- Employment with training to at least level 2
- An apprenticeship or traineeship

Special Education Needs and Disability (SEND) - Learning difficulties or disabilities (communicating & interacting; cognition & learning; social/emotional/mental health and/or physical needs) that make it harder for children to learn.

SEN Support - Children with SEND can access SEN Support and those with more complex needs might benefit from an assessment by the Local Authority for an Educational, Health and Care Plan (EHCP).

Appendix 2 - Key Performance Indicators, Activity Indicators and RAG rating Markers

	Green	Amber	Red
CEH61 Number of cases allocated in the month	133	115	114
CEH63 Number of children supported per year (YTD)	1596	1404	1403
CEH65 Percentage of Open cases open > 12 weeks	20%	50%	51%
CEH66 Number of cases closed per month	126	99.9	99.1
CEH69 Percentage of new cases where assessment and plan has been completed within 20 working days of receipt	80%	70%	69%
CEH70 Percentage of engaged children matched to EET opportunity	80%	50%	49%
CEH72 Percentage of children engaged in EET after 3 months	60%	40%	39%
CEH74 Percentage of cases closed per month with closure reason of No contact/Disengaged families/consent withdrawn	10%	15%	16%
CEH75 Percentage of current caseload that are rereferrals to TEP within 12 months of previous TEP closure	10%	15%	16%

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Appendix 3 – Snip from April 2022 Performance Dashboard

Key Performance Indicators

CEH69 80% 70% 69%

Reporting Month	CEH61 - Number of cases allocated in the month	CEH63 - Number of cases supported per year	CEH64 - Number of open cases	CEH65 - % of open cases open for >12 weeks	CEH66 - Number of cases closed in the month	CEH69 - % of new cases where assessment and plan has been completed within 20 working days of receipt	CEH70 - % of engaged young people matched to EET opportunity	CEH72 - % of young people engaged in EET after 3 months	CEH74 - % cases closed per month with closure reason of No contact/Disengaged/Consent withdrawn	CEH75 - % of current caseload that are re-referrals to TEP within 12 months of previous TEP closure
April 2022	94	1431	473	55.8%	79		86.1%	85.9%	7.6%	17.1%
March 2022	100	1458	460	52.8%	101		85.1%	77.2%	8.9%	14.8%
February 2022	87	1440	458	52.0%	82	90.8%	82.9%	94.1%	8.5%	13.5%
January 2022	121	1411	457	41.1%	90	95.9%	86.7%	85.3%	8.9%	11.2%
December 2021	96	1428	428	42.3%	91	80.2%	86.8%	76.7%	8.8%	11.0%
November 2021	139	1379	411	38.2%	120	84.9%	86.7%	88.5%	6.7%	10.5%
October 2021	116	1388	405	36.5%	140	94.8%	91.4%	87.1%	5.7%	9.4%
September 2021	138	1358	425	29.6%	226	92.1%	92.0%	86.6%	5.8%	7.5%
August 2021	184	1334	516	32.9%	212	92.4%	41.0%	96.6%	3.3%	7.0%
July 2021	168	1320	554	52.3%	108	93.5%	86.1%	83.1%	6.5%	13.0%
June 2021	61	1203	502	57.8%	76	95.1%	86.8%	96.7%	6.6%	13.7%
May 2021	116	1237	518	56.4%	103	94.8%	84.5%	96.0%	9.7%	12.4%
April 2021	119	1170	511	60.3%	86	95.0%	82.6%	100.0%	9.3%	13.7%
March 2021	88	1186	478	56.9%	69	88.6%	85.5%	93.5%	5.8%	14.4%
February 2021	48	1209	462	57.1%	54	83.3%	92.6%	95.5%	1.9%	16.5%
January 2021	141	1244	462	45.7%	69	78.7%	87.0%	95.2%	4.3%	15.6%
December 2020	53	1861	396	46.0%	50	69.8%	92.0%	97.2%	4.0%	16.7%
November 2020	144	1910	392	40.3%	74	87.5%	86.5%	97.5%	6.8%	16.3%
October 2020	90	1930	328	32.0%	102	92.2%	80.4%	91.8%	9.8%	18.9%
September 2020	124	1355	362	35.4%	195	83.9%	80.5%	98.3%	15.9%	22.7%
August 2020	174	1402	447	45.2%	188	91.4%	20.2%	90.7%	3.2%	23.5%
July 2020	48	1466	472	69.9%	53	91.7%	88.7%	91.9%	7.5%	27.3%
June 2020	96	1509	483	56.7%	65	83.3%	89.2%	82.7%	4.6%	26.1%
May 2020	52	1502	454	52.9%	107	84.6%	70.1%	92.8%	29.0%	22.2%

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Appendix 4 – Compliments Comments and Complaints Log – Service Users May 2022

Log Ref	Date	Staff	Area	Compliment details	Compliment from	Other	Manager Recording
	05/05/2022	[REDACTED]	South Kent	<p>1. What did you know of our service before you spoke to us? I wasn't fully aware that there was support for my specific situation.</p> <p>2. Did we meet your expectations? In what way did we/did we not? My expectations were met and exceeded as you were very friendly and kind and supplied me ways of improving my current situation in my education.</p> <p>3. What, if anything, has changed for you through talking to us? Being able to talk to someone with knowledge of the different routes in education helped me to expand my options for any possible careers.</p> <p>4. Having spoken with us today, what are your thoughts now regarding your next steps? The next step I believe will be to expand my options for my education and think about other potential opportunities that I may find.</p> <p>5. What could we change to improve the service? N/A</p> <p>6. Would you recommend talking to us if any friends were in a similar situation to you? I would recommend as talking about my opportunities for education has encouraged me personally to look forward in my educational future.</p>	Young person		[REDACTED]
	10/05/2022	[REDACTED]	South Kent	<p>1. What did you know of our service before you spoke to us? Nothing.</p> <p>2. Did we meet your expectations? In what way did we/did we not? I did expect a classroom with other people.</p> <p>3. What, if anything, has changed for you through talking to us? Nothing.</p> <p>4. Having spoken with us today, what are your thoughts now regarding your next steps? Be more behaved and be more friendly to people.</p> <p>5. What could we change to improve the service? More interactive tasks so people can interact with each other and maybe become friends.</p> <p>6. Would you recommend talking to us if any friends were in a similar situation to you? I don't really talk to my friends anymore but if the topic popped up I probably would. Nothing</p>	Young person		[REDACTED]
	10/05/2022	[REDACTED]	South Kent	<p>1. What did you know of our service before you spoke to us? Nothing.</p> <p>2. Did we meet your expectations? In what way did we/did we not? Came to catch up on Maths and English and I'm doing that.</p> <p>3. What, if anything, has changed for you through talking to us? No answer.</p> <p>4. Having spoken with us today, what are your thoughts now regarding your next steps? Next steps are to go onto do a Level 2/3 course in college.</p> <p>5. What could we change to improve the service? Nothing.</p> <p>6. Would you recommend talking to us if any friends were in a similar situation to you? Yes.</p>	Young person		[REDACTED]

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Appendix 5 – Professionals feedback – Compliments, Comments and Complaints May 2022

Date	Area	Compliment/Comment/Complaint	From
16/ 12/21	South Kent	<p>Hi Thank you for all your help, support and guidance over this past year - I really appreciate it and we really wouldn't be where we are now without all you have done for us at RRC.</p> <p>Wishing you a very merry Christmas and a happy New Year.</p> <p>Take good care,</p> <p>██████████ Deputy Head of Study Programme ██████████ Ltd</p>	Training provider
29/11/21	North Kent	<p>Good Morning to you,,</p> <p>I am so glad I'm finally been offered an opportunity to work in Boots. I can't just explain how happy I am. seize this opportunity to appreciate the entire members of Princes Trust Programme, I must say you are wonderful. Appreciation also to ██████████.Thanks all.</p> <p>I promise to be up and doing, dedicated and not let you down. Looking forward to read from ██████████ and ██████████ Thanks</p> <p>Regards.</p>	Young Person
25/10/21	North	Hi Viv,	Parent /Guardian

		<p>I just wanted to drop you an email and say a massive thank you to yourself and [REDACTED] for your support over the last few weeks.</p> <p>I honestly, felt so stressed and worried about what was going to happen next with [REDACTED] I am glad that we made the call to you guys.</p> <p>He is really looking forward to starting the course next week, so I thank you for putting him in touch with [REDACTED] at the Princes Trust.</p> <p>He is passionate about working in construction and we wouldn't have known about this option if it wasn't for the support and time you spent talking to him.</p> <p>It's certainly an invaluable service you run. Please also pass on my thanks to [REDACTED].</p> <p>Kind regards, [REDACTED] mum :-)</p>	
20/10/21	West	Text from young person: Thank you so much for being a somebody to me. I'm so grateful :)	Young Person
28/09/21	South	from a YP (by text): Hiya! Sorry I completely forgot to inform you! Yes, I have started Vocational Studies, Maths and English. It is	Young Person

		<p>going rather well, I'm currently struggling to keep up due to my daughter being unwell and issues with my phone/getting a laptop; however, that will only be temporary, i enjoy it actually it feels rather than motivational and makes me feel as is I have a better routine! It's perfectly paced also I get three breaks throughout the day and am able to walk if my daughter needs tending to! Many thanks [REDACTED]. Further text received following communication re laptop etc: Okay perfect thank you so much for your support!</p>	
4/10/21	South	<p>Excerpt from a text message from a parent received today letting me know a has started college and is enjoying it: First & foremost I want to say a big Thankyou for all your Support re the Online courses he was trying to do here as I think even though he was struggling I think it gave him the push and the confidence to come out of his comfort zone and try College out in the World x</p>	Parent/ Guardian
18/8/21	North	<p>Well apparently you are 'cool' and have 'banter' according to [REDACTED] 😊 Thanks for calling them, do you still need me to what's app on 24th August when I visit ?</p> <p>Kind regards</p>	Professional

		██████████ Senior Early Help	
15/07/21	South	Dear ██████████ Thank you for providing this information it has been incredibly helpful I have passed this onto ██████████ Kind Regards, ██████████ Social Worker West Kent Children in Care	Professional
5/07/21	South	In call simply providing information, mum was extremely pleased and commented 'you done great'	Parent/Guardian
01/07/21	East	In a district meeting, The ██████████ manager thanked ██████████ for his excellent work in motivating the at risk year 11s she had referred and said he had moved on students who where really entrenched and difficult to move on. She recommended that anyone with similar clients to refer them	Professional
25/06/21	North	Hi ██████████, Thanks for this. I have copied in the excellent ██████████ and ██████████ from the Education People who are our NEET supremo's in Gravesham and have links to a range of young people in the Borough. ██████████ can I ask that you make a link/take a meeting with ██████████ and ██████████ as given their long standing role in supporting young people in the Borough via what was the Connexions Service then CXK and now via the KCC Latco The Education People there is very little they do not know and can help with and I am sure they could use	District Councillor

		<p>your expertise linking to businesses in the Borough in particular any apprenticeships or training opportunities.</p> <p>The one caveat to this having spoken to [REDACTED] and [REDACTED] today is about the KCC Reconnect Programme which I have to say that GBC is not signing up to via their 'pledge' but if KCC want to provide free fully funded money without any GBC resources being required we can go for it keeping [REDACTED] and I in the loop beforehand but we will not be providing any additional resources to this programme and it will not be under their Reconnect Heading.</p> <p>Best wishes</p> <p>[REDACTED] Member for [REDACTED] Ward Cabinet Member for Community and Leisure [REDACTED] Borough Council</p>	
<p>17.05.21</p>	<p>East Kent</p>	<p>Thank you [REDACTED] 😊,</p> <p>You have always been amazing for me and my young people so I hope you don't mind me asking for your support again, I think your service and yourself will be key in what I am going to be doing .</p> <p>I will be covering south east which does include parts of swale ,I will</p>	<p>Professional</p>

		<p>base myself nearer home probably but will be this way and off to Cookham wood prison regularly.</p> <p>██████████ Senior Early Help Practitioner Early Help & Preventative Services Swale Local Office, Avenue of Remembrance , Sittingbourne, ██████████ Phone: ██████████ Email: ██████████</p>	
12.05.21	East Kent	<p>Hi ██████████</p> <p>Thank you very much for updating me. It is very much appreciated.</p> <p>Perhaps KT&A could call Dad? They have always been extremely helpful in the past.</p> <p>This is an extremely difficult case and appreciate your patience.</p> <p>Kind regards</p> <p>████████████████████ Assistant Headteacher for Post 16 - Pupil Engagement ██████████s</p> <p>Hi ██████████</p>	Education Establishment

		<p>Oh wow! Wonder news! Firstly, that you managed to speak to OS and secondly that it is on.</p> <p>Please keep me informed if he takes up the offer or not.</p> <p>Again, thank you for your hard work.</p>	
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Kent County Council NEET ACTION PLAN January 2022



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Appendices

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1. The Skills and Employability Service (The Education People).
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Introduction

The NEET action plan outlines how Kent County Council working in Partnership with The Education People (TEP) will:

- increase the Participation rate of 16- and 17-year-olds to 93.7% (full time education or employment that includes study for a suitable qualification*);
- reduce the NEET rate (not in education, employment, or training) to below 2.9% and
- reduce the Not Known rate (current education, employment or training status is either unknown or out of date) to below the national average.

It is delivered by The Education People's Skills (TEP) and Employability Service, Open Access, Youth Justice (YJ), SEND, Virtual School Kent (VSK), Management Information and Fair Access. The governance is provided by the NEET Interdependencies Group that is chaired by the Skills and Employability Service and includes relevant services leaders who have the authority to make strategic and operational decisions. The group meets each term to review progress and problem solve strategic and operational delivery problems.

The plan contains a termly calendar of what each service should be doing to prevent young people becoming NEET and how they can support young people who have become NEET. It outlines each service's area of responsibility, who within each service is responsible for the plan and how services must work together to ensure every NEET young person in Kent is reviewed monthly, in district-based processes, coordinated by the Skills and Employability Service. The service delivery flowcharts in the appendices provides the detail.

Performance is measured by data taken from the statutory returns Management Information send to the DfE using the Core+ CCIS (Client Caseload Information System) database. The plan covers how the same services track and record the activities of young people in relation to their education, employment, and training status. By reducing the number of NEETs and recording the activities of all young people on the database, the percentage of the cohort participating in education, employment, or training increases.

The plan covers young people who are academic age year 11, 12 and 13. Some services have responsibilities that extend beyond this age group, but they are not included in this plan.

* Details of what constitutes participation in education, employment, training, NEET and Not Known are available at: <https://www.gov.uk/government/publications/young-people-neet-comparative-data-scorecard>.

County challenges 2021-22

The academic year 2020-21 was a successful year for reorganising the delivery of NEET support in Kent. The NEET Support Service, previously with CXX, transferred under TUPE into The Education People, enabling a more streamlined and integrated service to be developed internally and with the NEET Interdependencies partners working with vulnerable young people.

Despite this period of change, eight months of lockdown and limited NEET provision in Kent, the NEET percentage for each month remained below the previous year. Further improvements are expected in 2021-22, but there are still strategic county challenges to be overcome and individual service challenges.

County challenges

- There was significant progress last year attracting new funding and provision into Kent. A new ESF contract worth one million pounds has been won by a local provider who will subcontract with other local providers. The 16-19 Provision Review is due to be published in the new year with several recommendations that should impact on the NEET cohort. The challenge is to put the infrastructure in place to ensure new provision is suitable and directed to where it can have the most impact.
- The legacy of the pandemic. On paper, outcomes for young people are positive. There are more young people in full time education and the number of apprenticeships, training and employment opportunities are increasing. However, there remains a large cohort of Electively Home Educated learners who are statistically more likely to become NEET and a growing number of young people with mental health issues.
- Uncertainty about the future. At the point of writing, the Omicron variant is spreading rapidly across the UK and it is not clear how this might impact the country and Kent young people. There is also uncertainty regarding the medium-term impact of the lockdowns.
- There has been an increase in the number of young people who are in employment without training and therefore not considered to be participating in education or training. This will affect the county participation rate that is published in the NEET scorecard.
- Improving the data held on Core+. There have been several improvements on the data held on Core+, but issues still arise when relevant data is held on young people in two systems and in some cases, when collecting data from schools, colleges and training providers. This has an impact on statutory returns, identifying young people who are NEET and offering them the support.

Summary of service priorities 2021/22

The appendices contain the operational action plans for each service. Below are the services' priorities taken from these plans. These are monitored by the NEET Interdependencies Group.

Skills and Employability Service

1. To build and improve upon the progress made with tracking Not Knowns in the early part of 2021/22. Keeping the percentage aligned with the national average.
2. To coordinate work with colleges across all teams in the Skills and Employability Service.
3. To gather user feedback on the NEET Support Service.
4. To keep the Other Options web page of Kent Choices up to date.
5. To develop more efficient ways of collecting learners' contact details from schools.
6. To identify sources of information and work with other services (beyond the NEET Interdependencies Group) that will enable a proactive approach to NEET support for those young people with mental health issues.
7. To develop networks and work with the systems that come out of the 16-19 review to improve NEET provision across Kent.

Management Information

1. To work with the Senior Liberi Management Information Officer to investigate ways of using PowerBi to keep data on Looked After Children up to date on Core+.
2. To continue working with the Senior Synergy Management Information Officer to maintain the recently established processes of using PowerBi to keep SEND data up to date on Core+.
3. Develop more efficient ways of collecting learners' contact details from schools.

SEND

1. To ensure that the new data transfer processes between Synergy and Core+ become the established way of working.
2. To ensure the Synergy champions take responsibility for keeping Core+ up to date.
3. There is still insufficient resource within SEND to support NEET young people with an EHCP who wish to return to education. This needs to be resolved this year.
4. To ensure that the role of the SEND NEET Lead is written into the SEND redesign.
5. To develop closer links with The Education People's Supported Employment Team to improve careers education for SEND young people and create supported employment opportunities.

Fair Access

1. To develop with SEND, processes, via the annual review, to support post 16 transition for those Electively Home Educated young people who have an EHCP.
2. To Improve the accuracy of the data on Core+ and ensure all contact details are available.

VSK

1. During 2020-21 there was an ongoing issue relating to the accuracy of data on Core+; this will be addressed in the coming year.
 - The potential for using PowerBi will be explored with KCC's Management Information to see if this will assist in this process.
 - The transfer of Year 11 data in March to Core+ will be closely monitored by the Senior Transition Officers and the NEET Support Manager.
 - The monthly meetings between the Transition Lead Officers and NEET Support Manager will monitor the process.

Youth Justice

1. To get feedback from Youth Justice clients on their experience of using the NEET Support Service, using the Youth Justice apprentices.
2. Ensure Youth Justice senior practitioners with a lead on participation attend the bimonthly NEET networking meetings. The NEET Support Manager to feedback to the Strategic Development Manager.

Open Access

1. To re-establish the NEET Support Workers in the Youth Hubs (subject to Covid restrictions) and return to closer working.
2. To assist the NEET Support Service, develop better intelligence on young people with mental health issues so they can engage at an earlier stage with them.

Performance data and key dates

The NEET Scorecard

The DfE publish a local authority NEET scorecard in July each year, although the publication date can vary. The data is taken from the monthly returns submitted to the DfE from the Core+ CCIS database by Management Information. It is the responsibility of all the services in the Interdependencies Group to ensure that this database is kept up to date.

The scorecard ranks local authority performance, presents the data in quintiles, and shows progress since the previous year. Authorities in the 5th quintile are sent an improvement letter by the DfE. It is vital that data on the Core+ CCIS database is as accurate and up to date, particularly at key census points. The data included in the scorecard and census points are listed below:

NEETs	Three-month average of the percentage of the year 12/13 cohort who are NEET in December, January, and February.
Not Knowns	Three-month average of the percentage of the year 12/13 cohort who are Not known in December, January, and February.
Combined NEET & Not Knowns	Three-month average of the percentage of the year 12/13 cohort who are NEET or Not Known in December, January, and February.
Participation	The percentage of year 12 and 13 cohort who meet the participation criteria in the March DfE submission.
September	The percentage of year 11 and 12 cohort in the September DfE submission who have a September Guarantee offer of a suitable education, employment with training, or a training place.

The scorecard also includes some data not directly influenced by the NEET Interdependencies group: 19-year-old level 3 achievement, GCSE attainment, school attendance and a comparison between 16-17 population on NCCIS and the Office of National Statistics estimate.

Activity	NEET Scorecard	Resources	By
Term 1 - Have all year 11 and 12 leavers got a destination?			
Follow up those your service identified as being At Risk of NEET in the previous academic year to check they have a destination and a September Guarantee recorded on Core+ CCIS	September data used as final September Guarantee submission for NEET scorecard	Reports on Core+ CCIS, contacts at education establishments.	September
Attend NEET Interdependencies meeting - Confirm plans for coming year and check processes will ensure all year 11 and 12 leavers will have a destination		TEP Principal Engagement Lead	Mid-September
Support those without a destination into a positive activity, update destination and September Guarantee on Core+ CCIS		WWW.KentChoices.co.uk , monthly NEET meetings	September/October
Where appropriate refer to TEP NEET Support Service		TEP Tracking team	September/October
Management Information to complete the collection of sixth form and college enrolment data and input into Core+ CCIS, including where appropriate SGs		Management Information, Principal Engagement Lead	October
Engage in monthly District NEET processes and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month
Term 2 - Finalise year 12 & 13 tracking, support early leavers, identify those in year 11 and year 12 At Risk of NEET and plan.			
Services complete the tracking of their learners with an unknown destination, update Core+ CCIS and provide support where required		Reports on Core+ CCIS	November
TEP Tracking Team track those without a destination, those who are NEET referred to the NEET support service		TEP tracking team and NEET support service	November
Services identify provision gaps and update the Skills & Employability Service's Post 16 Lead		TEP NEET Support Manager and Post 16 Principal Lead	November

Attend district Participation meetings - Plan support for current Year 11 and network with local providers and services		Chaired by TEP Deputy Area Lead	November
Kent Choices website - login in codes issued to Year 11 - Plan how to ensure your learners can access it		Codes issued by schools, further support Kentchoices@theeducationpeople.org	November
Begin identifying learners in education who are At Risk of becoming NEET	December - February, 3 month average NEET & Not Known data used for NEET score card published in July.		December
Attend NEET Interdependencies meeting to review action plan and current issues		TEP Principal Engagement Lead	December
Engage in monthly District NEET processes and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month
Sixth form and College leaver/joiner input into Core+ CCIS		Management Information/TEP Tracking Team	Each month
Term 3 - Follow up Christmas dropouts and consider year 11 and 12 transition planning.			
Follow up those who dropped out after Christmas		Service intelligence, Core+ CCIS reports and District NEET processes	January
Follow up current year 11 and 12 learners to ensure they have an appropriate transition plan		Applications and offers reports on Kent Choices website, Core+ CCIS, schools, colleges	February onwards
Attend NEET Interdependencies meeting to review action plan and current issues		TEP Principal Engagement Lead	December
Ensure contact details for learners identified as At Risk are accurately recorded on Core+ CCIS.		Core+ CCIS	February onwards
Ensure At Risk of NEET learners attend the Kent Choices Local event to meet local training providers and colleges		TEP Deputy Area Leads	February
Engage in monthly District NEET processes and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month

Sixth form and College leaver/joiner input into Core+ CCIS		Management Information/TEP Tracking Team	Each month	
Term 4 - Beginning of September Guarantee process and finalising transition plans for At Risk of NEET learners.				
Year 11 and 12 Activities Survey report for previous year produced by MI, sent to schools and circulated internally to Interdependencies group. Provides indication of how schools are preparing their learners for post 16 destinations. Identifies schools causing concerns.		Management Information	February	
NEET Deep Dive - TEP create in-depth analysis of the NEET cohort in February		TEP Post 16 Principal Lead	February	
Skills and Employability Service produce an analysis of the post 16 offer in Kent		TEP Post 16 Principal Lead	February	
Interdependencies meeting to review reports, action plan and current issues	March Participation data published in NEET scorecard.	Principal Engagement Lead	March	
Review your service's Year 11 and Year 12 cohort on Core+ CCIS, those no longer in the Kent cohort to be moved from Core+ CCIS using the processes defined by Management Information. Any young person on Core+ CCIS by 31st May will be included in the September Guarantee cohort		Management Information reports and guidelines.	March onwards	
Year 11s to put offers received on Kent Choices in order of preference		School careers leads and KentChoices@theeducationpeople.org	End of March	
Transition plans with learners in schools to be finalised ahead of exams		TEP Deputy Area Leads	End of March	
Engage in monthly District NEET processes, to include discussion regarding At Risk of NEET learners and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month	
Sixth form and College leaver/joiner input into Core+ CCIS			Management Information/TEP Tracking Team	Each month

Term 5 - Setting the September Guarantee cohort.			
Finalise Year 11 and 12 cohort on Core+ CCIS (all those who should not be in the Kent cohort removed).		Management Information	31st May
Follow up At Risk of NEET transition plans			
Attend NEET Interdependencies meeting to review action plan and current issues		TEP Principal Engagement Lead	June
Engage in monthly District NEET processes and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month
Sixth form and College leaver/joiner input into Core+ CCIS		Management Information/TEP Tracking Team	Each month
Term 6 - Finalising transition plans for year 11 and 12 learners and planning for following academic year			
Final NEET Interdependencies meeting, present plans for following academic year, finalise Year 11 and 12 transition plans for term 6 and the summer holidays	NEET scorecard published	Principal Engagement Lead	June
Follow up cohort to check At Risk of NEET transition plans			
Engage in monthly District NEET meetings, to include discussion regarding At Risk of NEET learners and attend the bimonthly NEET networking meetings		TEP NEET Support Manager	Each month
Sixth form and College leaver/joiner input into Core+ CCIS		Management Information/TEP Tracking Team	Each month
Summer holidays - staying in touch with at risk of NEET year 11 and 12 leavers			
Stay in touch with at risk of NEET learners			

Appendix 1- 6

Service responsibilities, activities, and priorities 2021/22

Appendix 1. Skills and Employability Service responsibilities and activities

Summary of responsibilities

To coordinate the activities of the NEET Interdependencies Group, oversee the statutory duty to track young people, develop the post 16 provision offer in Kent, provide NEET support to all young people (except those with an EHCP wanting to return to education and those supported by VSK) and develop NEET prevention strategies/deliver activities for Kent education providers and other KCC services.

Scrutiny and Monitoring

The Principal Engagement Lead:

1. in partnership with the NEET Interdependencies group, reviews the previous year and writes the annual County NEET Action Plan in December;
2. reviews the progress of each services action plan vis the NEET Interdependencies meeting;
3. coordinates and chairs six termly meetings of the NEET Interdependencies meeting, made up of senior managers from Youth Justice, VSK, Management Information, SEND and Fair Access;
4. monitors the tracking of the Not Knowns and the September Guarantee;
5. produces a county and district NEET Deep Dive in February and
6. supports Management Information distribute their annual destination survey to all Kent schools and the tracking requirements for schools.

Support for young people

7. The NEET Support Manager ensures that all NEETs are reviewed each month, that they are either receiving support or there is an appropriate timeline to follow them up.
 - The NEET Support Manager and/or the Deputy Manager meets with VSK, Youth Justice and SEND each month to review the progress of NEETs supported by their services.
 - The NEET Support Service (NSS) worker in each district ensures each mainstream NEET has an allocated action. This work is supported by a Young People's Participation Officer (YPPO).

Tracking young people and data accuracy

8. The Principal Engagement Lead, in partnership with Management Information, plans the collection of Destination/September Guarantee data from schools. A joint communication is then sent to all education providers.
9. The Young Peoples Participation Officer Supervisor meets fortnightly with the Management Information Core+ Team to share information and problem solve.
10. The Principal Engagement Lead coordinates the collection of data from colleges.
11. The Young Peoples Participation Officer Supervisor oversees the work of the tracking team – the Not Known average is to stay in line with the national average.
12. The NEET Support Service provide tracking support throughout the year.
13. The Engagement Officers support with the collection of tracking data from schools.
14. The Kent Choices Development Officer works with the YPPO Supervisor to oversee the transfer of tracking data into Core+.
15. At key times in the year, during the September Guarantee and the Destination Survey, the wider Skills and Employability Service support with tracking.

SEND

16. The NEET Support Manager meets with the SEND Lead for NEETs twice a month for case reviews, (see SEND action plan).

17. The Principal Engagement Lead, County NEET Manager, SEND NEET Lead, Management Information Core+ Manager, Management Information Synergy Manager meet four times a year to review data accuracy and data transfer between the two systems.

Youth Justice

18. The NEET Support Manager meets attends the monthly, Youth Justice, area meetings (See Youth Justice action plan).

Virtual Schools Kent

19. The NEET Support Manager meets the Transition Lead Officer each month (See VSK action plan).

Fair Access

20. In November the Skills and Employability Service write to the parents/carers of all Year 11 learners who are Electively Home Educated (EHE) to signpost them to the Kent Choices website.
21. The NEET Support Service start taking referrals from Fair Access of Year 11 EHE/CME (Children Missing Education) who they have been unable to contact. These are then followed up to support their post 16 transition (See Fair Access action plan).

Management Information

22. Management Information and the Skills and Employability Service work together to collect data to meet KCC's statutory to track the activities of young people (See Tracking young people above and the Management Information action plan).

Networking and information

23. The Senior NEET Support Workers ensure that the Other Options section of Kent Choices is up to date with NEET provision in each district.
24. The NEET Support Manager, Deputy Manager and Senior NEET Support Workers run and maintain bimonthly district NEET networking meetings for other services that support young people. The purpose is to network, share information and good practice.

NEET prevention

25. The Engagement Officers work with the mainstream schools that are causing concern, the Pupil Referral Units and SEMH Special Schools to assist them identify young people who are at risk of becoming NEET, develop interventions and produce a school action plan.
26. In terms 5 and 6 the Engagement Officers work with education providers and the NEET Support Service to transfer those most at risk of becoming NEET onto the caseload of the NEET Support Service.
27. The Engagement Officers track all those identified as being at risk of becoming NEET for the following academic year and where necessary refer back into the NEET Support Service.

Post 16 Provision planning

28. The Post 16 Lead produces a gap analysis of NEET provision every January. This is used to canvas funding bodies and plan provision across Kent.
29. The Post 16 Lead is involved in the implementation of the recommendations of the 16-19 Provision review

Priorities 21/22

30. To build and improve upon the progress made with tracking Not Knowns in the early part of 2021/22. Keeping the percentage aligned with the national average.
31. To coordinate work with colleges across all teams in the Skills and Employability Service.
32. To gather user feedback on the NEET Support Service.
33. To keep the Other Options of Kent Choices up to date.
34. Develop more efficient ways of collecting learners' contact details from schools.

35. To identify sources of information and work with other services (beyond the NEET Interdependencies Group) that will enable a proactive approach to NEET support for those young people with mental health issues.
36. To develop networks and work with the systems that come out of the 16-19 review to improve NEET provision across Kent.

Appendix 2. Management Information (MI) responsibilities and activities

Summary of responsibilities

To quality assure the data on the Core+ database, train new users, collect data from education establishments to update Core+, work with other KCC databases to ensure the baseline data and vulnerable learner data is up to date, create user reports, reports for KCC contract management, make the statutory returns to the DfE and work in partnership with the Skills and Employability Skills service to help keep the Not Knowns in line with the national average.

Training and Core+ access

1. The Systems Training Officers ensures that only those who have completed their Core+ training can access the database.
2. Collaborative working between MI and Cantium ensures that only current users can access Core+.

Reporting

3. Reports are created:
 - a. on request from service users, to inform delivery and planning;
 - b. for schools on the destinations of their leavers;
 - c. for KCC contract management and
 - d. for scrutiny by members.

Reporting to the DfE

4. Management Information maintain Core+ and ensure that it meets the standards detailed in the National Client Caseload Information System (NCCIS) Requirements that are published each year.
5. Management Information quality assure the data on Core+ and submit all statutory returns.

Data collection

6. Data transfer with education providers is done securely through Perspective Lite.
7. Management Information collect enrolment, leaver, joiner and September Guarantee data direct from education providers and update Core+.
8. National Apprenticeship Service (NAS) data, data from other local authorities and from NCCIS are all input into Core+ by Management Information.

Working with the Skills and Employability Service

9. The Skills and Employability Service and Management Information work together to plan the data collection schedule from education providers and send a joint communication each year.
10. Both services maintain a shared folder in SharePoint to transfer data.
11. Both services meet fortnightly or weekly during busy periods (Destination Survey and September Guarantee) to ensure they are working in synchrony and requests for education providers are kept to a minimum.

Priorities 2021/22

12. To work with the Senior Management Information Officer for Liberi to investigate ways of using PowerBi to keep data on Looked After Children up to date on Core+.
13. To continue working with the Senior Management Information Officer for Synergy to maintain the recently established processes of using PowerBi to keep SEND data up to date on Core+.
14. Develop more efficient ways of collecting learners' contact details from schools.

Appendix 3. SEND responsibilities and activities

Summary of responsibilities

To ensure that young people with an Education Health Care Plan (EHCP) who are NEET, receive the support they need to find and sustain a place in education, employment or training. To work in partnership with the NEET Support Service, Virtual School Kent (VSK) and Youth Justice (YJ) to assist their work with clients who have an EHCP. To directly support NEET young people who have an EHCP who want to return to education (except those supported

by VSK and YJ). To ensure that data on young people with an EHCP or a K code on the school census is up to date and accurate on Core+.

These processes only cover academic age 15- 17 (Year 11, 12 and 13).

Agreed processes

Support for young people who are NEET

6. The County NEET Manager meets with the SEND NEET Lead (currently the Interim SEN Monitoring and Inclusion Manager) twice a month to review young people who are NEET and supported by the NEET Support Service.
7. The SEND NEET Lead then follows up individual cases with colleagues within SEND and reports back.

Data Accuracy

8. The Principal Engagement Lead, SEND NEET Lead, Senior MI Officer for Core + and the Senior MI Officer for Synergy meet termly to ensure the new data transfer processes using PowerBi are keeping the baseline data and September Guarantee on Core+ up to date. This includes those with and EHCP and a K code recorded in the school census.
9. The monthly meetings between the NEET Support Manager and SEND NEET Lead are used to cross reference data to ensure Core+ is up to date.
10. At key times during the year, the Destination Survey (September – November) and the September Guarantee (May – September) the SEND NEET Lead engages the SEND service in tracking young people with an EHCP.

Youth Justice and Virtual School Kent

11. Both services have their own working arrangements with SEND to follow up clients with an EHCP, but they are also able to access the monthly meetings between the NEET Support Manager and SEND NEET Lead if necessary.

Networking and keeping up to date

12. SEND Assessment and Placement Officers are able to attend the bimonthly district NEET networking meetings organised by the NEET Support Manager.
13. The Kent Choices website and the SEND Local Offer are linked to enable visitors to both sites to access the information they require.

NEET Prevention

14. Those with an EHCP and in an education setting, use the annual review process to plan their next step.
15. The process to support those who Electively Home Educated and have an EHCP is currently under review.
16. Those receiving special needs support in school, but do not have an EHCP, come under the umbrella of support provided the Skills and Employability Service's targeted at risk of NEET work.
17. The Provision Evaluation Officers from SEND will inform the NEET Interdependencies Group of young people they are concerned are at risk of becoming NEET.

Priorities 20/21

18. To ensure that the new data transfer processes between Synergy and Core+ become the established way of working.
19. To ensure the Synergy champions take responsibility for keeping Core+ up to date.
20. There is still insufficient resource within SEND to support NEET young people with an EHCP who wish to return to education. This needs to be resolved this year.
21. To ensure that the role of the SEND NEET Lead is written into the SEND redesign.
22. To develop closer links with The Education People's Supported Employment Team to improve careers education for SEND young people and create supported employment opportunities.

Appendix 4. Fair Access – Electively Home Educated (EHE) and Children Missing Education (CME) Teams' responsibilities and activities

Summary of responsibilities

To ensure that all Kent EHE and CME young people have a September Guarantee, know where they can find pre and post 16 support and information, have updated contact details on Core+ and that the NEET Support Service is notified of those in Year 11 where there is a concern.

Contacting young people and their families/carers

Letters

3. In September the EHE Service send the EHE – Y11A letter. This encourages families to start considering their son/daughter's plans for the following September and includes links to relevant websites.

4. In November, the Skills and Employability Service write to families and carers with information about www.KentChoices.com.
5. In December the EHE – Y11B letter is sent to families asking them to share information on their son/daughters post 16 plans with the service.
6. In April the EHE – Y11C letter is sent to remaining families where there is no recorded September Guarantee asking for an update.
7. In July letters sent to individual families of Year 10/11/12 young people who it is believed are continuing with home education, asking for confirmation.

Phone

8. From October the EHE Support and Advice Officers follow up letters EHE Y11A-C, with phone calls with offers of post 16 advice and home visits as required.

Referrals to the NEET Support service

9. From January, those families who have chosen not to engage with the EHE Team or whose sons/daughters are missing education and do not wish to consider Fair Access Panels, are referred to the NEET Support Service.
10. The NEET Support Service then follows up and where possible adds the young person to their caseload.

SEND

11. The process for those who are Electively Home Educated and have an Education Health Care Plan is currently under review.

Data accuracy

12. All contact and September Guarantee details are updated on Core+ by the EHE Team. This must be done from October onwards.
13. The Access to Education Co-ordinator works with KCC's Management Information to ensure the baseline data on Core+ is accurate (this requires transfer of data from Synergy to Core+) throughout the year.
14. On 31st May the September Guarantee cohort on Core+ is set. At this point, Fair Access ensure only Kent residents are on the system.

Priorities 2021/22

15. To develop with SEND, processes, via the annual review, to support post 16 transition for those Electively Home Educated young people who have an EHCP.
16. To Improve the accuracy of the data on Core+ and ensure all contact details are available.

Appendix 5. Virtual School Kent (VSK) responsibilities and activities

Summary of responsibilities

To ensure that all Kent, post 16 Looked After Children (LAC) receive the support they need to find and sustain a place in employment, education or training, that the data on Core+ is up to date and that the transition of learners from key stage 4 to post 16 support is effective.

Agreed processes

Data accuracy

1. VSK are responsible ensuring the data on Core+ is accurate. This includes setting the cohort on 31st May, NEETs, Not Knowns and the September Guarantee.
2. The Transition Lead Officers meet the NEET Support Manager each month to review NEET and Not Know data and to ensure all young people who are NEET are being supported by VSK. From May to September the September Guarantee forms part of these discussions.
3. The March meeting focuses on the transfer of Year 11 data from Liberi to Core+ and to ensure when the cohort is set on 31st May, it is accurate.

SEND and Youth Justice

4. VSK support all Kent young people who are in care who become NEET; in some cases, this involves liaising directly with SEND and Youth Justice.
5. If necessary, VSK workers can access the NEET SEND meetings organised each month by the NEET Support Manager and SEND.

Networking and keeping up to date

6. VSK workers attend the bimonthly district NEET networking meetings organised by the NEET Support Manager. These are for services working with young people to share information and network.
7. VSK workers can access information on opportunities for NEET young people on the Other Option section of Kent Choices.
8. VSK workers (Post 16 and Key Stage 4 Progression Officers) can access the bi-termly Participation meetings organised by The Education People's (TEP) Engagement Officers. These are information and networking meetings for schools, KCC services and post 16 providers.

NEET prevention

9. VSK Key Stage 4 Progression Officers are given access to the administration section of the Kent Choices website so that they can track and monitor the post planning of their Year 11 clients.
10. VSK Key Stage 4 Progression Officers can liaise with TEP Engagement Officers regarding their learners who are at risk of becoming NEET and in an education setting.

Priorities 2021-22

11. During 2020-21 there was an ongoing issue relating to the accuracy of data on Core+, this will be addressed in the coming year.
 - The potential for using PowerBi will be explored with KCC's Management Information to see if this will assist in this process.
 - The transfer of Year 11 data in March to Core+ will be closely monitored by the Senior Transition Officers and the NEET Support Manager.
 - The monthly meetings between the Transition Lead Officers and NEET Support Manager will monitor the process.

Appendix 6. Youth Justice responsibilities and activities

Summary of responsibilities

To ensure that young people with a referral order or detention and training, youth rehabilitation order or youth conditional caution receive the support they need to find and sustain a place in employment, education or training. This includes those in Year 11 who are preparing to leave compulsory education. To keep the data on Core+ up to date.

Support for young people and referrals to the NEET Support Service (NSS)

1. The NEET Support Manager attends Youth Justice area meetings each month to ensure young people who are NEET are being supported, to update staff on developments, ensure staff know how to refer to the NEET Support Service and to see if any cases need referring to the monthly SEND/NEET forum.
2. Youth Justice can refer to NSS using either NEETsupportteam@theeducationpeople.org or by individual referrals direct to NSS workers. The area meetings ensure no one is overlooked.

Data accuracy

3. Youth Justice are responsible for ensuring the data on Core+ is accurate and up to date. This includes: setting the cohort, NEETs and Not Knowns. This is done by the Business Support Officers.
4. The Youth Justice monthly area meetings are used to cross check data. From May to September the September Guarantee will form part of these discussions.

SEND and Youth Justice

5. Youth Justice have their own contacts with SEND with whom they can discuss their client's education.

6. Youth Justice can also access the monthly NEET/SEND forums organised by the NEET Support Manager to discuss individual cases.

Networking and keeping up to date

7. Youth Justice senior practitioners with a lead on participation are expected to attend the Bimonthly district NEET networking meetings organised by the NEET Support Manager. These are for services working with young people to share information and network.
8. Youth Justice workers can access information on opportunities for NEET young people on the Other Options section of Kent Choices.

NEET Prevention

9. The March Youth Justice area meetings will focus on Year 11 learners and how the NSS can support their progression into post 16 education, employment or training.

Priorities 2021-22

10. To get feedback from Youth Justice clients on their experience of using the NEET Support Service, using the Youth Justice apprentices.
11. Ensure Youth Justice senior practitioners with a lead on participation attend the bimonthly NEET networking meetings. The NEET Support Manager to feedback to the Strategic Development Manager.

Appendix 7. – Open Access responsibilities and activities

Summary of responsibilities

To provide support to the NEET and tracking process by assisting the Skills and Employability Service monitor NEET and Not Known data, provide a physical base for the NEET Support Service in each district, help with the running of the bimonthly NEET district networking meetings, help with community engagement, support pregnant teens/parents who are NEET and work with the Children's Social Work Team (CSWT). The CSWT help young people overcome barriers to education, employment or training.

Data accuracy

3. Information on pregnant teens and parents is held on the Early Help Module that can be accessed by the Skills and Employability Service who update Core+.
4. At key times in the year Hub Managers are asked to review Not Known and NEET data. These are during the Destination Survey in November, setting the cohort on Core+ in April and at ad hoc times throughout the year as demand requires. This is coordinated in each district by the local NEET Support Worker.

Support for young people

5. Open access staff can refer to the NEET Support Service either through the central mailbox or direct to local contacts.
6. Young people who face barriers to education, employment or training can have a Focused Support referral to the Children's Social Work Team.

Community engagement and networking

7. NEET Support Workers have access to office space (hot desks) in each district in the Youth Hubs.
8. The Hub Managers assist the NEET Support Workers with district partnership engagement to include:
 - The Local Children's Partnership Group (LCPGs);

- Bimonthly NEET networking meetings and
- Other opportunities as they arise.

Priorities 2021/22

9. To re-establish the NEET Support Workers in the Youth Hubs (subject to Covid restrictions) and return to closer working.
10. To assist the NEET Support Service, develop better intelligence on young people with mental health issues so they can engage at an earlier stage with them.

From: Sue Chandler, Cabinet Member for Integrated Children's Services

Sarah Hammond, Interim Corporate Director:
Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 19 July 2022

Decision No: N/A

Subject: Update and review of ICS approach to **Serious Youth Violence and Contextual Safeguarding**

Summary:

This report provides an update on Kents approach to Contextual Safeguarding, the Serious Youth Violence and Prevention project and Kent's partnership with the Violence Reduction Unit which supports both of these strands of work.

Recommendation(s):

Committee Members are asked to:

- NOTE the success of the Serious Youth Violence and Prevention Project
- Endorse Kent County Council's approach to Contextual Safeguarding
- NOTE the success of the Violence Reduction Unit securing an additional three-year grant from the Home Office in April 2022

1. Introduction

- 1.1 This report provides an overview of Kent County Council's approach to Contextual Safeguarding, the North Kent and Medway Serious Youth Violence and Prevention Project (SYVP), and the role of KCC's Integrated Children's Service (ICS) in the police-led, multi-agency, Violence Reduction Unit (VRU).
- 1.2 **Serious Youth Violence and Prevention Project - background**
- 1.3 In October 2018 the Ministry for Housing, Communities and Local Government (MHCLG) established the Supporting Families Against Youth Crime (SFAYC) Fund to support the delivery of the Government's Serious Violence Strategy. The strategy emphasises early intervention and prevention, aiming to tackle the root causes of violence and prevent children from becoming involved in crime.
- 1.4 In 2019 Kent County Council, in partnership with Kent Police and Medway Council, successfully secured £1,362,645 from the SFAYC Fund, to lead and deliver a collaborative North Kent (Dartford, Gravesham, Sevenoaks and Swale)

and Medway project.

1.5 The aim of the project was to:

- Increase awareness of the risk of gangs, youth violence and weapon use amongst children, to their families, and communities including schools and professionals.
- Provide the highest risk, most vulnerable children, who are thought to already be involved in county-lines or gang related activity, with long-term intensive protective support.
- Provide vulnerable children, who are at risk of being drawn into such activity, with preventative support.
- Increase the quantity and quality of trusted relationships between children and adults who are there to support them.
- Ensure children and their families can identify and develop strong networks which will support resilience when services are no longer in place.
- Through feedback into the formal Evaluation, contribute to the understanding and development of community spaces so that people who use them feel safe.
- Contribute to the development of a Child Criminal Exploitation (CCE) toolkit for use across all agencies.

1.6 The service also complements the work of the Kent and Medway Gangs' Strategy, 2018-2021, which has 4 strands:

- **Preventing** people from engaging with gangs and youth violence, including through raising awareness for children, their communities, families, and professionals who support them.
- **Protecting** vulnerable children by increasing community inclusion, safeguarding activity, and providing intensive support.
- **Pursuing** via cooperation with professionals to share intelligence which supports prosecution and disruption activity.
- **Preparing**, reducing the impact of criminality where it takes place (through methods including sharing of intelligence).

1.7 The delivery model was co-designed with young people who have offended (including some in Cookham Wood Young Offenders Institution), including the recruitment of staff; tender specification and award of the commissioned provider.

1.8 The project started in July 2019 and has been extended until June 2023. The project team includes two seconded Police Officers who obtain, collate, analyse, and share intelligence to support the identification and management of risk related to serious youth violence. Given the impact of County Lines and the movement of children and families from London Boroughs to Kent and Medway, the project has collaborated with the Metropolitan and British Transport Police services.

1.9 Kent Police initiated a cross-border notification process to inform other local authorities of safety moves out of Kent and inviting other Police Forces to inform Kent when children and their families move into Kent away from gangs and

county lines.

- 1.10 The model is aligned to and informed by KCCs Contextual Safeguarding approach; the Kent Adolescent Risk Management framework (which in their summing up Ofsted referred to as “exceptional”); the Medway Task Force and the VRU.
- 1.11 The project has commissioned specialist mentoring to help children to develop personal resilience to withstand peer pressure and make positive choices. This complements and enhances statutory intervention, which remains necessary where children are at risk of harm. Mentoring can feel more flexible and child-led by being delivered when children need it the most, including at weekends and evenings and, in the most high-risk cases, up to 3 times a week for 12-months.
- 1.12 The service contributed to the development of the Child Exploitation Toolkit and the Missing Return Conversation, both of which are now embedded in front line practice. These tools enable effective risk management approaches to be utilised beyond the lifetime of the project.
- 1.13 The project has delivered an accredited Knife First Aid course which aims to help children respond to knife incidents, but also raises awareness of the risks involved in carrying a knife.

2. **Serious Youth Violence and Prevention Project Outcomes**

- 2.1. The service is being evaluated by London Southbank University (LSBU) to develop the UK research base with the desire to create a legacy of evidence based ‘what works’ toolkits, risk identification and management processes.
- 2.2. To date, Salus have worked with over 150 children and their families, across two cohorts:
 - A Protect cohort, those involved in county lines or serious youth violence and
 - A Prevent cohort, those at risk, or on the periphery of county lines or serious youth violence.
- 2.3 Salus met the target of supporting, at any one time, 60 Protect and 30 Prevent children, with the higher risk cohort being offered more intensive and longer-term intervention.
- 2.4 As the project has been operational during the Covid pandemic, interim outcomes analysis needs to be considered with caution while the full evaluation is ongoing with the full LSBU report is due to be released in the autumn of 2022.
- 2.5 Indicative data illustrates, for those involved in the project:
 - children self-assessing improvements in quality of life, specifically their emotional well-being,
 - a 19% reduction in arrests
 - a 45% reduction in police call outs
 - a 52% reduction in missing episodes

- a 65% reduction in exclusions from school
- 2.6 LSBU used this data to forecast cost savings based on nationally available unit cost data for arrests, police call outs, exclusions, and missing persons. The initial findings of their cost-benefit analysis suggest savings in the region of £24,500 to £42,000 per child engaged.
- 2.7 LSBU have undertaken focus groups and interviews with stakeholders, partners, parents, and children. The aim was to gather information on their experiences of the project -and perceptions of its effectiveness in reducing children joining gangs or experiencing gang-related violence. The full information will be available in the final report but the quotes below provide a narrative of the feedback received about the service:
3. **Serious Youth Violence and Prevention Project - Feedback from children**
- 3.1 [the best bit is] *“Being able to talk to [Mentor]. That was Number One, that I can, literally, tell her everything and then she would be able to give me advice”*
- 3.2 *“Before I met her [mentor] I didn’t really know what I wanted, I didn’t really know what I was focused on, because my mind was just like all jumbled up, but she sort of just helped me like focus on my goals and she helped me achieve them, like basically she helped me change my mindset to want to do well for myself.”*
- 3.3 *“if you can’t tell your parents because you’re too worried that they are going to like be angry or upset, then you’ve always got that somebody else [mentor] to speak to about it.”*
- 3.4 *“I’ve been arrested about three times this year but, last year, it was fifteen times. There’s a lot of difference. When you have a professional who understands everything that’s going on in your life and tries to make it right, a lot of stuff changes. And, yes, I appreciate Salus have helped because, otherwise, without them, I probably would be banged up right now.”*
4. **Serious Youth Violence and Prevention Project - Feedback from parents/carers**
- 4.1 *“And it’s hard to believe that my son ever put us through what he did because he’s a completely different person now. And I don’t think that’s because of the punishments or the arrests: I don’t think any of that is the reason that he’s changed his behaviours. I do think it’s because of [Key worker] and I believe that, when she came in, it was almost as if she wrapped this big bubble around us and we became a team.”*
- 4.2 *“Initially, my son wasn’t keen to engage but the worker, they do have a rapport. And I think for my son it was just to have a focus about the direction his life was taking but also for someone else, other than me or his siblings to... I think sometimes with kids, they like to take advice from other people. So, I think it worked well.”*

4.3 *“Through the school, I’ve noticed a big change in my daughter. Certain things she was doing at her old school, and she’d speak to her support worker about, and her support worker would advise her on ways to deal with situations and I can see her putting that to use at this new school that she’s at...I can see a big change”.*

5. Serious Youth Violence and Prevention Project - Feedback from professionals

5.1 *“The mentor has done an amazing job to try and bring them out their shell, look at different hobbies, try and build up confidence.”*

5.2 *“And recently this person had actually started saying to my face and the mentors, giving us compliments and I couldn’t believe it, I nearly fell off my chair, which is really nice and he just seems happier which is lovely and he’s comfortable so that is really nice.”*

6. Contextual Safeguarding - The local, regional and national landscape.

6.1 Nationally, the Contextual Safeguarding Approach emerged from the (2015) PhD studies of Dr Carlene Firmin, MBE. Dr Firmin coined the term ‘Contextual Safeguarding’ to describe an approach to child protection in which extra-familial contexts, the interplay between them and their varying weight of influence on young people’s decisions, could be the target of assessment and intervention. It is a framework which assists professionals to understand and manage the push and pull factors for extra-familial risks, such as Missing; Criminal Exploitation; Substance Misuse; Offending Behaviour; and Sexual Exploitation. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse, but that parents and carers have little influence over these contexts.

6.2 In 2019 Kent were successful in bidding to be part of the 3-year University of Bedfordshire (UoB) ‘scale-up’, working with Professor Dr Carlene Firmin and her team to move beyond a conceptual framework and to design and test out practice approaches and to develop policy.

6.3 Kent developed a contextual framework in 2019. Together with key partners including Police and VRU, our Adolescent Services led the testing, improvement and embedding of the model throughout 2020 and 2021.

6.4 In that time, despite the pandemic, Kent achieved the cooperation of District partners to develop a framework of identification, assessment, and response to contextual risk. At a practice level, Kent improved our tools for practitioners to analyse and consider contextual risks, including the ‘Return from Missing Conversations’ tool and the creation of a multi-agency Exploitation Toolkit.

6.5 In October 2021, UoB reviewed Kent’s systems and processes and presented their findings to the Integrated Children’s Services Steering Group and Senior Management Teams. They noted the journey Kent had travelled since 2019, despite the covid pandemic. They noted our ‘outstanding progress’ from barely

recognising contextual safeguarding in 2019, to having an embedded, multi-agency model that identified, assessed and responded to context.

- 6.6 There remain key elements of our contextual safeguarding vision that need to be developed, including Kent's ambition to create an 'integrated adolescent plan' for high-risk adolescents who straddle multiple services (such as youth justice and social work). KCC are represented at a National Legal Round Table, in which the legal and policy framework for Contextual Safeguarding approaches, and the arising complexities, are explored. As a relatively new approach, the legal and policy framework pose conundrums for practice, and the national forum has participation of Ofsted, HMIP, DfE, University of Bedfordshire and legal advisors to help navigate and develop national guidance. Through engagement in this forum the Assistant Director with responsibility for adolescent service development is guiding our future direction of travel.
- 6.7 Furthermore, Kent have participated in a peer improvement partnership with one of the 'trailblazing' London authorities the London Borough of Waltham Forest, in a mutually beneficial learning approach, focussing on contextual safeguarding and adolescent harm.
- 6.8 KCC Chair the Southeast Regional Contextual Safeguarding Forum in which rich discussion explores how Local Authorities create safer spaces for children and communities. Kent are considered by this forum as a leader in these approaches, with more advanced and embedded processes than their peers. London and Southeast partners are seeking Kent's advice on our approaches in order to replicate our model.
- 6.9 These partnerships have proved beneficial to KCC and are ensuring we remain dynamic resourceful and at the forefront of new approaches.

7. **Kent's Contextual Safeguarding and Adolescent Risk Management Framework**

- 7.1 An Integrated Adolescent and Open Access Service went live in April 2019 bringing together professionals from Adolescent (social work) Support Teams; Youth Justice; Inclusion and Attendance Services; Youth Hubs; Children's Centres and created new Adolescent Early Help Units which specialise in working with teenagers impacted on by extra-familial risks.
- 7.2 At that time, at a national level, the Home Office were consulting on a new legal duty to support a multi-agency approach to preventing and tackling serious violence. The draft guidance was subsequently published in May 2021.
- 7.3 In September 2019, Kent and Medway Police announced their ambition to implement a Violence Reduction Unit, necessitating strategic and operational partnership collaboration. Using these platforms, Adolescent Services led the development of a new strategic and operational framework to better manage current and emerging adolescent risk, including matters of extra-familial ('contextual') safeguarding and public protection. **See Appendix 1** for an

illustration of how contextual safeguarding stretches beyond the traditional Child Protection framework.

- 7.4 Our contextual safeguarding approach responds to extra-familial forms of abuse and:
- Targets the contexts in which that abuse occurs, from assessment through to intervention
 - Addresses extra-familial risk through the lens of child welfare, as opposed to crime reduction or community safety
 - Utilises partnerships between children's services and agencies who have a reach into extra-familial contexts (such as transport providers, retailers, youth workers, residents' associations, parks and recreation services, schools)
 - Measures success with reference to the harm, rather than solely focusing on any behaviour changes displayed by children who were at risk in those contexts

See Appendix 2 for an illustration of extra-familial risks.

- 7.5 Kent trained over 400 staff in the first year of the project and have since trained wider agencies and non-traditional partners. Contextual Safeguarding is now delivered across Kent and Medway by the Kent and Medway Safeguarding Children Partnership.
- 7.6 The Kent multi-agency framework is a clearly defined set of relational operational and strategic processes. **See Appendix 3.**
- 7.7 **District Contextual Safeguarding Meetings (DCSMs).**
KCC collaborates with multi-agency partners to hold a DCSM aligned to the 12 districts. DCSMs aim to identify and assess the risk and safety that children experience within a specific context (for example, a location); and reduce harm and increase protection in that space. The focus is on the space/context, rather than on the individual child.
- 7.8 Professionals can refer a location, child, group of children, or local concern into DCSM. The partnership also uses VRU and Missing children's data to identify places of concern. Non-traditional partners (e.g., bus and taxi companies, McDonalds) attend DCSM where relevant.
- 7.9 **Complex Adolescent Harm Meetings (CAHMs)**
These forums differ from DCSMs, as they focus on identifying, assessing, and creating contextual safety for a child or a group of children and vulnerable adults (including the 18+ Care Leaving Service). A CAHM brings together professionals who can share information about and respond to contextual issues and is an extension on statutory processes (e.g., strategy discussions and Child Protection plans) to safeguard in incidents of extra-familial harm.
- 7.10 Children at CAHM level can access specialist, flexible support via the Missing Outreach Project. This service is part of the Adolescent Response Team and responds urgently to children who have returned from a missing episode.

- 7.11 A vital component of CAHMs is the sharing of intelligence across the partnership, including the VRU, and peer network 'mapping.'
- 7.12 **Protecting Vulnerable People (PVP) meetings** are Police-led, multi-agency forums which consider contextual themes and trends across districts. PVP inform priorities for prevention and intervention activity to address emerging and known risks.
- 7.13 **Kent and Medway Joint Exploitation Group (JEG)**
Shares intelligence, emerging trends and good practice from across the county and neighbouring counties and boroughs, with contributions from key Kent and Medway partners. A quarterly Kent and Medway contextual safeguarding report is presented at JEG, co-written by Kent and Medway local authorities; each District DCSM; VRU; MCET; Prevent; and with contributions from the voluntary sector.
- 7.14 In March 2019, Children's Cabinet Committee agreed to utilise s.106 district property development contributions to implement and resource a detached youth work service to support contextual safeguarding. The model tackles risks identified through the multi-agency DCSM. Detached youth workers can identify and address children's needs within their locations and peer groups. By meeting children in their communities, detached workers can build an understanding of the issues that children experience and the relationships they form, enabling intervention in harmful contexts. Through this, and by sharing intelligence with partners, Youth workers provide a key role in enhancing the safety of children.
- 7.15 Innovative projects have been created to engage children in the community including collaborations which encourage community guardianship with businesses and groups including fast food chains and local football clubs. These projects (for example, 'pop up football') encourage children 'on the street' to engage with youth workers and help to enhance safety.

8. **Kent's Contextual Safeguarding - The Voice of Children**

- 8.1 Kent has piloted a school's project, supporting the Pupil Referral Units to undertake a contextual assessment of safety, and to respond to this to increase safety for their pupils. This project was co-produced with children at every stage with the following feedback recorded:
- Children liked the idea of a whole school approach to explore how safe all students felt at school (including on the journey to and from school)
 - Children thought that their teachers needed support to address issues of harm in school, for example, bullying
 - Children suggested that those responsible for causing harm might also need help
 - Children worried about judgement from other students if they engaged in a school assessment and intervention and wanted adults to provide a safe space
 - Children thought that harm occurs in school in places that teachers were not aware of

8.2 Hearing the voice of children is key to KCC's development of contextual safeguarding and addressing the risks of serious youth violence in the community. Currently, DCSMs are predominantly influenced by data and professional intelligence about locations and spaces of concern. We are developing a consistent children's voice led, supported by data approach, which is being developed by our Youth Workers, to enable children to identify contexts of concerns, having successfully piloted this within our Pupil Referral Unit cohort.

9. Violence Reduction Unit (VRU) – background

9.1 The Kent and Medway Violence Reduction Unit (VRU) was established in September 2019, with funding awarded annually by the Home Office until 2022. This year the Kent VRU has secured a three-year grant from the Home Office with an increase from £1,016,000 per annum to £2,040,000 for the first year and £1,500,000 for each of the two subsequent years.

9.2 The VRU is a partnership between the police, local councils, health service providers and other key agencies to lead and co-ordinate a 'whole system' public health approach in response to serious violence such as knife crime and child exploitation into gangs and county lines. This approach is based on identifying the local drivers and root-causes of serious violence and implementing a multi-agency response. <https://youtu.be/8ys53x3mDKw>

9.3 The Kent VRU is led by a Police representative and a Kent County Council secondee. The VRU identifies public place serious violence (knife harm, robbery, violence with injury or violence linked to gangs), either perpetrated by or upon those under 25 years.

9.4 There are four strands of the VRU approach:

- Data sharing and analysis with partners
- Multi-agency collaboration
- Voice of children and communities
- Evidence-based interventions

9.5 The VRU has been a key partner in the design and implementation of Kent's Contextual Safeguarding approaches, and the delivery of the Serious Youth Violence Project.

10. VRU projects

10.1 In partnership with Kent Police, Medway Council and Kent County Council, the VRU has funded numerous projects to test out innovative approaches to tackling the root causes of violence.

10.2 The VRU is committed to learning from children, families, communities, and professionals. They have co-designed a program with children in a Pupil Referral Unit to increase the social and emotional skills which was described as "the single most impactful project that I have been offered since taking leadership of a PRU" [Head Teacher].

- 10.3 A parent said that her family would have fallen apart without the support of a service commissioned jointly by the VRU and Office of the Police and Crime Commissioner:

“My two children were both in very different but very bad places. [the workers] showed us how to rebuild our trust in each other and learn to work together again as a functioning family. They kept my children safe and out of trouble and gave me the confidence to turn things around and now my kids are happy and settled - one at school doing really well and one working at his dream job - we have travelled such a long way with their help, patience, skill set and support.”

- 10.4 In 2020, the VRU held a “hackathon” with 120 multi-agency attendees. A network including the Youth Hub, Borough Council, School, and Community Safety won £5000 at the hackathon to implement a contextual Youth Work approach, providing welcoming guardians to children on safety moves, vulnerable to influence or exploitation by gangs.
- 10.5 The VRU worked with the Ben Kinsella Trust to create resources for parents. Students from 28 schools have been funded to attend the Ben Kinsella experience to learn about knife harm. Work with the ‘No Knives, Better Lives’ campaign in Scotland has informed training and lesson plans for professionals to use with children.
- 10.6 Children have adopted ‘feeling safe’ as a county priority and are working with KCC and VRU Participation Workers to create a campaign. Gravesham’s Gifted Young Generation group have created an awareness video on knives and weapons and this work builds on the podcasts previously created by children and parents about County Lines exploitation. The VRU are funding three support groups for parents affected by County Lines, and the parents are working closely with Kent Police to inform the Police response to criminal exploitation.
- 10.7 In collaboration with the VRU, KCC are delivering a ‘Reachable Moment’ pilot at QEQM Hospital, Margate. The aim is to engage with children who present in accident and emergency when they have possibly been a victim of violence in the community or as a result of exploitation. Children are often too scared to tell Police or the authorities the real reason they have needed medical attention but at that moment of vulnerability, within an A&E setting children can feel helpless and are more likely to respond in that ‘reachable moment.’
- 10.8 The areas of focus for the VRU for 2022-25 will be: Violence with injury, Robbery, Knives and Weapons, Violence Against Women and Girls, Gangs, County Lines and Young Street Groups. Kent VRU will also adopt a focussed deterrence approach that increases both enforcement and support to children who are repeatedly involved in serious violence.

11. VRU- Serious Violence Outcomes

- 11.1 The levels of serious violence involving those aged under 25 have reduced since September 2019. The national lockdown in March 2020 had a significant impact

in reducing public place violence, and levels of serious violence have since remained lower than pre-lockdown periods.

- 11.2 There has been a reduction each year in the numbers of children aged under 18 involved in all serious violence across the County, since monitoring began in October 2018.

Children involved in serious violence	Oct 2018 – Sep 19	Oct 2019 – Sep 20	Oct 2020 – Sep 21
Age 0 – 17	2849	2562	2386

- 11.3 In respect to children aged under 18 who have been involved in the most serious violence (i.e., that which includes attempted murder, grievous bodily harm, or the use of weapons to harm others) there has been a more complex picture which suggests that a focus on those with the highest risk factors relating to serious violence is still required.

Children involved in the most serious violence	Oct 2018 – Sep 19	Oct 2019 – Sep 20	Oct 2020 – Sep 21
Age 0 - 17	300	352	285

- 11.4 This focus is a feature of the VRU oversight Board, which has KCC representation, together with the VRU reporting directly to the County Youth Justice Board.
- 11.5 In the period Oct 2020 – Sep 2021 there was a 7% reduction in the numbers of serious violence incidents involving children where injury was caused and a 29% reduction in robbery offences. Data shows a reduction in these offences compared to pre-lockdown levels, and a reduction compared with 2019 – 20 when the County was in lockdown.
- 11.6 According to the Office of National Statistics, young people aged 10 – 19 years constitute approximately 12% of the Kent population. VRU data illustrates that from 2018 – 2021, 25% of all victims of serious violence were children. Children identified by the VRU as being involved in serious youth violence are often victims and the partnership with the VRU enables swift identification of children who require statutory services to safeguard them from serious violence.

12. Conclusion

- 12.1 Kent’s operational and strategic approaches to contextual safeguarding are illustrated by our partnerships, processes, and practices. The framework reaches across all levels of support from universal through to targeted and statutory provision, across all aspects of Kent’s Integrated Children’s Services, but predominantly led by, and involving, Integrated Adolescent Services.
- 12.2 This report illustrates the successes of Kent County Council’s approach to Contextual Safeguarding, and the collaboration within the North Kent and Medway Serious Youth Violence and Prevention Project (SYVP), and the role of

KCC's Integrated Children's Service (ICS) in the police led multi-agency, Violence Reduction Unit (VRU).

Recommendation(s):

Committee Members are asked to:

- NOTE the success of the Serious Youth Violence and Prevention Project
- Endorse Kent County Council's approach to Contextual Safeguarding
- NOTE the success of the Violence Reduction Unit securing an additional three-year grant from the Home Office in April 2022

Report Authors

Relevant Directors

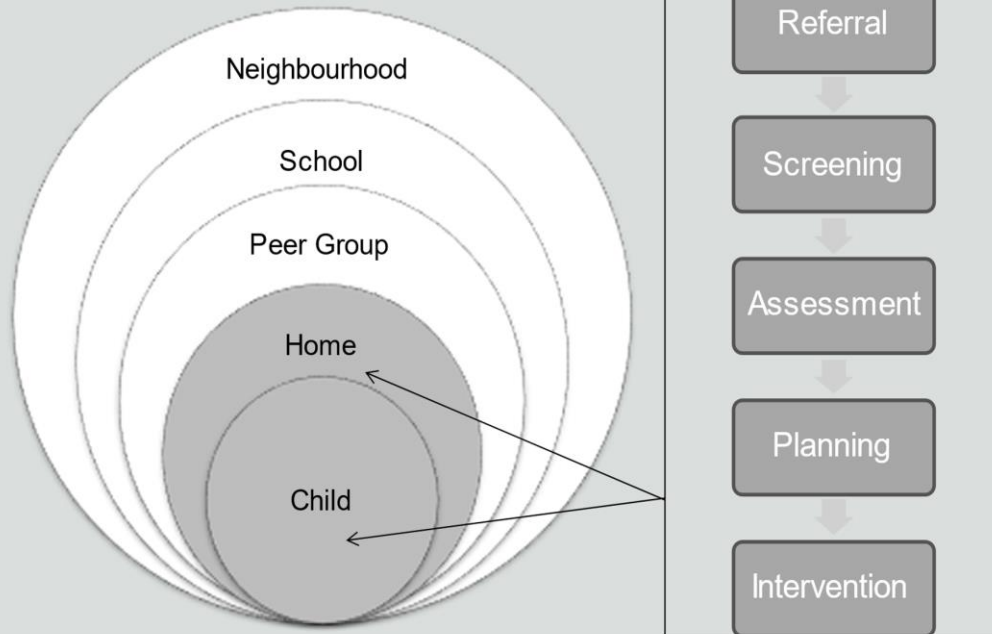
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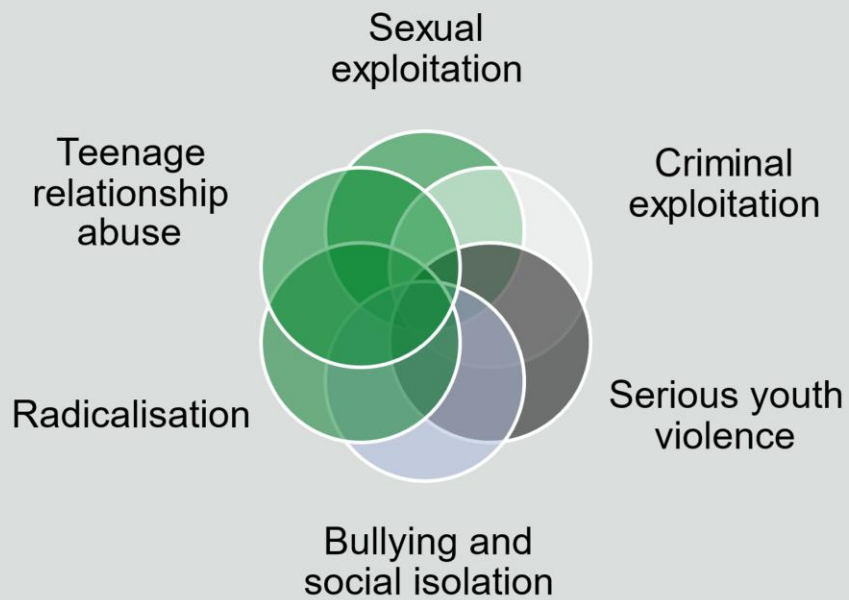
Email address: stuart.collins@kent.gov.uk

Traditional reach of child protection



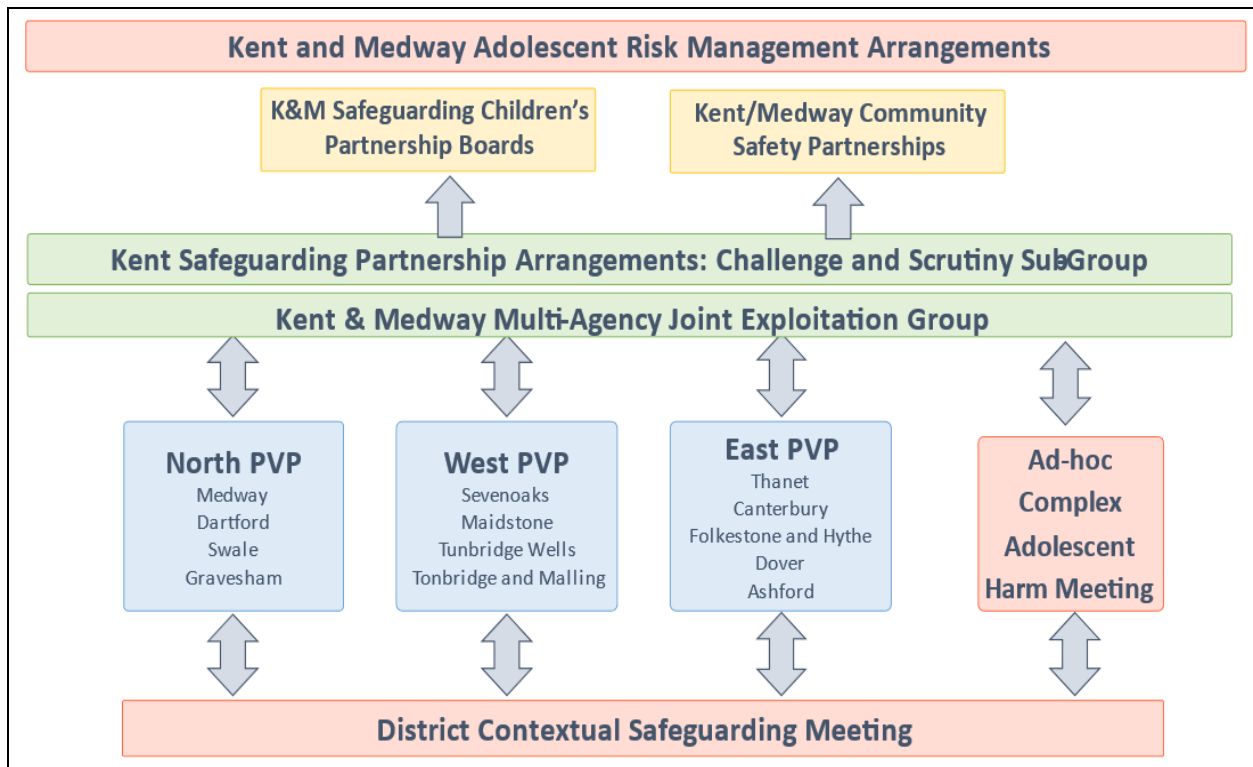
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Extra-familial risks



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Appendix 3



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From: Sue Chandler, Cabinet Member for Integrated Children's Services

Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 19 July 2022

Decision No: N/A

Subject: Review of the HeadStart Kent Programme

Classification: Unrestricted

Past Pathway of Paper: County Council – 14 July 2022

Future Pathway of Paper: N/A

Electoral Division: All

Summary:

HeadStart Kent (HSK) has been an ambitious, Kent-wide programme which has influenced local and national learning about children and young people's emotional wellbeing. This report describes what has worked well, what impact has been made, and how learning will have secured the programme's legacy.

Fully funded by the National Lottery, Communities Fund, the programme has taken strategic steps in facilitating system change in schools and through community approaches to young people's mental health. This has been demonstrated by HSK providing tools, training, and resources to develop the workforce who support young people, and by ensuring a partnership approach and that coproduction with children and young people is embedded and championed throughout the system.

Building collaborative relationships whilst competently and efficiently delivering the programme has enabled HSK to succeed. Local and countywide sustainability planning and the sharing of evidence around 'what works' has enabled key elements of the programme to continue. Finally, the report identifies those elements of the programme where further support is required.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to note the report, and:

- Consider whether the learning from adult mentoring support which HSK provided could be included in any future commissioning arrangements.
- To note the success of the Headstart programme and the legacy and sustainability of continued support for the mental well being of children and young people in Kent
- Endorse a 'Thrive Approach' as the framework to describe the range of emotional and mental health provision available, whilst emphasising the active involvement of children, young people and families.

1. Introduction

- 1.1. HeadStart Kent was a six-year, £11.25 million programme, set up and funded by The National Lottery Community Fund to develop approaches which would support young people to build their resilience so they can cope with the everyday pressures they may face throughout their lives.
- 1.2. The mission of HeadStart Kent was that *“by 2020 (amended to 2022 as a result of Covid) Kent’s young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so, to navigate their way to support when needed in ways which work for them.”*
- 1.3. HeadStart Kent has focused on building a sustainable system with 3 goals which every young person in Kent should be able to say with confidence:
 - *People around me understand wellbeing and how to promote it.*
 - *My overall wellbeing is not impacted by the pressure to achieve and to ‘be perfect’.*
 - *There is always someone for me to talk to.*
- 1.4. The programme has been underpinned by a detailed Theory of Change, which operated at three levels. There were different activities at each level, but they worked together to create a whole system-wide approach to improve the resilience and emotional wellbeing of young people.

Everyone gets something, but some more than others’



2. Context

- 2.1. Children and young people's mental health needs have increased. Data shows that in 2021 one in six children aged 6 to 16 years old had a probable mental disorder, an increase from one in nine children in 2017.¹
- 2.2. Research commissioned by the Department of Education DfE² in January 2022 showed that half of secondary school staff felt that pupil mental health was their biggest challenge. In interviews, school leaders explained that social and wellbeing concerns were an even bigger issue than 'lost learning', with wellbeing seen as a priority to address before academic interventions could be used effectively.
- 2.3. The pioneering national Wellbeing Measurement Framework survey of over 30,000 young people (aged 11 to 16) collected as part of the national HeadStart programme by the Anna Freud National Centre for Children and Families and University College London (UCL) Evidence Based Practice Unit³ is informing the national discussion around young people's emotional wellbeing. The research has highlighted the link between mental health difficulties, lower academic attainment, and persistent absence from school. It also finds that pupils excluded from school consistently have higher levels of behavioural problems, difficulties with peers and attention difficulties than their peers. The survey has been administered online by school staff. Kent's young people totalled between 30-70% of those nationally surveyed annually.
- 2.4. The profile of young people who took up HSK support were:
 - average age was 13.5 years old
 - 57% were female and 43% were male
 - 11% were ethnic minorities⁴ vs 9% in Kent's population
 - 30% had Special Educational Needs and Disabilities vs 15% in Kent's population
 - 31% were eligible for Free School Meals vs 20% in Kent's population
 - 33% lived in the most deprived areas in Kent⁵
 - 8% experienced domestic abuse⁶

3. What has worked well

- 3.1. HeadStart was a 'test and learn' research programme, so learning about what was and was not working was very important to the development of programme.

¹ [Mental Health of Children and Young People in England, 2021: Wave 2 follow up to the 2017 survey](#), Mental Health of Children and Young People Surveys, NHS Digital

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1045471/School_Recovery_Strategies_year_1_findings.pdf

³ [About HeadStart and the Learning Team | Evidence Based Practice Unit - UCL – University College London](#)

⁴ 5% unknown ethnicity

⁵ Index of Multiple Deprivation (IMD) Kent & Medway top 20% of Lower Super Output Areas (LSOAs)

⁶ www.gov.uk/government/statistics/english-indices-of-deprivation-2019

⁶ A domestic abuse incident was received from the police by HeadStart and sent to the young person's school

3.2. Appendix 1 HeadStart Kent Learning from the Local Evaluation⁷ is a summary of the key learning from the local research over the past six years. All evaluation reports are available on the [Kent Resilience Hub Research and Evaluation pages](#).

3.3. The key successful elements of the programme were:

- The Kent Resilience Hub and MoodSpark websites
- Work with schools; particularly through whole school approaches and the Kent Award for Resilience and Emotional Wellbeing
- Workforce development through staff training
- The establishment of safe spaces in schools and the community
- Coproduction and Participation with young people and families
- Pay It Forward and Talents and Interests grants
- Kooth online support and counselling
- Mentoring support

3.4. The successful approaches were:

- The HeadStart Team and their approach
- The multi-level partnerships which were developed
- The programme adaptations and responsiveness to changing need.

4. **Reach and sustainability**

4.1. The universal elements of the programme will be sustained through the [Kent Resilience Hub](#) and [Moodspark](#) websites which provide information, knowledge, useful tools, resources, advice for schools, communities, practitioners, parents and young people and promote a shared language across the system. To date there have been 105,071 Moodspark webpage views and 217,990 Kent Resilience Hub views.

4.2. 52,532 young people have benefitted from support in HSK schools. The school resilience toolkit and Award for Resilience and Emotional Wellbeing enables a whole school approach to be embedded in schools. 86% of Kent Schools are signed up to the toolkit and 53 schools have received the Award so far. The responsibility of the school toolkit is now with Kent Community Health Foundation Trust (KCHFT) Public Health School Nursing Service. This toolkit, alongside HeadStart support through training, development of participation, safe spaces, peer mentoring and having resilience conversations with young people enables a school to ensure young people are kept emotionally well, and to be able to respond early when there is an emerging need.

4.3. 6,721 school staff and professionals have accessed the HSK training offer. The demand for training both for school and community staff beyond districts has remained consistent during the lifetime of the programme.

“When talking to a young person and their family that was struggling with the difficulties that mental health brings. I felt able to effectively support and offer strategies to help further.” – School staff member

⁷ <https://kentresiliencehub.org.uk/headstart-kent-learning-from-local-evaluation>

- 4.4. Participation, coproduction, and engagement of young people has been a key success of the programme, and this has underpinned all activities. 2,785 young people participated in activities and helped coproduce and lead elements of the programme.
- 4.5. Providing young people with the opportunity to lead empowers them and improves their confidence, which better equips them for adult life. Increasing the emphasis on coproduction in policy and decision making ensures that intervention design and delivery meets the needs of young people. This has been demonstrated by the steps HSK have taken to ensure coproduction is embedded and championed throughout the system.

“To be honest, at the beginning it was just something to do. I thought I may as well go and try it. But what made me want to stay was actually being part of something that mattered [...] At HeadStart the things you do actually matters and makes a difference.” – Young person aged 16

- 4.6. ICS will retain the HSK participation workers. They will continue to support Kent Youth County Council (KYCC), Kent Youth Voice, local SpeakOut groups, UK Youth Parliament, Try Angle Awards, Youth Charter implementation, Coproduction training, as well as supporting the Voluntary and Community Sector (VCS) in delivering Emotional Wellbeing programmes. This team will work alongside Virtual Schools Kent, the Violence Reduction programme and the SEND Improvement programme. Appendix 2 Sustainability Summarises details these.
- 4.7 The HSK programme legacy continues to secure funding for two additional participation workers from the Clinical Commissioning Groups (CCGs) whose focus is developing the voice of young people, parents, and carers with lived experience of the mental health system.
- 4.8 Pay It Forward grants enable young people to help others, in turn helping to improve their own wellbeing. 225 grants of up to £1,000 each have funded wellbeing, environmental and intergenerational projects. The grant applications are assessed by groups of young people on their potential to improve the wellbeing of others. If the grant continues to be available beyond HSK the participation team will continue to lead this.
- 4.9 Young people requiring additional support were identified by practitioners who worked alongside young people using a resilience conversation tool. This was based on an evidence-based resilience framework and was adapted throughout the lifetime of the programme to meet young people’s and practitioners’ needs. Schools feel this is one part of the programme they want to continue to use.
- 4.10 Much of the activity for the additional support for young people has involved the HSK participation workers, HSK Senior Early Help workers and through additional funding to commission partners. There was a significant improvement⁸ in the wellbeing of the young people that successfully completed the support.

⁸ Appendix 1 **HeadStart Kent Learning from the Local Evaluation**

- 4.11 The iCan service supported 242 young men aged 13-16 who had witnessed, or experienced domestic violence. The service applies a trauma informed approach and aims to develop a greater capacity to defend against the adversity associated with domestic violence in childhood. The iCan programme materials⁹ will remain freely available for practitioners.
- 4.12 Intensive Mentoring support, which was taken up by 1,120 young people, adopts evidenced strengths-based approaches to supporting vulnerable children, young people, and their families. Additional funding from Reconnect has extended the service across the county until October 2022.
- 4.13 A Volunteer Mentor is a positive role model who is there to guide and advise, striving to meet set goals to help young people achieve their potential. Trained adult volunteers from the community have worked with 748 young people for a period of up to 6 months. Additional funding from Reconnect has extended the service across the county until October 2022.
- 4.14 826 young people have benefited from Talents and Interest grants, which aim to improve and sustain young people's emotional wellbeing by promoting and enabling them to have access to enjoyable, creative and purposeful opportunities. It aims to promote community engagement, a sense of belonging and self-worth. Additional funding from Reconnect has extended the service across the county until October 2022 and has enabled a wider age range of children and young people to access these opportunities.
- 4.15 Young people, families, schools and community staff highly value the support they received through Mentoring and through Talents and interest grants as they have been tailored to their interests and needs, with the offer of choice and flexibility in how they were supported.

"Having that money still there to give these young people something that they need is really important." – Community Worker

5. HeadStart System Influence

- 5.1 HeadStart Kent has helped strategic leaders to recognise the importance of good emotional and mental health for our children. The Kent and Medway Local Transformation Plan (LTP), which is a partnership plan led by Kent and Medway, has adopted the national Thrive Framework¹⁰ which describes the range of emotional and mental health provision available. The model places an emphasis on children, young people and their families being empowered through active involvement in decisions about their support.
- 5.2 The priorities outlined in the LTP for 2021/22 aim to further develop an integrated system of support which will enable the transition from HeadStart to Thrive activity. HSK has contributed to the 'Getting Advice and Getting Help' Quadrants.

⁹ <https://kentresiliencehub.org.uk/resources/ican-programme/>

¹⁰ <http://implementingthrive.org/>

- 5.3 Mental health support teams were established through the 2017 Green Paper for transforming children and young people's mental health to provide extra capacity for early intervention and ongoing help for mild to moderate mental health needs. Kent and Medway have successfully applied to deliver 21 teams focusing on areas and schools with the greatest need. Each team is to reach a population of 7,000 5-19 olds. HSK will continue to lead the recruitment and engagement of Kent schools as well as project managing the implementation of the service in partnership with the CCGs and NELFT. The introduction of Designated Senior Mental Health Leads in Schools is a national initiative and training is available.
- 5.4 Further to this initiative and a response to a request from HSK schools, the HSK community of practice legacy is that it will be sustained and extended across the county and will be resourced by the CCGs and co-delivered with partners.
- 5.5 Over the last two years, and three lockdowns, the HeadStart programme continued to successfully integrate its learning and evaluation to support the development of a system that works together as a cohesive mental health and wellbeing offer for children, young people and their families. HSK led a collaboration to develop guidance and resources for schools in Kent and worked closely with the CCG's and commissioning to extend, at pace, the online support and counselling service across Kent and Medway. The HSK team have been agile and quick to learn and adapt.
- 5.6 The DfE 'Wellbeing for Education Return' (WER) project launched in September 2020 with the expectation that schools would engage in wellbeing training enabling them to support staff and students coming back into school during the pandemic. The programme has been led by HSK and delivered in partnership and The Education People on behalf of KCC. In total 215 schools have engaged with WER training.

6. Conclusion

- 6.1. The key legacy of the HSK programme is the partnerships, learning, standard setting and which supports a system wide response to mental health and wellbeing. HSK has provided the evidence of the importance of the emotional wellbeing system to continually collaborate to ensure young people and families access the right support for their needs.
- 6.2. Much of the HSK resources, tools and materials have been secured for future use. These will ensure the legacy of the programme which will continue to benefit young people's resilience and emotional wellbeing within schools, community, with their peers online.
- 6.3. Further investment would be required if the following grant schemes were to continue: Pay It Forward participation budget and the Talents and Interests Grants, which

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to accept the report and:

- To note the success of the Headstart programme and the legacy and

sustainability of continued support for the mental wellbeing of children and young people in Kent

- Consider whether the learning from adult mentoring support which HSK provided could be included in any future commissioning arrangements.
- Endorse a Thrive Approach as the framework to describe the range of emotional and mental health provision available, whilst emphasising the active involvement of children, young people and families.

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Background Documents: None



HeadStart Kent Learning from the local evaluation

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About this booklet



HeadStart was a 'test and learn' research programme, so learning about what was and wasn't working was very important to the development of programme from the beginning.

Where things weren't working as well as hoped, they could be adapted to make them better based on what people were feeding back and saying.

This booklet pulls together key learning from the local research that was carried out over the past six years in one place to give a summary of what was found.

Evidence was gathered from lots of different people and in various ways. Some people took part in interviews or focus groups and others may have answered a survey.

Lots of routine data, like the names of young people accessing support, were also collected to build a picture of what was happening.

All the local evaluation reports are available on the [Kent Resilience Hub Research and Evaluation pages](https://kentresiliencehub.org.uk/about-headstart-kent/research-and-evaluation/)¹

¹ <https://kentresiliencehub.org.uk/about-headstart-kent/research-and-evaluation/>



About HeadStart Kent

HeadStart was a six-year, £11.25 million programme, set up and funded by The National Lottery Community Fund which aimed to provide resources to develop approaches that support young people to build their resilience to cope with everyday pressures they may face throughout their lives. Being resilient means you can 'bounce back' when you face difficulties.



The mission:

“Young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.”

Children and young people in Kent, together with their parents, told HeadStart what they needed in place to build their resilience.



My wellbeing is not impacted by the pressure to achieve or 'be perfect'

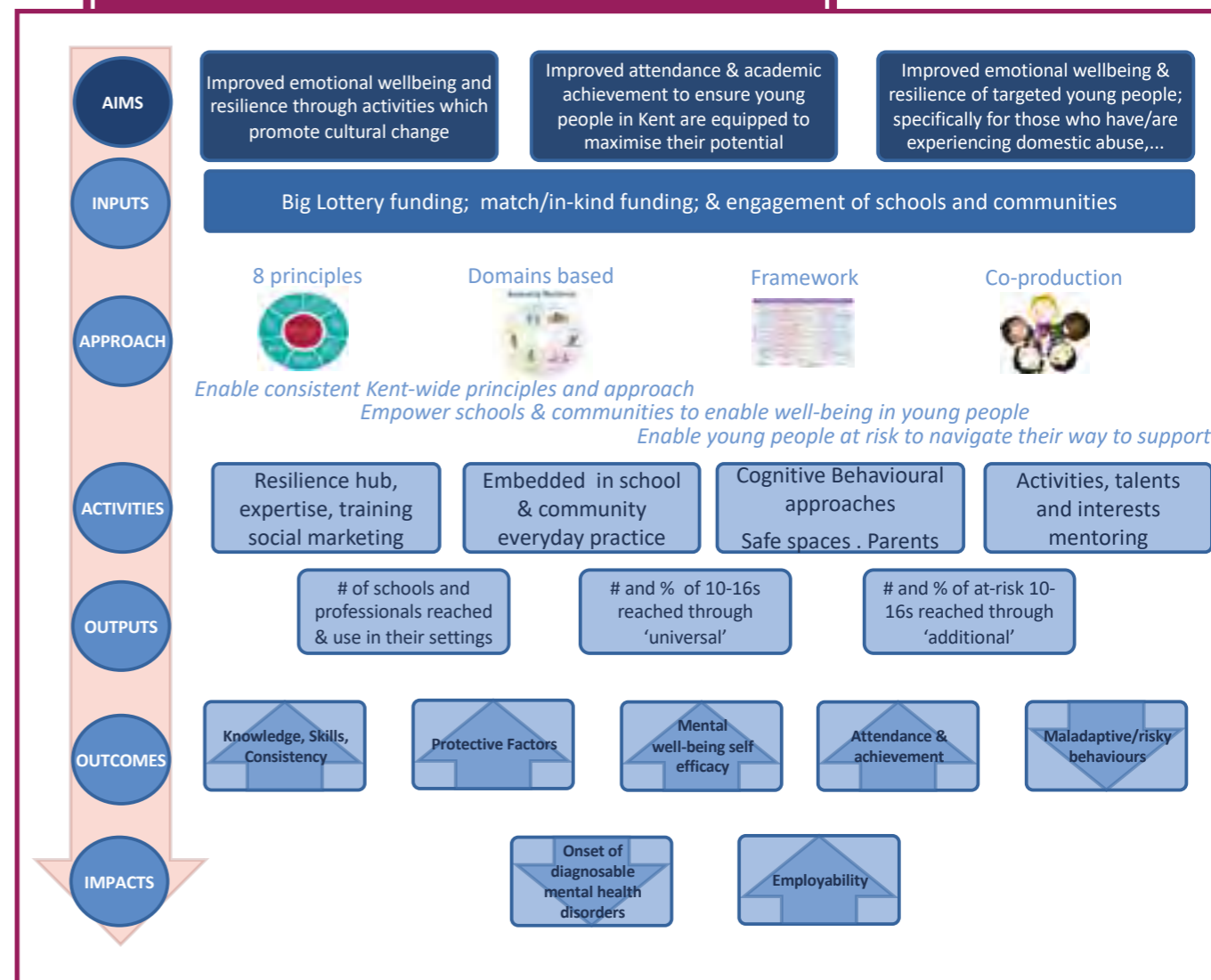
There is always someone for me to talk to

People around me understand wellbeing and how to promote it



About HeadStart Kent

Below is a summary of the aims, inputs, approaches, activities, and outputs to achieve their short term and longer-term outcomes.





About HeadStart Kent

The programme operated at three levels. There were different activities at each level, but they worked together to create a whole system-wide approach to improve the resilience and emotional wellbeing of young people.

Everyone gets something, but some more than others



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Level 3: Additional A targeted approach support focusing on the early identification of young people who, as a result of domestic abuse and trauma may benefit from additional early support to help retain and/or build their resilience and emotional wellbeing to prevent adverse outcomes.

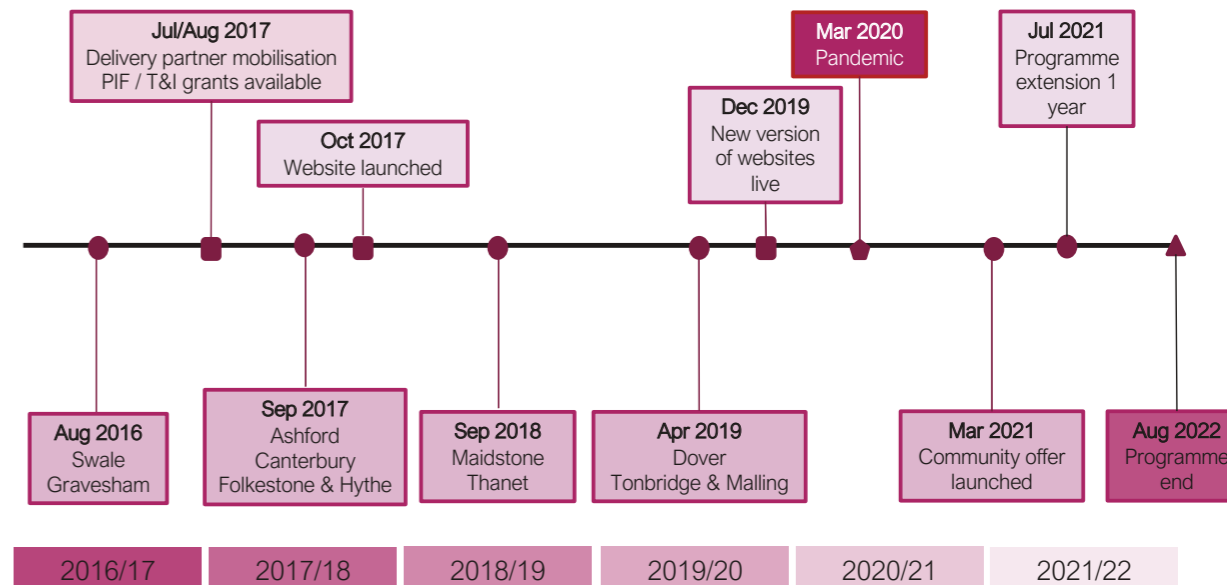
Level 2: Universal Plus to support system change within discreet geographies based on groupings of schools identified on the basis of need across Kent, providing a range of opportunities to achieve the three young people's goals to be resilient.

Level 1: Kent-wide activity to promote an understanding of the factors impacting on a young persons emotional and mental wellbeing and the actions that can be taken to support them in building their resilience.



About HeadStart Kent

The HeadStart team worked intensively with schools in nine district areas, called groupings, for 18 months in a phased approach. Staff training and access to additional support for young people were provided during this time. The starting month for each grouping is shown in the timeline below, along with other key activities for the programme.





Who did HeadStart Kent help?

From the beginning of the programme in 2016 up to March 2022, HeadStart has helped lots of people by providing access to training, funding, resources, and services focused on young people's emotional wellbeing and resilience.



Young people

Page 214

52,532

benefitted from support in schools

1,308

trained as peer mentors

2,785

participated in activities and some helped coproduce the programme

4,046

had a resilience conversation

15,197

accessed online support and counselling

25,422

accessed a safe space in school

3,509

were 'kept in mind' by notifying their school of an incident of domestic abuse, which may have led to support provided by the school.



Who did HeadStart Kent help?

598

supported by family focused work

1,120

were supported by an intensive mentor

225

Pay It Forward grants were planned and delivered

748

supported by a volunteer mentor

825

received a Talents & Interests grant

242

supported by an iCan mentor



Based on the 2020 mid-year Census population estimates, Kent had **138,400** young people aged 10 to 16.



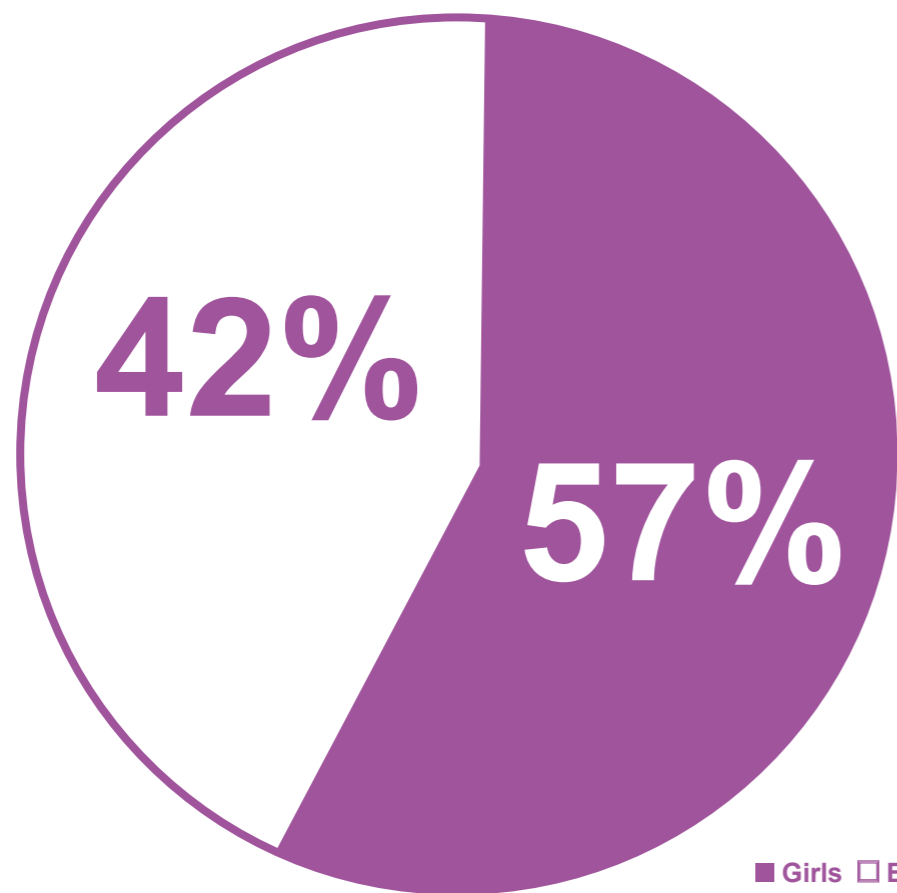
Who did HeadStart Kent help?

Young people taking up HeadStart support

11%
ethnic minorities²
vs 9% in the overall
Kent population

average age
13.5
years old

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² 5% unknown ethnicity



Who did HeadStart Kent help?

Schools and organisations benefitting

121

secondary schools

394

primary schools

38

other school settings
(like colleges)

59

statutory organisations
(like Kent County Council,
Kent Police or the NHS)

143

private sector
organisations (like
privately run sports clubs
or dance studios)

330

community and
voluntary organisations
(like charities, trusts or
community centres)

53

schools received the
Award for Resilience and
Emotional Wellbeing



Who did HeadStart Kent help?

Training provided

3,851

school staff
trained

2,770

other
professionals
trained

1,021

mindfulness

1,747

Youth Mental
Health First Aid

1,954

mental health
online

852

resilience and trauma
(including resilience
conversations)





Who did HeadStart Kent help?

Parents and carers

514

trained in Youth Mental Health First Aid or the Wellbeing Toolkit

578

were supported with their child through the transition to secondary school or by HeadStart Senior Early Help workers

24,983

accessed the parents resilience webinar on the Kent Resilience Hub



Who did HeadStart Kent help?

Communication

Kent Resilience Hub

217,990

Resilience Hub webpage views

105,071

MoodSpark webpage views



1,699

Twitter Followers

1,467

Facebook Followers





What difficulties have young people been experiencing?

Children and young people's mental health needs have increased.

National data shows that in 2021

1 in 6

children aged 6 to 16 years old had a probable mental disorder, an increase from one in nine children in 2017³.

The main difficulties young people involved with HeadStart told us they were experiencing were:

- Managing their emotions – anger, anxiety, stress, confidence
- Relationships with friends and family

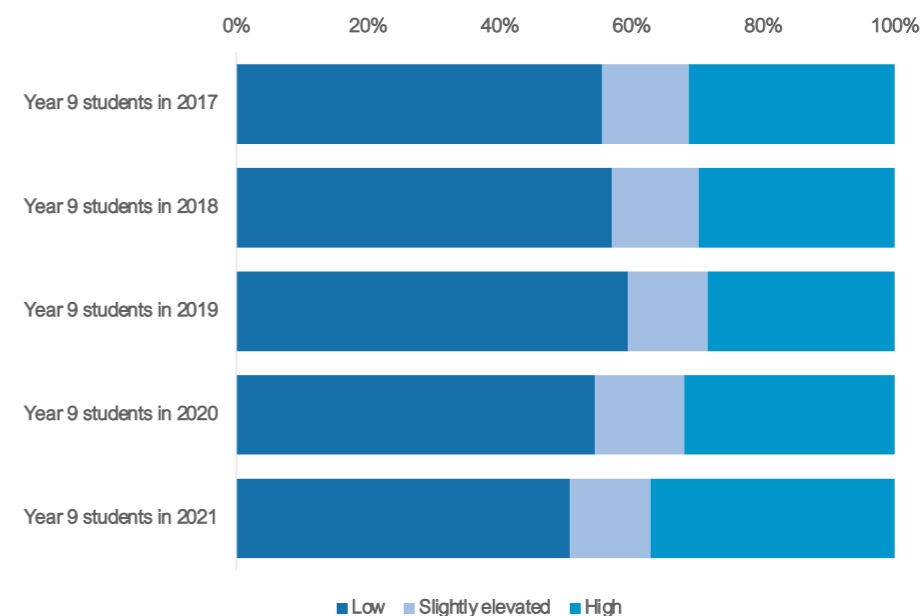


³ Mental Health of Children and Young People in England, 2021: Wave 2 follow up to the 2017 survey, Mental Health of Children and Young People Surveys, NHS Digital



What difficulties have young people been experiencing?

Through the annual Wellbeing Measurement Framework⁴ survey carried out in HeadStart schools between 2017 and 2021, over a **third of young people** consistently reported high or slightly elevated level of attention difficulties.



1/3

"I am restless, I cannot stay still for long"

"I am easily distracted, I find it hard to concentrate"

"I am constantly fidgeting or squirming"

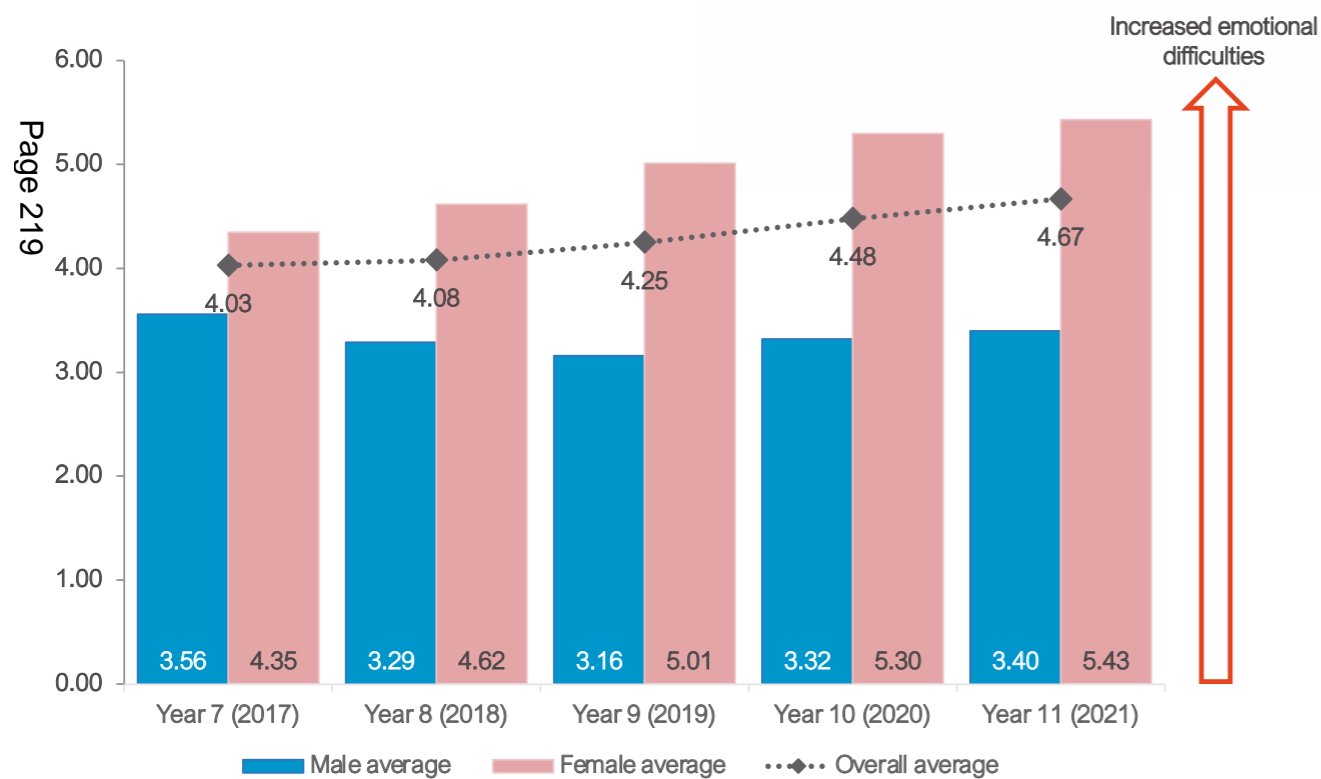


⁴www.headstartlearning.info

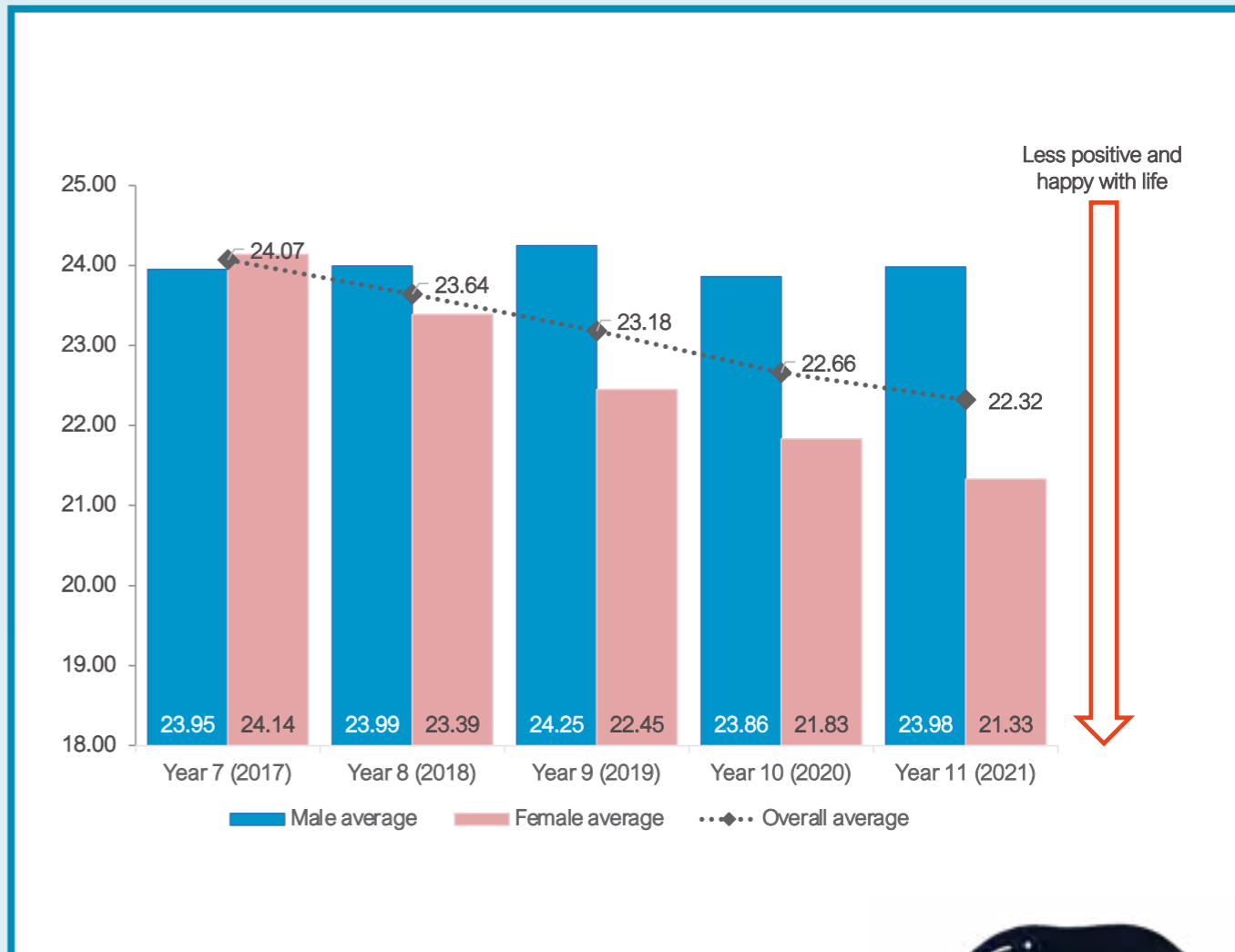


What difficulties have young people been experiencing?

Increasing levels of emotional difficulties were reported by females as they got older. Females in all year groups surveyed between 2019 and 2021 reported significantly more emotional difficulties than males⁵.



What difficulties have young people been experiencing?

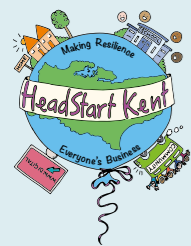


Females also reported they felt less positive and happy with life as they got older. Females in all year groups surveyed in 2020 and 2021 were significantly less positive than males⁶.



⁵Year 7 and Year 9 in 2019, Year 9 and Year 10 in 2020, Year 9 and Year 11 in 2021

⁶Year 9 and Year 10 in 2020, Year 9 and Year 11 in 2021



What difficulties have young people been experiencing?

When the young people surveyed were asked about their experiences during the pandemic, they said their **feelings of frustration and ability to concentrate had got worse**. They were also much more worried about their future.

A significantly higher level of need was reported by young people when they were aged 12 to 13 who went on to be supported by HeadStart when they got older, compared to those who did not go onto receive support⁷.

This shows that **HeadStart was supporting the right young people with the most need**.

Before they were supported by HeadStart, they reported:

- **More emotional, behavioural and attention difficulties**
- **More difficulties with peers**
- **Less positive appraisal of their wellbeing**
- **Felt less able to manage their emotions, solve problems, cope with stress and set goals**
- **Felt less supported by an adult in their home**
- **Felt less likely to make positive contributions at home and in school**

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Young people still just want someone to talk to. A non-judgmental person they trust and can talk to in confidence.

“I think being that person that can listen, I think that’s the biggest thing that they can get out of it, that somebody’s actually taking what they have to say seriously or to heart...”



What difficulties have young people been experiencing?

Young people taking up HeadStart support

30%

had Special Educational Needs and Disabilities

vs 15% in the overall Kent population

31%

were eligible for Free School Meals

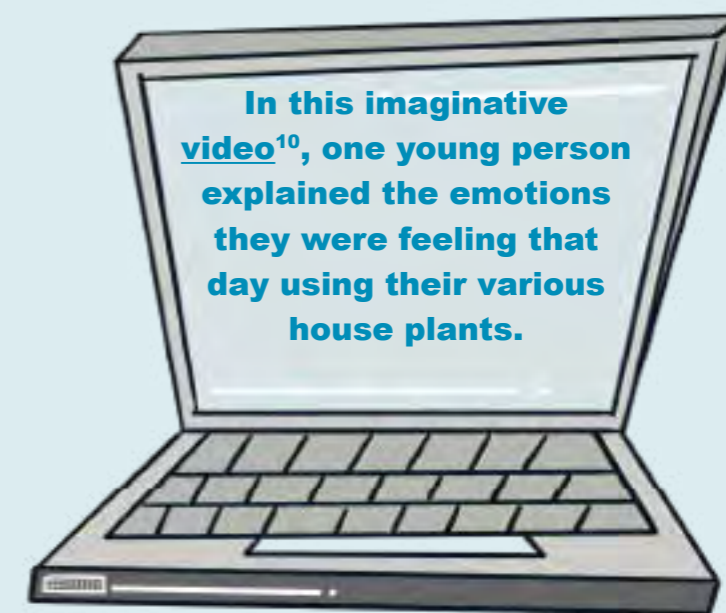
vs 20% in the overall Kent population

8%

experienced domestic abuse⁸

33%

lived in the top 20% most deprived areas in Kent⁹



⁸ A domestic abuse incident notification was received from the police by HeadStart and sent to the young person's school

⁹ Index of Multiple Deprivation (IMD) Kent & Medway Lower Super Output Areas (LSOAs) www.gov.uk/government/statistics/english-indices-of-deprivation-2019

¹⁰ <https://www.youtube.com/watch?v=FdAejlSDvoo>

⁷ From Wellbeing Measurement Survey data for Year 8 students in 2018. 518 received support from HeadStart after 2018.



What went well?

Coproduction and participation

The involvement of young people in the programme was one of its major successes. Young people from many different backgrounds were supported and encouraged to take part in the full variety of activities and training offered. This ranged from interviewing staff to sitting on a panel deciding grant awards, or even just having fun learning how to cook.

Joining the Kent Youth County Council and HeadStart central SpeakOut groups was a particular achievement. Young people, who may not normally have the opportunity to meet, worked together on topics important to them. By having young people from different backgrounds and areas working together, this meant that the views of young people, who are potentially less represented, were heard.

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The need to coproduce the programme with young people was embedded into the plan from the start. Staff were given the time and resources needed to make sure young people were able to lead and make decisions. They were trusted as professionals and given independence to do things differently. Many colleagues saw the value in coproduction and have adopted the principles in their work.



What went well?

"...the coproduction and the participation work has been outstanding."

"To do coproduction properly, you need time."



Adaptations and challenges

At the start, there may have been too much freedom and flexibility in the participation work and the priorities of what was supposed to be delivered needed to be made clearer for staff.

Young people did not like the You're Welcome standard as it was more focused on assessing health services and they felt the language used in the documents wasn't suitable for what they needed. As an alternative, they developed the Kent Youth Charter, which sets out six principles of how young people want staff to engage and work with them.



What went well?

Working with schools

HeadStart supported schools to embed a whole school approach to resilience and emotional wellbeing. Using the Resilience Toolkit as a basis to plan and review their work against eight principles to promote mental health and wellbeing¹¹, schools delivered on actions that benefitted students, staff and the wider community.

“The more you make it part of your day to day, the more impact it will have...”

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“I think it has really focused our minds. I think it's really made us sit back and think, right, what do we do as a school and what can we do?”

HeadStart staff made sure they were approachable and readily available to work together with the school staff. They were flexible in their approach and the work was 'done with the schools, not to them'. They built strong relationships with the schools and continue to be highly regarded.

School staff felt that being involved with HeadStart had made a positive impact on the ethos and environment within their schools. They valued the support and guidance from the HeadStart staff and, as well as the funding provided, felt this enabled the success of the programme in their schools.



What went well?

“[HeadStart] have a really good relationship with the schools, they're well-respected. The whole-school approach has been really well-embraced by those schools.”

“The funding and training offered by HeadStart has been invaluable.”



Adaptations and challenges

The Resilience Toolkit was updated many times and improved based on feedback from schools. At the start there was too much paperwork, so a simpler online version was created.

Early on, HeadStart staff realised that one standard approach to supporting schools wouldn't work as all schools are different. So, the support provided was tailored for each individual school based on their needs.

More than just one or two people are needed to deliver change within a school. Ideally, a team of staff at varying levels need to support one another to embed a programme such as HeadStart. The right person needs to drive it forward within the school and backing from senior leadership is essential.

Schools are busy and time is limited so clearly communicating what needs to be achieved and breaking down what needs to be delivered into manageable chunks is helpful for staff.

¹¹ www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing



What went well?

Training and workforce development

The reach of training provided directly by HeadStart staff or through delivery partners was wide. Participants thought the training was delivered well and that what they learned was useful. They were confident applying what they learnt and, as a result of training, they felt more confident supporting young people's emotional health and wellbeing.

School staff and other professionals in the community felt that having access to free training around the topics of mental health and wellbeing was needed, as that type of training was not always available in their existing continuing professional development plans.

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"When talking to a young person and their family that was struggling with the difficulties that mental health brings up, I felt able to effectively support and offer strategies to help further."

"I think the key thing for us was the amount of training that it has enabled us as a staff to have, it has been massive, and we would never have been able to access that without HeadStart."



What went well?

"When students disclose suffering of ill mental health incidents, I feel more comfortable with identifying their symptoms."

"I think it's helped us to have more of a universal vocabulary when we're supporting people."

Adaptations and challenges

Because of the pandemic, many of the courses delivered by HeadStart were adapted and delivered online rather than face to face. Lots of people attended the online sessions and the feedback was positive.

The date, time and location of training courses need to be flexible to maximise attendance and fit around the timetables of potential participants, particularly teachers who have training days set many months in advance.



What went well?

Direct support for young people

The grants that young people could access through the programme were seen as a real benefit.

It was felt that one of the main advantages was that the young people themselves, rather than adults, decided on the activity or interest to take up through a Talents and Interests grant and they developed and worked on the Pay It Forward grant projects.



School staff thought that the development of safe spaces was a very successful part of the programme within their schools.



Young people asked for online support and counselling to be made available by HeadStart and this support has been accessed by thousands of young people.



The mentoring provided by delivery partners through the programme was considered a valuable resource.

School staff explained that it could be difficult to find support from external organisations. They said that support from people outside of the school was needed at times as some young people preferred to be supported by an adult not linked to the school.





What went well?

"I think the fact that we have been able to tap into the funding bids [...] What's been brilliant is it has got to be student led and that makes a massive difference as well. Some of our students with the highest need have been the ones that have been involved doing the [Pay It Forward] bids."

"The ability to create a 'safe space' has allowed for some of the most vulnerable students a place they can access to support them."



"The Talents and Interests grant was a really good idea too because there are so many kids that, for whatever reason, come from a home where they don't have the finances to support a child with an interest. For me that was brilliant, and it's worked really well."

"It's very hard to find support for students, particularly external support in the form of things like mentors because one to one work, it takes a lot of time [...] To have that time for a mentor to spend one to one quality time with a student is so beneficial to them, so I think that works really well, I think it's valued, definitely."



What went well?

Adaptations and challenges

At the start, the Talents and Interests grant application form had lots of questions and was too long. The form was made shorter and only the really important information was collected.

It took a while for one of the mentoring delivery partners to get up and running as it was a completely new service they were offering. It takes time to recruit volunteers, set up administrative processes and promote a service, so this needs to be factored in at the start.

There weren't always mentors available or suitable when delivery partners were getting started, so it was difficult for schools to manage some young people's expectations.

The transition support intervention was based on learning from the previous phase of HeadStart. When this was scaled up it didn't work as well because the strong existing links between the primary feeder schools and secondary schools weren't there.





What went well?

Websites

The Kent Resilience Hub and Moodspark websites are considered valuable resources. They are simple to use, clear, accessible, and visually pleasing. The range of tools, resources, activities, and information is suitable for all the audiences they serve.

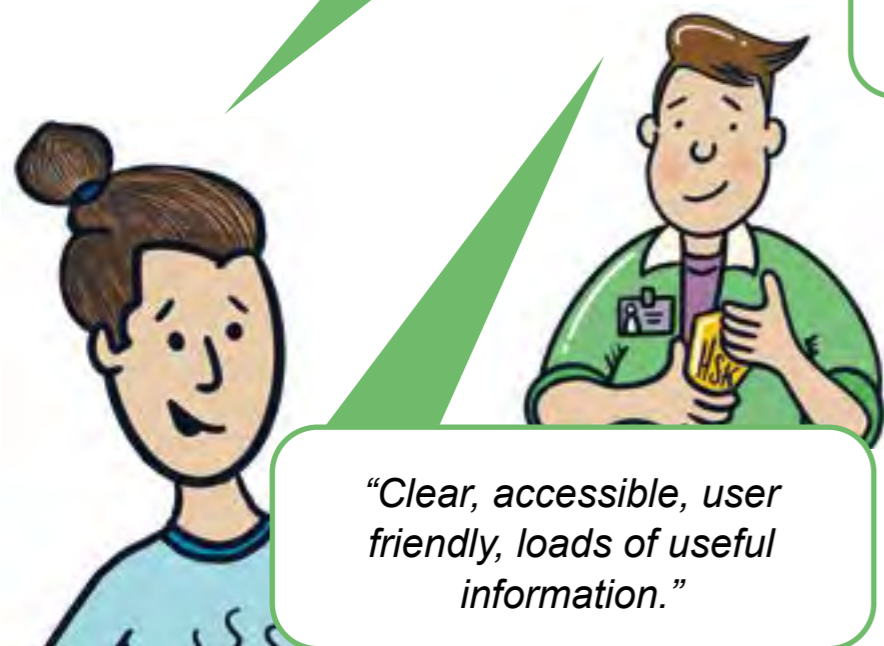
At the start, awareness of the websites was mainly achieved through promotion by HeadStart staff and paid advertising directed a lot of people to view some of the pages. More recently the websites have been promoted through partner organisations in education and health settings.

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"I think being able to go somewhere that [schools] could trust to access the different types of resources is important."

"The fact it caters for a range of audiences in one place is a good thing."

"Clear, accessible, user friendly, loads of useful information."



What went well?

Adaptations and challenges

Lots of work went into developing the websites and there have been a few versions. It took a while to get them right.

Resources and content need to be refreshed and kept current, so they must be reviewed and updated regularly.





What went well?

Building relationships and working in partnership

HeadStart has raised the profile of the emotional health and wellbeing agenda and encouraged discussion about the topic amongst partners. Many of the HeadStart staff worked on the programme for a long time. They were knowledgeable and experienced in their area of work and dedicated to making the programme a success. They were skilled at building productive and long-lasting working relationships with the right people. HeadStart shared their learning in many places and built a good reputation with partners.

They made connections and created openings for key people from different parts of the 'system' to work together towards a shared goal, where they previously may not have had that opportunity. This was especially highlighted during the pandemic when HeadStart connected various organisations to create 'back to school' guidance, a resource that was used widely.

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"People working together, talking, taking away barriers to working together and thinking how they can fund, finance, support young people's mental health together."

"It's making sure the right people are around the table and that they stick at it. I think that's been crucial."

"I think HeadStart has sort of had this funny place in the middle, but actually joins a lot of things up."



What went well?

Adapting and improving delivery

HeadStart was designed to be rolled out in phases to different areas over the years, so intensive work could be done in those areas for a limited time. This approach was useful as feedback and learning gathered from rollout in the first areas was used to adapt and improve how the programme was delivered in future areas.

There was a top-level plan of what had to be delivered but HeadStart had the flexibility to adjust the programme when needed to adapt to different circumstances and arising situations.

As time went on, starting the programme in the new areas got easier. This was because of the improvements that were made but also because of increased confidence and understanding between HeadStart staff around what needed to be delivered and improved general awareness of the programme overtime.

"...in the beginning people weren't sure what HeadStart was and what the benefit was, whereas now, people are finding out from other schools that actually there is a benefit."

"...I think it was just us being honest as a team and knowing and reaching out and saying this isn't working and this needs to change."



"...there's always been a progression, not a standing still."



How has the resilience and emotional wellbeing of young people changed?

Overall

The areas of strength for young people in HeadStart schools, who completed the Wellbeing Measurement Framework survey from 2017 to 2021, were:

Empathy “I feel bad when someone gets their feelings hurt”

Family support “At home, there is an adult who believes I will be a success”

Peer support “There are students at my school who would invite me to their home”

Relationships with peers “I have one good friend or more”



How has the resilience and emotional wellbeing of young people changed?

Using the Wellbeing Measurement Framework survey as evidence to show the difference HeadStart may have made to the wellbeing of young people they supported was challenging for several reasons and no clear conclusions could be made.

There were the following limitations to the data:

- The number of young people completing the survey and who also received direct support from HeadStart was quite low.
- The average age that young people accessed support from HeadStart was around 13 or 14 years old and only certain year groups in schools completed the survey each year, so it was hard to get survey data for before and after support from the survey for some young people.
- HeadStart started in different areas at different times, so some young people didn't receive support until much later in the programme.
- The pandemic meant that young people weren't in school, and the survey was difficult to carry out, so the number of young people completing it in 2020 and 2021 was a lot lower than in previous years so there was less data.

Although the survey was carried out in HeadStart schools, young people in those schools may not have linked completing the survey to support they might have received through the programme. When they completed the survey each year, it was just a reflection of how they were feeling on that specific day and any number of issues could have been affecting them, so changes in their wellbeing may not be directly related to HeadStart.

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It was felt that HeadStart had made a big difference to the lives of young people who were directly supported by the programme due to the strong evidence in the form of stories.

However, many people thought it would be hard to prove that HeadStart had helped young people wider than those directly supported, because data or stories would be harder to collect.



“...I think young people might not even realise that they've been impacted on by HeadStart.”

“...those kind of little more personal success stories I think are so important.”

In this [video](https://www.youtube.com/watch?v=nVOanqH90GA)¹², CJ shares their experience of being involved with HeadStart and the positive difference it has made to their family.

¹² <https://www.youtube.com/watch?v=nVOanqH90GA>



How has the resilience and emotional wellbeing of young people changed?

Coproduction and participation

The young people that participated in HeadStart were encouraged and supported to take part. Some young people were looking for emotional support, while others were looking for personal development opportunities or to make a difference in their community.

They enjoyed taking part in the activities, making friends, socialising, and learning new skills. By having the opportunity to lead, they felt empowered, and this improved their confidence. They were able to build their resilience, better deal with their emotions and develop friendships. Experiencing different situations and connecting with a wider range of young people and adults than normal helped improve their communication skills and has better equipped them to deal with later life events.

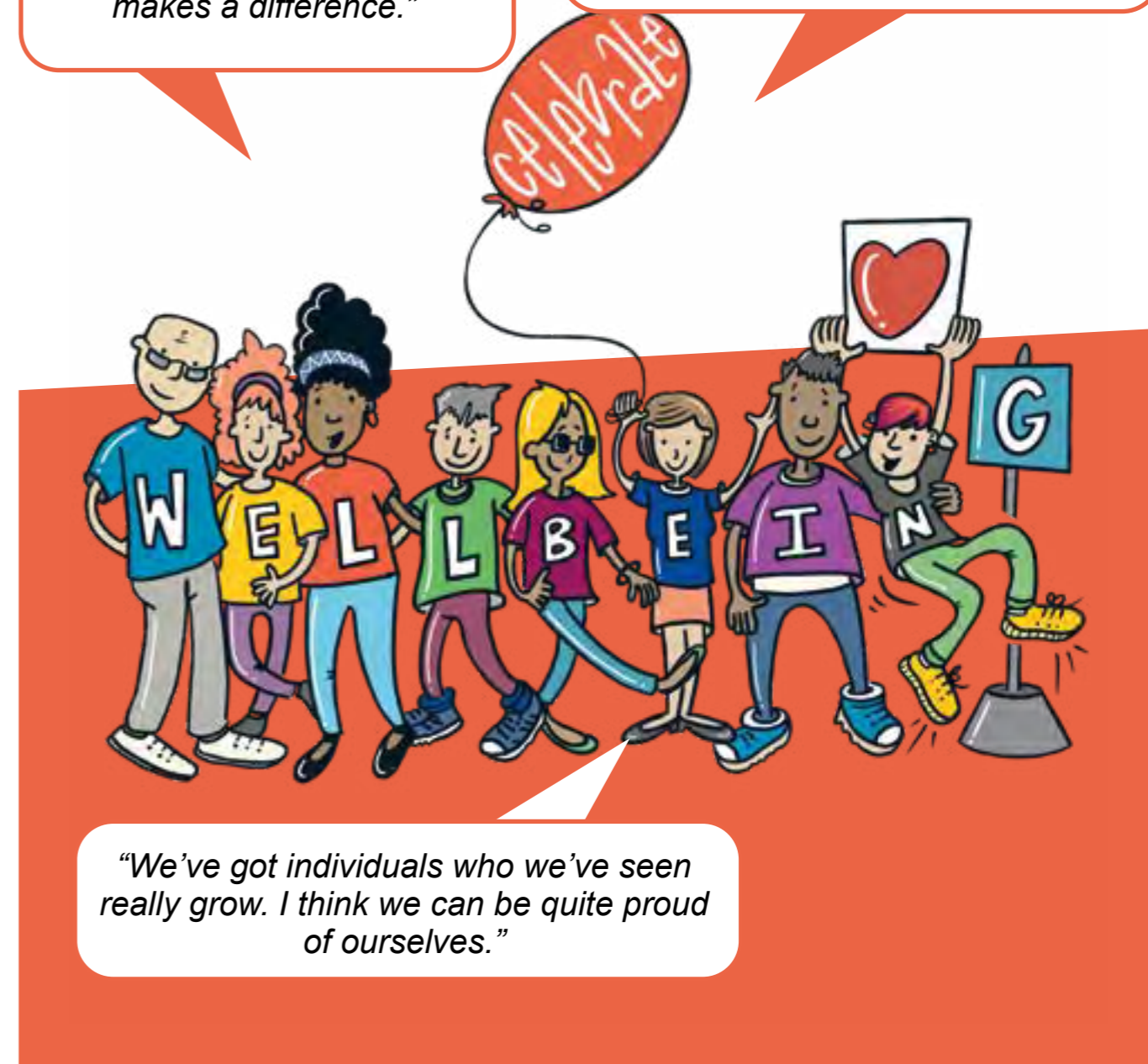
Coproduction or participation itself actually helped many young people to improve their resilience because they were helping others and helping the programme.



How has the resilience and emotional wellbeing of young people changed?

"To be honest, at the beginning it was just something to do. I thought I may as well go and try it. But what made me want to stay was actually being part of something that mattered [...] At HeadStart the things you do actually matters and makes a difference."

"The HeadStart programme (SpeakOut) has been really important to me. It made me feel part of something [...] I have been able to use my own experiences and struggles with mental health, to help others. I have also learned more about myself and how to manage situations, and I know that I'm in control, developing my own resilience for difficult times."



"We've got individuals who we've seen really grow. I think we can be quite proud of ourselves."



How has the resilience and emotional wellbeing of young people changed?

Case Study

Jack (16 years old) started to get involved with HeadStart around four years ago after having a resilience conversation at school. He took part in residential, attended the local SpeakOut group and Kent Youth Voice, helped develop the Youth Charter and among other things, was also a peer mentor.

When asked how being involved with HeadStart helped his resilience and emotional wellbeing, Jack said...

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"My favourite experience was probably going to Blackpool in 2019 for the national residential. It was really cool to meet other HeadStart areas and lots of new people and to go to a place I'd never been to before. I've kept in contact with some of the people I met there so that's cool."



"I have made so many friends from HeadStart. I have become so much more confident as a person and learned so many skills, like public speaking and overcoming that anxiety. I have learned things like mindfulness, which is very beneficial to my emotional wellbeing. When I joined, I was getting picked on at school but joining HeadStart made me more resilient and not afraid to be myself."

"All HeadStart events I've been to have always had great snacks."

THOUGHTS

FEELINGS



How has the resilience and emotional wellbeing of young people changed?

Schools

Schools played an important part in providing opportunities for young people to build their resilience and emotional wellbeing. In the schools that adopted a whole school approach, both the school staff and young people said it was really important to think about how language is used, and situations are approached. They also felt it was essential to have a variety of staff available at different levels to support young people and to be champions at promoting resilience and wellbeing throughout the school.

School staff said the benefits of a whole school approach were:

Empowering young people – by introducing a peer mentoring programme, young people were empowered and keen to support their peers. This was done with understanding and empathy.

Calmer school environment – the development of safe spaces, where young people have time to themselves or access to support from staff, improved the atmosphere at school.

Improved attendance and behaviour – staff noticed an improvement in young people’s engagement and willingness to learn.

Happier and healthier students – having access to support through additional interventions or grant funding improved the resilience and emotional wellbeing of young people.



How has the resilience and emotional wellbeing of young people changed?



“All of the HeadStart plan is now an integral part of nurture and wellbeing within the school.”

“You can always talk to someone in this school. You can talk to them about anything. I trust them.”

The young people were **happiest at school** when they:

- Built relationships with their peers
- Had creative and engaging forms of learning
- Had the option to choose subjects that interest them
- Took part in extra-curricular activities



How has the resilience and emotional wellbeing of young people changed?

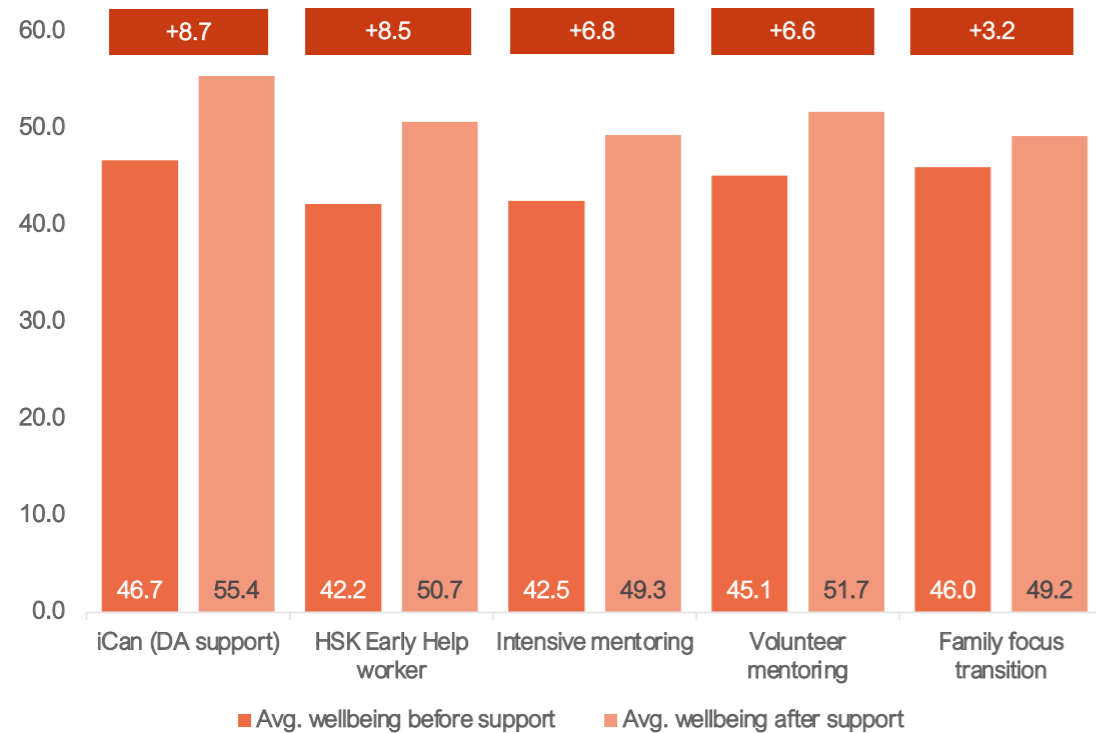
Additional support

Young people really benefitted from one to one or group support provided by delivery partners or the HeadStart Senior Early Help workers. The young people were given tailored support to help with their individual needs and many built strong relationships of trust with their workers.

On average young people were supported from between 3 to 6 months depending on the type of support they had.

There was a **significant improvement in the wellbeing** of those that successfully completed the interventions.¹³

“Having a mentor is comforting, not to feel judged and having someone that I can talk to, and trust has been so helpful. I feel listened to.”



How has the resilience and emotional wellbeing of young people changed?

“My mentor has helped with my emotions and feelings around friends and family.”

“Having a mentor has helped a lot with my goals...I can now deal with a lot more situations and not get angry or emotional.”

“I feel like I have come so far with my anxiety. I feel happier, I was just so unhappy. I was so negative about myself and that's changed now. I've come so far.”

“I worry a lot less. The different strategies we covered have really helped in my day-to-day life.”



¹³ Warwick Medical School (2015). Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) www2.warwick.ac.uk/fac/med/research/platform/wemwbs/

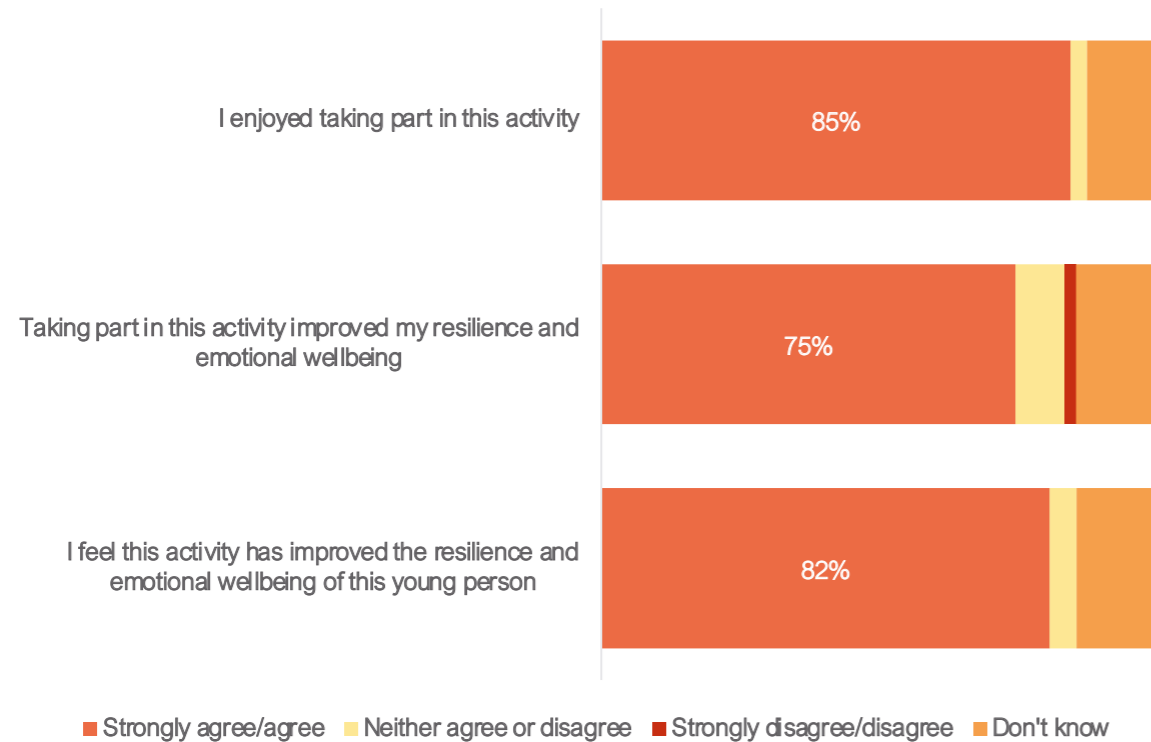


How has the resilience and emotional wellbeing of young people changed?

Grants

A real advantage of HeadStart was the availability of money so young people could develop a talent or interest. Most young people used their grant funding to access sports, such as a gym or swim membership, or to take part in creative arts, like dancing or singing lessons.

The young people enjoyed the activities and most agreed it improved their resilience and emotional wellbeing. Most adults also agreed that taking part had helped the young people.



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How has the resilience and emotional wellbeing of young people changed?

"The activity has helped me manage my anger and feel better in myself."

"I didn't want to go as I thought I would be lonely, but I tried the first day and really liked it. I learnt that I could make friends and to try things."





How has the resilience and emotional wellbeing of young people changed?

Pay It Forward grants gave the young people the opportunity to plan and deliver projects that would help others in their community. Young people also assessed and approved the applications submitted by their peers. They enjoyed the responsibility of making decisions and felt more confident speaking in a group.



The most popular type of project chosen was safe spaces. HeadStart funded 26 indoor and 22 outdoor spaces in schools and the community. It was a great way for young people to get creative with their designs.



Clubs and groups were also another popular project type, allowing young people to make friends and pursue hobbies. They funded cookery clubs, a wide variety of sports, arts and crafts and Lego clubs.

Young people were able to make a difference in their community by leading environmental projects. These included creating garden spaces, growing food for the community and litter picking.



How has the resilience and emotional wellbeing of young people changed?

Case Study

Youth Ngage is a community Youth Group for ethnic minority young people in Gravesham. In 2021 they applied for a Pay If Forward grant for the members to learn about healthy food and cooking. Seventeen young people attended weekly sessions for ten weeks and learnt how to prepare simple, healthy lunches and quick meals.

The healthy meals they cooked included pasta bake with butternut squash, fresh and healthy pizza, chicken fajitas, healthy soup for the winter and festive cookies.

"The young people bonded and learnt how to work together as a team and achieved good results. The project was very entertaining, educating, and creative.

They developed valuable skills, made new friends, developed their confidence, look happier and feel good."

Social



What were the challenges?

Awareness and understanding

Raising awareness of HeadStart and making sure people understood what it was trying to achieve was a frequent challenge for the programme, especially at the start. HeadStart shared key messages through various methods, such as workshops, newsletters, and social media. In the first few years, most people said they found out about the programme by attending meetings, through colleagues or their supervisor/manager. It was accepted that communicating with such a wide and varied audience could be difficult.

It was suggested that communication and promotion of the programme could have been better, especially to celebrate the successes. There was recognition that awareness had improved in recent years, but it was felt that this could have been done sooner.



"...the biggest let down of HeadStart was our ability to communicate what we were doing and to celebrate [it]."

"It was no point having a programme if only a few people knew about it. And yet our stakeholders, being the whole of people in Kent, it's almost impossible to do in an easy way."



What were the challenges?

Resilience conversations

The resilience conversations, previously known as domains based conversations, was an area of the programme that had many developments. At the start, the people who were using them felt that there was too much paperwork involved and based on this feedback they were made shorter and simpler to complete.

Following this, the self-reflection tool was developed and added to the collection of tools available to enable conversations with young people. The language was changed to make them more accessible, and a widget symbol version was developed for young people with special educational needs and disabilities.

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The details of young people having these conversations were needed for local and national evaluation and to access some types of support. To start with, the number of conversations reported was quite low as people found it time consuming recording them. We knew that the number of young people actually having a resilience conversation was probably much higher than the number reported. However, after the changes were made, the number reported did increase.

HeadStart felt that resilience conversations weren't as successful as they could have been, due to the understanding of the tool, the perceived lack of use and the challenges with their development and the administration of them. However, schools felt this was one of the parts of the programme they most wanted to continue to use.



What were the challenges?



"Resilience conversations didn't really work as well as they could have done, because by the time it got much better, a lot of people had given up on it."

"...having the domains-based conversations has enabled me to be more targeted and succinct in my supportive conversations to young people."



What were the challenges?

Commissioning and contract management

The process to commission the HeadStart delivery partners was one of the difficulties at the start of the programme. In the absence of a dedicated commissioner, either working within the HeadStart team or directly supporting them through the process, there were challenges navigating unfamiliar systems and procedures. This led to a delay in the additional support interventions and training providers starting in the first areas.

It was suggested that having a dedicated commissioning resource would have helped the programme, especially around the management of provider and school deliverables.

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"I just think with the commissioning, that we've kept finding new departments and new hoops, new things that it needs to go through. New process, new systems, again, just you're not aware of unless you've done it before. I think we all thought it would just be this, this and this and then it's turned into maybe five more stages."



What were the challenges?

Integration within Kent County Council

"I think we should've been integrated more into the wider workforce rather than us always being this team that kind of sat to the side... it always felt like we were separate."

"I think probably one of the biggest barriers was that, because it was with a different service, a lot of staff and teams probably thought, well that's HeadStart that's over there. That's for them to worry about and not necessarily something for us to worry about in our teams."



Another perceived challenge was how HeadStart may have been seen as separate from Integrated Children's Services, or wider Kent County Council. It was felt that at times colleagues outside of HeadStart were not using the available tools/resources or adopting the general ethos of the programme.

However, being seen as separate from Kent County Council, especially because of the branding, potentially enabled engagement with those who may have in the past been reluctant to engage with support or services.



What is carrying on?

Many of the elements of HeadStart, such as whole school approaches or behaviour change through training, will continue long after the programme has ended as they have been embedded in schools and communities.

In addition to this, the following parts will be continued once HeadStart comes to an end:

Kent Resilience Hub and Moodspark websites	Kent Community Health Foundation Trust – Public Health School Nursing Service have taken ownership.
School Resilience Toolkit & Award for Emotional Wellbeing and Resilience	Kent Community Health Foundation Trust – Public Health School Nursing Service have taken ownership.
Resilience conversations and trauma training	Kent Community Health Foundation Trust – Public Health School Nursing Service will offer free training to schools every term. Kent County Council staff can access training on Delta.
Youth Mental Health First Aid training	The Kent Safeguarding Children Multi-Agency Partnership will offer free training until March 2024.
Mental Health Support Teams (project management)	Two team members from HeadStart have been funded by the Kent and Medway Clinical Commissioning Group to continue to lead the recruitment and engagement of schools, and manage the implementation of the service, until March 2024.



What is carrying on?



Participation workers	Kent County Council Integrated Children's Services has committed to continuing the work of the HeadStart participation workers as these staff support Kent Youth County Council. The workers will lead on: Kent Youth Voice, local SpeakOut groups, UK Youth Parliament, commissioning engagement, leading the Kent participation community of practice, Try Angle Awards, Youth Charter implementation, Coproduction training, Big Conversation, peer mentoring train the trainers, supporting the Voluntary Community Sector in delivering emotional wellbeing programmes
Emotional wellbeing participation workers	Two team members from HeadStart have been funded by the Kent and Medway Clinical Commissioning Group to continue to focus on the voice of young people, parents, and carers with lived experience of the mental health system.
Kooth (online support and counselling)	This support is now funded by the Kent and Medway Clinical Commissioning Group until April 2023.
Intensive mentoring	This support will be funded by the Reconnect programme until August 2022.
Volunteer mentoring	This support will be funded by the Reconnect programme until August 2022.
Talents and Interests grants	This support will be funded by the Reconnect programme until August 2022.



Thank you to everyone that took the time to provide their views around different topics for the evaluation over the course of the programme.

Sarah Collins

HeadStart Monitoring & Evaluation Officer

Kent Analytics

Strategic & Corporate Services

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The HeadStart Kent (HSK) Programme has built young people’s emotional health, wellbeing, and resilience by equipping them to deal with difficult circumstances and challenges in their lives.

The programme will close on the 31st July 2022. Below is a summary of the future sustainability arrangements.

Subject	Description
Kent Resilience Hub website	<p>Resources to help young people, parents and carers, staff and practitioners to understand emotional wellbeing and resilience – www.kentresiliencehub.org.uk</p> <p>We need partners support to make sure these are kept up to date. You can continue to send updates using the update form to kchft.CYPupdates@nhs.net from this date. urgent. Join our mailing list if you would like regular updates.</p> <p><u>Many of the Resources include;</u></p> <p>Safe Space Guidance to help all settings co-produce and implement a safe space</p> <p>Resources to help your organisation implement the Kent Youth Charter</p> <p>Peer mentoring toolkit - training plans to implement an accredited peer mentoring programme to empower young people to support others in their school or community.</p> <p>Community Resilience Toolkit and the Kent Community Award for Resilience and Emotional Wellbeing in recognition of an organisation’s commitment to promoting and supporting emotional wellbeing.</p>
MoodSpark Contact: kchft.CYPupdates@nhs.net	<p>A place where young people aged 10-16 can learn how to look after their emotional and mental health and find ways to help them bounce back when life gets tough – www.moodspark.org.uk</p> <p>Apply for Resilience Awards</p>
Participation opportunities for Young People KYCC@kent.gov.uk	<p>Local SpeakOut groups and KYCC and Kent Youth Voice will continue</p> <p>https://kentresiliencehub.org.uk/schools/participation-opportunities-for-young-people/youth-voice/</p>

Training	
Youth Mental Health First Aid	Two-day multi-agency training course to qualify as a Youth Mental Health First Aider - https://www.kscmp.org.uk/training/multi-agency/youth-mental-health-first-aid
Coproduction Training (e-learning) and contact for face to face	Coproduction e-learning sits alongside the Kent Youth Charter and helps organisations understand the importance of coproduction and how to implement it. If young people would like training to deliver the coproduction team please contact the participation team - (HSK renamed)
Training for Schools	Delivered by KCHFT - https://www.kentcht.nhs.uk/shs-schools-resource-hub/ <ul style="list-style-type: none"> • Resilience and Trauma Training KCHFT: training for school staff on and introduction to being trauma informed and building resilience • Whole School Approach: Using Resilience Toolkit training for schools • School Award for Resilience and Emotional Wellbeing support to apply for the award
KCC Training	Resilience Conversation tool training page and a bitesize video is available on Delta along with guidance and copies of the tool to download https://www.delta-learning.com/course/view.php?id=1898
Community and Voluntary Sector Staff Training	An Introduction to Resilience and Trauma training https://kentresiliencehub.org.uk/practitioners/staff-training/an-introduction-to-resilience-and-trauma-for-community-organisations/ Information and guidance on using the Resilience Conversation tool with young people is available on the Hub: https://kentresiliencehub.org.uk/community/resilience-conversations-c/ Whole Community Approach: Using Resilience Toolkit Guidance, examples and videos are available on https://kentresiliencehub.org.uk/community/community-resilience-toolkit/
Try Angle Awards TryAngle@kent.gov.uk	The Try Angle Awards recognise the outstanding efforts and achievements of young people and groups who really try their best whether at school, work, college, in business or in their wider community across Kent.
Kent Emotional Wellbeing Teams in schools Kentmhst@kent.gov.uk	Emotional Wellbeing Teams deliver emotional wellbeing support to young people in schools in Kent https://www.nelft.nhs.uk/kent-emotional-wellbeing-team

<p>Emotional Wellbeing Participation Workers TalkaboutMH@kent.gov.uk</p>	<p>Offer and deliver Emotional Wellbeing Sessions for youth groups</p>
<p>HeadStart Kent systems and partnership working</p>	<p>The CCG and KCC are funding the existing HSK programme manager to continue so to continue build upon existing partnership and further the delivery of Thrive for Kent through developing a joint programme approach which will involve:</p> <ol style="list-style-type: none"> 1. Embedding Thrive through establishing strategic and partner support and developing then implementing an agreed system wide delivery plan 2. Lead on workstreams on system wide issues through a Thrive framework approach, ensuring there is appropriate support early addressing identified need. 3. Further the work of HSK and continue the relationship between schools, social care, education and health regarding opportunities to enhance young people's mental health. This will include leading on workforce development and establishing a Kent wide community of practice for schools and education settings. 4. Continue to oversee the MHST programme management and lead the Kent and Medway partnership 5. Support the broader approach to prevention and early intervention through community capacity building initiatives such as care navigators and social prescribers. 6. Continue to lead the participation and coproduction of CYP and families/carers so they continue to contribute to service transformation and improvement, 7. Lead on partnership funding opportunities on behalf of the Thrive approach which will enhance children and young people and families emotional or social opportunities.

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From: Shellina Prendergast, Cabinet Member for Education and Skills

To: Children, Young People and Education Cabinet Committee - 19 July 2022

Subject: Kent Locally Agreed Religious Education Syllabus 2022-2027 - Update

Classification: Unrestricted

Past Pathway of report: Children, Young People and Education Cabinet Committee – 12 May 2022; Agreed Syllabus Conference – May 2022.

Future Pathway of report: Cabinet Member Decision - **22/00048**

Electoral Division: All

Summary: This report summarises the work of the Agreed Syllabus Conference and sets out the proposal to renew the RE Today Model A+ syllabus licence for a further five years.

Recommendation(s):

The Cabinet Committee is asked to NOTE that:

- a) the Cabinet Member for Education and Skills considered the Locally Agreed Syllabus for Religious Education, as recommended by the Agreed Syllabus Conference; and
- b) the decision to approve the Locally Agreed Syllabus was progressed prior to the July 2022 Cabinet Committee to allow appropriate arrangements by affected parties to make relevant preparations to implement the syllabus from September 2022.

1. Introduction

1.1 This report informs Members of the work of the Agreed Syllabus Conference (ASC) on the development of the new Kent Agreed Syllabus for religious education 2022-2027 and sets out the decision to renew the RE Today Model A+ syllabus licence for five years.

1.2 Every maintained school in England must provide a basic curriculum covering religious education (RE), sex education and the National Curriculum. This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the Locally Agreed Syllabus within the Local Authority concerned.

2. Background

2.1 The Local Authority is required to revise its Locally Agreed Syllabus for RE at least every five years. The current Kent RE syllabus was introduced in September 2017 and has therefore been reviewed in 2022. Section 375 and Schedule 31 of the Education Act 1996 requires the establishment of an Agreed Syllabus Conference to oversee the Syllabus review.

2.2 In May 2022, the Cabinet Committee noted that the decision to approve the Locally Agreed Syllabus, if appropriate, would be taken prior to the July 2022 Cabinet Committee meeting date to allow appropriate arrangements by affected parties to make relevant preparations to implement the syllabus from September 2022.

2.3 The review process began in Spring 2022. At the SACRE meeting held on 8th March 2022, SACRE Members considered the current syllabus and expressed a preference for continuing with the current provider. SACRE Members also noted that the resources required to independently write a new syllabus would outweigh the costs involved with the license renewal. These views were communicated to the Agreed Syllabus Conference which considered all factors when deciding on a recommendation to the Local Authority.

2.4 The formal review was undertaken by the Agreed Syllabus Conference in May 2022. The Conference unanimously agreed to recommend renewing the RE Today Model A+ syllabus licence for a further five years. Subject to the approval by the Cabinet Member for Education and Skills, the new syllabus will be formally launched in July 2022 and will become effective from 1 September 2022.

2.5 Further events to support the introduction of the syllabus in schools will take place during October 2022. SACRE will monitor and support the implementation of the Agreed Syllabus within schools.

3. Financial Implications

3.1 The costs of the Agreed Syllabus will be met from within existing budgets.

4. Legal implications

4.1 The adoption of a revised Locally Agreed Syllabus fulfils the duty under Section 375 and Schedule 31 of the Education Act 1996 to review syllabi periodically.

5. Equalities implications

5.1 An Equality Impact Assessment has been produced and no adverse impacts were identified during the assessment.

6. Conclusions

6.1 The Cabinet Member for Education and Skills, in giving effect to the Agreed Syllabus Conference recommendation allows the Local Authority to fulfil its duty to review and provide a Locally Agreed Syllabus for religious education.

6.2 The proposed adoption of the Agreed Syllabus is in line with and supports our vision as set out in KCC's Strategic Statement ('Framing Kent's Future') and the 'Commissioning Plan for Education – Kent' (2020 – 2024).

7. Recommendation(s):

The Cabinet Committee is asked to NOTE:

- a) the Cabinet Member for Education and Skills considered the Locally Agreed Syllabus for Religious Education, as recommended by the Agreed Syllabus Conference; and
- b) the decision to approve the Locally Agreed Syllabus was progressed prior to the July 2022 Cabinet Committee to allow appropriate arrangements by affected parties to make relevant preparations to implement the syllabus from September 2022.

8. Background Documents

Non-Statutory Guidance for the Kent Agreed Syllabus:

<https://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>.

SACRE Constitution and Terms of Reference:

<https://democracy.kent.gov.uk/ecCatDisplay.aspx?sch=doc&cat=13145>

Decision 22/00048:

<https://democracy.kent.gov.uk/mglIssueHistoryHome.aspx?Ild=61301&optionId=0>

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From: **Shellina Prendergast, Cabinet Member for Education and Skills**
Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: **Children's, Young People and Education Cabinet Committee – 19 July 2022**

Subject: **Multiply Project**

Decision Number: 22/00065

Key decision: It affects more than 2 Electoral Divisions
It involves expenditure of over £1m

Classification: **Unrestricted**

Past Pathway of report: none

Future Pathway of report: Cabinet Member Decision

Electoral Division: list the electoral division/s, and local Member/s affected:

Identify Members using this link:

<https://democracy.kent.gov.uk/mgMemberIndex.aspx?bcr=1>

Summary: Multiply is a new national Shared Prosperity Fund programme to help transform the lives of adults aged over 19 by improving their functional numeracy skills through free personal tutoring, digital training, and flexible courses aimed at adults with specific numeracy needs. KCC has been allocated £7.5m in funding over a three-year period from the Department of Education and this report outlines the process to accept the grant.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education on the proposed decision to

- (i) Accept the £7.5m UK Shared Prosperity Fund Grant for use over a three-year period and in line with the guidance published by Department of Education and relevant terms and conditions.
- (ii) Commence a procurement to tender for a service, award a contract(s) and develop robust contract management for oversight of the contract performance.
- (iii) Delegate authority for the Corporate Director Children, Young People and Education, in consultation with the Cabinet Member, to award a contract(s) and implement the Decision.

1. Introduction

- 1.1 The Department for Education has recently announced that it has allocated a total of £7.5m to Kent County Council to raise numeracy levels amongst adults in the County. These funds are to be spent on an annual basis over a three-year period, ending in March 2025.
- 1.2 Multiply is the first priority of the Government – UK Shared Prosperity Fund and focuses on improving adult’s numeracy skills. The expectation is that KCC can use this funding to measurably improve functional numeracy levels.

2. Background

- 2.1 The funds form part of the UK Shared Prosperity Fund. To successfully access these funds, the Council has been required to complete and return a Multiply Investment Plan to the Department for Education by 30 June 2022. This is a detailed Plan which requires the Council to show, against specific categories, what outputs and outcomes it will achieve on an annual basis over the next three years.
- 2.2 The project seeks to promote numeracy across the County through the following categories of interventions:
 - Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications
 - Courses designed to help people use numeracy to manage their money
 - Innovative numeracy programmes delivered together with employers - including courses designed to cover specific numeracy skills required in the workplace
 - Courses aimed at people who can’t apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career
 - New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification
 - Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
 - Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence
 - Numeracy courses aimed at those 19 or over that are leaving, or have just left the care system
 - Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners - for example, those not in the labour market or other groups identified locally as in need
 - Additional relevant maths modules embedded into other vocational courses.
- 2.3 Once the Department for Education is satisfied with the contents of KCC’s Multiply Investment Plan, it will then formally contract with KCC for delivery of the Plan, with the first payments expected to be received from September this year

3. Proposed Delivery Options:

- 3.1 A full business case is underway scoping and evidencing the delivery options for the Programme once the funding is confirmed. This builds on the data and information contained in the Multiply Investment Plan described above. This includes identifying:
- a) How much of the delivery we can do ourselves (expected to be approximately 15%)
 - b) Whether there are options for the delivery to be undertaken by The Education People, or whether the tender would be open for them to be able to bid against
 - c) Whether there are existing frameworks in place in other parts of the Council to access for the delivery (identifying any limitations)
 - d) Whether and what proportion of procurement activity is required with training providers, colleges etc (expected to be 85%)
- 3.2 With the expectation of procurement activity being in the region of 85% (£6.375m over the three- years), a Key Decision is sought to allow the Council to enter into contracts, following a compliant tender process.

4. Financial Implications

- 4.1 Multiply is to be funded from a DfE grant, and so the project is expected to be cost neutral to the Council. The Multiply Investment Prospectus specifies that 10% of the funds can be spent on administration of the project, with the remainder on delivery.
- 4.2 Any funds not consumed by the Project will be declared and returned to the DfE at the end of each financial year.
- 4.3 Receipt of the £7.5m will be accounted for within the Council's funds and will be reported against the Community, Learning & Skills Revenue Budget line. There are no capital implications.

5. Legal implications

- 5.1 Funding must be used in accordance with the guidance set by Government, and the terms and conditions of the grant. KCC will apply appropriate legal mechanisms as part of issuing or deploying any grant monies to ensure any partners or third parties in receipt of grant funding remain compliant.
- 5.2 Clarification notes published by the DfE confirmed that, where Local Authorities need to contract out the provision, that the Public Contract Regulations 2015 are followed with robust contracting arrangements in place to test value for money, ensure delivery and performance management throughout

6. Equalities implications

- 6.1 An EqIA for this project has been undertaken and show no adverse effects of the adults accessing the programme.

7. Other corporate implications

- 7.1 CLS will work with Strategic Commissioning to develop and finalise the business case for approval to spend the grant once received. This will confirm the proportion of activity that can be undertaken in-house and the expected commissioning of the independent sector. This in turn will identify and confirm future governance in implementing the programme.
- 7.2 Furthermore, the development of the business case will identify whether there are other areas of KCC that could be part of, or influence, the programme and its effectiveness.

8. Governance

- 8.1 Following the Key Decision and compliant procurement process, the contract will be awarded by the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills.
- 8.2 Once funding has been contractually agreed by the DfE, KCC will then form a governing body to monitor and scrutinise all aspects of the project's progress. This body will be composed of elected members, CYPE officers and independent members outside of KCC.
- 8.3 Day to day management of the project (including financial management and mandatory data returns to the DfE), will be undertaken by Community Learning and Skills.

9. Alternatives considered

- 9.1 Should KCC decide not to accept these funds, there is a reputational risk in failing to demonstrate its ability to deliver on an important project for central government.
- 9.2 As these funds are intended to raise adult numeracy skill levels in the County, there is a risk that many Workforce Skills Plans (such as those of KCC and Kent Invicta Chamber of Commerce's Local Skill Improvement Plan) may not be fully realised.

10. Conclusions

- 10.1 The Multiply Investment Programme represents a significant opportunity for KCC to lead on the development of adult numeracy skills in the County over the next three years, having the potential to not only underpin a number of workforce development plans, but also to benefit thousands of adults for whom low numeracy skills are an obstacle in their work and domestic lives.
- 10.2 With over £7m being provided by the DfE over three years, this project is expected to be cost neutral to the Council.
- 10.3 With funds directly allocated to KCC, failure to lead on this project also carries a reputational risk for the Council.

11. Recommendations

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to

- (i) Accept the £7.5m UK Shared Prosperity Fund Grant for use in line with the guidance published by Department of Education and relevant terms and conditions.
- (ii) Commence a procurement to tender for a service, award a contract(s) and develop robust contract management for oversight of the contract performance.
- (iii) Delegate authority for the Corporate Director Children, Young People and Education, in consultation with the Cabinet Member, to award a contract(s) and implement the Decision.

12. Background Documents

- 12.1 Multiply: funding available to improve adult numeracy skills
[Multiply: funding available to improve adult numeracy skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/multiply-funding-available-to-improve-adult-numeracy-skills)

13. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Cabinet Member for Education and Skills

DECISION NO:

22/00065

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:
 - the adoption or significant amendment of major strategies or frameworks;
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.

Subject Matter / Title of Decision

Multiply Project

Decision:

As Cabinet Member for Education and Skills, I agree to:

- (i) Accept the £7.5m UK Shared Prosperity Fund Grant for use over a three-year period and in line with the guidance published by Department of Education and relevant terms and conditions.
- (ii) Commence a procurement to tender for a service, award a contract(s) and develop robust contract management for oversight of the contract performance.
- (iii) Delegate authority for the Corporate Director Children, Young People and Education, in consultation with the Cabinet Member, to award a contract(s) and implement the Decision.

Reason(s) for decision:

1. Introduction

1.1 The Department for Education has recently announced that it has allocated a total of £7.5m to Kent County Council to raise numeracy levels amongst adults in the County. These funds are to be spent on an annual basis over a three-year period, ending in March 2025.

1.2 Multiply is the first priority of the Government – UK Shared Prosperity Fund and focuses on improving adult's numeracy skills. The expectation is that KCC can use this funding to measurably improve functional numeracy levels.

2. Background

2.1 The funds form part of the UK Shared Prosperity Fund. To successfully access these funds, the Council has been required to complete and return a Multiply Investment Plan to the Department for Education by 30 June 2022. This is a detailed Plan which requires the Council to show, against specific categories, what outputs and outcomes it will achieve on an annual basis over the next

three years.

2.2. The project seeks to promote numeracy across the County through the following categories of interventions:

- Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications
- Courses designed to help people use numeracy to manage their money
- Innovative numeracy programmes delivered together with employers - including courses designed to cover specific numeracy skills required in the workplace
- Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career
- New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification
- Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
- Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence
- Numeracy courses aimed at those 19 or over that are leaving, or have just left the care system
- Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners - for example, those not in the labour market or other groups identified locally as in need
- Additional relevant maths modules embedded into other vocational courses.

2.3 Once the Department for Education is satisfied with the contents of KCC's Multiply Investment Plan, it will then formally contract with KCC for delivery of the Plan, with the first payments expected to be received from September this year

3. Proposed Delivery Options:

3.1 A full business case is underway scoping and evidencing the delivery options for the Programme once the funding is confirmed. This builds on the data and information contained in the Multiply Investment Plan described above. This includes identifying:

- a) How much of the delivery we can do ourselves (expected to be approximately 15%)
- b) Whether there are options for the delivery to be undertaken by The Education People, or whether the tender would be open for them to be able to bid against
- c) Whether there are existing frameworks in place in other parts of the Council to access for the delivery (identifying any limitations)
- d) Whether and what proportion of procurement activity is required with training providers, colleges etc (expected to be 85%)

3.2 With the expectation of procurement activity being in the region of 85% (£6.375m over the three- years), a Key Decision is sought to allow the Council to enter into contracts, following a compliant tender process.

4. Financial Implications

4.1 Multiply is to be funded from a DfE grant, and so the project is expected to be cost neutral to the Council. The Multiply Investment Prospectus specifies that 10% of the funds can be spent on administration of the project, with the remainder on delivery.

4.2 Any funds not consumed by the Project will be declared and returned to the DfE at the end of each financial year.

4.3 Receipt of the £7.5m will be accounted for within the Council's funds and will be reported against the Community, Learning & Skills Revenue Budget line. There are no capital implications.

5. Legal implications

5.1 Funding must be used in accordance with the guidance set by Government, and the terms and conditions of the grant. KCC will apply appropriate legal mechanisms as part of issuing or deploying any grant monies to ensure any partners or third parties in receipt of grant funding remain compliant.

5.2 Clarification notes published by the DfE confirmed that, where Local Authorities need to contract out the provision, that the Public Contract Regulations 2015 are followed with robust contracting arrangements in place to test value for money, ensure delivery and performance management throughout

6. Equalities implications

6.1 An EqIA for this project has been undertaken and show no adverse effects of the adults accessing the programme.

7. Other corporate implications

7.1 CLS will work with Strategic Commissioning to develop and finalise the business case for approval to spend the grant once received. This will confirm the proportion of activity that can be undertaken in-house and the expected commissioning of the independent sector. This in turn will identify and confirm future governance in implementing the programme.

7.2 Furthermore, the development of the business case will identify whether there are other areas of KCC that could be part of, or influence, the programme and its effectiveness.

8. Governance

8.1 Following the Key Decision and compliant procurement process, the contract will be awarded by the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills.

8.2 Once funding has been contractually agreed by the DfE, KCC will then form a governing body to monitor and scrutinise all aspects of the project's progress. This body will be composed of elected members, CYPE officers and independent members outside of KCC.

8.3 Day to day management of the project (including financial management and mandatory data returns to the DfE), will be undertaken by Community Learning and Skills.

9. Alternatives considered

9. Conclusions

9.1 The Multiply Investment Programme represents a significant opportunity for KCC to lead on the development of adult numeracy skills in the County over the next three years, having the potential to not only underpin a number of workforce development plans, but also to benefit thousands of adults for whom low numeracy skills are an obstacle in their work and domestic lives.

9.2 With over £7m being provided by the DfE over three years, this project is expected to be cost neutral to the Council.

9.3 With funds directly allocated to KCC, failure to lead on this project also carries a reputational risk for the Council.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 19 July 2022

Any alternatives considered and rejected:

Should KCC decide not to accept these funds, there is a reputational risk in failing to demonstrate its ability to deliver on an important project for central government.

As these funds are intended to raise adult numeracy skill levels in the County, there is a risk that many Workforce Skills Plans (such as those of KCC and Kent Invicta Chamber of Commerce's Local Skill Improvement Plan) may not be fully realised.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

.....
signed

.....
date

(Please don't add page numbers or an item number).

From: Shellina Prendergast, Cabinet Member for Education and Skills

Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 19 July 2022

Subject: Post 16 Transport Policy Statement Correction 2022/23

Decision Number: 22/00057

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member Decision

Summary: The Cabinet Committee is asked to consider the proposed decision to amend the Post 16 Transport Policy Statement for 2022/23 in light of the recent closure of the Kent Wheels 2 Work scheme.

Recommendation(s): The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the decision to: amendment to the determined Post 16 Transport Policy Statement for 2022/23

1. Introduction

1.1 There is a legal requirement for post 16 learners to stay in education, training or work-based learning until they reach 18 years of age, and as young adults there is an expectation they will contribute to the cost of their travel in most circumstances. Whilst there is no statutory duty to provide transport for Post 16 Learners there is a duty to consider applications for assistance with transport and to enable access to education.

2. Report

2.1 Local Authorities are required to consult on a Post 16 Transport Policy Statement each year by the 31 May, which explains how they intend to support Post 16 learners in the forthcoming academic year. Children's, Young People and Education Cabinet Committee discussed the 2022-23 Policy Statement on 1 March 2022 and the policy was determined by the Cabinet Member for Education and Skills shortly thereafter.

2.2 Following the conclusion of these activities, Officers were informed that the Wheels 2 Work scheme, which is managed externally to the team and which is referenced within the policy, will cease to be offered from the end of the 2021/22 academic year as a result of lack of use.

(Please don't add page numbers or an item number).

2.3 It is therefore necessary to remove references to the Wheels 2 Work scheme from the Post 16 Transport Policy Statement for 2022-23. All remaining transport support options are unchanged.

3. Financial Implications

3.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, it is therefore difficult to predict overall costs for 2022-23. The current cost of the post 16+ KTS is around £2.9m of which £2.0m is funded from the recharge of the pass. The remaining subsidy of £0.9m is met from the revenue budget. The 2022-23 MTFP includes a saving of £0.350m from increasing the KTS 16+ pass cost from September 2022 to £500. In addition, the Home to school transport revenue budget also subsidises the Post 16 SEN Transport offer. This numbers fluctuate from year to year, but the total subsidy remains between £4-5 million per annum. Kent Wheels to Work was not funded from these budgets and so will have no immediate impact. The decision is limited to the need to ensure that the Policy Statement remains accurate for the forthcoming academic year.

4. Recommendation(s)

4.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the decision to: amendment to the determined Post 16 Transport Policy Statement for 2022/23
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5. Background Documents

5.1 Post 16 Transport Policy – Appendix A

6. Contact details

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Relevant Director

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TAKEN BY:

Shellina Prendergast,
Cabinet Member for Education and Skills

DECISION NO:

22/00057

For publication

Subject: Correction to determined 16 - 19 Transport Policy Statement 2022-23

Decision:

As Cabinet Member for Education and Skills, I agree to the corrected Kent Post-16 Transport Policy Statement

Reason(s) for decision:

1.1 There is a legal requirement for post 16 learners to stay in education, training or work-based learning until they reach 18 years of age, and as young adults there is an expectation they will contribute to the cost of their travel in most circumstances. Whilst there is no statutory duty to provide transport for Post 16 Learners there is a duty to consider applications for assistance with transport and to enable access to education.

1.2 Local Authorities are required to consult on a Post 16 Transport Policy Statement each year by the 31 May, which explains how they intend to support Post 16 learners in the forthcoming academic year. Education Cabinet Committee discussed the 2022-23 Policy Statement on 1 March 2022 and the policy was determined by the Cabinet Member for Education and Skills shortly thereafter.

1.3 Following the conclusion of these activities, Officers were informed that the Wheels 2 Work scheme, which is managed externally to the team and which is referenced within the policy, will cease to be offered from the end of the 2021/22 academic year as a result of lack of use.

1.4 It is therefore necessary to remove references to the Wheels 2 Work scheme from the Post 16 Transport Policy Statement for 2022-23. All remaining transport support options are unchanged.

Financial Implications

2.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, it is therefore difficult to predict overall costs for 2022-23. The current cost of the post 16+ KTS is around £2.9m of which £2.0m is funded from the recharge of the pass. The remaining subsidy of £0.9m is met from the revenue budget. The 2022-23 MTFP includes a saving of £0.350m from increasing the KTS 16+ pass cost from September 2022 to £500. In addition, the Home to school transport revenue budget also subsidises the Post 16 SEN Transport offer. This numbers fluctuate from year to year, but the total subsidy remains between £4-5 million per annum. Kent Wheels to Work was not funded from these budgets and so will have no immediate impact. The decision is limited to the need to ensure that the Policy Statement remains accurate for the forthcoming academic year.

Cabinet Committee recommendations and other consultation:

Children's, young People and Education Cabinet Committee will consider this decision on 19 July 2022.

Any alternatives considered:
All alternatives will be considered following the consultation period.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:
None

Signed.....

Date.....

From: Shellina Prendergast, Cabinet Member for Education and Skills
Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 19 July 2022

Subject: Update on the 16-19 review and future plans

Classification: Unrestricted

Electoral Division: All

Summary:

This paper will:

- Provide a background for the 16-19 Review
- Update on the activities of the review.
- Summarise the content of the completed review.
- Give information on next steps.

Kent County Council's [KCC's] 2021-25 Commissioning Plan for Education Provision in Kent required its Children, Young People & Education Directorate to lead a review of 16-19 education within Kent.

The overall aim of the Review was to improve the options and life chances of Kent's young people by enhancing the education, skills, and training opportunities available to them. To achieve this, it sought to develop a deeper and shared understanding of the issues facing both young people and providers.

The Review was therefore delivered in collaboration with providers from across the sector, and with the involvement of young people, their parents, and key stakeholders.

The process was overseen, guided and supported by Steering and Working Groups with representation from across the sector and from stakeholders and providers.

Work commenced in summer 2020 and the report, Pathways for All, was published in April 2022.

Recommendation:

The Children's, Young People and Education Cabinet Committee is asked to note the report and future plans.

1. Introduction

1.1 The purpose of this report is to provide members with an update on the 16-19 review it will:

- Provide a background for the review
- Update on the activities of the review.

- Summarise the content of the completed review.
- Give information on next steps.

2. Background – Context and factors impacting on the sector

2.1 KCC has a statutory duty to ensure that there are sufficient, high -quality educational places available for the 16-19 age group and must take the strategic lead to ensure that young people can participate in 16-19 education and training in the way that best suits their aspirations and abilities. As in other areas, the 16-19 education sector in Kent is diverse, with a number of providers all of which have their own organisational priorities. A review was commissioned to gain a deeper understanding of the current picture and to make recommendations for change and improvement. Alongside this local action, there is also a strong Government policy focus on 16-19, which is leading to considerable change in the sector. This combination of nationally and locally driven change, requires clear leadership to ensure that the opportunities to better meet the needs of Kent's young people are maximised during this time of transition. This section of the report provides an over-view of the complex range of factors which impact on the 16-19 landscape.

2.2 Raising of the Participation Age (RPA):

Government legislated to raise the participation age (RPA) so that young people are required to continue in education, employment or training until the age of 18. These duties came into effect for 16-year-olds in September 2013 and for 17-year-olds in September 2015. These RPA duties are set out in Schedule 2, para 4 of the Apprenticeships, Skills, Children and Learning Act 2009 and S10 and 12 of the Education and Schools Act 2008. In order to meet these duties, LAs are required to:

- Promote the effective participation in education or training of all 16- and 17-year-olds resident in their area;
- Make arrangements (an effective tracking system) to identify young people resident in their area who are not participating;
- Provide strategic leadership to ensure support is available which encourages, enables and assists the participation of young people in education, training and employment;
- Liaise with education providers to identify children under the age of 16 who are at risk of not participating post-16 and provide intensive support to remedy the situation. This is important in relation to children with SEND;
- Offer a suitable place to every young person who reaches the age of 16 or 17, by the end of September, to continue in education or training the following year.

2.3 Statutory Duties of the LA

Sufficiency:

- Ensure that sufficient primary, secondary and further education is available to meet the needs of their population (Section 13, Education Act 1996);
- Ensure that LA education functions are exercised with a view to promoting high standards, ensuring fair access to opportunity for education and learning and promote the fulfilment of learning potential;

- Secure that sufficient schools for providing primary and secondary education are available for their area (Section 14, Education Act 1996).

2.4 Fragmentation of the Sector

Due to a lack of overall co-ordination, there has been a high level of fragmentation in the sector. Institutions work to ensure they perform well against their own accountability measures, but this does not necessarily lead to a coherent system that meets the needs of all young people. There is also competition between education providers for learners and resources. The consequence of this is that there are large gaps opening up in the offer for young people and a lack of meaningful pathways for many of them to progress through education and beyond.

2.5 Wider policy/legislation

I. Qualification reforms

The government has announced that it wishes to simplify post 16 qualifications and ensure they provide good quality progression into education or employment. A review of “Level 3 qualifications” (broadly equivalent to A levels) has taken place and the recommendations are that the qualifications of choice for 16–19-year-olds should be A levels or the new T levels (Technical-Levels are new 2-year courses which are taken after GCSEs and are broadly equivalent in size to 3 A Levels. Launched in September 2020, these courses have been developed in collaboration with employers) with some specialist qualifications where a subject is not covered by these two routes. Many qualifications that do not meet these criteria, such as BTECs, will be defunded from 2024. Many of our 6th forms currently rely on these qualifications which places them and their students at risk.

There is a cohort of students who pass their GCSEs but without strong enough grades to be successful at A levels. These students have often been directed towards the qualifications which are now likely to be defunded. In the future this means that there is likely to be a group of young people without a good progression route post 16.

Colleges are investing heavily in the new T levels but most schools will not be able to offer them due to logistical challenges.

These issues mean that dramatic change will be needed in the post 16 system in Kent. Particularly, many of our small non-selective 6th forms will have to find a new way of working if they are to be sustainable over time.

A government review of qualifications below level 2 is currently taking place and officers will be considering the implications for the sector when this is published.

II. Skills for Jobs White Paper

This predominantly focuses on making further education more relevant to the needs of employers and ensuring that careers education helps young people navigate the rapidly changing system.

III. Levelling up White Paper

The paper sets out several educational initiatives but they are largely region specific. Some national initiatives may impact on Kent.

IV. Apprenticeships

There has been an increased focus on higher and degree level apprenticeships. Nationally we have seen a huge range of different apprenticeship standards being created to match the demand from employers across all sectors. This has had a major impact on Kent.

V. Schools White Paper

With the stated aim of improving outcomes for all, the need for a range of post 16 pathways is even more important.

- 2.6 In response to these complexities, KCC commissioned the 16-19 review to ensure that the system provided the best possible outcomes for Kent's young people.

3. The local 16-19 Review

- 3.1 Kent County Council's [KCC's] 2021-25 Commissioning Plan for Education Provision in Kent required its Children, Young People & Education Directorate to lead a review of 16-19 education within Kent.
- 3.2 The vision for the Review was that it should improve the options and life chances of young people in Kent by:
- Providing better education, skills and training opportunities for all Kent's young people
 - Enabling KCC to develop a clear understanding of the issues and the barriers to participation and progression
 - Allowing KCC to understand, support and provide direction to the sector in the county.
- 3.3 Specifically, the purpose of the Review was to:
- Hold a mirror up to 16-19 education in Kent by developing a deeper understanding of the sector
 - Identify key far-reaching and systemic issues, and particular areas of under achievement or need in the post-16 sector
 - Identify, explore and understand good practice in the sector to encourage its wider take-up
 - Identify the gaps, issues and barriers that need to be, and can reasonably be, addressed by the sector
 - Be a platform for KCC and its key partners to develop strategic leadership in the Kent post-16 system

- Provide advocacy for young people in the 16-19 sector
- Develop a sector-wide collaborative approach to driving success in the post-16 system
- Ensure that young people in post-16 education and training in Kent are well prepared to deal with the challenges caused by Covid-19.

3.4 A collaborative approach

No one organisation has the responsibility, authority or resources to transform the 16-19 sector in Kent and this can only be achieved by working collaboratively. From the start, the review aimed to encourage the collaboration necessary to drive forward improvement the sector. This was reflected in the way the review was carried out. The Review was led by a steering group made up of representatives from across the sector; a very wide range of organisations and individuals were consulted; and the report was not issued until the sector had a chance to comment on draft versions. As we move into the next phase, this collaborative approach will continue to make best use of the resources and goodwill in the sector.

4. Process of the review

4.1 The review aimed to ensure that the experiences of all students were considered. The following groups of young people were identified, and research covered all groups.

<i>Strand</i>	<i>Descriptor</i>
1	Learners holding a full Level 2 and seeking to follow an academic pathway
2	Learners holding a full Level 2, and seeking to follow a fully or partly technical or vocational pathway
3	Learners not yet holding a full level 2, but with the potential and a level of engagement with learning that will enable them to do so
4	Learners not holding a full level 2 whose additional difficulties (including a lack of engagement with education) mean that they may need additional support if they are to reach their potential.

4.2 The review took place mostly during Covid and therefore had to be modified accordingly. The following stages took place.

1.	Exploration and informal consultation. Identification of key partners.	Spring 2020
2.	Data identification and collation leading to the identification of key themes, issues and questions for the focus groups	Summer 2020
3	Convene Steering group and appointment of external expert support	Winter 2020
4.	Design and test research process, accommodating Covid	Spring/Summer 20/20
5.	Interviews, focus group discussions and wider qualitative research and soft consultation	Autumn/Winter 2021
6.	Collating and writing up the full review's findings	Spring 2022

7.	Publication and promotion of findings	April 2022
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4.3 Fieldwork

48 provider institutions interviewed. This was spread across all districts and learning provider types and represents about 25% of the sector. There were generally two, one and a half to two-hour interviews per school or organisation to understand the perspective of pre and post 16 staff.

21 Key leaders and sector partner interviews from representative bodies such as KCC, youth support agencies amongst others.

30 young peoples' focus groups from across a range of 22 learning providers. Engagement Officers from the Education People facilitated the groups asking young people to express their opinions on the same issues explored with staff plus anything else they felt was relevant.

5. Summary of the review

5.1 The review set out to cover both all student groups and the full breath of the young person's journey through the sector. This determined the following areas of focus for all the fieldwork.

- The offer
- Location, access and structure
- Equal opportunities
- Pre-Year 12 decision making
- Transition into post-16 provision
- Delivery
- Outcomes
- Post-Year 13 decision making and transition
- Future viability of provision
- Collaboration
- The impact of Covid-19

5.2 Key Findings

From all the fieldwork and quantitative analysis of data, 11 significant issues were identified. There is a rich analysis of these key issues and any subsidiary issues in the review report.

In summary, the issues fall into:

- Lack of aspiration, particularly among disadvantaged students
- Uneven support for transition at 16+ and 18+
- Costs of travel affect learner choice
- Shortage of resources
- Small sixth forms restrict choice and opportunities
- Concern about level of support for pupils with mental health issues
- Threats to Applied General Qualifications and International Baccalaureate Careers Programme in sixth forms arising from Level 3 reforms
- Careers Education independent Advice Guidance only partially effective and not covering all options

- Polarised provision plus little collaboration plus pupil inertia (that is to say, pupils being unwilling to leave their present schools at 16+ even when it would improve their chances to do so) equals missed opportunities
- Provision below Level 2 needs bolstering, with better identification of pathways to higher level study
- Apprenticeship shortages for 16–19-year-olds – more general difficulties gaining employer support

5.3 From these issues, there are eight Principal Recommendations

1. Improve outcomes through establishing a comprehensive benchmarking programme and promoting the adoption of a life skills curriculum
2. Raise young people's aspirations through promoting a model Careers Education, Information, Advice and Guidance (CEIAG) curriculum and ensuring all young people are supported to consider a range of options
3. Develop a comprehensive local offer, implemented via collaboration, to widen what is available and enable young people to exercise their choice
4. Enhance provision below Level 2 by putting provision on a more stable footing, addressing the issue of young people Not in Employment, Education and Training (NEET) and providing for progression
5. Improve early support for students with mental health issues to promote well-being and remove a barrier to achievement and progression
6. Improve access to post-16 provision by prioritising travel support to those who most need it to and by lobbying government to support post -16 travel
7. Learn from lockdown to improve support for remote learning and retain more young people in some form of learning
8. Establish a Strategic Board to take these recommendations forward and provide strategic oversight of provision.

6. Proposed Way Forward

6.1 Collaboration

The review was carried out as a collaborative piece of work with the 16-19 sector in Kent. This needs to continue so that solutions to the issues are jointly developed and owned by the sector as no one organisation can bring about the changes need to improve outcomes for young people.

6.2 Strategic Board

As there is no one organisation overseeing the sector, a board is needed to prioritise activity, cascade recommendations/information out to partner organisations, lobby relevant national and local bodies, and ensure the ongoing relevance of activities. The board will have an independent chair. It will make recommendations to the sector and KCC to shape policy and activity across the county. It will not have decision/enforcement powers.

6.3 Action Plan

A detailed action plan will be developed addressing all the issues and recommendations. This will be the responsibility of the Strategic Board.

6.4 Resources

It is planned that responding to the review's recommendations can commence via utilizing current KCC and TEP resources. The collaborative approach to supporting the sector will encourage in kind contributions from the sector. Further to the development of the Action Plan, there may be other resources that are needed for KCC to deliver against its statutory duties to lead the sector as well as for delivering against the other review recommendations.

6.5 Governance

The 14-24 Learning, Employment and Skills Strategy, 2017-2020, is out of date but is still KCCs key policy document for the sector. The Review provides updated intelligence about the sector and indicates a way forward that builds on the now outdated policy document. Consideration of the policy will be given as the Review's next steps are taken and cross referencing will be undertaken.

6.6 Feedback to CYPE Cabinet will be via the Director of Education and Cabinet Members as appropriate.

7. Conclusion

7.1 The Review has set a challenging agenda for improving the provision available to 16–19-year-olds in Kent; there is much to do. However, the Steering Group has been heartened by the commitment from all parties involved in the Review to ensure that effective pathways to future progress and attainment are identified and made available to all Kent's young people, and that they are supported to achieve their aspirations and potential. The recommendations identified in the 16-19 Review, as they are implemented, will go a long way towards achieving this goal.

<p>Recommendation: The Children's, Young People and Education Cabinet Committee is asked to note the contents of the report.</p>

<p>Report Author</p>	<p>Report Director</p>
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Background Documents:

Appendix 1: "Pathways for All": Executive Summary



Pathways For All Summary

Review of education
and training provision
for young people aged
16-19 in Kent

Foreword

We are pleased to introduce this Report into our major Review of 16-19 provision within the county of Kent.

As we begin to emerge from a period of considerable pandemic-related turbulence, Kent remains committed to improving the options and life chances of all young people. Our young people have been particularly hard hit and, as they embark on their post-16 study and employment, we want to ensure they are as well-prepared as possible to survive and thrive in the world.

Kent's 16-19 education system is diverse and complex. It includes selective, non-selective and special schools, colleges, apprenticeships and independent training providers. The offer includes the new T-Levels alongside the standard range of qualifications, and we are a world leader in delivering the International Baccalaureate. This wide offer and the range of providers creates both challenges and opportunities.

Nationally, this is a time of change. Qualification reforms will affect the way education is delivered. A skills white paper increases the role of employers in Further Education. A new education white paper aims to improve quality in schools. At the same time, there has been a gradual erosion of the co-ordination of post-16 education.

Kent County Council values education and there is strong political commitment to driving improvement. In support of this, we asked the whole 16-19 sector – grammar, high schools and special schools, further education colleges; apprenticeship and other providers, pupils and students, parents, KCC and other strategic and operational partners – to engage in developing and delivering this Review. We are extremely grateful for the positive response and for all the valuable contributions our colleagues have made. The thoroughness of the process gives the Council confidence that the findings and recommendations contained in this Report identify the issues we need to address and provide appropriate ways for us to respond.

This Report makes clear that we need to:

- Make a concerted effort to improve the outcomes for young people from our post-16 provision
- Raise young people's aspirations through more effective careers education, information, advice and guidance
- Ensure that those who influence young people are informed about the options available to them, and more understanding and supportive of the choices young people make
- Enable a wider range of provision to be locally accessible
- Improve provision below Level 2 and provide good pathways into further learning at higher levels
- Support young people's mental health
- Take the opportunity to learn lessons from the pandemic.

However, Kent is a diverse county. One size will not fit all, and no organisation has the statutory powers or resources to produce the necessary changes on its own. It is only by working together that we will make progress. Collaboration, locally and cross-county, must therefore be at the heart of what we do.

With this in mind, our first step is to establish a Strategic Post-16 Board to take the Report's recommendations and other necessary actions forward and provide overall direction to post-16 provision in the County. This collaborative, sector-driven approach depends on your contribution. We will therefore be asking representative groups and other key partners for their active participation on the Board and involvement in next steps.

We look forward to working in partnership with you all in implementing the recommendations of this valuable Report.

Roger Gough

Leader, Kent County Council

Shellina Prendergast

Cabinet Member for Education and Skills

Executive Summary

1. Introduction

Kent County Council's [KCC's] 2021-25 Commissioning Plan for Education Provision in Kent requires its Children, Young People & Education Directorate to lead a review of post-16 education within Kent¹. The vision for the Review was that it should improve the options and life chances of young people in Kent by:

- Providing better education, skills and training opportunities for all Kent's young people
- Enabling KCC to develop a clear understanding of the issues and the barriers to participation and progression
- Allowing KCC to understand, support and provide direction to the post-16 sector in the county.

Specifically, the purpose of the Review is to:

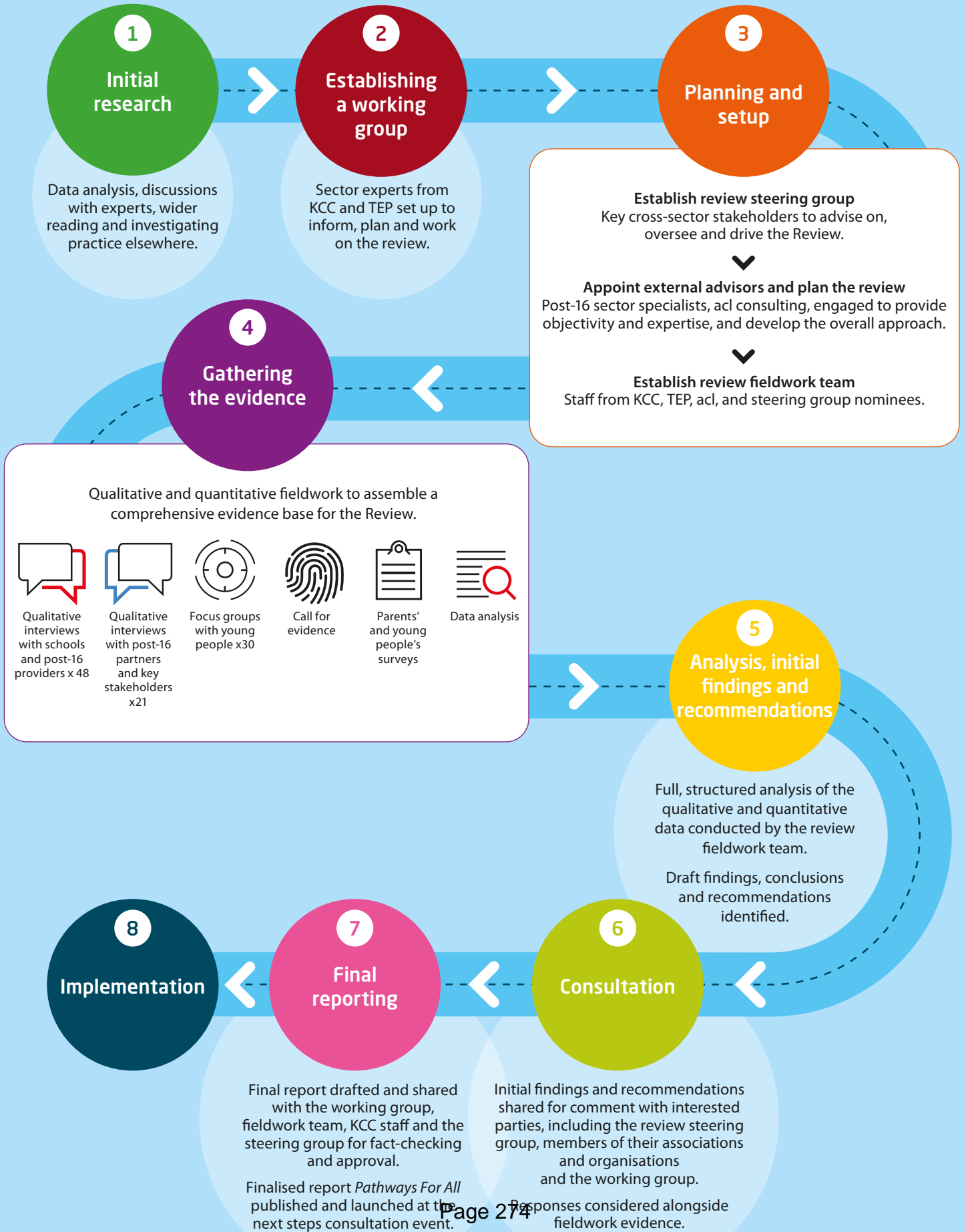
- Hold a mirror up to 16-19 education in Kent by developing a deeper understanding of the sector

- Identify key far-reaching and systemic issues, and particular areas of under achievement or need in the post-16 sector
- Identify, explore and understand good practice in the sector to encourage its wider take-up
- Identify the gaps, issues and barriers that need to be, and can reasonably be, addressed by the sector
- Be a platform for KCC and its key partners to develop strategic leadership in the Kent post-16 system
- Provide advocacy for young people in the 16-19 sector
- Develop a sector-wide collaborative approach to driving success in the post-16 system
- Ensure that young people in post-16 education and training in Kent are well prepared to deal with the challenges caused by Covid-19.



1. See <https://democracy.kent.gov.uk/documents/s101472/Kent%20Commissioning%20Plan.pdf>, paragraph 3.9, page 11.

The 16-19 Review: process



2. Approach

The Review was overseen by a Review Steering Group, comprising provider representatives and others with an interest in post-16 provision in the County. A Review Working Group drawn from colleagues directly involved in post-16 delivery in KCC and The Education People [TEP] provided valuable additional operational input. An external expert (acl consulting) was appointed to add objectivity, insight and rigour.

The Review was carried out, largely during calendar year 2021, by a research team drawn from KCC, TEP, acl, and Steering Group member-proposed secondees. It included:

- A detailed analysis of local and national data on KS5 outcomes (supported by the Analytics team in KCC Strategic Commissioning)
- Fieldwork interviews with 16-19 providers across Kent, plus pre-16 providers (48 providers equalling 25% of the sector) and 21 other stakeholders and key players
- 30 small focus groups with young people across 22 providers
- Contributions from other interested parties following a widely-publicised call for evidence
- Online surveys of parents and young people
- A soft consultation on the emerging findings was held during autumn 2021. This report was finalised in early 2022.

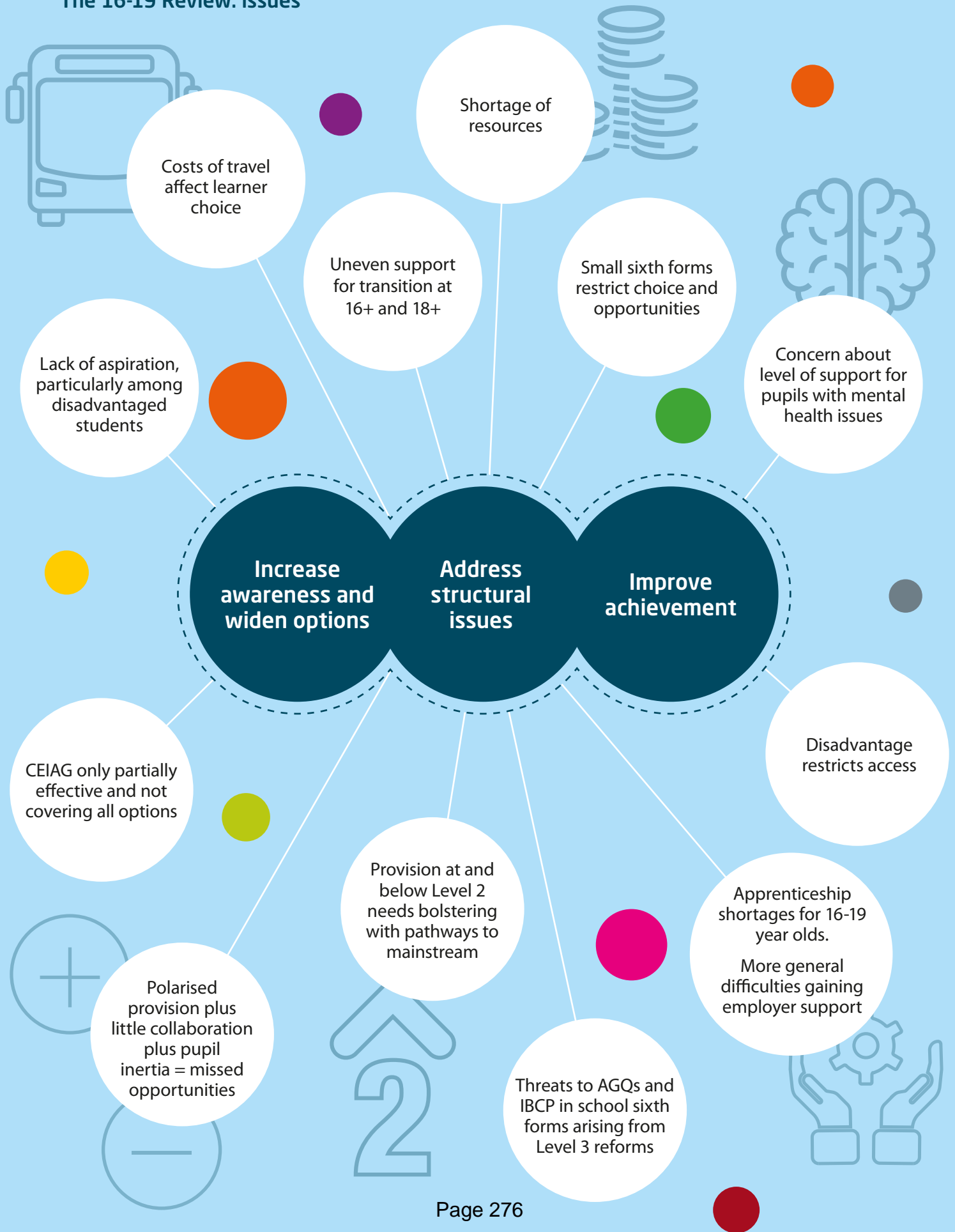


Structuring the data

To structure the data collection, fieldwork interview schedules were designed around a notional 'journey' taken by a young person before and during their time in 16-19 education. These interviews covered:

- The post-16 offer
- Location, access to, and structure of the current 16-19 offer
- Equal opportunities
- Pre-Year 12 decision-making
- Transition into post-16 provision
- Delivery of post-16 provision
- Outcomes from post-16 provision
- Post-Year 13 decision-making and transition on from post-16 provision
- Future viability of provision
- Collaboration between post-16 providers
- The impact of Covid-19.

The 16-19 Review: issues



3. Principal findings

This Section sets out the principal findings from the fieldwork following the structure outlined in Section 2.

For full details of the findings, please refer to Section 3 in the main Report.

The offer

The key points regarding the offer made to young people relate to:

- ‘Pupil inertia’ – the marked tendency for young people to remain at their current school and transfer into its sixth form at 16, rather than fully consider other choices
- Level 3 qualifications reform
- Alternative 16-19 provision.

Pupil inertia means that:

- Kent schools effectively continue to represent different systems (high school, grammar school) post-16, as they have done pre-16
- Many pupils’ choice at 16+ is constrained by what their school offers, in terms of qualifications (principally A levels, Advanced General Qualifications [AGQs] and the International Baccalaureate Diploma and Career-related programmes [IBDP and IBCP]) and individual subjects
- Where pupil inertia is widespread, other provision (particularly general further education colleges [GFECs]) becomes the default destination for those who have concluded, or been advised, they are not academically able enough to transfer to their school’s sixth form.

Pupil inertia would matter less if providers collaborated to broaden the curriculum available locally. Evidence suggests there is very little of this collaboration currently taking place.

Regarding the Level 3 reforms (i.e. the roll out of T Levels and the related withdrawal of Education & Skills Funding Agency [ESFA] funding for the equivalent AGQs) non-selective schools in particular are increasingly concerned about the risks to their post-16 offer:

- Specifically – to the future of the qualifications they currently run (principally the IBCP and BTECs)
- More generally – will their remaining post-16 provision be viable in a ‘post-qualifications reform’ world?

The qualifications reforms, as currently proposed, risk non-work-based 16-19 provision becoming more polarised. Grammar schools might specialise in academic study, while GFECs and work-based providers focus more on T Levels and other technical/vocational subjects; and high school sixth forms’ role becomes less defined. In this scenario, a valuable progression route into higher levels of learning for many of Kent’s young people may be lost.

Historically, Kent has had quite a wide range of provision for vulnerable learners for whom school sixth form or college is not appropriate. Since 2018/19, this has largely collapsed, making it extremely difficult to retain or attract young people whose needs were not met in pre-16 education. This creates significant knock-on implications for those at risk of finding themselves not in education, employment or training [NEET].

Details of the Review’s major recommendations to address these issues are in the following sub-sections of this Executive Summary:

- **4.2 Raising young people’s aspirations through better careers education, information, advice and guidance [CEIAG]**
- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving provision below Level 2.**

Related subsidiary recommendations are in Section 5 of the main report (paragraphs numbered 5.1).

Location, access, and structure

Since the Learning and Skills Council [LSC] closed in 2010, there has been no one central controlling or coordinating function with responsibility for post-16 provision². This means that what is on offer and where depends on individual providers' decisions. While all areas of Kent currently have fairly straightforward access to A levels, other 16+ provision is more patchy.

There are two broad approaches to addressing this issue:

- Attempting to resolve 'gaps' through local collaboration, building on the (few) existing examples in the county
- Minimising travel, and providing financial support where possible if it is unavoidable.

Travel and the associated costs affects many young people's choice of post-16 destination, and may dissuade some from taking part in education or training entirely. This is despite KCC's support (which is generous compared to many local authorities [LAs]) and bursary funds from individual providers.

KCC's scope to address market failures in the provision of transport (e.g. by subsidising non-commercial routes or services) is restricted both by government funding and by operators' cost and other pressures that threaten route and service viability.

Details of the Review's major recommendations that address these issues are in the following sub-sections of this Executive Summary:

- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving [access to] provision below Level 2**
- **4.6 Improving access to provision**
- **4.7 Learning from lockdown – in particular by creating opportunities for more blended approaches to learning.**

Equal opportunities

Although the fieldwork raised few equal opportunities concerns directly, others nevertheless arise.

Students from socially disadvantaged backgrounds may not have access to the full range of post-16 opportunities available, and be discouraged from taking advantage of those that are. The main factors are pressures to work, and transport costs (as above); there may also be a lack of awareness.

Students with additional needs may find it difficult to access appropriate post-16 provision due to a shortfall in programmes at Level 2 and below, within both GFECs and 'alternative' 16-19 providers.

It has also been suggested that placements for these students – particularly those with an education and health care plan [EHCP] – place too much emphasis on securing provision that meets their educational and other needs, rather than their aspirations for a future career or lifestyle.

There is insufficient capacity to provide English for Speakers of Other Languages [ESOL] programmes. This lack of capacity disadvantages learners who are not proficient in spoken and written English

Details of the Review's major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.1 Improving outcomes**
- **4.2 Raising young people's aspirations through better CEIAG**
- **4.4 Improving provision below Level 2.**

Subsidiary recommendations concerning the aspirations of young people with a special educational need and/or disability [SEND] and ESOL provision are in Section 5 of the main report (paragraphs numbered 5.3)³.

2. It is important to note that the LSC did not have responsibility for schools-based post-16 provision, which remained with local authorities at that time. Since the *Academies Act 2010*, the number of secondary schools for which local authorities have responsibility has reduced considerably – across all phases, only 203 schools nationally were academies in 2010; by 2021-22 almost four-in-five secondary schools had become academies.

3. This Review has taken into account where relevant, but has been careful not to overlap with, the implementation of the Council's *Written Statement of Action on SEND following the Ofsted SEND Inspection of 2018*.

Pre-Year 12 decision-making

The review found that a hierarchy of post-16 options effectively exists in Kent:

- Schools-based routes are preferred to all other options
- Grammar schools are preferred to high schools
- There is no clear distinction drawn between technical/vocational routes ‘followed at a GFEC’ and ‘in the work-place’, generally via an apprenticeship.

This hierarchy has an impact on young people’s choices at 16, particularly as the fieldwork highlighted concerns about the lack of access to impartial CEIAG which would inform a young person’s choice of options. There were a number of dimensions to this.

For pre-Year 12 students, there are linked concerns around schools keeping ‘their own’ students post-16, enabled by the lack of CEIAG on the full range of options available. Within these general concerns, the lack of information on employment and the jobs market, and in particular about apprenticeships, were regularly raised.

The lack of good CEIAG in schools meant young people were overly reliant on and influenced by the opinions of parents, non-CEIAG specialist teaching staff, peers, friends and family when deciding where to go post-16.

Determining what to do next is even more challenging for young people who are electively home educated (EHE), in the youth justice system, or ‘non-permanently’ excluded from school, since they have little or no access to CEIAG.

Young people also need to be confident in their ability to choose pathways outside school. Staff need to assure them a decision to do so is equally ‘valid’ and encourage those around them to support their stated preference.

All providers (including GFECs and work-based providers) need access to young people in schools in order to be able to give them the information they need to make their choices. Young people need

careers-related input early and throughout their time at school, highlighting opportunities, raising aspirations and explaining what they need to do to realise them. (None of this exceeds the requirements of the Provider Access Duty, statutory guidance relating to CEIAG, and the Gatsby Benchmarks for Good Career Guidance.)

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.1 Improving outcomes**
- **4.2 Raising young people’s aspirations through better CEIAG**
- **4.3 Implementing an area offer of 16+ provision**
- **4.5 Further supporting the mental health of learners.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.4).

Transition into post-16 provision

Covid-19 has had a significant impact on the support available for young people making the transition from pre- to post-16 learning.

Where their school has a sixth form, and they achieve the necessary grades, most young people will stay on post-16 in their existing school, and the transition process generally works well.

In contrast, the transition from a school to anywhere other than its own sixth form, and in particular into work, was often felt to be poorly supported. Young people and their prospective post-16 providers were largely left to ‘make the best of it’.

Nevertheless, most providers reported relatively few cases of young people becoming so dissatisfied with their choice that they switch provider or become NEET. Where this does happen, young people need support early in the Autumn Term to transfer to, and hopefully remain in, a more suitable alternative: a later decision may be difficult to accommodate.

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.1 Improving outcomes**
- **4.2 Raising young people’s aspirations through better CEIAG**
- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving provision below Level 2**
- **4.5 Further supporting the mental health of learners**
- **4.7 Learning from lockdown.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.5).

Delivery

The major focus of the fieldwork here was on the factors directly affecting the delivery of Kent’s 16-19 offer; the availability of resources and the mental health of young people were regularly highlighted.

Despite recent increases in the base rate and other elements of the funding model, the Institute for Fiscal Studies [IFS] calculates that between 2010-11 and 2020-21 there was a real terms reduction in income per student of 15% for GFECs and 28% for school sixth forms. As a result, post-16 provision is being constrained by limits on investment in buildings, equipment and/or staff.

It is also proving increasingly difficult to find employers willing to deliver work-related elements of young people’s learning programmes. The Covid pandemic has had an immediate and detrimental impact on apprenticeships.

For alternative 16-19 providers, resourcing-related issues are further complicated by their young people’s more complex needs. For those receiving ESFA funding, the lagged funding model and more general contractual uncertainties have made it difficult to plan provision and recruit staff.

Student mental health issues and the lack of resources to address them have become ubiquitous concerns for schools and colleges (less so for young people on apprenticeships).

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.1 Improving outcomes**
- **4.5 Further supporting the mental health of learners.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.6).

Outcomes

Both quantitative data (from national and local statistics) and qualitative data (from interviews) were used to assess outcomes from 16-19 study.

The quantitative data indicates, inter alia, that at 18:

- In Kent, progression to ‘positive’ destinations (higher or further education, apprenticeships, and employment) at the end of Key Stage 5 is in line with, or better than, national averages for those with a Level 3 or Level 2 qualification
- Kent is less successful in terms of progression to positive destinations for those not yet qualified at Level 2
- Kent students from (broadly) non-disadvantaged backgrounds seem to achieve at and progress from Key Stage 5 as well as their peers elsewhere in the country: those from disadvantaged backgrounds do not.

In particular ...

- The gap between progression rates to the most selective higher education institutions [HEIs] for disadvantaged and non-disadvantaged students appears to be wider in Kent than nationally

- There is a relatively small gap nationally between progression to all HEIs by disadvantaged and non-disadvantaged students (46% to 51%)⁴. In every Kent district, the gap is greater than this – and in some cases, substantially.

Overall, young people from disadvantaged backgrounds appear to make even less progress than their non-disadvantaged peers when the data for Kent is compared to the national average: this raises questions about their access to grammar schools.

Qualitative findings from the fieldwork interviews suggest that:

- Young people can lack the necessary aspiration and ambition to realise their full potential – they do not ‘believe in themselves’
- ‘Basic’ jobs (those without much training or progression potential) are relatively easy to find in Kent. Many students are attracted to them (or even encouraged to take them up) by the prospect of earning money now, rather than investing for their future
- Young people who feel A levels and higher education are not for them may become demotivated if they are not aware of possible alternatives
- Those considering higher education often looked only at institutions in Kent.

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.1 Improving outcomes**
- **4.2 Raising young people’s aspirations through better CEIAG**
- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving provision below Level 2.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.7).

Post-Year 13 decision making and transition

The fieldwork found that most work-based and alternative 16-19 providers have a strong focus on transitional support. Providers often described a structured process, beginning in the final year of the young person’s current programme, to identify their intended next step and put the necessary support in place. During the pandemic, providers worked with employers to identify ways of keeping young people engaged, and ideally progressing, in their workplaces.

Work-based and alternative 16-19 providers in particular leave their doors open to their leavers after they have moved on. Some actively check on their progress and provide further support where it would be helpful.

Similarly, GFECs emphasise positive outcomes and destinations, allocating staff from early in a student’s study programme to ensure the post-18 transition runs smoothly. This includes working with non-completers, and with students after they have technically left.

For schools, approximately half the cohort progresses to higher education after Key Stage 5. There is a range of support for those wishing to pursue this route.

For those progressing to destinations other than higher education, feedback suggests that the availability and quality of support and information on these options was less satisfactory.

Students at both selective and non-selective schools were concerned that progression to HE seemed to be ‘the only valued route’, with little information available on alternatives. But within the current cohort, there is growing interest in post-Year 13 apprenticeships, and a desire for more information on the wider apprenticeship offer, particularly the options for progression at higher (post-Level 3) levels.

Schools offer post-transition support, but this seems to be less frequently and proactively than is the case for work-based and alternative 16-19 providers and GFECs.

4. These statistics refer specifically to destinations of students that remain in education to the end of Key Stage 5. Fewer disadvantaged than non-disadvantaged students do so, therefore the overall cohort participation in HE is lower than the figures quoted.

The role of influencers (principally parents and friends) on decisions about what to do next is also a factor. Where it was mentioned, it was mainly in a negative (options limiting) way, rather than an encouragement to ‘try to ...’.

Details of the Review’s major recommendations that address these issues will be found in sub-section 4.2 of this Executive Summary (**4.2 Raising young people’s aspirations through better CEIAG**). In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.8).

Future viability of provision

As well as reviewing Kent’s existing 16+ education and training provision, the Review also considered its viability and how it may need to change in the future.

Many Kent sixth forms are small. Government regulations state that any new academy sixth form should have a minimum of 200 students: eight of Kent’s 32 grammar school and 38 of its 55 high school sixth forms do not meet this criterion.

There is no compelling evidence that students in smaller sixth forms do less well in terms of ‘added value’ between their GCSE grades and their concluding Level 3 ‘score’. However, the more limited provision is a cause for concern, especially since it appears that young people tend to choose their post-16 options based on what is available in their current school’s sixth form. There are also revenue and capital costs associated with every small class.

A substantial proportion of the programmes on offer are AGQs – principally BTECs, which may also form part of the IBCP. At the time of writing (Spring 2022), the government intends progressively to withdraw funding for many AGQs as the related T Levels are introduced. This will effectively make it impossible for providers to continue offering these qualifications.

Kent’s GFECs are large enough and have the necessary employer links across a range of provision to make T Levels a viable proposition; most if not all of its school sixth forms – mainly high schools – currently offering BTECs are not. If AGQs are non-funded, perhaps half of these sixth forms could become unviable. Qualifications reform at Level 3 is therefore a direct threat to them. What happens to a significant proportion of young people currently opting for AGQs at 16 is equally unclear.

For work-based options, the number of young people starting an apprenticeship at 16 has fallen as more stay on at school or enter college. Yet the number and range of employment choices for young people is greater now than 18 months ago. What the new ‘steady state’ position will be remains to be seen: there is a continuing and probably increasing shortage of apprenticeships for progression at the higher levels.

Details of the Review’s major recommendations that address these issues will be found in sub-section 4.3 of this Executive Summary (**4.3 Implementing an area offer of 16+ provision**). In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.9).

Collaboration

Making progress on many of this Review’s recommendations will depend on effective collaboration between 16-19 providers in Kent.

There are examples of such collaboration, particularly within a multi academy trust (MAT), but also between non-MAT schools and GFECs, work-based and alternative providers. These generally cover the post-16 offer, but also exist in other areas (e.g. work to address NEET issues; staff recruitment, training, and development; IAG-related networks; post-18 progression options, including work with HEIs).

Whether through pressures in the system, or a need to collaborate to address an identified shared issue, there is a willingness to contemplate more collaborative working.

However, a number of barriers remain:

- Practicalities – distance, transport and travel time between providers, and other logistical issues; timetabling; resources; and responsibility for the young person, specifically ownership of the provision’s overall adequacy and quality (including under Ofsted inspection)
- The geography and structure of education in Kent
- Competition between providers, though this is not as pervasive a concern as might be assumed
- The evolving context at both local and national level, which can prevent new and undermine existing arrangements, especially for smaller providers in general, and alternative 16-19 providers in particular.

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving provision below Level 2.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.10).

The impact of Covid-19

The Review began during the summer term of 2020; fieldwork continued until the end of the summer term of 2021. Throughout this period, young people’s learning, work experience and progression were seriously disrupted by the Covid-19 pandemic. There is every indication that disruption will continue in 2021-22.

While more young people in Kent achieving higher results is clearly welcome, interviewees were concerned about grade inflation. In particular, they worried it would encourage (or enable) young people to pursue schools-based post-16 options that, under normal circumstances, might not have been open to them. As a result they may not cope.

There were also concerns about fewer work-based opportunities in the short- to medium-term. Sectors popular with young people considering

apprenticeships were particularly badly affected by the pandemic and may take longer to recover.

While relatively few young people had their apprenticeship terminated during the pandemic, many were furloughed or worked from home. At best, their experience will have been dramatically different, and their progress significantly slowed. At worst, their employment may have ceased after the return to work, with the chances of continuing their programme elsewhere also likely to be severely reduced.

The potential negative impact of grade inflation and a lack of work-based opportunities has been further complicated by:

- Difficulties in seeing what was available elsewhere: virtual visits can only show so much
- A general sense that in uncertain circumstances it was better to ‘stick with what you know’.

Overall, there is concern that for whatever reason some young people will have made the ‘wrong’ post-16 choice. Although fewer became NEET after their GCSE results in September, more may find themselves unable to cope and/or drop out at a later date, in which case the problem is being postponed rather than prevented.

The pandemic has required providers to consider new ways of working. Many work-based and alternative 16-19 providers and GFECs have moved substantially towards more ‘blended’ learning; schools much less so.

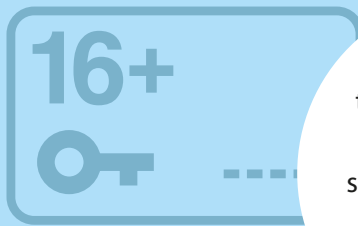
There is a concern that these more blended approaches will be seen as a temporary aberration: this is potentially a missed opportunity. Not all young people were happy in school pre-Covid: a schools-led offer delivered in a different way may be worth retaining and developing, particularly with EHE on the increase.

Details of the Review’s major recommendations that address these issues will be found in the following sub-sections of this Executive Summary:

- **4.3 Implementing an area offer of 16+ provision**
- **4.4 Improving provision below Level 2.**

In addition, related subsidiary recommendations will be found in Section 5 of the main report (paragraphs numbered 5.11).

The 16-19 Review: recommendations



4.1 Improve outcomes through:

- Establishing a comprehensive benchmarking programme
- Promoting the adoption of a life skills curriculum

4.4 Enhance provision below Level 2:

- Put provision on a more stable footing
- Address the NEET issue
- Provide for progression

4.6 Improve Access to post-16 provision:

- Prioritise travel support to those who most need it to:
- Lobby government to support post -16 travel.

4.5 Improve early support for students with mental health issues to:

- Promote well-being
- Remove a barrier to achievement and progression

4.2 Raise young people's aspirations through:

- promoting a model CEIAG curriculum.
- Ensuring all young people are supported to consider a range of options

4.7 Learn from lockdown to:

- Improve support for remote learning
- Retain more young people in some form of learning



4.3 Develop a comprehensive local offer, implemented via collaboration, to:

- Widen what is available
- Enable young people to exercise their choice



4. Principal recommendations

This report makes eight principal recommendations:

- **4.1** *Make a concerted effort to improve outcomes from 16+ provision*
- **4.2** *In parallel, raise young people's aspirations through more effective CEIAG. Once raised, these aspirations need to be actively supported, including by those with an influence over what young people decide to do post-16. By proxy this means ensuring those who influence young people are themselves properly informed*
- **4.3** *Develop an 'area offer' to support the current network of sixth forms, many of them very small by national standards. This should cover all providers (specifically including GFECs, other organisations providing vocational learning and alternative 16-19 providers) and will require collaboration between all concerned.*
- **4.4** *Improve the provision available below Level 2*
- **4.5** *Take further steps to support young people's mental health*
- **4.6** *Improve and enable access to provision*
- **4.7** *Take the opportunity to learn lessons from the Covid-19 lockdowns, and not simply assume everything should or will return to 'normal'*
- **4.8** *Create a 16+ Strategic Leadership Board to ensure all involved parties collaborate to deliver these recommendations, and to oversee the sector's future strategic development.*

These recommendations are explored in more detail in the following paragraphs. For a fuller description of what each recommendation would involve, and a summary of relevant practice that might be built upon, please refer to the corresponding paragraphs of Section 4 of the report (for example paragraphs numbered 4.1:1 and following in the main report for recommendation 4.1).

4.1 Improving outcomes

Clearly, all provision should be designed to give young people the best possible outcomes, in terms of attainment, progression, destinations and life skills.

Therefore, the Review proposes:

- Establishing a comprehensive benchmarking programme. This will allow individual providers to compare their outcomes with those of their peers, both within Kent and with Kent's 'statistical neighbours', using the wealth of data routinely collected at County and national level
- Encouraging schools and other providers to adopt a life skills curriculum (either new or existing), to give young people the skills they need to achieve their goals post-16 and post-18.

4.2 Raising young people's aspiration through better CEIAG

For various reasons, CEIAG is not always fully effective. This means some young people are not aware of their full range of post-16 opportunities and cannot fully consider the alternatives open to them. They may then end up with the 'wrong' provision and miss out on greater benefits they could have gained elsewhere.

It is therefore proposed to:

- Develop a model CEIAG curriculum, customisable by all pre-16 and post-16 settings, to address observed gaps
- Actively encourage young people to consider their full range of post-16 options, including those outside their current school or immediate geographical area
- Support young people to achieve in post-16 employment or further education, and in their subsequent progress into work or higher education.

In addition, specific strategies should also be developed for:

- Parents, to ensure they have at least a working knowledge of the full range of post-16 destinations and what they can lead to, and that they understand that ‘staying in school’ is not the only option
- Teachers (including but not limited to those with CEIAG responsibilities), to ensure they are familiar with destinations other than school sixth forms and the progression opportunities these provide, and can support young people who wish to consider options beyond their pre-16 school.

4.3 Implementing an ‘area offer’ of 16+ provision

A strong, varied post-16 offer for young people in Kent requires a comprehensive, effective range of provision to be locally available to all.

Kent must therefore find ways to increase the ‘virtual’ size of sixth forms and address the impact of Level 3 reforms (even if delayed): this must involve genuine, practical collaboration between neighbouring sixth forms and other providers, amounting to an ‘area offer’.

‘Mixed programmes’ combining A levels and vocational qualifications have proved highly attractive, particularly to high school students. This flexibility needs to be retained and, through closer work with GFECs, improved wherever possible.

It is therefore suggested there is a need to:

- Set out, and consult upon, what the comprehensive local post-16 ‘area offer’ should include as a minimum
- Encourage schools with sixth forms, local GFEC(s) and work-based and other learning providers to construct their own ‘area offer’. This should combine academic (A level) and vocational programmes to replace qualifications set to be discontinued
- Encourage the strong collaboration required to deliver this offer, based on specific local circumstances and needs
- Progressively review all collaborations to ensure they are delivering strong, effective and truly comprehensive area offers
- Continue to lobby Government to moderate the impact of vocational qualification reforms, and ensure adequate provision at Level 3 for those whose Level 2 attainment does not allow progression to T or A levels.

4.4 Improving provision below Level 2

Ways must be found to support further growth and development in provision below Level 2 to stem – and indeed reverse – the current decline. In particular, programmes offered by alternative 16-19 providers need to be put on a stable footing, with guaranteed long-term formula funding, rather than relying (as at present) on short-term funding from multiple sources.

It is therefore recommended that KCC:

- Identifies how ESFA can support developments in this area by guaranteeing funding
- Lobbies ESFA to extend the programmes it can fund if the current range is insufficient, particularly by supporting work-based and alternative providers
- Investigates options for an ‘umbrella’ administrative organisation that would enable more providers to offer programmes for this group of young people: this has worked well elsewhere in the country
- Supports new providers wishing to enter the market, whether as part of an ‘umbrella’ group or in their own right, and lobbies ESFA to facilitate this
- Encourages GFECs in particular to continue offering a range of qualifications at Entry Levels and Level 1, and to develop return pathways for young people attending other providers, recognising that not all young people are immediately ready for a college environment at 16+
- Supports all providers in developing progression routes for successful completers into further vocational or other learning or employment.

4.5 Further supporting learners' mental health

The fieldwork for this project raised consistent and increasing concerns about young people's mental health and the impact on their learning, particularly in non-work-based provision. The two priorities are:

- Identifying and providing appropriate support for young people with mental health issues, including those not in mainstream settings
- Reviewing and modifying teaching styles to reflect a student population where mental health issues are increasingly common.

It is therefore suggested there is a need to:

- Identify and share the best evidence-based teaching practice that supports learning in a mental health-friendly way for all students
- Draw up and implement a clear, county-wide framework for emotional wellbeing approaches and services, supported by staff development as required, to identify mental health concerns early, then intervene and support young people appropriately
- Support better two-way communication to ensure Education colleagues are aware of the full range of support available, and NHS and other services understand the extent of mental health issues within the 16-19 sector
- Ensure providers can offer 'frontline' mental health support to individual young people where appropriate and proportionate
- Consider further investment in a 'second line' support service where within-institution support (however enhanced) may be insufficient but a referral to NHS children and young people's mental health services may not be entirely necessary.

4.6 Improving access to provision

In a large, partly rural, county like Kent some young people will have to travel a reasonable distance to their chosen provision. Those who choose to 'commute' incur time and financial costs; in practice, this restricts the range of options open to many.

With providers' and KCC's budgets for support increasingly tight, there is a need to:

- Prioritise support for those whose choice of post-16 destination depends on financial assistance with travel
- Ensure student travel arrangements are designed around the local collaborative 'area offer' recommended above, including travel between providers where required and for vocational education more widely
- Continue to lobby Government to support travel for post-16 education, training and employment as it does to school pre-16.

4.7 Learning from lockdown

The pandemic and its associated lockdowns obliged providers to consider new ways of working, including 'blended learning' and other technology-based approaches that might have taken far longer to introduce incrementally. Some young people, especially the harder-to-reach, have found these arrangements particularly helpful. There is a danger that providers will rush to return to pre-pandemic delivery modes, and that lessons learnt and opportunities created will rapidly be lost.

It is proposed to:

- Identify lessons from lockdown while the knowledge is still fresh in people's minds
- Develop a minimum standard of requirements for home-based learning, including software, hardware and broadband access, to guide 16+ providers and their students when implementing blended learning approaches

- Agree circumstances in which students might be given a ‘right to request’ remote or more blended learning (e.g. illness, challenging personal circumstances), establish protocols to encourage students to make appropriate requests, and ensure that they will be appropriately supported
- Track students’ use of remote learning to see whether blended learning does in fact meet the needs and address the issues identified, without compromising young people’s mental health and confidence. If it does, how might it be developed further; if not, how it can be adapted to provide a workable solution?

4.8 Improving strategic leadership at 16+

Responsibility for post-16 provision is fragmented across a number of organisations and agencies. There are a number of local coordinating groups and initiatives, but no one forum or facilitating team that can raise issues, work collaboratively and make real progress for the entire system.

It is proposed that:

- A 16+ Strategic Board be formed. This will take forward the recommendations of this current review, then have strategic oversight of coordinating and developing 16+ provision throughout Kent
- This Board will have a small secretariat, headed by a principal officer, with funding to promote its activities and ensure work streams are owned and taken forward.

Setting up ‘sub-area Boards’ for different regions of the county may also be useful to support taking the work forward at a local level.



Conclusion

A major review - and a major opportunity

As the scale and scope of this Summary makes clear, KCC's Review of 16-19 provision has been a huge undertaking. The Steering Group is extremely grateful to all who contributed.

The picture that has emerged is complex. There is a significant range of provision on offer in Kent, from an equally diverse range of providers – very few (and arguably none) within the Council's direct sphere of control. The Review has also taken place in the context of further planned major changes, particularly to the post-16 vocational landscape: though possibly postponed, these seem unlikely to be abandoned entirely.

Nevertheless, the Review indicates a shared view of many of the issues that need to be addressed. There is a clear willingness to look afresh at post-16 provision and collaborate on improving the offer, and in this way to deliver on the Kent Pledge ("Making Kent a county that works for all children") for all 16-19 year olds.

Few, if any, of the Review's recommendations can be introduced by fiat. Even if this were possible, it would be neither desirable, nor in the spirit of the Review. Implementing the Report's recommendations will require discussion, persuasion and negotiation, and even then actions that may be challenging to implement or maintain.

Yet within such a collaborative framework, all the Report's recommendations can be implemented. Individually and collectively, they will make a significant difference to the life chances of Kent's young people. This Report therefore represents a major opportunity for step change in 16-19 provision in the county. We commend it to all interested parties.

Further information

This Summary and the full Report, which provides a full analysis of the Review findings and further details about the recommendations as well as some examples of relevant practice that show how parts of the county are responding to various issues raised by the Review, can be accessed electronically at <https://www.kelsi.org.uk/kent-16-to-19-review>

For further information, please contact Kent County Council's Education Lead Adviser, **Michelle Stanley**, via email at kent16-19review@kent.gov.uk





EXECUTIVE DECISION

From: Shellina Prendergast, Cabinet Member for Education and Skills
 Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee

Subject: Proposed Expansion of Maidstone Grammar School for Girls

Decision Number – 22/00055

Key decision:

- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: Dan Daley and Tom Cannon – Maidstone Central

Summary: This report sets out the proposed expansion of Maidstone Grammar School for Girls, Buckland Road, Maidstone, Kent, ME16 0SF.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills, concerning the proposals to:

- enlarge Maidstone Grammar School for Girls, Buckland Road, Maidstone, Kent, ME16 0SF by 1FE, increasing the Published Admission Number (PAN) from 180 to 210 from September 2023.
- authorise the allocation of £6.38 million in funding from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Maidstone Grammar School for Girls.
- authorise the allocation of £1.43 million from the Education Modernisation Programme to enable the replacement of T Block and N Block.
- authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council.
- authorise the Director of Infrastructure, Strategic and Corporate Services 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.

1. Introduction

- 1.1 Kent County Council (KCC) as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The Commissioning Plan forecast for the Maidstone and Malling Selective planning group indicates that there will be a deficit of Year 7 girls' selective places from 2023-24 if no additional places are established.

2. Body of the report

- 2.1 To meet the demand for Year 7 girls' selective places in the Maidstone and Malling Planning Group, we propose to expand the Maidstone Grammar School for Girls by 1 FE, increasing its PAN from 180 to 210 from September 2023.
- 2.2 KCC have worked with the school to ascertain the additional accommodation required for it to expand by 1FE on a permanent basis. That work identified the additional space required in direct support of a future expansion and combines necessary modernisation work that includes the replacement of both T Block and N Block. These existing blocks at the school are significantly beyond their designed lifespan and require replacement. Combining delivery of this modernisation work with the expansion scheme enables KCC to benefit from the economies of scale that can be achieved by completing the works together rather than replacing the existing blocks in isolation.
- 2.3 The scheme also incorporates the provision of a visitor centre, linked to the school's unique set of Second World War Air Raid Shelters, which will be an integral part of the new accommodation. This part of the scheme will be funded by the school and not KCC but will also take advantage of the economies of scale presented by the expansion project. The purpose of the visitor centre is to enable the school to provide opportunities for students in primary schools to visit the school and gain a real-life experience of school life during the Second World War. There will also be opportunities for some members of the public to visit the Air raid Shelters during some school holidays.
- 2.4 The required accommodation comprises a new teaching block, which includes the visitor centre, an extensive music classroom, 6 practice rooms and associated storage and ancillary spaces. This project therefore brings much needed modernisation work and will transform the school for the benefit of all students as well as provide space for additional students.

3. Alternative options

- 3.1 There are only 2 girls' grammar schools within the planning group and therefore the options for expanding girls' grammar provision are limited to these schools. KCC has recently worked with Valley Invicta Academies Trust to expand Invicta Grammar School from September 2022 and therefore Maidstone Grammar School for Girls is the only other viable option for the provision of additional girls' selective places.

4. Financial Implications

- 4.1 Capital Funding: The total scheme cost is £8,986,481 million. This entails £6,378,593 from the Basic Need Capital Programme Budget to fund the construction of the required additional accommodation and £1,432,129 of Education Modernisation funding to enable the replacement of the T Block accommodation to be incorporated within the scheme. The costings are based on an elemental cost plan which has been produced at the end of Stage 3 (Developed Design). The school will contribute £1,175,759 towards the project to cover the costs of the visitor centre and contribute towards the Music Suite of rooms which is outside the scope of Basic Need.
- 4.2 Revenue Funding: Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to schools through KCC's funding formula.

5. Legal implications

- 5.1 Planning permission will be required for the new accommodation to enable the expansion of the school.

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

7. Governance

- 7.1 The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

8. Consultation

8.1 In accordance with the Department for Education’s Statutory Guidance (October 2018): Making ‘prescribed alterations’ to maintained schools, there is a need to undertake a formal statutory consultation process.

8.2 An informal education consultation was held from 21st April 2022 to 19th May 2022. The consultation document was distributed by the Maidstone Grammar School for Girls to parents, members of staff and governors. The consultation was also emailed to all key stakeholders, including but not limited to the following groups:

- The Department for Education
- The Diocese of Rochester, The Canterbury and Southwark
- Elected Members (Kent County Council, District and Parish Councils)
- Local MP
- Trade Unions
- Local Children’s Centres and pre-school providers
- Schools in Maidstone area

The consultation was advertised on the KCC and school websites and a drop-in information session was held on Thursday 5 May 2022, 15.45 to 18.00 at the school.

8.3 Following the closure of the consultation period, 7 responses were received that can be summarised as follows:

Respondent	Agree	Disagree	Undecided/Not indicated	Total
Parent/Carer	2	0	0	2
Member of Staff	2	0	0	2
Governor	0	0	0	0
Pupil	0	0	0	0
Other Interested Party	2	1	0	3
Total	6	0	0	7

Of the 7 responses received, 6 were in support of the expansion and 1 in disagreement; the Kent Catholic Schools’ Partnership Multi-Academy Trust disagreed with the proposed scheme on the basis that it holds the view that additional selective places are not needed and could have a detrimental impact on non-selective pupils.

9. Views

9.1 The View of the Local Members
The KCC Members for Maidstone Central, Dan Daley and Tom Cannon, have been consulted on this proposal.

9.2 The View of the Area Education Officer
The Area Education Officer fully supports this proposal as it will ensure that there will be sufficient girls selective places in the Maidstone area.

10. Conclusions

10.1 This report sets out a proposal to expand Maidstone Girls Grammar School by 1 FE to meet the forecast need for girls' selective places within the Maidstone and Malling Selective planning group. The scheme brings together a Basic Need expansion with much needed modernisation and a school project to provide visitor centre and enhanced Music facilities. The joining up of the three elements enables the scheme to benefit from economies of scale and offers value for money.

11. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills, concerning the proposals to:

- a) enlarge Maidstone Grammar School for Girls, Buckland Road, Maidstone, Kent, ME16 0SF by 1FE, increasing the Published Admission Number (PAN) from 180 to 210 from September 2023.
- b) authorise the allocation of £6.38 million in funding from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Maidstone Grammar School for Girls.
- c) authorise the allocation of £1.43 million from the Education Modernisation Programme to enable the replacement of T Block and N Block.
- d) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council.
- e) authorise the Director of Infrastructure, Strategic and Corporate Services 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.

13. Background documents

Commissioning Plan for Education Provision in Kent 2022-26
https://www.kent.gov.uk/_data/assets/pdf_file/0005/131486/Commissioning-Plan-for-Education-Provision-in-Kent-2022-to-2026.pdf

14. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast, Cabinet Member for Education and Skills

DECISION NO:

22/00055

For publication

Key decision: YES

- *It involves expenditure or savings of maximum £1m*

Subject Matter / Title of Decision

Proposed Expansion of Maidstone Grammar School for Girls

Decision:

As Cabinet Member for Education and Skills, I agree to:

- (i) enlarge Maidstone Grammar School for Girls, Buckland Road, Maidstone, Kent, ME16 0SF by 1FE, increasing the Published Admission Number (PAN) from 180 to 210 from September 2023.
- (ii) authorise the allocation of £6,378,593 in funding from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Maidstone Grammar School for Girls.
- (iii) authorise the allocation of £1,432,129 from the Education Modernisation Programme to enable the replacement of T Block and N Block.
- (iv) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/agreements on behalf of the County Council.
- (v) authorise the Director of Infrastructure, Strategic and Corporate Services 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.

Reason(s) for decision:

Kent County Council (KCC), with support from the school's Governing Body, would like to expand Maidstone Grammar School for Girls to help provide more places for local children.

For provision planning purposes KCC's forecasting methodology produces forecasts according to planning groups. These planning groups are nationally recognised by central Government; Maidstone Grammar School for Girls forms part of the Maidstone and Malling selective planning group.

The Commissioning Plan forecast for the Maidstone and Malling Selective planning group indicates

that there will be a deficit of Year 7 girls' selective places from 2023-24 if no additional places are established. To meet the demand for Year 7 places we propose to expand the Maidstone Grammar School for Girls by 1 FE, increasing its PAN from 180 to 210 from September 2023.

Background

Maidstone Grammar School for Girls has provided education for girls from Maidstone and the surrounding area for over 130 years. The school was judged as 'Outstanding' by OFSTED in May 2009 and is ideally located within Maidstone town to meet the forecast demand within the established travel to school patterns for the Maidstone and Malling Selective planning group.

KCC have worked with the school to ascertain the additional accommodation required for it to expand by 1FE on a permanent basis. That work identified the additional space required in direct support of a future expansion and combines necessary modernisation work that includes the replacement of both T Block and N Block. These existing blocks at the school are significantly beyond their designed lifespan and require replacement. Combining delivery of this modernisation work with the expansion scheme enables KCC to benefit from the economies of scale that can be achieved by completing the works together rather than replacing the existing blocks in isolation.

The scheme also incorporates the provision of a visitor centre, linked to the school's unique set of Second World War Air Raid Shelters, which will be an integral part of the new accommodation. This part of the scheme will be funded by the school and not KCC but will also takes advantage of the economies of scale presented by the expansion project. The purpose of the visitor centre is to enable the school to provide opportunities for students in primary schools to visit the school and gain a real-life experience of school life during the Second World War. There will also be opportunities for some members of the public to visit the Air raid Shelters during some school holidays.

The required accommodation comprises a new teaching block, which includes the visitor centre, an extensive music classroom, 6 practice rooms and associated storage and ancillary spaces. This project therefore brings much needed modernisation work and will transform the school for the benefit of all students as well as provide space for additional students.

Financial Implications

Capital Funding: The total scheme cost is £8,986,481 million. This entails £6,378,593 from the Basic Need Capital Programme Budget to fund the construction of the required additional accommodation and £1,432,129 of Education Modernisation funding to enable the replacement of the T Block accommodation to be incorporated within the scheme. The school will contribute £1,175,759 towards the project to cover the costs of the visitor centre and contribute towards the Music Suite of rooms which is outside the scope of Basic Need.

4Revenue Funding: Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to schools through KCC's funding formula.

Legal implications

Planning permission will be required for the new accommodation to enable the expansion of the school.

Equalities implications

An Equality Impact Assessment (EqIA) has been produced and no issues were identified.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee considered the decision on 19th July 2022.

In accordance with the Department for Education's Statutory Guidance (October 2018): Making 'prescribed alterations' to maintained schools, there is a need to undertake a formal statutory consultation process.

An informal education consultation was held from 21st April 2022 to 19th May 2022. The consultation document was distributed by the Maidstone Grammar School for Girls to parents, members of staff and governors. The consultation was also emailed to all key stakeholders, including but not limited to the following groups:

- The Department for Education
- The Diocese of Rochester, The Canterbury and Southwark
- Elected Members (Kent County Council, District and Parish Councils)
- Local MP
- Trade Unions
- Local Children's Centres and pre-school providers
- Schools in Maidstone area

The consultation was advertised on the KCC and school websites and a drop-in information session was held on Thursday 5 May 2022, 15.45 to 18.00 at the school.

Following the closure of the consultation period, 7 responses were received, 6 were in support of the expansion and 1 in disagreement; the Kent Catholic Schools' Partnership Multi-Academy Trust disagreed with the proposed scheme on the basis that it holds the view that additional selective places are not needed and could have a detrimental impact on non-selective pupils.

Any alternatives considered and rejected:

There are only 2 girls' grammar schools within the planning group and therefore the options for expanding girls' grammar provision are limited to these schools. KCC has recently worked with Valley Invicta Academies Trust to expand Invicta Grammar School from September 2022 and therefore Maidstone Grammar School for Girls is the only other viable option for the provision of additional girls' selective places.

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

None

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signed

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date

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EXECUTIVE DECISION

From: Shellina Prendergast, Cabinet Member for Education and Skills
Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: Children's and Young People's Cabinet Committee - 19 July 2022

Subject: Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2023.

Decision Number: 22/00059

Key decision *It involves expenditure or savings of more than £1m*

Classification: **Unrestricted**

Past Pathway of report: Children and Young People's Cabinet Committee - 10 January 2021 (Decision Number 20/00115)

Future Pathway of report: Cabinet Member Decision

Electoral Division:

Sittingbourne South – John Wright
Sittingbourne North – Mike Dendor
Sheppey – Andy Booth & Cameron Beart
Swale East - Rich Lehmann
Swale West – Mike Baldock

Summary:

This report reiterates the need for the expansion of Highsted Girls Grammar School from a PAN of 120 to 150. The rationale for the expansion was set out in the report to Cabinet Committee of the 10 January 2021. This report requests permission to allocate an additional £2,665,574 from the Basic Need capital budget to the build programme, this will take the cost of the build programme from £4m to £6,665,574. Forecasts indicated a deficit of up to 60 Year 7 places for 2021 and a continual need through the plan period of between 1.5FE and 2FE in additional selective school places in the Sittingbourne Selective Planning Area. Borden Boys Grammar School has a current build programme to increase their PAN from 120 to 150 from September 2023. For September 2021 and September 2022 both schools have offered over their PAN to 150 to ensure that there were sufficient Grammar places available.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

i. increase the funding allocated to expand Highsted Grammar School from £4m to £6,665,574 through providing an additional £2,665,574 million from the Basic Need capital budget.

ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.

iii. Authorise the Director of Infrastructure, Strategic and Corporate Services 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.

1. Introduction

1.1 The Commissioning Plan for Education Provision in Kent 2020-24 identified the need to commission additional capacity in the Sittingbourne and Sheppey selective planning group. Forecasts indicated a deficit of year 7 and year 7-11 places across the plan period. A deficit of -42 for year 7 in 2020 which increases to -69 places by 2023. Both Highsted Girls Grammar School and Borden Grammar school for boys were approached to expand by 1FE to meet the forecast need.

1.2 The table below shows the additional selective places (KCP 2020-24) required if no further action is taken in the Sittingbourne and Sheppey selective planning groups. The expansion programmes at Borden or Highsted are not included in the forecast and the figures do not include any spare capacity required for in-year admissions, or growth related to housing from any new developments.

Table 1 - Year 7 Surplus/Deficit Capacity if No Further Action is Taken (KCP 2020-2024)

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Sittingbourne and Sheppey Selective	270	-5	-38	-42	-60	-45	-69	-59	-56	240

The tables below (KCP2022-2026) show the updated forecasts which include both the 1FE expansion projects at Highsted Grammar School and Borden Grammar School.

Table 2 - Year 7 Surplus/Deficit Capacity if No Further Action is Taken (KCP 2022-2026) Includes Expansion of Highsted and Borden by 1FE

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Sittingbourne and Sheppey Selective	270	-12	-65	13	-9	-4	4	13	-6	300

2. Background

- 2.1 There are two Grammar schools in the Sittingbourne and Sheppey planning group: Borden Grammar School (Boys) and Highsted Grammar School (Girls). For several years both grammar schools have offered over their Published Admission Number, however they are no longer able to offer any additional places from September 2022 without additional accommodation that would enable them to expand by 1FE on a permanent basis. Discussions have been held with both grammar schools in Sittingbourne and each school has agreed to progress a 1FE expansion, delivering a total of 60 additional places from September 2022.
- 2.2 The increase in the number of births from 2008 to 2012, inward migration and house building has increased the forecast need for both non-selective and selective school places in the Sittingbourne and Sheppey planning areas. The peak pressure on year 7 places in Sittingbourne and Sheppey is the 2023 to 2024 academic year.
- 2.3 Table 3 and 4 show the current forecast (KCP 2022-2026) for all Swale secondary planning areas.

Table 3 - Year 7 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Faversham Non-Selective	210	12	7	18	9	17	23	33	6	210
Isle of Sheppey Non-Selective	390	110	83	116	83	77	105	125	112	390
Sittingbourne Non-Selective	810	-9	-121	-70	-148	-111	-109	-85	-149	765
Canterbury & Faversham Selective	605	-34	-29	-50	-44	-22	-9	-24	-21	615
Sittingbourne and Sheppey Selective	270	-12	-65	13	-9	-4	4	13	-6	300

Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Faversham Non-Selective	1,050	39	37	72	71	60	71	99	89	1,050
Isle of Sheppey Non-Selective	1,950	653	601	603	564	504	499	540	536	1,950
Sittingbourne Non-Selective	3,900	-66	-160	-170	-261	-319	-387	-321	-399	3,975
Canterbury & Faversham Selective	2,935	-159	-143	-157	-170	-165	-143	-137	-106	3,075
Sittingbourne and Sheppey Selective	1,290	-42	-97	-72	-73	-60	-44	34	16	1,500

- 2.4 The report taken to the Children and Young People's and Education Cabinet Committee on 15 January 2021 agreed to the allocation of funding of £4m (Decision Number 20/00115) stated:

The capital allocation of £4m is to deliver a programme to provide the additional general and specialist classrooms required to meet the additional pupil place need. The funding allocation would be subject to a contractual agreement between KCC and the Trust to offer a minimum of 150 Year 7 places for September 2021 and to expand permanently from September 2022. The school's current published admission number (PAN) is 120. The £4m has been agreed based on a curriculum and space needs analysis of the school's current accommodation and this figure is in line with the DfE's benchmark figures for an expansion of a secondary school by 1FE. Highsted Grammar School has agreed to deliver, and project manage the programme.

- 2.5 The proposal and build programme has since been developed further by the school following more detailed feasibilities being undertaken, and the cost for the project has now been revised. The cost has increased due to material and labour cost inflation pressures and because the build programme has had to be revised to take account of issues that have been identified through the most recent feasibilities.

3. Financial Implications

- 3.1 The additional capital allocation of £2,665,574, taking the cost of the build project from £4m to £6,665,574 will enable the delivery of a programme that will provide the additional general and specialist classrooms to meet the additional pupil place need. The programme consists of a 3 storey mixed accommodation teaching block which includes both general teaching classrooms and specialist science classrooms. The project will also include renovation and conversion of existing areas to provide the additional teaching spaces required. Developer Contributions amounting to £6,232,680.77 have been requested towards Grammar expansions in Sittingbourne. Of this £322,490.77 has been agreed with a total of £72,658.64 received. £4,550,215 has been requested but is currently unsecured pending s106 agreements. £40,860 has been refused.

3.2 The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the school to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

4. Legal implications

4.1 The funding allocation is subject to a contractual agreement between KCC and the Trust to offer of 150 Year 7 places from September 2023. The school's current published admission number (PAN) is 120.

4.2 Highsted Grammar School will be required to complete and submit a fast track Business Case to the ESFA regarding the expansion of the school by 1FE once planning permission has been granted.

4.3 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

5. Equalities implications

5.1 An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- Sufficient year 7 places will be provided for September 2023 intake.
- Year 7 pupils will be able attend grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

6. Other corporate implications

6.1 None identified.

7. Governance

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

8. Conclusions

8.1 Without the additional funding for this project the additional places will not be delivered and the permanent expansion at Highsted Grammar School will not be able to progress, resulting in insufficient Year 7 grammar places in Sittingbourne to meet demand. This would result in children having to travel to other districts or planning groups for their Grammar education and would further increase transport costs for KCC. The expansion of Highsted Grammar School by 1FE also means that girls requiring a grammar school place will also be able

to secure a place at their local grammar school alongside boys securing places at Borden due to their expansion by 1 Form of Entry within the same timeframe.

9. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- i. increase the funding allocated to expand Highsted Grammar School from £4m to £6,665,574 through providing an additional £2,665,574 from the Basic Need capital budget.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services 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.

10. Background Documents

- 10.1 Children's, Young People and Education Cabinet Committee report for Highsted Grammar School January 2021 Decision Number 20/00115
[Decision - 20/00115 - Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022 \(kent.gov.uk\)](#)
- 10.2 Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision
- 10.3 Increasing Setting the Course - Our Interim Strategic Plan
[Setting the Course - Our Interim Strategic Plan - Kent County Council](#)

11. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast

Cabinet Member for Education and Skills

DECISION NO:

22/00059

For publication

Key decision: YES

Key decision criteria. The decision will:

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or*
- b) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
 - *the adoption or significant amendment of major strategies or frameworks;*
 - *significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Subject Matter / Title of Decision

Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2023.

Decision:

- i. Agree to increase the funding allocated to expand Highsted Grammar School from £4million to £6,665,574 through providing £2,665,574 additional funding from the Basic Need capital budget.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services 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.

Reason(s) for decision:

Background

The Kent Commissioning Plan 2020-2024 identified the need for additional selective places for the Sittingbourne and Sheppey Planning group. Forecasts indicated a deficit of up to 60 Year 7 places for 2021 and a continual need through the plan period of between 1.5FE and 2FE in additional selective school places. Discussions have been held with both grammar schools in Sittingbourne and each school has agreed to progress a 1 FE permanent expansion. Each school has offered over their PAN for 2021 and 2022 delivering a total of 60 additional places for each year.

The increase in the number of births from 2008 to 2012, inward migration and house building has increased the forecast need for both non-selective and selective school places in the Faversham and Swale secondary planning areas.

There are two Grammar schools in the Sittingbourne and Sheppey planning group, Borden Grammar School (Boys) and Highsted Grammar School (Girls). For a number of years both

grammar schools have offered over their PAN to help met the need, however they are not able to offer any additional places from September 2022 without a build programme to provide additional classrooms to enable them to expand by 1FE permanently.

The report taken to the Children and Young People's and Education Cabinet Committee on 15 January 2021 (ROD 20/00115) agreed to the allocation of £4m in capital funding from the Basic Need budget. The proposal has since been developed further by the school and the cost for the project has now been revised following detailed feasibility and adjustments. The cost has increased from £4m to £6,665,574 and the additional funding of £2,665,574 is due to the increase in cost of materials and labour and the requirement to revise the build programme following more detailed feasibility work.

Financial Implications

The total capital allocation of £6,665,774 is to deliver a build programme that will provide a 3 storey mixed accommodation teaching block which includes both general teaching classrooms and specialist science classrooms. The project will also include renovation and conversion of existing areas to provide the additional teaching spaces required.

The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the school to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

Legal implications

The funding allocation is subject to a contractual agreement between KCC and the Trust to offer of 150 Year 7 places from September 2023. The school's current published admission number (PAN) is 120.

Highsted Grammar School will be required to complete and submit a fast track Business Case to the ESFA regarding the expansion of the school by 1FE.

The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life.

Equalities implications

An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- Sufficient year 7 places will be provided for September 2023 intake.
- Year 7 pupils will be able attend Grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on 19 July 2022

Any alternatives considered and rejected:

Neighbouring planning groups, including Faversham and Canterbury selective and Maidstone selective planning group also have a deficit of year 7 places therefore would not be able to accommodate students from Sittingbourne and Sheppey.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

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signed

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date

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From: **Shellina Prendergast, Cabinet Member for Education and Skills**
Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: **Children’s and Young People Cabinet Committee - 19 July 2022**

Subject: **Governing Body proposal to make prescribed changes to Laleham Gap (Foundation) Special School from September 2022**

- **Change the age-range of Laleham Gap (Foundation Special) School from 4-17 years to 4-18 years**
- **Increase the designated number of the school from 178 to 188.**

Decision Number: **22/00060**

Key decision

- *It requires a Statutory process and Cabinet Member decision.*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division:

Ramsgate – Karen Constantine
 Trevor Shonk

Summary: This report sets out for consideration the results of the consultation held by the Governing Body of Laleham Gap (Foundation Special) School and the subsequent statutory public notice published by the Governing Body to make the following prescribed alterations

- I Change the age-range of Laleham Gap School from 4-17 years to 4-18 years
- II. Increase the designated number of the school from 178 to 188.

Recommendation(s):

The Cabinet Committee is asked to:

- I. Note the outcome of the consultation and statutory notice published by the Governing Body of Laleham Gap School.
- II. Comment, Endorse or make Recommendations to the Cabinet Member for Education and Skills on the proposal by the Governing Body of Laleham Gap School and determine that the school should implement their proposal to change the age range from 4-17 to 4-18 years increase the designated number of the school from 178-188.

1. Introduction

1.1 The Commissioning Plan for Education Provision in Kent 2022-2026 sets out KCC's commissioning intentions and identified the need for additional Special School capacity. As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent, including sufficient special educational needs places. The Commissioning Plan outlines the requirement for the need to significantly increase the number of supported internships and study programmes that include personalised support and high-quality work experience placements post 16. The post-16 provision will give the students the additional time they need for a more successful transition into their college place.

2. The Proposal

2.1 This proposal will help to secure our ambition "to ensure that Kent's young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy" as set out in 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2017 - 2022)'.

2.2 Laleham Gap School is a Special School and has a designated number of 178. The school specialises in providing education for pupils aged 4-17 years who have Autistic Spectrum Disorder (ASD) with Speech, Language and Communication Needs. All pupils have an Education, Health & Care plan.

2.3 The Governing Body is proposing that in addition to their existing year 12 provision, they will offer a limited number of up to 5 year 12 and up to 5 year 13 places. These will be two-year placements for young people that have been identified through the annual review process. This new two-year programme, in addition to transition work, will provide more opportunities for the young people to gain qualifications that will assist them in their next educational placement or employment.

2.4 These proposals will improve support to students who need additional support to move onto further education or into work and are intended to reduce the dropout rate from pupils attending college from Laleham Gap and reduce NEETs.

3. Consultation

3.1 The Education consultation was undertaken by the Governors of Laleham Gap with support from KCC from 7 January 2022 to 4 February 2022. The consultation documents were distributed to parents/carers, school staff and governors, County Councillors, Members of Parliament, the Diocesan Authorities, the relevant Clinical Commissioning Group, local libraries, Thanet District Council, and others. The consultation documents were available on KCC's education webpage and on the school's website. The link to the websites was circulated to statutory stakeholders. All interested parties were provided with the opportunity to send in responses via the school, by post and email.

3.2 The consultation timeline

Agreement from Governing Body to hold the	November 2021
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consultation	
Public Consultation period	7 January 2022 to 4 February 2022
Public Meeting date	4pm on 18 January 2022 via Teams
Outcome decision from Governing Body on consultation	March 2022
Public Notice period	20 April 2022 – 18 May 2022
Outcome decision from Governing Body on Public Notice	25 May 2022
CYPE CC meeting (record of decision)	19 July 2022
Four-week appeal period	2 August – 30 August 2022
Implementation	September 2022

3.3 A virtual drop-in consultation event was organised by the school on 18 January 2022. This provided the opportunity for parents and carers to ask any questions regarding the proposal. A summary of the meeting is attached as Appendix 1.

3.4 The consultation closed on 4 February 2022 and a total of 22 responses to the education consultation were received with all the responses supportive of the proposal. A summary of written responses is available as Appendix 2.

3.5 The view of the local Members:
Karen Constantine and Trevor Shonk, the Local Members have been informed of the proposal.

3.6 The view of the Area Education Officer
Laleham Gap School is a good and popular school, and we support its proposal to change its age range to enable the school to offer a small number of two year placements for years 12 and 13. This will give the small number of pupils who need the additional time in school the support they may need to successfully transition into their college or work placements.

3.7 The Governing body considered the outcome of the education consultation and made the decision to publish the Public Notice.

4. Statutory Public Notice

4.1 The Public Notice for Laleham Gap was published on 20 April 2022 for 4 weeks in the local Kent Messenger. Laleham Gap Governing Body received no responses to the Public Notice. The Governing Body met on 25 May 2022 and decided to proceed with the proposal and to request that the Cabinet Member for Education and Skills make the final determination and agree that the proposal can be implemented.

5. Financial Implications

5.1 Capital

There will be limited alterations to the Phoenix building at Laleham Gap school to accommodate the proposed two year placements. This can be met within the school's own resources.

5.2 Revenue

The LA will agree the commissioned number of post 16 places with the school, based on actual level of need, up to a maximum of 10, on an annual basis. The commissioning cycle which commences each autumn will confirm the number of known students who will require a place for the following September. Approved changes can be made during the academic year if required and funding will follow.

6. Legal implications

6.1 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life

7. Equalities implications

7.1 An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- There will be more places available to meet the needs of children with Autistic Spectrum Disorder (ASD) with Speech, Language and Communication Needs
- The additional places and change of age-range will mean that more families and children will benefit from the specialist facilities provided by the school. It is especially expected to benefit students aged 16+ and help to address the current drop out rate when students move onto FE college.

No adverse impacts were identified during the assessment.

8. Other corporate implications

8.1 None identified.

9. Governance

9.1 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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

10. Conclusions

10.1 The proposal to change the age range of Laleham Gap will enable the school to offer 5 2-year places (10 in total) for Years 12 and 13 with effect from September 2022. This new two-year programme, in addition to transition work, will provide more opportunities for the young people to gain qualifications and help them make a successful transition to college or into work. It is intended to help address the needs of some students who struggle to manage in college or other placements and would help them achieve qualifications whilst developing the life skills required to help them cope with their next step.

9. Recommendation(s):

The Cabinet Committee is asked to:

- I. Note the outcome of the consultation and statutory notice published by the Governing Body of Laleham Gap School.
- II. Comment, Endorse or make Recommendations to the Cabinet Member for Education and Skills on the proposal by the Governing Body of Laleham Gap School and determine that the school should implement their proposal to change the age range from 4-17 to 4-18 years increase the designated number of the school from 178-188.

10. Background Documents

10.1 Consultation documents

www.kent.gov.uk/schoolconsultations

10.2 Kent Commissioning Plan for Education Provision

www.kent.gov.uk/educationprovision

10.3 Setting the Course - Our Interim Strategic Plan

[Setting the Course - Our Interim Strategic Plan - Kent County Council](#)

11. Contact details

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Education, Planning and Access

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Summary of the Meeting

Laleham Gap Governing Body is proposing to make prescribed alterations to Laleham Gap (Foundation) Special School, Ozengell Place, Ramsgate, CT12 6FH, CT12 6FH:

- change the age range from 4-17 to 4-18
- change the designated number from 178-188

**Consultation session via Teams for parents/carers, governors,
and members of staff 18 January 2022**

The Virtual Teams session was facilitated by Les Milton, Headteacher; Marisa White, KCC Area Education Officer, Lorraine Medwin, KCC Area Schools Organisation Officer

The session was attended by parents, governors and staff.

Comments and Questions	Responses
Is it just for current Laleham Gap pupils or open to others?	This is for Laleham Gap pupils and will be for specific needs.
Why are there only 5 places per year. Is this capacity or what is needed?	There are a small number of pupils this provision will be appropriate for. Looking at the need, 5 places will be sufficient. The Phoenix Building is also a complex building and we are unable to make any structural changes.
You have used the term 'home learning' would the pupils be learning from home?	No, the course will include independence learning and life skills at school and not learning from home.
Will pupils automatically go onto the course?	No, the course will not be appropriate for every pupil. It will only be appropriate for some pupils and this will be part of their individual future planning and part of transition to college (if appropriate)

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Appendix 2
Summary of Consultation Written Responses.

Laleham Gap Governing Body is proposing to make prescribed alterations to Laleham Gap (Foundation) Special School, Ozengell Place, Ramsgate, CT12 6FH, CT12 6FH:

- change the age range from 4-17 to 4-18 years
- change the designated number from 178-188

Consultation information distributed:

- All Parents/Carers, Governors and Members of Staff at Laleham Gap.
- All schools in the Thanet District.
- All Special Schools in East Kent
- Kent and Medway Clinical Commissioning Group
- Thanet District Council
- Elected representatives.
- Diocesan Authorities.

Responses received:

	Yes	No	Undecided	Total
Parent	13			13
Staff	5			5
Governor	4			4
Pupil				
Other				
Total	22			22

There was a total of 22 responses to the public consultation with all the responses supportive of the proposal.

Themes of responses in favour of the prescribed alterations include:

Year 13 provision will benefit pupils and give additional options and opportunities for students. It will support next stage of education. Current options are limited.

Comments included

‘I feel this will provide further security within the school to help them progress further in their education and will be a huge support with their anxieties...’

‘We think this is a great idea and will be a wonderful support for the students in order to prepare them for further education post 18’

‘I feel that this would provide a much needed provision for children’

'I think this proposal is a great idea and I'm sure it will benefit many more young adults'

'We fully support the proposal...We believe that this will provide an additional option for young people at the point of transition in year 11...These areas of need do not stop at the point of year 11 and are life long and therefore we feel it is vital to have provision that allows for young people to have continued support and learning opportunities in years 12/13 which will support transition into adulthood, further education or employment...

'I think that by expanding to allow for a year 13 is a brilliant idea. So many of our pupils will benefit.'

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Skills

DECISION NO:

22/00060

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:
 - the adoption or significant amendment of major strategies or frameworks;
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.

Title of Decision

Governing Body Proposal to make prescribed changes to Laleham Gap (Foundation) Special School from September 2022 to:

- Change the age range of the school from 4-17 years to 4-19 years
- Change the designated number of the school from 178 to 188

Decision:

As Cabinet Member for Education and Skills, I agree to:

- I. determine the statutory public notice published by the Governing Body on the following proposed changes:
 - Change the age range of the school from 4-17 years to 4-18 years
 - Change the designated number of the school from 178 to 188

Reason(s) for decision:

As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent, including sufficient special educational needs places. The Commissioning Plan outlines the requirement to significantly increase the number of supported internships and study programmes that include personalised support and high-quality work experience placements post 16. This post-16 provision will give the students who require more support, the additional time they need for a more successful transition into college or a supported internship and reduce the current dropout rate.

The Governing Body is proposing that in addition to their existing year 12 provision, they will offer a limited number of up to 5 year 12 and up to 5 year 13 places. These will be two-year placements, for young people that have been identified through the annual review process. This new, two-year programme, in addition to transition work, will provide more opportunities for the young people to gain qualifications and assist them in their next educational placement or employment. It is envisaged that these proposals will support students through developing their independent living skills, reduce the current dropout rate of pupils attending college from Laleham Gap and reduce

NEETs.

Background

Laleham Gap School is a Special School and has a designated number of 178. The school specialises in providing education for pupils aged 4-17 years who have Autistic Spectrum Disorder (ASD) with Speech, Language and Communication Needs. All pupils have an Education, Health & Care plan. The proposal is that in addition to the existing year 12 provision, they will offer a limited number of up to 5 year 12 and up to 5 year 13 places. These will be two-year placements for young people that have been identified through the annual review process. This new, two-year programme, in addition to transition work, will provide more opportunities for the young people to gain qualifications and will support their transition into college or employment.

Financial Implications

Capital

There will be limited alterations to the Phoenix building at Laleham Gap school to accommodate the proposed two year placements. This can be met within the school’s own resources.

Revenue

The LA will agree the commissioned number of post 16 places with the school, based on actual level of need, up to a maximum of 10, on an annual basis. The commissioning cycle which commences each autumn will confirm the number of known students who will require a place for the following September. Approved changes can be made during the academic year if required and funding will follow.

Equalities implications

An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- There will be more places available to meet the needs of children with Autistic Spectrum Disorder (ASD) with Speech, Language and Communication Needs
- The additional places and change of age-range will mean that more families and children will benefit from the specialist facilities provided by the school. It is especially expected to benefit students aged 16+ and help to address the current drop out rate when students move onto FE college

No adverse impacts were identified during the assessment.

Other Alternatives Considered and risks if decision isn’t taken.

Other options were not considered as Laleham Gap is a Specialist School providing education and support to pupils with special needs and the proposal is specific to the school.

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee consider the decision on (date)

Any alternatives considered and rejected:

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

.....
signed

.....
date

From: Shellina Prendergast, Cabinet Member for Education and Skills

Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee, 19 July 2020

Subject: Proposal to establish a new 15 place Special Resource Provision at Copperfield Academy, Dover Road East, Gravesend DA11 0RB, for September 2022

Classification: Unrestricted

Decision number: 22/00061

Future Pathway: Cabinet Member Decision of Paper

Division: Northfleet & Gravesend West

Summary:

This report advises the Cabinet Committee of the proposal to establish a Special Resource Provision (SRP) to provide 15 places for Children for speech, language and communication needs (SLCN) is the primary barrier to achieving their full potential, offering places from September 2022.

Recommendation:

The Children's, Young People and Education Committee is asked to comment, Endorse or make recommendations to the Cabinet Member for Education and Skills to agree to the establishment of a 15 place SRP at Copperfield Academy, for the September 2022 intake.

1. Introduction

1.1. KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

1.2. The Commissioning Plan for Education Provision in Kent highlights the SEN place pressure that Kent has experienced, with the number of Education

Health and Care Plans (EHCPs) increasing significantly in recent years. A key area of demand is providing support for students who have speech, language and communication needs as their primary barrier to achieving their potential.

2. Background

2.1. The demand for Speech and Language places across the North Kent Area has increased with strong parental preference towards places at Special Schools and significant house building in the area. Even though much is being done in Kent to reduce children's need for ever increasing numbers of EHCPs and place a greater proportion of young people in mainstream provision, the demand for dedicated SEN places is not forecast to reduce in the near or medium future.

2.2. Copperfield Academy is a primary school with a strong local focus, offering places to children in the Northfleet and West Gravesend area. The school is operated by the Reach2 Academy Trust. It was assessed by Ofsted to be a 'Good' school in May 2021, commenting that:

"Copperfield Academy is a vibrant school. Classrooms are calm and purposeful places, where pupils learn in a safe atmosphere. Leaders are determined that every pupil's experience, regardless of their individual needs, is a positive and successful one. As a result, pupils flourish and thrive."

3. Proposal Details

3.1. The proposal would see the creation of a 15 place SRP at Copperfield School, offering places to children for whom speech, language and communication needs (SLCN) is the primary barrier to their achieving their potential. The new provision would be ready for the September 2022 intake.

3.2. Copperfield Academy has, in place a teaching area that has been re-purposed to function as an SRP. It is fully equipped and ready to offer places to children who need the extra support that is offered by an SRP.

4. Alternative Proposals

4.1. Due to the availability of accommodation, and the willingness of the school to establish a provision, no alternative has been considered.

4.2. There have been studies undertaken into alternatives to create new Special School provision. A review is currently underway to assess the future pathways for SEN provision, but this proposal can be assessed independently due to the immediate availability of accommodation.

4.3. If the proposal does not proceed, Kent County Council will find it difficult to provide sufficient local special school places in the North Kent Area.

5. Financial Implications

5.1. **Capital Funding:** There is no capital outlay, with the accommodation already identified and equipped.

- 5.2. **Revenue Funding:** Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment.
- 5.3. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's Schools funding Formula.
- 5.4. **Human:** The school will appoint additional staff as required; utilising revenue funding allocated through the Schools Funding Formula for these additional pupils

6. Governance

- 6.1. 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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council.
- 6.2. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

7. Legal Implications

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

8. Kent Policy Framework

- 8.1. The 'Kent Commissioning Plan for Education Provision, 2022-26, identified a pressure on SLCN places in North Kent.
- 8.2. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

9. Consultation

- 9.1. In accordance with the statutory guidance, the Academy Trust has undertaken its own public consultation.
- 9.2. Following the consultation, the Academy Trust determined to progress the proposal and advised this formally to the Area Education Officer.
- 9.3. The Trust will also advert the responses and decision to the Education & Skills Funding Agency when they apply for their funding agreements to be amended.

10. Equalities Implications

10.1. An Equality Impact Assessment has been completed. No adverse implications were identified.

11. Data Protection implications

11.1. Reach2 Academy Trust and the school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work completed as part of the fast-track business plan application.

12. Views

12.1. The Local Members

The Northfleet & Gravesend West division is affected by the change. The Local members, Conrad Broadley and Dr Lauren Sullivan, have been informed of the proposal.

12.2. The School

The leadership of Copperfield Academy and the Trust are fully supportive of the proposal.

12.3. Area Education Officer

The Area Education Officer has said that the analysis of the demand for special school places in the North Kent area is pressing and this solution provides a simple and cost-effective way to increase the number of places in the short to medium term.

13. Conclusions

13.1. KCC Special School place forecasts indicated a growing demand for places across North Kent from the start of the 2021-22 academic year. Although plans are underway to ameliorate this demand in the longer term, there remains the need to provide additional places in the short and medium term. This proposal provides a ready-made and cost effective

14. Recommendations

Recommendation:

The Children's, Young People and Education Committee is asked to comment, Endorse or make recommendations to the Cabinet Member for Education and Skills to agree to the establishment of a 15 place SRP at Copperfield Academy, for the September 2022 intake.

15. Background Documents

15.1. Kent Commissioning Plan for Education Provision.
www.kent.gov.uk/educationprovision

15.2. Setting the Course - Our Interim Strategic Plan

[Setting the Course - Our Interim Strategic Plan - Kent County Council](#)

16. Contact details

Report Author:

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KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast, Cabinet Member for Education and Skills

DECISION NO:

22/00061

Unrestricted

Key decision: No

Subject:

Proposal to establish a new 15 place Special Resource Provision at Copperfield Academy, Dover Road East, Gravesend DA11 0RB, for September 2022

Decision:

As Cabinet Member for Education and Skills, I agree to the establishment of a 15 place SRP at Copperfield Academy, for the September 2022 intake.

Reason(s) for decision:

The proposal establishes a 15 place Special Resource Provision for children for whom speech, language and communication needs (SLCN) is the primary barrier to achieving their full potential. This is a new provision offering additional places from September 2022.

KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

The Commissioning Plan for Education Provision in Kent highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. A key area of demand is providing support for students who have speech, language and communication needs as their primary barrier to achieving their potential.

The demand for Speech and Language places across the North Kent Area has increased with strong parental preference towards places at Special Schools and significant house building in the area. Even though much is being done in Kent to reduce children's need for ever increasing numbers of EHCPs and place a greater proportion of young people in mainstream provision, the demand for dedicated SEN places is not forecast to reduce in the near or medium future.

Copperfield Academy is a primary school with a strong local focus, offering places to children in the Northfleet and West Gravesend area. The school is operated by the Reach2 Academy Trust. It was assessed by Ofsted to be a 'Good' school in May 2021.

Financial Implications***Capital***

There is no capital outlay, with the accommodation already identified and equipped.

Revenue:

Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment.

The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's Schools funding Formula.

Human:

The school will appoint additional staff as required; utilising revenue funding allocated through the Schools Funding Formula for these additional pupils.

Equalities Impact Assessment

An Equality Impact Assessment has been completed. No adverse implications were identified.

Legal Implications

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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

These proposals will help to secure our ambition "to ensure that every child will go to a good school where they make good progress and can fair access to school places" as set out in the Kent Commissioning Plan.

Cabinet Committee recommendations and other consultation:

In accordance with the statutory guidance, the Academy Trust has undertaken its own public consultation. Following the consultation, the Academy Trust determined to progress the proposal and advised this formally to the Area Education Officer.

The Trust will also advert the responses and decision to the Education & Skills Funding Agency when they apply for their funding agreements to be amended.

The Local Members (Northfleet & Gravesend West) affected by the change, Conrad Broadley and Dr Lauren Sullivan were informed of the proposal.

Any alternatives considered and rejected:

Due to the availability of accommodation, and the willingness of the school to establish a provision, no alternative has been considered.

There have been studies undertaken into alternatives to create new Special School provision. A review is currently underway to assess the future pathways for SEN provision, but this proposal can be assessed independently due to the immediate availability of accommodation.

If the proposal does not proceed, Kent County Council will find it difficult to provide sufficient local special school places in the North Kent Area.

Any interest declared when the decision was taken, and any dispensation granted by the Proper Officer: None

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signed

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date

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From: Shellina Prendergast, Cabinet Member for Education and Skills

**Sarah Hammond, Interim Corporate Director for Children,
Young People and Education**

**To: Children, Young People and Education Cabinet Committee, 19
July 2022**

**Subject: Notification of an increase in costs to install adequate water
supply and hydrants for the proposal to expand Gravesend
Grammar School, Church Walk, Gravesend, Kent, DA12, as
previously determined by the Cabinet Member on 22nd July
2020 by Decision No 19/00083.**

Decision Number: **22/00066**

Classification: **Unrestricted**

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

Electoral Division: **Gravesend East, Jordan Meade and Alan Ridgers**

Summary:

This report notifies the Cabinet Committee of the increase in costs of £0.9m to the proposal to expand Gravesend Grammar School, Church Walk, Gravesend, Kent, DA12 2PR, increasing the Published Admission Number (PAN) from 174 places to 210 places from September 2021.

Recommendation:

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- (i) Agree to the increase in costs of the project of £0.9m making the total project cost £8.5m.
- (ii) Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.
- (iii) Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

1.1. Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education

Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

- 1.2. KCC forecasts within the Kent Commissioning Plan 2019-2023, indicated a growing demand for Year 7 places in Gravesham from the start of the 2019-20 academic year. The Gravesend and Longfield Selective Planning Group was forecast to have a deficit of 36 Year 7 places (1FE) from 2019-20 that increased to a deficit of 62 places (2FE) for the 2021-22 intake and increases again to 99 places (3.3FE) by 2023/24.
- 1.3. Gravesend Grammar School had a Published Admission Number of 174, but has in the past, offered extra places through appeals.
- 1.4. KCC proposed an expansion of the school to take the PAN to 210 (7FE). Due to delays to the project, the school still only has a permanent infrastructure that can accommodate a PAN of 174. There is a temporary two storey block on site that offers additional accommodation, facilitating the extra 36 places. To permanently expand Gravesend Grammar School, KCC are proposing the removal of the temporary block and the building of a new block at the school, together with other infill and enhancement work to social spaces. This work was originally intended to be completed before the September 2021 intake, but the scheme is currently ongoing. This build will enable the school to permanently offer 210 Year 7 each year, in the future.

2. Background

- 2.1. Redevelopment works at Gravesend Grammar School are underway to construct two new buildings; a new Teaching Block and Canteen building, plus associated demolition of redundant buildings and new landscaping, as part of a £7.6m scheme. The works are being completed by Baxall Construction.
- 2.2. However, the need for two new fire hydrants at Gravesend Grammar School has been identified and advised by Kent Fire & Rescue. The existing School does not have any fire hydrants on site and the original tendered design and scope did not include any fire hydrants within the project as they were not deemed to be a requirement at that time.
- 2.3. When the specification was produced, consideration was given regarding sprinklers and water supply. An approach was made to the Fire and Rescue Service to get their view via building control (Sweco/MLM), with the advice that because a fire tender could reach the front doors of the teaching block there was no need for hydrants. A sprinkler assessment was also done and concluded they weren't required.
- 2.4. As the design evolved, the Fire Safety Act 2021 came into force in April 2021. As a result of this, Kent Fire & Rescue were asked again to confirm that there was no

need for hydrants. At the time of going to tender and despite numerous chases, no response had been received.

- 2.5. Given the fact that we have never been asked to make any such provision on any of our school expansion schemes, and that nothing had been received from Kent Fire and Rescue, this issue was omitted from the tender requirement. KCC started on site in August 2021, and then a response was received from the Fire Service, via Building Control in November 2021.
- 2.6. KCC Infrastructure now believe that this will be the position going forward for any major building schemes and therefore KCC Infrastructure will need to factor in provision for either a sprinkler system or hydrants in future.
- 2.7. Based on the flow rates stipulated by Kent Fire & Rescue Service (2100 litres/minute) and that the British Standard requires that enough water for 45 minutes is provided, this equates to a total of 94,500 litres of water must be provided for each building. The mains flow offered by Southern Water is not sufficient and so the only solution is the installation of static water tanks.
- 2.8. The largest tanks available are 46,000 litres, so to provide 94,500 litres each building will require 3 tanks.
- 2.9. Further works to Church Walk have also been identified related to the installation of water tank systems.

3. Proposal Details

- 3.1. Without the installation of these tanks, the project will be halted by Building Control. Therefore, the original decision (19/00083) given on 22 July 2020 will not be able to be completed without an increase in the budget for this proposal.

4. Alternative Proposals

- 4.1. Not Applicable.

5. Financial Implications

5.1. Capital

- 5.2. The Cabinet Member decision of 22 July 2020 agreed the project cost of £7,600,000. The funds provided by this decision are fully committed. Therefore, an increase in the total budget is required to continue with this expansion project to accommodate the essential additional costs associated with the fire hydrants and Church Walk highways works.

- 5.3. The cost increase is £0.9m, broken down as follows:

Fire Hydrant Works	£590,529.46
Church Walk works	£221,217.71

Client-Side Contingency (10%)	£81,174.72
Rounded total	£900,000

6. Governance

- 6.1. 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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/agreements on behalf of the County Council.

7. Legal Implications

- 7.1. The works will be subject to a legally binding and enforceable contract being in place between KCC and the Contractor.

8. Kent Policy Framework

- 8.1. The 'Kent Commissioning Plan for Education Provision, 2019-23 identified pressure on selective places in Gravesham. This pressure has continued through subsequent commissioning plans.
- 8.2. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

9. Consultation

- 9.1. A Public Consultation was undertaken by the school which ran from 30th September 2019 to 1st November 2019, with a drop in event for stakeholders to raise issues and concerns on 15th October 2019.
- 9.2. The consultation responses were discussed by the Governing Body and the Governing Body notified KCC that the Governors has voted in favour of progressing the proposal.

10. Equalities Impact Assessment

- 10.1. The assessment highlighted the following positive impacts: more local families able to access good school places, more school places available to students of faith or no faith. This scheme will also provide additional places for students with SEN or additional needs, where appropriate.
- 10.2. There were no negative impacts identified.

11. Data Protection implications

11.1. The school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work completed as part of the fast-track business plan application.

12. Views

12.1. The Local Members

Jordan Meade and Alan Ridgers have been informed of the proposal.

12.2. The School

The leadership and governing body of Gravesend Grammar School are fully supportive of the proposal.

12.3. Area Education Officer:

The analysis of the demand for secondary selective provision in the area, indicates that there are immediate and future pressures and we urgently need the additional capacity provided by this proposed expansion. I therefore support the proposal.

12.4. The scheme had been considered and agreed by the RSC Headteacher Board on Wednesday 15 January 2020.

13. Conclusions

13.1. The Gravesend and Longfield Selective Planning Group was forecast to have a deficit of 36 Year 7 places (1FE) from 2019-20 that increased to a deficit of 62 places (2FE) for the 2021-22 intake and increases again to 99 places (3.3FE) by 2023/24.

13.2. Gravesend Grammar School is the only boy's selective school in the planning group. To continue to progress the project requires the budgetary increase notified in this paper.

14. Recommendations

Recommendation(s)

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- (i) Agree to the increase in costs of the project of £0.9m making the total project cost £8.5m.
- (ii) Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

(iii) Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

15. Background Documents

15.1. Kent Commissioning Plan for Education Provision

www.kent.gov.uk/educationprovision

15.2. Children, Young People and Education Cabinet Committee Report - 19/00083 – Proposal to expand Gravesend Grammar School from 174 places to 210 places in September 2021.

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=894&MId=8275&Ver=4>

15.3. Equality Impact Assessment

See decision 19/00083

16. Contact details

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Lead Director:

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Director of Education

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KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast, Cabinet Member for Education and Skills

DECISION NO:

22/00066

Unrestricted

Key decision: **YES, Over £1m**

Subject:

Notification of an increase in costs to install adequate water supply and hydrants for the proposal to expand Gravesend Grammar School, Church Walk, Gravesend, Kent, DA12, as previously determined by the Cabinet Member on 22nd July 2020 by Decision No 19/00083

Decision:

As Cabinet Member for Education and Skills I:

- (i) Agree to the increase in costs of the project of £0.9m making the total project cost £8.5m.
- (ii) Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.
- (iii) Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:

Without the installation of new static tanks and fire hydrants, the project will be halted by Building Control. Therefore, the original decision (19/00083) given on 22 July 2020 will not be able to be completed without an increase in the budget for this proposal.

Background

Redevelopment works at Gravesend Grammar School are underway to construct two new buildings; a new Teaching Block and Canteen building, plus associated demolition of redundant buildings and new landscaping, as part of a £7.6m scheme. The works are being completed by Baxall Construction.

However, the need for two new fire hydrants at Gravesend Grammar School has been identified and advised by Kent Fire & Rescue. The existing School does not have any fire hydrants on site and the original tendered design and scope did not include any fire hydrants within the project as they were not deemed to be a requirement at that time.

When the specification was produced, consideration was given regarding sprinklers and water supply. An approach was made to the Fire and Rescue Service to get their view via building control (Sweco/MLM), with the advice that because a fire tender could reach the front doors of the teaching block there was no need for hydrants. A sprinkler assessment was also done and concluded they weren't required.

As the design evolved, the Fire Safety Act 2021 came into force in April 2021. As a result of this, Kent Fire & Rescue were asked again to confirm that there was no need for hydrants. At the time

of going to tender and despite numerous chases, no response had been received.

Given the fact that we have never been asked to make any such provision on any of our school expansion schemes, and that nothing had been received from Kent Fire and Rescue, this issue was omitted from the tender requirement. KCC started on site in August 2021, and then a response was received from the Fire Service, via Building Control in November 2021.

KCC Infrastructure now believe that this will be the position going forward for any major building schemes and therefore KCC Infrastructure will need to factor in provision for either a sprinkler system or hydrants in future.

Based on the flow rates stipulated by Kent Fire & Rescue Service (2100 litres/minute) and that the British Standard requires that enough water for 45 minutes is provided, this equates to a total of 94,500 litres of water must be provided for each building. The mains flow offered by Southern Water is not sufficient and so the only solution is the installation of static water tanks.

The largest tanks available are 46,000 litres, so to provide 94,500 litres each building will require 3 tanks.

Further works to Church Walk have also been identified related to the installation of water tank systems.

Financial Implications

Capital

The Cabinet Member decision of 22 July 2020 agreed the project cost of £7,600,000. The funds provided by this decision are fully committed. Therefore, an increase in the total budget is required to continue with this expansion project to accommodate the essential additional costs associated with the fire hydrants and Church Walk highways works.

The cost increase is £0.9m, broken down as follows:

Fire Hydrant Works	£590,529.46
Church Walk works	£221,217.71
Client-Side Contingency (10%)	£81,174.72
Rounded total	£900,000

Legal Implications

Contracting for KCC framework building contractors.

Equalities Impact Assessment

The assessment highlighted the following positive impacts: more local families able to access good school places, more school places available to students of faith or no faith. This scheme will also provide additional places for students with SEN or additional needs, where appropriate.

Data Protection implications

The school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work completed as part of the fast-track business plan application.

Cabinet Committee recommendations and other consultation:

At its meeting on 19 November 2019, the Children, Young People and Education Cabinet Committee recommended to the Cabinet Member for Education and Skills that the decision be taken to progress the proposal.

The Children's, Young People and Education Cabinet Committee considered this decision on 19 July 2022.

Any alternatives considered and rejected:

Not Applicable

Any interest declared when the decision was taken, and any dispensation granted by the Proper Officer: None

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signed

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date

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From: **Shellina Prendergast, Cabinet Member for Education and Skills**
Sarah Hammond, Interim Corporate Director of Children, Young People and Education

To: **Children’s, Young People and Education Cabinet Committee – 19 July 2022**

Subject: **Proposed forecast expenditure of projects exceeding £1m within the Annual Planned Enhancement and Modernisation Programme.**

Decision Number: **22/00067**

Key decision:

- *It affects more than 2 Electoral Divisions, &;*
- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division:	Gary Cooke	– Maidstone South East
	David Beaney	– Dover West
	James McInroy	– Tunbridge Wells West
	Alan Marsh	- Herne Village & Sturry

Summary: Proposed forecast expenditure of projects exceeding £1m within the Annual Planned Enhancement and Modernisation Programme

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to

- a) Authorise the allocation of £5.409m from the from the Children Young People and Education Services Capital Budget to deliver the Planned Maintenance and Modernisation schemes at; Leeds and Broomfield CoE Primary School, Lydden Primary School, Bidborough CoE Primary School and Herne Infants School.
- b) Authorise the Director of Infrastructure in consultation with the Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.

1. Introduction

1.1 Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place

to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.

- 1.2 Following the condition survey and referrals, the below schemes have been identified for replacement due to deterioration and end of economic life.

2. Body of the report

2.1 Leeds and Broomfield Primary School

Leeds and Broomfield CE Primary School is a 0.75FE school within the village of Leeds, Maidstone. The main school building was built over 100 years ago and needs modernising, the main concerns being the lack of toilets for the number of children / staff and the dilapidated two classroom mobile block at the rear of the school. A dilapidation survey of the mobile block was carried on 27th January 2021 which highlighted the extremely poor conditions of the existing mobiles with issues including but not limited to the poor condition both internally and externally, poor / incorrect foundations, roofing issues, mould and mildew and outdated heating. As the existing school WC provision does not meet the guideline ratio for a school of this size, the Stage 2 proposal allows for the inclusion of additional WCs to address the shortfall. The building does not meet modern standards and is undersized in accordance with current BB103 school area guidelines. The proposals confirm that a modular solution can be provided in place of the existing mobiles.

2.2 Lydden Primary School

New School Hall. Lydden Community Primary School is a small primary school in Dover District with a PAN of 12. The building is damp, mouldy, and decaying. There are breaches to the floor and wall junction allowing insect, rodent and vegetation to enter the building. There is evidence of dry rot. The roof covering of single ply felt, showed poor workmanship and open laps, allowing water ingress. The building had no insulation.

The building is at the end of its life span and even with significant remedial works the usable life of the building is limited. The school hall is also under size.

The building has had several repairs over time but is in a deteriorating condition and, even with significant remedial works, the life span is limited. The building does not meet modern standards and is undersized in accordance with current BB103 school area guidelines.

The proposed design has received planning approval (KCC/DO/0117/2021) and provides a fit for purpose building which meets BB103 and the schools' specific requirements. It includes a hall, servery, plant room and ancillary spaces. The new building will be linked to the main school via corridor which includes an external entrance, small office, and accessible WC, to supplement the schools existing space and allow for more flexible use of the hall for school and community events. The proposal incorporates a small car park to alleviate on street parking. This will be constructed over the base formed by the contractor's compound and access route as a large portion of the work will already be complete.

Lydden is part of the Whitfield and Dover North planning group, where significant growth is expected due to the Whitfield Urban Expansion (5,750 new homes). The addition of an appropriately sized school hall, the accessible toilet and additional office could support a small expansion of the school in the future

2.3 Bidborough CoE Primary School

Replacement modular unit – 2 classrooms. Current block placed on site in 1992 but wasn't new when installed. Construction wooden tongue and groove cladding with felt roof doesn't meet today's insulation requirements. Remedial works carried out August '21, no option for further repair has been recommended. Structural survey found significant wet rot and recommended full replacement. This is likely to require a bespoke solution rather than a built off site standard unit due to location (narrow village access lanes with school situated on steep hill. The current block is enclosed on 3 sides by other buildings and there is no option for relocation due to the confined site).

2.4 Herne Infants School

Roof overlay project - built circa 2000 the roof has had issues for over 5 years and leaks are now widespread and worsening. Leaks are causing disruption to school and damaging internal fabric of the building. Countless remedial repairs have been carried out including application of liquid waterproofing to joints and sealing rooflights, but no repair has been successful, and a full roof overlay system is now recommended in order to keep school operational and prevent damage to roof structure.

3. Alternative options

3.1 The following options were considered by the Senior Management Team:

Option 1 – Do nothing

This would result in partial school closure due to the areas identified within each school not meeting the safe, warm, and dry criteria and/or the need to bring in costly temporary accommodation to ensure that schools can continue to operate rather than risk closure.

Option 2 – Localised Repairs

Areas described are at the end of their economic life, localised repairs could be feasible however, as they may only last a short while, this option would still risk school closure. This would result in additional costs and abortive works. This would be a short-term measure and would result in option 3 proceeding in later years at higher cost.

Option 3 – Proceed with replacements

This would mitigate school closure risks and provide safe teaching environments and improvement to the fabric of the schools. This a long-term measure.

After reviewing the estimated costs, potential risk elements and the key advantages/disadvantages of each option it was agreed that the replacement schemes were the most appropriate solutions.

4. Financial implications

- 4.1 Feasibility studies have been carried out which estimate the cost of delivery to be £4.590m in total; £1.045m for Leeds and Broomfield, £1.969m for Lydden Primary School, £1.012m for Bidborough CoE Primary School and £1,023m for Herne Infants.

The funds will come from the CYPE Annual Planned Enhancement Programme and Modernisation Programmes for April 22-23.

5. Equalities implications

Without these works there is a risk of the council overlooking their required duties to ensure all children receive an education in a safe warm and dry environment.

6. Governance

- 6.1 The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter variations as envisaged under the contracts. It will also authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council.

7. Consultation

- 7.1 There is no requirement to undertake formal statutory consultation processes, as the capacities and Published Admission numbers of the schools will remain the same. The governing bodies of the schools have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

8. Views

- 8.1 The View of the Area Education Officers
The Area Education Officers for each of the four schemes fully support these proposals as they deliver overall cost-effective solutions and ensure that the school buildings remain fit for purpose in the short and long-term.

9. Conclusions

- 9.1 This report sets out the case for releasing the capital funding required for the roof, hall and mobile building replacements at Leeds and Broomfield CoE Primary School, Lydden Primary School, Bidborough CoE Primary School and Herne Infants School. This is proactive work to mitigate against potential school closure and ensures KCC fulfils its duty to provide school places under the safe, warm, and dry criteria. The replacement option chosen offers appropriate cost effectiveness and relieves the Local Authority from on-going maintenance commitments.

10. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- a) Authorise the allocation of £5.049m from the from the Children Young People and Education Services Capital Budget to deliver the Planned Maintenance and Modernisation schemes at; Leeds and Broomfield CoE Primary School, Lydden Primary School, Bidborough CoE Primary School and Herne Infants School.
- b) Authorise the Director of Infrastructure in consultation with the Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.

11. Contact details

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KENT COUNTY COUNCIL – RECORD OF DECISION

DECISION TAKEN BY:

Shellina Prendergast

Cabinet Member for Education and Skills

DECISION NO:

22/00067

For publication**Key decision: YES**

- *It affects more than 2 Electoral Divisions, &;*
- *It involves expenditure or savings of maximum £1m*

Subject Matter / Title of Decision

Proposed forecast expenditure of projects exceeding £1m within the Annual Planned Enhancement and Modernisation Programme.

Decision:

As Cabinet Member for Education and Skills, I agree to:

- authorise the allocation of £5.049m from the from the Children Young People and Education Services Capital Budget to deliver the Planned Maintenance and Modernisation schemes at; Leeds and Broomfield CoE Primary School, Lydden Primary School, Bidborough CoE Primary School and Herne Infants School
- Authorise the Director of Infrastructure in consultation with the Director of Education to enter into any necessary contracts / agreements on behalf of the County Council

Reason(s) for decision:

Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.

Following the condition survey and referrals, the below schemes have been indemnified for replacement due to deterioration and end of economic life.

Background**Leeds and Broomfield Primary School**

Leeds and Broomfield CE Primary School is a 0.75FE school within the village of Leeds, Maidstone. The main school building was built over 100 years ago and needs modernising, the main concerns being the lack of toilets for the number of children / staff and the dilapidated two classroom mobile block at the rear of the school. A dilapidation survey of the mobile block was carried on 27th January 2021 which highlighted the extremely poor conditions of the existing mobiles with issues including

but not limited to the poor condition both internally and externally, poor / incorrect foundations, roofing issues, mould and mildew and outdated heating. As the existing school WC provision does not meet the guideline ratio for a school of this size, the Stage 2 proposal allows for the inclusion of additional WCs to address the shortfall. The building does not meet modern standards and is undersized in accordance with current BB103 school area guidelines. The proposals confirm that a modular solution can be provided in place of the existing mobiles.

Lydden Primary School

New School Hall. Lydden Community Primary School is a small primary school in Dover District with a PAN of 12. The building is damp, mouldy, and decaying.

There are breaches to the floor and wall junction allowing insect, rodent and vegetation to enter the building. There is evidence of dry rot. The roof covering of single ply felt, showed poor workmanship and open laps, allowing water ingress. The building had no insulation.

The building is at the end of its life span and even with significant remedial works the usable life of the building is limited. The school hall is also under size.

The building has had several repairs over time but is in a deteriorating condition and, even with significant remedial works, the life span is limited. The building does not meet modern standards and is undersized in accordance with current BB103 school area guidelines.

Bidborough CoE Primary School

Replacement modular unit – 2 classrooms. Current block placed on site in 1992 but wasn't new when installed. Construction wooden tongue and groove cladding with felt roof doesn't meet today's insulation requirements. Remedial works carried out August '21, no option for further repair has been recommended. Structural survey found significant wet rot and recommended full replacement. This is likely to require a bespoke solution rather than a built off site standard unit due to location (narrow village access lanes with school situated on steep hill. The current block is enclosed on 3 sides by other buildings and there is no option for relocation due to the confined site).

Herne Infants School

Roof overlay project - built circa 2000 the roof has had issues for over 5 years and leaks are now widespread and worsening. Leaks are causing disruption to school and damaging internal fabric of the building. Countless remedial repairs have been carried out including application of liquid waterproofing to joints and sealing rooflights, but no repair has been successful, and a full roof overlay system is now recommended in order to keep school operational and prevent damage to roof structure.

Financial Implications

Feasibility studies have been carried out which estimate the cost of delivery to be £5,049m in total; £1.045m for Leeds and Broomfield, £1.969m for Lydden Primary School, £1.012m for Bidborough CoE Primary School and £1,023m for Herne Infants

The funds will come from the Annual Planned Enhancement Programme and Modernisation Programmes of April 22-23.

Legal Implications

Contracting through National Framework with support from Strategic Corporate Services.

Equalities implications

Without these works there is a risk of the council overlooking their required duties to ensure all children receive an education in a safe warm and dry environment.

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee considered the decision on 19th July 2022.

There is no requirement to undertake formal statutory consultation processes, as the capacities and PANs of the schools will remain the same. The governing bodies of the schools have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

Any alternatives considered and rejected:

The following options were considered by the Corporate Management Team:

The following options were considered by the Senior Management Team:

Option 1 – Do nothing

This would result in partial school closure due to the areas identified within each school not meeting the safe, warm and dry criteria.

Option 2 – Localised Repairs

Works described are at the end of economic life, localised repairs could be feasible however would put the proposed schemes at risk of school closure. This would result in additional costing and abortive works. This would be a short-term measure and would result in option 3 proceeding in later years at higher cost.

Option 3 – Proceed with replacements

This would mitigate school closure and provide safe teaching environments and improvements to the schools. This a long-term measure.

After reviewing the estimated costs, potential risk elements and the key advantages/disadvantages of each option it was agreed that the replacement schemes were the most appropriate solutions.

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

None

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signed

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date

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From: Sarah Hammond, Interim Corporate Director for Children, Young People and Education
 Shellina Prendergast, Cabinet Member for Education and Skills

To: Children’s, Young People and Education Cabinet Committee – 19 July 2022

Subject: Refurbishment and reprovisioning of dining facilities at The John Wallis Academy, Ashford.

Decision Number: 22/00068

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member Decision.

Electoral Division: Ashford South

Summary: This report provides the Committee with the information regarding a request for funding for additional dining facilities at The John Wallis Academy to enable the Academy to accommodate an additional 30 Year 7 pupils in September 2023.

Recommendation(s):

The Children’s, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

- I. Release £380,000 from the Children’s, Young People and Education Basic Need Capital Budget to add additional dining facilities at The John Wallis Academy, Ashford, to enable the Academy to accommodate an additional 30 Year 7 pupils in September 2023.
- II. Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.
- III. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1 The John Wallis Academy has supported the need for additional non-selective school places in Ashford by offering additional Year 7 places for

the last 3 years. For September 2022, the Local Authority requested that the Academy offered an additional 60 Year 7 places.

- 1.2 To accommodate the additional pupils additional teaching facilities are required. A feasibility was completed by the Academy which demonstrated that the additional teaching facilities required could be added by reconfiguring and reprovisioning existing spaces.
- 1.3 To support this a funding agreement to the value of £985,000 has been agreed. As this is under £1,000,000 this was an officer delegated decision.
- 1.4 An additional 30 Year 7 places will be required again in September 2023. The Academy will have sufficient teaching accommodation but they will not have sufficient dining facilities to enable the school to run efficiently having added additional places for five years at the LA's request at that point. A feasibility has been completed by the Academy and they have requested £380,000 for the works.
- 1.5 Although this is a separate project and contract to the works required for the additional Year 7 places being added in September 2022 as both will be agreed in a short timeframe and the total is in excess of £1,000,000 it would seem appropriate to bring this to Members for a decision prior to entering into the funding agreement for the additional £380,000.

2. Background

- 2.1 In Ashford Borough secondary school rolls have risen significantly over the last 10 years. For several years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.
- 2.2 The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute. The latest pupil forecasts (Figure 1) would suggest that there has been a slight reduction in the number of Year 7 places required from September 2022 (in comparison to the previous Commissioning Plan for Education Provision in Kent), but there will still be a significant deficit of Year 7 places which has to be addressed throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2022-26)

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	840	12	-35	-52	-107	-69	-21	-81	-33	758
Ashford Selective	420	-13	-1	0	1	0	1	3	-2	420

- 2.3 For September 2022, it was forecast that 52 additional places were required in the planning group (Figure 1). However, increased pressures led to 123 temporary places being added.

- 2.4 If additional secondary provision is not provided forecasts suggest a shortfall of 107 Year 7 places in 2023 with places (although fewer) being required throughout the forecast period (until the 2027-28 academic year). Given the under forecast for September 2022, these forecasts could be conservative.

3. Alternatives considered

- 3.1 The options of temporary provision at the other non-selective schools in the Borough has been considered. Additional places will be required in two or more of these schools in 2023 in addition to those offered at The John Wallis Academy. This and the fact that several schools have offered additional places in one or more of the last two or more academic years has limited their ability to offer further places again without investment. Places offered at other schools cannot be seen as an alternative to what is required at The John Wallis Academy.

4. Financial Implications

- 4.1 A funding agreement for £985,000 is already in place between KCC and the Academy which has secured 60 additional Year 7 places required in September 2022. An additional £380,000 will be required to add dining facilities that will enable the school to accommodate an additional 30 pupils in September 2023. A separate funding agreement will be completed. No further funding will be allocated. Should the costs for the dining facilities be greater than the £380,000 the Academy will be required to pick up the difference.
- 4.2 This will mean that KCC will have agreed to a total of £1,365,000 in funding to secure the additional places required for September 2022 and September 2023. At £15,167 per place this represents good value for money.
- 4.3 Although this is a separate project and a separate contract to the works required for the teaching provision required for September 2022, as both will be agreed in a short timeframe and the total agreed is in excess of £1,000,000 it would seem appropriate to bring this to Members for a decision.
- 4.4 £179,000 in developer contributions have been secured to date.

5. Legal Implications

- 5.1 Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.
- 5.2 A funding agreement is already in place for £985,000 to provide the additional teaching places required to accommodate the additional 60 Year 7 pupils in September 2022. This will not change. A second funding agreement will be required for the £380,000 for the 2023-24 academic year.

6. Equalities implications

An Equality Impact Assessment was completed. It is believed that the proposal will benefit all, including protected groups, as the additional places created will support Ashford pupils in accessing secondary school provision in the Borough. No adverse impact on protected groups has been identified at this point.

7. The view of the local Member,

Cllr Dirk Ross, Ashford South

I fully support these creative proposals which meet a growing need in Ashford for more secondary school places to accommodate local children along with those from the many villages in our locality. I am aware that, as secondary numbers have grown, it has become more challenging to get places in local schools, with increasing numbers of families appealing for places.

The delay of the new Chilmington school by 2 years has added to the pressure for places as has the decision by the DfE to close High Weald Academy with pupils on role there having to be found places in existing schools.

The investment at the John Wallace Academy is a positive step. This will support the need for additional secondary school places. I fully back the proposals which provide a much-needed boost to a school which has stepped up to provide additional places for several years without compromising standards.

8. Other corporate implications

None at this point.

9. Governance

The Officer Scheme of Delegation; within the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

10. Conclusions

In Ashford Borough secondary school rolls have risen significantly over the last 10 years. For several years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day. Given the pressure for secondary school places in the Borough, additional places will be required throughout the forecast period.

Additional Year 7 places for September 2022 have already been agreed and a funding agreement is in place for 60 additional places at The John Wallis Academy at a cost of £985,000.

In order to accommodate a further 30 pupils for September 2023, The John Wallis Academy will need to expand their dining facilities. To support this a separate funding agreement of £380,000 will be required.

The additional accommodation will be required to ensure that there are sufficient secondary school places available in the Borough.

11. Recommendation(s): The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

- I. Release £380,000 from the Children's, Young People and Education Basic Need Capital budget to add additional dining facilities at The John Wallis Academy, Ashford, to enable the Academy to accommodate an additional 30 Year 7 pupils in September 2023.
- II. Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.
- III. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

12. Background Documents (plus links to document)

Commissioning Plan for Education Provision in Kent 2022-26

https://www.kent.gov.uk/_data/assets/pdf_file/0005/131486/Commissioning-Plan-for-Education-Provision-in-Kent-2022-to-2026.pdf

13. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast

Cabinet Member for Education and Skills

DECISION NO:

22/00068

For publication *[Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]*

Key decision: YES / NO

Key decision criteria. The decision will:

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or*

Subject Matter / Title of Decision

Addition of dining facilities at The John Wallis Academy, Ashford, to enable the Academy to accommodate an additional 30 Year 7 pupils in September 2023.

Decision:

As Cabinet Member for Cabinet Member for Education and Skills, I agree to:

- I. Release £380,000 from the Children's, Young People and Education Basic Need Capital Budget to add additional dining facilities at The John Wallis Academy, Ashford, to enable the Academy to accommodate an additional 30 Year 7 pupils in September 2023.
- II. Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.
- III. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:**Background**

In Ashford Borough secondary school rolls have risen significantly over the last 10 years. For several years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.

The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute. For September 2022, it was forecast that 52 additional Year 7 places were

required in the planning group (Figure 1). However, increased pressures led to 123 Year 7 places being added.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2022-26)

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	840	12	-35	-52	-107	-69	-21	-81	-33	758
Ashford Selective	420	-13	-1	0	1	0	1	3	-2	420

If additional secondary provision is not provided forecasts suggest a shortfall of 107 Year 7 places in 2023 with places (although fewer) being required throughout the forecast period (until the 2027-28 academic year). Given the under forecast for September 2022, these forecasts could be conservative.

It should be noted that the wider Ashford Borough forecasts do not include the impact of the closure of High Weald School (Cranbrook) or Homewood School reducing their published admission number (PAN) by 30 places in 2023. Draft forecasts suggest in excess of 1FE of additional pressure (30 + Year 7 places above what is seen in Figure 1) in both September 2023 and 2024.

The planned opening of Chilmington Green Primary School in temporary provision will add 120 Year 7 places. However, the opening of this school will not be confirmed until a funding agreement is in place which will be after offer day 2023. Even with Chilmington Green opening, it is expected that additional temporary places will be required to get through offer day and to provide sufficient provision for September 2023.

Financial Implications

A funding agreement for £985,000 is already in place between KCC and the Academy which has secured 60 additional Year 7 places required in September 2022. An additional £380,000 will be required to add dining facilities that will enable the school to accommodate an additional 30 pupils in September 2023. A separate funding agreement will be completed. No further funding will be allocated. Should the costs for the dining facilities be greater than the £380,000 the Academy will be required to pick up the difference.

This will mean that KCC will have agreed to a total of £1,365,000 in funding to secure the additional places required for September 2022 and September 2023. In total this will provide 90 temporary places at a cost of £15,167 per place which is good value for money. £179,000 in developer contributions have been secured to date.

Legal implications

Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place, there will be a risk that we cannot meet our statutory duties to provide education provision.

A funding agreement is already in place for £985,000 to provide the additional teaching places required to accommodate the additional 60 pupils in September 2022. This will not change.

It would be appropriate to enter into a second funding agreement for the addition of dining facilities to secure an addition 30 Year 7 places for September 2023.

Equalities implications

An Equality Impact Assessment was completed as part of the initial decision. This has been reviewed and no adverse impact on protected groups have been identified at this point.

Data Protection implications

No DPIA was require.

Cabinet Committee recommendations and other consultation:

TO BE ADDED AFTER THE MEETING.

Any alternatives considered and rejected:

The options of temporary provision at the other non-selective schools in the Borough has been considered. Additional places will be required in two or more of these schools in 2023 in addition to those offered at The John Wallis Academy. This and the fact that several schools have offered additional places in one or more of the last two or more academic years has limited their ability to offer further places again without investment. Places offered at other schools cannot be seen as an alternative to what is required at The John Wallis Academy.

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

NA

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signed

.....
date

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From: **Shellina Prendergast, Cabinet Member for Education and Skills**

**Sarah Hammond, Interim Corporate Director for Children,
Young People and Education**

To: **Children's, Young People and Education Cabinet Committee,
19 July 2022**

Subject: **Proposal to agree funding to expand Meopham School,
Wrotham Road, Meopham, Kent DA13 0AH by increasing the
Published Admission Number (PAN) from 140 places to 200
places**

Decision Number: **22/00069**

Classification: **Unrestricted**

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

Electoral Division: **Gravesend Rural, Bryan Sweetland**

Summary:

This report follows up the decision 19/00094 and provides details of the cost to facilitate a proposal to expand Meopham School by increasing the Published Admission Number from 140 places to 200 places in September 2021.

Recommendation:

The Children's, Young People and Education Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills to:

- i. agree funding of £12.87m and to progress the proposal to permanently expand Meopham School, Wrotham Road, Meopham, Kent, DA13 0AH, by increasing the Published Admission Number (PAN) from 140 places to 200 places from September 2021.
- ii. authorise the Director of Infrastructure in consultation with the General Counsel and Director of Education 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.

1. Introduction

- 1.1. Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the current plan can be viewed from this link:

<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

- 1.2. The 2020/24 Commissioning Plan anticipated that there would be significant short and medium-term pressure for additional Year 7 places in the Gravesend and Longfield Non-Selective Planning Group with additional capacity needed for 2021/22, continuing for later years. The current Commissioning Plan does not indicate any easing of that pressure.

2. Background

- 2.1. KCC forecasts indicated a growing demand for Year 7 places in Gravesham from the start of the 2019-20 academic year. The Gravesend and Longfield Non-Selective Planning Group was forecast to have a deficit of 102 Year 7 places (3.5FE) from 2021-22 that increases to a deficit of 203 places (8FE) by 2023/24. This forecast has been borne out in the current Commissioning Plan.
- 2.2. The Gravesham Borough Council Local Plan (adopted September 2014), states an intention to build 6,170 dwellings between 2011 to 2028. About 20% of the Ebbsfleet Development Corporation area is sited in Gravesham. During the 5 year period 2013-18 a total of 1,023 houses were completed with an average of 205 per annum.
- 2.3. The deficit of places will be further exacerbated by limited options for alternative expansions within the Gravesham district, unless new provision can be created. This seems unlikely at present as there are no sites on the horizon.
- 2.4. Meopham School now has a Published Admission Number (PAN) of 200 as per the proposed expansion. However, the school now needs the infrastructure to ensure they can maintain the increased intake in the future.
- 2.5. Meopham School is a popular school and the proposal to increase the number of secondary places at the school is therefore, in line with the expectation of expanding popular & successful schools. The proposal added an additional 60 places taking the school PAN up to 200 for September 2021. The permanent expansion will be achieved through building additional accommodation and service space on the Meopham site.
- 2.6. Ofsted has rated this school as 'Outstanding'. The report can be viewed here: <https://www.meophamschool.org.uk/attachments/download.asp?file=3&type=pdf>
- 2.7. The school is operated by the Swale Academy Trust.

- 2.8. A decision taken by the Cabinet Member on 25 March 2020, agreed to the principle of the expansion of Meopham School, subject to the final costs being determined and reported to the Cabinet Member. This report adverts the final costs, following a lengthy planning and design process.
- 2.9. The considerable delay between the 25 March 2020 decision and the publication of this report has been caused by a number of factors, which in turn, exacerbate the increase in costs. The reasons are:
- 2.10. **Highways improvements and car park works:** Highways has raised several holding objections at different times during the process to seek planning approval. This has resulted in three re-designs of the plan. This has impacted on total cost.
- 2.11. **Works Redesign:** Following regular advice from Highways and Planning, several comprehensive redesigns have had to be undertaken.
- 2.12. **Archaeology, Ecology and Arboriculture Survey:** Each redesign has required Project Managers to initiate additional surveys in response to Planning requirements. For example, the increased car park size has necessitated utilising some land that has up to now, been laid over as woodland and scrub.

3. Proposal Details

- 3.1. This proposal was to permanently expand Meopham School by increasing the Published Admission Number (PAN) from 140 places to 200 places from September 2021. The school has been taking additional Year 7 students up to 200 per intake, since 2019.
- 3.2. The project will require the construction of a new teaching block, some internal work and refurbishment, and the installation and subsequent removal or temporary teaching accommodation at the end of the project. There is also a requirement to put in Highways mitigation, additional bus stop areas and enlarged car park areas, as required by Kent Highways.

4. Alternative Proposals

- 4.1. There are seven secondary schools in the Gravesend and Longfield Non-Selective Planning Group. These are: Longfield Academy, Northfleet School for Girls, Northfleet Technology College, Saint George's CE School (Gravesend), St. John's Catholic Comprehensive School and Meopham School.
- 4.2. Of these, St George's CE School, Northfleet School for Girls and Thamesview School are either being expanded or have been identified as the subject of a future proposal to expand. Northfleet Technology College is under feasibility for an expansion and Longfield School and St John's Catholic Comprehensive School have been offering additional places under a local arrangement for several years. Meopham School is the only remaining candidate for expansion.

5. Financial Implications

5.1. Capital

5.2. A feasibility study was carried out in 2019, which estimated the cost of delivery being approximately £7.5m, wholly funded by the CYPE Basic Need Capital Budget. This feasibility did not at the time, factor in any need for Highways mitigation.

5.3. KCC Project Managers have undertaken detailed costing with the result that the school expansion scheme is now estimated to be more than the original estimate for 2019. The increase over the estimate is proportionate with the expected cost increase in materials and build costs over the three-year period.

5.4. The total base project costs (the new building) have been costed at £8,978,711. The abnormalities are being costed at £2,084,293. Increased costs for inflation are being estimated at £1,002,914. In addition, the cost for mobile classrooms must also be included, which amount to around £800,000. The total is therefore £12.87m.

5.5. Planning permission is currently being sought. KCC Highways have advised that additional improvements to local roads, car parking and bus turning areas will be required. These additional site improvements constitute slightly more than half of the abnormalities cost, at £1,232,786.

5.6. The total cost is still a proportionate amount for a 2FE secondary expansion, compared to similar schemes across Kent.

5.7. In addition, an allowance of up to £2500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment.

5.8. Revenue

5.9. Should the scheme progress, £6,000 per new learning space will be provided towards the cost of furniture and equipment. This will be given to the school to purchase the required equipment.

5.10. The school will receive pupil growth funding in accordance with the Pupil Growth Policy established by KCC and its Schools' Funding Forum.

5.11. Human

The school will appoint additional staff as it grows over the years.

6. Governance

6.1. 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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the

General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council.

- 6.2. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

7. Legal Implications

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

8. Kent Policy Framework

- 8.1. The 'Kent Commissioning Plan for Education Provision, 2020-24 identified a pressure on places in the Gravesham area. This was confirmed in the latest Kent Commissioning Plan 2022-2026.
- 8.2. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

9. Consultation

- 9.1. The Academy Trust held a consultation from 19 November 2019 to 16 December 2019, with a drop-in event for stakeholders to raise issues and concerns on 3 December 2019.
- 9.2. The Academy Trust have considered the response received from the consultation and have confirmed that they will proceed with the expansion proposal.

10. Equality Impact Assessment

An Equality Impact Assessment was completed in June 2019 and updated in October 2019. Meopham School is an inclusive, non-selective, co-educational school. No adverse impacts have been identified.

11. Data Protection implications

- 11.1. The school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work completed as part of the fast-track business plan application.

12. Views

12.1. The Local Member

Mr Bryan Sweetland was informed of the original proposal through the consultation mechanism. Further updates on the cost have been provided to Mr Sweetland.

12.2. The Trust and School

The Trust leadership and governing body of the school are fully supportive of the proposal.

12.3. Area Education Officer:

The analysis of the demand for secondary non-selective provision in the area, indicates that there are immediate and future pressures and we urgently need the additional capacity provided by this proposed expansion. I therefore support the proposal.

13. Conclusions

13.1. Forecasts indicated a growing demand for Year 7 places in Gravesham from the start of the 2021-22 academic year. The Gravesend and Longfield Non-Selective Planning Group was forecast to have a deficit of 102 Year 7 places (3.5FE) from 2021-22 that increases to a deficit of 203 places (8FE) by 2023/24. The latest Commissioning Plan upholds that forecast.

13.2. All other schools in the planning group are either being expanded or are the subject of a future proposal to expand. Meopham School is the only remaining candidate for expansion.

13.3. Although the cost of the build has increased over the original estimate, it remains within expected increases in material and labour costs. The costs of the highways improvements push the cost higher, but the total remains within the expected parameters for a 2FE secondary expansion.

14. Recommendations

Recommendation:

The Children's, Young People and Education Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills to:

- i. agree funding of £12.87m and to progress the proposal to expand Meopham School, Wrotham Road, Meopham, Kent, DA13 0AH, by increasing the Published Admission Number (PAN) from 140 places to 200 places from September 2021.
- ii. authorise the Director of Infrastructure in consultation with the General Counsel and Director of Education 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.

15. Background Documents

15.1. Kent Commissioning Plan for Education Provision

<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

16. Contact details*Report Author:*

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KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast, Cabinet Member for Education and Skills

DECISION NO:

22/00069

Unrestricted

Key decision: **YES**

Subject:

Proposal to agree funding to expand Meopham School, Wrotham Road, Meopham, Kent DA13 0AH by increasing the Published Admission Number (PAN) from 140 places to 200 places.

Decision:

As Cabinet Member for Education and Skills, I:

- i. agree funding of £12.87m and to progress the proposal to expand Meopham School, Wrotham Road, Meopham, Kent, DA13 0AH, by increasing the Published Admission Number (PAN) from 140 places to 200 places from September 2021
- ii. authorise the Director of Infrastructure in consultation with the General Counsel and Director of Education 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.

Reason(s) for decision:

The proposal is to expand Meopham School, Wrotham Road, Meopham, Kent, DA13 0AH by increasing the Published Admission Number (PAN) from 140 places to 200 places from September 2021, to address provisions pressures in Gravesham Borough.

Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the current plan can be viewed from this link:

<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

The 2020/24 Commissioning Plan anticipated that there would be significant short and medium-term pressure for additional Year 7 places in the Gravesend and Longfield Non-Selective Planning Group with additional capacity needed for 2021/22, continuing for later years. The current Commissioning Plan does not indicate any easing of that pressure.

KCC forecasts indicated a growing demand for Year 7 places in Gravesham from the start of the 2019-20 academic year. The Gravesend and Longfield Non-Selective Planning Group was forecast to have a deficit of 102 Year 7 places (3.5FE) from 2021-22 that increases to a deficit of 203 places (8FE) by 2023/24. This forecast has been borne out in the current Commissioning

Plan.

The Gravesham Borough Council Local Plan (adopted September 2014), states an intention to build 6,170 dwellings between 2011 to 2028. About 20% of the Ebbsfleet Development Corporation area is sited in Gravesham. During the 5 year period 2013-18 a total of 1,023 houses were completed with an average of 205 per annum.

The deficit of places will be further exacerbated by limited options for alternative expansions within the rural part of Gravesham district, unless new provision can be created. This seems unlikely at present as there are no sites on the horizon.

Meopham School now has a Published Admission Number (PAN) of 200 as per the proposed expansion. However, the school now needs the infrastructure to ensure they can maintain the increased intake in the future.

Meopham School is a popular school and the proposal to increase the number of secondary places at the school is therefore, in line with the expectation of expanding popular & successful schools. The proposal was to add an additional 60 places taking the school PAN up to 200 for September 2021. It will be achieved through building additional accommodation and service space on the Meopham site.

Ofsted has rated this school as 'Outstanding'. The report can be viewed here: <https://www.meophamschool.org.uk/attachments/download.asp?file=3&type=pdf>

A decision taken by the Cabinet member on 25 March 2020, agreed to the principle of the expansion of Meopham School, subject to the final costs being determined and reported to the Cabinet member. This report adverts the final costs, following a lengthy planning and design process.

The considerable delay between the 25 March 2020 decision and the publication of this report has been caused by a number of factors, which in turn, exacerbate the increase in costs. The reasons are:

Highways improvements and car park works: Highways has raised several holding objections at different times during the process to seek planning approval. This has resulted in three re-designs of the plan. This has impacted on total cost.

Works Redesign: Following regular advice from Highways and Planning, several comprehensive redesigns have had to be undertaken.

Archaeology, Ecology and Arboriculture Survey: Each redesign has required Project Managers to initiate additional surveys in response to Planning requirements. For example, the increased car park size has necessitated utilising some land that has up to now, been laid over as woodland and scrub.

Financial Implications

Capital

A feasibility study was carried out in 2019, which estimated the cost of delivery being approximately £7.5m, wholly funded by the CYPE Basic Need Capital Budget. This feasibility did not at the time, factor in any need for Highways mitigation

KCC Project Managers have undertaken detailed costing with the result that the school expansion scheme is now estimated to be more than the original estimate for 2019. The increase over the estimate is proportionate with the expected cost increase in materials and build costs over the

three-year period.

The total base project costs (the new building) have been costed at £8,978,711. The abnormalities are being costed at £2,084,293. Increased costs for inflation are being estimated at £1,002,914. In addition, the cost for mobile classrooms must also be included, which amount to around £800,000. The total is therefore £12.87m.

Planning permission is currently being sought. KCC Highways have advised that additional improvements to local roads, car parking and bus turning areas will be required. These additional site improvements constitute slightly more than half of the abnormalities cost, at £1,232,786.

The total cost is still a proportionate amount for a 2FE secondary expansion, compared to similar schemes across Kent

In addition, an allowance of up to £2500 may be payable to outfit the teaching room with appropriate ICT equipment, such as touch screens or projection equipment.

Revenue

Should the scheme progress, £6,000 per new learning space will be provided towards the cost of furniture and equipment. This will be given to the school to purchase the required equipment.

The school will receive pupil growth funding in accordance with the Pupil Growth Policy established by KCC and its Schools' Funding Forum.

Human

The school will appoint additional staff as it grows over the years.

Equality Implications

An Equality Impact Assessment was completed in June 2019 and updated in October 2019. Meopham School is an inclusive, non-selective, co-educational school. No adverse impacts were identified.

Legal Implications

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. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

Cabinet Committee recommendations and other consultation:

This proposal went to Cabinet Committee on 20 March 2020 in order to seek approval to progress the proposal to full feasibility study.

The Academy held a consultation from 19 November 2019 to 16 December 2019, with a drop-in event for stakeholders to raise issues and concerns on 3 December 2019.

The Swale Academy Trust have considered the responses received from the consultation and have confirmed that they will proceed with the expansion proposal.

Any alternatives considered and rejected:

There are seven secondary schools in the Gravesend and Longfield Non-Selective Planning Group. These are: Longfield Academy, Northfleet School for Girls, Northfleet Technology College, Saint George's CE School (Gravesend), St. John's Catholic Comprehensive School and Meopham School.

Of these, St George's CE School, Northfleet School for Girls and Thamesview School are either being expanded or have been identified as the subject of a future proposal to expand. Northfleet Technology College is under feasibility for an expansion and Longfield School and St John's Catholic Comprehensive School have been offering additional places under a local arrangement for several years. Meopham School is the only remaining candidate for expansion.

If no action is taken, Kent County Council will find it extremely difficult to provide sufficient local secondary school places in Gravesham Borough.

Any interest declared when the decision was taken, and any dispensation granted by the Proper Officer: None

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signed

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date

From: Shellina Prendergast, Cabinet Member for Education and Skills
Sarah Hammond, Interim Corporate Director for Children, Young People and Education

To: Children’s and Young People’s Cabinet Committee – 19 July 2022

Subject: DECISIONS TAKEN OUTSIDE OF THE CABINET COMMITTEE MEETING CYCLE

Classification: Unrestricted

FOR INFORMATION ONLY

Summary: The attached decision was taken between meetings as they could not reasonably be deferred to the next programmed meeting of the Children’s, Young People and Education Cabinet Committee for the reason set out below.

Recommendation(s):

Cabinet Committee is asked to NOTE that the following decision has been taken in accordance with the process as set out in Part 2 paragraph 12.35 of the Constitution:

22/00054 - Adjustments to 2022-23 Secondary Mainstream Transport Assessment

1. Introduction

- 1.1 Set in accordance with the Council’s governance arrangements, all Significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.
- 1.2 For the reason set out below it has not been possible for this decision to be discussed by the Cabinet Committee prior to being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process as set out in Part 2 paragraph 12.35 of the Constitution, the following decision was taken and published to all Members of this Cabinet Committee and the Scrutiny Committee.
- 1.3 In addition, the Cabinet Member for Education and Skills sent an email directly to the Opposition Group Leaders, Chairman of Scrutiny Committee and the

Chairman of Children's, Young People and Education Cabinet Committee outlining why this non key decision needed to be taken in accordance with the process as set out in Part 2 paragraph 12.35 of the Constitution

2. Decision

- 2.1 The Transport Eligibility Team has a duty to assess SEN and mainstream pupil applications for free school transport, based on KCC's transport eligibility criteria.
- 2.2 There are several key challenges facing the Service including rising fuel prices, driver availability, staff vacancies and the legacy of Covid-19. There has also been recent reputational damage following the well-publicised issues surrounding the SEN transport retendering exercise in February 2022. Parents and Members have an expectation that preparations for September 2022 will proceed without major issue to both alleviate current concerns and evidence that lessons have been learnt and processes have been strengthened.
- 2.3 To ensure KCC does not fail in its duty to identify pupils eligible for free school transport within reasonable timescales, with the resultant further reputational damage and erosion of parental faith when school transport is not available in September, changes to the process needed to be made. Following lessons learnt from the SEN Transport Procurement exercise which happened earlier this year the Council, by taking this decision, will be taking proactive measures to ensure that it does not fail in its duty to identify pupils eligible for free school transport within reasonable timescales, mitigating further reputational damage and erosion of parental faith when school transport is not available in September.
- 2.4 The decision highlighted that the adjustments to 2022-23 secondary Mainstream Transport Assessment needed to take place as quickly as possible. Following the publication of the FED, application numbers have increased substantially quicker than anticipated, which has meant that the proposed change needed to be implemented as quickly as possible to ensure the benefits from the change can be realised.
- 2.5 The Fair Access Team attempted to rework the proposed communication strategy to accommodate the delay, but unfortunately this has not been possible as the increased workload created by changing the policy meant that ICT would not be able to implement the changes in the necessary timescales. This has meant the decision needed to be taken urgently to ensure parents can be advised of the process within operational timeframes.

3. Recommendations:

Cabinet Committee is asked to NOTE that the following decision has been taken in accordance with the process as set out in Part 2 paragraph 12.35 of the Constitution:

22/00054 - Adjustments to 2022-23 Secondary Mainstream Transport Assessment

4. Background Documents

4.1 22/00054 - Adjustments to 2022-23 Secondary Mainstream Transport Assessment

[Decision - 22/00054 - Adjustments to 2022-23 Secondary Mainstream Transport Assessment \(kent.gov.uk\)](https://www.kent.gov.uk/decision-22/00054-adjustments-to-2022-23-secondary-mainstream-transport-assessment)

10. Contact details

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CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2022/23

13 SEPTEMBER 2022		
• Unregulated Accommodation and Support Pathway		Christy Holden
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	
29 NOVEMBER 2022		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	
17 JANUARY 2023		
• Coordinated Schemes for primary and secondary schools in Kent and admission arrangements for infant, junior and primary and secondary community and voluntary controlled schools 2023-24		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	

8 MARCH 2023

• Post-16 Transport Policy	Annual Decision	
• Annual presentation of risk reports	Annual report	
• SACRE Report	Annual report	
• Complaints and Representations Report	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	

16 MAY 2023

• School Term dates 2024-25		
• Kent Commissioning Plan Update	Bi-annual report	
• Post 16 Transport Policy Statement 2022/23	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	

18 JULY 2023

• Kent Commissioning Plan Update	Bi-annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	

• Ofsted Update	Standing item	
• Work Programme 2022/23	Standing item	

Items for Consideration that have not yet been allocated to a meeting	

Updated: 26/05/22

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