

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

Tuesday, 24th September, 2024

10.00 am

**Council Chamber, Sessions House, County Hall,
Maidstone**





DRAFT AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 24 September 2024 at 10.00 am
Council Chamber, Sessions House, County Hall,
Maidstone

Ask for: **James Clapson**
Telephone: **03000 417387**

Membership

Conservative: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman),
Mr P V Barrington-King, Mr D Beaney, Mrs L Game, Ms S Hamilton,
Mr S C Manion, Mrs M McArthur and Mr A Sandhu, MBE

Labour: Ms M Dawkins and Ms J Meade

Liberal Democrat: Mrs T Dean, MBE

Green and Independent: Ms J Hawkins and Mr P Stepto

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

School Governor Representatives: Ms R Ainslie-Malik and Ms H Carter

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 9 July 2024 (Pages 1 - 8)
- 5 Verbal Update by Cabinet Members
- 6 Performance Monitoring (Pages 9 - 70)
- 7 Ofsted Update (Pages 71 - 96)
- 8 24/00084 - Education Health Needs Policy (Pages 97 - 160)

- 9 24/00085 - KCC CLS Sub-Contracting Education and Skills Funding Agency Provision (Pages 161 - 202)
- 10 24/00076 - Holiday Activities and Food Programme (Pages 203 - 222)
- 11 Work Programme 2024-25 (Pages 223 - 224)

Benjamin Watts
General Counsel
03000 416814

Monday, 16 September 2024

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KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 9th July, 2024.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr P V Barrington-King, Mr D Beaney, Mr A Brady, Mrs L Game, Ms S Hamilton, Mrs M McArthur, Mr A Sandhu, MBE, Mr P Stepto, Mr M Reidy and Mr R G Streatfeild, MBE

OTHER MEMBERS: Sue Chandler and Rory Love, OBE

OFFICERS: Craig Chapman (Head of Fair Access), Nick Abrahams (Area Education Officer – West Kent), Christy Holden (Head of Children's Commissioning), Christine McInnes (Director of Education), Hayley Savage (Democratic Services Officer), Jude Farrell (Interim Head of Service), Kevin Kasaven (Director of Children's Countywide Services) and Steve Lusk (Senior Commissioner)

UNRESTRICTED ITEMS

1. Apologies and Substitutes
(Item 2)

Apologies were received from Mrs Dean, Ms Hawkins, Dr Roper and Dr Sullivan. Mr Streatfeild was present as substitute for Mrs Dean.

Mrs Game and Mr Beaney were present virtually.

The Chair took the opportunity to congratulate Dr Sullivan on her success at the recent General Election.

2. Declarations of Interest
(Item 3)

There were no declarations of interest.

3. Minutes of the meeting held on 16 May 2024
(Item 4)

RESOLVED that the minutes of the meeting held on 16 May 2024 were a correct record.

4. Verbal Update by Cabinet Members
(Item 5)

1. Mr Love provided his Cabinet Member verbal update as follows:

- Mr Love congratulated Mrs Hammond, Corporate Director for Children, Young People and Education, who was awarded a highly commended certificate at the MJ's Corporate Director of the Year Awards.
- The CEO of the Endeavour Multi-Academy Trust, Mr Charlie Guthrie, had been appointed as Chair of the Pathways for Post-16 Board and was leading on an initiative across Kent to address gaps in provision.
- Performance of SEND statutory services were continuing to make significant improvements. In June 32.3% of EHCPs were completed within 20 weeks compared with 2.3% in August 2023 when processes were being overhauled. In August 2023 there were 577 children and young people who had waited over 30 weeks and 164 who had waited over 52 weeks to have agreed plans issued. The teams were now on target for no child or young person waiting over 30 weeks by the end of September 2024.
- The Council had commissioned an experienced practitioner to work with the SEND sector to co-construct a framework and develop a shared language. This would support decision making for placements, funding and professional development.
- Since the last meeting Mr Love had visited several schools and educational provisions of all types in North Kent and there was impressive teaching and learning at all the sites, reinforcing why Kent schools continued to outperform the national average.

2. Mrs Chandler provided her Cabinet Member verbal update as follows:

- The Order following the UASC Judicial Review was likely to be determined in August 2024. How the DfE and Home Office would respond to the Judgment on the National Transfer Scheme (NTS) remained outstanding, particularly regarding the 10 day referral starting point and agreeing the response plan.
- Mrs Chandler referred to the recent media release on the country's largest local authority fostering partnership which the Council was part of. The partnership provided the largest virtual fostering hub in the UK and 20 Councils in the Southeast were participating.
- An extensive range of summer holiday provision would be provided across the county for all ages and as soon as the information was available it would be shared with Members.
- Mrs Chandler had recently attended two conferences including the first in a series of staff conferences which focused on inclusive practice and, secondly, had opened the Care Leaver Progression Partnership Conference at University of Greenwich in Chatham.

3. Further to questions and comments from Members, it was noted that:

- The Performance Monitoring report would be circulated to Members of the committee.
- Support was commissioned from Dr Alison Ekins, Director of SEND for the Valley Invicta Academy Trust in relation to the terminology feedback received. Dr Ekins carried out research and a series of workshops were attended by 415 Kent Schools. Work would continue over the next academic year.

4. The verbal updates were noted.

5. Special Education Needs transformation and the role of the Specialist Teaching and Learning Service
(Item 6)

1. Mr Love and Ms Christy Holden (Head of Children's Commissioning) introduced the report which provided a background and current position of the Specialist Teaching and Learning Service (STLS) and included options for the future of the service. Ms Holden highlighted an error in the report at paragraph 3.1 and clarified that the service level agreement for STLS would end on 31 August 2025 not 31 August 2024.

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

- The non-statutory service was going out to consultation in September 2024 and was part of a series of transformational changes within SEND. Assistant Directors and the Council's Consultation Team would be involved in crafting the questions to ensure meaningful responses from the public.
- Members raised concern about the level of coherence across the five consultations and whether improvements would be made.
- Members also expressed concern that consultations caused uncertainty amongst the public and staff and many schools and families did not understand the structure of the locality model.
- Options had been considered if a school did not accept the SLA in August.
- Early engagement consultation was important and a clear line between consultation responses and how decisions were made needed to be demonstrated.

3. RESOLVED to note:

- A. the content of the report
- B. the proposal to undertake a public consultation in relation to the service, to understand in more detail what gaps in provision it may fill within the new ways of working.
- C. a report will be presented to this Committee on the outcome of the consultation at the earliest opportunity.

6. 24-00059 Expansion of New Line Learning Academy, Maidstone
(Item 7)

1. Mr Nick Abrahams (Assistant Director Education – West Kent) introduced the report which set out the proposed expansion of New Line Learning Academy, Boughton Lane, Maidstone.

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

- New Line Learning Academy is a local school in terms of its cohort.
- The junction with the schools and car parks on site had been reconfigured to ease congestion and the Council was working with the school to look at a travel plan to encourage sustainable routes.

- Bus usage may increase, and additional capacity would be responded to by bus providers.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Education to:
- a) authorise the allocation of £6,900,000 from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of New Line Learning Academy by 1FE, increasing its Published Admission Number (PAN) from 180 to 210 from September 2025.
 - b) 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 with The Future Schools Trust.
 - c) 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.

7. 24-00060 Increase of a Designated Number of Nexus Foundation Special School
(Item 8)

1. Mr Nick Abrahams (Assistant Director Education – West Kent) introduced the report which set out the proposed increase of the Designated Number of places at Nexus Foundation School in Tonbridge. He explained that an informal consultation had run from 17 May 2024 to 21 June 2024 and consulted with parents, carers and other stakeholders. 11 responses were received with 8 in agreement to the proposed increase and 2 who disagreed. The 2 disagreements were from parents over class size increases and insufficient accommodation. The proposal was to introduce additional accommodation so that the class sizes would not have to increase.
2. Further to questions and comments from Members, it was noted that there would be a marginal increase in traffic use and safety improvements would be looked at along with additional parking and drop off space.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Education and Skills to:
 - a) increase the Designated Number of places at Nexus Foundation Special School, Upper Haysden Lane, Tonbridge, Kent TN11, from 228 to 330 from September 2024.
 - b) authorise the allocation of £1,260,000 in funding from the Children Young People and Education Services Basic Need Capital Budget to fund the first phase of works to permanently expand Nexus Foundation Special School.

- c) 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 with Nexus Foundation Special School.
- d) 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.

8. 24-00062 Implementation of Standardised School Led Home to School Transport Offer for all Home to School Transport
(Item 9)

1. Mr Craig Chapman (Assistant Director – Fair Access and (Interim) SEN Processes) introduced the report which set out the development of a standardised approach for School Led Home to School Transport to facilitate direct provision of school transport to entitled pupils via their school, setting or other independent third party support agencies, at a reduced cost to the KCC arranged alternatives.
2. Further to questions and comments from Members, it was noted that:
 - The scheme intended to create a more flexible offer than was currently utilised by the pilot scheme and the pupil needs were paramount.
 - The schools currently use their own vehicles, lease vehicles and in smaller circumstances, individual taxis where necessary. The scheme would allow for a child to transition between different means of transport and provide flexibility.
 - The scheme would identify the best provision for children and could therefore reduce the need for appeals.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Education and Skills to:
 - a) Approve the implementation of a standardised School Led Transport arrangement for schools, settings and other independent third party support agencies.
 - b) Delegate authority to the Corporate Director for Children, Young People and Education, to assess the viability of any proposed school led transport arrangements and to enter into and manage the arrangements and associated agreements wherever they are found to provide a financial benefit to the Council; and
 - c) Delegate authority to the Corporate Director for Children, Young People and Education, to enter into relevant contracts or other legal agreements, as required including Service Level agreements (SLAs), and ensure sufficient administrative capacity, as necessary to implement this decision.

9. 24-00051 Direct Payment Support Services for Children and Young People
(Item 10)

1. Ms Christy Holden (Head of Children's Commissioning) introduced the report which set out the background and rationale to commission a Direct Payment Support Service.
2. Further to questions and comments from Members, it was noted that:
 - In depth business plans were produced (and included make or buy assessments) as part of the development of the commissioning plan and considered by the Strategic Commissioning Planning Board.
 - Expressions of interest were requested through market engagement.
 - There was a smooth transition from direct payment support services for children to adult social care provision once education stopped.
 - There were options in the contract to terminate if it was agreed to bring the children's and adults services together.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Integrated Children's Services to:
 - a) Approve the commencement of a procurement to commission the Direct Payment Support Service for a period of 1 April 2025 to 31 March 2028, with an optional up to 24-month extension period.
 - b) Delegate authority to award the contract to the successful provider to the Corporate Director for Children, Young People and Education in consultation with the Cabinet Member for Integrated Children's Services.
 - c) Delegate authority to the Corporate Director for Children, Young People and Education to take other relevant actions, including but not limited to finalising the terms of and entering into required legal agreements, as necessary to implement the decision.

10. 24-00061 Early Years Review: Implementation of a revised model of Early Years Education in Kent
(Item 11)

1. Ms Christy Holden (Head of Children's Commissioning) introduced the report which set out the findings of a public consultation into a revised model of Early Years education in Kent and presented recommendations regarding the implementation of the outcomes.
2. Further to questions and comments from Members, it was noted that:
 - There were no proposals to close specialist nurseries. All specialist nurseries were located on specialist school sites.
 - Most children would receive support in mainstream nurseries.
 - Children would not be moved from a specialist nursery as they were currently fixed term interventions.

- The intention was that the model would be implemented from September 2025.
 - A key objective was to reduce the amount of time spent on Bureaucratic processes to build on capacity and focus on direct work with the children.
 - The majority of those who responded to the consultation supported the proposals. There were concerns around the closure of specialist nurseries and capacity and there was confidence this could be addressed.
 - There was a need to use different strategies to reach out to minority groups.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Integrated Children's Services to:
- a) Approve the implementation of a Revised Model of Early Years Education in Kent, including a revised process to apply for Special Education Needs Inclusion Funding (SENIF)
 - b) Delegate authority to the Corporate Director for Children, Young People and Education, to take relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required, including Service Level agreements (SLAs), to implement this decision

11. 24-00046 KCC Community Learning and Skills - Adult Education Funding Reforms
(Item 12)

EXEMPT ITEMS
(Open Access to Minutes)

(Members resolved under Section 100A of the Local Government Act 1972 that the public be excluded for the following business on the grounds that it involved the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act)

1. Ms Jude Farrell (Head of Service) introduced the report and explained, following funding changes by the Education and Skills Funding Agency (ESFA), how significant reform was needed to continue to deliver vital core skills to the residents of Kent.
2. Further to questions and comments from Members, it was noted that:
 - Health and wellbeing services would continue to be supported and there would be close working with public health to support priorities within the Integrated care Strategy.
 - Options relating to staffing and property costs would be explored through the restructure.
 - There was a need to move to a more flexible delivery base.
 - There was no indication the new government would make any funding changes and the decision could not be delayed. There was flexibility to respond in the event the government made any changes.
 - The changes being made to the service were in response to the funding regime which was available.

- A range of community-based services were previously delivered in family hubs, schools, faith centres and community venues and could be used in the future. Housing associations were keen to use some of their training rooms for delivery.
3. RESOLVED to endorse the proposed decision by the Cabinet Member for Education and Skills to:
 - a) Approve the alteration to the CLS delivery model to align the council's approach to fit within the ESFA funding arrangements coming into force from August 2024.
 - (b) Delegate authority to the Director of Education and SEN to design and implement the staffing and asset utilisation model to support the reforms imposed by the changes made to the ESFA funding contract.
 - (c) Delegate authority to the Director of Education and SEN to take other relevant actions, including but not limited to finalising the terms of and entering into required contracts or other legal agreements, as necessary to implement the decision.
 - (d) Delegate authority to the Director of Infrastructure, in consultation with the Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services, to take other necessary actions, including but not limited to entering into contracts or other legal agreements, as required to implement the decision.
 4. In accordance with paragraph 16.31 of the Constitution, Mr Brady, Mr Stepto and Mr Streatfeild wished for it to be recorded in the minutes that they voted against the motion.

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

July 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 3rd September 2024



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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.

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
	New indicator - historical data not available

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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Management Information, CYPE, KCC

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 May 2024




130,931 pupils in 460 primary schools
 27.1 % with free school meals (24.3%)

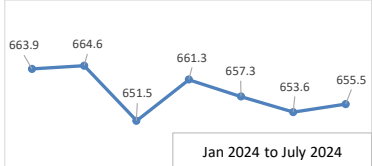
114,586 pupils in 102 secondary schools
 23.2 % with free school meals (24.1%)

6,282 pupils in 24 special schools
 47.7 % with free school meals (47.4%)

as at Jul 2024




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



Month	Rate
Jan 2024	663.9
Feb 2024	664.6
Mar 2024	651.5
Apr 2024	661.3
May 2024	657.3
Jun 2024	653.6
Jul 2024	655.5


as at Jul 2024



Open cases

Intensive Early Help	2,398 (Families)
Open Social Work Cases	11,159
<i>Including:</i>	
• Child Protection	1,086
• Children in Care	1,926
• Care Leavers	2,013


as at Jul 2024



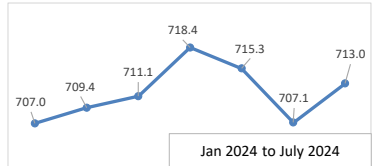
Ofsted good or outstanding

EY providers	99.1%	(97%)
Primary	92.4%	(92%)
Secondary	88%	(84%)
Special	92.3%	(90%)

as at Jul 2024




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

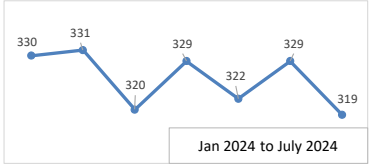


Month	Rate
Jan 2024	707.0
Feb 2024	709.4
Mar 2024	711.1
Apr 2024	718.4
May 2024	715.3
Jun 2024	707.1
Jul 2024	713.0

as at Jul 2024




Number of First Time Entrants into the Youth Justice system

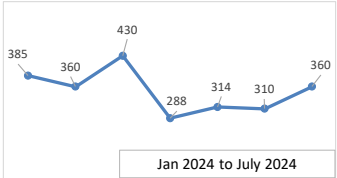


Month	Number
Jan 2024	330
Feb 2024	331
Mar 2024	320
Apr 2024	329
May 2024	322
Jun 2024	329
Jul 2024	319

as at Jul 2024




Requests for SEND statutory assessment



Month	Requests
Jan 2024	385
Feb 2024	360
Mar 2024	430
Apr 2024	288
May 2024	314
Jun 2024	310
Jul 2024	360


as at Jul 2024



Activity at the Front Door (children)

Total contacts	7,145
Number resolved at FD	2,841
Number to CSWS	2,120
Number to EH Units	1,626

as at Jul 2024



Family Hub Indicators

Pending Family Hub scorecard development

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2024 school census and based on state funded schools only
- Ofsted National averages are as at 31st July 2024, except EY Providers average which is as at 31st March 2024

Directorate Scorecard - SEND Monthly Indicators

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23	
											Measure	Numerator	Denominator									
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		14.5	14.3	14.9	18.1	12.5	32.3	42.1	114	271	↑	45	AMBER	40.9	60	RED	42.8	49.2	
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		44	45	40	45	39	90	114											
APP17-D	Total number of EHCPs issued	L	MS		304	315	268	248	311	279	271											
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		300	325	304	271	252	206	194			↑								
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		28	11	12	25	31	57	60	120	200	↑	55	GREEN						
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.9	10.8	10.8	10.8	10.7	10.2	10.2	2,063	20,136	↔	9	AMBER	11.0	9	RED	N/A	N/A	
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		53.1	68.6	47.2	35.8	21.5	14.3	18.6	59	317	↓							N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		39.6	36.3	38.1	42.0	30.1	23.1	13.2	138	1,047	↑							N/A	N/A

Note: 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard

Commentary on Education SEND Indicators:

The SEND service has successfully reduced the number of open cases, with a focus on reducing those open for longer than 20 weeks. The Educational Psychology has increased the proportion of their reports completed within 6 weeks. The average duration in days from assessment request to EHCP completion is also reducing every month. This is all positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Measure	Numerator	Denominator								
					Jul-24																
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.7	23.8	23.5	23.6	23.4	23.2	23.1	5,637	24,414	↑	25.0	GREEN	23.5	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.5	86.5	86.0	85.4	85.3	85.0	82.2	1,673	2,036	↓	90.0	AMBER	86.0	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.1	19.0	19.7	19.8	20.0	19.6	20.5	252	1,231	↓	20.0	GREEN	19.7	20.0	GREEN	24.3	23.6
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	✓	71.1	70.6	71.0	71.1	71.9	71.8	71.9	320	445	↑	70.0	GREEN	71.0	70.0	GREEN	68.7	69.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.5	74.2	73.9	74.0	74.5	73.7	73.8	768	1,040	↑	85.0	RED	73.9	85.0	RED	N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	339.0	331.2	357.3	372.3	377.0	381.2	383.0	25,276	66	↓	426.0	GREEN	357.3	426.0	GREEN	442	480
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	60.2	58.2	57.7	60.1	58.3	57.8	57.3	600	1,048	↓	65.0	AMBER	57.7	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	85.7	85.7	86.3	86.3	85.0	85.0	86.9	542	624	↑	85.0	GREEN	86.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.9	73.6	73.6	72.2	73.3	71.8	72.4	457.4	631.6	↑	85.0	RED	73.6	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		16.4	16.1	16.5	16.3	16.7	17.2	17.8	1,656	92.9	↓	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	21.3	21.8	21.5	22.1	21.9	22.2	5,499	248.1	↓	18.0	RED	21.8	18.0	AMBER	N/A	N/A
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.4	30.5	30.8	30.8	30.8	30.8	30.8	3,580	11,641	↔	25.0	RED	30.8	25.0	RED	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.7	93.0	93.3	93.4	93.9	93.6	93.1	5,072	5,450	↓	85.0	GREEN	93.3	85.0	GREEN	N/A	N/A
EH14	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.3	93.3	94.3	94.3	94.0	94.0	95.3	142	149	↑	85.0	GREEN	94.3	85.0	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		14.1	14.3	14.8	14.8	15.4	15.5	15.5	674	4,359	↔	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.0	14.1	14.3	13.6	13.6	14.1	13.8	2,107	153.0	↓	20.0	AMBER	14.3	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
					Q2 23-24	Q3 23-24	Q4 23-24	Rate	Numerator	Denominator								
					Q1 24-25													
CYPE8	Rate of proven re-offending by CYP	L	Q		29.8	30.4	31.1	32.9	118	359	↓	28.7	RED	28.9	30.0	GREEN	31.2	28.5

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.4	3.6	3.7	3.7	3.7	3.7	3.7	1,345	36,834	↔	2.8	AMBER	3.3	2.8	AMBER	2.5	2.8
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	24	26	23	23	24	28	N/A	N/A	↓	12	RED	15	12	AMBER	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		66	77	79	80	77	81	80	N/A	N/A	↑	24	RED	54	24	RED	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.7	82.8	80.9	83.4	81.7	74.7	76.4	3,994	5,228	↑	90	RED	79.7	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		40.4	34.3	34.6	30.7	21.5	20.6	16.5	534	3,232	↓	95	RED	55.7	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		69.6	65.2	79.0	72.6	2,978	4,102	↑	69.0	GREEN

****Please note that there is no 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 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.8	68.3	67.8	11,952	17,620	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.2	21.3	24.9	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59	59	60.8	11,601	19,083	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	17.8	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.68	34.20	34.20	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.01	29.14	29.14	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	34.61	33.47	33.47	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	4.8	5.4	14,579	271,166	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	16.1	18,450	114,283	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	24.8	24,213	97,715	27.0	GREEN	↑	23.0	26.5	26.5

The data sources for attainment data are as follows: FSP = School returns, June 2024. KS2 = DfE Dataset, July 2024. KS4 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due October). KS5 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due November).

Directorate Scorecard - Kent KPIs

Commentary on Integrated Children's Services Indicators:

Children's Social Care

RED: At 73.8% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision and historically performance has remained stable at around 75.0%. Some of the factors limiting improvements against this measure include the number of young children coming into care requiring parent and child placements for which there is a shortage of foster carers. Other factors include delays in care proceedings which mean children remain in care for longer periods and the challenge of recruitment and retention of foster carers which is a national issue, highlighted in the government's Social Care Review. Foster homes for children to live together with their parents and homes for siblings remains a high priority and actions being taken include a continuous focus on the recruitment of foster carers, with particular emphasis on some geographical areas and types of carers required, for example, to increase the number of foster carers who can accommodate parent and child placements..

RED: The percentage of case holding posts filled by permanent qualified social workers is 72.4%, which is below the floor standard of 75.0%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That has since increased to 17.8% (September 2023) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2023 - Social Work Vacancies: Kent 16.0%, England average 18.9%, SE average 17.7%; % Agency Social Workers covering vacancies - Kent 62.3%; England average 74.4%, SE average 74.1%; Social Worker turnover - Kent 19.4%, England average 15.9%, SE average 16.7%.

RED: The average caseload in the Children's Social Work Teams (CSWT) is 22.2 cases. This is above the target caseload of no more than 18 children/young people and is now also above the floor standard set at 22. The challenge with caseloads relates to levels of demand and the staff turnover rates for qualified social workers.

AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 82.2%, below the Target of 90.0%. For those Returner Interviews that did take place, 85.5% took place within timescale (3 working days).

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 57.3% which is below the Target of 65.0%. This target is a priority for the 18+ Care Leavers Service. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities.

AMBER: The average caseload in the Children in Care (CIC) Teams is 17.8 cases, above the target of no more than 15 children/young people. A comprehensive set of measures to improve the recruitment and retention of social workers is in place, 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 23.1%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.4% and averages of 19.4% for Kent's Statistical Neighbours and 27.9% for the South East (all comparative rates are for 2022/23 performance).

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 23.6%, Statistical Neighbours 24.3% and the South East 25.1% (2022/23).

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 71.9% and above the Target of 70.0%. Kent's performance remains above the latest published average for Kent's Statistical Neighbours of 68.7%, the average for the South East of 68.0% and the England average of 69.0% (comparative data is for 2022/23).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 383 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 480 days (for 2022/23) which increased from an average 367 days in 2021/22.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 86.9%, which is above the 80.0% Target.

Intensive Early Help

RED: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 30.8%, which is above the target of 25.0%.

AMBER: The average caseload within Early Help Units is 13.8 families. This now falls within the Amber banding as the Target has been increased to 20 families.

AMBER: The percentage of Early Help cases closed with outcomes achieved that come back to Early Help units or Children's Social Work teams in 3 months is 15.5%, above the Target of less than 15.0%.

GREEN: The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 93.1%, achieving the target of 85.0%.

GREEN: The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 95.3%, achieving the 85.0% target.

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 where targets exist.

RED: The rate of proven offending by CYP has steadily been increasing from 29.8 in Quarter 2 in 2023/24 to 32.9 Quarter 1 2024/25 which equates to 118 young people (cohort of 359). The service continues to deliver the 'Turn around' prevention programme, which is already seeing positive outcomes for children, particularly in ensuring there is a suitable education offer for those children and increasing participation of those children. This programme will continue to enhance our prevention and diversion model and the longer-term impact is expected to safeguard children, prevent offending and further reduce numbers of First Time Entrants. 97 children from the total Turnaround cohort have not been known to re-offend. 8 have had a pre-court outcome, and 1 has been charged with an offence.

RED: The numbers of pupils permanently excluded from the primary phase, as a 12month rolling average, is 28 which is more than double the target. The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils at 80, more than treble the target. Work continues within KCC to drive inclusion in school and reduce suspensions and permanent exclusions (and increase attendance), including CATIE (Countywide Approach to Inclusive Education) which uses an inclusive leadership programme, core training offer, whole school nurture approach provided by Nurture UK, and Special School outreach work delivered by the Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT). The recently published figures for both attendance, and suspension and permanent exclusions suggest Kent is making progress in both areas of work. For suspension and permanent exclusions, although there has been an increase over the past two years, Kent remains well below both national and southeast region data when comparing the 2022-23 academic year data. For attendance, the improvement in both primary and secondary schools has continued with the Autumn 23/Spring 24 data, showing total absence has improved by 0.5% and persistent absence by 2.5%.

RED: The percentage of children missing education cases, closed with 30 school days is 76.4% with 3,994 cases being closed out of a cohort of 5,228. Although below the target the performance has improved over the last six months.

RED: The percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention is 16.5% (534 out of 3,232). The decline in percentage of cases who receive this contact with 10 school days is against a backdrop of a significant increase in referrals being received by the team. Since April the team has implemented a new process for opening referrals which means they are getting to more of them quicker. Improvements with performance are starting to be seen with 26.3% in May. This isn't yet having a significant impact on the rolling year data but will if performance continues to improve.

RED: The FSM gap for the percentage of pupils at EYFS achieving a Good Level of Development has widened since last year and at 24.9 percentage points it is the widest it has ever been since the changes made to the EYFSP framework in 2021/22. The years from birth to four are critical in shaping children's capacities and future potential with Early education and childcare playing a vital role in children's development. The 2024 EYFS cohort were born between September 2018 and August 2019 meaning they were aged 6 – 18 months when the first lockdown happened and 21 – 33 months before all restrictions were lifted. Covid 19 disproportionately affected children from poorer families and those with special educational needs, further widening attainment gap. The gap for disadvantaged children in Kent was wider than early emerging national data.

RED: The percentage of pupils with an Education, Health and Care Plan (EHCP) continues to increase year on year and is now 5.4% with 14,579 children having a plan (out of a cohort of 271,166).

AMBER: The Percentage of pupils at EYFS achieving a Good Level of Development has fallen slightly from 68.3% in 2022/23 to 67.8% in 2023/24 and is below the target. Emerging national data indicates that Kent's performance is in line with national.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in July was 3.7%; missing the target by 0.9 percentage points. 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 December, January, and February. Data for 2022/23 shows Kent to have 3.3% NEETs, which combined with the Not Known cohort (2.5%) the aggregate figure is 5.8%. The figures for the Southeast and England are 6.9% and 5.2% respectively.

AMBER: The FSM gap for pupils at KS2 achieving age-related expectations in Reading, writing & mathematics at 26.3 percentage points (pp) has narrowed slightly from the previous two years from 28 pp but is bigger than the ambitious target of 24. The gap for disadvantaged children in Kent was wider than early emerging national data.

GREEN: The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place in Spring 2024 was 72.6%; better than the target of 69.0% with 2,978 children being funded (out of cohort of 4,102).

GREEN: The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics at 60% equalled the target and early emerging national data shows Kent to be in line with national performance.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

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

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	67.8	11,952	17,620	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.9	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↓	23.0		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	53.4	N/A	N/A	51.0	AMBER	↓	50.0	49.9	49.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	73.3	N/A	N/A	71.0	AMBER	↓	70.0	71.2	70.2
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	60.8	11,601	19,083	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	27	22
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46.0	N/A	N/A	45.0	AMBER	↑	45.0	48	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	63.0	N/A	N/A	60.0	AMBER	↓	61.0	62	62

Note - There are no KS1-2 Progress measures for 2023-24 and none planned for 2024-25 as there is no KS1 prior attainment data for the relevant years.

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

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2022-23	RAG	DOT	Target 2023-24	Benchmark Group 2022-23	England 2022-23
					2019-20	2020-21	2021-22	2022-23								
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	N/A	49.3	47.0	N/A	N/A	51.0	RED	↓	48.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	N/A	18.5	17.8	N/A	N/A	15.0	AMBER	↑	17.5	18.4	14.9
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	N/A	27.3	28.2	N/A	N/A	25.0	RED	↓			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	N/A	16.7	16.3	N/A	N/A	16.0	AMBER	↑	15.0	18.0	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	N/A	39.5	37.9	N/A	N/A	38.0	GREEN	↑	36.0	37.2	36.2
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	N/A	-0.19	-0.12	N/A	N/A	-1.00	GREEN	↓	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	N/A	-0.90	-0.82	N/A	N/A	-0.60	RED	↓	-0.60	-0.80	-0.58
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	N/A	-1.48	-1.48	N/A	N/A	-1.30	AMBER	↓			
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	N/A	-0.70	-0.66	N/A	N/A	-0.47	AMBER	↓	-0.45	-0.51	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	N/A	-1.62	-1.40	N/A	N/A	-1.30	AMBER	↓	-1.12	-1.18	-1.12

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	May 2024 School Census	July 2024
CYPE11	Number of Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE12	Number of Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of July 2024	Aug 2024
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 July 2024	Aug 2024
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 July 2024	Aug 2024
FD01-D	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of July 2024	Aug 2024
FD14-D	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of July 2024	Aug 2024
FD02-E	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of July 2024	Aug 2024
FD03-E	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of July 2024	Aug 2024
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of July 2024	Aug 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Children in Care	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of July 2024	Aug 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to July 2024	Aug 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of July 2024	Aug 2024
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of July 2024	Aug 2024
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of July 2024	Aug 2024
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of July 2024	Aug 2024
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of July 2024	Aug 2024
SEND Indicators				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
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 July 2024	Aug 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to July 2024	Aug 2024
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 July 2024	Aug 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at July 2024	Aug 2024
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at July 2024	Aug 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at July 2024	Aug 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at July 2024	Aug 2024
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 July 2024	Aug 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at July 2024	Aug 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 4 reporting for 2023-24	Aug 2024
SISE7A	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 July 2024	Aug 2024
CYPE20	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at July 2024	Aug 2024
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 July 2024	Aug 2024
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 July 2024	Aug 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to July 2024	Aug 2024
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to July 2024	Aug 2024
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 April 2024	April 2024
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 School returns/MI Calcs (LA & District)	Aug 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 School returns/MI Calcs (LA & District)	Aug 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Aug 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Aug 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024

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.

Indicator Definitions

Code	Indicator	Definition
SEND Indicators		
APP17	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.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. 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.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. 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.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
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
Page 23	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of 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.
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

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	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	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.
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.
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 contact and additional information 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 information regarding 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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & 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.
SISE12a	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)	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.
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

July 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 3rd September 2024



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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.

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
	New indicator - historical data not available

Data in italics indicates previous reporting year

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Management Information, CYPE, KCC

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 May 2024




130,931 pupils in 460 primary schools
 27.1 % with free school meals (24.3%)

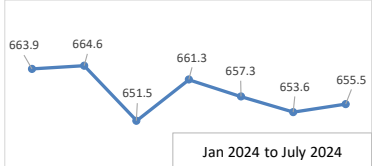
114,586 pupils in 102 secondary schools
 23.2 % with free school meals (24.1%)

6,282 pupils in 24 special schools
 47.7 % with free school meals (47.4%)

as at Jul 2024




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



Month	Rate
Jan 2024	663.9
Feb 2024	664.6
Mar 2024	651.5
Apr 2024	661.3
May 2024	657.3
Jun 2024	653.6
Jul 2024	655.5


as at Jul 2024



Open cases

Intensive Early Help	2,398 (Families)
Open Social Work Cases	11,159
<i>Including:</i>	
• Child Protection	1,086
• Children in Care	1,926
• Care Leavers	2,013


as at Jul 2024



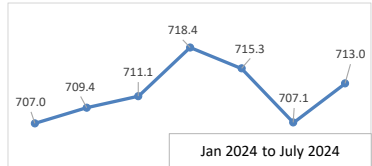
Ofsted good or outstanding

EY providers	99.1%	(97%)
Primary	92.4%	(92%)
Secondary	88%	(84%)
Special	92.3%	(90%)

as at Jul 2024




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

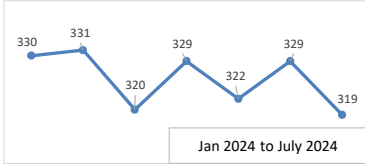


Month	Rate
Jan 2024	707.0
Feb 2024	709.4
Mar 2024	711.1
Apr 2024	718.4
May 2024	715.3
Jun 2024	707.1
Jul 2024	713.0

as at Jul 2024




Number of First Time Entrants into the Youth Justice system

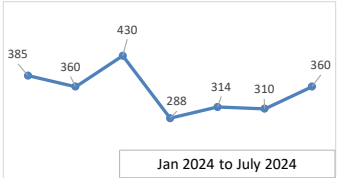


Month	Number
Jan 2024	330
Feb 2024	331
Mar 2024	320
Apr 2024	329
May 2024	322
Jun 2024	329
Jul 2024	319

as at Jul 2024




Requests for SEND statutory assessment



Month	Requests
Jan 2024	385
Feb 2024	360
Mar 2024	430
Apr 2024	288
May 2024	314
Jun 2024	310
Jul 2024	360


as at Jul 2024



Activity at the Front Door (children)

Total contacts	7,145
Number resolved at FD	2,841
Number to CSWS	2,120
Number to EH Units	1,626

as at Jul 2024



Family Hub Indicators

Pending Family Hub scorecard development

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2024 school census and based on state funded schools only
- Ofsted National averages are as at 31st July 2024, except EY Providers average which is as at 31st March 2024

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23	
											Measure	Numerator	Denominator									
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		14.5	14.3	14.9	18.1	12.5	32.3	42.1	114	271	↑	45	AMBER	40.9	60	RED	42.8	49.2	
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		44	45	40	45	39	90	114											
APP17-D	Total number of EHCPs issued	L	MS		304	315	268	248	311	279	271											
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		300	325	304	271	252	206	194			↑								
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		28	11	12	25	31	57	60	120	200	↑	55	GREEN						
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.9	10.8	10.8	10.8	10.7	10.2	10.2	2,063	20,136	↔	9	AMBER	11.0	9	RED	N/A	N/A	
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		53.1	68.6	47.2	35.8	21.5	14.3	18.6	59	317	↓							N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		39.6	36.3	38.1	42.0	30.1	23.1	13.2	138	1,047	↑							N/A	N/A

Note: 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard

Commentary on Education SEND Indicators:

The SEND service has successfully reduced the number of open cases, with a focus on reducing those open for longer than 20 weeks. The Educational Psychology has increased the proportion of their reports completed within 6 weeks. The average duration in days from assessment request to EHCP completion is also reducing every month. This is all positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Measure	Numerator	Denominator								
					Jul-24																
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.7	23.8	23.5	23.6	23.4	23.2	23.1	5,637	24,414	↑	25.0	GREEN	23.5	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.5	86.5	86.0	85.4	85.3	85.0	82.2	1,673	2,036	↓	90.0	AMBER	86.0	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.1	19.0	19.7	19.8	20.0	19.6	20.5	252	1,231	↓	20.0	GREEN	19.7	20.0	GREEN	24.3	23.6
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	✓	71.1	70.6	71.0	71.1	71.9	71.8	71.9	320	445	↑	70.0	GREEN	71.0	70.0	GREEN	68.7	69.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.5	74.2	73.9	74.0	74.5	73.7	73.8	768	1,040	↑	85.0	RED	73.9	85.0	RED	N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	339.0	331.2	357.3	372.3	377.0	381.2	383.0	25,276	66	↓	426.0	GREEN	357.3	426.0	GREEN	442	480
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	60.2	58.2	57.7	60.1	58.3	57.8	57.3	600	1,048	↓	65.0	AMBER	57.7	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	85.7	85.7	86.3	86.3	85.0	85.0	86.9	542	624	↑	85.0	GREEN	86.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.9	73.6	73.6	72.2	73.3	71.8	72.4	457.4	631.6	↑	85.0	RED	73.6	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		16.4	16.1	16.5	16.3	16.7	17.2	17.8	1,656	92.9	↓	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	21.3	21.8	21.5	22.1	21.9	22.2	5,499	248.1	↓	18.0	RED	21.8	18.0	AMBER	N/A	N/A
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.4	30.5	30.8	30.8	30.8	30.8	30.8	3,580	11,641	↔	25.0	RED	30.8	25.0	RED	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.7	93.0	93.3	93.4	93.9	93.6	93.1	5,072	5,450	↓	85.0	GREEN	93.3	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.3	93.3	94.3	94.3	94.0	94.0	95.3	142	149	↑	85.0	GREEN	94.3	85.0	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		14.1	14.3	14.8	14.8	15.4	15.5	15.5	674	4,359	↔	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.0	14.1	14.3	13.6	13.6	14.1	13.8	2,107	153.0	↓	20.0	AMBER	14.3	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
					Q2 23-24	Q3 23-24	Q4 23-24	Rate	Numerator	Denominator								
					Q1 24-25													
CYPE8	Rate of proven re-offending by CYP	L	Q		29.8	30.4	31.1	32.9	118	359	↓	28.7	RED	28.9	30.0	GREEN	31.2	28.5

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.4	3.6	3.7	3.7	3.7	3.7	3.7	1,345	36,834	↔	2.8	AMBER	3.3	2.8	AMBER	2.5	2.8
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	24	26	23	23	24	28	N/A	N/A	↓	12	RED	15	12	AMBER	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		66	77	79	80	77	81	80	N/A	N/A	↑	24	RED	54	24	RED	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.7	82.8	80.9	83.4	81.7	74.7	76.4	3,994	5,228	↑	90	RED	79.7	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		40.4	34.3	34.6	30.7	21.5	20.6	16.5	534	3,232	↓	95	RED	55.7	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		69.6	65.2	79.0	72.6	2,978	4,102	↑	69.0	GREEN

****Please note that there is no 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 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.8	68.3	67.8	11,952	17,620	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.2	21.3	24.9	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59	59	60.8	11,601	19,083	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	17.8	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.68	34.20	34.20	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.01	29.14	29.14	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	34.61	33.47	33.47	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	4.8	5.4	14,579	271,166	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	16.1	18,450	114,283	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	24.8	24,213	97,715	27.0	GREEN	↑	23.0	26.5	26.5

The data sources for attainment data are as follows: FSP = School returns, June 2024. KS2 = DfE Dataset, July 2024. KS4 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due October). KS5 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due November).

Directorate Scorecard - Kent KPIs

Commentary on Integrated Children's Services Indicators:

Children's Social Care

RED: At 73.8% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision and historically performance has remained stable at around 75.0%. Some of the factors limiting improvements against this measure include the number of young children coming into care requiring parent and child placements for which there is a shortage of foster carers. Other factors include delays in care proceedings which mean children remain in care for longer periods and the challenge of recruitment and retention of foster carers which is a national issue, highlighted in the government's Social Care Review. Foster homes for children to live together with their parents and homes for siblings remains a high priority and actions being taken include a continuous focus on the recruitment of foster carers, with particular emphasis on some geographical areas and types of carers required, for example, to increase the number of foster carers who can accommodate parent and child placements..

RED: The percentage of case holding posts filled by permanent qualified social workers is 72.4%, which is below the floor standard of 75.0%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That has since increased to 17.8% (September 2023) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2023 - Social Work Vacancies: Kent 16.0%, England average 18.9%, SE average 17.7%; % Agency Social Workers covering vacancies - Kent 62.3%; England average 74.4%, SE average 74.1%; Social Worker turnover - Kent 19.4%, England average 15.9%, SE average 16.7%.

RED: The average caseload in the Children's Social Work Teams (CSWT) is 22.2 cases. This is above the target caseload of no more than 18 children/young people and is now also above the floor standard set at 22. The challenge with caseloads relates to levels of demand and the staff turnover rates for qualified social workers.

AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 82.2%, below the Target of 90.0%. For those Returner Interviews that did take place, 85.5% took place within timescale (3 working days).

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 57.3% which is below the Target of 65.0%. This target is a priority for the 18+ Care Leavers Service. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities.

AMBER: The average caseload in the Children in Care (CIC) Teams is 17.8 cases, above the target of no more than 15 children/young people. A comprehensive set of measures to improve the recruitment and retention of social workers is in place, 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 23.1%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.4% and averages of 19.4% for Kent's Statistical Neighbours and 27.9% for the South East (all comparative rates are for 2022/23 performance).

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 23.6%, Statistical Neighbours 24.3% and the South East 25.1% (2022/23).

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 71.9% and above the Target of 70.0%. Kent's performance remains above the latest published average for Kent's Statistical Neighbours of 68.7%, the average for the South East of 68.0% and the England average of 69.0% (comparative data is for 2022/23).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 383 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 480 days (for 2022/23) which increased from an average 367 days in 2021/22.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 86.9%, which is above the 80.0% Target.

Intensive Early Help

RED: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 30.8%, which is above the target of 25.0%.

AMBER: The average caseload within Early Help Units is 13.8 families. This now falls within the Amber banding as the Target has been increased to 20 families.

AMBER: The percentage of Early Help cases closed with outcomes achieved that come back to Early Help units or Children's Social Work teams in 3 months is 15.5%, above the Target of less than 15.0%.

GREEN: The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 93.1%, achieving the target of 85.0%.

GREEN: The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 95.3%, achieving the 85.0% target.

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 where targets exist.

RED: The rate of proven offending by CYP has steadily been increasing from 29.8 in Quarter 2 in 2023/24 to 32.9 Quarter 1 2024/25 which equates to 118 young people (cohort of 359). The service continues to deliver the 'Turn around' prevention programme, which is already seeing positive outcomes for children, particularly in ensuring there is a suitable education offer for those children and increasing participation of those children. This programme will continue to enhance our prevention and diversion model and the longer-term impact is expected to safeguard children, prevent offending and further reduce numbers of First Time Entrants. 97 children from the total Turnaround cohort have not been known to re-offend. 8 have had a pre-court outcome, and 1 has been charged with an offence.

RED: The numbers of pupils permanently excluded from the primary phase, as a 12month rolling average, is 28 which is more than double the target. The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils at 80, more than treble the target. Work continues within KCC to drive inclusion in school and reduce suspensions and permanent exclusions (and increase attendance), including CATIE (Countywide Approach to Inclusive Education) which uses an inclusive leadership programme, core training offer, whole school nurture approach provided by Nurture UK, and Special School outreach work delivered by the Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT). The recently published figures for both attendance, and suspension and permanent exclusions suggest Kent is making progress in both areas of work. For suspension and permanent exclusions, although there has been an increase over the past two years, Kent remains well below both national and southeast region data when comparing the 2022-23 academic year data. For attendance, the improvement in both primary and secondary schools has continued with the Autumn 23/Spring 24 data, showing total absence has improved by 0.5% and persistent absence by 2.5%.

RED: The percentage of children missing education cases, closed with 30 school days is 76.4% with 3,994 cases being closed out of a cohort of 5,228. Although below the target the performance has improved over the last six months.

RED: The percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention is 16.5% (534 out of 3,232). The decline in percentage of cases who receive this contact with 10 school days is against a backdrop of a significant increase in referrals being received by the team. Since April the team has implemented a new process for opening referrals which means they are getting to more of them quicker. Improvements with performance are starting to be seen with 26.3% in May. This isn't yet having a significant impact on the rolling year data but will if performance continues to improve.

RED: The FSM gap for the percentage of pupils at EYFS achieving a Good Level of Development has widened since last year and at 24.9 percentage points it is the widest it has ever been since the changes made to the EYFSP framework in 2021/22. The years from birth to four are critical in shaping children's capacities and future potential with Early education and childcare playing a vital role in children's development. The 2024 EYFS cohort were born between September 2018 and August 2019 meaning they were aged 6 – 18 months when the first lockdown happened and 21 – 33 months before all restrictions were lifted. Covid 19 disproportionately affected children from poorer families and those with special educational needs, further widening attainment gap. The gap for disadvantaged children in Kent was wider than early emerging national data.

RED: The percentage of pupils with an Education, Health and Care Plan (EHCP) continues to increase year on year and is now 5.4% with 14,579 children having a plan (out of a cohort of 271,166).

AMBER: The Percentage of pupils at EYFS achieving a Good Level of Development has fallen slightly from 68.3% in 2022/23 to 67.8% in 2023/24 and is below the target. Emerging national data indicates that Kent's performance is in line with national.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in July was 3.7%; missing the target by 0.9 percentage points. 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 December, January, and February. Data for 2022/23 shows Kent to have 3.3% NEETs, which combined with the Not Known cohort (2.5%) the aggregate figure is 5.8%. The figures for the Southeast and England are 6.9% and 5.2% respectively.

AMBER: The FSM gap for pupils at KS2 achieving age-related expectations in Reading, writing & mathematics at 26.3 percentage points (pp) has narrowed slightly from the previous two years from 28 pp but is bigger than the ambitious target of 24. The gap for disadvantaged children in Kent was wider than early emerging national data.

GREEN: The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place in Spring 2024 was 72.6%; better than the target of 69.0% with 2,978 children being funded (out of cohort of 4,102).

GREEN: The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics at 60% equalled the target and early emerging national data shows Kent to be in line with national performance.

CYP 35

Directorate Scorecard - Kent KPIs - Vulnerable Learners

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

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
					2020-21	2021-22	2022-23	2023-24			SN or SE					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	67.8	11,952	17,620	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.9	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↓	23.0		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	53.4	N/A	N/A	51.0	AMBER	↓	50.0	49.9	49.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	73.3	N/A	N/A	71.0	AMBER	↓	70.0	71.2	70.2
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	60.8	11,601	19,083	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	27	22
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46.0	N/A	N/A	45.0	AMBER	↑	45.0	48	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	63.0	N/A	N/A	60.0	AMBER	↓	61.0	62	62

Note - There are no KS1-2 Progress measures for 2023-24 and none planned for 2024-25 as there is no KS1 prior attainment data for the relevant years.

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

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2022-23	RAG	DOT	Target 2023-24	Benchmark Group 2022-23	England 2022-23
					2019-20	2020-21	2021-22	2022-23			SE Region					
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	N/A	49.3	47.0	N/A	N/A	51.0	RED	↓	48.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	N/A	18.5	17.8	N/A	N/A	15.0	AMBER	↑	17.5	18.4	14.9
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	N/A	27.3	28.2	N/A	N/A	25.0	RED	↓			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	N/A	16.7	16.3	N/A	N/A	16.0	AMBER	↑	15.0	18.0	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	N/A	39.5	37.9	N/A	N/A	38.0	GREEN	↑	36.0	37.2	36.2
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	N/A	-0.19	-0.12	N/A	N/A	-1.00	GREEN	↓	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	N/A	-0.90	-0.82	N/A	N/A	-0.60	RED	↓	-0.60	-0.80	-0.58
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	N/A	-1.48	-1.48	N/A	N/A	-1.30	AMBER	↓			
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	N/A	-0.70	-0.66	N/A	N/A	-0.47	AMBER	↓	-0.45	-0.51	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	N/A	-1.62	-1.40	N/A	N/A	-1.30	AMBER	↓	-1.12	-1.18	-1.12

Directorate Scorecard - Ashford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23																				
											Measure	Numerator	Denominator																												
					Jan-24						Feb-24											Mar-24						Apr-24						May-24						Jun-24	
Ashford CSWT																																									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.2	24.6	24.4	24.4	24.5	24.2	24.4	410	1,683	↓	25.0	GREEN	24.4	25.0	GREEN	19.4	22.4																				
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		76.3	76.3	74.3	75.0	78.8	83.8	84.8	28	33	↑	90.0	AMBER	74.3	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	✓	23.2	21.1	20.6	20.9	20.4	16.7	13.0	13	100	↓	20.0	AMBER	20.6	20.0	GREEN	24.3	23.6																				
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0																					
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480																					
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	87.5	87.5	84.2	84.2	84.2	84.2	83.3	15	18	↓	85.0	AMBER	84.2	85.0	AMBER	N/A	N/A																				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	77.6	77.6	77.6	77.6	65.9	72.3	72.3	16.6	23.0	↔	85.0	RED	77.6	85.0	AMBER	N/A	N/A																				
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS43	Average caseloads in the CSWT Teams	L	MS		19.9	20.3	21.1	20.8	27.5	20.5	22.6	462	20.4	↓	18.0	RED	21.1	18.0	AMBER	N/A	N/A																				
Ashford EHU																																									
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.9	30.6	30.4	30.7	30.8	30.5	30.4	281	925	↑	25.0	RED	30.4	25.0	RED	28	N/A																				
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		97.5	97.8	97.6	98.2	98.9	99.5	99.2	360	363	↓	85.0	GREEN	97.6	85.0	GREEN	N/A	N/A																				
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	90.0	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	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		13.1	12.9	13.4	13.7	14.4	14.8	14.4	47	326	↑	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A																				
	Average Caseload within EH Units (Families)	L	MS		12.0	11.8	10.4	9.3	10.4	13.9	10.9	152	14.0	↓	20.0	RED	10.4	15.0	GREEN	N/A	N/A																				

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24	Q3 23-24	Q4 23-24	Q1 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		18.2	22.7	19.0	22.7	5	22	↔	28.7	GREEN	26.9	30.0	GREEN	31.2	28.5

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		42.9	15.0	15.4	10.0	16.0	53.3	52.2	12	23	↓	45	GREEN	56.7	60	AMBER	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.4	3.6	3.3	3.2	3.5	3.5	111	3,213	↔	2.8	AMBER	3.1	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.9	10.7	10.7	10.5	10.5	10.6	9.7	163	1,686	↑	9	AMBER	11.1	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	3	2	2	2	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	3	7	6	6	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.2	79.5	79.6	82.3	81.3	76.3	79.8	269	337	↑	90	RED	75.2	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		40.6	35.0	34.2	30.4	20.9	20.0	15.7	42	268	↓	95	RED	52.3	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		70.9	65.7	79.6	75.4	288	382	↑	69.0	GREEN

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	67.6	68.6	68.6	992	1,446	69.0	AMBER	↔	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.3	16.0	22.1	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.7	56.9	58.9	988	1,676	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28.7	26.8	26.8	N/A	N/A	24.0	AMBER	↔	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.2	45.8	45.8	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	19.3	16.9	16.9	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	36.50	32.8	32.83	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.66	28.9	28.88	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	28.68	29.7	29.72	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.1	4.5	4.9	5.0	1,084	21,617	4.8	AMBER	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.3	18.9	15.5	16.6	1,621	9,757	16.5	AMBER	↓	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.6	31.8	30.8	26.7	2,345	8,777	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Canterbury CSWT						Jan-24	Feb-24	Mar-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.3	25.3	23.9	24.8	25.1	26.4	27.0	440	1,630	↓	25.0	AMBER	23.9	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.3	97.3	98.6	98.7	98.7	98.7	98.6	72	73	↓	90.0	GREEN	98.6	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	19.0	10.5	11.0	11.3	11.8	13.6	11	81	↑	20.0	AMBER	10.5	20.0	RED	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	95.5	95.5	96.3	96.3	96.6	96.6	100.0	28	28	↑	85.0	GREEN	96.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	81.5	81.5	81.5	84.6	84.6	84.6	88.5	23.0	26.0	↑	85.0	GREEN	81.5	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.0	26.4	25.3	25.1	25.7	26.2	26.7	615	23.0	↓	18.0	RED	25.3	18.0	RED	N/A	N/A
Canterbury EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.6	26.6	26.2	26.4	26.6	27.4	28.3	241	853	↓	25.0	AMBER	26.2	25.0	AMBER	28	N/A
EH32-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.7	94.3	94.5	94.8	94.3	92.8	90.9	359	395	↓	85.0	GREEN	94.5	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	12	12	↔	85.0	GREEN	100.0	85.0	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		13.5	13.9	13.6	13.0	14.5	14.3	13.3	37	279	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		24.8	16.2	16.3	17.0	16.7	13.4	13.9	209	15.0	↑	20.0	AMBER	16.3	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24	Q3 23-24	Q4 23-24	Q1 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		42.9	40.0	40.9	44.4	20	45	↓	28.7	RED	33.3	30.0	GREEN	31.2	28.5

Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		27.0	13.3	13.8	16.7	13.0	25.0	46.7	14	30	↑	45	GREEN	47.9	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.0	3.3	3.3	3.1	2.7	3.0	3.1	105	3,407	↓	2.8	AMBER	3.2	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.9	11.7	11.7	11.8	11.9	10.3	11.4	218	1,910	↓	9	RED	11.6	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		4	4	5	3	4	3	3	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	2	2	2	2	5	4	N/A	N/A	↑	N/A	N/A	0	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.3	81.0	78.6	81.8	84.5	77.5	79.9	242	303	↑	90	RED	74.2	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		38.4	31.4	32.7	29.0	21.0	19.7	15.3	38	249	↓	95	RED	55.7	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		60.6	57.5	69.7	67.9	230	339	↑	69.0	AMBER

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	61.9	65.0	67.0	977	1,459	69.0	AMBER	↑	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	31.3	20.6	29.3	N/A	N/A	22.0	RED	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.7	56.6	56.6	887	1,566	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	35.3	35.5	32.5	N/A	N/A	24.0	RED	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.1	46.2	46.2	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.4	16.7	16.7	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.10	33.2	33.19	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.98	30.2	30.24	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.26	31.2	31.23	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.3	5.1	5.4	5.7	1,253	22,050	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	19.8	18.2	17.7	1,666	9,405	16.5	RED	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.4	30.6	28.1	26.1	2,298	8,797	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23																				
											Measure	Numerator	Denominator																												
					Jan-24						Feb-24											Mar-24						Apr-24						May-24						Jun-24	
Dartford CSWT																																									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		18.6	19.2	20.4	20.1	21.3	20.8	22.4	348	1,553	↓	25.0	GREEN	20.4	25.0	GREEN	19.4	22.4																				
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.7	97.4	100.0	97.0	93.8	92.9	93.1	27	29	↑	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	✓	8.5	8.6	7.1	11.0	11.8	14.4	13.1	11	84	↓	20.0	AMBER	7.1	20.0	RED	24.3	23.6																				
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0																					
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480																					
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	85.0	85.0	79.2	79.2	75.0	75.0	83.3	20	24	↑	85.0	AMBER	79.2	85.0	AMBER	N/A	N/A																				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.1	68.7	68.7	68.7	67.9	67.9	63.6	14.6	23.0	↓	85.0	RED	68.7	85.0	RED	N/A	N/A																				
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS43	Average caseloads in the CSWT Teams	L	MS		26.2	24.3	23.7	21.4	23.7	23.2	23.2	479	20.6	↔	18.0	RED	23.7	18.0	RED	N/A	N/A																				
Dartford EHU																																									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.8	25.2	27.2	25.6	26.0	26.0	25.9	165	637	↑	25.0	AMBER	27.2	25.0	AMBER	28	N/A																				
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.2	95.0	94.5	93.8	92.2	91.5	90.9	288	317	↓	85.0	GREEN	94.5	85.0	GREEN	N/A	N/A																				
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	8	8	↔	85.0	GREEN	100.0	85.0	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		14.3	14.9	16.4	16.8	15.8	16.0	15.3	39	255	↑	15.0	AMBER	16.4	15.0	AMBER	N/A	N/A																				
	Average Caseload within EH Units (Families)	L	MS		9.5	11.1	10.9	12.3	12.5	10.9	10.2	128	12.5	↓	20.0	RED	10.9	15.0	GREEN	N/A	N/A																				

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24			Q3 23-24										
CYPE8	Rate of proven re-offending by CYP	L	Q		37.9	31.4	28.6	21.4	6	28	↑	28.7	GREEN	28.1	30.0	GREEN	31.2	28.5

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		23.5	5.3	4.8	13.6	16.7	20.0	46.9	15	32	↑	45	GREEN	45.8	60	RED	42.8	49.2
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	2.4	2.5	2.7	2.8	2.7	2.8	92	3,269	↓	2.8	GREEN	2.5	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.2	11.1	11.0	10.9	11.0	12.9	10.5	159	1,520	↑	9	AMBER	11.7	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	0	1	1	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		18	20	19	17	18	19	N/A	N/A	↔	N/A	N/A	11	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.6	82.5	76.3	79.5	78.1	71.2	73.8	463	627	↑	90	RED	82.1	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		43.0	38.8	39.2	35.0	26.8	25.5	19.8	45	227	↓	95	RED	56.7	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY6	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		59.8	58.3	70.3	60.6	209	345	↑	69.0	RED

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.3	70.7	68.4	1,126	1,645	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	26.5	25.0	24.7	N/A	N/A	22.0	AMBER	↑	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.2	64.6	67.1	112	1,671	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	25.1	25.2	21.0	N/A	N/A	24.0	GREEN	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	55.5	53.1	53.1	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.2	18.6	18.6	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.71	34.0	33.96	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.48	30.7	30.66	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	33.77	33.5	33.54	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		2.4	2.8	3.0	3.2	775	24,358	4.8	GREEN	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.4	17.4	15.2	13.8	1,465	10,600	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		7.5	21.1	22.7	18.8	1,897	10,094	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Dover CSWT						Jan-24	Feb-24	Mar-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.5	31.9	31.5	31.7	31.2	30.3	29.3	459	1,566	↑	25.0	AMBER	31.5	25.0	RED	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		85.4	86.0	87.2	89.1	95.7	93.8	86.5	45	52	↓	90.0	AMBER	87.2	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.0	22.0	22.5	21.0	22.6	23.1	22.8	21	92	↑	20.0	AMBER	22.5	20.0	GREEN	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	78.9	78.9	81.8	81.8	85.7	85.7	85.7	18	21	↔	85.0	GREEN	81.8	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.8	100.0	100.0	100.0	120.8	100.0	95.7	22.0	23.0	↓	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.5	21.6	23.4	25.4	20.1	19.6	22.3	401	18.0	↓	18.0	RED	23.4	18.0	RED	N/A	N/A
Dover EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		31.3	31.8	33.1	33.5	33.0	33.0	33.8	309	914	↓	25.0	RED	33.1	25.0	RED	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		74.2	76.1	78.4	80.5	84.1	86.8	90.0	253	281	↑	85.0	GREEN	78.4	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		80.0	80.0	83.3	83.3	81.8	81.8	77.8	7	9	↓	85.0	AMBER	83.3	85.0	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		15.0	15.4	15.1	14.7	14.2	13.9	16.2	34	210	↓	15.0	AMBER	15.1	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		9.7	11.7	12.6	12.8	11.9	14.5	14.1	179	12.7	↓	20.0	AMBER	12.6	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
									Rate	Numerator	Denominator								
									Q2 23-24	Q3 23-24	Q4 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		37.9	30.0	30.6	27.3	9	33	↑	28.7	GREEN	37.9	30.0	AMBER	31.2	28.5	

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		9.4	29.4	28.6	42.1	15.4	37.5	48.4	15	31	↑	45	GREEN	38.0	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		5.1	5.1	5.2	5.3	5.1	4.9	4.9	126	2,573	↔	2.8	RED	3.4	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.9	12.9	12.8	12.8	13.1	11.8	12.6	189	1,495	↓	9	RED	12.4	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	0	0	0	0	1	2	N/A	N/A	↓	N/A	N/A	0	N/A	N/A	N/A	N/A
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	↔	N/A	N/A	1	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		75.9	82.5	84.8	89.8	91.8	82.4	82.0	137	167	↓	90	RED	68.8	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		38.6	30.4	32.3	28.6	18.9	17.1	16.0	37	231	↓	95	RED	49.7	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY14	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		75.6	76.0	81.6	68.6	216	315	↓	69.0	AMBER

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.9	68.2	67.7	720	1,063	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	14.1	17.9	16.6	N/A	N/A	22.0	GREEN	↑	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	51.9	56.1	54.7	678	1,240	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	21.7	28.5	26.8	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	44.5	42.0	42.0	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.9	17.1	17.1	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.89	32.5	32.51	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.04	24.3	24.28	N/A	N/A	29.20	RED	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.32	24.9	24.92	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.9	4.1	4.5	4.7	765	16,243	4.8	GREEN	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.6	20.7	19.9	18.3	1,377	7,536	16.5	RED	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.1	34.7	35.1	32.7	2,100	6,426	27.0	RED	↑	23.0	26.5	26.5

Directorate Scorecard - Folkestone and Hythe District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Folkestone and Hythe CSWT						Jan-24	Feb-24	Mar-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.9	24.5	25.5	26.1	26.1	26.4	27.2	385	1,413	↓	25.0	AMBER	25.5	25.0	AMBER	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.5	90.9	90.0	88.0	87.5	87.0	73.1	19	26	↓	90.0	RED	90.0	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	✓	15.7	15.8	23.9	24.4	27.7	26.0	26.3	36	137	↓	20.0	AMBER	23.9	20.0	AMBER	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	62.5	62.5	66.7	66.7	72.2	72.2	77.8	14	18	↑	85.0	AMBER	66.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	83.0	83.0	83.0	83.0	75.0	75.0	75.0	15.0	20.0	↔	85.0	AMBER	83.0	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		24.0	25.3	26.9	26.1	24.5	23.8	26.4	449	17.0	↓	18.0	RED	26.9	18.0	RED	N/A	N/A
Folkestone and Hythe EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.3	30.6	28.8	28.7	29.2	30.7	30.4	228	751	↑	25.0	RED	28.8	25.0	AMBER	28	N/A
EH32-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		74.5	75.6	76.6	79.6	83.8	83.1	84.8	217	256	↑	85.0	AMBER	76.6	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		88.9	88.9	90.9	90.9	90.9	90.9	100.0	9	9	↑	85.0	GREEN	90.9	85.0	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		13.7	13.4	13.9	14.3	15.0	15.2	14.9	40	269	↑	15.0	GREEN	13.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.6	13.1	14.2	12.2	12.5	14.6	12.8	160	12.5	↓	20.0	AMBER	14.2	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 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24	Q3 23-24	Q4 23-24	Q1 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		44.4	62.5	61.5	68.8	11	16	↓	28.7	RED	21.4	30.0	GREEN	31.2	28.5

Directorate Scorecard - Folkestone and Hythe District

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		16.7	27.8	14.3	5.6	10.5	25.0	38.9	7	18	↑	45	AMBER	61.5	60	GREEN	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.0	3.4	3.6	3.5	3.6	3.4	3.6	84	2,337	↓	2.8	AMBER	2.8	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.8	9.8	9.9	9.9	9.6	8.5	9.1	116	1,274	↓	9	AMBER	10.0	9	AMBER	N/A	N/A
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	1	N/A	N/A	↓	N/A	N/A	1	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	0	0	0	0	0	N/A	N/A	↔	N/A	N/A	3	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		84.6	85.6	84.9	86.2	84.5	75.2	77.2	98	127	↑	90	RED	72.6	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		39.1	33.7	33.5	31.0	19.5	19.3	15.0	34	226	↓	95	RED	54.5	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		76.0	72.7	85.3	81.8	234	286	↑	69.0	GREEN

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.9	67.1	66.8	762	1,141	69.0	AMBER	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.5	24.2	26.3	N/A	N/A	22.0	RED	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	60.2	59.4	59.2	732	1,237	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	21.0	28.1	24.5	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.1	43.1	43.1	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.4	17.4	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	33.27	31.0	31.04	N/A	N/A	34.40	RED	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.70	30.9	30.87	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	35.80	37.2	37.20	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	5.0	5.2	797	15,315	4.8	AMBER	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.4	18.5	16.5	17.6	1,267	7,184	16.5	RED	↓	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.3	35.1	33.1	29.6	1,699	5,735	27.0	RED	↑	23.0	26.5	26.5

Directorate Scorecard - Gravesham District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Gravesham CSWT						Jan-24	Feb-24	Mar-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.3	25.3	24.9	25.0	24.4	26.7	26.0	458	1,762	↑	25.0	AMBER	24.9	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.3	96.4	96.6	96.3	90.0	84.6	78.1	25	32	↓	90.0	RED	96.6	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	✓	14.8	15.2	14.0	12.2	8.8	10.3	11.9	10	84	↑	20.0	RED	14.0	20.0	AMBER	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	88.9	88.9	90.9	90.9	90.9	90.9	100.0	23	23	↑	85.0	GREEN	90.9	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	77.6	73.4	73.4	69.3	69.3	65.1	65.1	15.6	24.0	↔	85.0	RED	73.4	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.3	18.9	21.5	20.5	19.2	20.4	21.9	474	21.6	↓	18.0	AMBER	21.5	18.0	AMBER	N/A	N/A
Gravesham EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.6	28.0	28.0	28.1	27.9	28.3	28.3	219	775	↔	25.0	AMBER	28.0	25.0	AMBER	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.2	92.9	94.2	93.8	93.9	93.6	94.4	442	468	↑	85.0	GREEN	94.2	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	10	10	↔	85.0	GREEN	100.0	85.0	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		12.9	14.3	15.0	15.7	16.3	17.4	17.1	62	363	↑	15.0	AMBER	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		15.2	14.8	13.0	13.5	12.8	12.2	13.1	157	12.0	↑	20.0	AMBER	13.0	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24			Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		29.4	29.2	33.3	36.4	8	22	↓	28.7	RED	34.1	30.0	GREEN	31.2	28.5

Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		16.7	27.3	0.0	28.6	27.3	40.0	50.0	11	22	↑	45	GREEN	45.2	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.3	4.4	4.7	4.7	4.4	4.7	4.7	134	2,851	↔	2.8	RED	3.5	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		8.4	8.9	8.8	9.1	8.7	10.3	8.2	107	1,306	↑	9	GREEN	8.9	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	3	4	4	4	N/A	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		8	9	8	7	6	5	4	N/A	N/A	↑	N/A	N/A	5	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		85.5	86.6	80.9	82.7	81.6	72.0	74.5	411	552	↑	90	RED	87.0	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		35.3	30.2	29.0	27.6	21.7	20.9	16.3	38	233	↓	95	RED	59.1	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		48.8	43.1	70.2	62.9	203	323	↑	69.0	RED

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	66.8	67.4	65.0	900	1,385	69.0	RED	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	21.2	15.6	20.6	N/A	N/A	22.0	GREEN	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	61.8	56.6	58.9	857	1,456	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	20.8	26.1	25.8	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.4	46.3	46.3	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	15.6	11.8	11.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	35.37	29.6	29.55	N/A	N/A	34.40	RED	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	31.26	27.2	27.20	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.78	35.2	35.21	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		2.7	3.1	3.2	3.2	670	20,637	4.8	GREEN	↔	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	20.5	18.6	17.4	1,558	8,932	16.5	AMBER	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.5	26.0	38.1	21.9	1,791	8,166	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Maidstone CSWT						Jan-24	Feb-24	Mar-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.6	24.7	23.4	23.4	23.4	23.3	24.3	520	2137	↓	25.0	GREEN	23.4	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		78.9	81.8	76.9	79.3	84.4	84.8	88.9	32	36	↑	90.0	AMBER	76.9	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	✓	23.5	27.3	29.1	28.8	31.0	30.8	29.6	37	125	↑	20.0	RED	29.1	20.0	RED	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	83.3	83.3	86.2	86.2	89.7	89.7	86.2	25	29	↓	85.0	GREEN	86.2	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	55.3	57.3	60.7	64.0	64.0	59.3	66.2	19.2	29.0	↑	85.0	RED	60.7	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.3	22.5	22.7	21.7	22.1	24.9	24.6	619	25.2	↑	18.0	RED	22.7	18.0	RED	N/A	N/A
Maidstone EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.4	27.8	28.7	28.7	29.3	29.3	29.8	341	1,143	↓	25.0	AMBER	28.7	25.0	AMBER	28	N/A
EH32-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		97.1	96.5	96.4	96.6	96.4	96.6	96.5	687	712	↓	85.0	GREEN	96.4	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	15	15	↔	85.0	GREEN	100.0	85.0	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		13.5	14.3	14.4	15.1	15.7	15.9	16.0	93	580	↓	15.0	AMBER	14.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		19.9	18.6	20.1	16.6	17.3	16.6	19.1	268	14.0	↑	20.0	GREEN	20.1	15.0	RED	N/A	N/A

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24			Q3 23-24										
CYPE8	Rate of proven re-offending by CYP	L	Q		15.0	15.4	11.8	16.1	5	31	↓	28.7	GREEN	26.7	30.0	GREEN	31.2	28.5

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		12.0	21.4	17.6	26.9	17.9	35.3	42.9	15	35	↑	45	AMBER	37.9	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.1	3.2	3.2	3.1	3.0	3.0	122	4,134	↔	2.8	AMBER	3.4	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.7	7.4	7.3	7.2	7.2	7.6	7.0	139	1,983	↑	9	GREEN	7.5	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	4	3	3	3	4	4	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		12	11	10	9	8	10	10	N/A	N/A	↔	N/A	N/A	9	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		73.7	75.2	74.7	78.4	76.5	66.9	70.7	552	781	↑	90	RED	65.6	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		39.1	31.9	33.1	27.4	19.9	19.8	13.6	48	352	↓	95	RED	59.8	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		69.5	59.8	74.3	70.3	341	485	↑	69.0	GREEN

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.2	70.6	69.7	1,448	2,078	69.0	GREEN	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.9	14.8	20.5	N/A	N/A	22.0	GREEN	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	58.5	59.0	60.1	1,296	2,155	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	26.3	22.7	24.8	N/A	N/A	24.0	AMBER	↓	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.8	46.7	46.7	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	19.0	19.0	19.0	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	38.22	34.5	34.47	N/A	N/A	34.40	GREEN	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.94	25.9	25.94	N/A	N/A	29.20	RED	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	37.98	30.0	29.99	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.5	5.0	5.5	6.0	1,824	30,250	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.7	18.0	16.8	14.6	1,903	13,015	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		8.0	25.1	24.5	21.8	2,550	11,711	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
Sevenoaks North & Tonbridge and Malling CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.1	25.1	26.6	26.8	27.0	25.7	24.9	423	1,696	↑	25.0	GREEN	26.6	25.0	AMBER	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		78.3	78.3	79.2	82.4	88.5	86.5	86.3	44	51	↓	90.0	AMBER	79.2	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	✓	21.7	22.6	20.0	19.3	19.1	18.0	18.2	24	132	↑	20.0	GREEN	20.0	20.0	GREEN	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	76.2	76.2	80.8	80.8	81.5	81.5	85.2	23	27	↑	85.0	GREEN	80.8	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	71.4	71.4	71.4	60.7	60.7	63.0	57.8	15.6	27.0	↓	85.0	RED	71.4	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.4	20.2	22.4	24.0	25.2	23.5	25.3	471	18.6	↓	18.0	RED	22.4	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		28.7	28.9	30.1	30.3	30.5	30.5	30.4	474	1,559	↑	25.0	RED	30.1	25.0	RED	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.0	87.8	83.3	83.8	84.2	85.0	87.5	35	40	↑	90.0	AMBER	83.3	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	15.9	15.4	25.8	23.4	21.9	22.0	29.5	18	61	↓	20.0	RED	25.8	20.0	AMBER	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	60.0	60.0	64.7	64.7	56.3	56.3	70.6	12	17	↑	85.0	RED	64.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	76.2	71.4	71.4	71.4	71.4	71.4	76.2	16.0	21.0	↑	85.0	AMBER	71.4	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.5	21.5	21.7	20.3	24.1	23.3	17.9	305	17.0	↑	18.0	GREEN	21.7	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 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Measure	Numerator								
Sevenoaks North & Tonbridge and Malling EHU																				SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.5	29.5	29.8	29.6	29.0	28.7	29.2	313	1,071	↓	25.0	AMBER	29.8	25.0	AMBER	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		97.8	98.2	98.1	98.2	98.2	97.8	98.0	627	640	↑	85.0	GREEN	98.1	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	11	11	↔	85.0	GREEN	100.0	85.0	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		13.9	14.3	15.0	15.0	16.6	16.0	14.5	69	477	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		16.6	17.6	16.2	14.7	14.4	14.4	13.9	237	17.0	↓	20.0	AMBER	16.2	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		28.6	28.8	29.0	28.6	27.7	28.0	28.4	232	817	↓	25.0	AMBER	29.0	25.0	AMBER	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.7	96.6	96.6	96.2	96.9	96.6	95.3	369	387	↓	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	90.0	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	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		11.4	10.5	10.9	9.3	9.8	9.9	10.6	36	340	↓	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		17.9	15.7	15.5	15.5	12.9	13.9	17.3	138	8.0	↑	20.0	AMBER	15.5	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 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
					Q2 23-24	Q3 23-24	Q4 23-24	Rate	Numerator	Denominator								
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	44.0	45.5	45.0	9	20	↓	28.7	RED	34.5	30.0	GREEN	31.2	28.5

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		21.1	14.3	7.1	20.0	6.9	30.4	41.2	7	17	↑	45	AMBER	39.7	60	RED	42.8	49.2
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	2.8	2.8	3.0	2.8	2.8	58	2,100	↔	2.8	GREEN	2.6	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		13.9	13.9	13.8	13.8	13.5	12.9	13.2	177	1,336	↓	9	RED	14.3	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	2	2	2	2	2	3	N/A	N/A	↓	N/A	N/A	0	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		5	8	9	11	10	12	12	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		79.3	82.9	79.6	81.1	70.4	61.1	64.4	134	208	↑	90	RED	68.1	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		38.8	32.9	36.8	34.0	25.3	24.1	19.5	50	256	↓	95	RED	51.5	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		66.5	62.0	80.6	76.1	162	213	↑	69.0	GREEN

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	68.8	72.4	69.0	892	1,292	69.0	GREEN	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	24.8	14.2	36.2	N/A	N/A	22.0	RED	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	63.9	63.5	65.7	927	1,410	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	34.2	39.8	25.9	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.8	41.0	41.0	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	13.6	12.3	12.3	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.91	33.8	33.75	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.76	31.2	31.16	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	N/A	N/A	N/A	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		5.4	5.8	6.0	6.3	824	13,083	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.2	17.7	15.3	13.9	1,160	8,338	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.7	37.6	31.6	27.8	771	2,775	27.0	AMBER	↑	23.0	26.5	26.5

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23																					
											Measure	Numerator	Denominator																													
					Jan-24						Feb-24											Mar-24						Apr-24						May-24						Jun-24		
Swale Central CSWT																																										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.2	29.8	29.2	28.1	26.9	26.6	26.9	372	1,383	↓	25.0	AMBER	29.2	25.0	AMBER	19.4	22.4																					
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.0	95.2	95.5	95.7	95.9	92.2	90.4	47	52	↓	90.0	GREEN	95.5	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	✓	24.0	21.5	22.6	22.7	24.0	25.8	25.5	25	98	↑	20.0	AMBER	22.6	20.0	AMBER	24.3	23.6																					
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0																						
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480																						
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	75.0	75.0	71.4	71.4	75.0	75.0	70.6	12	17	↓	85.0	RED	71.4	85.0	RED	N/A	N/A																					
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	68.4	68.4	68.4	63.2	64.6	53.5	53.5	9.6	18.0	↔	85.0	RED	68.4	85.0	RED	N/A	N/A																					
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS43	Average caseloads in the CSWT Teams	L	MS		23.6	24.6	22.2	19.2	21.7	31.5	30.1	355	11.8	↑	18.0	RED	22.2	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		25.8	25.1	25.2	25.0	23.7	22.3	21.9	223	1,017	↑	25.0	GREEN	25.2	25.0	AMBER	19.4	22.4																					
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.3	92.0	92.6	93.3	92.9	96.7	93.1	27	29	↓	90.0	GREEN	92.6	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	✓	18.8	11.6	11.8	12.7	12.2	8.6	11.5	7	61	↑	20.0	RED	11.8	20.0	RED	24.3	23.6																					
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			68.7	69.0																						
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			442	480																						
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	92.9	92.9	94.1	94.1	100.0	100.0	100.0	18	18	↔	85.0	GREEN	94.1	85.0	GREEN	N/A	N/A																					
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	66.7	66.7	66.7	60.0	60.0	60.0	60.0	9.0	15.0	↔	85.0	RED	66.7	85.0	RED	N/A	N/A																					
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																						
SCS43	Average caseloads in the CSWT Teams	L	MS		26.5	27.9	26.4	29.2	25.7	24.2	22.3	267	12.0	↑	18.0	RED	26.4	18.0	RED	N/A	N/A																					

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
											Measure	Numerator	Denominator								
Swale EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24								SN or SE		
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.8	29.7	30.3	30.3	30.6	30.5	30.6	377	1233	↓	25.0	RED	30.3	25.0	RED	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.7	93.6	93.8	93.0	93.7	90.2	85.1	404	475	↓	85.0	GREEN	93.8	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		92.9	92.9	93.8	93.8	93.3	93.3	93.3	14	15	↔	85.0	GREEN	93.8	85.0	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		13.2	13.3	15.0	15.0	15.5	15.2	15.7	57	362	↓	15.0	AMBER	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.2	13.2	16.2	14.9	15.6	16.3	14.1	239	17.0	↓	20.0	AMBER	16.2	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
								Rate	Numerator	Denominator								
					Q2 23-24	Q3 23-24	Q4 23-24	Q1 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		59.1	50.0	38.9	41.7	15	36	↑	28.7	RED	50.0	30.0	RED	31.2	28.5

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		14.9	12.7	23.4	14.3	14.3	32.1	44.4	16	36	↑	45	AMBER	21.1	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.5	4.3	4.3	4.6	4.6	4.4	4.4	158	3,613	↔	2.8	RED	4.5	2.8	RED	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.6	11.6	11.6	11.5	11.6	10.3	10.9	319	2,914	↓	9	RED	11.9	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	2	3	3	3	3	4	N/A	N/A	↓	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	4	4	4	3	3	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		73.6	74.3	76.8	81.5	79.6	73.2	74.8	317	424	↑	90	RED	83.5	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		38.9	32.5	31.4	27.8	19.4	18.9	16.8	62	370	↓	95	RED	55.6	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
EY14	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		77.4	71.3	83.5	76.4	373	488	↓	69.0	GREEN

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.2	66.8	67.3	1,290	1,918	69.0	AMBER	↑	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	17.2	23.6	20.1	N/A	N/A	22.0	GREEN	↑	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.1	55.6	60.7	1,204	1,984	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	25.6	20.2	24.9	N/A	N/A	24.0	AMBER	↓	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	42.4	42.4	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.6	16.8	16.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.50	31.9	31.93	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	31.42	28.7	28.74	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	35.12	35.5	35.52	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.4	5.4	5.8	6.1	1,491	24,482	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		12.0	22.1	19.3	17.3	2,039	11,820	16.5	AMBER	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		24.2	36.8	33.1	30.4	2,699	8,878	27.0	RED	↑	23.0	26.5	26.5

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Thanet Margate CSWT					Jan-24	Feb-24	Mar-24	Apr-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.7	28.3	27.5	28.0	27.6	28.2	27.1	614	2,263	↑	25.0	AMBER	27.5	25.0	AMBER	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	94.6	94.4	94.4	94.7	100.0	100.0	37	37	↔	90.0	GREEN	94.4	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	✓	28.1	27.5	28.7	28.2	24.7	19.0	15.5	11	71	↓	20.0	AMBER	28.7	20.0	RED	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	73.3	73.3	72.2	72.2	64.7	64.7	66.7	10	15	↑	85.0	RED	72.2	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	81.4	87.7	87.7	80.2	74.0	74.0	72.8	11.6	16.0	↓	85.0	RED	87.7	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		29.3	27.2	26.1	27.5	32.2	30.0	27.0	315	11.6	↑	18.0	RED	26.1	18.0	RED	N/A	N/A
Thanet Ramsgate CSWT					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.6	10.7	12.9	12.1	9.1	8.8	6.1	2	33	↑	25.0	GREEN	12.9	25.0	GREEN	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.3	96.7	93.1	92.9	96.6	96.7	86.2	25	29	↓	90.0	AMBER	93.1	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	✓	6.3	7.1	12.5	11.9	9.8	9.5	29.4	15	51	↑	20.0	RED	12.5	20.0	AMBER	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A			68.7	69.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			442	480		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	38.5	38.5	46.7	46.7	46.7	46.7	50.0	8	16	↑	85.0	RED	46.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	66.3	60.1	60.1	60.1	60.1	60.1	60.1	9.6	16.0	↔	85.0	RED	60.1	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		30.1	26.4	28.6	28.5	32.4	31.6	33.3	287	8.6	↓	18.0	RED	28.6	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 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
					Measure	Numerator	Denominator	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24								
Thanet EHU					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.2	30.1	30.2	30.6	30.4	28.6	26.7	255	956	↑	25.0	AMBER	30.2	25.0	RED	28	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.1	93.3	92.7	92.5	93.2	93.8	92.9	470	506	↓	85.0	GREEN	92.7	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		89.5	89.5	90.5	90.5	89.5	89.5	94.1	16	17	↑	85.0	GREEN	90.5	85.0	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		13.9	14.4	14.8	14.9	15.3	16.5	17.3	75	433	↓	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		10.2	12.0	12.3	12.2	12.7	13.7	13.2	240	18.2	↓	20.0	AMBER	12.3	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
					Rate	Numerator	Denominator	Rate	Numerator	Denominator								
					Q2 23-24	Q3 23-24	Q4 23-24	Q1 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		16.2	17.5	25.0	21.0	13	62	↓	28.7	GREEN	16.4	30.0	GREEN	31.2	28.5

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		4.0	2.9	7.7	24.2	8.3	38.5	50.0	16	32	↑	45	GREEN	53.8	60	AMBER	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		5.2	5.8	5.7	6.1	6.2	6.4	5.9	191	3,226	↑	2.8	RED	5.0	2.8	RED	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.6	12.5	12.5	12.4	12.4	11.7	12.4	272	2,200	↓	9	RED	12.8	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	3	3	3	2	2	2	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	3	3	3	2	2	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		82.1	81.0	79.7	81.8	83.1	72.6	72.7	340	468	↑	90	RED	79.2	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		39.5	34.6	34.3	29.8	19.5	18.4	16.7	57	342	↓	95	RED	54.3	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		77.5	73.8	86.5	78.3	379	484	↑	69.0	GREEN

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	60.1	61.2	60.1	869	1,447	69.0	RED	↓	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.7	21.0	24.6	N/A	N/A	22.0	AMBER	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	52.2	53.9	55.1	891	1,618	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	22.6	22.8	19.5	N/A	N/A	24.0	GREEN	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	44.1	44.1	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	15.3	15.8	15.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	32.93	32.35	32.35	N/A	N/A	34.40	AMBER	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	34.24	30.49	30.49	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	47.00	40.36	40.36	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		5.1	5.9	6.3	6.6	1,329	20,137	4.8	RED	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		15.7	24.7	22.0	20.7	1,938	9,382	16.5	RED	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.2	31.3	32.2	29.2	2,312	7,908	27.0	RED	↑	23.0	26.5	26.5

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		16.7	30.4	11.5	26.3	13.3	42.1	30.4	7	23	↑	45	RED	31.2	60	RED	42.8	49.2
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.9	3.2	3.2	3.1	2.9	2.9	2.9	90	3,136	↔	2.8	AMBER	2.9	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.7	7.8	7.8	7.7	7.6	7.1	7.2	109	1,515	↓	9	GREEN	8.1	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	4	3	3	2	2	2	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		6	9	11	10	10	10	10	N/A	N/A	↔	N/A	N/A	8	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		73.3	78.8	78.1	80.8	69.2	68.5	71.8	107	149	↑	90	RED	59.3	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		38.8	32.3	32.7	27.2	18.9	17.7	14.3	38	266	↓	95	RED	59.2	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		68.9	64.3	74.1	69.7	179	257	↑	69.0	GREEN

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	70.6	69.8	72.0	1,098	1,525	69.0	GREEN	↑	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.1	33.3	29.8	N/A	N/A	22.0	RED	↑	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.1	60.5	63.7	1,114	1,750	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	33.5	32.7	31.7	N/A	N/A	24.0	RED	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	55.9	53.3	53.3	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	23.0	22.1	22.1	N/A	N/A	17.5	RED	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	41.92	39.4	39.38	N/A	N/A	34.40	GREEN	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.48	30.7	30.71	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	31.84	32.5	32.49	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.9	4.3	4.5	4.7	1,103	23,677	4.8	GREEN	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		5.5	15.5	14.3	14.0	1,463	10,424	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		10.6	28.7	26.8	23.4	2,415	10,309	27.0	GREEN	↑	23.0	26.5	26.5

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Measure	Numerator	Denominator								
					Jul-24																
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		28.7	28.9	30.1	30.3	30.5	30.5	30.4	474	1,559	↑	25.0	RED	30.1	25.0	RED	19.4	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.0	87.8	83.3	83.8	84.2	85.0	87.5	35	40	↑	90.0	AMBER	83.3	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	15.9	15.4	25.8	23.4	21.9	22.0	29.5	18	61	↓	20.0	RED	25.8	20.0	AMBER	24.3	23.6
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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	68.7	69.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	442	480
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	60.0	60.0	64.7	64.7	56.3	56.3	70.6	12	17	↑	85.0	RED	64.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	76.2	71.4	71.4	71.4	71.4	71.4	76.2	16.0	21.0	↑	85.0	AMBER	71.4	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		19.5	21.5	21.7	20.3	24.1	23.3	17.9	305	17.0	↑	18.0	GREEN	21.7	18.0	AMBER	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU																					
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.6	28.8	29.0	28.6	27.7	28.0	28.4	232	817	↓	25.0	AMBER	29.0	25.0	AMBER	28	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.7	96.6	96.6	96.2	96.9	96.6	95.3	369	387	↓	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	90.0	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	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		11.4	10.5	10.9	9.3	9.8	9.9	10.6	36	340	↓	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		17.9	15.7	15.5	15.5	12.9	13.9	17.3	138	8.0	↑	20.0	AMBER	15.5	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	South East as at Jan 2023	England & Wales as at Jan 2023
					Q2 23-24	Q3 23-24	Q4 23-24	Rate	Numerator	Denominator								
					Q1 24-25													
CYPE8	Rate of proven re-offending by CYP	L	Q		11.1	35.7	37.5	52.4	11	21	↓	28.7	RED	20.1	30.0	GREEN	31.2	28.5

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	District Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2022-23	England 2022-23
											Measure	Numerator	Denominator								
					Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		0.0	15.4	27.8	16.7	5.6	31.6	38.9	7	18	↑	45	AMBER	24.4	60	RED	42.8	49.2
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	2.4	2.4	2.6	2.6	2.6	2.5	74	2,975	↑	2.8	GREEN	2.3	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.1	9.9	9.9	10.5	10.4	10.8	9.5	91	958	↑	9	AMBER	10.1	9	AMBER	N/A	N/A
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	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		7	9	9	9	9	8	9	N/A	N/A	↓	N/A	N/A	6	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		85.2	85.1	85.7	87.2	86.8	82.5	82.7	139	168	↑	90	RED	72.0	N/A	N/A	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		52.8	46.8	46.5	39.6	25.3	24.4	18.0	31	172	↓	95	RED	62.6	N/A	N/A	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Spring 22-23	Summer 22-23	Autumn 23-24	Spring 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		65.8	62.3	78.8	71.4	132	185	↑	69.0	GREEN

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	66.6	69.2	71.9	878	1,221	69.0	GREEN	↑	69.0	69.6	67.2
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	29.3	28.0	33.3	N/A	N/A	22.0	RED	↓	20.0	23.6	20.4
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	63.4	63.4	68.6	905	1,320	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	31.1	38.2	25.6	N/A	N/A	24.0	AMBER	↑	23.0	27	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	56.6	53.5	53.5	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.2	22.3	22.3	N/A	N/A	17.5	RED	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	42.35	37.8	37.75	N/A	N/A	34.40	GREEN	↔	34.80	35.24	34.63
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.16	29.2	29.20	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	37.25	37.2	37.22	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.7	3.9	4.2	4.3	847	19,774	4.8	GREEN	↓	4.8	4.6	4.2
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					91.2	92.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					83.3	83.3
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.6	15.9	14.6	12.6	993	7,890	16.5	GREEN	↑	15.8	15.2	16.2
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		7.5	23.4	21.0	16.4	1,336	8,139	27.0	GREEN	↑	23.0	26.5	26.5

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	May 2024 School Census	July 2024
CYPE11	Number of Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE12	Number of Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of July 2024	Aug 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of July 2024	Aug 2024
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 July 2024	Aug 2024
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 July 2024	Aug 2024
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of July 2024	Aug 2024
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of July 2024	Aug 2024
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 July 2024	Aug 2024
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of July 2024	Aug 2024
EH05-4	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of July 2024	Aug 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Children in Care	Liberi	Snapshot data as at end of July 2024	Aug 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of July 2024	Aug 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to July 2024	Aug 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of July 2024	Aug 2024
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of July 2024	Aug 2024
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of July 2024	Aug 2024
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of July 2024	Aug 2024
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of July 2024	Aug 2024
SEND Indicators				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of July 2024	Aug 2024

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
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 July 2024	Aug 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to July 2024	Aug 2024
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 July 2024	Aug 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at July 2024	Aug 2024
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to July 2024	Aug 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at July 2024	Aug 2024
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at July 2024	Aug 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at July 2024	Aug 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at July 2024	Aug 2024
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 July 2024	Aug 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at July 2024	Aug 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 4 reporting for 2023-24	Aug 2024
SISE7	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 July 2024	Aug 2024
CYPE10	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at July 2024	Aug 2024
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 July 2024	Aug 2024
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 July 2024	Aug 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to July 2024	Aug 2024
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to July 2024	Aug 2024
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 April 2024	April 2024
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 School returns/MI Calcs (LA & District)	Aug 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 School returns/MI Calcs (LA & District)	Aug 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Aug 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Aug 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024

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.

Indicator Definitions

Code	Indicator	Definition
SEND Indicators		
APP17	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.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. 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.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. 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.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
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
Page 68	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of 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.
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

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	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
EH10-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.
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.
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 contact and additional information 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 information regarding 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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & 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.
SISE12a	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.
CYPE7a	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)	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.
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 31st July 2024

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 8th August 2024



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
Nursery	1	0	0	0	1	0.0	0.0	0.0	100.0	100.0
Primary	459	1	34	365	59	2.0	7.4	79.5	12.9	92.4
Secondary	100	2	10	71	17	2.0	10.0	71.0	17.0	88.0
Special	26	0	2	15	9	0.0	7.7	57.7	34.6	92.3
PRU	6	1	0	5	0	0.0	0.0	83.3	0.0	83.3
TOTAL	592	4	46	456	86	0.7	7.8	77.0	14.5	91.6
No. of schools not inspected	3									
National						2	8	77	14	91
School Sixth Form	90	0	3	63	24	0.0	3.3	70.0	26.7	96.7
School Early Years Provision	356	0	21	245	90	0.0	5.9	68.8	25.3	94.1
EY Settings	533	2	3	434	94	0.4	0.6	81.4	17.6	99.1

Notes:

In addition to the above outcomes for EY Settings, there were 89 Settings with an outcome of Met, 0 Settings with an outcome of Not Met (enforcement) and 0 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 31st July 2024. Percentages may not add up to 100% due to rounding.

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
Nursery										
Primary	115	0	5	101	9	0.0	4.3	87.8	7.8	95.7
Secondary	25	0	3	18	4	0.0	12.0	72.0	16.0	88.0
Special	8	0	0	5	3	0.0	0.0	62.5	37.5	100.0
PRU	2	1	0	1	0	50.0	0.0	50.0	0.0	50.0
TOTAL	150	1	8	125	16	0.7	5.3	83.3	10.7	94.0
EY Settings	87	2	3	73	9	2.3	3.4	83.9	10.3	94.3

Notes:

There were no Nursery inspections reported for the 2023/24 academic year in the Ofsted dataset as at 31/07/24
 The above totals for EY settings include all available Ofsted published data as at 1st August 2024 for inspections in the 2023/24 academic year.

Direction of travel - ALL SCHOOLS - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	33	62	4	1
Good	41	181	27	1
RI	6	169	10	1
Inadequate	1	24	4	0

Direction of travel - ALL SCHOOLS - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	5.8	11.0	0.7	0.2
Good	7.3	32.0	4.8	0.2
RI	1.1	29.9	1.8	0.2
Inadequate	0.2	4.2	0.7	0.0

Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	9	21	1	1
Good	4	57	4	0
RI	1	32	2	0
Inadequate	1	5	1	0

Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	6.5	15.1	0.7	0.7
Good	2.9	41.0	2.9	0.0
RI	0.7	23.0	1.4	0.0
Inadequate	0.7	3.6	0.7	0.0

Note: The total numbers in these tables may 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.

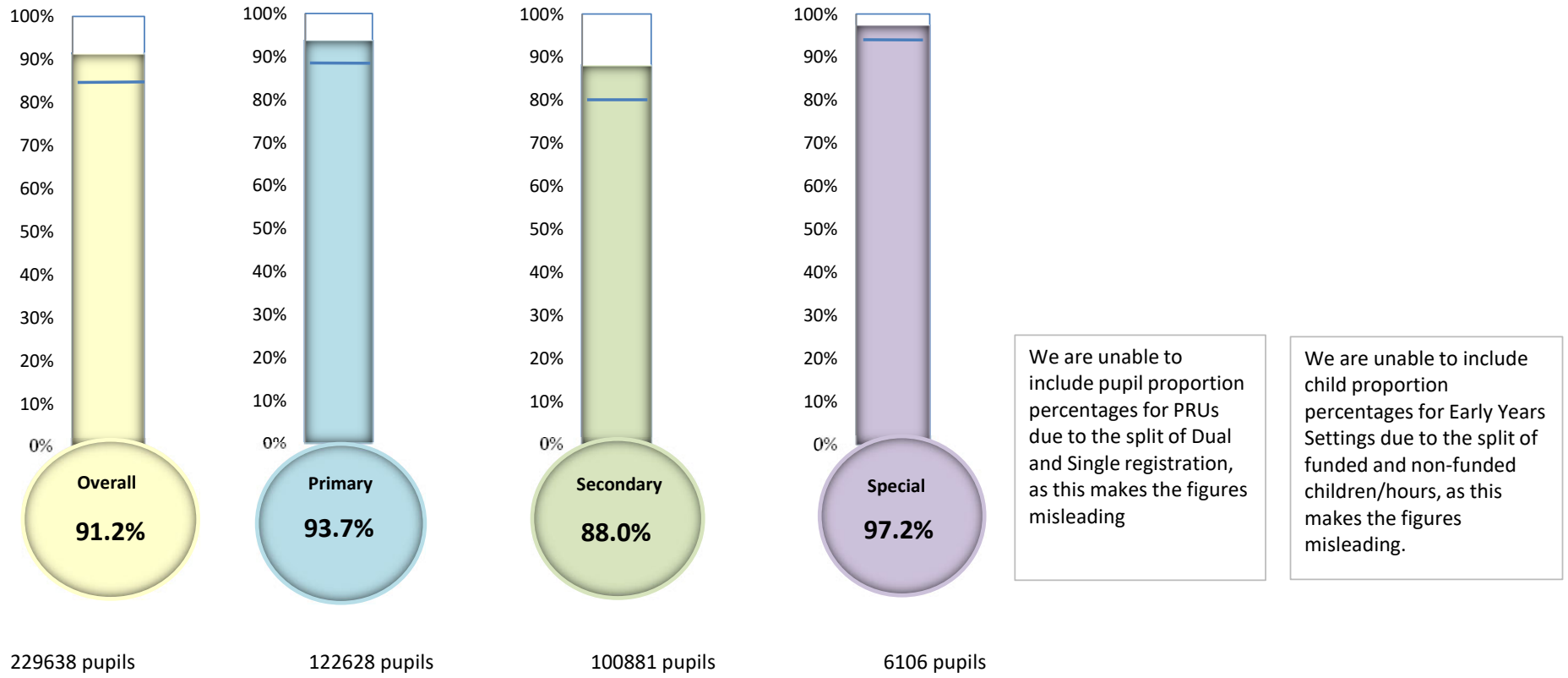
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 31st July 2024



N.B. Horizontal lines represent Kent targets for 2022/23
 N.B. Primary percentage does not include Nursery

% 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
 May 2024 School Census data has been used for total roll numbers
 N.B. Primary percentage does not include Nursery. Special percentage does not include Non-maintained special schools.

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

District	Type	Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	43	3	38	2	0	41	95.3
Canterbury	PRI	35	8	26	1	0	34	97.1
Dartford	PRI	29	3	22	4	0	25	86.2
Dover	PRI	41	8	31	2	0	39	95.1
Folkestone and Hythe	PRI	36	3	32	1	0	35	97.2
Gravesham	PRI	28	2	24	2	0	26	92.9
Maidstone	PRI	49	6	42	1	0	48	98.0
Sevenoaks	PRI	42	5	34	3	0	39	92.9
Swale	PRI	48	7	31	9	1	38	79.2
Thanet	PRI	31	6	24	1	0	30	96.8
Tonbridge and Malling	PRI	45	5	37	3	0	42	93.3
Tunbridge Wells	PRI	32	3	24	5	0	27	84.4
Kent	PRI	459	59	365	34	1	424	92.4

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	1	0	0	1	100.0
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	1	0	0	1	100.0
Tunbridge Wells	PRU	1	0	0	0	1	0	0.0
Kent	PRU	6	0	5	0	1	5	83.3

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

District	Type	Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	7	1	6	0	0	7	100.0
Canterbury	SEC	9	1	7	1	0	8	88.9
Dartford	SEC	11	3	8	0	0	11	100.0
Dover	SEC	9	1	5	3	0	6	66.7
Folkestone and Hythe	SEC	6	1	5	0	0	6	100.0
Gravesham	SEC	8	2	6	0	0	8	100.0
Maidstone	SEC	12	3	8	1	0	11	91.7
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	0	5	1	2	5	62.5
Thanet	SEC	8	0	7	1	0	7	87.5
Tonbridge and Malling	SEC	11	2	6	3	0	8	72.7
Tunbridge Wells	SEC	8	3	5	0	0	8	100.0
Kent	SEC	100	17	71	10	2	88	88.0

Ashford	SPE	3	1	2	0	0	3	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	3	3	0	0	0	3	100.0
Sevenoaks	SPE	2	1	1	0	0	2	100.0
Swale	SPE	2	1	0	1	0	1	50.0
Thanet	SPE	4	1	3	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	2	0	0	2	100.0
Tunbridge Wells	SPE	3	0	2	1	0	2	66.7
Kent	SPE	26	9	15	2	0	24	92.3

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

District	Type	Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	53	5	46	2	0	51	96.2
Canterbury	ALL	46	9	35	2	0	44	95.7
Dartford	ALL	41	6	31	4	0	37	90.2
Dover	ALL	52	9	38	5	0	47	90.4
Folkestone and Hythe	ALL	44	5	38	1	0	43	97.7
Gravesham	ALL	38	5	31	2	0	36	94.7
Maidstone	ALL	65	12	51	2	0	63	96.9
Sevenoaks	ALL	47	6	38	3	0	44	93.6
Swale	ALL	58	8	36	11	3	44	75.9
Thanet	ALL	44	7	35	2	0	42	95.5
Tonbridge and Malling	ALL	59	7	46	6	0	53	89.8
Tunbridge Wells	ALL	44	6	31	6	1	37	84.1
Kent	ALL	592	86	456	46	4	542	91.6

Ashford	EY	44	7	37	0	0	44	100.0
Canterbury	EY	47	10	37	0	0	47	100.0
Dartford	EY	47	3	42	2	0	45	95.7
Dover	EY	35	5	30	0	0	35	100.0
Folkestone and Hythe	EY	35	6	27	0	2	33	94.3
Gravesham	EY	23	2	20	1	0	22	95.7
Maidstone	EY	64	14	50	0	0	64	100.0
Sevenoaks	EY	46	10	36	0	0	46	100.0
Swale	EY	52	8	44	0	0	52	100.0
Thanet	EY	34	9	25	0	0	34	100.0
Tonbridge and Malling	EY	53	2	51	0	0	53	100.0
Tunbridge Wells	EY	53	18	35	0	0	53	100.0
Kent	EY	533	94	434	3	2	528	99.1

Note:

Primary data does not include Nursery.

All Schools District figures do not include Nursery. The Kent overall total does include Nursery.

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

The above figures do not include the following Kent non-maintained Special schools:

7003 - Caldecott Foundation School, 7011 - Meadows School

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

District	Type	Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 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	24	3	21	0	0	24	100.0	19	0	17	2	0
Canterbury	PRI	22	5	16	1	0	21	95.5	13	3	10	0	0	13	100.0
Dartford	PRI	6	0	5	1	0	5	83.3	23	3	17	3	0	20	87.0
Dover	PRI	20	5	13	2	0	18	90.0	21	3	18	0	0	21	100.0
Folkestone and Hythe	PRI	21	2	19	0	0	21	100.0	15	1	13	1	0	14	93.3
Gravesham	PRI	9	1	7	1	0	8	88.9	19	1	17	1	0	18	94.7
Maidstone	PRI	32	1	30	1	0	31	96.9	17	5	12	0	0	17	100.0
Sevenoaks	PRI	30	1	27	2	0	28	93.3	12	4	7	1	0	11	91.7
Swale	PRI	16	4	10	2	0	14	87.5	32	3	21	7	1	24	75.0
Thanet	PRI	16	3	13	0	0	16	100.0	15	3	11	1	0	14	93.3
Tonbridge and Malling	PRI	30	4	24	2	0	28	93.3	15	1	13	1	0	14	93.3
Tunbridge Wells	PRI	25	3	17	5	0	20	80.0	7	0	7	0	0	7	100.0
Kent	PRI	251	32	202	17	0	234	93.2	208	27	163	17	1	190	91.3

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	1	0	0	1	100.0
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	1	0	0	1	100.0							
Tunbridge Wells	PRU	1	0	0	0	1	0	0.0							
Kent	PRU	5	0	4	0	1	4	80.0	1	0	1	0	0	1	100.0

Ashford	SEC	0	0	0	0	0	0	0.0	7	1	6	0	0	7	100.0
Canterbury	SEC	3	1	2	0	0	3	100.0	6	0	5	1	0	5	83.3
Dartford	SEC	1	0	1	0	0	1	100.0	10	3	7	0	0	10	100.0
Dover	SEC	2	1	1	0	0	2	100.0	7	0	4	3	0	4	57.1
Folkestone and Hythe	SEC	0	0	0	0	0	0	0.0	6	1	5	0	0	6	100.0
Gravesham	SEC	4	0	4	0	0	4	100.0	4	2	2	0	0	4	100.0
Maidstone	SEC	2	1	1	0	0	2	100.0	10	2	7	1	0	9	90.0
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	0	5	1	2	5	62.5
Thanet	SEC	1	0	1	0	0	1	100.0	7	0	6	1	0	6	85.7
Tonbridge and Malling	SEC	2	1	1	0	0	2	100.0	9	1	5	3	0	6	66.7
Tunbridge Wells	SEC	2	1	1	0	0	2	100.0	6	2	4	0	0	6	100.0
Kent	SEC	17	5	12	0	0	17	100.0	83	12	59	10	2	71	85.5

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

District	Type	Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - 31st July 2024 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	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	1	1	0	0	0	1	100.0
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	1	0	0	1	0	0	0.0
Thanet	SPE	4	1	3	0	0	4	100.0	0	0	0	0	0	0	0.0
Tonbridge and Malling	SPE	2	0	2	0	0	2	100.0	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	7	14	0	0	21	100.0	3	2	0	1	0	2	66.7

Ashford	ALL	26	4	22	0	0	26	100.0	26	1	23	2	0	24	92.3
Canterbury	ALL	27	6	20	1	0	26	96.3	19	3	15	1	0	18	94.7
Dartford	ALL	8	0	7	1	0	7	87.5	33	6	24	3	0	30	90.9
Dover	ALL	24	6	16	2	0	22	91.7	28	3	22	3	0	25	89.3
Folkestone and Hythe	ALL	23	3	20	0	0	23	100.0	21	2	18	1	0	20	95.2
Gravesham	ALL	14	2	11	1	0	13	92.9	24	3	20	1	0	23	95.8
Maidstone	ALL	37	4	32	1	0	36	97.3	28	8	19	1	0	27	96.4
Sevenoaks	ALL	31	1	28	2	0	29	93.5	16	5	10	1	0	15	93.8
Swale	ALL	17	5	10	2	0	15	88.2	41	3	26	9	3	29	70.7
Thanet	ALL	22	4	18	0	0	22	100.0	22	3	17	2	0	20	90.9
Tonbridge and Malling	ALL	35	5	28	2	0	33	94.3	24	2	18	4	0	20	83.3
Tunbridge Wells	ALL	30	4	20	5	1	24	80.0	13	2	11	0	0	13	100.0
Kent	ALL	294	44	232	17	1	276	93.9	295	41	223	28	3	264	89.5

Note:

Primary data and All Schools data does not include Nursery

The above figures do not include the following Kent non-maintained Special schools:

7003 - Caldecott Foundation School

7011 - Meadows School

Latest Ofsted Inspections as at 31st July 2024

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Ashford	2270	Aldington Primary School	PRI	PRI	Foundation	Non Academy		FALSE			06/02/2024	2		2	2	1	2
Ashford	3909	Ashford Oaks Community Primary School	PRI	PRI	Community	Non Academy		TRUE			28/03/2023	2		2	2	1	2
Ashford	3340	Ashford, St Mary's Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	29/01/2020	2	23/06/2016	2		9	9	9	2
Ashford	2060	Beaver Green Primary School	PRI	ACA PRI	Academy	Academy		FALSE	14/03/2023	2	27/09/2017	2		9	9	9	2
Ashford	2278	Bethersden Primary School	PRI	PRI	Community	Non Academy		FALSE			07/06/2023	2		2	2	2	2
Ashford	3136	Brabourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	12/03/2024	2	10/10/2013	2		9	9	9	2
Ashford	2279	Brook Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			10/05/2023	2		2	2	2	1
Ashford	7003	Caldecott Foundation School	SPE		Non Maintained Special			FALSE	05/10/2022	2	07/03/2017	2		9	9	9	2
Ashford	2280	Challock Primary School	PRI	PRI	Foundation	Non Academy		FALSE			11/07/2023	1		1	1	1	1
Ashford	3343	Charing Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	20/10/2021	2	27/11/2012	2		9	9	9	2
Ashford	3138	Chilham, St Mary's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	02/02/2022	2	24/01/2013	2		9	9	9	2
Ashford	2093	Chilmington Green Primary School	PRI	FRE PRI	Free	Academy		TRUE			06/12/2022	2		2	2	2	2
Ashford	2574	Downs View Infant School	PRI	INF	Community	Non Academy		FALSE			17/10/2023	2		2	1	1	2
Ashford	2272	East Stour Primary School	PRI	ACA PRI	Academy	Academy		FALSE	23/05/2019	2	01/07/2015	2		9	9	9	2
Ashford	3199	Egerton Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			11/10/2023	2		2	2	2	2
Ashford	2061	Finberry Primary School	PRI	ACA PRI	Academy	Academy		TRUE	24/01/2024	2	26/09/2018	2		9	9	9	2
Ashford	2686	Furley Park Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			05/07/2022	3		3	2	2	2
Ashford	3920	Goat Lees Primary School	PRI	PRI	Foundation	Non Academy		FALSE	22/01/2020	2	09/06/2016	2		9	9	9	1
Ashford	2625	Godinton Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/02/2024	2	22/05/2014	2		9	9	9	2
Ashford	7041	Goldwyn School	SPE	SEMH	Foundation	Non Academy		FALSE			19/10/2022	1		1	1	1	1
Ashford	2282	Great Chart Primary School	PRI	PRI	Community	Non Academy		FALSE			06/06/2023	1		1	1	1	1
Ashford	2286	Hamstreet Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			17/05/2023	2		2	2	2	2
Ashford	3139	High Halden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	24/02/2022	2	16/01/2013	2		9	9	9	2
Ashford	4092	Highworth Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			13/06/2013	1		9	9	9	1
Ashford	5408	Homewood School and Sixth Form Centre	SEC	ACA WID	Academy	Academy		FALSE			25/04/2023	2		2	2	2	2
Ashford	3134	John Mayne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			23/01/2018	2		9	9	9	2
Ashford	2052	Kennington Church of England Academy	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE	08/03/2023	2	11/10/2017	2		9	9	9	2
Ashford	3140	Kingsnorth Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	24/04/2024	2	27/09/2012	2		9	9	9	2
Ashford	3284	Lady Joanna Thornhill Endowed Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE			04/02/2015	1		9	9	9	1
Ashford	2285	Mersham Primary School	PRI	PRI	Foundation	Non Academy		FALSE	23/02/2022	2	18/06/2012	2		9	9	9	2
Ashford	3893	Phoenix Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE	29/06/2022	2	10/07/2012	2		9	9	9	2
Ashford	3142	Pluckley Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	06/06/2019	2	24/06/2015	2		9	9	9	2
Ashford	2002	Repton Manor Primary School	PRI	PRI	Foundation	Non Academy		FALSE			28/11/2023	2		2	2	1	2
Ashford	2287	Rolvenden Primary School	PRI	ACA PRI	Academy	Academy		FALSE	26/06/2024	2	27/11/2012	2		9	9	9	2
Ashford	2288	Swarden Primary School	PRI	ACA PRI	Academy	Academy		FALSE	11/05/2023	2	14/03/2013	2		9	9	9	1
Ashford	2289	Smeeth Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			03/07/2023	2		2	1	2	2
Ashford	3143	St Michael's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			11/12/2018	2		9	9	9	2
Ashford	3743	St Simon of England Roman Catholic Primary School, Ashford	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			30/11/2022	3		3	2	3	3
Ashford	3716	St Teresa's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	16/01/2020	2	15/10/2013	2		9	9	9	2
Ashford	3144	Tenterden Church of England Junior School	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE	11/12/2018	2	10/01/2013	2		9	9	9	2
Ashford	2290	Tenterden Infant School	PRI	ACA INF	Academy	Academy		FALSE	05/02/2019	2	08/02/2012	2		9	9	9	2
Ashford	6919	The John Wallis Church of England Academy	SEC	ACA HIG	Academy	Academy	Diocese of Canterbury	FALSE			31/01/2024	2		2	2	2	2
Ashford	3299	The John Wesley Church of England Methodist Voluntary Aided	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	TRUE	11/11/2021	2	12/01/2012	2		9	9	9	2
Ashford	4246	The North School	SEC	ACA HIG	Academy	Academy		TRUE			26/09/2017	2		9	9	9	2
Ashford	4528	The Norton Knatchbull School	SEC	ACA GRA	Academy	Academy		FALSE			13/12/2023	2		2	2	2	2
Ashford	7069	The Wyvern School (Buxford)	SPE	C&L	Foundation	Non Academy		FALSE			12/03/2024	2		2	2	2	2
Ashford	4196	Towers School and Sixth Form Centre	SEC	ACA HIG	Academy	Academy		FALSE			22/01/2019	2		9	9	9	2
Ashford	2275	Victoria Road Primary School	PRI	PRI	Community	Non Academy		FALSE			21/05/2024	2		2	1	2	2
Ashford	2276	Willesborough Infant School	PRI	INF	Foundation	Non Academy		FALSE			14/09/2022	2		2	2	1	1

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Ashford	5226	Willesborough Junior School	PRI	JUN	Foundation	Non Academy		FALSE	22/03/2023	2	08/05/2014	2		9	9	9	2
Ashford	3346	Wittersham Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	28/01/2020	2	01/03/2012	2		9	9	9	2
Ashford	3145	Woodchurch Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			16/05/2023	2		2	2	2	2
Ashford	4007	Wye School	SEC	FRE SEC	Free	Academy		FALSE	22/05/2024	2	02/06/2015	2		9	9	9	2

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Canterbury	3119	Adisham Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	29/11/2023		04/07/2017	1		9	9	9	1
Canterbury	3120	Barham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			24/01/2023	2		2	1	1	1
Canterbury	5444	Barton Court Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			11/02/2020	2		2	1	1	1
Canterbury	2258	Blean Primary School	PRI	PRI	Community	Non Academy		FALSE	09/03/2022	1	01/03/2016	1		9	9	9	1
Canterbury	2569	Briary Primary School	PRI	ACA PRI	Academy	Academy		FALSE			20/02/2024	2		2	2	2	2
Canterbury	3122	Bridge and Patribourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	04/10/2023	2	12/06/2014	2		9	9	9	2
Canterbury	2259	Chartham Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/02/2024	2	27/01/2016	2		9	9	9	2
Canterbury	3123	Chislet Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/11/2022	2		2	2	2	2
Canterbury	2264	Hampton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			10/03/2020	2		2	2	1	2
Canterbury	5448	Herne Bay High School	SEC	ACA HIG	Academy	Academy		FALSE			24/05/2022	2		2	2	2	2
Canterbury	2263	Herne Bay Infant School	PRI	INF	Community	Non Academy		FALSE	04/12/2019	2	20/04/2016	2		9	9	9	2
Canterbury	5206	Herne Bay Junior School	PRI	JUN	Foundation	Non Academy		FALSE	29/01/2020	2	08/06/2016	2		9	9	9	1
Canterbury	3295	Herne Church of England Infant and Nursery School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			28/09/2021	1		1	1	1	1
Canterbury	3338	Herne Church of England Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	01/11/2023	1	22/03/2016	1		9	9	9	1
Canterbury	2265	Hoath Primary School	PRI	PRI	Community	Non Academy		FALSE	18/01/2022	2	23/05/2013	2		9	9	9	2
Canterbury	3910	Joy Lane Primary Foundation School	PRI	PRI	Foundation	Non Academy		TRUE	24/04/2024	2	06/02/2014	2		9	9	9	2
Canterbury	3126	Littlebourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			22/05/2019	2		9	9	9	2
Canterbury	2607	Parkside Community Primary School	PRI	PRI	Community	Non Academy		FALSE			25/04/2023	2		2	2	2	2
Canterbury	2026	Petham Primary School	PRI	ACA PRI	Academy	Academy		FALSE	05/07/2019	2	07/05/2015	2		9	9	9	2
Canterbury	2098	Pilgrims' Way Primary School	PRI	ACA PRI	Academy	Academy		FALSE			21/09/2022	2		2	2	2	2
Canterbury	2048	Reculver Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	TRUE			03/07/2018	1		9	9	9	1
Canterbury	4534	Simon Langton Girls' Grammar School	SEC	GRA	Voluntary Controlled	Non Academy		FALSE	27/09/2023	2	03/07/2014	2		9	9	9	2
Canterbury	5412	Simon Langton Grammar School for Boys	SEC	GRA	Foundation	Non Academy		TRUE			13/11/2013	1		9	9	9	1
Canterbury	6911	Spire Academy	SEC	ACA HIG	Academy	Academy		FALSE			10/01/2023	2		2	2	3	2
Canterbury	3129	St Alphege Church of England Infant School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			04/06/2024	2		2	1	1	1
Canterbury	5446	St Anselm's Catholic School, Canterbury	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	TRUE			12/09/2023	2		2	2	2	2
Canterbury	2000	St Johns Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/01/2024	2		2	2	2	2
Canterbury	3715	St Mary's Catholic Primary School, Whitstable	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	08/11/2023	2	07/05/2015	2		9	9	9	2
Canterbury	7063	St Nicholas' School	SPE	C&L	Community	Non Academy		FALSE	07/02/2024	2	19/03/2014	2		9	9	9	2
Canterbury	3289	St Peter's Methodist Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE	12/12/2018	2	26/03/2015	2		9	9	9	2
Canterbury	2611	St Stephen's Infant School	PRI	ACA INF	Academy	Academy		FALSE			23/01/2024	2		2	2	2	2
Canterbury	2608	St Stephen's Junior School	PRI	ACA JUN	Academy	Academy		FALSE	01/03/2023	2	16/05/2013	2		9	9	9	2
Canterbury	3749	St Thomas' Catholic Primary School, Canterbury	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE			19/04/2023	2		2	1	2	2
Canterbury	3128	Sturry Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			27/01/2015	1		9	9	9	1
Canterbury	2643	Swalecliffe Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE	14/09/2023	2	27/06/2013	2		9	9	9	2
Canterbury	5426	The Archbishop's School	SEC	WID	Foundation	Non Academy	Diocese of Canterbury	TRUE			22/11/2023	2		2	2	2	2
Canterbury	5421	The Canterbury Academy	SEC	ACA HIG	Academy	Academy		TRUE			21/02/2023	3		3	3	2	3
Canterbury	2654	The Canterbury Primary School	PRI	ACA PRI	Academy	Academy		TRUE	08/12/2022	2	23/05/2012	2		9	9	9	2
Canterbury	7062	The Orchard School	SPE	SEM H	Foundation	Non Academy		FALSE	07/10/2021	2	12/07/2016	2		9	9	9	2
Canterbury	4091	The Whitstable School	SEC	ACA HIG	Academy	Academy		FALSE			12/03/2024	2		2	2	2	2
Canterbury	2013	Water Meadows Primary School	PRI	ACA PRI	Academy	Academy		FALSE			19/03/2019	2		9	9	9	1
Canterbury	2268	Westmeads Community Infant School	PRI	INF	Community	Non Academy		FALSE			17/05/2022	3		3	2	2	2
Canterbury	3339	Whitstable and Seasalter Endowed Church of England Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	07/12/2022	1	24/01/2017	1		9	9	9	1
Canterbury	2269	Whitstable Junior School	PRI	JUN	Foundation	Non Academy		FALSE	18/06/2019	2	23/04/2015	2		9	9	9	2
Canterbury	3130	Wickhambreaux Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			25/02/2015	1		9	9	9	1
Canterbury	5221	Wincheap Foundation Primary School	PRI	PRI	Foundation	Non Academy		TRUE	09/12/2021	2	21/05/2012	2		9	9	9	2

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Dartford	2120	Bean Primary School	PRI	PRI	Community	Non Academy		FALSE			05/11/2019	2		2	2	2	2
Dartford	2076	Cherry Orchard Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			09/11/2021	1		1	1	1	1
Dartford	2117	Dartford Bridge Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE			27/02/2024	2		2	2	2	2
Dartford	5406	Dartford Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			06/12/2022	1		1	1	1	1
Dartford	5411	Dartford Grammar School for Girls	SEC	ACA GRA	Academy	Academy		FALSE	20/10/2021	1	21/06/2016	1		9	9	9	1
Dartford	2069	Dartford Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	13/09/2023	2	23/01/2018	2		9	9	9	2
Dartford	4026	Dartford Science & Technology College	SEC	HIG	Foundation	Non Academy		FALSE	16/03/2022	2	07/03/2017	2		9	9	9	2
Dartford	4001	Ebbsfleet Academy	SEC	ACA HIG	Academy	Academy		FALSE			01/10/2019	2		2	2	2	2
Dartford	2140	Ebbsfleet Green Primary School	PRI	FRE PRI	Free	Academy		TRUE			07/03/2023	2		2	2	2	2
Dartford	5229	Fleetdown Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			25/09/2014	1		9	9	9	1
Dartford	2062	Greenlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE			17/05/2023	3		3	3	3	2
Dartford	5213	Holy Trinity Church of England Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	03/02/2023	2	20/09/2017	2		9	9	9	2
Dartford	2500	Joydens Wood Infant School	PRI	ACA INF	Academy	Academy		FALSE	05/10/2023	2	05/06/2014	2		9	9	9	2
Dartford	2438	Joydens Wood Junior School	PRI	ACA JUN	Academy	Academy		FALSE			07/06/2022	3		3	2	2	3
Dartford	2092	Knockhall Primary School	PRI	ACA PRI	Academy	Academy		FALSE			20/06/2023	3		3	3	2	3
Dartford	3296	Langafel Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	TRUE			27/02/2024	3		3	3	2	3
Dartford	6914	Longfield Academy	SEC	ACA WID	Academy	Academy		TRUE			26/09/2023	2		2	2	2	2
Dartford	3915	Manor Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE	01/05/2024	2	07/11/2013	2		9	9	9	1
Dartford	2066	Maypole Primary School	PRI	ACA PRI	Academy	Academy		FALSE	12/06/2018	2	03/10/2013	2		9	9	9	2
Dartford	3914	Oakfield Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			05/10/2021	2		2	2	2	2
Dartford	3733	Our Lady's Catholic Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	12/02/2020	2	23/02/2012	2		9	9	9	2
Dartford	2112	River Mill Primary School	PRI	FRE PRI	Free	Academy		FALSE			05/12/2023	2		2	1	1	2
Dartford	7044	Rowhill School	SPE	SEMH	Foundation	Non Academy		FALSE	18/11/2021	2	22/06/2016	2		9	9	9	2
Dartford	3020	Sedley's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			11/07/2023	2		2	2	2	2
Dartford	3728	St Anselm's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	19/06/2019	2	14/03/2011	2		9	9	9	2
Dartford	4024	Stone Lodge School	SEC	FRE SEC	Free	Academy		FALSE			17/10/2023	2		2	2	2	1
Dartford	3021	Stone St Mary's CofE Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	05/02/2020	2	07/05/2014	2		9	9	9	2
Dartford	5204	Sutton-At-Hone Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	04/03/2020	2	17/01/2013	2		9	9	9	2
Dartford	2657	Temple Hill Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			25/06/2019	2		9	9	9	2
Dartford	2679	The Brent Primary School	PRI	ACA PRI	Academy	Academy		FALSE	22/02/2023		07/03/2017	1		9	9	9	1
Dartford	2689	The Craylands School	PRI	PRI	Community	Non Academy		FALSE	25/09/2019	2	11/02/2016	2		9	9	9	2
Dartford	2685	The Gateway Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	29/06/2022	2	11/09/2012	2		9	9	9	2
Dartford	6910	The Leigh Academy	SEC	ACA WID	Academy	Academy		TRUE	26/04/2023	2	15/11/2017	2		9	9	9	2
Dartford	4012	The Leigh UTC	SEC	FRE UTC	Free	Academy		FALSE			25/05/2022	2		2	2	2	2
Dartford	2684	Wentworth Primary School	PRI	ACA PRI	Academy	Academy		FALSE			07/06/2023	2		2	2	2	2
Dartford	2676	West Hill Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	01/10/2021	2	05/03/2013	2		9	9	9	2
Dartford	2077	Westgate Primary School	PRI	ACA PRI	Academy	Academy		FALSE			05/03/2019	2		9	9	9	2
Dartford	6920	Wilmington Academy	SEC	ACA HIG	Academy	Academy		TRUE			04/05/2023	1		1	1	1	1
Dartford	5403	Wilmington Grammar School for Boys	SEC	ACA GRA	Academy	Academy		FALSE	14/03/2023	2	05/03/2013	2		9	9	9	2
Dartford	5400	Wilmington Grammar School for Girls	SEC	ACA GRA	Academy	Academy		FALSE			16/11/2022	2		2	1	1	2
Dartford	5219	Wilmington Primary School	PRI	ACA PRI	Academy	Academy		FALSE			19/06/2019	2		9	9	9	2

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Dover	3351	Ash Cartwright and Kelsey Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			24/09/2019	2		2	2	2	2
Dover	4113	Astor Secondary School	SEC	ACA HIG	Academy	Academy		FALSE			31/10/2023	3		3	3	2	2
Dover	2454	Aycliffe Community Primary School	PRI	PRI	Community	Non Academy		FALSE	01/12/2022	2	06/06/2013	2		9	9	9	2
Dover	2648	Aylesham Primary School	PRI	PRI	Community	Non Academy		FALSE	08/06/2023	2	05/12/2017	2		9	9	9	2
Dover	2310	Barton Junior School	PRI	ACA JUN	Academy	Academy		FALSE	05/12/2018	2	08/10/2014	2		9	9	9	2
Dover	2559	Capel-le-Ferne Primary School	PRI	PRI	Community	Non Academy		FALSE			29/03/2022	2		2	2	2	2
Dover	2058	Charlton Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	22/11/2023	2	20/02/2018	2		9	9	9	2
Dover	3353	Deal Parochial Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	28/06/2023	2	08/05/2013	2		9	9	9	1
Dover	4034	Dover Christ Church Academy	SEC	ACA HIG	Academy	Academy		TRUE			18/10/2022	3		3	3	2	3
Dover	5459	Dover Grammar School for Boys	SEC	GRA	Foundation	Non Academy		FALSE	16/10/2019	2	02/02/2016	2		9	9	9	2
Dover	4109	Dover Grammar School for Girls	SEC	GRA	Community	Non Academy		FALSE			14/11/2013	1		9	9	9	1
Dover	3356	Dover, St Mary's Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			15/11/2022	3		3	2	2	3
Dover	6918	Duke of York's Royal Military School	SEC	ACA WID	Academy	Academy		FALSE			08/02/2023	2		2	1	1	2
Dover	3167	Eastry Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			13/06/2023	2		2	2	2	2
Dover	7045	Elms School	SPE	SEMH	Foundation	Non Academy		FALSE	14/03/2023	2	18/10/2017	2		9	9	9	2
Dover	2320	Eythorne Elvington Community Primary School	PRI	PRI	Community	Non Academy		FALSE			13/12/2022	1		1	1	1	1
Dover	3168	Goodnestone Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			16/01/2019	2		9	9	9	2
Dover	4023	Goodwin Academy	SEC	ACA HIG	Academy	Academy		TRUE			18/10/2022	3		3	3	2	3
Dover	3916	Green Park Community Primary School	PRI	PRI	Community	Non Academy		FALSE	25/05/2023		31/01/2017	1		9	9	9	1
Dover	3169	Guston Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	21/10/2021	2	29/02/2012	2		9	9	9	2
Dover	3911	Hornbeam Primary School	PRI	ACA PRI	Academy	Academy		FALSE	11/10/2023	2	27/03/2014	2		9	9	9	2
Dover	3173	Kingsdown and Ringwold Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			24/05/2023	1		1	1	1	1
Dover	2318	Langdon Primary School	PRI	PRI	Community	Non Academy		FALSE	28/01/2020	2	06/07/2016	2		9	9	9	2
Dover	2321	Lydden Primary School	PRI	PRI	Community	Non Academy		FALSE	05/02/2019	2	12/02/2015	2		9	9	9	2
Dover	3171	Nonington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			20/04/2022	3		3	2	2	2
Dover	3172	Northbourne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	18/07/2023	2	25/01/2012	2		9	9	9	2
Dover	7067	Portal House School	SPE	SEMH	Community	Non Academy		FALSE	15/05/2019	2	04/06/2015	2		9	9	9	2
Dover	2322	Preston Primary School	PRI	PRI	Community	Non Academy		FALSE	01/02/2024	2	16/07/2013	2		9	9	9	2
Dover	2309	Priory Fields School	PRI	ACA PRI	Academy	Academy		FALSE	09/05/2024	2	20/06/2013	2		9	9	9	2
Dover	2312	River Primary School	PRI	PRI	Community	Non Academy		TRUE			28/11/2013	1		9	9	9	1
Dover	2659	Sandown School	PRI	ACA PRI	Academy	Academy		FALSE	20/09/2023	2	13/03/2013	2		9	9	9	2
Dover	2626	Sandwich Infant School	PRI	ACA INF	Academy	Academy		FALSE	30/01/2024	2	24/04/2013	2		9	9	9	2
Dover	2627	Sandwich Junior School	PRI	JUN	Community	Non Academy		FALSE	24/03/2022	1	21/06/2016	1		9	9	9	1
Dover	5463	Sandwich Technology School	SEC	ACA HIG	Academy	Academy		FALSE			01/05/2019	2		9	9	9	2
Dover	2316	Shatterlocks Infant and Nursery School	PRI	ACA INF	Academy	Academy		FALSE			15/05/2019	1		9	9	9	1
Dover	3175	Shepherdswell Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			19/10/2021	2		2	2	2	2
Dover	3358	Sholden Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			13/06/2023	2		2	2	2	2
Dover	5428	Sir Roger Manwood's School	SEC	ACA GRA	Academy	Academy		FALSE			27/09/2022	2		2	2	2	2
Dover	4013	St Edmund's Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE			12/07/2022	2		2	2	2	2
Dover	3719	St Joseph's Catholic Primary School, Aylesham	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	02/11/2021	2	19/10/2010	2		9	9	9	2
Dover	2532	St Margaret's-at-Cliffe Primary School	PRI	PRI	Community	Non Academy		FALSE			02/07/2015	1		9	9	9	1
Dover	2313	St Martin's School	PRI	ACA PRI	Academy	Academy		FALSE	08/02/2024	2	27/03/2014	2		9	9	9	2
Dover	3720	St Mary's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			16/11/2022	2		2	2	2	2
Dover	3740	St Richard's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	06/10/2022	2	20/05/2014	2		9	9	9	2
Dover	2023	Temple Ewell Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			03/07/2023	2		1	2	1	2
Dover	3163	The Downs Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			12/09/2023	2		2	2	2	2
Dover	2531	Vale View Community School	PRI	ACA PRI	Academy	Academy		FALSE			26/04/2022	2		2	2	2	2
Dover	2307	Warden House Primary School	PRI	ACA PRI	Academy	Academy		FALSE			02/12/2014	1		9	9	9	1
Dover	2315	White Cliffs Primary and Nursery School	PRI	ACA PRI	Academy	Academy		FALSE			08/05/2024	2		2	2	2	2

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Dover	2471	Whitfield Aspen School	PRI	PRI	Community	Non Academy		TRUE	12/09/2019	2	25/06/2012	2		9	9	9	2
Dover	2326	Wingham Primary School	PRI	PRI	Community	Non Academy		FALSE	17/11/2021	2	28/02/2012	2		9	9	9	2
Dover	2327	Worth Primary School	PRI	ACA PRI	Academy	Academy		FALSE			06/02/2024	2		2	1	1	2

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Folkestone and Hythe	5224	All Soul's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			12/09/2023	2		2	2	2	2
Folkestone and Hythe	1124	Birchwood	PRU	PRU	Community	Non Academy		FALSE	09/05/2024	2	05/02/2019	2		9	9	9	2
Folkestone and Hythe	3146	Bodsham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			25/05/2022	2		2	1	1	2
Folkestone and Hythe	2081	Brenzett Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			02/07/2019	2		9	9	9	1
Folkestone and Hythe	5466	Brockhill Park Performing Arts College	SEC	ACA WID	Academy	Academy		FALSE			12/10/2021	2		2	2	2	2
Folkestone and Hythe	3137	Brookland Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			02/02/2023	2		2	2	1	2
Folkestone and Hythe	3904	Castle Hill Community Primary School	PRI	PRI	Community	Non Academy		TRUE			06/03/2024	2		2	1	1	2
Folkestone and Hythe	2510	Cheriton Primary School	PRI	PRI	Foundation	Non Academy		FALSE	30/10/2019	2	27/01/2011	2		9	9	9	2
Folkestone and Hythe	3148	Christ Church Cep Academy, Folkestone	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			30/11/2022	2		2	2	2	2
Folkestone and Hythe	2650	Dymchurch Primary School	PRI	ACA PRI	Academy	Academy		FALSE			26/04/2022	3		3	2	3	3
Folkestone and Hythe	3347	Elham Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	19/07/2022	2	24/01/2013	2		9	9	9	2
Folkestone and Hythe	4020	Folkestone Academy	SEC	ACA HIG	Academy	Academy		FALSE			20/04/2022	2		2	2	2	1
Folkestone and Hythe	2143	Folkestone Primary	PRI	ACA PRI	Academy	Academy		FALSE			27/06/2023	2		2	1	1	2
Folkestone and Hythe	3349	Folkestone St. Mary's Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	20/10/2021	2	21/09/2016	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	FALSE			23/04/2015	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	FALSE	26/06/2019	2	18/11/2015	2		9	9	9	2
Folkestone and Hythe	5218	Greatstone Primary School	PRI	PRI	Foundation	Non Academy		FALSE			24/05/2022	2		2	2	2	2
Folkestone and Hythe	5225	Harcourt Primary School	PRI	PRI	Foundation	Non Academy		FALSE	06/10/2021	2	13/03/2013	2		9	9	9	2
Folkestone and Hythe	2298	Hawkinge Primary School	PRI	PRI	Foundation	Non Academy		FALSE			11/06/2019	1		9	9	9	1
Folkestone and Hythe	3902	Hythe Bay CofE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	TRUE	25/01/2023	2	23/01/2013	2		9	9	9	2
Folkestone and Hythe	2059	Lydd Primary School	PRI	ACA PRI	Academy	Academy		FALSE	13/09/2023	2	21/03/2018	2		9	9	9	2
Folkestone and Hythe	3154	Lyminge Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	09/11/2023	2	17/07/2018	2		9	9	9	2
Folkestone and Hythe	3155	Lympne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	14/10/2021	2	14/03/2012	2		9	9	9	2
Folkestone and Hythe	2039	Martello Primary	PRI	ACA PRI	Academy	Academy		TRUE			08/03/2022	2		2	2	2	2
Folkestone and Hythe	2087	Morehall Primary School and Nursery	PRI	ACA PRI	Academy	Academy		TRUE			01/10/2019	2		2	2	2	2
Folkestone and Hythe	2296	Mundella Primary School	PRI	ACA PRI	Academy	Academy		FALSE			22/05/2024	2		2	2	2	2
Folkestone and Hythe	2524	Palmarsh Primary School	PRI	PRI	Community	Non Academy		FALSE	02/10/2019	2	15/03/2016	2		9	9	9	2
Folkestone and Hythe	3350	Saltwood CofE Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			10/05/2022	2		2	2	1	2
Folkestone and Hythe	2545	Sandgate Primary School	PRI	PRI	Community	Non Academy		FALSE			15/09/2021	2		2	2	2	2
Folkestone and Hythe	3153	Seabrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			07/11/2023	2		2	1	1	2
Folkestone and Hythe	2300	Sellindge Primary School	PRI	PRI	Community	Non Academy		FALSE			02/02/2023	2		2	1	2	2
Folkestone and Hythe	3160	Selsted Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	02/11/2022	2	08/05/2013	2		9	9	9	2
Folkestone and Hythe	3718	St Augustine's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	28/09/2018	2	12/03/2015	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	FALSE			12/03/2019	1		9	9	9	1
Folkestone and Hythe	2078	St Nicholas Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	TRUE			22/05/2019	2		9	9	9	2
Folkestone and Hythe	5216	Stella Maris Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	21/06/2023	2	05/12/2013	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	FALSE			08/06/2022	2		2	1	2	2
Folkestone and Hythe	3159	Stowting Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			12/11/2019	2		2	1	2	2
Folkestone and Hythe	7043	The Beacon Folkestone	SPE	C&L	Foundation	Non Academy		FALSE	06/06/2024	1	12/02/2019	1		9	9	9	1
Folkestone and Hythe	2692	The Churchill School	PRI	ACA PRI	Academy	Academy		FALSE	23/05/2019	2	19/05/2015	2		9	9	9	2
Folkestone and Hythe	5437	The Folkestone School for Girls	SEC	ACA GRA	Academy	Academy		FALSE			23/04/2024	2		2	1	1	2
Folkestone and Hythe	4101	The Harvey Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	14/12/2022	1	16/03/2016	1		9	9	9	1
Folkestone and Hythe	6909	The Marsh Academy	SEC	ACA WID	Academy	Academy		TRUE			15/11/2022	2		2	2	2	2
Folkestone and Hythe	4021	Turner Free School	SEC	FRE SEC	Free	Academy		FALSE			06/12/2022	2		2	2	2	2

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Gravesham	2095	Cecil Road Primary and Nursery School	PRI	PRI	Foundation	Non Academy		FALSE	05/12/2019	2	12/05/2016	2		9	9	9	2
Gravesham	2019	Chantry Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE	27/01/2022	2	06/12/2016	2		9	9	9	2
Gravesham	2094	Cobham Primary School	PRI	PRI	Community	Non Academy		FALSE			30/04/2024	1		1	1	1	1
Gravesham	2024	Copperfield Academy	PRI	ACA PRI	Academy	Academy		TRUE			05/05/2021	2		2	2	2	2
Gravesham	2110	Culverstone Green Primary School	PRI	ACA PRI	Academy	Academy		FALSE	28/02/2024	2	18/09/2014	2		9	9	9	2
Gravesham	5465	Gravesend Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			25/06/2015	1		9	9	9	1
Gravesham	2109	Higham Primary School	PRI	PRI	Community	Non Academy		FALSE			24/01/2024	2		2	2	2	2
Gravesham	5202	Holy Trinity Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	04/10/2023	2	12/09/2018	2		9	9	9	2
Gravesham	7039	Ifield School	SPE	C&L	Foundation	Non Academy		FALSE	02/11/2023	1	04/02/2014	1		9	9	9	1
Gravesham	2063	Istead Rise Primary School	PRI	ACA PRI	Academy	Academy		FALSE	28/02/2024	2	25/09/2018	2		9	9	9	1
Gravesham	2674	King's Farm Primary School	PRI	PRI	Community	Non Academy		TRUE	28/02/2024	2	22/05/2018	2		9	9	9	2
Gravesham	2116	Lawn Primary School	PRI	PRI	Foundation	Non Academy		FALSE			10/01/2023	3		3	2	2	3
Gravesham	5467	Mayfield Grammar School, Gravesend	SEC	ACA GRA	Academy	Academy		FALSE			30/04/2024	1		1	1	1	1
Gravesham	2656	Meopham Community Academy	PRI	ACA PRI	Academy	Academy		FALSE	01/05/2024	2	25/11/2014	2		9	9	9	2
Gravesham	4004	Meopham School	SEC	ACA HIG	Academy	Academy		TRUE			19/04/2023	2		2	2	2	2
Gravesham	1132	North West Kent Alternative Provision Service	PRU	ACA PRU	Academy	Academy		FALSE			13/06/2023	2		2	2	1	2
Gravesham	1001	Northfleet Nursery School	NUR	NUR	Community	Non Academy		FALSE	19/07/2022	1	10/09/2013	1		9	9	9	1
Gravesham	4040	Northfleet School for Girls	SEC	HIG	Foundation	Non Academy		FALSE	02/03/2022	2	26/09/2012	2		9	9	9	2
Gravesham	5456	Northfleet Technology College	SEC	HIG	Foundation	Non Academy		FALSE			21/09/2022	2		2	2	2	2
Gravesham	2525	Painters Ash Primary School	PRI	PRI	Foundation	Non Academy		FALSE	01/03/2023	2	07/06/2017	2		9	9	9	2
Gravesham	2462	Riverview Infant School	PRI	ACA INF	Academy	Academy		FALSE			07/12/2021	2		2	2	1	2
Gravesham	2096	Riverview Junior School	PRI	ACA JUN	Academy	Academy		FALSE			08/02/2022	2		2	1	1	1
Gravesham	2107	Rosherville Church of England Academy	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			27/09/2022	2		2	2	2	2
Gravesham	5404	Saint George's Church of England School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	FALSE			17/10/2023	2		2	2	1	2
Gravesham	2119	Shears Green Infant School	PRI	ACA INF	Academy	Academy		FALSE	14/03/2017		05/06/2013	2		9	9	9	2
Gravesham	2431	Shears Green Junior School	PRI	JUN	Foundation	Non Academy		FALSE	19/01/2023	2	18/10/2012	2		9	9	9	2
Gravesham	3019	Shorne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	08/03/2023	2	04/10/2012	2		9	9	9	2
Gravesham	2509	Singlewell Primary School	PRI	PRI	Community	Non Academy		FALSE			24/01/2023	2		2	2	2	2
Gravesham	2129	Springhead Park Primary School	PRI	FRE PRI	Free	Academy		FALSE			24/05/2023	2		2	2	2	2
Gravesham	5210	St Botolph's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	29/03/2023	2	13/09/2017	2		9	9	9	2
Gravesham	5461	St John's Catholic Comprehensive	SEC	WID	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	15/05/2018	2	12/11/2014	2		9	9	9	2
Gravesham	3708	St John's Catholic Primary School, Gravesend	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	18/10/2023	2	15/07/2014	2		9	9	9	2
Gravesham	5222	St Joseph's Catholic Primary School, Northfleet	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			10/01/2023	1		1	1	1	1
Gravesham	5407	Thamesview School	SEC	HIG	Foundation	Non Academy		TRUE			21/05/2024	2		2	2	2	2
Gravesham	2029	Tymberwood Academy	PRI	ACA PRI	Academy	Academy		TRUE	03/03/2022	2	22/02/2017	2		9	9	9	1
Gravesham	2519	Vigo Village School	PRI	PRI	Community	Non Academy		FALSE	06/11/2019	2	27/01/2011	2		9	9	9	2
Gravesham	2658	Westcourt Primary School	PRI	ACA PRI	Academy	Academy		FALSE	27/11/2019	2	07/03/2013	2		9	9	9	2
Gravesham	3900	Whitehill Primary School	PRI	ACA PRI	Academy	Academy		FALSE			27/02/2024	3		3	2	2	3
Gravesham	2666	Wrotham Road Primary School	PRI	ACA PRI	Academy	Academy		FALSE	06/10/2022	2	06/07/2016	2		9	9	9	2

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Maidstone	5209	Allington Primary School	PRI	ACA PRI	Academy	Academy		FALSE			12/07/2022	1		1	1	1	1
Maidstone	2027	Archbishop Courtenay Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			06/06/2023	2		2	2	2	2
Maidstone	2080	Barming Primary School	PRI	ACA PRI	Academy	Academy		FALSE			08/05/2019	2		9	9	9	2
Maidstone	2131	Bearsted Primary Academy	PRI	FRE PRI	Free	Academy		FALSE			24/01/2023	1		1	1	1	1
Maidstone	2161	Boughton Monchelsea Primary School	PRI	PRI	Community	Non Academy		FALSE	29/09/2023	2	13/03/2018	2		9	9	9	2
Maidstone	7032	Bower Grove School	SPE	SEMH	Foundation	Non Academy		FALSE			18/09/2019	1		1	1	1	1
Maidstone	3061	Bredhurst Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			23/01/2024	2		2	1	1	2
Maidstone	2171	Brunswick House Primary School	PRI	PRI	Community	Non Academy		FALSE	19/07/2023	2	27/02/2018	2		9	9	9	2
Maidstone	6913	Cornwallis Academy	SEC	ACA HIG	Academy	Academy		FALSE	12/01/2023	2	28/11/2017	2		9	9	9	2
Maidstone	2677	Coxheath Primary School	PRI	ACA PRI	Academy	Academy		FALSE			07/02/2023	2		2	1	1	2
Maidstone	2163	East Farleigh Primary School	PRI	PRI	Community	Non Academy		FALSE			21/06/2022	2		2	2	1	1
Maidstone	7056	Five Acre Wood School	SPE	C&L	Foundation	Non Academy		FALSE	28/03/2019	1	25/03/2015	1		9	9	9	1
Maidstone	3898	Greenfields Community Primary School	PRI	PRI	Community	Non Academy		FALSE			14/05/2019	2		9	9	9	2
Maidstone	3067	Harrietsham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			20/02/2024	2		2	2	2	2
Maidstone	2165	Headcorn Primary School	PRI	PRI	Community	Non Academy		FALSE			04/05/2022	3		3	2	2	2
Maidstone	2166	Hollingbourne Primary School	PRI	PRI	Community	Non Academy		FALSE	01/03/2022	2	08/02/2012	2		9	9	9	2
Maidstone	3323	Hunton Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	12/05/2021	2	21/09/2011	2		9	9	9	2
Maidstone	4058	Invicta Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			16/04/2024	1		1	1	1	1
Maidstone	2043	Jubilee Primary School	PRI	FRE PRI	Free	Academy		FALSE	18/10/2023		04/07/2017	1		9	9	9	1
Maidstone	2578	Kingswood Primary School	PRI	PRI	Community	Non Academy		FALSE	19/07/2022	2	15/05/2013	2		9	9	9	2
Maidstone	3091	Laddingford St Mary's Church of England Voluntary Controlled	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			07/03/2023	2		2	2	2	2
Maidstone	2073	Langley Park Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			18/06/2019	2		9	9	9	1
Maidstone	3069	Leeds and Broomfield Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	19/10/2021	2	19/10/2016	2		9	9	9	2
Maidstone	2168	Lenham Primary School	PRI	PRI	Community	Non Academy		FALSE			05/12/2023	2		2	1	2	2
Maidstone	2044	Loose Primary School	PRI	ACA PRI	Academy	Academy		FALSE			27/06/2023	2		2	2	2	2
Maidstone	2520	Madginford Primary School	PRI	PRI	Community	Non Academy		FALSE	20/04/2023	2	07/06/2017	2		9	9	9	2
Maidstone	1127	Maidstone and Malling Alternative Provision	PRU	PRU	Community	Non Academy		FALSE			05/11/2019	2		2	2	1	2
Maidstone	4522	Maidstone Grammar School	SEC	GRA	Foundation	Non Academy		FALSE			15/01/2019	2		9	9	9	2
Maidstone	4523	Maidstone Grammar School for Girls	SEC	GRA	Foundation	Non Academy		FALSE			07/03/2023	1		1	1	1	1
Maidstone	3372	Maidstone, St John's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			15/07/2015	1		9	9	9	1
Maidstone	3072	Maidstone, St Michael's Church of England Junior School	PRI	JUN	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/11/2023	2	13/03/2018	2		9	9	9	2
Maidstone	2183	Marden Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			28/02/2023	2		2	1	1	1
Maidstone	2007	Molehill Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE	14/06/2023	2	30/01/2018	2		9	9	9	2
Maidstone	6912	New Line Learning Academy	SEC	ACA HIG	Academy	Academy		FALSE			12/11/2019	2		2	2	2	2
Maidstone	2175	North Borough Junior School	PRI	JUN	Community	Non Academy		FALSE	19/10/2023	2	24/06/2014	2		9	9	9	2
Maidstone	2003	Oaks Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			21/09/2021	1		1	1	1	1
Maidstone	5422	Oakwood Park Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	02/05/2024	2	06/02/2019	2		9	9	9	2
Maidstone	3906	Palace Wood Primary School	PRI	PRI	Community	Non Academy		FALSE	15/09/2022	2	04/07/2017	2		9	9	9	2
Maidstone	2176	Park Way Primary School	PRI	PRI	Community	Non Academy		FALSE	13/11/2018	2	15/01/2015	2		9	9	9	2
Maidstone	2169	Platts Heath Primary School	PRI	PRI	Community	Non Academy		FALSE			20/04/2022	2		2	2	2	2
Maidstone	5203	Roseacre Junior School	PRI	JUN	Foundation	Non Academy		FALSE			19/03/2024	2		2	1	1	2
Maidstone	2552	Sandling Primary School	PRI	PRI	Community	Non Academy		FALSE	05/02/2020	2	14/03/2012	2		9	9	9	2
Maidstone	4019	School of Science and Technology Maidstone	SEC	FRE SEC	Free	Academy		FALSE			24/01/2023	1		1	1	1	1
Maidstone	2586	Senacre Wood Primary School	PRI	PRI	Community	Non Academy		FALSE	04/12/2019	2	13/01/2016	2		9	9	9	2
Maidstone	7006	Snowfields Academy	SPE	FRE C&I	Free	Academy		FALSE			27/06/2023	1		1	1	1	1
Maidstone	2180	South Borough Primary School	PRI	ACA PRI	Academy	Academy		FALSE	26/04/2023	2	16/01/2018	2		9	9	9	2
Maidstone	4000	St Augustine Academy	SEC	ACA HIG	Academy	Academy	Diocese of Canterbury	TRUE			12/07/2023	3		3	2	2	3
Maidstone	5207	St Francis' Catholic Primary School, Maidstone	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE			12/03/2024	2		2	2	2	2
Maidstone	3090	St Margaret's, Collier Street Church of England Voluntary Cont	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	04/05/2022	2	16/07/2013	2		9	9	9	2

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Maidstone	3073	St Michael's Church of England Infant School Maidstone	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			28/01/2014	1		9	9	9	1
Maidstone	2474	St Paul's Infant School	PRI	INF	Community	Non Academy		FALSE	15/01/2020	2	14/06/2016	2		9	9	9	2
Maidstone	5432	St Simon Stock Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE	13/10/2021	2	21/01/2010	2		9	9	9	1
Maidstone	2192	Staplehurst School	PRI	PRI	Community	Non Academy		FALSE			25/01/2022	2		2	2	2	2
Maidstone	2193	Sutton Valence Primary School	PRI	PRI	Community	Non Academy		FALSE	29/03/2023	2	05/12/2017	2		9	9	9	2
Maidstone	2041	The Holy Family Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			11/10/2023	2		2	2	2	2
Maidstone	4015	The Lenham School	SEC	ACA HIG	Academy	Academy		FALSE			05/11/2019	2		2	2	2	2
Maidstone	5401	The Maplesden Noakes School	SEC	ACA HIG	Academy	Academy		FALSE			01/05/2024	2		2	2	2	2
Maidstone	3081	Thurnham Church of England Infant School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			21/02/2023	2		2	2	2	2
Maidstone	2008	Tiger Primary School	PRI	FRE PRI	Free	Academy		FALSE			19/09/2023	2		2	2	2	2
Maidstone	2004	Tree Tops Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			11/06/2019	2		9	9	9	1
Maidstone	3083	Ulcombe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	27/11/2019	2	27/04/2016	2		9	9	9	2
Maidstone	2172	Valley Invicta Primary School At East Borough	PRI	ACA PRI	Academy	Academy		TRUE	14/10/2021	2	07/05/2015	2		9	9	9	2
Maidstone	4249	Valley Park School	SEC	ACA HIG	Academy	Academy		FALSE			04/03/2020	2		2	2	2	2
Maidstone	2653	West Borough Primary School	PRI	PRI	Community	Non Academy		FALSE	19/10/2022	2	20/06/2017	2		9	9	9	1
Maidstone	3092	Yalding, St Peter and St Paul Church of England Voluntary Co	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			29/01/2019	2		9	9	9	2

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Sevenoaks	2141	Amherst School	PRI	ACA JUN	Academy	Academy		FALSE			10/05/2022	2		2	1	1	2
Sevenoaks	3307	Chevening, St Botolph's Church of England Voluntary Aided Pr	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			26/11/2019	2		2	2	2	2
Sevenoaks	3025	Chiddingstone Church of England School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			26/03/2015	1		9	9	9	1
Sevenoaks	3055	Churchill Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			04/12/2019	2		2	2	2	2
Sevenoaks	2088	Crockenhill Primary School	PRI	PRI	Community	Non Academy		FALSE	27/03/2019	2	24/03/2015	2		9	9	9	2
Sevenoaks	3054	Crockham Hill Church of England Voluntary Controlled Primary	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	26/04/2023	2	19/06/2013	2		9	9	9	2
Sevenoaks	3896	Downsview Community Primary School	PRI	PRI	Community	Non Academy		FALSE			25/04/2023	3		3	2	2	3
Sevenoaks	2130	Dunton Green Primary School	PRI	PRI	Community	Non Academy		FALSE			26/03/2024	2		2	2	2	1
Sevenoaks	2099	Edenbridge Primary School	PRI	ACA PRI	Academy	Academy		FALSE			11/10/2022	2		2	2	2	2
Sevenoaks	3015	Fawkham Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	22/11/2023	2	12/11/2013	2		9	9	9	2
Sevenoaks	3313	Fordcombe Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	18/10/2022	2	10/02/2016	2		9	9	9	2
Sevenoaks	2134	Four Elms Primary School	PRI	ACA PRI	Academy	Academy		FALSE			15/10/2019	2		2	1	2	2
Sevenoaks	2133	Halstead Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE			26/11/2019	3		3	2	2	3
Sevenoaks	2511	Hartley Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			10/10/2023	1		1	1	1	1
Sevenoaks	3312	Hever Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			22/03/2022	3		3	2	2	3
Sevenoaks	3907	Hextable Primary School	PRI	PRI	Community	Non Academy		FALSE	27/09/2023	2	20/03/2018	2		9	9	9	2
Sevenoaks	2615	High Firs Primary School	PRI	PRI	Community	Non Academy		FALSE			11/10/2023	2		2	2	2	2
Sevenoaks	2001	Horizon Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	24/04/2024	2	14/11/2018	2		9	9	9	2
Sevenoaks	5215	Horton Kirby Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			16/05/2023	2		2	2	2	2
Sevenoaks	3318	Ide Hill Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	04/04/2019	2	09/06/2015	2		9	9	9	2
Sevenoaks	2136	Kemsing Primary School	PRI	PRI	Community	Non Academy		FALSE	20/07/2022	2	04/07/2013	2		9	9	9	2
Sevenoaks	6905	Knole Academy	SEC	ACA HIG	Academy	Academy		FALSE	23/11/2022	2	20/09/2017	2		9	9	9	2
Sevenoaks	3317	Lady Boswell's Church of England Voluntary Aided Primary Sch	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			24/05/2022	1		1	1	1	1
Sevenoaks	2137	Leigh Primary School	PRI	PRI	Community	Non Academy		FALSE			07/02/2024	2		2	2	2	1
Sevenoaks	7066	Milestone Academy	SPE	ACA C&L	Academy	Academy		FALSE	18/12/2019	1	15/11/2011	1		9	9	9	1
Sevenoaks	2682	New Ash Green Primary School	PRI	PRI	Community	Non Academy		FALSE	25/02/2022	2	27/11/2012	2		9	9	9	2
Sevenoaks	4031	Orchards Academy	SEC	ACA WID	Academy	Academy		TRUE	02/07/2021	2	08/02/2012	2		9	9	9	2
Sevenoaks	2138	Otford Primary School	PRI	PRI	Community	Non Academy		FALSE	18/10/2023	2	14/11/2013	2		9	9	9	2
Sevenoaks	5217	Our Lady of Hartley Catholic Primary School, Hartley, Longfield	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			21/11/2013	1		9	9	9	1
Sevenoaks	3314	Penshurst Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	17/11/2022	2	01/05/2013	2		9	9	9	2
Sevenoaks	2459	Riverhead Infants' School	PRI	INF	Community	Non Academy		FALSE			21/03/2023	2		2	2	2	2
Sevenoaks	3035	Seal Church of England Voluntary Controlled Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	20/01/2022	2	03/10/2011	2		9	9	9	2
Sevenoaks	2632	Sevenoaks Primary School	PRI	PRI	Community	Non Academy		FALSE	19/04/2023	2	18/04/2013	2		9	9	9	2
Sevenoaks	2148	Shoreham Village School	PRI	PRI	Community	Non Academy		FALSE	26/03/2019	2	17/03/2015	2		9	9	9	2
Sevenoaks	5214	St Bartholomew's Catholic Primary School, Swanley	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	05/05/2022	2	27/06/2013	2		9	9	9	2
Sevenoaks	3037	St John's Church of England Primary School, Sevenoaks	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			25/04/2023	2		2	2	2	2
Sevenoaks	3303	St Katharine's Knockholt Church of England Voluntary Aided P	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	16/11/2022	2	05/02/2013	2		9	9	9	2
Sevenoaks	3201	St Lawrence Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			27/09/2022	2		2	2	2	2
Sevenoaks	3373	St Mary's Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			06/12/2022	2		2	2	2	2
Sevenoaks	3010	St Pauls' Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	28/01/2020	2	19/05/2016	2		9	9	9	2
Sevenoaks	3751	St Thomas' Catholic Primary School, Sevenoaks	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			11/02/2014	1		9	9	9	1
Sevenoaks	3298	St. Edmund's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	25/04/2024	2	13/11/2018	2		9	9	9	2
Sevenoaks	3043	Sundridge and Brasted Church of England Voluntary Controlle	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			11/10/2023	2		2	2	2	2
Sevenoaks	2089	The Anthony Roper Primary School	PRI	PRI	Foundation	Non Academy		FALSE	27/06/2019	2	09/07/2015	2		9	9	9	2
Sevenoaks	4006	Trinity School	SEC	FRE SEC	Free	Academy		FALSE	14/03/2024	2	23/06/2015	2		9	9	9	2
Sevenoaks	7021	Valence School	SPE	P&S	Foundation	Non Academy		FALSE			03/12/2019	2		2	1	1	2
Sevenoaks	2147	Weald Community Primary School	PRI	PRI	Community	Non Academy		FALSE	04/03/2020	2	06/10/2011	2		9	9	9	2

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Swale	7005	Aspire School	SPE	FRE C&I	Free	Academy		FALSE			11/10/2022	3		3	2	2	3
Swale	3328	Bapchild and Tonge Church of England Primary School and Nursery	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	17/07/2019	2	30/04/2015	2		9	9	9	2
Swale	2223	Bobbing Village School	PRI	ACA PRI	Academy	Academy		FALSE			18/06/2024	3		2	3	2	3
Swale	3329	Borden Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			28/06/2022	3		2	2	2	3
Swale	4527	Borden Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	24/11/2021	2	12/11/2013	2		9	9	9	2
Swale	3282	Boughton-under-Blean and Dunkirk Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE	11/07/2019	2	15/10/2015	2		9	9	9	2
Swale	3330	Bredgar Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	12/01/2022	2	01/02/2012	2		9	9	9	2
Swale	2534	Bysing Wood Primary School	PRI	ACA PRI	Academy	Academy		FALSE			12/06/2024	2		2	2	2	2
Swale	2254	Canterbury Road Primary School	PRI	PRI	Community	Non Academy		FALSE	06/03/2024	2	15/01/2019	2		9	9	9	2
Swale	2228	Davington Primary School	PRI	PRI	Community	Non Academy		FALSE			21/06/2023	2		2	2	2	2
Swale	3106	Eastchurch Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			11/07/2023	3		3	2	2	3
Swale	2226	Eastling Primary School	PRI	PRI	Community	Non Academy		FALSE	20/10/2021	2	13/09/2016	2		9	9	9	2
Swale	2227	Ethelbert Road Primary School	PRI	PRI	Community	Non Academy		FALSE			30/09/2014	1		9	9	9	1
Swale	5414	Fulston Manor School	SEC	ACA HIG	Academy	Academy		FALSE			14/11/2023	3		3	2	2	2
Swale	2229	Graveney Primary School	PRI	ACA PRI	Academy	Academy		FALSE	04/10/2023	2	13/03/2018	2		9	9	9	2
Swale	2595	Grove Park Primary School	PRI	ACA PRI	Academy	Academy		FALSE			23/05/2023	3		3	3	3	3
Swale	5220	Halfway Houses Primary School	PRI	ACA PRI	Academy	Academy		FALSE	13/03/2024	2	29/04/2015	2		9	9	9	2
Swale	3332	Hartlip Endowed Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			20/04/2022	2		2	2	2	2
Swale	3109	Hernhill Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	07/03/2024	1	31/10/2017	1		9	9	9	1
Swale	4080	Highsted Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			17/01/2023	2		2	2	2	2
Swale	2629	Holywell Primary School	PRI	ACA PRI	Academy	Academy		FALSE	04/07/2024	2	24/04/2013	2		9	9	9	2
Swale	2230	Iwade School	PRI	ACA PRI	Academy	Academy		FALSE	22/09/2022	2	06/11/2012	2		9	9	9	2
Swale	2021	Kemsley Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	14/02/2019	2	10/02/2015	2		9	9	9	2
Swale	2055	Lansdowne Primary School	PRI	ACA PRI	Academy	Academy		FALSE			13/12/2022	2		2	1	1	1
Swale	2231	Lower Halstow Primary School	PRI	PRI	Community	Non Academy		FALSE			13/03/2019	2		9	9	9	2
Swale	2232	Luddenham School	PRI	ACA PRI	Academy	Academy		FALSE			26/02/2019	2		9	9	9	2
Swale	2233	Lynsted and Norton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			07/03/2023	3		3	3	3	3
Swale	7072	Meadowfield School	SPE	C&L	Foundation	Non Academy		FALSE	17/04/2024		13/11/2014	1		9	9	9	1
Swale	3110	Milstead and Frinsted Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			02/11/2022	3		3	3	3	3
Swale	2022	Milton Court Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			17/09/2019	2		2	2	2	2
Swale	2235	Minster in Sheppey Primary School	PRI	ACA PRI	Academy	Academy		FALSE			09/03/2022	2		2	2	2	2
Swale	2463	Minterne Junior School	PRI	ACA JUN	Academy	Academy		TRUE	06/10/2021	2	01/04/2014	2		9	9	9	2
Swale	3111	Newington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			14/05/2019	2		9	9	9	2
Swale	6915	Oasis Academy Isle of Sheppey	SEC	ACA WID	Academy	Academy		FALSE			07/06/2022	4	SM	4	4	4	4
Swale	3108	Ospringe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	07/06/2023	2	15/11/2012	2		9	9	9	2
Swale	5449	Queen Elizabeth's Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			28/02/2023	2		2	1	1	2
Swale	2237	Queenborough School and Nursery	PRI	ACA PRI	Academy	Academy		FALSE			03/07/2023	1		1	1	1	1
Swale	2249	Regis Manor Primary School	PRI	ACA PRI	Academy	Academy		FALSE	04/07/2023	2	06/03/2018	2		9	9	9	2
Swale	2090	Richmond Primary School	PRI	ACA PRI	Academy	Academy		FALSE			08/11/2022	2		2	2	2	2
Swale	2239	Rodmersham School	PRI	PRI	Community	Non Academy		FALSE			21/09/2011	1		9	9	9	1
Swale	2245	Rose Street Primary School	PRI	PRI	Community	Non Academy		FALSE			29/11/2022	3		3	2	2	3
Swale	3112	Selling Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	11/11/2021	2	15/09/2011	2		9	9	9	2
Swale	2246	Sheldwich Primary School	PRI	ACA PRI	Academy	Academy		FALSE			21/05/2024	1		1	1	1	1
Swale	2435	South Avenue Primary School	PRI	ACA PRI	Academy	Academy		FALSE			11/10/2022	2		2	2	2	2
Swale	2054	St Edward's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			21/05/2019	2		9	9	9	2
Swale	5228	St Georges CofE (Aided) Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			06/02/2024	2		2	1	2	1
Swale	2051	St Mary of Charity CofE (Aided) Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	06/03/2024		10/07/2018	1		9	9	9	1
Swale	3714	St Peter's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			06/02/2024	2		2	1	1	2
Swale	2126	Sunny Bank Primary School	PRI	ACA PRI	Academy	Academy		FALSE			18/06/2019	4	SM	9	9	9	4

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Swale	3117	Teynham Parochial Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			28/03/2023	3		3	2	2	2
Swale	4033	The Abbey School	SEC	ACA HIG	Academy	Academy		TRUE			11/05/2022	4	SWK	2	4	3	4
Swale	2513	The Oaks Infant School	PRI	ACA INF	Academy	Academy		TRUE	24/11/2021	2	27/06/2011	2		9	9	9	2
Swale	4002	The Sittingbourne School	SEC	ACA HIG	Academy	Academy		TRUE			21/03/2023	2		2	2	2	2
Swale	2034	Thistle Hill Academy	PRI	ACA PRI	Academy	Academy		TRUE			26/04/2022	3		3	2	2	3
Swale	3337	Tunstall Church of England (Aided) Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			23/05/2023	1		1	1	1	1
Swale	2434	West Minster Primary School	PRI	PRI	Community	Non Academy		TRUE	01/12/2021	2	29/11/2016	2		9	9	9	1
Swale	3912	Westlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE	26/06/2019	2	20/05/2015	2		9	9	9	1
Swale	5434	Westlands School	SEC	ACA HIG	Academy	Academy		TRUE	15/05/2024	2	26/02/2019	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	FALSE	25/09/2019	2	13/01/2016	2		9	9	9	2
Thanet	2603	Bromstone Primary School, Broadstairs	PRI	PRI	Foundation	Non Academy		TRUE			26/03/2019	2		9	9	9	2
Thanet	2329	Callis Grange Nursery and Infant School	PRI	INF	Community	Non Academy		FALSE			20/04/2022	2		2	1	1	2
Thanet	5462	Chatham & Clarendon Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	16/05/2018	2	11/09/2014	2		9	9	9	2
Thanet	2596	Chilton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			09/01/2019	1		9	9	9	1
Thanet	2020	Christ Church Church of England Junior School, Ramsgate	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE	10/11/2021	2	05/10/2016	2		9	9	9	2
Thanet	2028	Cliftonville Primary School	PRI	ACA PRI	Academy	Academy		FALSE			25/06/2024	2		2	1	1	2
Thanet	2015	Dame Janet Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	13/03/2024	2	02/10/2018	2		9	9	9	2
Thanet	5460	Dane Court Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			10/05/2022	2		2	2	2	2
Thanet	2017	Drapers Mills Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	01/11/2023	2	13/03/2018	2		9	9	9	1
Thanet	2340	Ellington Infant School	PRI	INF	Community	Non Academy		FALSE	19/07/2022	2	28/02/2017	2		9	9	9	2
Thanet	1128	Enterprise Learning Alliance	PRU	PRU	Community	Non Academy		FALSE			05/06/2019	2		9	9	9	2
Thanet	7040	Foreland Fields School	SPE	C&L	Foundation	Non Academy		FALSE	11/05/2023	2	19/06/2013	2		9	9	9	2
Thanet	3917	Garlinge Primary School and Nursery	PRI	PRI	Foundation	Non Academy		TRUE			28/11/2023	2		2	2	1	2
Thanet	4172	Hartsdown Academy	SEC	ACA HIG	Academy	Academy		FALSE			07/12/2021	2		2	2	2	2
Thanet	4120	King Ethelbert School	SEC	ACA HIG	Academy	Academy		FALSE			04/06/2024	2		2	2	2	2
Thanet	7073	Laleham Gap School	SPE	C&I	Foundation	Non Academy		FALSE			19/04/2023	1		1	1	1	1
Thanet	3179	Margate, Holy Trinity and St John's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	TRUE			28/03/2023	2		2	2	2	2
Thanet	3182	Minster Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	18/01/2023	2	27/11/2012	2		9	9	9	2
Thanet	3183	Monkton Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	30/01/2024	2	11/09/2018	2		9	9	9	2
Thanet	3918	Newington Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE	16/03/2017		14/03/2017	1		9	9	9	1
Thanet	2010	Newlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE	02/11/2022	2	17/05/2017	2		9	9	9	2
Thanet	2009	Northdown Primary School	PRI	ACA PRI	Academy	Academy		FALSE			23/11/2021	2		2	2	2	2
Thanet	2672	Palm Bay Primary School	PRI	ACA PRI	Academy	Academy		FALSE	13/12/2018	2	23/10/2014	2		9	9	9	2
Thanet	2345	Priory Infant School	PRI	INF	Community	Non Academy		FALSE	21/06/2023	2	06/02/2014	2		9	9	9	2
Thanet	2064	Ramsgate Arts Primary School	PRI	FRE PRI	Free	Academy		FALSE	28/09/2023	2	02/05/2018	2		9	9	9	2
Thanet	3364	Ramsgate, Holy Trinity Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			28/09/2021	1		1	1	1	1
Thanet	2011	Salmestone Primary School	PRI	ACA PRI	Academy	Academy		FALSE			22/01/2019	2		9	9	9	2
Thanet	7033	St Anthony's School	SPE	SEMH	Foundation	Non Academy		FALSE	02/07/2019	2	01/07/2015	2		9	9	9	2
Thanet	2337	St Crispin's Community Primary Infant School	PRI	INF	Community	Non Academy		FALSE	11/09/2019	2	25/05/2011	2		9	9	9	2
Thanet	3722	St Ethelbert's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	13/06/2019	2	09/07/2015	2		9	9	9	2
Thanet	5447	St George's Church of England Foundation School	SEC	HIG	Foundation	Non Academy	Diocese of Canterbury	FALSE			12/06/2019	2		9	9	9	1
Thanet	3889	St Gregory's Catholic Primary School, Margate	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			18/09/2019	2		2	2	2	2
Thanet	3890	St Joseph's Catholic Primary School, Broadstairs	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			08/06/2022	3		3	2	2	3
Thanet	2014	St Laurence In Thanet Church of England Junior Academy	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE			19/03/2024	2		2	2	1	2
Thanet	2328	St Mildred's Primary Infant School	PRI	INF	Foundation	Non Academy		FALSE	24/11/2021	1	27/01/2016	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	FALSE			01/10/2019	2		2	2	2	2
Thanet	3360	St Peter-in-Thanet CofE Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			10/05/2023	1		1	1	1	1
Thanet	3181	St Saviour's Church of England Junior School	PRI	JUN	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	18/10/2023	2	13/03/2014	2		9	9	9	2
Thanet	7058	Stone Bay School	SPE	C&I	Foundation	Non Academy		FALSE			27/02/2024	2		2	2	2	2
Thanet	4016	The Charles Dickens School	SEC	ACA HIG	Academy	Academy		TRUE			28/03/2023	2		2	2	2	2
Thanet	4030	The Royal Harbour Academy	SEC	ACA HIG	Academy	Academy		FALSE			08/01/2020	3		3	2	2	3
Thanet	2523	Upton Junior School	PRI	ACA JUN	Academy	Academy		FALSE			20/11/2014	1		9	9	9	1
Thanet	4633	Ursuline College	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE			08/11/2022	2		2	2	2	2

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Tonbridge and Malling	4029	Aylesford School	SEC	ACA HIG	Academy	Academy		FALSE			03/03/2020	2		2	2	2	2
Tonbridge and Malling	2086	Bishop Chavasse Primary School	PRI	FRE PRI	Free	Academy	Diocese of Rochester	FALSE			05/07/2022	2		2	2	2	2
Tonbridge and Malling	5201	Borough Green Primary School	PRI	PRI	Foundation	Non Academy		FALSE			06/03/2024	2		2	2	2	2
Tonbridge and Malling	2514	Brookfield Infant School	PRI	INF	Community	Non Academy		FALSE			19/04/2023	2		2	1	1	2
Tonbridge and Malling	5223	Brookfield Junior School	PRI	JUN	Community	Non Academy		FALSE	29/03/2023	2	21/11/2017	2		9	9	9	2
Tonbridge and Malling	3062	Burham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	26/06/2024	2	02/10/2014	2		9	9	9	2
Tonbridge and Malling	2114	Cage Green Primary School	PRI	ACA PRI	Academy	Academy		TRUE			08/11/2023	2		2	1	1	1
Tonbridge and Malling	5208	Ditton Church of England Junior School	PRI	ACA JUN	Academy	Academy	Diocese of Rochester	FALSE			29/10/2019	3		3	2	2	3
Tonbridge and Malling	5212	Ditton Infant School	PRI	INF	Foundation	Non Academy		FALSE			04/10/2022	2		2	2	2	2
Tonbridge and Malling	2164	East Peckham Primary School	PRI	PRI	Community	Non Academy		FALSE			03/07/2023	3		3	2	2	2
Tonbridge and Malling	7052	Grange Park School	SPE	C&I	Foundation	Non Academy		FALSE			21/02/2024	2		2	1	1	2
Tonbridge and Malling	2132	Hadlow Primary School	PRI	PRI	Community	Non Academy		FALSE	02/10/2019	2	22/03/2016	2		9	9	9	2
Tonbridge and Malling	4009	Hadlow Rural Community School	SEC	FRE SEC	Free	Academy		FALSE	26/02/2019	2	23/06/2015	2		9	9	9	2
Tonbridge and Malling	3033	Hildenborough Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	01/03/2023	2	04/10/2012	2		9	9	9	2
Tonbridge and Malling	5450	Hillview School for Girls	SEC	ACA HIG	Academy	Academy		FALSE	20/09/2023	2	11/12/2013	2		9	9	9	2
Tonbridge and Malling	2167	Ightham Primary School	PRI	PRI	Community	Non Academy		FALSE			03/03/2020	1		1	1	1	1
Tonbridge and Malling	2680	Kings Hill School Primary and Nursery	PRI	PRI	Community	Non Academy		FALSE			20/02/2024	1		1	1	1	1
Tonbridge and Malling	4036	Leigh Academy Hugh Christie	SEC	ACA HIG	Academy	Academy		TRUE			11/10/2023	3		2	3	2	2
Tonbridge and Malling	5455	Leigh Academy Tonbridge	SEC	ACA HIG	Academy	Academy		FALSE			06/12/2022	2		2	1	2	2
Tonbridge and Malling	3324	Leybourne, St Peter and St Paul Church of England Primary Ac	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			02/11/2021	2		2	2	2	2
Tonbridge and Malling	2662	Long Mead Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			17/09/2019	2		2	2	2	2
Tonbridge and Malling	2562	Lunsford Primary School	PRI	PRI	Community	Non Academy		FALSE	14/06/2023	2	12/06/2013	2		9	9	9	2
Tonbridge and Malling	2185	Mereworth Community Primary School	PRI	PRI	Community	Non Academy		FALSE	07/07/2022	2	06/02/2013	2		9	9	9	2
Tonbridge and Malling	3745	More Park Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	23/02/2023	2	04/07/2013	2		9	9	9	2
Tonbridge and Malling	7051	Nexus Foundation Special School	SPE	C&L	Foundation	Non Academy		FALSE			20/06/2023	2		2	1	1	2
Tonbridge and Malling	2187	Offham Primary School	PRI	PRI	Community	Non Academy		FALSE			19/05/2015	1		9	9	9	1
Tonbridge and Malling	3325	Platt Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	24/04/2019	2	21/10/2015	2		9	9	9	2
Tonbridge and Malling	2188	Plaxtol Primary School	PRI	PRI	Community	Non Academy		FALSE	21/03/2023	2	24/01/2013	2		9	9	9	2
Tonbridge and Malling	2085	Royal Rise Primary School	PRI	ACA PRI	Academy	Academy		FALSE			14/09/2021	2		2	2	2	2
Tonbridge and Malling	2189	Ryarsh Primary School	PRI	PRI	Community	Non Academy		FALSE			12/03/2024	2		2	1	1	2
Tonbridge and Malling	2190	Shipbourne School	PRI	PRI	Community	Non Academy		FALSE	28/03/2019	2	24/03/2015	2		9	9	9	2
Tonbridge and Malling	2155	Slade Primary School and Attached Unit for Children with Hea	PRI	PRI	Community	Non Academy		TRUE			05/03/2024	2		2	2	2	2
Tonbridge and Malling	5200	Snodland CoFE Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	19/10/2022	2	17/10/2012	2		9	9	9	2
Tonbridge and Malling	3089	St George's Church of England Voluntary Controlled Primary S	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			13/12/2022	2		2	2	2	2
Tonbridge and Malling	2006	St James the Great Academy	PRI	ACA PRI	Academy	Academy		FALSE	13/09/2023	2	07/03/2018	2		9	9	9	2
Tonbridge and Malling	2118	St Katherine's School & Nursery	PRI	ACA PRI	Academy	Academy		FALSE			30/01/2024	2		2	1	1	1
Tonbridge and Malling	3744	St Margaret Clitherow Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			01/11/2022	2		2	1	1	2
Tonbridge and Malling	3059	St Mark's Church of England Primary School, Eccles	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	22/03/2022	2	30/09/2015	2		9	9	9	2
Tonbridge and Malling	3057	St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	20/03/2019	2	20/01/2015	2		9	9	9	2
Tonbridge and Malling	2539	Stocks Green Primary School	PRI	PRI	Community	Non Academy		FALSE	07/03/2024	2	05/03/2014	2		9	9	9	2
Tonbridge and Malling	2156	Sussex Road Community Primary School	PRI	PRI	Community	Non Academy		FALSE	24/11/2021	2	22/11/2016	2		9	9	9	2
Tonbridge and Malling	2065	The Discovery School	PRI	PRI	Community	Non Academy		FALSE			21/02/2023	1		1	1	1	1
Tonbridge and Malling	4027	The Holmesdale School	SEC	ACA HIG	Academy	Academy		TRUE			06/07/2021	3		3	2	2	2
Tonbridge and Malling	4622	The Judd School	SEC	GRA	Voluntary Aided	Non Academy		TRUE			06/05/2015	1		9	9	9	1
Tonbridge and Malling	5425	The Malling School	SEC	HIG	Foundation	Non Academy		TRUE			28/03/2023	2		2	1	1	1
Tonbridge and Malling	1123	The Rosewood School	PRU	PRU	Community	Non Academy		FALSE			22/06/2022	2		2	2	2	2
Tonbridge and Malling	5443	Tonbridge Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			16/10/2019	1		1	1	1	1
Tonbridge and Malling	3082	Trottscliffe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	15/09/2022	2	11/06/2013	2		9	9	9	2
Tonbridge and Malling	2530	Tunbury Primary School	PRI	PRI	Community	Non Academy		FALSE			07/06/2023	2		2	2	2	2

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Tonbridge and Malling	2030	Valley Invicta Primary School At Aylesford	PRI	ACA PRI	Academy	Academy		FALSE			10/05/2023	1		1	1	1	1
Tonbridge and Malling	2037	Valley Invicta Primary School at Holborough Lakes	PRI	ACA PRI	Academy	Academy		TRUE	31/01/2024	2	03/10/2018	2		9	9	9	2
Tonbridge and Malling	2038	Valley Invicta Primary School At Kings Hill	PRI	ACA PRI	Academy	Academy		TRUE	14/03/2024	2	27/09/2018	2		9	9	9	2
Tonbridge and Malling	2036	Valley Invicta Primary School At Leybourne Chase	PRI	ACA PRI	Academy	Academy		TRUE	22/02/2024	2	25/09/2018	2		9	9	9	2
Tonbridge and Malling	3084	Wateringbury Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			07/03/2023	3		3	2	2	3
Tonbridge and Malling	4046	Weald of Kent Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			26/04/2022	3		2	3	3	3
Tonbridge and Malling	3086	West Malling Church of England Primary School and McGinty S	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	TRUE			24/01/2023	2		2	2	2	2
Tonbridge and Malling	2079	Woodlands Primary School	PRI	PRI	Community	Non Academy		FALSE			11/06/2019	2		9	9	9	2
Tonbridge and Malling	3088	Wouldham, All Saints Church of England Voluntary Controlled	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			25/04/2023	2		2	2	2	2
Tonbridge and Malling	5409	Wrotham School	SEC	ACA HIG	Academy	Academy		FALSE			21/05/2019	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	FALSE	24/02/2022	2	13/12/2016	2		9	9	9	2
Tunbridge Wells	5464	Bennett Memorial Diocesan School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	FALSE			13/12/2023	1		1	1	1	1
Tunbridge Wells	3023	Bidborough Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	10/11/2022	2	10/07/2013	2		9	9	9	2
Tunbridge Wells	2490	Bishops Down Primary and Nursery School	PRI	PRI	Community	Non Academy		TRUE			01/11/2023	3		3	2	2	3
Tunbridge Wells	3306	Brenchley and Matfield Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	15/11/2018	2	28/11/2013	2		9	9	9	2
Tunbridge Wells	2651	Broadwater Down Primary School	PRI	PRI	Community	Non Academy		FALSE			08/03/2023	2		2	2	2	2
Tunbridge Wells	7002	Broomhill Bank School	SPE	C&I	Foundation	Non Academy		FALSE	11/10/2023	2	06/03/2018	2		9	9	9	2
Tunbridge Wells	2128	Capel Primary School	PRI	PRI	Community	Non Academy		FALSE	15/05/2024	2	05/02/2015	2		9	9	9	2
Tunbridge Wells	2465	Claremont Primary School	PRI	PRI	Community	Non Academy		FALSE			11/01/2023	2		2	1	1	2
Tunbridge Wells	3308	Colliers Green Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	27/06/2024	2	25/03/2015	2		9	9	9	2
Tunbridge Wells	3027	Cranbrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/06/2022	2	25/04/2017	2		9	9	9	2
Tunbridge Wells	5416	Cranbrook School	SEC	ACA GRA	Academy	Academy		FALSE			22/03/2022	2		2	1	1	2
Tunbridge Wells	3198	Frittenden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/11/2022	3		3	3	2	3
Tunbridge Wells	3029	Goudhurst and Kildown Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			19/03/2014	1		9	9	9	1
Tunbridge Wells	3032	Hawkhurst Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			24/01/2023	2		2	1	1	2
Tunbridge Wells	2135	Horsmonden Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			18/10/2023	2		2	2	1	1
Tunbridge Wells	3034	Lamberhurst St Mary's CofE (Voluntary Controlled) Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	08/03/2023	2	08/05/2013	2		9	9	9	2
Tunbridge Wells	2482	Langton Green Primary School	PRI	PRI	Community	Non Academy		FALSE			20/02/2024	2		2	1	1	2
Tunbridge Wells	5439	Mascalls Academy	SEC	ACA WID	Academy	Academy		FALSE	17/11/2021	2	02/05/2012	2		9	9	9	2
Tunbridge Wells	7011	Meadows School	SPE		Non Maintained Special			FALSE			20/04/2022	3		3	2	2	3
Tunbridge Wells	7070	Oakley School	SPE	C&L	Community	Non Academy		FALSE	26/03/2019	2	11/03/2015	2		9	9	9	2
Tunbridge Wells	2127	Paddock Wood Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			08/11/2023	2		2	1	1	2
Tunbridge Wells	2139	Pembury School	PRI	PRI	Community	Non Academy		FALSE	26/02/2019	2	03/02/2015	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	FALSE			19/04/2023	3		3	2	2	2
Tunbridge Wells	2142	Sandhurst Primary School	PRI	PRI	Community	Non Academy		FALSE			05/02/2019	2		9	9	9	2
Tunbridge Wells	3309	Sissinghurst Voluntary Aided Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			28/02/2023	3		3	3	3	3
Tunbridge Wells	6916	Skinner's Kent Academy	SEC	ACA HIG	Academy	Academy		FALSE			10/05/2023	2		2	2	2	2
Tunbridge Wells	2045	Skinner's Kent Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/02/2024	2	25/09/2018	2		9	9	9	1
Tunbridge Wells	3297	Southborough CofE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	27/03/2024	2	27/03/2014	2		9	9	9	2
Tunbridge Wells	3042	Speldhurst Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			06/02/2014	1		9	9	9	1
Tunbridge Wells	3754	St Augustine's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	15/09/2021	2	12/11/2015	2		9	9	9	2
Tunbridge Wells	3320	St Barnabas CofE VA Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	24/01/2024	2	27/11/2014	2		9	9	9	2
Tunbridge Wells	5435	St Gregory's Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	TRUE			15/10/2013	1		9	9	9	1
Tunbridge Wells	3322	St James' Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			05/03/2024	2		2	1	2	2
Tunbridge Wells	3050	St John's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	22/03/2023	2	08/11/2017	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	FALSE	29/06/2022	2	21/05/2013	2		9	9	9	2
Tunbridge Wells	3294	St Matthew's High Brooms Church of England Voluntary Controlled	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			26/03/2024	3		3	2	2	3
Tunbridge Wells	3053	St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			19/03/2014	1		9	9	9	1
Tunbridge Wells	2018	Temple Grove Academy	PRI	ACA PRI	Academy	Academy		FALSE			17/09/2019	2		2	2	2	2
Tunbridge Wells	5418	The Skinner's School	SEC	ACA GRA	Academy	Academy		FALSE			16/11/2021	2		2	2	1	2
Tunbridge Wells	2025	The Wells Free School	PRI	FRE PRI	Free	Academy		FALSE	18/06/2019	2	19/05/2015	2		9	9	9	2
Tunbridge Wells	4043	Tunbridge Wells Girls' Grammar School	SEC	GRA	Foundation	Non Academy		FALSE			19/09/2023	1		1	1	1	1
Tunbridge Wells	4045	Tunbridge Wells Grammar School for Boys	SEC	GRA	Community	Non Academy		FALSE	25/11/2021	2	10/01/2013	2		9	9	9	2
Tunbridge Wells	1129	Two Bridges School	PRU	PRU	Community	Non Academy		FALSE	28/02/2024		27/02/2024	4	SM	4	4	4	4

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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EXECUTIVE DECISION

From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 24 September 2024

Subject: Educational Health Needs Policy

Key decision: More that £1m expenditure and affects more than two Electoral Divisions

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary: Following a public consultation on the Education Health Needs policy between 11 June 20024 and 28 July 2024, the Cabinet Member for Education and Skills will be asked to agree that this policy is adopted by Kent County Council (KCC). This will allow the Council to fulfil its statutory duties and responsibilities and meet the recommendations of the Ombudsman.

The policy explains, in summary:

- Procedures and stakeholder responsibilities regarding education provision for pupils with health/medical needs in Kent. This includes the responsibilities of KCC, schools, health services, parents, and children and young people themselves, as well as how stakeholders are expected to work together.
- The specific processes and procedures for making a health/medical needs referral to The Rosewood School (a pupil referral unit across three locations delivering the health needs provision on behalf of KCC, formerly known as Kent's Health Needs Education Service), how referrals will be handled and assessed, and how The Rosewood School will provide alternative education when it accepts a referral.
- Responsibilities and procedures for supporting children to remain within school, and for reintegration back into mainstream education.

Recommendation(s): The Children, Young People and Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision as set out within the PROD.

1. Introduction

- 1.1 Following an Ombudsman's case in 2022, it was recommended that the Local Authority (LA) review its Health Needs policy.
- 1.2 The aim of the policy 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs' is to provide clarity on the arrangements which will apply when a school pupil in Kent is not able to attend school for health/medical reasons. In particular, the policy provides information for the local authority, schools, parents and pupils to work in collaboration. This will ensure that all pupils have access to suitable education and receive appropriate support in light of their health/medical needs.
- 1.3 In addition, from 18 August 2024, the Department of Education (DfE) 'Working together to improve school attendance' statutory guidance came into effect. Within the guidance, there is a requirement for schools to inform the LA when a pupil is absent from school due to illness for 15 days or more (consecutively or cumulatively throughout an academic year) or is due to be absent for 15 days due to illness. This, and other new elements of the guidance, link closely with the responsibilities of local authorities and schools concerning education arrangements for children who are unable to attend school due to illness. These responsibilities are addressed in the DfE's 2023 statutory guidance, [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118421/arranging-education-for-children-who-cannot-attend-school-because-of-health-needs.pdf) and other relevant guidance.

2. Key Considerations

- 2.1 The policy needs to be fully adopted so that the Council can meet its statutory duties as well as meeting the recommendations from the Ombudsman.
- 2.2 A review of the arrangements with The Rosewood School is planned to make sure that it is delivering health needs provision to the expected standard and number of children as part of the Education Kent Commissioning Plan.

3. Background

- 3.1 In the academic year (2022-2023), 21,000 pupils in Kent were absent from school due to illness for at least 15 days. The vast majority of these pupils will continue to receive a suitable education from their school without intervention by KCC. However, in a minority of cases, it will be necessary for KCC to provide alternative education in accordance with its statutory responsibilities. This is further evidenced by a high number of parental requests/complaints linked to the local authorities Section 19 responsibilities.
- 3.2 The policy clarifies the responsibilities of all stakeholders which will apply when a school pupil in Kent is not able to attend school for health/medical reasons. These stakeholders include the local authority, schools, parents/carers, health organisations, The Rosewood School and pupils. For instance, schools'

responsibilities include having their own health/medical needs policy which will allow them to make reasonable adjustments to a pupil's education to support them due to their medical/health needs.

- 3.3 The public consultation identified that 57% of all respondents strongly agree/agree that the policy will benefit pupils and their families, whereas 29% strongly disagree/disagree. 14% of respondents did not answer either way (neither agree nor disagree, don't know or blank).
- 3.4 Ultimately, the policy will ensure that all pupils have access to suitable education and receive appropriate support in light of their health/medical needs from all stakeholders.
- 3.5 A recommendation from the public consultation is for operational guidance for health needs to be written, this should include:
 - Referral pathways – further information on the criteria and process for referrals to The Rosewood School.
 - The provision – further information on arrangements such as transport, the medical evidence required and the provision available.
 - School notification process – clearer guidance on the referral pathways for schools to notify the LA of a pupil who is likely to miss 15 days or has accumulated 15 days absence due to sickness (recorded as code I).
 - LA co-ordination – further information on how the LA will co-ordinate the health/medical needs provision.
- 3.6 This guidance will help ensure the LA fulfils its duties and responsibilities regarding health/medical needs and ensure a personalised and flexible educational provision for each pupil is provided. Resources will need to be scoped and where extra resources are required, it is expected this will be funded in the first instance from additional income from the changes to the national framework for penalty notices.
- 3.7 The LA uses The Rosewood School to provide educational provision in circumstances where the pupil's educational needs cannot be met at their school due to health/medical reasons. The Rosewood School is currently expected to deliver 150 places per academic year.
- 3.8 The arrangement with The Rosewood School (uniquely positioned as the maintained health/medical school provision across three sites in the County) requires review in terms of clearly setting out how this provision is used and complements other education provision across Kent. It is intended that the outcome of the review will require the establishment of a Service Level Agreement to formalise the arrangements, expectations and monitoring from the local authority. If this is the case, due to the cost of the provision, this would require a future, and separate, Key Decision.
- 3.9 Following the public consultation, the following recommendations will be considered as part of The Rosewood School review:

- Number of commissioned places.
- Equality of county provision, including catering for all key stages (1-4).
- Outreach support available to schools and family's pre-referral.
- Online support for pupils unable to travel due to medical need (including mental health).
- Referral criteria/process including medical evidence and referral panel protocols.
- Length of pupil placements.
- Confirmation of pupil transport arrangements.

4. Options considered and dismissed, and associated risk

- 4.1 To not create an effective policy to manage the health/medical needs of children in education - Pupils will not receive the support required to support their health/medical needs. In addition, this will be a reputational risk for KCC as the LA will not be meeting their statutory duties as highlighted in the new attendance guidance. Also, the Ombudsman will likely open a new complaint and issue a public interest report for non-compliance.
- 4.2 Not to review the arrangements with The Rosewood School and establish a clear monitoring plan – This would risk KCC not delivering statutory duties with regards to Section 19 of Education Act 1996 as there will be no education provision for pupils who meet the referral threshold. In addition, there is a large risk of The Rosewood School not delivering the requirement of the LA nor delivering best value.

5. Financial Implications

- 5.1 The policy is expected to support the current practice where schools provide suitable out of school education arrangements for eligible children, where possible, and will continue to fund these activities from their individual school's budget. The DfE guidance allows the LA to deduct a portion of the school budget where this is not the case.
- 5.2 For the minority of cases where school arrangements are not sufficient, the LA offer is currently provided by the KCC maintained pupil referral unit: The Rosewood school, with an annual revenue budget (£3.3m for 2024-2025) funded from the ring-fenced High Needs Block of the Dedicated Schools Grant (DSG) provided by the DfE. Any capital costs associated with the school are met from the Council's Capital budgets for Schools annual planned maintenance or, the High Needs Capital Budget (dependent on the requirement).
- 5.3 The DfE requirements in respect of the education of children not in school reiterates the Council's role in ensuring eligible children with health needs receive suitable alternative provision. The resource required to fulfil this role is currently being scoped. If additional resources are required, the statutory functions relating to attendance are funded from a combination of grant funding (Central Services Schools Block of the DSG) and income from the issuing of

Statutory Penalty Notices. Extra income from changes to the national framework for penalty notices will be expected to fund any additional resources required to fulfil our duties.

- 5.4 Financial implications of this policy will be reviewed further in light of both the review of The Rosewood School (see 3.5), and other resources required. Examples of additional costs could include both the revenue and capital costs if an expansion of The Rosewood School is required, or costs associated with online learning should this be considered.
- 5.5 There is a financial risk to the LA that the promotion of this policy may result in additional demand for a LA offer. Any associated revenue costs from either the review of Rosewood School or additional demand would need to be met from the High Needs Block of the DSG. This is in the context that that High Needs Block of DSG is currently overspent and therefore any extra revenue costs resulting from this policy will need to be matched with corresponding compensating savings. This is not expected to result in a General Fund pressure.

6. Legal implications

- 6.1 Section 19 of the Education Act 1996 requires Local Authorities to make arrangements to provide "suitable education at school, or otherwise than at school, for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them".
- 6.2 The DfE 'Alternative Provision', statutory guidance 2013 states: "*Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.*"
- 6.3 The DfE's guidance 'Arranging education for children who cannot attend school because of health needs', 2023 requires local authorities to provide education for children who cannot attend education because of their physical or mental health needs.
- 6.4 Section 7 of the 1996 Education Act states that parents/carers must ensure that children of compulsory school age receive efficient full-time education suitable to a) their age, ability and aptitude, and b) to any special educational needs they may have, either by regular attendance at school or otherwise.
- 6.5 The Equality Act states: "*Some complex and/or long-term health issues may be considered disabilities under equality legislation. This legislation provides those local authorities must not discriminate against disabled children and are under a duty to eliminate discrimination, foster equality of opportunity for disabled children and foster good relations between disabled and non-disabled children.*"

- 6.6 Section 19 is intended to cover circumstances in which it is not reasonably possible for a child to take advantage of existing suitable schooling. This policy provides details about the provision of education for children in Kent who cannot attend school because of health needs.

7. Equalities implications

- 7.1 The policy is specifically about supporting particular individuals with protected characteristics, namely children and young people of compulsory school age with medical/health conditions which prevent them from attending school (some of whom may have the protected characteristic of disability).
- 7.2 No negative equality impacts have been identified for residents as a result of this policy.

8. Data Protection Implications

- 8.1 A Data Protection Impact Assessment screening was carried out and then a further full Data Protection Assessment was completed. This has now been signed off by the Data Protection Team and then sent to the IAO for approval.
- 8.2 No major data protection implications had been detected but there were recommendations to consider, these included guidance for schools regarding the submission of referrals to minimise data errors.
- 8.3 The DPIA will be kept under review and then resubmitted should there be any changes to the described processing procedures.

9. Other corporate implications

- 9.1 No corporate implications for other services or directorates have been identified result of this policy.

10. Governance

- 10.1 The Cabinet Member decision will be made in accordance with KCC's Constitution and via the Officer Scheme of Delegation, the Corporate Director for Children's Young people and Education will be granted delegated authority to implement the decision. This includes making sure that relevant staff are aware of its existence and adoption across the Service and the production of operation guidance.
- 10.2 The review of the arrangements of The Rosewood School will be led by the Director for Education and Special Educational Needs.

11. Conclusions

11.1 The outcome of public consultation clearly demonstrated that it is believed the policy will benefit pupils and their families (57% strongly agree/agree compared to 29% strongly disagree/disagree).

11.2 The adoption of the policy will enable stakeholders to have a clear understanding of their responsibilities regarding education provision for pupils with health/medical needs in Kent and highlight the expectations for stakeholders to work together to support pupils. This will be strengthened by the writing of operational guidance for stakeholders.

11.3 In addition, along with the recommended review of the arrangements for The Rosewood School, the adoption of the policy will provide clarity on the specific processes and procedures for making a medical referral to The Rosewood School.

12. Recommendation(s): The Children, Young People and Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision as set out in the PROD.

13. Appendices

- 1) Educational Health Needs Policy
- 2) Educational Health Needs PROD
- 3) Educational Health Needs Policy EQiA
- 4) Educational Health Needs Consultation Report

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Supporting children who are unable to attend school because of medical/health needs

Policy

Project Manager: Simon Smith

Project Sponsor: Christine McInnes

Directorate: Childrens, Young People and Education

Version No: 0.7

Purpose:

Policy to ensure that children and young people of compulsory school age receive a suitable education due to medical/health needs.

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1. SUMMARY

This policy outlines the support available within Kent that can be accessed by statutory school age pupils who cannot attend school because of medical/health needs ¹, it provides information for schools, parents and pupils.

Pupils not attending school because of other reasons are covered by the Department for Education (DfE) statutory guidance relevant, or most relevant, to the nature and circumstances of the pupil's absence. Schools remain the best and most appropriate agent for delivering a pupil's education and wider social development. Therefore, schools should be the primary delivery mechanism for education of the majority of children, including those with specific health/medical needs within Kent.

2. LEGAL CONTEXT

Section 19 of the Education Act 1996 requires local authorities to make arrangements to provide: *"suitable education at school, or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them"*.

Suitable education is defined as *"efficient education suitable to the age, ability and aptitude and to any special educational needs"*, the child (or young person) may have. The education must be full time unless the local authority determines that it would not be in the best interests of the pupil, due to their mental or physical health.

The Department for Education (DfE) 'Alternative Provision' statutory guidance 2013 states: *"Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made."* This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend. This Kent County Council policy specifically concerns pupils who cannot attend school because of health/medical needs, rather than pupils who cannot attend because of exclusion or for other reasons.

Effective alternative provision is that which appropriately meets the needs of pupils which require its use and enables them to achieve educational attainment on a par with their mainstream peers as far as their health needs allow.

¹ Health needs includes both physical and/or mental.

The Department for Education's (DfE) 'Arranging education for children who cannot attend school because of health needs' guidance 2023, explains local authorities' duty to provide education for children who cannot attend education because of their physical or mental health needs as well as the role of schools, parents, children and others. This guidance also says that local authorities should have a policy statement on their arrangements for complying with their Section 19 duty. This policy sets out Kent County Council's arrangements for doing so for children with health/medical needs.

Section 7 of the Education Act 1996 states that parents/carers must ensure that children of compulsory school age receive efficient full-time education suitable to a) their age, ability and aptitude, and b) to any special educational needs they may have, either by regular attendance at school or otherwise.

3. KENT COUNTY COUNCIL ROLES AND RESPONSIBILITIES

Where a pupil is likely to miss 15 days or has accumulated 15 days absence due to sickness (recorded as code I), schools should notify the local authority and should use the graduated response to assess, meet and review the needs of their pupils. Schools should notify the Local Authority via the PIAS Digital Front Door [Access to the Service \(Digital Front Door\) - KELS!](#) .

It is important to recognise that in nearly all circumstances pupils with health/medical conditions will continue to receive a suitable education without intervention by the local authority, as the school will continue to meet its responsibilities to provide education for its pupils as set out in the Department for Education (DfE) 'Supporting pupils at School with Medical Conditions' guidance 2015 alongside other relevant DfE guidance ². This will be the case:

- where the child can attend school with support
- where the school has made arrangements to deliver suitable education outside of school
- or where arrangements have been made for the child to be educated in an on-site hospital school.

It is recognised that in some circumstances, a pupil's health/medical condition becomes too complex and may require additional advice and/or support from the local authority, or the risks are too great to be managed by the school (see School's Roles and Responsibilities).

In relation to its duty under Section 19 of the Education Act 1996, Kent County Council has commissioned The Rosewood School to provide educational provision in circumstances where the pupil's educational needs cannot be met at their school

² See School's Role and Responsibilities

due to health/medical reasons. Schools should have an accessibility and/or supporting pupils with health/medical conditions policy which should comply with relevant guidance (see School's Roles and Responsibilities).

Where a child is not on a school roll, the services involved with the child should promote an application for a school place in the first instance. If professionals involved with the child feel that the child's needs mean that they should be considered under Section 19, the lead professional (usually a Kent County Council Officer) who is presenting this issue, is responsible for gathering the appropriate evidence (see The Rosewood School referral form [The Rosewood School \(trs.kent.sch.uk\)](https://trs.kent.sch.uk)) and presenting the referral to The Rosewood School.

Although, each case will be determined on its own facts, it is unlikely that Section 19 will be considered for pupil's whose families are in dispute with the home school³, for children who have been withdrawn from the school because of a dispute with the local authority about a school placement, where family and social care issues are preventing the child from attending school or children who are electively home educated. For pupils with an Education Health and Care Plan (EHCP) where 15 days of absence or more has been accumulated due to health/medical reasons an early annual review may be arranged where applicable.

The local authority is responsible for ensuring that there are officers responsible for arranging education for children who cannot attend school because of health/medical needs. For Kent County Council, contact can be made using healthneedscoordinator@kent.gov.uk.

4. SCHOOLS' ROLES AND RESPONSIBILITIES

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of pupil referral units (PRUs) to make arrangements for supporting pupils at their school with health/medical conditions.

Schools must provide support for their pupils with health/medical needs under their statutory duties as defined in the Department for Education (DfE) 'Supporting pupils with medical conditions at school' guidance 2015. Schools must also refer to the Department for Education (DfE) 'Summary of responsibilities where a mental health issue is affecting attendance' guidance 2023 and 'Working together to improve school attendance' statutory guidance 2024.

Schools must have a policy reflecting the statutory guidance and must nominate a named person who is responsible for supporting pupils with a health/medical need. Schools must ensure they are working to meet the health/medical needs of all pupils

³ A home school is the school that a pupil is on the roll of.

and, where appropriate, establish Individual Healthcare Plans (IHCP) for pupils to ensure they can engage in full-time education. Schools must also signpost to appropriate external partners where appropriate.

Schools have a duty to make reasonable adjustments to allow the pupil to access a suitable full-time education (or as much as the pupil's health/medical condition can manage) in line with statutory guidance, this includes pupils with long term or chronic needs. Statutory guidance does not define full-time education, but children with additional health/medical needs should have provision which is equivalent to the education they would receive in school, *"unless the pupil's health means that full time education would not be in his or her best interests"* as defined in the Department for Education (DfE) 'Alternative Provision' statutory guidance, 2013.

Full time could also be made up in one or more settings and may include arrangements for schoolwork being sent home for short periods of absence, a part-time timetable or remote/virtual learning. Any remote education should only be considered if the pupil is well enough and able to learn and should be given in line with the Department for Education (DfE) 'Providing remote education' guidance 2022. If they receive one-to-one tuition, the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where a pupil's health/medical need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance and what is in the best interest of the child. Schools can liaise with specialist medical practitioners (with parental consent) to establish:

1. What strategies should be put in place to support the pupil to return to school.
2. What the reasonable expectations would be of the child and family e.g. could they be expected to try an exposure programme or other interventions such as meeting a buddy at the school gates 'just for a chat'.
3. What plans to put in place with regards to treatment.
4. When the child is going to be reviewed and by whom.

For any part time provision, this should be regularly reviewed by the school and should be discussed with Pupil Inclusion and Attendance Service (PIAS) staff at Targeting Support Meetings. A plan for increasing hours should be put in place where appropriate. Kent County Council (KCC) should be notified by schools of part time timetables by completing the form on the Kelsi website [PIAS 4 | Notify of a part-time timetable - About this form - Kent County Council \(achieveservice.com\)](https://www.kent.gov.uk/achieveservice/PIAS4).

Where the absence is due to mental health reasons, the school need to be aware of their responsibilities as highlighted in Department for Education (DfE) 'Summary of responsibilities where a mental health issue is affecting attendance' guidance 2023.

Generally, schools will achieve this by promoting children and young people's mental health and wellbeing [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103122/promoting-children-and-young-peoples-mental-health-and-wellbeing.pdf) through a whole-school approach to pupil

mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school's ethos, and emphasises the importance of supporting mental health and regular attendance. It is expected that schools promote the eight principles highlighted in the guidance and identify a senior mental health lead who will have strategic oversight of the setting's whole-school approach to mental health and wellbeing and have accessed the Department for Education (DfE) senior mental health lead training [Senior mental health lead training - GOV.UK \(www.gov.uk\)](#).

Any plan to improve a pupil's attendance may also involve making referrals to in-school or external professional support, and schools should be supportive where parents/carers feel the child needs to visit a health professional in relation to a mental health concern. Schools should consider additional pastoral care inputs for pupils, including any support that can be offered by the pupil's most trusted adults in school, and where appropriate making referrals to other services. This might include community groups, counselling services, psychological practitioners or, where available, Mental Health Support Teams or school nursing services.

Within Kent, the school must have considered:

- Referral to the Emotionally Based School Avoidance (EBSA) pathway at an early stage [Educational psychology interventions - KELS](#) and
- Completed a referral to Kent School Health [Kent School Health - Kent family \(kentcht.nhs.uk\)](#) or to the Kent and Medway Mental Health Support Team [Kent and Medway Mental Health Support Teams | NELFT NHS Foundation Trust](#).

Should a pupil be unable to attend school due to health/medical needs, schools must notify the local authority when a pupil is absent or due to be absent for a period of 15 days or more, see 'The School Attendance (Pupil Registration) (England) Regulations 2024' and Department for Education (DfE) 'Working together to improve school attendance' statutory guidance 2024, paragraph 50. Schools should notify the Local Authority via the PIAS Digital Front Door [Access to the Service \(Digital Front Door\) - KELS](#) .

The pupil must remain on the school roll. The legislation does not specify the point during a child's illness when it becomes the local authorities' responsibility to secure a suitable full-time education for the pupil. There will be a wide range of circumstances where a pupil has a health/medical need but will receive suitable education that meets their needs without the intervention of the local authority as highlighted in the Department for Education (DfE) 'Supporting pupils at School with Medical Conditions' guidance 2015.

For example, schools would usually provide support to pupils who are absent from school because of illness for a shorter period, such as when experiencing chicken pox or influenza. Other circumstances could include where the pupil can still attend school with some support; where the school has made arrangements to deliver

suitable education outside of school for the pupil; or where arrangements have been made for the pupil to be educated in a hospital by an on-site hospital school. It is not expected that the local authority be involved in such arrangements unless it had reason to think that the education being provided to the pupil was not suitable or, while otherwise suitable, was not full-time or for the number of hours the pupil could benefit from without adversely affecting their health.

Where alternative provision is used, the expectation is that most pupils will be integrated back into their home school and the aim of all such provisions is to enable the pupil to maintain their education with a view to supporting them back into their mainstream school as soon as their health/medical condition permits.

As highlighted in the Department for Education (DfE) 'Arranging education for children who cannot attend school because of health needs' guidance 2023, In the event of the school being unable to provide adequate provision, the local authority reserves the right to consider the transfer of a portion of the school's funding associated with that pupil to the alternative provision". This would ensure that the funding follows the child. This arrangement would cease when the pupil is reintegrated back to their home school or are no longer on the roll of the home school. For children with Special Educational Needs (SEND), the expectation will be for schools to fund any alternative provision from their SEND notional funding.

5. HEALTH ROLES AND RESPONSIBILITIES

The Health Visitor's role is to:

- Support the early identification of children with long term health conditions and ensure appropriate agencies are informed about emerging needs, e.g. Early Years Inclusion Teams.
- Offer advice to early years settings on managing health/medical needs.
- Be involved with safeguarding and contribute to child protection procedures for children who are accessing support from the service.

The role of the School Nursing Team is to:

- Provide advice and support to schools for children with health/medical needs.
- Be involved with safeguarding and contribute to child protection procedures for children who are accessing support from the service.
- Provide schools with support and advice on individual healthcare plans for children with health/medical needs.

The role of the Children's Community Nursing Team is to:

- Provide specific nursing advice to the named person in school for children and young people on their caseload and liaise with other relevant professionals involved with children/families as necessary.
- Be involved with safeguarding and contribute to child protection procedures for children who are accessing support from the service.
- Notify the relevant school and the local authority of children who come onto the children's community nursing caseload, who require support at school, or support to access education.
- Contribute professional advice to a child's Education, Health and Care (EHC) needs assessment and the annual review of the Education, Health and Care Plan (EHCP).

6. PARENTS'/CARERS' ROLES AND RESPONSIBILITIES

Parents/carers know their child best. It is really important that they are involved in all decisions regarding the support that their child requires. Parents/carers should:

- Make sure their child attends school under Section 7 and Section 444(1) of the Education Act 1996.
- Work with the school and other partner organisations to identify and understand perceived barriers to attendance, with a view to supporting their child to maintain full-time attendance at school.
- Take action as best they can to support their child to recognise and manage their social, emotional and mental health and wellbeing.
- Be willing to work openly with everyone involved in supporting their child.
- Provide early communication if a problem arises or help is needed.
- Attend necessary meetings, including review meetings.
- Notify the school of any health condition and provide relevant and up-to-date information to support professionals enabling them to support the family in the best possible way.
- Contribute to discussions and decision-making processes about the support and care for their child (such as their individual healthcare plan).
- Support their child's return to school and work with professionals on a plan for reintegration.

7. CHILDREN AND YOUNG PEOPLE ROLES AND RESPONSIBILITIES

The child or pupil should be invited to share their views. They should be supported to share their views if they are unable to do so independently. The format in information is shared with them, and obtained from them should be accessible, child-friendly and tailored to meet their needs. Children and young people should (as appropriate depending on their age and maturity):

- Be willing to work openly with parents and professionals involved in their Individual Health Care plan.
- Engage in the education and interventions provided for them.
- Work positively with the professionals who are supporting them, e.g. health and social care professionals.
- Work towards reintegration alongside their parents, and professionals who support them.
- Be prepared to communicate their views and contribute to discussions and decision-making processes about the support and care they are receiving.
- Engage with other agencies as appropriate and attend necessary meetings, including review meetings (either individually or through an advocate).

8. LOCAL AUTHORITY COMMISSIONED SERVICE(S) ROLES AND RESPONSIBILITIES

Provision at The Rosewood School

- In relation to its duty under Section 19 of the Education Act 1996, Kent County Council has commissioned The Rosewood School to provide educational provision in circumstances where the pupil's educational needs cannot be met at their school due to health/medical reasons. [The Rosewood School \(trs.kent.sch.uk\)](http://trs.kent.sch.uk).
- The Rosewood School and the referring school will decide how best to meet the needs of the pupil. This could be via The Rosewood School or the home school with additional support and advice.
- Schools should make a referral to The Rosewood School at the earliest date when a pupil is too sick to attend. The referral form can be found at [The Rosewood School \(trs.kent.sch.uk\)](http://The Rosewood School (trs.kent.sch.uk)) (also see Annex 2 which provides the referral process and criteria for referral).
- Medical evidence from a medical practitioner stating that the pupil is currently unable to attend school due to illness should be attached to the referral.
- To avoid delay in provision, The Rosewood School will support pupils absent from school who are currently supported at GP level but medical evidence from the GP needs to state that further investigation from a medical consultant has been sought. Referral panels are held weekly and include senior leaders from The Rosewood School and external practitioners such as Headteachers, Child and Adolescent Mental Health Services (CAMHS) or Specialist Teaching and Learning Services (STLS).
- The Rosewood School will contact the home school to communicate whether the referral has been accepted. If the referral is not accepted a reason will be given and the home school may be signposted to another agency. The Rosewood School will contact the home school and ask them to arrange a support meeting at the school, where possible. The provision agreed will be informed by advice from medical professionals, the home school, the views of the parents and the pupil, and updated medical evidence may be requested.

- The Rosewood School seeks to provide the same opportunities for pupils with health/medical needs as their peers, including a broad and balanced curriculum, which is of good quality as defined in Department for Education (DfE) 'Alternative Provision' statutory guidance 2013. The education will be appropriate to pupils' health/medical needs, and regularly reviewed to reflect their changing health/medical status. It will aim to prevent them from slipping behind their peers in school and allow them to reintegrate successfully back into school as soon as possible. It will allow them to take external qualifications if appropriate. All pupils who are supported will have key milestones to work towards which could include reintegration to school, further education, training or employment. Pupils will be dual registered if they attend The Rosewood School.
- Teaching staff within The Rosewood School will receive appropriate continuing professional development on curriculum and the impact of medical/health conditions on barriers to and engagement with education.
- The Rosewood School may, with agreement with the home school or Kent County Council (KCC) and according to The Rosewood School's charging policy, use electronic media (e.g. Academy 21 virtual school) to provide access to a broader curriculum and to increase the numbers of hours of provision. However, this will be used in association with face-to-face contact and never in isolation.
- The Rosewood School will maintain good links with all schools, academies and free schools in their area through effective communication and clear processes of assessment and referral. They will also ensure that schools are aware of their key role, and reminded of their responsibilities, in supporting their pupils with additional health/medical needs, so the pupil can be reintegrated back to school as smoothly as possible. Schools must maintain their links with parents/carers who also have a vital role to play e.g. keeping in touch through school newsletters, emails, invites to school events etc.
- Schools must also have a policy for supporting pupils with health/medical needs or include it as part of their health/medical or Special, Educational, Needs and Disabilities (SEND) policy, which sets out how they will provide support. Some schools may choose not to make use of The Rosewood School and set up their own educational support programme.
- The Rosewood School can support schools alongside the school health team in the development of individual healthcare plans for pupils with complex health/medical needs.

Identification and intervention

- The Rosewood School may provide appropriate education or may provide advice to school on how best they can meet their pupil's needs, once requested by the school, and as soon as it is clear that the pupil will be away from school for 15 days or more or is too unwell to access education at their home school/normal place of education. The 15 days can be consecutive or cumulative within a 12-month period.
- Upon a successful referral to The Rosewood School, staff will liaise with appropriate medical professionals to ensure minimal delay in arranging

appropriate provision for the pupil. Every effort will be made to minimise disruption to the pupil's education. Where there may be an initial delay in accessing specific medical evidence from a consultant, evidence from a GP may be used as part of an agreed assessment placement, provided that a referral to a specialist has also been made. If a child has a long term or complex health/medical issue, the school needs to ensure that the educational provision is regularly reviewed with medical professionals, parents/carers and The Rosewood School and amended as appropriate. The best way to do this is to use an Individual Healthcare Plan.

- Where an absence is planned, e.g. hospital admission or recurrent stay in hospital, educational provision should begin as soon as the child is well enough. As specified in the Department for Education (DfE) 'Arranging education for children who cannot attend school because of health needs' guidance 2023, a personal education plan is to be written by the home school to ensure that all parties can work together in advance of planned hospital treatment. Children with long term health/medical problems may be required to provide updated medical evidence. However regular liaison with medical colleagues is important and the level of support required may be discussed with other multi-agency professionals as necessary.
- The home school/Rosewood School will decide on the most appropriate provision as they are the educational specialists. There is also an expectation that children and their parents/carers will co-operate fully with all medical advice and support offered and ensure they attend appointments. Recommendations from medical advice following a hospital discharge will be noted and the home school/Rosewood School should complement the education provided until they are well enough to return.
- Educational provision will be put in place as quickly as possible with a view to reintegration back to the home school as soon as appropriate.
- When a pupil is approaching public examinations, the home school/Rosewood School teachers will focus on the most appropriate curriculum in order to minimise the impact of the time lost while the child is unable to attend school. Awarding bodies will make special arrangements for children with permanent or long-term disabilities or learning difficulties, and with non-permanent disabilities, illness and indispositions, when they are taking public examinations. The home school/Rosewood School (whoever is most appropriate) should submit applications for special arrangements to awarding bodies as early as possible. If the home school is making the application, The Rosewood School in conjunction with medical professionals, will provide advice and information to the home school to assist it with such applications.

9. WORKING TOGETHER WITH PARENTS/CARERS, CHILDREN, HEALTH SERVICES AND SCHOOLS

Parents/carers have a key role to play in their child's education and can provide helpful information to be considered so that the appropriate education is successful. In the case of a Looked After Child, the home school/Rosewood School, local authority representatives and primary carers would fulfil this role. In view of its duty under Section 22 of the Children Act 1989 to safeguard and promote the child's welfare and education, it is likely that the local authority will take the lead.

Children will also be involved in decisions, their engagement dependent on their age and maturity. This supports the home school/Rosewood School in being able to arrange the most appropriate educational provision with which the child can engage. Effective multi-agency collaboration is essential in devising appropriate support for pupils that is available and accessible.

A pupil unable to attend school because of medical/health needs will not be removed from the school register⁴ without parental consent and certification from the home school's health/medical officer even if The Rosewood School have become responsible for the pupil's education. Primary responsibility for their education lies with the home school.

Clear responsibilities for all stakeholders can be found earlier in this policy and also in the Department for Education (DfE) 'Summary of responsibilities where a mental health issue is affecting attendance' guidance 2023. The local authority's nominated officer will deal with any queries or concerns if raised.

10. REINTEGRATION

The plans for the longer-term outcome and the next steps in a pupil's education will be agreed at the start of the commissioned support, intervention or provision, according to the Department for Education (DfE) 'Alternative Provision' statutory guidance 2013.

Reintegration into school is generally anticipated, unless it is clear that, for example a Year 11 pupil attending Rosewood School should remain at the provision because it is in their best interests. If this is the case, Rosewood School will work with the

⁴ Regulation 9 of the Education (Pupil Registration) (England) Regulations 2024 sets out the circumstances in which a pupil can be deleted from a school's admission register.

home school to ensure education is maintained during this period and transition to post 16 is supported.

On return to school, where necessary the child should have an individual healthcare plan, created in collaboration by the home school/Rosewood School, which specifies arrangements for reintegration and may include extra support made to help 'fill gaps' or provision of a 'safe place' if the child feels unwell.

Advice from other medical professionals, including the school health team, can be helpful. For children with long term or complex health/medical conditions, the reintegration plan may only take shape nearer to the likely date of return, to avoid putting unsuitable pressure on an ill child in the early stages of their absence.

Children and their families are informed at the outset that the long-term intention will be to support the child's reintegration to school. While most children will want to return to their previous school routine promptly, it is recognised that some will need gradual reintegration over a longer period.

11. PROVISION FOR EDUCATION OF CHILDREN UNDER AND OVER COMPULSORY SCHOOL AGE

Children under or over the compulsory school age will be appropriately signposted to the relevant support services. As with children of compulsory school age, each case will be considered individually in discussion with the school or college.

12. MONITORING

This policy will be monitored through the following performance indicators:

- School attendance.
- Requests to access provision, uptake and stakeholder feedback.
- Referral rates (notification process v census data).

13. RELATED SERVICES

This policy is linked with related services, these include:

- Special Educational Needs and Disability Services (SEND).
- Child and Adolescent Mental Health Services (CAMHS).
- Educational Psychologists.

- PRU, Inclusion and Attendance Service (PIAS).
- School nurses.

Children, Young, People and Education (CYPE) Directorate, Kent County Council,
May 2024

This policy will be reviewed by Kent County Council (KCC) annually as part of the service review or on publication of updated statutory guidance.

Version	Date Reviewed	Brief Summary of Any Changes	Reviewer's Name

14. ANNEX

Annex 1: Links

Section 19 of the Education Act 1996
[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/section/19)

Education (Pupil Registration) (England) Regulations 2024
[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2024/1000/section/1)

Equality Act 2010
[Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15)

Section 100 of the Children and Families Act 2014
[Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/section/100)

Alternative Provision Statutory guidance for local authorities (2013)
[Additional health needs guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272222)

Department for Education (2023) 'Arranging education for children who cannot attend school because of health needs'
[Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182222)

Department for Education (2015) 'Supporting children at school with medical conditions'
<https://www.gov.uk/government/publications/supporting-pupils-atschool-with-medical-conditions--3>

Department for Education (2023) 'Summary of responsibilities where a mental health issue is affecting attendance'
[Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182222)

Department for Education (2022) 'Providing remote education: non-statutory guidance for schools'
[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools)

Department for Education (2024) 'Working together to improve school attendance'
[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182222)

HM Government (2021) 'Promoting children and young people's mental health and wellbeing'

[Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Kent County Council PRU, Inclusion and Attendance Service (PIAS)

[PRU, Inclusion and Attendance Service \(PIAS\) - KELS!](#)

The Rosewood School

[The Rosewood School \(trs.kent.sch.uk\)](https://trs.kent.sch.uk)

Kent County Council Fair Access Protocol (FAP)

https://www.kelsi.org.uk/_data/assets/pdf_file/0009/80010/Fair-AccessProtocol.pdf

Children Missing Education Guidance

[Children missing education - Kent County Council](#)

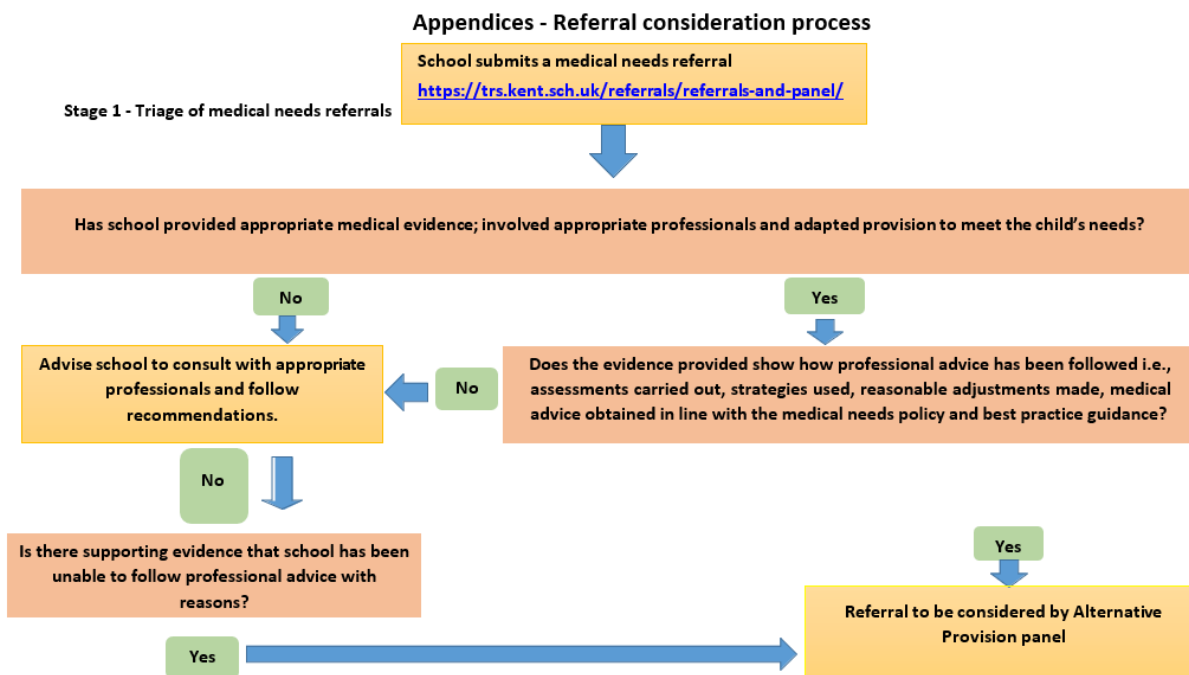
Early Help Support

[Early Help \(support for families\) - Kent County Council](#)

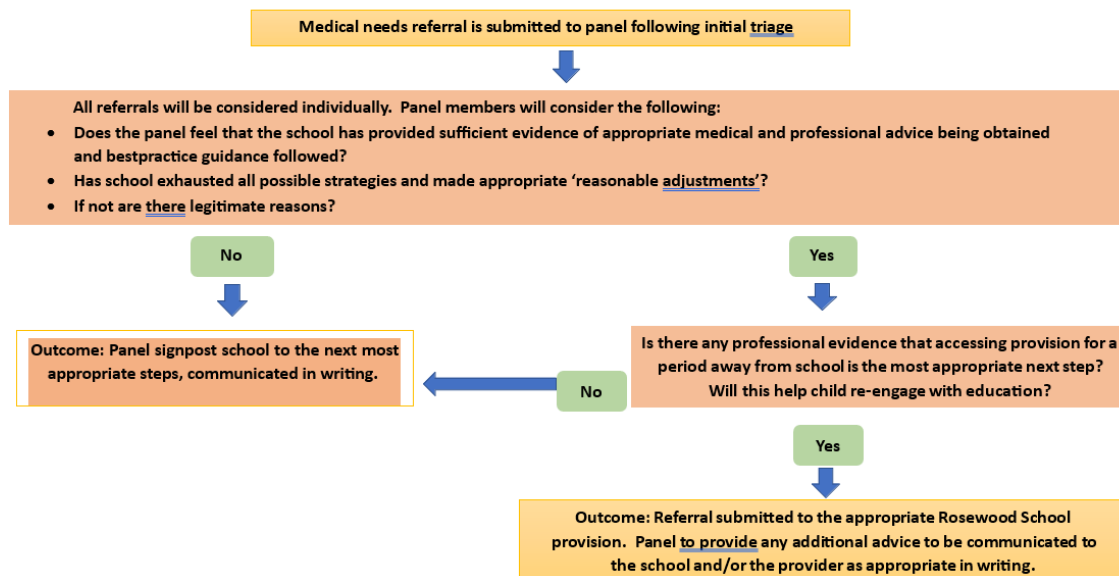
Children with long-term illness

[Children with long-term illness - Kent County Council](#)

Annex 2: The Rosewood School Referral process



Stage 2 - Panel consideration of Medical Needs Referrals



Stage 3 - Commissioned provider consideration of health/medical needs referrals

Local authority commissioned provider (The Rosewood School) considers the referral and advises the school of the outcome in writing.

Referral Accepted	Referral Refused
<p>The Rosewood School contacts school to arrange a handover meeting. Following handover, a meeting is arranged with school and parent/carer and a start date is agreed.</p>	<p>Head of referrals informs school of the reasons for refusal and consideration of next steps. Referrals will be declined if the pupil does not have a qualifying health need. The referral form and criteria. The Rosewood School - KELS!</p>
<p>School and The Rosewood School work together to plan:</p> <ul style="list-style-type: none"> • Curriculum • Maintaining links with school • 6 weekly reviews incorporating ongoing health/medical advice • Reintegration to school 	

Health/medical needs placements end when:

- The pupil has successfully reintegrated to school.
- The pupil no longer has a qualifying health/medical need.
- There is clear non-engagement with the provision offered over a period of 4 weeks.
- The program of support is complete.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

DECISION NUMBER:

24/00084

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:

Educational Health Needs Policy Approval

Decision:

As Cabinet Member for Educational and Skills, I agree the following, to;

- a. Approve the Educational Health Needs Policy.
- b. Confirm Rosewood as the ongoing provider for services under the Policy.
- c. Delegate authority to the Corporate Director of Children’s, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to refresh and/or make revisions to the policy where changes do not require additional governance.
- d. Delegate authority to the Corporate Director of Children’s, Young People and Education to take relevant actions, including but not limited to, entering into and finalising the terms of relevant contracts or other legal agreements, as necessary, to implement the above decision.

Reason(s) for decision:

Following an Ombudsman’s case in 2022, it was recommended that the local authority (LA) review the Health Needs policy.

The aim of the draft policy ‘Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs’ is to provide clarity on the arrangements which will apply when a school pupil in Kent is not able to attend school for health/medical reasons. In particular, the policy provides information for the local authority, schools, parents and pupils to work in collaboration. This will ensure that all pupils have access to suitable education and receive appropriate support in light of their health/medical needs.

In addition, from 18 August 2024, the Department of Education (DfE) ‘Working together to improve school attendance’ became statutory guidance. Within the guidance, there is a requirement for schools to inform the local authority when a pupil is absent from school due to illness for 15 days or

more (consecutively or cumulatively throughout an academic year) or is due to be absent for 15 days due to illness. This, and other new elements of the guidance, link closely with the responsibilities of local authorities and schools regarding education arrangements for children who are unable to attend school due to illness. These responsibilities are addressed in the DfE's 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs' [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and other relevant guidance.

Financial Implications

The policy is expected to support the current practice where schools provide suitable out of school education arrangements for eligible children, where possible, and will continue to fund these activities from their individual school's budget. The DfE guidance allows the LA to deduct a portion of the school budget where this is not the case.

For the minority of cases where school arrangements are not sufficient, the LA offer is currently provided by the KCC maintained pupil referral unit: The Rosewood school, with an annual revenue budget (£3.3m for 2024-2025) funded from the ring-fenced High Needs Block of the Dedicated Schools Grant (DSG) provided by the DfE. Any capital costs associated with the school are met from the Council's Capital budgets for Schools annual planned maintenance or, the High Needs Capital Budget (dependent on the requirement).

The DfE requirements in respect of the education of children not in school reiterates the Council's role in ensuring eligible children with health needs receive suitable alternative provision. The resource required to fulfil this role is currently being scoped. If additional resources are required, the statutory functions relating to attendance are funded from a combination of grant funding (Central Services Schools Block of the DSG) and income from the issuing of Statutory Penalty Notices. Extra income from changes to the national framework for penalty notices will be expected to fund any additional resources required to fulfil our duties.

Financial implications of this policy will be reviewed further in light of both the review of The Rosewood School and other resources required. Examples of additional costs could include both revenue and capital costs if an expansion of The Rosewood School is required or costs associated with online learning should this be considered.

There is a financial risk to the LA that the promotion of this policy may result in additional demand for a LA offer. Any associated revenue costs from either the review of Rosewood School or additional demand would need to be met from the High Needs Block of the DSG. This is in the context that that High Needs Block of DSG is currently overspent and therefore any extra revenue costs resulting from this policy will need to be matched with corresponding compensating savings. This is not expected to result in a General Fund pressure.

Legal implications

Section 19 of the Education Act 1996 requires Local Authorities to make arrangements to provide "suitable education at school, or otherwise than at school, for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them".

The DfE 'Alternative Provision', statutory guidance 2013 states: "*Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.*"

The DfE's guidance 'Arranging education for children who cannot attend school because of health

needs', 2023 requires local authorities to provide education for children who cannot attend education because of their physical or mental health needs.

Section 7 of the 1996 Education Act states that parents/carers must ensure that children of compulsory school age receive efficient full-time education suitable to a) their age, ability and aptitude, and b) to any special educational needs they may have, either by regular attendance at school or otherwise.

The Equality Act states: *"Some complex and/or long-term health issues may be considered disabilities under equality legislation. This legislation provides those local authorities must not discriminate against disabled children and are under a duty to eliminate discrimination, foster equality of opportunity for disabled children and foster good relations between disabled and non-disabled children."*

Section 19 is intended to cover circumstances in which it is not reasonably possible for a child to take advantage of existing suitable schooling. This policy provides details about the provision of education for children in Kent who cannot attend school because of health needs.

Equalities implications

The policy is specifically about supporting particular individuals with protected characteristics, namely children and young people of compulsory school age with medical/health conditions which prevent them from attending school (some of whom may have the protected characteristic of disability).

No negative equality impacts have been identified for residents as a result of this policy.

Data Protection Implications

A Data Protection Impact Assessment screening was carried out and then a further full Data Protection Assessment was completed. This has now been signed off by the Data Protection Team and then sent to the IAO for approval.

No major data protection implications had been detected but there were recommendations to consider, these included guidance for schools regarding the submission of referrals to minimise data errors.

The DPIA will be kept under review and then resubmitted should there be any changes to the described processing procedures.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 24th September 2024.

Any alternatives considered and rejected:

- To not create an effective policy to manage the health/medical needs of children in education - Pupils will not receive the support required to support their health/medical needs. In addition, this will be a reputational risk for KCC as the LA will not be meeting their statutory duties as highlighted in the new attendance guidance. Also, the Ombudsman will likely open a new complaint and issue a public interest report for non-compliance.

- Not to review the arrangements with The Rosewood School and establish a clear monitoring plan – This would risk KCC not delivering statutory duties with regards to Section 19 of Education Act 1996 as there will be no education provision for pupils who meet the referral threshold. In addition, there is a large risk of The Rosewood School not delivering the requirement of the LA nor delivering best value.

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

None

.....
signed

.....
date

EQIA Submission – ID Number

Section A

EQIA Title

Education Health Needs Policy V2

Responsible Officer

Yasmin Thornton - DCED SRP

Approved by (Note: approval of this EqIA must be completed within the EqIA App)

Simon Smith - CY EPA

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

PIAS

Responsible Head of Service

Simon Smith - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The aim is to provide alternative education arrangements when the student hasn't been able to attend school for health reasons for 15 days or longer as required under the Section 19 Education Act 1996. This will ensure all students have access to education and are not discriminated based on health needs.

From 18 August 2024, the Department for Education's (DfE) 'Working together to improve school attendance' statutory guidance comes into effect. Within the guidance, there is a requirement for schools to inform the local authority when a pupil is absent from school due to illness for 15 days or more (consecutively or cumulatively throughout an academic year) or is due to be absent for 15 days due to illness. This, and other new elements of the guidance, link closely with the responsibilities of local authorities and schools concerning education arrangements for children who are unable to attend school due to illness. These responsibilities are addressed in the DfE's 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs', and other relevant guidance. Relevant guidance (which is discussed and signposted in the draft policy itself).

In the last academic year (2022-23), 21,000 pupils in Kent were absent from school due to illness for at least 15 days. The vast majority of these pupils will continue to receive a suitable education without intervention by KCC. However, in a minority of cases, it will be necessary for KCC to provide alternative education in

accordance with its statutory responsibilities.

KCC commissions The Rosewood School (which has three sites in Kent in Tonbridge and Malling, Maidstone, and Canterbury), to provide up to 150 places for children and young people who, due to their medication, health or physical needs, cannot receive education in a mainstream setting. This includes children and young people for whom KCC has a statutory responsibility to arrange alternative education. The arrangement with The Rosewood School will continue under the new policy.

The data attached to the EQIA relates to the 21,000 pupils in Kent absent from school due to illness.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

No

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

Currently we have liaised with the following stakeholders:

Cabinet Member for Education and Skills

Corporate Director of CYPE

Director of Education and SEN

Assistant Director - Adolescents and Open Access

Public Health Consultant

Public Health Specialist

Senior Commissioner

Legal Services

Bevan Brittan

Designated Clinical Officer - NHS Kent and Medway CCG

The Rosewood School

We will be liaising with the additional stakeholders as part of the Public Consultation from 11 June 2024

Schools

Parents

Carers

Kent PACT

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

Yes

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

Staff/Volunteers

Residents/Communities/Citizens

Residents/communities/citizens

Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
<p>The draft policy is specifically about supporting particular individuals with protected characteristics, namely children and young people of compulsory school age and those with health conditions which prevent them from attending school (some of whom may have the protected characteristic of disability).</p> <p>KCC anticipates positive impacts for these groups (and, possibly and by extension, those with the protected characteristic of pregnancy/maternity). It anticipates that by clarifying existing practice, updating guidance and procedures, and producing a publicly accessible policy statement, all stakeholders should benefit in terms of being able to understand and navigate KCC's processes for arranging alternative provision for children and young people with health needs. The policy includes clear flowcharts and descriptions of processes to aid transparency and delineate responsibility between stakeholders as much as possible.</p> <p>The policy will promote re-integration following a period of alternative provision , as well as emphasising the importance of schools providing support to those with health needs before KCC's Section 19 duty is engaged.</p> <p>The policy will also enhance the collaboration of different stakeholders like health services and schools. It is also anticipated that the policy will help avoid delays in securing unnecessary referrals or securing alternative provision.</p> <p>A simple summary of the policy for children and young people has been produced, to aid their understanding.</p> <p>It is not anticipated to have any adverse equality impacts the new policy is largely about bringing together existing practice and procedure (so no substantive change), while promoting clarity and transparency.</p>
Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No

Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No
Negative impacts for Sexual Orientation
Not Applicable
Mitigating actions for Sexual Orientation
Not Applicable
Responsible Officer for mitigating actions for Sexual Orientation
Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No
Negative impacts for Pregnancy and Maternity
Not Applicable
Mitigating actions for Pregnancy and Maternity
Not Applicable
Responsible Officer for mitigating actions for Pregnancy and Maternity

Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No
Negative impacts for Marriage and Civil Partnerships
Not Applicable
Mitigating actions for Marriage and Civil Partnerships
Not Applicable
Responsible Officer for Marriage and Civil Partnerships
Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No
Negative impacts for Carer's responsibilities
Not Applicable
Mitigating actions for Carer's responsibilities
Not Applicable
Responsible Officer for Carer's responsibilities
Not Applicable

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Supporting children who are unable to attend school because of medical/health
needs

Consultation Report

August 2024

Project Manager: Simon Smith

Project Sponsor: Christine McInnes

Directorate: Childrens, Young People and Education

Version No: 0.5

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1. Introduction

On 18 August 2024, the Department for Education (DfE) 'Working together to improve school attendance' became statute. Within this guidance, there is a requirement for schools to inform the local authority when a pupil is absent from school due to illness for 15 days or more (consecutively or cumulatively throughout an academic year) or is due to be absent for 15 days due to illness. This supports the existing duty of the home school to provide the local authority with this information under regulation 12(1)(a) of the Education (Pupil Registration) (England) Regulations 2006.

This, and other new elements of the attendance guidance, link closely with the responsibilities of local authorities and schools concerning education arrangements for children who are unable to attend school due to illness. These responsibilities are addressed in the DfE's 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs' [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118111/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf) and other relevant guidance.

In the academic year 2022-23, 21,000 pupils in Kent were absent from school due to illness for at least 15 days. The vast majority of these pupils continued to receive a suitable education without intervention by Kent County Council (KCC). However, in a minority of cases, it was necessary for KCC to provide alternative education in accordance with its statutory responsibilities. This is further evidenced by a high number of parental requests/complaints linked to the local authorities Section 19 responsibilities. In addition, following an Ombudsman's case in 2022, it was recommended that the local authority write and implement a Health Needs policy.

The draft policy 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs' was open to a public consultation from 11th June – 28th July 2024 www.kent.gov.uk/healthneedspolicy.

The aim of the policy is to provide clarity on the arrangements which will apply when a school pupil in Kent is unable to attend school for health/medical reasons. In particular, the policy provides information on how the local authority, schools, parents and pupils will work in collaboration. This will ensure that all pupils have access to suitable education and receive appropriate support in light of their health/medical needs.

KCC commissions The Rosewood School (which has two sites - Maidstone and Canterbury), to provide up to 150 places for pupils who, due to their medical/health needs, cannot receive education in a mainstream setting. This includes pupils for whom KCC has a statutory responsibility to arrange alternative education. The arrangement with The Rosewood School will continue under the new policy, but a review of the service level agreement is also being completed.

KCC's 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs' policy is linked to:

- DfE 2024 statutory guidance 'Working together to improve school attendance'.
- Section 19 of the 'Education Act 1996'.
- DfE' 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs'.
- Regulation 12(1)(a) of the Education (Pupil Registration) (England) Regulations 2006.
- Ombudsman recommendation for a Health Needs policy to be written and implemented.

2. Consultation process

A six-week consultation ran between 11th June - 28th July. The consultation invited stakeholders including schools, parent/carers and young people to provide their views on the policy.

Feedback was captured via a consultation questionnaire which was available on the KCC engagement website www.kent.gov.uk/healthneedspolicy. Hard copies of the consultation document and questionnaire were also available on request. Consultation material included details of how people could request alternative formats. A Word version of the questionnaire was available on the website (and on request) for those that did not wish to complete the online form.

A consultation stage Equality Impact Assessment (EqIA) was carried out to assess the impact the proposed policy could have on those with protected characteristics. The EqIA was available as one of the consultation documents and the questionnaire invited consultees to comment. An analysis of response to this question can be found in section 5 of this report.

To raise awareness of the consultation and encourage participation, the following activities were undertaken by KCC:

- Media release [Supporting children and young people who miss school owing to health or medical needs - News & Features - Kent County Council](#) (160 views).
- Social media campaign via KCC's corporate channels including Facebook and LinkedIn.
- Article in KCC's residents' e-newsletter.
- Article in Kelsi Schools e-bulletin.
- Article in Emotional Wellbeing Newsletter.
- Presentation to KCC countywide Headteacher briefings in June/July 2024, with slides distributed following the meeting.
- Email to all Headteachers in Kent.
- Presentation to Kent Youth Voice and Youth Participation Network.
- Consultation hosted on Let's talk Kent engagement website www.kent.gov.uk/healthneedspolicy.

- Newsletter sent to existing registered users of the Let's talk Kent engagement platform (who have expressed an interest in consultations relating to 'children and families', 'schools and education', or 'young people').

3. Profile of respondents

A summary of engagement with the consultation website and material can be found below:

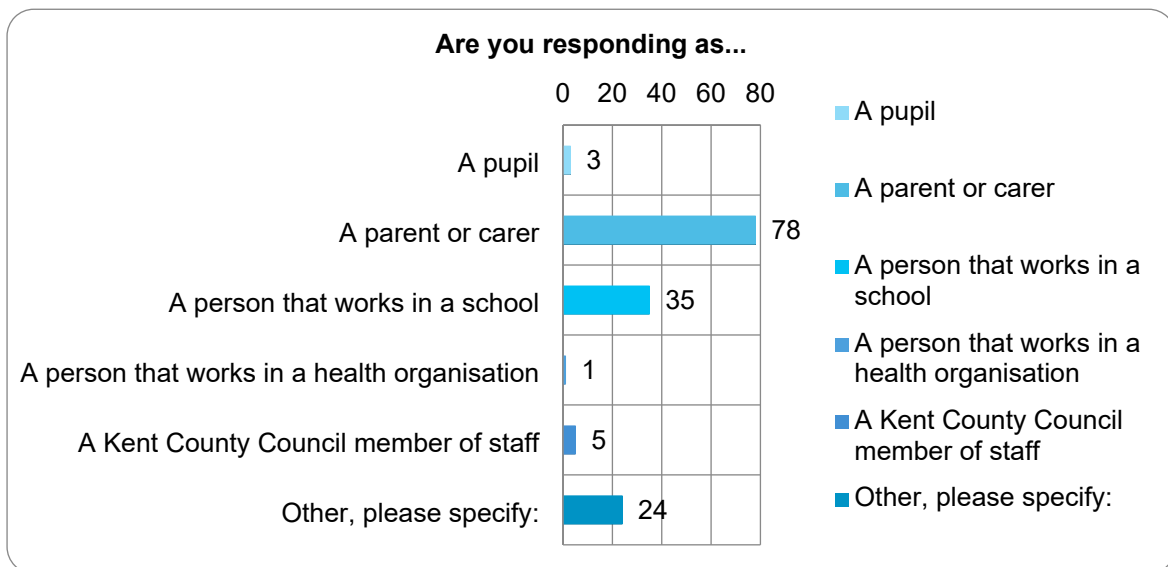
- 160 views of media release.
- 1057 total number of visitors to the consultation webpage.
- 1208 visits to the consultation documents.
- 1360 downloads/views of the consultation documents.
- 146 respondents to the questionnaire, 145 online and 1 via email.

Engagement Tool Name	Visitors	Downloads/Views
Draft policy	818	934
Policy summary for young people	152	160
Consultation questionnaire for young people	124	143
Consultation questionnaire	79	86
Equality Impact Assessment	35	37
Total	1208	1360

A summary of the profile of respondents to the questionnaire can be found below:

Question – Are you responding as ...?

- The majority of respondents were parents - 53%, with school staff 24% of respondents. Only 3 pupils responded.



The chart above shows how people responded to the following question: Are you responding as:

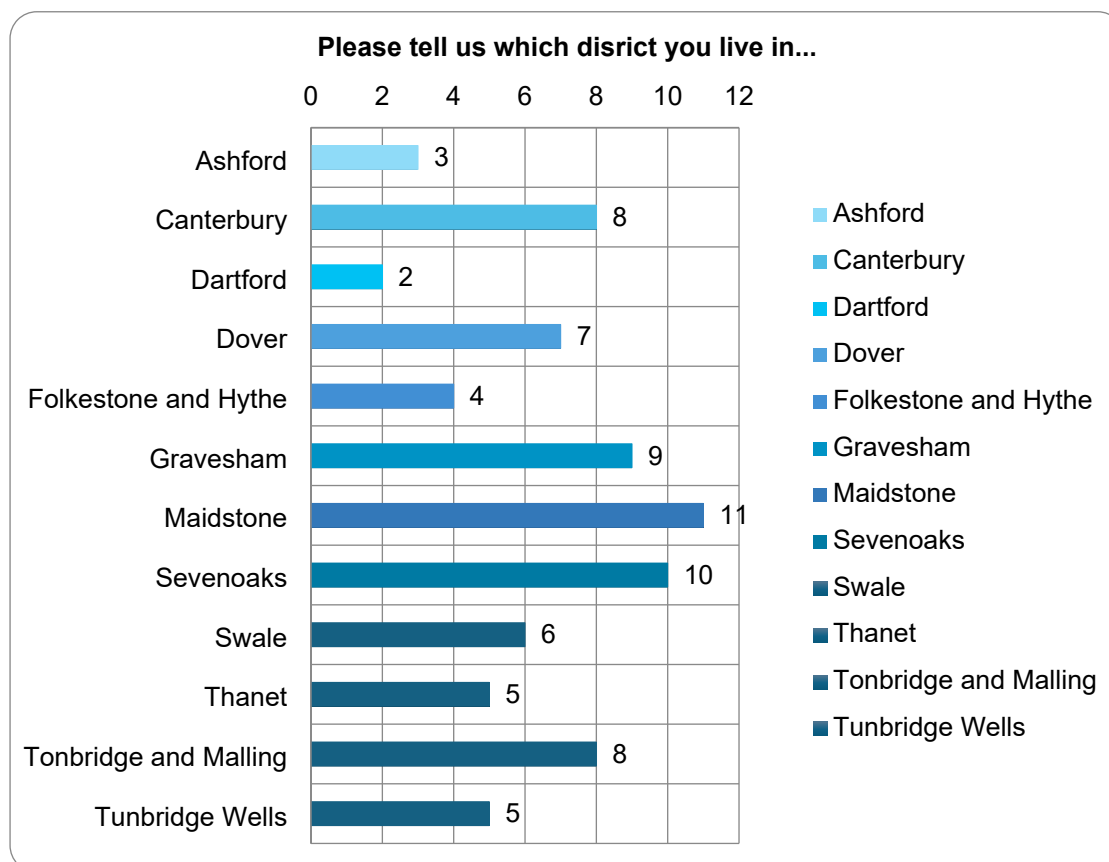
3 people responded as a pupil. 78 people responded as a parent or care. 35 people responded as a person that works in a school. 1 person responded as a person that works in a health organisation, 5 people responded as Kent County Council member of staff. 24 people responded as other.

The chart shows how people responded to the following question: Are you responding as..

3 people responded as a pupil, these may have been as a result of the presentation to Kent Youth Voice and Youth Participation Network. 78 people responded as a parent/carer. 1 person responded as a person that works in a health organisation. 5 people responded as a Kent County Council member of staff. 24 people responded other.

Question - Please tell us which district you live in?

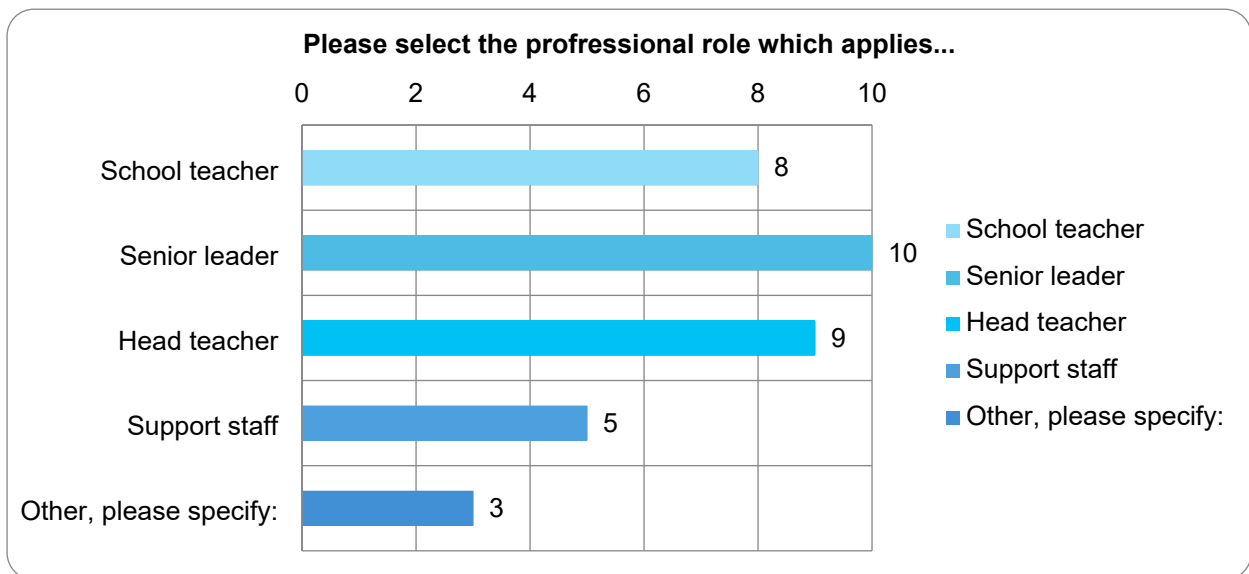
- All districts where respondents lived were represented, ranging from Maidstone (11 responses) the highest, followed by Sevenoaks (10) and Dartford (2) the lowest.



The chart shows how people responded to the following question please tell us which district you live in. 3 people responded Ashford. 8 people responded Canterbury. 2 people responded Dartford. 7 people responded Dover. 4 people responded Folkestone and Hythe. 9 people responded Gravesham. 11 people responded Maidstone. 10 people responded Sevenoaks. 6 people responded Swale. 5 people responded Thanet. 8 people responded Tonbridge & Malling, 5 people responded Tunbridge Wells.

Question - Please select the option below that most closely represents how you are responding to this consultation.

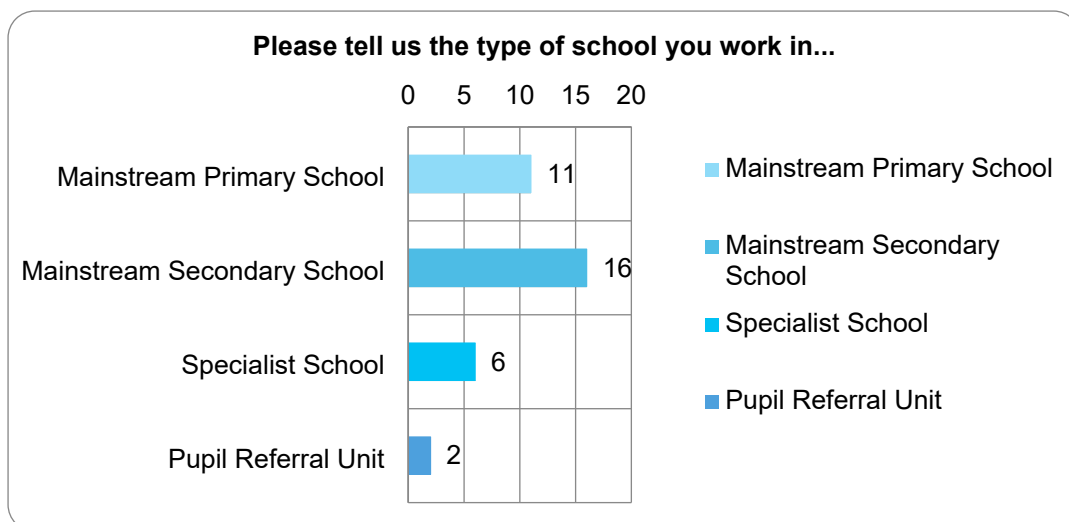
- Out of the 35 school staff that responded, 10 were senior leaders, 9 were headteachers and 8 teachers, there were also 5 responses from support staff.



The chart above shows how people responded to the question: ‘Please select the professional role which applies: 8 people responded as a school teacher, 10 people responded as a senior leader, 9 people responded as a headteacher, 5 people responded as support staff and 3 people responded as other.

Question – Please tell us the type of school you work in.

- 16 respondents work in a mainstream secondary school and 11 in a mainstream primary school, with 6 in a special school and 2 in a Pupil Referral Unit.



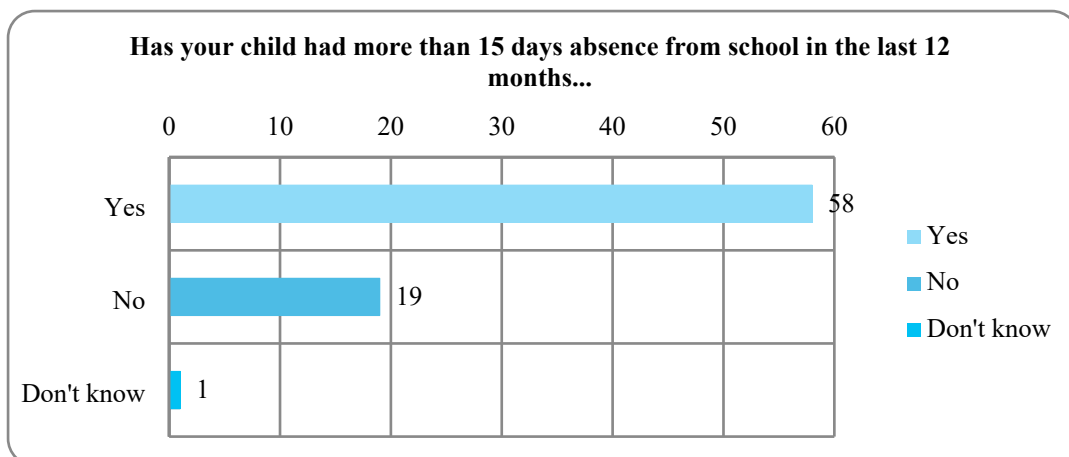
The chart shows how people responded to the question: Please tell us the type of school you work in. 11 people responded Mainstream Primary School. 16 people responded Mainstream Secondary School. 6 people responded specialist school. 2 people responded Pupil Referral Unit.

The following schools responded to the consultation:

- Archbishops
- Aylesford School
- Borden Grammar School
- Brockhill Performing Arts College
- Canterbury Academy
- Cliftonville Primary School
- East Peckham Primary
- Enterprise Learning Alliance
- Federation of Chislet CE and Hoath Primary Schools
- Goldwyn School
- Hartsdown Academy
- High Firs primary school
- Highworth Grammar School
- ISP Whitstable
- Minster Church of England Primary
- Moor House School and College
- Rowhill school
- Sandgate Primary school
- Sandwich Technology School
- Shorne Church of England Primary School
- Sir Roger Manwood's School
- Snowfields Academy
- St Augustine academy
- The Malling School
- The Marsh Academy
- The Rosewood School
- The Skinners Kent Academy
- The Wells Free School
- Tunbridge Wells Girls' Grammar School
- Tymberwood Academy
- Whitehill Primary
- Woodlands Primary

Question - Has your child had 15 days or more absence from school in the last 12 months?

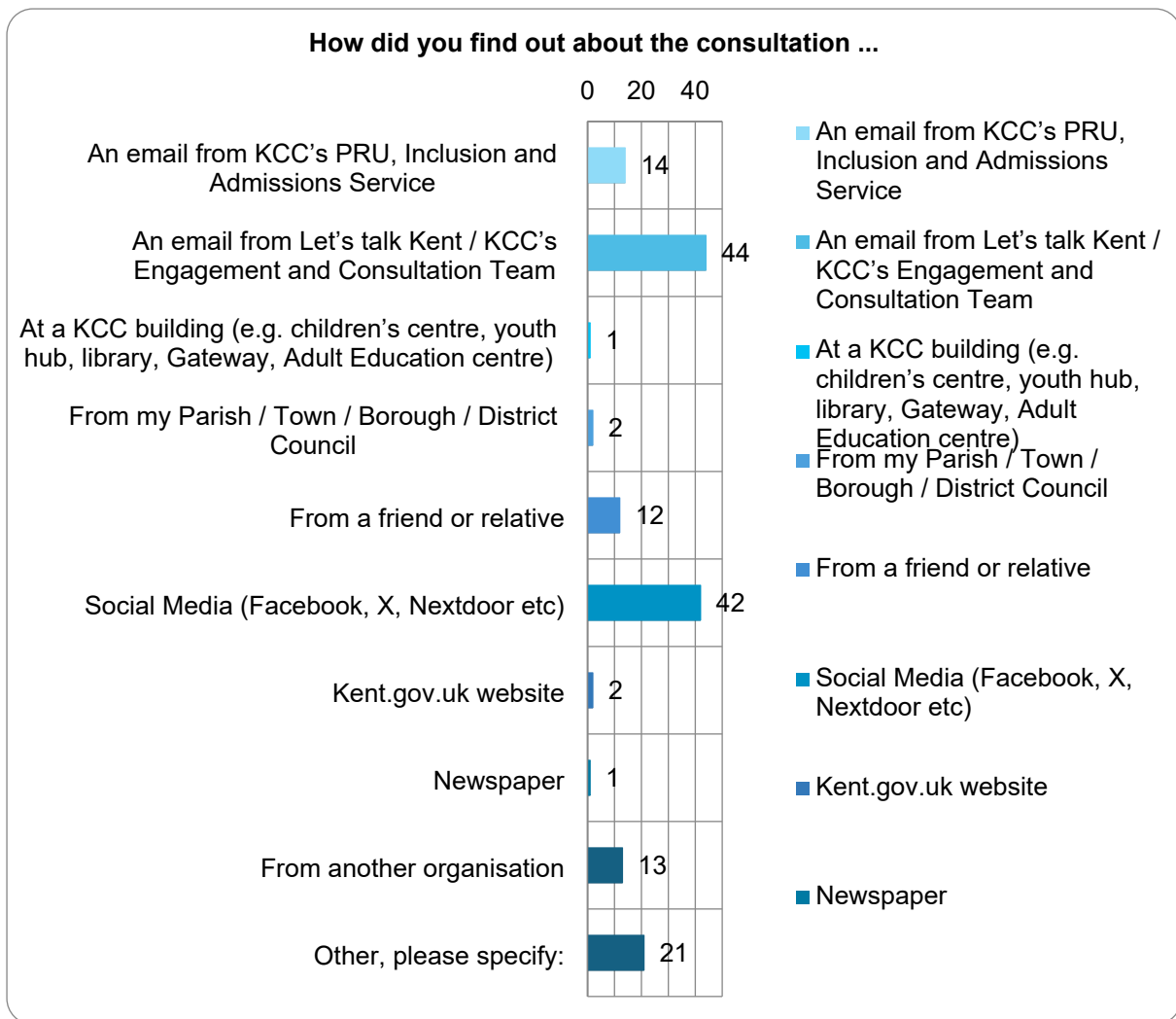
- From the 78 parents or carers that responded, 58 reported their child had 15 days or more absence from school in the last 12 months.



The chart shows how people responded to the following question: Has your child had 15 days or more absence from school in the last 12 months. 58 people responded Yes. 19 people responded No. 1 person responded No.

Question - How did you find out about this consultation?

- The majority of respondents (44 and 42) found out about the consultation via Let's talk Kent/KCC's Engagement and Consultation email, and social media respectively.



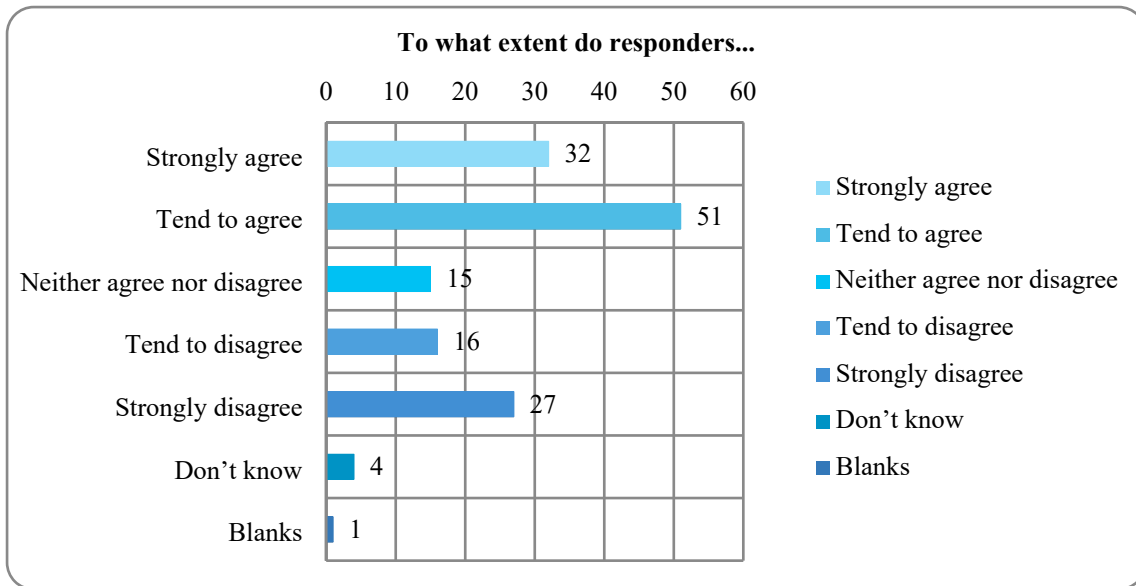
The chart shows how people responded to the question: How did you find out about the consultation. 14 people responded an email from KCC's PRU Inclusion and Attendance Service. 44 people responded an email from Let's talk Kent. 1 person responded at a KCC building (e.g. children's centre, youth hub). 2 people responded from my Parish/Town/Borough/District council. 12 people responded from a friend or relative. 42 people responded Social Media. 2 people responded 'Kent.gov.uk' website. 1 person responded newspaper. 13 people responded from another organisation. 21 people responded other.

4. Consultation responses

A summary of each question can be found can be found below:

Question - To what extent do you agree or disagree that the policy would benefit pupils and their families?

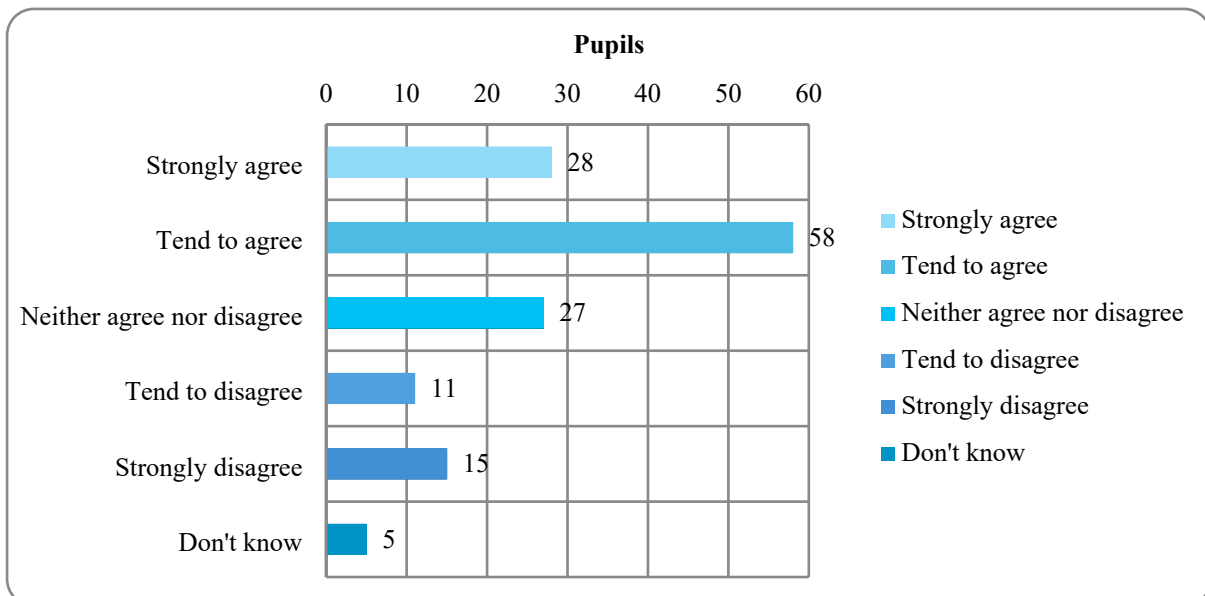
- 57% of all respondents strongly agree/agree that the policy will benefit pupils and their families, whereas 29% strongly disagree/disagree. 14% of respondents did not answer either way (neither agree nor disagree, don't know or blank).



- 46% of parents strongly agree/agree that the policy will benefit pupils and their families, whereas 41% strongly disagree/disagree.
- 66% of school staff strongly agree/agree that the policy will benefit pupils and their families, whereas 23% strongly disagree/disagree.

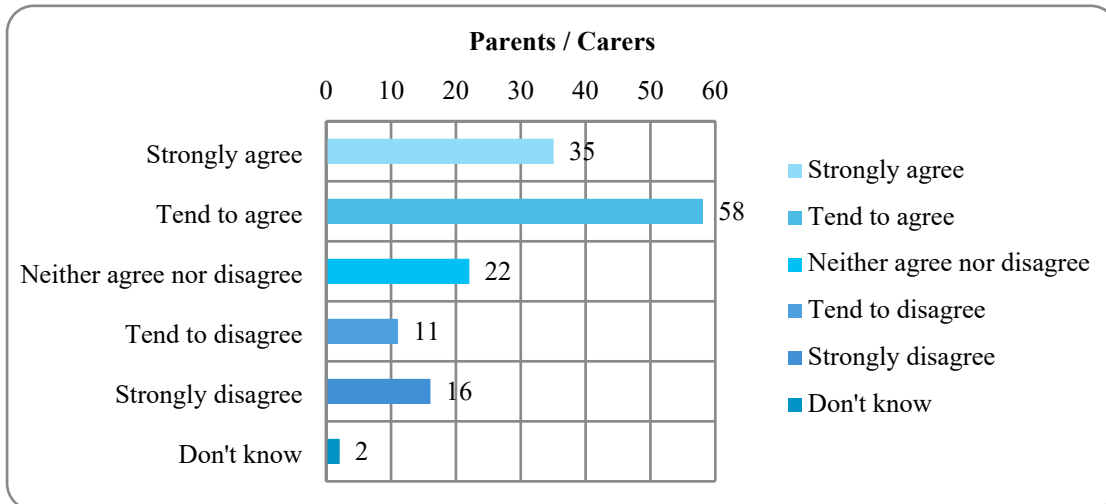
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for pupils.

- 60% of respondents strongly agree/agree that the policy provides clear responsibilities for pupil, whereas 18% strongly disagree/disagree.



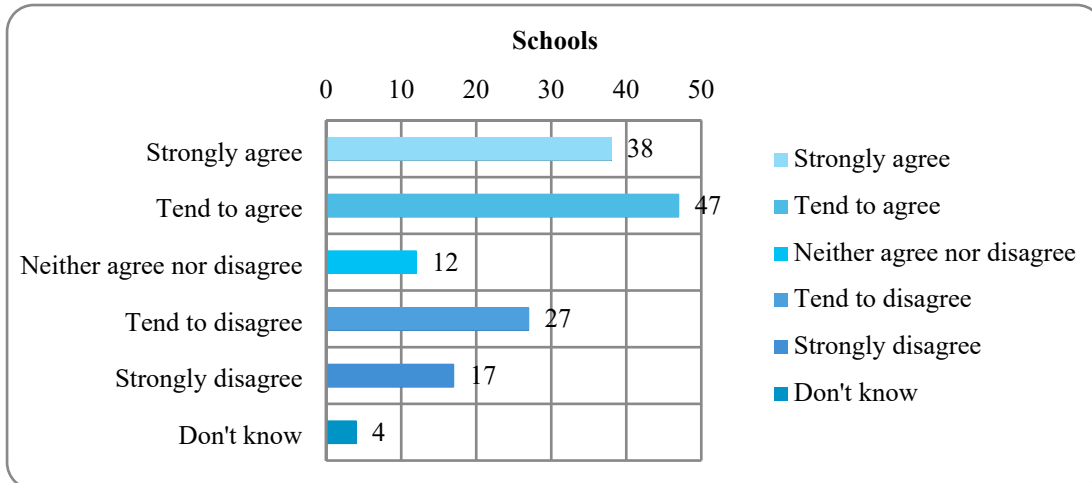
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for parents/carers.

- 65% of respondents strongly agree/agree that the policy provides clear responsibilities for parents/carers, whereas 19% strongly disagree/disagree.



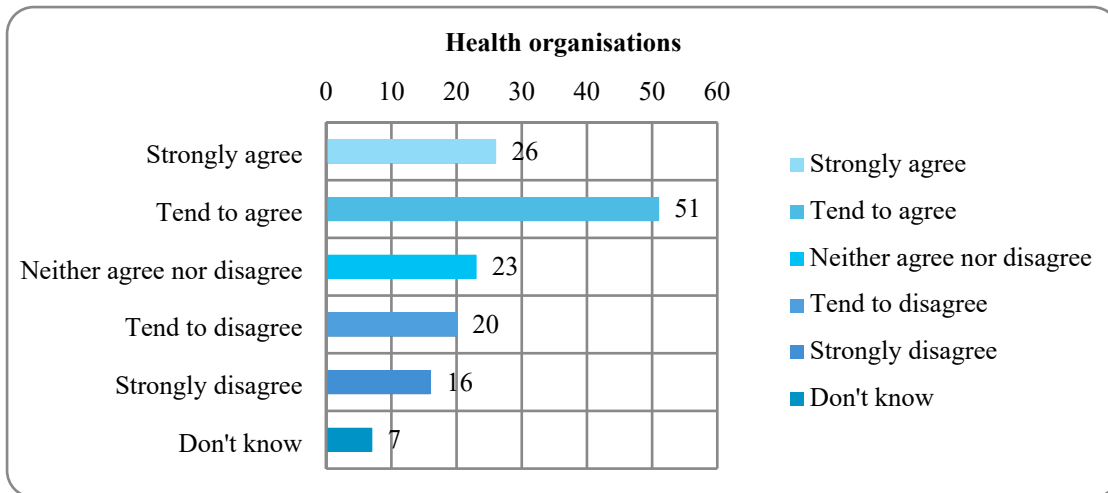
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for schools.

- 59% of respondents strongly agree/agree that the policy provides clear responsibilities for schools, whereas 30% strongly disagree/disagree.



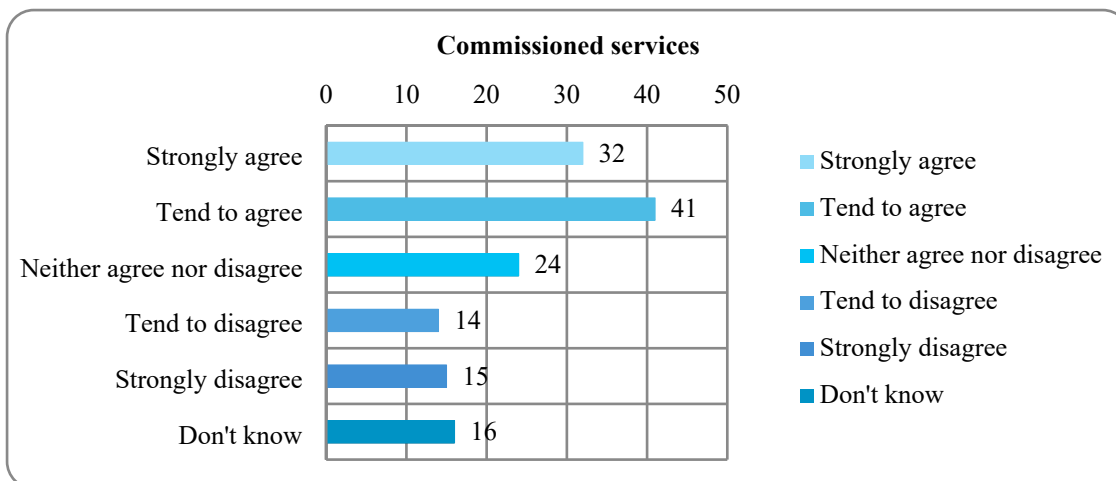
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for health organisations.

- 54% of respondents strongly agree/agree that the policy provides clear responsibilities for health organisations, whereas 25% strongly disagree/disagree.



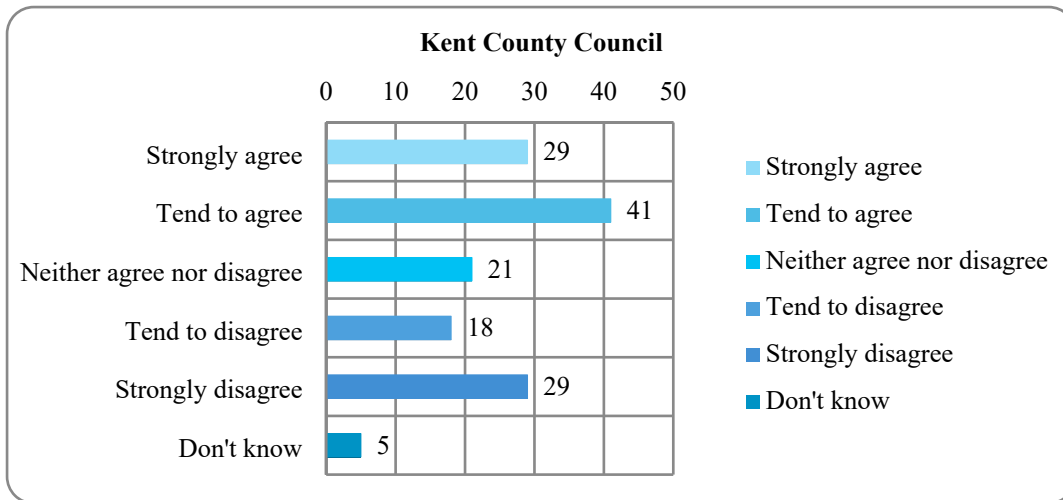
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for The Rosewood School (commissioned service).

- 51% of respondents strongly agree/agree that the policy provides clear responsibilities for The Rosewood School (commissioned service), whereas 20% strongly disagree/disagree.



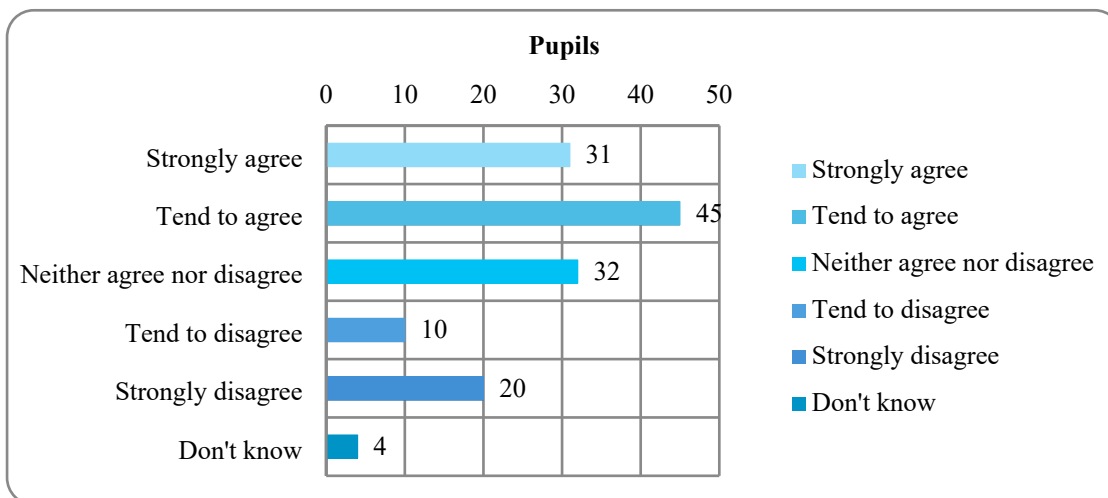
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for Kent County Council.

- 49% of respondents strongly agree/agree that the policy provides clear responsibilities for Kent County Council, whereas 33% strongly disagree/disagree.



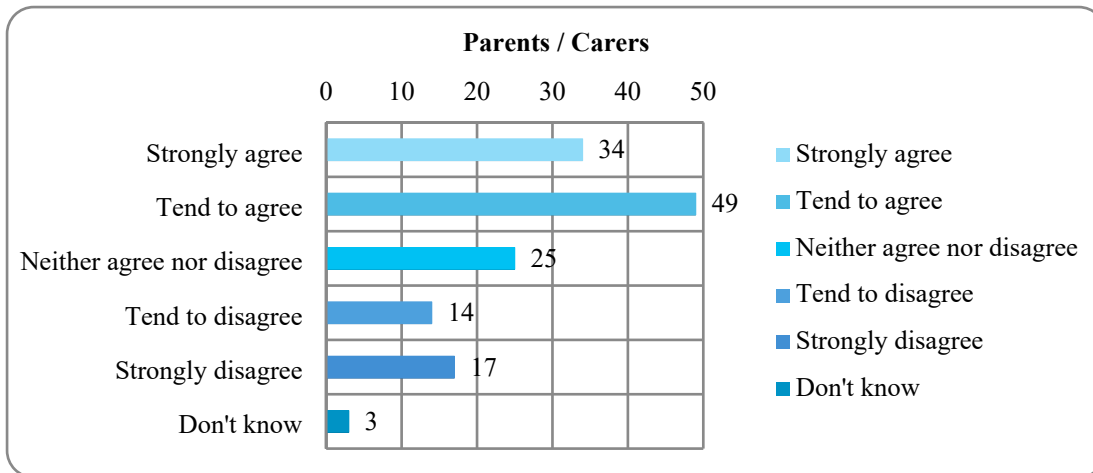
Question - To what extent do you agree or disagree with the responsibilities for pupils.

- 54% of respondents strongly agree/agree with the pupil responsibilities, whereas 21% strongly disagree/disagree.



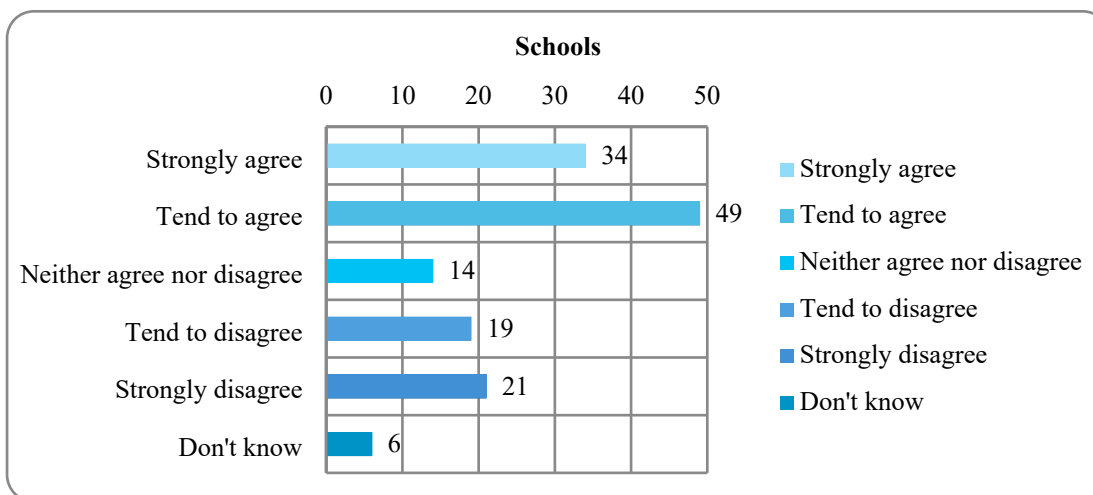
Question - To what extent do you agree or disagree with the responsibilities for parents/carers.

- 58% of respondents strongly agree/agree with the parent/carer responsibilities, whereas 22% strongly disagree/disagree.



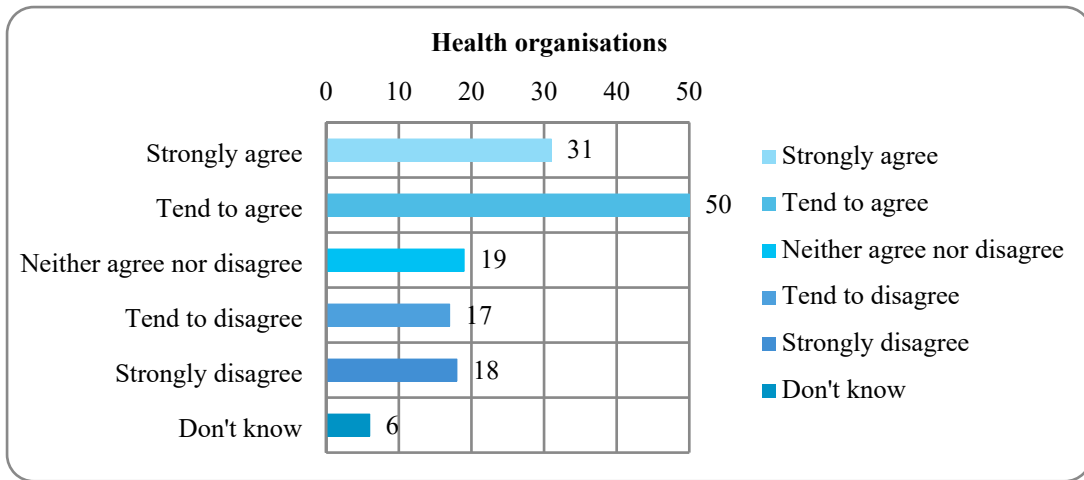
Question - To what extent do you agree or disagree with the responsibilities for schools

- 58% of respondents strongly agree/agree with the school responsibilities, whereas 28% strongly disagree/disagree.



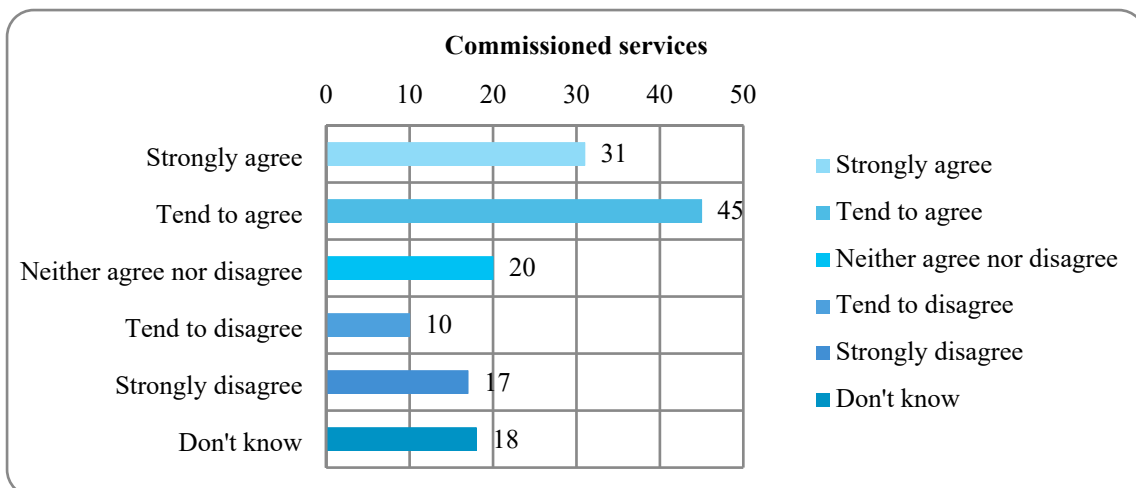
Question – To what extent do you agree or disagree with the responsibilities for health organisations.

- 57% of respondents strongly agree/agree with the health organisations responsibilities, whereas 25% strongly disagree/disagree.



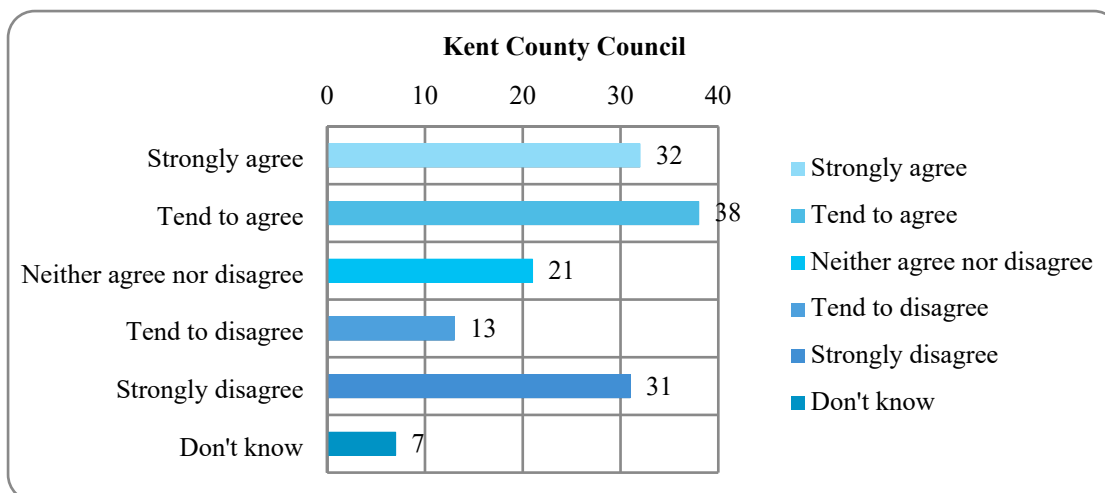
Question - To what extent do you agree or disagree with the responsibilities for The Rosewood School.

- 54% of respondents strongly agree/agree with The Rosewood School's (commissioned service) responsibilities, whereas 19% strongly disagree/disagree.



Question - To what extent do you agree or disagree with the responsibilities for Kent County Council.

- 49% of respondents strongly agree/agree with Kent County Council's responsibilities, whereas 31% strongly disagree/disagree.



When summarising the findings (see below), there is a clear indication that responses suggest responsibilities are clear for stakeholders along with the agreement of those responsibilities.

It seems that parent/carers and pupils' responsibilities were very clear and there was agreement in a large majority of opinions. Although the other four stakeholders (schools, health organisations, commissioned service and Kent County Council) scored highly, the responses suggest that whilst responsibilities are clear, the agreement of these responsibilities are not as strong, in particular for Kent County Council (see conclusion and next steps).

Response	Stakeholder											
	Pupils		Parents/Carers		Schools		Health Organisations		Commissioned Service (Rosewood)		Kent County Council	
	CR*	RJ#	CR	RJ	CR	RJ	CR	RJ	CR	RJ	CR	RJ
Strongly agree or agree	60%	54%	65%	58%	59%	58%	54%	57%	51%	54%	49%	49%
Strongly disagree or disagree	18%	21%	19%	22%	30%	28%	25%	25%	20%	19%	33%	31%

*CR = clear responsibilities #RJ = responsibility judgement

There were five questions where respondents were invited to give additional comments, these questions were 7-11. Three of these additional comments were if responses to questions were 'Tend to disagree' or 'Strongly disagree', these questions were:

- Question 7. To what extent do you agree or disagree that the policy would benefit pupils and their families?
- Question 8. To what extent do you agree or disagree that the policy provides clear responsibilities for
- Question 9. To what extent do you agree or disagree with the responsibilities for the following groups.....

Also, there was an opportunity for respondents to provide any other information in the following question:

- Question 10. Are there any other comments you want to provide on the 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs Policy'?

In addition, there was a question on section 3 of the questionnaire for respondents to provide additional information in the following question:

- Question 11. We welcome your views on our equality analysis and if you think there is anything we should consider relating to equality and diversity.

For questions 7-10, responses have been grouped in themes and frequency for ease of analysis and next steps to be identified, see below. For question 11, the analysis can be found in Section 5 Equality analysis.

No.	Theme	Frequency					Comments
		Q7	Q8	Q9	Q10	Total	
AT1	Each case/pupil needs should be fully considered to ensure adequate provision provided	23	10	11	16	60	Suggestion that the policy does not cater for the needs of each child and there is a demand for a more personalised and flexible educational provision for each pupil, especially those with neurodiversity and mental health issues.
AT2	Further support needed for pupils with long-term absence	10	10	6	16	42	Responses suggest further consideration is required for the support available to pupils who do not meet the criteria of The Rosewood School or are too unwell (generally mental health) to physically attend school. Further responses suggest there should be more specific protocols, particularly involving GPs and mental health interventions, to ensure timely and appropriate support for pupils with health conditions. Some responses also highlight an online provision should be available for pupils.
AT3	Lack of clarity, responsibility and timeframes	0	11	8	11	30	Responses suggest clearer guidelines are required when KCC should take responsibility for a child's education, especially when

							schools fail to provide adequate support. The roles and timescales of response for the home school, Rosewood School and local authority need to be considered.
AT4	Responses regarding the commissioned provision - The Rosewood School	9	7	0	8	24	The responses suggest there must be further consideration of the current commissioned provision arrangements. This includes the capacity of The Rosewood School which is only commissioned to support 150 pupils and transport issues/costs due to the location of the provisions. In addition, there is also a suggestion that clearer guidance is required regarding the criteria for referral and the referral process.
AT5	Further support/ consideration for pupils with an EHCP	7	4	2	10	23	Further consideration is required to the approach of long-term absence of pupils with an Education, Health and Care Plan (EHCP) due to the current local authority challenges around annual review capacity.
AT6	Gathering of medical evidence	2	3	0	6	11	Obtaining medical evidence for mental health issues is highlighted as a significant challenge. General practitioners (GPs) are often unwilling to provide letters, making it difficult for parents to provide the necessary documentation.
AT7	Impact on families	3	0	2	4	9	Responses suggest that the policy could place undue pressure on families, both financially and emotionally. Fines for absences and the logistical challenges of transporting children to The Rosewood School are significant concerns if families do not live near one of The Rosewood sites. In addition, clarity is required on whether transport is considered/provided for pupils attending The Rosewood School.

AT8	Impact on schools	3	1	2	1	7	There is a perception that the policy will place pressure on schools. The concerns include the capacity of schools to handle increasing pupil complexities, exacerbated by budget cuts and increased workloads.
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AT = Additional theme

Examples of comments provided in these questions included:

- Question 7. To what extent do you agree or disagree that the policy would benefit pupils and their families?
 - “Each case is very individual and based on complex circumstances. A one size fits all is not suitable.”
 - “Return to mainstream schooling after a 12 week intervention minimises and ignores the needs of some children for whom full time mainstream school causes huge anxiety and distress. Adults with mental health needs are not expected to continue carrying out the tasks that cause them distress whilst undergoing treatment, and to return to work in 12 weeks.”
 - “There is no accountability here from KCC to support young people and parents/families ... the emphasis is all on the schools who again will be working to support attendance of students with mental health issues, unsupported. There are no available places at either provision outlined in your policy.”
 - “It is not clear who will be responsible for providing remote learning for those pupils unable to attend school or Rosewood.”

- Question 8. To what extent do you agree or disagree that the policy provides clear responsibilities for
 - “The responsibility on schools is still not clear. The suggestion that schools can create an alternative provision for students (e.g. on a virtual, or 1:1 tutoring basis) is baffling. There is no money or staffing to support this when the school is set up to provide full time face to face education for all students.
 Apart from KCC being informed by schools there is nothing to suggest that they will have further involvement. It is incumbent on schools to refer to Rosewood or provide alternatives themselves. If according to the government guidance the LA should take responsibility then I would have expected allocation of a case worker to advise all parties involved, or some involvement from PIAS to support. As it is, schools

- are still bearing the responsibility (especially if Rosewood have limited space or support they can offer).”
- “The policy is clear but is very generalised. Each child is very different and whilst you can specify requirements such as engage in the education and interventions provided for them. If they are in a mental health crisis - it isn't always possible to do so.”
 - “The draft policy is not clear about the sort of support that will be offered. What health conditions this includes and whether there is any sort of time allowed for the provision. The challenge is always the reintegration of these vulnerable young people back into their school. There is no funding ever considered for this for additional resources in the students school.”
- Question 9. To what extent do you agree or disagree with the responsibilities for the following groups.....
 - “Rosewood school simply does not have capacity to deal with the current level of need. It gives no options if students are unable to return to full time mainstream education at the end of 12 week intervention. There are 100s of students for whom this plan is not realistic.”
 - “Rosewood school has two sites that are located more in Mid Kent, I am located in North Kent and my school attendance officer has never heard of it, we also need provision in this area, Kent is the 6th largest county in England and to have only two schools for the whole of the county is very poor - perhaps needs rethinking.”
 - “The issue for me is that the government documents say very clearly that after 15 days absence from school, the responsibility for their education becomes that of the LA and they want schools to focus on getting them back to school. However, as far as I can see, the only provision that KCC have in the draft policy for them providing suitable education for young people who are out of school for more than 15 days is the current arrangement for referrals to be made to Rosewood School. Given the large number of young people absent from Kent schools due to mental health issues or chronic fatigue, I would have thought setting up a county-wide virtual school would make sense in order for the LA to fulfil its obligation but there does not seem to be any mention of anything like this – it reads to me as keeping the status quo i.e. schools providing work for these pupils, whereas it is quite clear in the DfE documents that they do not see it as a school's role to do that for absences over 15 days.”
 - Question 10. Are there any other comments you want to provide on the ‘Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs Policy’?

- “I feel that last year there were 21,000 missing school because of illness or health related issues, and we are to provide 150 spaces at 2 places is really not even scratching at the surface of the issue.”
- “Looking at Section 8- Although there is a clear Annex 2 timeline for schools to follow when making a referral to the Rosewood School, I feel that it isn't clear about what schools need to do before they get to that stage. If a child becomes unable to attend what steps does a school need to do before we get to the referral stage?”
- “The majority of medical needs that we see limiting attendance is linked to mental health. Further guidance and support for this would be greatly appreciated.”
- “The policy needs to work with schools to provide support through the school within a measured, deliverable timeframe which provides appropriate support as recommended by medical professionals, or demonstrated by the health needs of the child. Early intervention is not resourced and there is no consequences for time delays.”
- “In general, this would appear to be an absolute bare minimum of support required. More SEND and CAMHS support is needed, for example.”

5. Equality analysis

Respondents were asked a specific question about equality and diversity:

- “We welcome your views on our equality analysis and if you think there is anything we should consider relating to equality and diversity, please add any comments below.”

Responses to this question (frequency in brackets) suggest the following topics should be considered:

No.	Theme	Comments
EAT1	Pupils with SEND (8 comments)	Responses highlight several concerns regarding the education provision and support for children with SEN, especially neurodivergent children, particularly those with autism. These include increased referrals to The Rosewood School for pupils with SEN due to the current education provision in Kent for pupils with SEN and the increased need for mental health awareness and support for pupils.
EAT2	Location of the commissioned provision - The Rosewood School (5 comments)	Responses request that home addresses of pupils are considered before placement at The Rosewood School.

EAT3	Pupil mental health and wellbeing (5 comments)	Responses request that professionals consider all options for pupils who cannot physically leave the house due to mental health conditions.
EAT4	Transgender pupils (1 comment)	A parent whose child is transgender are worried that their child maybe misgendered and request that their child will be treated fairly and have their chosen pronouns respected.

EAT = Equality analysis theme

Of the answers in the 'More about You' section, a summary of the profile of respondents can be found below:

- 62% of respondents chose to declare their gender, of this percentage 80% were female and 20% males.
 - 55% of the females who responded strongly agree/agree the policy would benefit pupils and families.
 - 72% of the males who responded strongly agree/agree the policy would benefit pupils and families.
 - 27% of the females who responded strongly disagree/disagree the policy would benefit pupils and families.
 - 17% of the males who responded strongly disagree/disagree the policy would benefit pupils and families.
 - 16% of the females who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
 - 11% of the males who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
- 62% of respondents chose to declare whether they are the same gender as at birth, of this percentage 98% of respondents are the same gender as at birth.
- 63% of respondents chose to declare their age group of this percentage:
 - 47% of respondents were age 35-49.
 - 27% between the ages of 50-59.
 - 9% between the ages of 65-74.
- 63% of respondents chose to declare if they have a particular belief or belonging, of this percentage 34% of respondents belong to a particular belief or belonging.
- 21% of respondents chose to declare whether they have a religion or belief, of this percentage 100% of respondents were Christian.
- 63% of respondents chose to declare whether they consider themselves to be disabled as set out in the Equality Act 2010, of this percentage 23% consider themselves to be disabled.
 - 52% of respondents who consider themselves disabled strongly agree/agree with the policy.

- 38% of respondents who consider themselves disabled strongly disagree/disagree with the policy.
- 58% of respondents chose to declare whether they are carers, of this percentage 46% of respondents declare themselves as carers.
 - 51% of the carers who responded strongly agree/agree the policy would benefit pupils and families.
 - 31% of the carers who responded strongly disagree/disagree the policy would benefit pupils and families.
 - 18% of the carers who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
- 63% of respondents chose to declare their sexuality preferences, of this percentage 88% of respondents are heterosexual and 3% were gay.
- 63% of respondents chose to declare their ethnicity, of this percentage 88% of respondents are White English.
- 96% of respondents chose to declare the area they live in, of this percentage:
 - 14% live in Maidstone.
 - 11% live in Gravesham.
 - 11% live in Canterbury.
 - 3% live outside of Kent (including Medway).

6. Conclusions and next steps

Most respondents in all questions tended to strongly agree/agree with the contents of the policy and the responsibilities linked to the stakeholders.

- 57% of all respondents strongly agree/agree that the policy will benefit pupils and their families, whereas 29% strongly disagree/disagree.

Response	%
Strongly agree/agree	57
Strongly disagree/disagree	29

Considering the responses of the consultation and views of the Children and Young People Cabinet Committee Members, the policy will be presented to the Cabinet Member for Education and Skills for approval along with a recommendation to consider the following future actions.

No.	Recommended Actions	Comment	Theme Addressed
RA1	Consider consultation responses during the current review of The Rosewood School	The current review of the commissioned arrangements with The Rosewood School should consider the following: <ul style="list-style-type: none"> ● No of commissioned places. ● Equality of county provision, including catering for all key stages (1-4). 	AT1 AT2 AT3 AT4 AT6 AT7 AT8 EAT1

		<ul style="list-style-type: none"> • Outreach support available to schools and family's pre-referral. • Online support for pupils unable to travel due to medical need (including mental health). • Referral criteria/process including medical evidence and referral panel protocols. • Length of pupil placements. • Confirmation of pupil transport arrangements. 	EAT2 EAT3
RA2	Operational guidance for Health Needs	<p>Guidance to be written to provide operational arrangements such as referral pathways, the commissioned provision, school notification process and local authority co-ordination.</p> <p>The guidance will help ensure the local authority fulfils its duties and responsibilities regarding health needs and ensure a personalised and flexible educational provision for each pupil is provided.</p> <p>Resources will need to be scoped and additional income from the changes to the national framework for penalty notices could be used to fund any additional provisions.</p>	AT1 AT2 AT3 AT4 AT5 AT6 AT7 AT8 EAT1 EAT2 EAT3 EAT4

RA = Recommended action

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EXECUTIVE DECISION

From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children, Young People and Education Cabinet Committee – 24 September 2024

Subject: KCC CLS Sub-contracting Education and Skills Funding Agency provision

Key decision: Affects more than two Electoral Divisions

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary: The decision is required to support a broad delivery of education for adults to meet needs, gaps in provision and new funding priorities.

Recommendation(s): The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

(a) Approve the sub-contracting of provision for vocational and specialist provision for adults.

(b) DELEGATE authority to the Corporate Director for Children, Young People and Education, to take relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required, including Service Level agreements (SLAs), to implement this decision.

1. Introduction

- 1.1 Community Learning and Skills is KCC's internally commissioned department to deliver Education and Training to adults and young people over 16. KCC CLS is responsible for delivering the Education & Skills Funding Agency (ESFA) Adult Skills Fund (ASF), Greater London Authority (GLA) budget, which support the goals and objectives of Framing Kent's Future.
- 1.2 As outlined in the CLS annual Accountability Statement 2024/25, which was approved through KCC governance, CLS provide and secure learning opportunities for Kent's residents which:

- engage and build confidence, preparing them for further learning and employment,
- improve essential skills in areas such as English, ESOL, maths, digital skills,
- equip parents/carers to support children’s learning,
- improve health and wellbeing to develop strong, integrated communities.

2. Key Considerations

- 2.1 ESFA Funding rules for Adult Education have changed and have redefined ‘partners’ as sub-contractors. This alteration requires a decision to sub-contract to both maintain and potentially realise business opportunities for growth against the delivery of previous specialist provision, specifically British Sign Language courses.
- 2.2 Under current arrangements, partners would provide courses as part of the existing arrangements in place with CLS. The sub-contracting model proposed in this decision means that relevant providers will now be sub-contracted to deliver the same services on a different contractual basis as a result of changes required by the Government.
- 2.3 The decision will support delivery of vocational courses, through specialist providers and subject matter experts, across Kent, including in areas such as construction, manufacturing, engineering, health and social care.
- 2.4 CLS and KCC were unsuccessful in this financial year’s funding bid for Skills Bootcamps, so sub-contracting will ensure that Kent residents can continue to develop the skills and attributes to equip them for work or further education prior to next year’s allocation.

3. Background

Adults

- 3.1 The focus of adult skills funding is now on progression towards, into, and within work, which also helps to meet the needs identified in the Local Skills Improvement Plan (LSIP).
- 3.2 The Department for Education (DfE) have identified new learning ‘aims’ for grant funded courses, including a large range of vocational courses which CLS do not have the internal organisational capacity or capability to deliver. These include some of the key LSIP focuses of construction, manufacturing and engineering. See Appendix 4 for list of vocational and specialist learning aims, including those with an employer focus.
- 3.3 The recent Kent and Medway LSIP progress report (Appendix 3), shows progress against the targets. Independent providers in key sectors are integral to the successful delivery and CLS are seeking to utilise their knowledge and skills via sub-contracts.

- 3.4 New qualifications, in specialist subjects such as British Sign Language (BSL) are being introduced.

4. How proposed decision supports Framing Kent's Future and Securing Kent's Future

- 4.1 Implementing the subcontracting proposals for specialist provision for both adults and young people will contribute towards the following priorities:

4.2 Framing Kent's Future: LEVELLING UP KENT:

- To support the Kent economy to be resilient and successfully adapt to the challenges and opportunities it faces over the coming years.
- To work with partners to develop a skills system for Kent that delivers skills that are resilient to changing workforce needs and opportunities and supports people to higher level skills.

Including supporting the identified actions of:

- Develop the highly successful Employment Task Force, so that it has the capacity to identify and tackle barriers to high-quality employment across the county and convene action between partners that will drive economic growth.
- Respond to and build on the Local Skills Improvement Plan
- Regularly commission the Workforce Skills Evidence Base to provide information about the Kent economy, businesses and skills requirements and inform the Action Plan that will coordinate interventions to improve skills levels and seize opportunities for new jobs and skills.
- Maximise the use of national skills funding, including the apprenticeship levy and the lifelong learning entitlement to create real opportunities for people to access training opportunities throughout their lives that lead to employment in vocational and technical fields.
- Working with the skills sector, building on recent models of collaboration, to develop the post-16 education system to better meet the needs of young people as well as the local and wider economy.

- 4.3 Sub-contracting elements which CLS do not have the expertise or capability to deliver, will align with our Best Value duty, as outlined in Part 1 of the Local Government Act 1999, where Councils should "make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to the combination of economy, efficiency and effectiveness". Any new sub-contracts commissioned will be assessed in line with Best Value Duty.

- 4.4 Sub-contracting will also support Securing Kent's Future, Objective 2 by supporting CYPE placement strategies and preparing young people for adulthood / transition with an outcome of greater independence in life.

5. Options considered and dismissed, and associated risk

- 5.1 **No nothing – considered and discounted.** CLS do not have suitably qualified staff in post and the subject matter knowledge to be able to deliver such a robust curriculum in such a wide range of vocational provision within the short term. Where CLS already have staff in post, the curriculum is already being offered; for example teaching and learning, using languages for work; digital skills.
- 5.2 **Offer all provision in-house – considered and discounted.** To recruit suitably qualified staff and develop a robust curriculum within the short timescale available for the 24/25 academic year, while undertaking a service redesign, isn't practicable. CLS work with the other Further Education providers across the county and feedback from colleges is highlighting that they are experiencing difficulty in recruiting tutors for vocational skills such as construction. Additionally, CLS do not have suitable facilities available for all provision types and significant investment would be required to provide them.

6 Financial Implications

- 6.1 CLS is funded via a range of annually awarded Education & Skills Funding Agency (ESFA) contracts plus fee income when adults enrol on certain courses.
- 6.2 The funding agreements with ESFA allows CLS retain up to a maximum of 20% of the sub-contracted delivery amount as a management fee to support the procurement, selection, audit, and management of the sub-contractors ensuring that they adhere to contractual obligations and expected quality measures. We have reviewed our requirements and believe that retention of 15% would be appropriate.
- 6.3 The wider planned restructure of CLS delivery will ensure CLS is fully funded from both grants and fee income when completed (including any sub-contracted element) and there will be no expectation of contribution from the general fund.

Sub-contracting relates to the following CLS funding streams:

- 6.4 Adults: CLS receives a Tailored learning contract of £6,705,376 (24/25 allocation) as part of the funding line Adult Skills Fund which totals £8,791,434. There is no limited to amount LA may provide through subcontracting however, the ESFA have expressed a wish to see a reduction in subcontracted delivery in the sector. In the event of exceeding £100,000 of subcontracted delivery, the sub-contracting standard must be adhered to which is an additional level of rigour which includes an external audit to be undertaken at cost to CLS. The Adult Skills fund projected sub-contracting amount is expected to be £600,000 of which CLS will retain £90k to oversee service delivery.

7. Legal implications

- 7.1 Adult Learning: Sub-contracting adult provision - KCC does not deliver the CLS services pursuant to specific statutory powers or duties. KCC is required to deliver the CLS services in exchange for funding from the Education and Skills Funding Agency (“ESFA”).

8. Equalities implications

- 8.1 An EqIA has been undertaken and is currently under review. The EqIA has not identified any negative impacts, as the proposal would offer new opportunities to protected groups.

9. Data Protection Implications

- 9.1 All subcontractors will be expected to sign up to the Kent and Medway Information Sharing Agreement as part of the contract.
- 9.2 Secure methods of returning learner data will be agreed.

10. Other corporate implications

- 10.1 The decision will have implications for other departments within the Council.
- 10.2 Commissioning and Procurement – support throughout the tendering and procurement process
- 10.3 Growth, Environment and Transport – CLS anticipates working more closely with their work on Growth and Communities.

11. Governance

- 11.1 A key decision is required to enable the sub-contracting of specialist and vocational provision. Authority will be delegated to the Director for Education and SEN to implement and adjust processes as necessary, in consultation with the Cabinet Member for Education and Skills. Ongoing scrutiny will be provided by CLS Client Group.

12. Conclusions

- 12.1 The proposed decision will provide the best, and most secure, learning outcomes for adult learners in Kent who are stepping into education to improve their employability skills or who are wishing to progress into further education or who require specialist provision.
- 12.2 The proposed decision will support progress against the Kent and Medway LSIP plan.

13. Recommendation(s): The Children’s, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

(a) Approve the sub-contracting of provision for vocational and specialist provision for adults.

(b) DELEGATE authority to the Corporate Director for Children, Young People and Education, to take relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required, including Service Level agreements (SLAs), to implement this decision.

14 Background Documents

- [**Kent and Medway LSIP report**](#)
- ***Vocational and Specialist Learning Aims, 2024-25***

15 Appendices

*Appendix 1: **Proposed Record of Decision***
*Appendix 2: **Equalities Impact Assessment***
*Appendix 3: **Kent and Medway LSIP Progress Report 2024***
*Appendix 4 **Vocational and Specialist Learning Aims, 2024-25***

16 Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

DECISION NUMBER:

24/0085

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) affect more than two electoral areas

Subject Matter / Title of Decision

KCC CLS Sub-contracting Education and Skills Funding Agency provision

Decision:

As Cabinet Member for Education and Skills, I agree to:

- a) APPROVE the sub-contracting of provision for vocational and specialist provision for adults.
- b) DELEGATE authority to the Corporate Director for Children, Young People and Education, to take relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required, including Service Level agreements (SLAs), to implement this decision.

Reason for the decision

The decision is required to support a broad delivery of education for adults to meet needs, gaps in provision and new funding priorities.

Background

Community Learning and Skills is KCC's internally commissioned department to deliver Education and Training to adults and young people over 16. KCC CLS is responsible for delivering the Education & Skills Funding Agency (ESFA) Adult Skills Fund (ASF), Greater London Authority (GLA) budget and ESFA 'Study Programme' courses for NEET young people, which support the goals and objectives of Framing Kent's Future.

Adult Learning

ESFA Funding rules for Adult Education have changed and have redefined 'partners' as sub-contractors. This alteration requires a decision to sub-contract to both maintain and potentially realise business opportunities for growth against the delivery of previous specialist provision, specifically British Sign Language courses.

Under current arrangements, partners would provide courses as part of the existing arrangements in place with CLS. The sub-contracting model proposed in this decision means that relevant providers will now be sub-contracted to deliver the same services on a different contractual basis as a result of changes required by the Government.

Under current arrangements, partners would provide courses as part of the existing arrangements in place with CLS. The sub-contracting model proposed in this decision means that relevant providers will now be sub-contracted to deliver the same services on a different contractual basis as a result of changes required by the Government.

The decision will also support delivery of vocational courses across Kent. The focus of adult skills funding is now on progression towards, into, and within work, in particular to meet needs identified in the Local Skills Improvement Plan (LSIP). The Department for Education (DfE) have identified new learning 'aims' for grant funded courses, including a large range of vocational courses which CLS do not have the internal organisational capacity or capability to deliver.

How the proposed decision supports Framing Kent's Future - Our Council Strategy 2022-2026 and Securing Kent's Future.

Implementing the subcontracting proposals for specialist provision for both adults and young people will contribute towards the following priorities:

Framing Kent's Future:

Priority 1: LEVELLING UP KENT:

- To support the Kent economy to be resilient and successfully adapt to the challenges and opportunities it faces over the coming years.
- To work with partners to develop a skills system for Kent that delivers skills that are resilient to changing workforce needs and opportunities and supports people to higher level skills.

Including supporting the identified actions of:

1. Develop the highly successful Employment Task Force, so that it has the capacity to identify and tackle barriers to high-quality employment across the county and convene action between partners that will drive economic growth.
2. Respond to and build on the Local Skills Improvement Plan
3. Regularly commission the Workforce Skills Evidence Base to provide information about the Kent economy, businesses and skills requirements and inform the Action Plan that will coordinate interventions to improve skills levels and seize opportunities for new jobs and skills.
4. Maximise the use of national skills funding, including the apprenticeship levy and the lifelong learning entitlement to create real opportunities for people to access training opportunities throughout their lives that lead to employment in vocational and technical fields.

Sub-contracting elements which CLS do not have the expertise or capability to deliver, will align with our Best Value duty, as outlined in Part 1 of the Local Government Act 1999, where Councils should "*make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to the combination of economy, efficiency and effectiveness*". Any new sub-contracts commissioned will be assessed in line with Best Value Duty.

Financial Implications

CLS is funded via a range of annually awarded Education & Skills Funding Agency (ESFA) contracts plus fee income when adults enrol on certain courses.

The funding agreements with ESFA allows CLS retain up to a maximum of 20% of the sub-contracted delivery amount as a management fee to support the procurement, selection, audit, and management of the sub-contractors ensuring that they adhere to contractual obligations and expected quality measures. We have reviewed our requirements and believe that retention of 15% would be appropriate.

The wider planned restructure of CLS delivery will ensure CLS is fully funded from both grants and fee income when completed (including any sub-contracted element) and there will be no expectation of contribution from the general fund.

Sub-contracting relates to the following CLS funding streams:

Adults:

CLS receives a Tailored learning contract of £6,705,376 (24/25 allocation) as part of the funding line Adult Skills Fund which totals £8,791,434. There is no limited to amount LA may provide through subcontracting however, the ESFA have expressed a wish to see a reduction in subcontracted delivery in the sector. In the event of exceeding £100,000 of subcontracted delivery, the sub-contracting standard must be adhered to which is an additional level of rigour which includes an external audit to be undertaken at cost to CLS. The Adult Skills fund projected sub-contracting amount is expected to be £600,000 of which CLS will retain £90k to oversee service delivery.

Legal Implications

Adult Learning: Sub-contracting adult provision - KCC does not deliver the CLS services pursuant to specific statutory powers or duties. KCC is required to deliver the CLS services in exchange for funding from the Education and Skills Funding Agency (“ESFA”).

Equalities implications

An EqIA has been undertaken and is currently under review. The EqIA has not identified any negative impacts, as the proposal would offer new opportunities to protected groups.

Data Protection implications

All subcontractors will be expected to sign up to the Kent and Medway Information Sharing Agreement as part of the contract. Secure methods of returning learner data will be agreed.

Cabinet Committee recommendations and other consultation:

- a) APPROVE the sub-contracting of provision for vocational and specialist provision for adults.
- b) DELEGATE authority to the Corporate Director for Children, Young People and Education, to take relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required, including Service Level agreements (SLAs), to implement this decision.

Any alternatives considered and rejected:

Do nothing – considered and discounted. CLS do not have suitably qualified staff in post and the subject matter knowledge to be able to deliver such a robust curriculum in such a wide range of vocational provision within the short term. Where CLS already have staff in post, the curriculum is already being offered; for example, teaching and learning, using languages for work; digital skills.

Offer all provision in-house – considered and discounted. To recruit suitably qualified staff and develop a robust curriculum within the short timescale available for the 24/25 academic year, while undertaking a service redesign, isn't practicable. CLS work with the other Further Education

providers across the county and feedback from colleges is highlighting that they are experiencing difficulty in recruiting tutors for vocational skills such as construction. Additionally, CLS do not have suitable facilities available for all provision types and significant investment would be required to provide them.

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

.....
signed

.....
date

EQIA Submission – ID Number

Section A

EQIA Title	Sub-contracting ESFA and GLA provision
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Responsible Officer	Jude Farrell
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Type of Activity

Service Change	Yes
Service Redesign	No
Project/Programme	Project/Programme
Commissioning/Procurement	Yes
Strategy/Policy	Yes
Details of other Service Activity	No

Accountability and Responsibility

Directorate	CYPE
Responsible Service	CLS
Responsible Head of Service	Jude Farrell
Responsible Director	Christine McInnes

Aims and Objectives

Adults

Community Learning and Skills is KCC's internally commissioned department to deliver Education and Training to adults and young people over 16. KCC CLS is responsible for delivering the Education & Skills Funding Agency (ESA) Adult Education Budget (AEB), Greater London Authority (GLA) budget and ESFA 'Study Programme' courses for NEET young people, on behalf of KCC, which support the goals and objectives of Framing Kent's Future.

Funding rules for Adult Education have changed now redefining 'partners' as sub-contractors, requiring a decision to sub-contract to maintain and potentially realise business opportunities for growth against the delivery of previous specialist provision for example for Deaf/deaf learners.

The focus of funding is now on progression towards, into, and up in work, to meet needs identified in the Local Skills Improvement Plan (LSIP). The DfE have identified new 'aims' being released for delivery of grant funded courses, including a large range of vocational courses which CLS do not have the internal organisational capacity or capability to deliver internally.

Young People

There has been a reduction in provision available to 16-19 year old NEETs across Kent due to removal of the European Social Fund. This along with the regrading of GCSE boundaries, has seen an increase in the number of NEETs across Kent and the Department for Education (DfE) has a requirement for KCC to meet this demand under its statutory requirement for provision, through CLS as its provider.

Provision for NEET young people has been held in a deficit position for several years, and recent changes have further impacted this deficit of available provision. At any one time, between 3 and 5 districts have no provision of this type available to the NEET population of Kent. Some of provision losing ESF funding is very niche Alternative Provision, and there is little existing rolling provision for students needing to access education later in the academic year.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?	Yes
---	-----

It is possible to get the data in a timely and cost effective way?	Yes
--	-----

Is there national evidence/data that you can use?	Yes
Have you consulted with stakeholders?	Yes
Who have you involved, consulted and engaged with?	
KCC has engaged with the following organisations:	
<ul style="list-style-type: none"> - Kent and Medway Employment Taskforce - Kent Invicta Chambers - DWP - Kent Association for Training Organisations - Department for Education - South East LEP - Further Education Colleges and other training providers in Kent - National Careers Service delivered by CxK - Internally within Kent County Council - Some employers 	
Has there been a previous Equality Analysis (EQIA) in the last 3 years?	No
Do you have evidence that can help you understand the potential impact of your activity?	Yes
Section C – Impact	
Who may be impacted by the activity?	
Service Users/clients	Yes
Staff	Yes
Residents/Communities/Citizens	Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?	Yes
Details of Positive Impacts	
Staff – increase in work opportunities, skills development, and opportunities.	
Service users/clients/communities - Increased opportunities to access courses and develop skills, particularly in local areas, to support positive progression into and within work.	
Negative impacts and Mitigating Actions	
19. Negative Impacts and Mitigating actions for Age	
Are there negative impacts for age?	No
Details of negative impacts for Age	
Not Applicable	
Mitigating Actions for Age	
Not Applicable	
Responsible Officer for Mitigating Actions – Age	Not Applicable
20. Negative impacts and Mitigating actions for Disability	
Are there negative impacts for Disability?	No
Details of Negative Impacts for Disability	

Not Applicable	
Mitigating actions for Disability	
Not Applicable	
Responsible Officer for Disability	Not Applicable
21. Negative Impacts and Mitigating actions for Sex	
Are there negative impacts for Sex	No
Details of negative impacts for Sex	
Not Applicable	
Mitigating actions for Sex	
Not Applicable	
Responsible Officer for Sex	Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender	
Are there negative impacts for Gender identity/transgender	No
Negative impacts for Gender identity/transgender	
Not Applicable	
Mitigating actions for Gender identity/transgender	
Not Applicable	
Responsible Officer for mitigating actions for Gender identity/transgender	Not Applicable
23. Negative impacts and Mitigating actions for Race	
Are there negative impacts for Race	No
Negative impacts for Race	
Not Applicable	
Mitigating actions for Race	
Not Applicable	
Responsible Officer for mitigating actions for Race	Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief	
Are there negative impacts for Religion and belief	No
Negative impacts for Religion and belief	
Not Applicable	
Mitigating actions for Religion and belief	
Not Applicable	
Responsible Officer for mitigating actions for Religion and Belief	Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation	
Are there negative impacts for Sexual Orientation	No
Negative impacts for Sexual Orientation	
Not Applicable	
Mitigating actions for Sexual Orientation	
Not Applicable	
Responsible Officer for mitigating actions for Sexual Orientation	Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity	
Are there negative impacts for Pregnancy and Maternity	No
Negative impacts for Pregnancy and Maternity	

Not Applicable	
Mitigating actions for Pregnancy and Maternity	
Not Applicable	
Responsible Officer for mitigating actions for Pregnancy and Maternity	Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships	
Are there negative impacts for Marriage and Civil Partnerships	No
Negative impacts for Marriage and Civil Partnerships	
Not Applicable	
Mitigating actions for Marriage and Civil Partnerships	
Not Applicable	
Responsible Officer for Marriage and Civil Partnerships	Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities	
Are there negative impacts for Carer's responsibilities	No
Negative impacts for Carer's responsibilities	
Not Applicable	
Mitigating actions for Carer's responsibilities	
Not Applicable	
Responsible Officer for Carer's responsibilities	Not Applicable

Kent & Medway Local Skills Improvement Plan

Progress Report
June 2024





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Funded by
UK Government



This progress report has been prepared in accordance with Local Skills Improvement Plans: Stage 2 Guidance (dated November 2023) and is intended to review progress against the local skills improvement plan published in August 2023.

This report was produced in June 2024, but publication was delayed due to the pre-election period.

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Kent & Medway LSIP Progress report 2024

1. Aims & Objectives

1.1 Building on the Local Skills Improvement Plan in August 2023¹, this report aims to provide employers, providers and stakeholders an update 10 months after the publication. It is an opportunity to reflect on the progress made to date in Kent & Medway and what comes next to address the employer identified skills needs.

1.2 This report is not an exhaustive list of the activities and impacts of the LSIP to date but aims to provide some insight into some of the activities undertaken by stakeholders, education providers and the LSIP team since the publication.

1.3 This report also showcases the activities stemming from the investments linked to the Trailblazer LSIP² and the initial employer informed skills work³ within the region.

1.4 Through this report we will:

- Summarise the Local Skills Improvement Plan.
- Provide an update on the economic and strategic landscape.
- Provide a brief overview of the priorities and actions.
- Illustrate the progress made to date.
- Outline the next steps and what remains to be achieved.

1.5 As part of this report, it is important to understand the principles upon which the Kent & Medway LSIP set out the agenda for change it sought to address:

- **The agenda has not been to set out an employer ‘demand’ for further education action**, although the Education Providers have a central role in delivering it. It is important to note that employers will themselves

be key to the better communication of industry opportunity and demand. Employers also have a role in supporting the Education Providers to ensure that any additional offer meets evolving need.

- **Understanding the barriers to meeting these needs remains important going forward.** These relate to funding and qualification structures and balancing employer demand with the wider range of objectives that Education Providers must meet.
- Ultimately, and possibly most importantly, when looking at what has been done in the last 10 months, **change can be incremental and ‘marginal’, as well as systemic.** Tackling specific, distinct challenges in the short term where they address the needs of a group of engaged employers can help to make the case and build confidence in the delivery of wider measures in the longer term.

1.6 Throughout the LSIP process, we have worked with, and through, existing employer groups and forums wherever possible, ensuring that we work together towards the goal of embedding the skills need conversation. This reinforces the approach taken for this region which focuses on embedding the skills agenda within the regional structures and enabling education providers to access employers in a coordinated and meaningful way avoiding, where possible, duplication and confusion from the employer perspectives.

1.7 Therefore, this report is a reflection on the way the region has, as a whole, embraced and taken forward the Kent & Medway LSIP agenda and provides snapshots of the activities carried out by a number of them in support of the blueprint approach set out in the LSIP.

¹ [Kent & Medway Local Skills Improvement Plan](#) – August 2023 – Kent Invicta Chamber of Commerce

² [Trailblazer LSIP](#)

³ [Work skills evidence base](#)

2. Summary of the Local Skills Improvement Plan

The LSIP in Kent & Medway

- 2.1** The Kent & Medway Local Skills Improvement Plan (LSIP) 2023 is a roadmap designed to address the skills needs and shortages in the region. It was developed through collaboration between employers, training providers, and other stakeholders, and has been approved by the Secretary of State for Education.
- 2.2** The Kent & Medway LSIP's primary goal has been to provide a blueprint to support Education Providers, Regional and Local Authorities, as well as other key stakeholders of the employer needs to be addressed in our region.

2.3 This was done through clear actions, set out for each of the sectors and priority themes in order to ensure that the work was focused on the needs, but also acknowledging that each of the parties have a part to play to articulate the best responses for the region based on their expertise and working collaboratively.

2.4 Key points of the LSIP 2023:

- **Focus on key sectors:** The plan identifies priority sectors in the region, including **Construction, Manufacturing & Engineering, Fresh Food & Food Production, Health & Social Care** and **Education**. And some sectors with potentially emerging skills needs such as **Transport & Logistics** and **Creative Industries**.
- **Cross-cutting themes:** The LSIP also addresses cross-cutting themes that affect multiple sectors, such as **Decarbonisation, Digitalisation** and **SME engagement in skills**.
- **Collaboration:** The LSIP encourages greater collaboration between employers, training providers, and other stakeholders to ensure that the workforce has the skills needed to succeed in the 21st-century economy.

2.5 The key driver of the LSIP is to ensure that employers are, and remain, at the heart of the skills conversation, and drive and inform the future of skills in Kent & Medway.

2.6 Overall, the Kent & Medway LSIP 2023 aims to create a more skilled and adaptable workforce in the region, better equipped to meet the challenges and opportunities of the future. It builds on previous work and analysis, providing a clear direction for skills development in Kent and Medway.

2.7 You can find the Kent & Medway Local Skills Improvement Plan 2023 here: <https://kentemployersskillsplan.org/kent-medway-lsip-2023/>



3. Strategic and economic context update

Strategic Landscape

- 3.1** Since the publication of the LSIP in August 2023, the economic landscape has evolved with the Government's closure of local enterprise partnerships.
- 3.2** As the role of the former South East Local Enterprise Partnership (SELEP) transfers to Kent and Medway, its roles and responsibilities have been transferred. For our region, this has been done through continuity with the Kent and Medway Economic Partnership (KMEP), established under SELEP originally, continuing in its role as the county-wide economic growth board, including the Kent & Medway Employment Task Force which supports the skills agenda at a regional strategic level.
- 3.3** As part of the work to ensure alignment on a strategic level, Kent County Council and Medway Council have with KMEP published the Kent & Medway Economic Framework⁴, setting out the ambitions of the region towards 2030. The framework highlights the skills challenges of the region and acknowledges that a concerted effort is yielding results, and the Kent & Medway LSIP is central to this.

Business Landscape

- 3.4** Like most of England, the number of businesses in the region has reduced, from 75k in 2021 to 73k in 2023⁵. This has not affected the size distribution of the region which remains at 90% of businesses with fewer than 10 employees.
- 3.5** A few closures or announced closures of regional organisations are worth noting. Such as Pfizer, one of the major employers of the region, which announced it will be cutting 500 of 940 jobs at its Sandwich Discovery Park⁶ site. And a pharmaceutical manufacturing company⁷, which closed its manufacturing plant at Queenborough, Isle of Sheppey, with a loss of 150 jobs in December 2023 having made 100 redundant earlier in the year.

Education Landscape

- 3.6** The overall education landscape has remained stable since the publication of the LSIP, and all providers have engaged in a meaningful way with the LSIP plans and activities and have focused on addressing the issues raised by the employers within the key sectors and themes identified in the LSIP.
- 3.7** In addition to the facilities supported by LSIP related funds, there has been some additional developments responding to the needs identified in the LSIP. This includes the extension of Ashford College⁸ opened in Autumn 23, which provides modern and up to date facilities for learners and EKC Canterbury College Spring lane site⁹ focused on developing green skills.
- 3.8** One of the major investments that has not been a direct result of the LSIP but was informed by the Trailblazer information, is the Institute of Technology (IoT), based at MidKent College Maidstone campus which is a partnership across the former South East Local Enterprise Partnership area. The IoT, opened in May 2024, focuses on engineering skills for both construction and manufacturing, in line with the needs identified in the LSIP.
- 3.9** It remains more difficult for ITPs to address some of the elements that require significant capital expenditure to implement, this will remain an issue for sectors such as Construction and Manufacturing. However, FE colleges, which have benefitted from this investment, have, where relevant and possible, engaged in collaborative discussions on this subject.
- 3.10** It has been encouraging to see that through the activities, different partners have found increased opportunities for collaboration and identified synergies. These take time to develop but should increase the opportunities to provide meaningful pathways across the different levels and support employers in a more holistic way.

⁴ [Kent & Medway Economic Framework March 2024](#)

⁵ [ONS, UK Business, activity, size and location, 2023](#)

⁶ [Discovery Park](#), formerly a wholly owned Pfizer site, currently hosts more than 160 businesses with a combined workforce of over 3,500.

⁷ Recipharm AB

⁸ Phase 2 Ashford College (EKC Group) – Post-16 Capacity Fund & Strategic Development Fund Round 1 (SDF1)

⁹ Spring Lane – Canterbury College

4. Priorities and Actions (Roadmap)

Priority	Action	Partners involved	Timescales	Method of implementation and outcomes expected	Monitoring arrangements	Progress Status
Construction	<ul style="list-style-type: none"> Perception of the industry and engagement Modernising the training offer Upskilling & reskilling 	<p>KFE – MKC lead Employers KCFG Major Projects Group K&M Careers Hub National Career Service Prison Service * LSIP team</p>	Throughout the LSIP 2023/25	<p>To improve collaboration between the construction sector and careers, with a focus on attracting a more diverse and skilled workforce.</p> <p>This includes providing better information to career advisors and educators, making construction careers more appealing to underrepresented groups, and developing new courses that align with industry needs.</p>	Monitoring of materials progress to production and increase in offer related to employer demand.	In progress and on track
Manufacturing	<ul style="list-style-type: none"> Image and perceptions Modernising the training offer Understanding the skills landscape 	<p>LSIP LSIF KFE – NKC lead KMFG Careers Hub Employers ITP</p>	Throughout the LSIP 2023/25	<p>To improve collaboration between the manufacturing & engineering sector and careers, with a focus on promoting automation and digital skills.</p> <p>This includes providing better information to career advisors and educators, making manufacturing & engineering careers more appealing to underrepresented groups, and developing new courses that align with industry needs, including up-skilling the existing workforce.</p>	<p>Monitoring of materials progress to production and increase in offer related to employer demand.</p> <p>Sector surveys on skills offer.</p>	In progress and on track
Food & Food Production	<ul style="list-style-type: none"> Recruitment and retention challenge Regional sector-specific offer (Level 2 & 3) 	<p>KFE – NKC lead DWP LSIP Sector lead Growers & Food Producer Group KCC (for Bootcamps) Industry 4 Council</p>	<p>1. 2024/25 2. & 3. Throughout the LSIP 2023/25</p>	<p>To support the:</p> <ul style="list-style-type: none"> co-development & Delivery of sector focused pre-employment programmes. curriculum improvement & co-development at levels 2 & 3. development of Engineering curriculum for Food Production. 	<ul style="list-style-type: none"> pre-employment pilots & rollouts. 	In progress and on track

	<ul style="list-style-type: none"> Increased engineering skills and provision Sector-specific leadership and management skills 	LSIP team		<ul style="list-style-type: none"> development of leadership and management curriculum for the sector. 	<ul style="list-style-type: none"> increase in offer at levels 2 & 3. <p>Employer survey in 2025</p>	
Health & Social Care	<ul style="list-style-type: none"> Recruitment and retention in social care Digital skills in social care 	<p>Skills for Care Careers Hub Medway Health and Social Care Skills Board KFE – EKC lead Employers KCC Medway Council LSIP</p>	Throughout the LSIP 2023/25	<p>Support with:</p> <ul style="list-style-type: none"> Increasing visibility of existing tools to promote careers. Providing enhanced career resources for educator and careers advisors. Expanding social care offerings and uptake. Integrating digital skills into existing courses. Offering new programmes for existing staff to support digitalisation. 	<p>Monitoring of:</p> <ul style="list-style-type: none"> Materials progress to production Social care offer and take-up Social care workforce trends and positive changes Change in offer related to digital skills. 	In progress and on track
Education	Tutor Shortages in construction and manufacturing & engineering	<p>Originally through the SELEP - Going forward: Construction led by CITB – Major projects group. Manufacturing led by Manufacturing Industry 4 Council</p>	Throughout the LSIP 2023/25	<p>Support with ways to:</p> <ul style="list-style-type: none"> alleviate skill shortage areas through increased use of technology, division of roles and staff deployment. improve recruitment and retention by looking at the role of employers/employees and graduates, local collaborative recruitment models and mechanisms to aid retention (such as ITT, and technical CPD) <p>Pilots to take forward the options identified in the workshops and increase in tutor retention and recruitment.</p>	<p>Monitoring impact of pilots.</p> <p>Progression of some pilots to rollouts.</p>	In progress and on track

Cross Cutting Themes

Priority	Action	Partners involved	Timescales	Method of implementation and outcomes expected	Monitoring arrangements	Progress Status
Decarbonisation	To ensure this is addressed in all relevant areas, as outlined in the key sectors.	LSIF KFE	Throughout the LSIP 2023/25	Expand net-zero skills training by leveraging the successful programs developed in SDF1 and integrate best practices from those programmes into relevant courses across all sectors to maximize the impact of green skills initiatives.	Monitoring of provision related to green skills	In progress and on track
Digitalisation	To ensure this is addressed in all relevant areas, as outlined in the key sectors.	SDF2 LSIF KFE ITP	Throughout the LSIP 2023/25	Support with implementing: <ul style="list-style-type: none"> Digital skills training on existing courses, with extra focus on specialised skills across the sectors. New courses to address basic digital skills needs for the existing workforce. 	Monitoring of provision related to digital skills within existing courses. Employer survey on digital skills progress	In progress and on track
Skills Engagement with SME's	To work towards facilitating SME understanding and engagement with the education landscape and associated opportunities.	KFE LSIP KICC Careers Hub	Throughout the LSIP 2023/25	Create an SME-focused guide(s) outlining regional skills provision, leveraging existing resources to highlight: <ul style="list-style-type: none"> Opportunities for engagement: Career development pathways The regional skills offer. 	Employer surveys on education landscape understanding to monitor progress	In progress and on track



5. What has been achieved so far?

Stakeholder Engagement and Impact

- Page 184
- 5.1** One of the key achievements of the Kent & Medway LSIP has been to provide all the actors in the skills conversation with the same blueprint with an agreed set of priorities, based on data and significant input from employers.
 - 5.2** The LSIP has provided a strategic direction to strengthen the skills conversation between employers, education providers and stakeholders.
 - 5.3** The LSIP has been used by economic players within the region, and endorsed by Kent County Council and Medway Council, both in action and support of the initiatives of the LSIP and in recognising its role within the new Kent & Medway Economic Framework.
 - 5.4** Local Authorities, have, when setting out their priorities for UKSPF round 3, considered the LSIP and, where relevant to their geography, taken forward one or more of the sectors or themes.
 - 5.5** The approach in Kent & Medway has been to involve as many of the stakeholders in the skills arena as possible. This includes the career organisations, Kent & Medway Careers Hub and National Careers Service¹⁰, the Department for Work & Pensions, University Technical College's (UTC), Higher Education Institutions, Supported Internship Providers and in the last year we have also started engaging with the HM Prison Service.
 - 5.6** Additionally, we recognise the roles schools have in provision especially in Kent where a selective system impacts the proportion of students in technical pathways. Kent County Council and Medway Council have each carried out a review of the 16-19 provision, which the LSIP team has actively supported, to ensure that the employers are a part of the conversation and actions.

Investment in Skills

- 5.7** The Capital investment in the region is the most visible achievement for regional employers, concretely demonstrating the impact of their input to

the LSIP. The developments linked to capital projects take time and through the collaborative work with employers supported by the LSIP, the projects ensured that investment impact addressed employer need.

- 5.8** The capital work has been carried out by the region's three colleges, EKC Group, MidKent College and North Kent College across the 3 rounds of Strategic Development Fund (SDF) and subsequent Local Skills Improvement Fund (LSIF) funding. Details of the investment is outlined in the sector updates below.
- 5.9** These investments have galvanised the efforts to address the needs identified by the employers and have strengthened the joined up working of the colleges to the benefit of employers as well as learners.
- 5.10** KFE has successfully built upon investments to maximize their regional impact, as noted by employers and stakeholders. The developments have become increasingly interconnected as they've developed, and with the LSIF, each theme will be spearheaded by one college group, but all three will deliver each theme within their geography.

Embedding the Skills conversation

- 5.11** As illustrated in the sections below, one of the key impacts of the LSIP has been to strengthen the skills conversation. The importance of the dialogue is that whilst a key role is to amplify the skills needs of employers it is also essential to also support employers in understanding their role in addressing those needs.
- 5.12** To support this and foster discussion the LSIP team have interacted through LinkedIn¹¹, website content¹² and also through publications such as Thinking business¹³.
- 5.13** Additionally, the team has promoted the LSIP objectives across the region through events organised by stakeholders, education providers and businesses as well as LSIP ones.

¹⁰ In Kent & Medway this is provided by [CXK limited](#)

¹¹ Kent & Medway Local Skills Improvement Plan [LinkedIn](#)

¹² [Kent & Medway Local Skills Improvement Plan website](#)

¹³ Publications can be found on the [KICC website](#)

Construction

Activities

- 5.14** To promote the activity of the LSIP and demonstrate to the sector the impact their engagement had, we exhibited at the Kent Construction Expo and invited MidKent College, which has led on this sector, to showcase the achievements to date and future plans. Engagement was high, with many organisations interested in engaging with the developments.
- 5.15** Work on changing perception of the sector and wider career engagement has been supported by the Kent & Medway Careers Hub and carried out by employers as part of social value engagement, and the region's major projects (Ebbsfleet Garden City, Lower Thames Crossing) have supported this in particular.
- 5.16** To showcase the careers within the built environment within the region the Ebbsfleet Development Corporation, Early Careers Show and Kent and Medway Careers Hub have co-produced a new video entitled "On Your Doorstep"¹⁴, to showcase the diverse career paths available in construction, architecture, engineering, and related fields.
- 5.17** Updates and engagement with the sector take place regularly by the LSIP, LSIF and Careers Hub teams, through KCFG, CITB, skills boards of major projects as well as specific events.
- 5.18** Employer engagement activities have also taken place in the form of LSIF focused round tables with employers and the Construction, Engineering & Manufacturing Skills Conference, details of which are in the mind map of the event in Annex 1.

Capital Investment

- 5.19** The Skills Factory¹⁵, built at MidKent College Maidstone from old mobile buildings and refurbished for energy efficiency, provides a focus for green construction technology for students and externally. The kits available for teaching the newest green skills in a hands-on way to students enable and

enhance the provision of high-quality courses meeting the Employers current and future needs.

- 5.20** The Home Energy Centre⁸ has provided an excellent platform not only for developing skills provision in ground, air, and PV installation, but also to engage with Employers on the technologies being showcased and taught. This facility allows employers to consider the upcoming technologies and interact with them in a training environment, giving them the opportunity to upskill /reskill their staff.
- 5.21** The Retrofit Centre¹⁶ which is being currently built will address the employer identified need for skills in retrofitting existing building stock to meet Net Zero targets.



¹⁴ [On Your Doorstep video](#)

¹⁵ MidKent College Maidstone campus - SDF1

¹⁶ Building in progress at MidKent College Maidstone campus - Local Skills Improvement Fund (LSIF)



5.22 These facilities and kits are now being adapted and mirrored across the college groups with a Green Energy Centre¹⁷ and a Green Skills & Retrofit Centre¹⁸ in development within the region to ensure accessibility to more learners and amplify the increase in these skills to meet future demand.

5.23 The Immersive classrooms and associated technologies¹⁹ have, in addition to the different technologies used to enhanced learning like VR and AR, enabled more effective use of opportunities to learn from employers. The new classrooms, masterclasses and employer engagement opportunities can benefit more students and enhance the curriculum in a more meaningful way.

Skills Provision

5.24 Throughout the developments of Green Construction focused facilities, courses have been developed to address employer needs identified in the LSIP, this includes a suite of Green Construction courses from both FE colleges and Independent Training Providers. These include training on renewable energy installation, retrofit skills, leadership & management.

5.25 This has been further enhanced by the provisions of the IoT, which has introduced courses that address needs identified in the LSIP including quantity surveying and construction project management.

¹⁷ North Kent College Tonbridge campus - LSIF

¹⁸ EKC Group - Ashford College - LSIF

¹⁹ 12 Rooms across the 12 college sites of Kent Further Education Colleges- SDF2

Manufacturing & Engineering

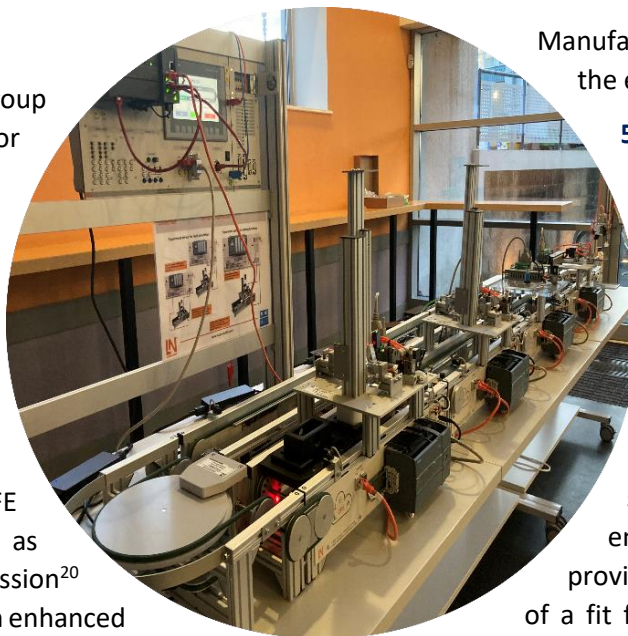
Activities

5.26 The Kent & Medway Manufacturing Focus Group (KMFG) has been the key engagement vehicle for the LSIF, with monthly meetings giving the opportunity for education providers and manufacturers to network and collaborate. To date, over 50 manufacturers have engaged with the group and those numbers are steadily rising as visibility increases.

5.27 Every month KMFG showcases the different skills provision in the region, including those provided by UTC's, ITP's, schools, HEI and FE colleges and collaborative opportunities such as Innovate UK Edge, the Manufacturing Commission²⁰ and the Industry 4.0 Council²¹. This has also been enhanced through articles published online and employer publications.

5.28 Work on changing perception of the sector and wider career engagement has been led by the Kent & Medway Careers Hub through sector engagement and KMFG. The main focus has been to support manufacturing employers finding ways to promote their industry to schools and colleges, which has been supported by very engaged employers such as Wire Belt Company Ltd. The outputs include the creation of an online video resource²².

5.29 Employer engagement activities have also taken place in the form of LSIF focused round tables with employers and the Construction, Engineering &



Manufacturing Skills Conference, details of which are in the mind map of the event in Annex 1.

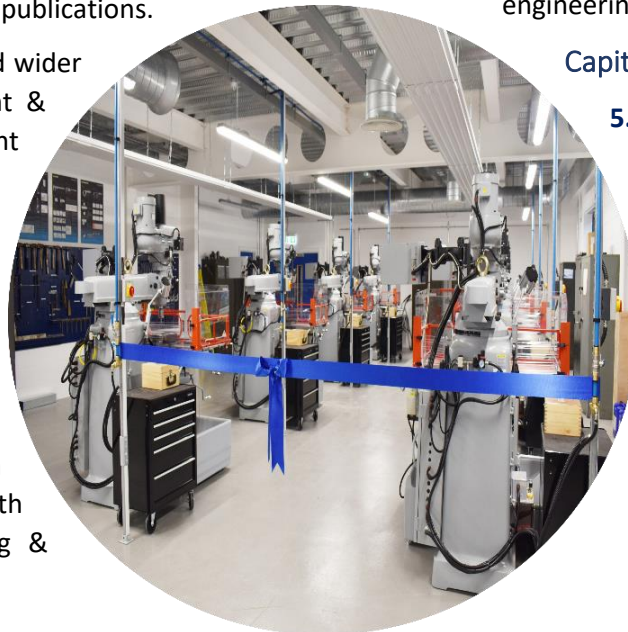
5.30 One of the most impactful activities was a 3 site KMFG meeting where employers were hosted simultaneously at EKC Dover College, MidKent College Maidstone, and North Kent College Gravesend. Employers were shown the facilities and then a meeting was held in the immersive classrooms at each site, chaired from Gravesend around the LSIF plans with interactive participation from the other locations.

5.31 The creation of the Industry 4 Council in Kent & Medway, launched at KMFG in March 24, seeks to address a number of skills issues faced by the sector by having a focused group of employers dedicated to considering the future skills needs. It will provide valuable support to the development of solutions and delivery of a fit for purpose training offer for the future of manufacturing and engineering.

Capital Investment

5.32 The launch of the Green Engineering Centre & Mechatronics Lab²³, Engineering Hub²⁴ and CNC Workshop²⁵ in response to the needs identified in the Trailblazer LSIF, have provided cutting edge technology for students to train on. These have in part been mirrored within the IoT.

5.33 Moreover, these facilities enable businesses to access emerging technologies and support the development of the sector towards Industry 4.0. The facilities are unlocking increased engagement and innovation opportunities for the colleges they are located at.



²⁰ [Upskilling Industry: Manufacturing productivity & growth in England, October 23.](#)

²¹ [Industry 4 Council](#) - LSIF initiative led by North Kent College

²² KMFG business bite ["Why would a local business engage with schools & colleges?"](#)

²³ [EKC Canterbury College](#) - SDF1

²⁴ [EKC Ashford College](#) - SDF1

²⁵ [EKC Dover College](#) - SDF1



5.34 As part of the next phase of capital investment (LSIF) more of these facilities are being set up across the region increasing the access to Industry 4.0 skills.

5.35 Immersive classrooms²⁶, with added technologies like virtual reality (VR) and augmented reality (AR), are not only enhancing learning but also expanding opportunities for students to engage with employers. These classrooms facilitate masterclasses and other employer engagement initiatives, benefiting a broader range of students and enriching the curriculum in more impactful ways.

Skills Provision

5.36 The facilities have unlocked further provision within the region including increased provision at levels 3 and above and short courses, as per the need identified in the LSIP. To date, these have principally been to the East of the region due to the location of investments, however with the progress of LSIF and IoT, this has started to increase across the geography with new courses launching from 2024/25.

5.37 A suite of modular one day courses has also been developed as part of the Industry 4 initiative and after a pilot are being launched over the summer. These cover automation and digital skills and will further address the specific short course demand of employers identified.



²⁶ 12 Rooms across the 12 college sites of Kent Further Education Colleges- SDF2

Fresh Food & Food Production

Activities

5.38 The Fresh Food and Food Production sector is supported in Kent & Medway by the Growing Kent & Medway (GKM) programme which focuses on supporting innovation and the innovative food and drink regional businesses.

5.39 GKM set up several programmes to support the sector skills needs. Since the LSIP report publication they have launched a new Green Careers Digital Hub for Kent & Medway²⁷, in partnership with The Institute for Agriculture and Horticulture (TIAH).

5.40 One of the employers leading the way in engagement is Thanet Earth which has partnered with Hadlow College to provide students with hands on experience of hydroponic growing within the Thanet Earth Centre of Excellence @ Hadlow College²⁸.

5.41 The sector has a vibrant Growers & Food Production Group²⁹ supported by the LSIP sector lead, which meets every other Friday online to discuss issues affecting the sector. They have a programme of actions, and one key focus is skills.

5.42 The Growers & Food Production Group and the Kent & Medway Careers Hub organised a Teachers Encounter at the National Fruit Show in November 2023, to showcase the sector to Headteachers and career leads. Growers

and food producers were able to showcase their industry and career opportunities, including exhibitors and other employers from the sector.

5.43 The LSIP sector lead has actively fostered stronger connections between growers and food producers with the skills agenda, while also assisting education providers in building relationships with these industries. These efforts have measurably increased engagement between these groups and the education sector.

5.44 To address the engineering skills gap in the food production sector, the Industry 4 Council has initiated a collaboration with food producers. This is an ongoing process that will require time to fully establish.

Capital Investment

5.45 The main investment linked to LSIP identified needs has been the Green Skills Accelerator at Hadlow College, part of North Kent College, with a sustainable concept vineyard and orchard, automated spraying, robotic harvesting, and robotic tractor as well as a wealth of monitoring equipment. This provides a great basis for decarbonisation and sustainability training.

Skills Provision

5.46 Skills provision is evolving with new courses being implemented at Hadlow College and the newly refurbished EKC Canterbury College Spring Lane.

5.47 The Growers & Food Production Group has been working with Kent County Council to identify the areas where Skills Bootcamps can address identified employer needs, increasing the provision.



²⁷ <https://tiah.org/kent-medway>

Picture: Teacher's encounter at the National Fruit show, 2nd November 23, speakers Carol Ford and John Shropshire.

²⁸ [Thanet Earth Centre of Excellence @ Hadlow College](#) – North Kent College

²⁹ KMET sub-group for Growers & Food Producers

Health & Social Care

Activities

- 5.48** The Health & Social Care sector was one of the new sectors included in the 2023 LSIP.
- 5.49** The social care sector is supported locally by several organisations and forums such as Skills for Care, Kent Integrated Care Alliance (KiCA), Medway Health & Social Care Skills Board.
- 5.50** For the report we focused on the Social Care sector as the Health (public sector) element was in progress through the Kent & Medway People Strategy 2023-2028 and was awaiting publication.
- 5.51** When the people strategy was published it outlined elements which are being addressed within the NHS and with existing provision. It also flagged that a key element required was digital skills, which linked to the existing priorities flagged for Social Care and tied into the identified LSIP priorities for the sector.
- 5.52** As part of the engagement for the LSIF³⁰ project, a conference on Digital Skills and Assistive Technologies was held in February 24. This event enabled the 48 employers present to get further information about the developments in the region, interact with education providers and hear from keynote speakers from across the industry including suppliers of digital and assistive technologies which will be available to view within college's new classrooms.
- 5.53** Employer engagement activities have taken place in the form of LSIF focussed round tables with employers from the sector to ensure effective co-development of skills provision for the region.
- 5.54** Work on improving the perception of the sector and promoting wider career opportunities has been supported by the Kent & Medway Careers Hub.
- 5.55** Engagement is ongoing with local stakeholders and providers, with Skills for Care, to support the implementation in the region of the new Care



Workforce Pathway and the upcoming Care Certificate for entrants to the sector, both of which are launching in 2024 and will improve the career prospects of the domestic care workforce and provide a clearer care career pathway.

Capital Investment

- 5.56** The LSIF focuses on the needs for Digital Health & Social Care facilities and skills development, as identified in the LSIP. The work is being led by EKC group and developed across the region within the three college groups.
- 5.57** The new facilities are in development and will consist of six assistive technological classrooms which will showcase cutting edge digital tools including therapeutic interactive robot seals. These rooms will provide a platform for training future workers for the sector in the latest technologies as well as the general digital skills they need for the sector.
- 5.58** The assistive technological classrooms will provide a space for the employers in the sector to engage with the technologies being showcased and make informed decisions for their specific setting and the upskilling/reskilling needs of their staff.

Skills Provision

- 5.59** As part of the LSIF focus, the professional development (CPD) of the staff delivering the courses in the sector has been an essential element. CPD has been delivered to staff across the 3 college groups and more events are planned to ensure that the new skills are embedded within delivery and curriculum for Health & Social Care.
- 5.60** Two new curriculum pathways have been developed around assistive technology (level 2 to 5) and Digital Skills for Health & Social Care (L1 to 4). These new courses and pathways will be rolled out over the coming academic year.

Education

5.61 The focus is on addressing tutor shortages, in particular in Construction and Manufacturing & Engineering as key sectors. This work was originally led by the South East Local Enterprise Partnership (SELEP) which has wound down, so the work has been picked up by different groups as set out below.

Construction

5.62 Addressing the tutor shortages has been a key issue of the Major Projects Group (MPG) which was instrumental with the SELEP in raising the barriers caused to the sector by the skills shortages. Although the changes with the SELEP have led to some delays, the group is now being taken forward by the CITB and the agenda is progressing.

5.63 The employers have engaged with the education partners in finding ways to support the agenda and are working together to address the issues. Some national initiatives are also coming on stream to support this, including through the CITB.

5.64 As mentioned in the construction section above, the immersive classrooms have also enabled FE colleges to maximise any masterclass and input from employers.

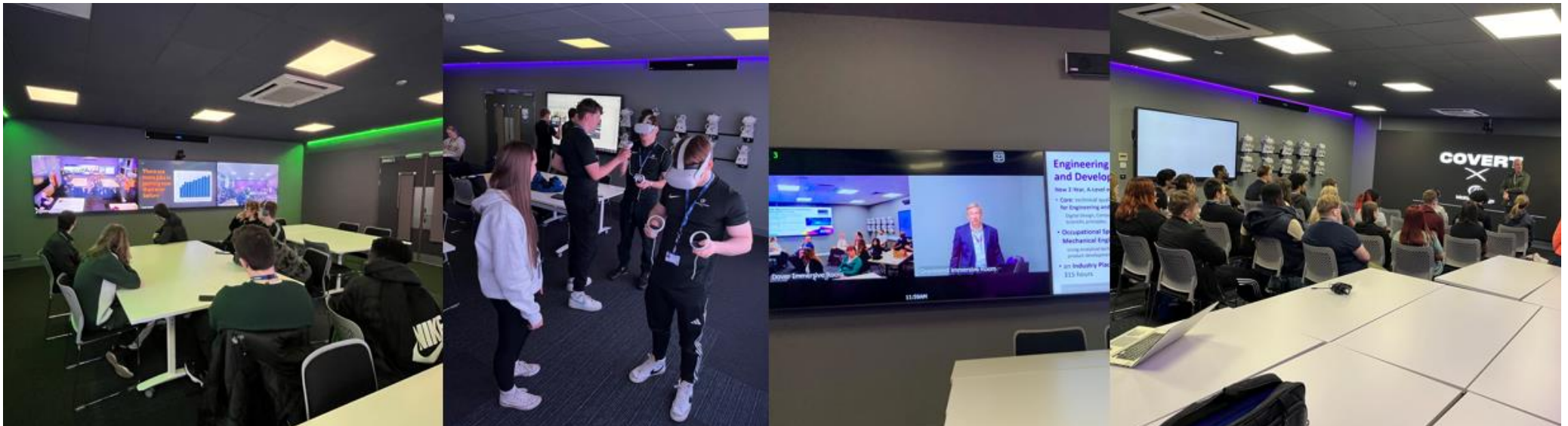
Manufacturing

5.65 For Manufacturing & Engineering, this was a challenge that was not as visible to employers, and the LSIP team has worked with providers to raise the awareness through forums such as KMFG.

5.66 Addressing the challenge has been taken forward by the LSIF initiative through the Industry 4 Council and the pop-up toolkits.

5.67 The Industry 4 Council aims to develop lasting employer partnerships to increase the number of expert technical tutors and trainers who can deliver industry standard higher-level training.

5.68 The LSIF pop-up toolkits will facilitate the co-creation of content with employers at their premises enabling real world examples to be used within the curriculum.



Cross Cutting Themes

5.69 The cross-cutting themes activity can be seen throughout this report in the different sectors, we have picked below the highlights that were not expanded on above.

Digitalisation

5.70 As demonstrated above, in particular for Construction, Manufacturing & Engineering and Health & Social Care, digital skills are an essential part of the activities and progress made towards meeting more of the employer skills needs.

5.71 The introduction of the Immersive classrooms in each of the 12 FE college sites has provided support for digital skills across the curriculum. The classrooms have required a change in delivery methods and ways of teaching which will take time to embed but has substantially raised the digitalisation agenda.

5.72 These facilities and tools (Augmented Reality and Virtual Reality) increase the opportunity for students to experience and engage with latest digital tools, including and outside the sectors identified.

5.73 This has been amplified by LSIF, IoT and other investments which have digital and future of digitalisation at their heart and give an impetus to collaborative working with employers to ensure digital skills within the curriculum are fit for the needs of the future workforce.



Decarbonisation

5.74 The decarbonisation and net zero agenda is most visible in the activities and investments in construction across the different projects.

5.75 In addition, the LSIP team supported employer skills engagement in Green Skills week working with MidKent College to raise awareness of the green related roles available and the businesses focusing on the agenda.

5.76 One of the key elements to come out of the engagement on this subject was the fact that too often, SME's which are not at the heart of the agenda are unaware of what they can do to support it and the skills agenda focus is an essential element to raise this knowledge.

SME Engagement in Skills

5.77 One of the key elements identified in the LSIP in 2023 over and above the initial trailblazer was the need to support the SME engagement in the skills agenda. With the limited amount of large employers in the region, SMEs have to drive the agenda in Kent & Medway, which is not something most of them are confident or feel equipped to do even when they are aware.

5.78 By engaging with a large number of employer forums and working with stakeholders to harness resources, showcase best practice and generally engage SMEs in the skills conversation, the agenda is progressing.

5.79 Good examples of SME engagement in skills include video resources like the KMFG Business Bites "Why would a local business engage with schools & colleges?"³¹ which features a highly skills focused manufacturer and the Employer Standards LSIP Vlog³². The latter showcases a CEC tool empowers businesses to undertake skills outreach.

5.80 Initiatives like the Skills Bus³³, visiting business parks in the region, further demonstrate commitment to showcasing career opportunities and local skills development projects.

5.81 In the regional forums, supported by a consistent messaging across the region and with stakeholders, there is an increased interest in positive engagement with the skills agenda.

5.82 This is being felt by providers of all types, with more employers engaging in the conversation and understanding the options available as well as the limitations of the different provisions, discussion are starting to bear fruit.

³¹ KMFG Business Bites "[Why would a local business engage with schools & colleges?](#)"

³² The CEC [Employer Standards LSIP Vlog](#)

³³ LSIF Skills Bus Fe2024 – run and operated by [Runway Training](#)

6. What still needs to be achieved?

Overview

- 6.1** Ensuring that we maintain engagement, and the skills conversation remains embedded within employer forums and the open conversation with education providers maintains momentum, will be crucial to ensure a meaningful impact and legacy for Kent & Medway.

Construction

- 6.2** The LSIP will continue to foster a collaborative approach with its partners to maximise the benefits of the SDF and LSIF Projects, through the continued monitoring of the curriculum offer to address the elements outlined in the LSIP and enable lasting employer engagement, collaboration, and recruitment and retention of staff to the construction sector.
- 6.3** It is also recognised that more understanding is needed around sector requirements for shorter, modular courses to support upskilling and reskilling of current workforce. We will continue to work with stakeholders and employers to gather further intelligence to support this and ensure that employer needs analysis remains a priority for the LSIP.
- 6.4** As provision grows, including potentially through Bootcamps, the LSIP will continue to support employers understand and benefit from the developments in skills and support our education and training providers to meet local employer needs.
- 6.5** Emphasis will continue to remain on the major projects in the region which are key drivers for this sector, locally, and will have a significant impact on skills and labour demand.

Manufacturing

- 6.6** Unlocking the full potential of SDF and LSIF projects requires ongoing collaborative and partnership working. We will continue our employer engagement and sharing of best practices within the sector through the development and growth of the Industry 4.0 Council.
- 6.7** The LSIP will maintain its commitment to fostering sector skills collaboration through KMFG. We will continue our engagement with employers and

education providers, keeping them at the forefront of the skills conversation. KMFG site visits will continue to support the sector's performance by showcasing best practice and promoting broader collaboration among stakeholders.

- 6.8** We will continue to support the sector in raising awareness of the opportunities it offers and the skills required with our career focused stakeholders and through the engagement of the sector.

Health and Social Care

- 6.9** The LSIP will collaborate with its partners to maximise the impact of the LSIF project for employers, leveraging the region's assets to drive tangible benefits. Specifically, we will work together to integrate the assistive technology centres and related curriculum within the sector.
- 6.10** The LSIP team will continue to support stakeholders with careers education and pathways into social care for new entrants, and in particular care leavers. Engagement with care leavers is an area of focus with a proposed event for Autumn 24 to showcase the new assistive technology centres and curriculum and highlight the various roles in care including Occupational Therapists, Social Workers, Community Nurses and Nurse Associates and the pathways into these roles, to encourage new entrants to the sector.
- 6.11** We will continue to closely monitor the implementation of the Care Workforce Pathway and delivery of resources showcasing the diverse roles within the sector.

Food and Food Production

- 6.12** The LSIP team will work with education providers, DWP and the sector to introduce a reimagined Sector based Work Academy Programme (SWAP) following the original pilot in 22/23.
- 6.13** We will support the engagement of the sector with the Industry 4 Council to ensure that the sector's engineering skills remain a priority.
- 6.14** We will work with the Sector lead to ensure that provision, including potential bootcamps, meets the needs identified by the sector and where appropriate builds on the SDF capital investment.

Education

6.15 The LSIP team will continue working with the MPG on addressing the tutor shortages for Construction through CITB and Industry 4.0 Council for Manufacturing to ensure progress can be made.

Cross Cutting Themes

6.16 Emphasis on the cross-cutting themes across the priority sectors will continue to be monitored, in particular the provision related to green skills and digital skills within existing provision.

6.17 The LSIP team will continue to facilitate the application of these themes throughout the priority actions set by working in partnership with employers and education providers.

6.18 We will further support employers around work readiness and soft skills development of new entrants to ensure they are better placed to succeed in employment within our priority sectors. We will achieve this through working in partnership with careers organisations.

6.19 The LSIP team will continue to communicate and demystify the complexity of the education landscape for the SME community, so they better understand the impact on skills and workforce, areas for collaboration and engagement and benefits.

Watching Briefs

Creative Industries

6.20 The sector is starting to show signs of development, and the LSIP team has fostered connections with key stakeholders from within the sector. Further engagement is planned to increase understanding of the sector's skills needs and provision gaps and where relevant offer targeted support to drive employer-led skills solutions.

Transport & Logistics

6.21 The needs of the sector are evolving with further setbacks due to the development of a freight focussed airport at Manston, which would significantly change the skills needs of the region. We will continue to monitor and review for development of this sector moving forward.

Conclusion

6.22 Ten months into the Kent & Medway Local Skills Improvement Plan (LSIP), this report spotlights and celebrates the region's collaborative embrace of the LSIP agenda. Through highlights of the impactful contributions of various stakeholders, all driving progress towards our shared goals.



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[Appendix 4](#)**ESFA – Adult Learning, Vocational and Specialist Learning Aims 2024-25****New Learning Aims**

Under the funding rules from 1st August 2024, each non accredited / regulated course must fit into one of the following learning aims. Below are the vocational / specialist learning aims.

Reference	Learning Aim Title
Z0060052	Non-regulated Tailored Learning, Entry Level, Health and Social Care
Z0060053	Non-regulated Tailored Learning, Level 1, Health and Social Care
Z0060054	Non-regulated Tailored Learning, Level 2, Health and Social Care
Z0060055	Non-regulated Tailored Learning, Entry Level, Construction
Z0060056	Non-regulated Tailored Learning, Level 1, Construction
Z0060057	Non-regulated Tailored Learning, Level 2, Construction
Z0060058	Non-regulated Tailored Learning, Entry Level, Childcare, Teaching
Z0060059	Non-regulated Tailored Learning, Level 1, Childcare, Teaching
Z0060060	Non-regulated Tailored Learning, Level 2, Childcare, Teaching
Z0060061	Non regulated Tailored Learning, Entry Level, Horticulture, Agriculture, Animal Care, Environmental Conservation
Z0060062	Non regulated Tailored Learning, Level 1, Horticulture, Agriculture, Animal Care, Environmental Conservation
Z0060063	Non regulated Tailored Learning, Level 2, Horticulture, Agriculture, Animal Care, Environmental Conservation
Z0060064	Non regulated Tailored Learning, Entry Level, Manufacturing, Engineering
Z0060065	Non regulated Tailored Learning, Level 1, Manufacturing, Engineering
Z0060066	Non regulated Tailored Learning, Level 2, Manufacturing, Engineering
Z0060067	Non regulated Tailored Learning, Entry Level, Retail, Marketing
Z0060068	Non regulated Tailored Learning, Level 1, Retail, Marketing
Z0060069	Non regulated Tailored Learning, Level 2, Retail, Marketing
Z0060070	Non regulated Tailored Learning, Entry Level, Hospitality, Catering
Z0060071	Non regulated Tailored Learning, Level 1, Hospitality, Catering
Z0060072	Non regulated Tailored Learning, Level 2, Hospitality, Catering
Z0060073	Non regulated Tailored Learning, Entry Level, Leisure Industries, Tourism
Z0060074	Non regulated Tailored Learning, Level 1, Leisure Industries, Tourism
Z0060075	Non regulated Tailored Learning, Level 2, Leisure Industries, Tourism
Z0060076	Non regulated Tailored Learning, Entry Level, Creative Industries, Media
Z0060077	Non regulated Tailored Learning, Level 1, Creative Industries, Media
Z0060078	Non regulated Tailored Learning, Level 2, Creative Industries, Media
Z0060079	Non regulated Tailored Learning, Entry Level, Digital Sector
Z0060080	Non regulated Tailored Learning, Level 1, Digital Sector
Z0060081	Non regulated Tailored Learning, Level 2, Digital Sector
Z0060082	Non regulated Tailored Learning, Entry Level, Transport, Distribution
Z0060083	Non regulated Tailored Learning, Level 1, Transport, Distribution

Appendix 4_Vocational_Specialist LearningAims 2024-25

Z0060084	Non regulated Tailored Learning, Level 2, Transport, Distribution
Z0060085	Non regulated Tailored Learning, Entry Level, Business Administration, Legal, Finance, Marketing, Public Services and Enterprises
Z0060086	Non regulated Tailored Learning, Level 1, Business Administration, Legal, Finance, Marketing, Public Services and Enterprises
Z0060087	Non regulated Tailored Learning, Level 2, Business Administration, Legal, Finance, Marketing, Public Services and Enterprises
Z0060088	Non regulated Tailored Learning, Entry Level, Science
Z0060089	Non regulated Tailored Learning, Level 1, Science
Z0060090	Non regulated Tailored Learning, Level 2, Science
Z0060113	Non regulated Tailored Learning, Life skills: first aid
Z0060114	Non regulated Tailored Learning, Life skills: household budgeting, financial literacy
Z0060115	Non regulated Tailored Learning, Life skills: lipreading
Z0060116	Non regulated Tailored Learning, Life skills: British Sign Language
Z0060127	Non-regulated Tailored Learning, Employer Facing Provision, ICT for Users
Z0060128	Non-regulated Tailored Learning, Employer Facing Provision, Building and Construction
Z0060129	Non-regulated Tailored Learning, Employer Facing Provision, Crafts, Creative Arts and Design
Z0060130	Non-regulated Tailored Learning, Employer Facing Provision, Health and Social Care
Z0060131	Non-regulated Tailored Learning, Employer Facing Provision, ICT Practitioners
Z0060132	Non-regulated Tailored Learning, Employer Facing Provision, Performing Arts
Z0060133	Non-regulated Tailored Learning, Employer Facing Provision, Transport Operations and Maintenance
Z0060134	Non-regulated Tailored Learning, Employer Facing Provision, Public Services
Z0060135	Non-regulated Tailored Learning, Employer Facing Provision, Sports, Leisure and Recreation
Z0060136	Non-regulated Tailored Learning, Employer Facing Provision, Hospitality and Catering
Z0060137	Non-regulated Tailored Learning, Employer Facing Provision, Warehousing and Distribution
Z0060138	Non-regulated Tailored Learning, Employer Facing Provision, Other Languages, Literature and Culture
Z0060139	Non-regulated Tailored Learning, Employer Facing Provision, Engineering
Z0060140	Non-regulated Tailored Learning, Employer Facing Provision, Business Management
Z0060141	Non-regulated Tailored Learning, Employer Facing Provision, Service Enterprises
Z0060142	Non-regulated Tailored Learning, Employer Facing Provision, Administration
Z0060143	Non-regulated Tailored Learning, Employer Facing Provision, Media and Communication
Z0060144	Non-regulated Tailored Learning, Employer Facing Provision, Accounting and Finance
Z0060145	Non-regulated Tailored Learning, Employer Facing Provision, Retailing and Wholesaling
Z0060147	Non-regulated Tailored Learning, Employer Facing Provision, Environmental Conservation

Z0060148	Non-regulated Tailored Learning, Employer Facing Provision, Direct Learning Support
Z0060150	Non-regulated Tailored Learning, Employer Facing Provision, Horticulture and Forestry
Z0060151	Non-regulated Tailored Learning, Employer Facing Provision, Agriculture
Z0060152	Non-regulated Tailored Learning, Employer Facing Provision, Linguistics
Z0060153	Non-regulated Tailored Learning, Employer Facing Provision, Marketing and Sales
Z0060154	Non-regulated Tailored Learning, Employer Facing Provision, Child Development and Well Being
Z0060155	Non-regulated Tailored Learning, Employer Facing Provision, History
Z0060156	Non-regulated Tailored Learning, Employer Facing Provision, Law and Legal Services
Z0060157	Non-regulated Tailored Learning, Employer Facing Provision, Manufacturing Technologies
Z0060158	Non-regulated Tailored Learning, Employer Facing Provision, Animal Care and Veterinary Science
Z0060159	Non-regulated Tailored Learning, Employer Facing Provision, Science
Z0060160	Non-regulated Tailored Learning, Employer Facing Provision, Travel and Tourism
Z0060161	Non-regulated Tailored Learning, Employer Facing Provision, Publishing and Information Science
Z0060162	Non-regulated Tailored Learning, Employer Facing Provision, Nursing and Subjects and Vocations Allied to Medicine
Z0060163	Non-regulated Tailored Learning, Employer Facing Provision, Architecture
Z0060164	Non-regulated Tailored Learning, Employer Facing Provision, Geography
Z0060165	Non-regulated Tailored Learning, Employer Facing Provision, Sociology and Social Policy
Z0060166	Non-regulated Tailored Learning, Employer Facing Provision, Urban, Rural and Regional Planning
Z0060167	Non-regulated Tailored Learning, Employer Facing Provision, Politics

Understanding Qualification levels:

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

Source: nacro.org.uk

The Regulated Qualifications Framework has provided a structure of different levels of education in England and Wales.

Entry level qualifications

Entry level can be seen as a foundation to education. It is the preliminary form of qualification. It provides learners with an introduction to education. They are not generally compulsory. Entry level qualifications are available in three subcategories which progressively get more difficult: Entry level 1, 2 and 3.

Examples of entry level qualifications include:

- Functional or essential skills.
- Awards and diplomas
- Certificates
- English for foreign language speakers
- Skills for life

These are perfect for those trying to learn a new subject or language and or looking to enter formal education.

Common Entry Requirements:

None, perfect for those looking to learn a new subject or trying to enter formal education

Level 1 qualifications

Different from Entry Level, Level 1 is the earliest or first formal qualifications obtainable in the numbered system of qualifications. Level 1 is normally achieved years 10 and 11 of secondary school. Level 1 qualifications include and can be equivalent to achieving GCSE grades 3, 2, or 1 previously graded D, E, F, or G.

Other examples of Level 1 qualifications include:

- Level 1 functional skills or essential skills
- Level 1 awards and diplomas or certificates
- Level 1 National Vocational Qualification (NVQ)
- Level 1 ESOL

Common Entry Requirements:

No necessary entry requirements, perfect for those looking to further education.

Level 2 qualifications

Level 2 is the next step up from Level 1. Similar to Level 1 it is often achieved at the same time in years 10 and 11. Thus attaining a Level 2 qualification can be equivalent to achieving GCSE grades 9, 8, 7, 6, 5, or 4 previously graded A*, A, B, or C.

Other examples of Level 2 qualifications include:

- O level (grades A, B, or C)
- Grade 1 as CSE level
- Level 2 functional skills or essential skills
- Level 2 awards and diplomas or certificates
- Level 2 NVQ
- Intermediate apprenticeships
- Level 2 ESOL

Those who normally achieve Level 2 move onto Level 3. This is because Level 3 tends to require a higher level of knowledge and grades. By achieving a Level 2 the route to Level 3 opens up as well as other potential pathways which can be seen further below.

Common Entry Requirements:

No necessary entry requirements, perfect for those looking to further education and progress onto a level 3 or higher education.

Importance of Level 1 & 2

It can be said that achieving Levels 1 and 2 play an integral role in creating the foundations of learning and employment. In England the proportion of people achieving the equivalent of five GCSEs at grade 4 or above (also referred to as Level 2 attainment) by the age of 19 is falling and has been for five consecutive years – currently almost one in five young people do not achieve this. Too many young people are being held back from achieving their potential, unable to gain the skills that they need to achieve what they want with their lives – a situation that the pandemic has exposed and exacerbated.

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From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 24 September 2024

Subject: Options for future Holiday Activity and Food (HAF) Programme – 2025-2026 and beyond.

Key decision: Overall service value exceeds £1m and affects more than two Electoral Divisions.

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: None

Electoral Division: All

Summary: The Government funded Holiday Activity and Food Programme (HAF) provides free access to healthy food and exciting opportunities and activities for children and young people, across Easter, Summer and Christmas holidays, who are in receipt of benefits-related Free School Meals (FSM).

In March 2023 the Cabinet Member for Education and Skills authorised the Corporate Director Children, Young People and Education to accept future allocations of HAF grants in full for use in accordance with the grant determination letter which is issued by the Department for Education and delegated authority to Corporate Director Children, Young People and Education to manage and deploy the accepted HAF grant in accordance with the grant conditions and arrangements ([Decision - 23/00009 - Holiday Activity and Food Programme](#))

Funding for HAF is available under a three-year Government commitment. This commitment ends 31 March 2025. A decision from the new Government on the future of HAF is expected as part of the autumn budget statement.

Currently, KCC delivers some HAF provision internally through Family Hubs, with the majority of delivery through external providers. KCC commissions The Education People (TEP) to co-ordinate and manage its HAF programme. It was recognised in the report of March 2023 that for 2023-2024, KCC would not be in a position to change delivery partner, and stated options for future delivery were being explored.

This report sets out the engagement work undertaken to review Kent's HAF programme and makes recommendations for the future delivery of the HAF programme for 2025 and beyond, should funding be confirmed.

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 as set out in the Proposed Record of Decision (PROD).

1. Introduction

- 1.1 The Holiday Activities and Food (HAF) Programme in Kent focuses on children's physical health and wellbeing by providing healthy food and exciting activities for children and young people during the school holidays. Families of children aged four to 16 years, who are in receipt of benefits-related Free School Meals (FSM), can access free opportunities during the Easter, summer, and Christmas holidays.
- 1.2 Whilst the focus of HAF is on provision for eligible children who currently receive benefits related free school meals, up to 15% of the funding can be used to provide free or subsidised holiday club places for other children who are considered by the local authority as vulnerable or in need of this provision. The County Council has used this provision to enable children open to Early Help or with a social worker to access free provision. The Department for Education (DfE) also encourages holiday clubs to be available to any children who can pay to attend.
- 1.3 There is a particular aim in Kent to increase the reach of HAF provision amongst children and young people who are currently underrepresented, such as:
 - those with low school attendance
 - secondary school aged young people
 - those with SEND, by ensuring more robust links with special schools and supporting the priorities set out in [Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024](#)
- 1.4 Local authorities have flexibility about how they spend the HAF grant and deliver this provision to best serve the needs of the children and families in their areas, however, provision should remain in line with the framework of standards set out in the programme guidance: [Guidance: Holiday activities and food programme 2024](#).
- 1.5 The table below shows the number of children and young people across Kent, as at May 2024, who were of statutory school aged and eligible for FSM. This data shows the target cohort for the HAF funding per district, with Thanet and Dover having the highest percentage of FSM eligible young people.

District	Total of primary, secondary and special schools.		
	Number of Statutory Age Pupils May 2024	Number Eligible FSM**	% Eligible FSM**
Kent Total - All Schools	219613	56864	25.9
Ashford	19119	4913	25.7
Canterbury	18779	5089	27.1
Dartford	20938	4452	21.3
Dover	14551	5013	34.5
Folkestone and Hythe	13466	4254	31.6
Gravesham	17507	4738	27.1
Maidstone	26374	5760	21.8
Sevenoaks	11793	2427	20.6
Swale	21602	6643	30.8
Thanet	18053	7092	39.3
Tonbridge and Malling	20514	3806	18.6
Tunbridge Wells	16917	2677	15.8

Note:

****FSM is based on statutory age pupils only and refers to those pupils eligible for FSM at the time of the October census.**

- 1.6 The DfE refer to two measures – reach and engagement. Reach is the number/proportion of eligible children and young people who access any HAF provision (that may be simply one session), whilst engagement considers the average number of days a child or young person attends. National data shows summer programmes have the best reach and engagement, whilst Christmas programmes are the least popular.

2. Background

- 2.1 Since 2021, The Education People (TEP) is commissioned (through an “additional works request”) to manage the HAF programme. TEP use a grant process to engage its HAF delivery providers. During this time, the programme has become more established. The certainty of funding until 2025 enabled providers to invest in their businesses to facilitate regular delivery. Families have become aware of the offer and increasingly utilising it.
- 2.2 The HAF model currently in place is a result of the need identified in 2021 to set up a HAF programme at speed. TEP responded at pace to put in place the structure and processes required to delivery of HAF activities, grow the number and range of providers, introduce an eligibility confirmation and booking system and quality assure the providers’ delivery. Since 2021 delivery of the programme has evolved. HAF funding is used to provide short break and holiday clubs for disabled children through KCC’s commissioned services and this financial year delivery is also taking place through Family Hubs.
- 2.3 It is clear HAF Programmes are established in very different ways around the country, for example, some commissioned a single lead provider, others deliver in-house. Until very recently it was not possible to compare how KCC’s programme performed compared to others. In July 2024 the DfE’s consultants issued a benchmarking sheet for Kent. This shows:

Season/year	National average FSM reach	Kent FSM reach	National average days attended per child (engagement)	Kent average days attended per child
Easter 23	16.13%	10.0%	3.13	4
Summer 23	23.82%	18.6%	6.76	4
Christmas 23	11.82%	10.1%	2.55	2
Easter 24	14.26%	10.5%	3.05	3

The data indicates KCC's programme mirrors national programmes in terms of seasonal fluctuations although is underperforming in respect of reach in particular. It is interesting to note the national reach figure for Easter 2024 was lower than the previous Easter, while KCC's programme made a small gain in this respect, and the fact remains KCC's programme needs to reach and engage more children and young people. The delivery via Family Hubs this summer is likely to improve reach. In terms of the quality of provision, the programme's "average" score is 83.0% compared to a national average of 82.4%.

- 2.4 CYPE is exploring opportunities regarding a move towards a more long-term provision for HAF and how this may look from June 2025 and beyond, should the funding continue. A collaborative approach to the review was undertaken gathering the voice of young people, schools and providers, as demonstrated in Section 3, to ensure future provision represents the views, ideas and experiences of all those who participated in the feedback sessions.

3. Scoping and Engagement with Providers and Stakeholders

- 3.1 In developing a different approach, soft market engagement events were held in May 2024 with current and interested providers. In addition, engagement with young people and schools was carried out, to gather their views, ideas and suggestions regarding HAF delivery and activities.

3.2 Engagement with Providers

A Prior Information Notice (PIN) was advertised on the Kent Business Portal from 18 April 2024 to 9 May 2024 solely for the purpose of conducting pre-procurement market testing along with directly contacting the current 89 HAF providers to inform them of the market engagement and direct them to the Kent Business Portal, with the following aims:

- To understand what a suitable delivery model would look like.
- To understand the market and readiness to deliver the HAF Programme across Kent.
- To explore the most viable commissioning approach to deliver the HAF Programme.
- To explore how the current approach does or does not impact on recruitment and retention of good staff.

As part of this process, a short questionnaire and four workshops were made available to interested providers.

There were 35 expressions of interest, 14 questionnaires were returned and 11 providers attended the workshops. Although numbers were fairly low, the providers that responded equated to 60% of the top ten providers, based on spend, and shared a wealth of feedback, views and ideas.

Key messages from providers were:

- The significant workload in making an initial application may put off smaller providers;
- Having an umbrella organisation (TEP) easily contactable resolved issues quickly;
- Expectations have been raised in terms of delivery whilst budgets have remained the same;
- A contract would allow for greater planning and support staff resourcing;
- The e-voucher system needs to be reviewed;

- Funding for quality pre-engagement work needs to be a priority.

3.3 Engagement with Schools:

A survey was sent to all KCC-Maintained schools (296 schools), with start and end dates aligned to the PIN. This included Special Schools and Pupil Referral Unit's. The survey requested feedback on areas such as: wider promotion of HAF, barriers to delivering HAF and solutions to overcome barriers, access by children and young people with SEND, low school attendance and secondary age young people, feedback from families and the benefits of attending HAF activities.

48 schools responded. Schools were positive about their relationship with TEP, citing good communication and support. Staffing and costs were identified as the main challenges to schools delivering HAF sessions, with schools also citing transportation and the current booking system as barriers to attendance. They also noted a need to promote better understanding and awareness of HAF among schools and families. By implementing contractual arrangements with a range of providers, support for booking, awareness and attendance could be built into delivery.

3.4 Kent Youth Council/Kent Youth Voice:

A workshop was held with Kent Youth Voice on 11 May 2024. This was to raise awareness of the HAF programme to those eligible for benefits-related Free School Meals and to capture more in-depth feedback from all Kent young people. Approximately 70 young people were in attendance. As a practical exercise, the young people were asked to feedback on the current flyer for HAF, for example, the language used, visuals, where best to promote HAF and explore ways to encourage attendance. Young people actively critiqued and came up with better solutions for promotion as part of this engagement. This included a poster competition, the results of which were shared with TEP with the aim of having an immediate impact on the next round of delivery.

3.5 Young People's Input During any Procurement Process:

The involvement and engagement of young people through commissioning is important to continue to have young people's input in the selection of future HAF providers, which will depend on the agreed procurement method. Young people will be given the opportunity to contribute to the writing of the specification, to include what they would like to see from a HAF service. This will include the young people drafting a question for the tender and agreeing clear guidelines for each of the scores to be used during the evaluation. This will capture the voice of the young person during the tender process and will be supported by KCC's Participation Team.

4. **Outcome of Scoping and Engagement**

4.1 In order to move towards a more long-term provision for HAF from 2025-2026 and beyond the following needs to be taken into account:

4.1.1 In 2024-2025, £1.35m of the overall budget is allocated for the delivery of HAF programmes by either internal teams within CYPE or through services they commission. It is anticipated this approach should be continued and therefore, a similar proportion of the £5.6m DfE funding will be utilised within CYPE.

4.1.2 Based on the feedback from the scoping and engagement, the Commercial and Procurement Team carried out an Options Appraisal and proposed a Dynamic Purchasing System (DPS) would meet the needs of the HAF Programme. As procurement regulations are undergoing change and new rules will come into play 28 October 2024, the term "compliant route" will be used to reflect the potential changes as a DPS falls under the existing procurement regulations. By implementing the compliant route, alongside internal provision and the extension of commissioning arrangements with existing short break organisations, KCC will be able to offer a range of commissioning and procurement solutions to achieve the best outcomes for children and young people. The compliant

route will provide greater rigour and oversight of funding and ensuring flexibility to commission services in areas of need.

- 4.1.3 TEP do not have the appropriate procurement expertise in place to either develop a DPS or similar compliant route or undertake an open tendering process that would be compliant with the Procurement Act 2023. Therefore, any future commissioning would need to be undertaken by the local authority.
- 4.1.4 There will be a continued need for a management function to collate the reporting information required for the DfE, policy formation, sufficiency, forecasting demand and determining need, as well as coordinating the HAF booking system.
- 4.1.5 Currently, the quality assurance of the HAF Programme is spread across TEP and CYPE. Under the current arrangements, if the number of HAF providers increases substantially, TEP would not have the capacity alone to support quality assurance without increasing staffing. Greater oversight and consistency for providers would be gained by the quality assurance role in its totality sitting under CYPE.
- 4.1.6 To mitigate any possible duplication and enable the implementation of commissioning options, it makes sense for the HAF Programme to be sitting in one place, with clear oversight of the total HAF funding pot.
- 4.1.7 Bringing all of the functionality together would allow for join up in the management information oversight and quality assurance.
- 4.1.8 The implementation of a new approach, alongside internal provision and the extension of commissioning arrangements with existing short break organisations, aims to improve the targeting of the HAF programme to support wider agendas, such as improving school attendance, protecting vulnerable children and young people and reducing anti-social behaviour.
- 4.1.9 The national ambition to have wrap-around childcare available to all primary aged children supports the development of more local HAF provision based on school sites.
- 4.1.10 There will still be a need for those organisations that deliver to a larger number of children and young people, across several districts.
- 4.1.11 Through engagement with secondary age young people, it was highlighted a wider variety of activities, including the opportunity to learn and improve skills, would encourage greater attendance. The proposed commissioning approach can ensure these preferences are taken into account, along with attracting smaller grassroot organisations that can cater to specific, more niche interests of young people, which in turn increases attendance.

5. Delivery Model and Commissioning Approach

- 5.1 Any future delivery model will include in-house delivery, principally via Family Hubs, incorporation of HAF delivery within the commissioned provision for children with disabilities and Service Level Agreements (SLAs) with state funded schools.
- 5.2 The following options for procuring external providers were explored and discounted for the following reasons:
 - Option 1: Do Nothing
 - There is a desire in CYPE to move towards a more long-term provision for HAF.
 - Option 2: Set up a Grant scheme to be managed by either TEP or KCC
 - Funding the service through Grants would reduce KCC's oversight, scrutiny and challenge and there is the potential for Grants to be non-compliant with Public Contracts Regulations 2015.

Option 3: Develop a DPS or compliant route with soft lots

- This is the proposed option.

Option 4: Commission one provider or multiple providers to cover the county through a Framework contract arrangement on a prime provider model

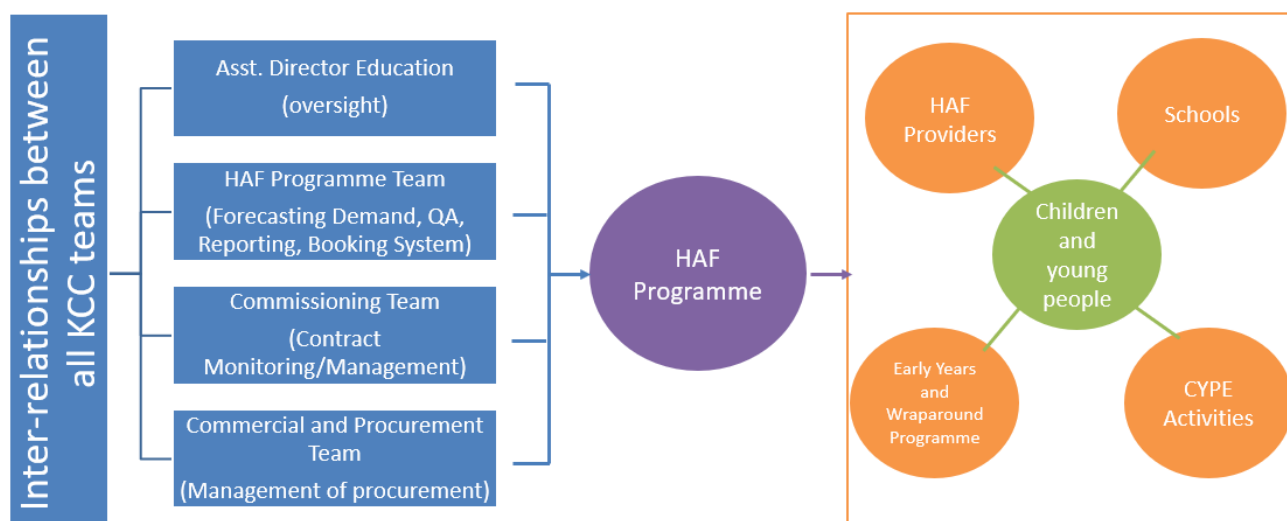
- There would not be an opportunity for new providers to join the Framework, potentially limiting diversity of provision.

Option 5: A mix of the above to include a grant programme for funding amounts below £14,999 per district per annum and a DPS or compliant route for providers to bid for amounts over this for a range of activities across district boundaries.

- There is a desire to reduce the complexity and maintain consistency when procuring and managing a HAF service.

5.3 The proposed decision for procuring external providers is the use of a DPS or compliant route. A detailed Commercial and Procurement Team Options Appraisal can be found in Appendix A.

5.4 This approach will require a different administration and management model. The proposal is:



5.5 In the proposed administration and management model the Responsible Officer will remain an Assistant Director Education. It requires the creation of a HAF Programme Team to undertake some of the activity the current TEP based team undertake, primarily forecasting the demand and determining needs for provision across the county, identifying gaps in provision and target groups, quality assurance of providers' delivery, commissioning and overseeing the booking and eligibility system, communications with parents and providers and reporting to the DfE in line with the grant conditions. They will also lead on any training required. This is likely to have TUPE implications.

5.6 In order to implement a compliant procurement, input will be required from both commissioning and commercial colleagues. By the very nature of a DPS or similar compliant route, this will need to be ongoing support to ensure organisations are onboarded and managed throughout the life of the Programme. Work will be awarded based on criteria defined in the contract.

5.7 It is expected the contract term will be for an initial three years, with a break clause after 12 months that outlines the contract is subject to further HAF funding. There will be an option to extend the contract for a further one-year, plus one-year following the initial three year term.

5.8 Once the contracts are awarded, the Commissioning team will be responsible for contract management regarding performance against KPIs and will assist with quality assurance visits to activities. This will include annual quality assurance visits, a cycle of contract management arrangements, data performance analysis and engagement with children and young people using the provision to embed user voice.

6. Financial Implications

6.1 HAF funding is received from the Department of Education. The funding amount is yet to be confirmed for 2025-2026, and assuming the level moving forward remains as 2024-2025, this would be £5,604,960 per annum. The grant and associated spend is reported against the “other schools services” key service budget line.

6.2 Assuming the same grant terms will apply; up to 10% can be spent on management and administration, and up to 2% on capital items with the remainder spent on delivery (88% to 90%). Any unspent funds must be returned to the Department for Education.

6.3 The costs of administration and management will need to be funded within the 10% allowance. The costs of all delivery, including via the Family Hubs, would be within the 90% allowance. There is no expectation this programme will be a cost to the General Fund and associated management and delivery costs are expected to be fully funded from the grant in accordance with the conditions.

6.4 Local authorities are encouraged to use up to 15% of the delivery funding to provide free or subsidised holiday club places for children who are not in receipt of benefits-related FSM and who the local authority believe could benefit from HAF. This will enable targeted support to include any vulnerable children and young people.

6.5 If the decision is to move forward with the proposal and the creation of an internal CYPE HAF Programme Team, TUPE may apply. Further HR and finance advice will be taken on this if the proposal proceeds.

6.6 The estimated cost of procurement is £99,370 based on the use of existing staff. This cost forms part of the management and delivery costs to be fully funded from the grant in accordance with the conditions.

6.7 This proposal complies with Spending the Council’s Money requirements.

6.8 In accordance with the Cabinet decision to support the recommendations in the paper [Securing Kent’s Future](#) on 5 October 2023, the approach set out, in line with Objective 2 (Delivering savings from identified opportunity areas to set a sustainable 2024-2025 budget and MTFP) any future procurement does not over specify need, ensuring best value for the Local Authority. Spend will be limited to the total value of the grant funding received.

7. Legal implications

7.1 The move away from the current grants process will enable greater clarity over provision and data. This is primarily due to the legal standing of grants and how they can be administered versus those of a contract. The table below shows the key differences between grants and contracts:

Grants	Contracts
Grant funding is a subsidy/gift towards a service.	Adhere to “Spending the Council’s Money”, the Procurement Act 2023 and the Financial Regulations.
Grant Agreements do not enable the same level of	Specification and Standard Terms and

control on compliance to delivery (you can however use lack of provision to inform decisions over future grant allocations, i.e. not award to somebody who has not previously performed).	Conditions in place - what are we buying and at what unit cost. Contractual levers can be used to ensure delivery standards are met without financial risk to the local authority.
Proportionate performance information.	Key Performance Indicators.
Insecure funding and seen as 'discretionary'.	Funding more secure for the duration of the contract.
VAT – the issue of VAT is about service activity, the delivery of and who benefits. If VAT consideration applies, the funding agreement should not be a grant.	VAT – the issue of VAT is about service activity, the delivery of and who benefits. If VAT consideration applies, the funding agreement should be a contract.
Ability to “clawback” unused funding, however this is both difficult and costly to do.	If service not fulfilled, formal processes to pursue breach of contract. As payments are made in arrears, financial risk to local authority is reduced.

7.2 All expenditure will be audited by the DfE to ensure compliance with the DfE grant conditions.

7.3 There is no contractual obligation beyond 2024 between KCC and TEP to continue to engage the services of TEP via an additional works request to deliver HAF. However, assuming HAF continues, it will not be possible to move to the proposed delivery model in time for delivering HAF provision for Easter 2025, as the planning for this starts immediately after Christmas. KCC will need to commission TEP to continue to manage HAF for this delivery point and move to the proposed model for summer 2025.

7.4 The potential for TUPE to apply is outlined above.

8. Equalities implications

8.1 An Equality Impact Assessment (EqIA) screening was completed, there are no individual groups significantly more impacted by this change and individuals with protected characteristics will continue to be supported through the HAF Programme.

9. Other corporate implications

9.1 The Early Years Review and delivery of the Wraparound Programme (the national ambition to have all primary aged children able to access provision 8am to 6pm without parents returning to the school site) both have potential implications for the HAF programme. The HAF Team in TEP sits within the Early Years and Childcare Service. This Service is subject to the Early Years Review which may influence the future shape of that Service. Delivering the aspiration all primary school children can access wraparound provision 8am to 6pm term time provides an opportunity to dovetail with HAF and ensure provision for all children is available all year, it being more sustainable through HAF delivery.

9.2 It is proposed c£1m (approximately 18% at 2024-2025 grant monies level) would be spent on in-house CYPE provision, including Family Hubs which would also promote HAF activities.

9.3 By developing a future model for ongoing HAF provision, officers will be supporting [Framing Kent's Future](#) by contributing to the commitment to 'work within the system to ensure a strong focus on preventative community services, building a strong strategic relationship with the social sector in Kent and their role in supporting a system-wide focus on prevention' and support vulnerable children and young people across the county.

10. Governance

10.1 Accountability for the service sits with the Corporate Director for Children, Young People and Education. Responsibility sits with the Director for Education and SEND.

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 Integrated Children's Services on the proposed decision as set out in the Proposed Record of Decision (PROD).

Background Documents

11.1 Decision Report - <https://democracy.kent.gov.uk:9071/ieDecisionDetails.aspx?ID=2676>

11.2 EqIA - [2024-08-08 Commissioning options for future Holiday Activities and Food HAF Programme for 2025 26 and beyond.docx](#)

12. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Skills

DECISION NO:

24/00076

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: Commissioning options for future Holiday Activity and Food (HAF) Programme 2025/26 and beyond.

Decision:

As Cabinet Member for Education and Skills, I agree to:

1. Approve the proposed HAF delivery model and commissioning approach from 2025
2. Commence formal procurement activity to tender for a service, award a contract(s) (three years, with a 12 month break clause, plus two x one-year extensions) and develop robust contract management for oversight of the contract(s) performance.
3. Confirm that in accordance with [Decision 23/00009](#), that Corporate Director Children, Young People and Education accept Future allocations of the Holiday Activity and Food Grant for use in accordance with the grant determination letter. This will be issued by the Department for Education and the relevant terms and conditions, provided these remain substantially the same as the current; and to delegate authority to the Director of Education and SEN to manage and deploy the accepted Holiday Activity and Food Grant in accordance with the grant conditions and arrangements detailed in the report, including entering into contracts through a compliant procurement route and have a team in place to roll out the HAF Programme from 2025-2026 and beyond.
4. Delegate authority to the Director of Education and SEN, in consultation with the Cabinet Member for Education and Skills, to take other necessary actions, including but not limited to entering into contracts, Service Level Agreements (SLAs) or other legal agreements, as required to implement the decision.

Reason(s) for decision:

Decision required because total value of contract(s) will exceed the threshold for a Key Decision and impact across multiple districts of the Local Authority.

Background:

The Holiday Activities and Food (HAF) Programme in Kent focusses on children's physical health and wellbeing by providing healthy food and exciting activities for children and young people during the school holidays. Families of children aged four to 16 years, who are in receipt of benefits-related free school meals, can access free opportunities during the Easter, summer, and Christmas holidays. This programme is funded by the Department for Education (DfE), accompanied by grant conditions.

Since 2021 The Education People (TEP) is commissioned through an "additional works request" to manage the HAF programme. CYPE is exploring opportunities regarding a move towards a more long-term provision for HAF and how this may look from June 2025 and beyond, should the funding continue.

Soft Market Engagement was conducted to seek the best possible solution for procuring a new HAF service. In addition, extensive engagement with young people and schools was undertaken, to gather their views, ideas and suggestions regarding HAF delivery and activities.

What is being proposed?

As part of soft Market Engagement, a variety of options were explored with a focus on maximising delivery for those young people with SEND, aged 11+ and those with low school attendance. The options considered were:

1. Do Nothing
2. Set up a new grant scheme
3. Develop a light touch Dynamic Purchasing System (DPS) or other compliant route under the new Procurement Act 2023 with soft lots
4. Develop a Framework contract arrangement
5. A mix of the above

The proposed decision is **Option 3** - to develop a light touch DPS or other compliant route under the new Procurement Act 2023 with soft lots. This will allow targeting of areas that have not had take-up while the soft lots will support smaller grassroots organisations to apply for more localised provision. Previous experience proved this to be successful. Both the procured and internal activity will focus on providing school holiday activities and food for children and young people eligible for the HAF scheme. Additionally, it is proposed to create a HAF Programme Team within KCC, carrying out the non-procurement activity.

In the proposed administration and management model, the Responsible Officer will remain as Assistant Director Education. It requires the creation of a HAF Programme Team to undertake some of the activity the current TEP-based team undertake, primarily forecasting the demand and determining needs for provision across the county, identifying gaps in provision and target groups, quality assurance of providers' delivery, commissioning and overseeing the booking and eligibility system, communications with parents and providers and reporting to the DfE in line with the grant conditions. They will also lead on any training required. This is likely to have TUPE implications.

In order to implement a compliant procurement, input will be required from both commissioning and commercial colleagues. By the very nature of a DPS or compliant route, this will need to be ongoing support to ensure organisations are onboarded and managed throughout the life of the Programme. Work will be awarded based on criteria defined in the contract.

It is expected the contract term will be for an initial three years, with a break clause after 12 months that outlines the contract is subject to further HAF funding. There will be an option to extend the contract for a further one-year, plus one-year following the initial three year term.

Financial Implications:

HAF funding is received from the Department for Education. The funding amount is yet to be confirmed for 2025-2026, and assuming the level moving forward remains as 2024-2025, this would be £5,604,960 per annum. The grant and associated spend is reported against the "other schools services" key service budget line.

Assuming the same grant terms will apply; up to 10% can be spent on management and administration, and up to 2% on capital items with the remainder spent on delivery (88% to 90%). Any unspent funds must be returned to the Department for Education.

The costs of administration and management will need to be funded within the 10% allowance. The costs of all delivery, including via the Family Hubs, would be within the 90% allowance. There is no expectation this programme will be a cost to the General Fund and associated management and delivery costs are expected to be fully funded from the grant in accordance with the conditions.

Local authorities are encouraged to use up to 15% of the delivery funding to provide free or subsidised holiday club places for children who are not in receipt of benefits-related FSM and who the local authority believe could benefit from HAF. This will enable targeted support to include any vulnerable children and young people.

If the decision is to move forward with the proposal and the creation of an internal CYPE HAF Programme Team, TUPE may apply. Further HR and finance advice will be taken on this if the proposal proceeds.

The estimated cost of procurement is £99,370 based on the use of existing staff. This cost forms part of the management and delivery costs, which are expected to be fully funded from the grant in accordance with the conditions.

This proposal complies with Spending the Council's Money requirements.

In accordance with the Cabinet decision to support the recommendations in the paper [Securing Kent's Future](#) on 5 October 2023, the approach set out makes sure that, in line with Objective 2 (Delivering savings from identified opportunity areas to set a sustainable 2024-2025 budget and MTFP) any future procurement does not over specify need, ensuring best value for the Local Authority. Spend will be limited to the total value of the grant funding received.

Legal Implications:

All expenditure will be audited by the DfE to ensure compliance with the DfE grant conditions.

The move away from the current grants process will enable greater clarity over provision and data. This is primarily due to the legal standing of grants and how they can be administered versus those of a contract.

There is no contractual obligation on KCC to continue to commission TEP to deliver HAF beyond 2024. However, assuming HAF continues, it will not be possible to move to the proposed delivery model in time for delivering HAF provision for Easter 2025, as the planning for this starts immediately after Christmas. KCC will need to commission TEP to continue to manage HAF for this delivery point and move to the proposed model for summer 2025.

There may be TUPE implications of creating an internal HAF Programme Team. Further HR and finance advice will be taken on this if the proposal proceeds.

Equalities Implications:

An Equality Impact Assessment (EqIA) screening was completed, there are no individual groups significantly more impacted by this change and individuals with protected characteristics will continue to be supported through the HAF Programme.

Recommendations and other consultation:

Children, Young People and Education Cabinet Committee will consider this decision at its meeting on 24 September 2024.

Any alternatives considered and rejected:

Option 1: Do nothing and continue the current arrangement of TEP managing the HAF applications and spend through a grant process.

Reason for rejection: There is a desire in CYPE to move towards a more long-term provision for HAF.

Option 2: Set up a grant scheme which would be managed by KCC or TEP and promoted through KCC's grant page.

Reason for rejection: Funding the service through grants would reduce KCC's oversight, scrutiny and challenge and there is the potential for Grants to be non-compliant with Public Contracts Regulations 2015.

Option 4: Commission one or multiple provider(s) to cover the county through a framework contract arrangement.

Reason for rejection: There would not be an opportunity for new providers to join the Framework, potentially limiting diversity of provision.

Option 5: A mix of the above.

Reason for rejection: There is a desire to reduce the complexity and maintain consistency when procuring and managing a HAF service.

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

.....
signed

.....
date

EQIA Submission – ID Number

Section A

EQIA Title

Commissioning options for future Holiday Activities and Food HAF Programme for 2025 26 and beyond

Responsible Officer

Sue McGibbon - CY CC

Approved by (Note: approval of this EqIA must be completed within the EqIA App)

Christy Holden - CY CC

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

Commissioning/Procurement

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education and Skills

Responsible Head of Service

Christy Holden - CY CC

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The Holiday Activities and Food (HAF) Programme in Kent focuses on children's physical health and wellbeing by providing healthy food and exciting activities for children and young people during the school holidays. Families of children aged four to 16 years, who are in receipt of benefits-related free school meals, can access free opportunities during the Easter, summer, and Christmas holidays. This programme is funded by the Department for Education (DfE), accompanied by conditions set out in the grant letter signed by KCC and associated guidance

Currently, KCC delivers some HAF provision internally through Family Hubs, with the majority of delivery through external providers. KCC commissions The Education People (TEP) to co-ordinate and manage its HAF programme.

Children Young People and Education (CYPE) have been exploring opportunities to re-set the approach from June 2025, should the funding continue (expected announcement post-election).

Soft Market Engagement has been conducted by Children's Commissioning with the support of the Commercial and Procurement Team, to seek the best possible solution for procuring a new HAF service. In addition, Commissioning has carried out extensive engagement with young people and schools, to gather their views, ideas and suggestions regarding HAF delivery and activities.

The purpose of the HAF programme is to support all children and young people between the ages of four and 16 who are in receipt of benefits-related free school meals. Through extensive market and stakeholder engagement we have a good understanding of the barriers in place in the current HAF activities that prevent full inclusion and therefore plan to mitigate these with the new commissioning approach, detailed in Section C – Impact.

The outcome of analysis is : No Change

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

- **Market Engagement:** Soft Market Engagement events were held in May 2024, with a view to testing the market. The following was discussed: Developing the delivery model, market readiness, exploring the most viable commissioning approach to deliver the HAF programme and exploring whether recruitment and retention to the model is achievable.

- **Engagement with Schools:** A Microsoft Forms survey was sent out to all Kent Maintained Schools (298) seeking their feedback on aspects such as: The best way/place to promote the HAF programme, the events/activities that have been most successful, any improvements to the HAF process that could be made, what may encourage more schools to engage in HAF, any barriers that may prevent young people from attending HAF events.

- **Young People and Parents at HAF events:** To gain the voice of the child, Children’s Commissioning worked closely with KCC’s Participation Team to attend HAF events over the 2024 Easter school holiday. 13 events were attended in the following districts: Ashford, Folkestone & Hythe, Canterbury, Thanet, Sevenoaks, Gravesham, Maidstone, Swale and Tonbridge & Malling. Some of the feedback sought about the HAF programme from young people and parents included: whether they’ve been before/ they are repeat attendees, what they like about coming to HAF events/activities, what encouraged them to come, is there anything they don’t like about the HAF events/is there anything they would change about them, what activities they would like to do at HAF events, does it matter to them where the activities/events are held, did they choose the activity

- **Kent Youth Council/Kent Youth Voice**

Children’s Commissioning also conducted a workshop with Kent Youth Voice (75 young people) on Saturday 11 May 2024. This was to capture more in-depth feedback that may not have been possible during HAF events over the Easter holiday. The young people were asked to feedback on the language and promotion around HAF and explore ways to encourage attendance. Attending Youth Voice also presented the opportunity to raise awareness of the HAF programme to young people that may be eligible.

- **Young Carers Groups:**

Young carers were identified by Children’s Commissioning as a group of young people who, due to their caring role often do not access HAF activities. There are currently 3,501 young carers in Kent, with 54% eligible for FSM. Feedback was gathered via a number of questions, supported by IMAGO, asking young carers how we could address any barriers, such as the times of activities, booking system, preferred activities, flexibility of attendance, etc.

- **Young People’s Evaluation During the Tender Process:**

The intention is for young people to design and evaluate one of the tender questions in the Invitation to Tender (ITT) pack. This will capture the voice of the young person during the tender process. The question will state that young people will evaluate the answers, so organisations know to tailor the answers to young people. This will be supported by KCC’s Participation Team.

Has there been a previous Equality Analysis (EQIA) in the last 3 years?
Yes
Do you have evidence that can help you understand the potential impact of your activity?
Yes
Section C – Impact
Who may be impacted by the activity?
Service Users/clients Service users/clients
Staff Staff/Volunteers
Residents/Communities/Citizens Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
<p>The HAF Programme promotes and supports diversity within the delivery partners and wider, which has a positive impact on the views and values of children and young people as they grow up. Providers have a statutory duty to have policies in place which meet the requirements of the Equality Act for staff and the children and families they serve.</p> <p>While the programme is targeted at children and young people eligible for FSM, the universal nature of the delivery will ensure any stigma is negated as much as possible and children and young people have an opportunity to come together to support each other.</p> <p>Age – Following stakeholder engagement, the proposed model will allow for activities and sessions to be tailored to particular age groups.</p> <p>Disability – The proposed model aims to increase the number of HAF activities that support those with SEND. Also 15% of the funding can be spent on children and young people who are not eligible for Free School Meals but who the local authority believe could benefit from HAF. Some of this funding will be used for Short Breaks and in-house provision that supports children and young people with disabilities. Currently there is limited HAF provision for those children and young people with complex SEND, mainly due to specialist providers not coming forward. This will be addressed in the proposed model by targeted marketing across specialist providers.</p> <p>Carers Responsibilities - There are currently 3,501 young carers in Kent, with 54% eligible for FSM. The proposed model will address the barriers for young carers to accessing HAF activities, by ensuring a wider range of local HAF activities, a more flexible approach to times of activities and attendance. The 15% funding can also be utilised to cover those not eligible for FSM (as above).</p>
Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No

Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No
Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No
Negative impacts for Sexual Orientation
Not Applicable
Mitigating actions for Sexual Orientation
Not Applicable
Responsible Officer for mitigating actions for Sexual Orientation

Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No
Negative impacts for Pregnancy and Maternity
Not Applicable
Mitigating actions for Pregnancy and Maternity
Not Applicable
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No
Negative impacts for Marriage and Civil Partnerships
Not Applicable
Mitigating actions for Marriage and Civil Partnerships
Not Applicable
Responsible Officer for Marriage and Civil Partnerships
Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No
Negative impacts for Carer's responsibilities
Not Applicable
Mitigating actions for Carer's responsibilities
Not Applicable
Responsible Officer for Carer's responsibilities
Not Applicable

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Children's, Young People and Education Cabinet Committee 2024/25 Work Programme

21 NOVEMBER 2024		
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• School Expansions/Alterations	Standing Item	
• Kent Commissioning Plan Update	Bi-annual report	
• Kent Safeguarding Children Multi-Agency Partnership Annual Report	Annual	
• Family Hubs – Millmead and Seashells	Key decision	Ingrid Crisan
• 2025/26 Draft Budget Update		
• LADO Annual Report	Annual	
• 24/00072 - Education Accessibility Strategy 2024-27	Key decision	
• 24/00073 - School Access Initiative Policy and Procedure	Key decision	
• Private Fostering Annual Report	Annual	
• Complaints and Representations Report	Annual	
• Work Programme	Standing item	
16 JANUARY 2025		
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• School Expansions/Alterations	Standing Item	
• School Funding Arrangements for 2024-25	Annual	
• The Education People Contract Changes for 25-26		

Updated 13/9/2024

• Work Programme	Standing item	
27 FEBRUARY 2025		
• Performance Monitoring	Standing item	
• Post-16 Transport Policy	Annual	
• Ofsted Update	Standing item	
• School Expansions/Alterations	Standing Item	
• Annual presentation of risk reports	Annual	
• SACRE Report	Annual	
• Education Strategy		
• CYPE Contract Register- Overview of Commissioned Contracts	Annual	
• Work Programme	Standing item	
JUNE 2025		
• School Expansions/Alterations	Standing Item	
• Kent Commissioning Plan Update	Bi-annual report	
• School Term dates 2024-25		
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme	Standing item	

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