

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

**Thursday, 27th February, 2025**

**10.00 am**

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

## **AGENDA**

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

**Thursday, 27 February 2025 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, Mr G Cooke, 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 16 January 2025 (Pages 1 - 14)
- 5 Verbal Update by Cabinet Members
- 6 Performance Monitoring (Pages 15 - 76)
- 7 CYPE Contract Register- Overview of Commissioned Contracts  
Report to follow.

- 8 Risk Management: Children, Young People and Education (Pages 77 - 88)
- 9 25/00022 Admission Arrangements and Scheme for 2026-27 Academic Year  
Report to follow.
- 10 25/00032 Therapies – Recommissioning of SEN Therapy provision to enable access to the Education Curriculum  
Report to follow.
- 11 25/00020 Community Learning and Skills (CLS) - Sub-contracting Education and Skills Funding Agency provision for 16 to 19 year olds  
Report to follow.
- 12 25/00021 Community Learning and Skills (CLS) - Sub-contracting Education and Skills Funding Agency provision for 19 to 25 year olds (Pages 89 - 124)
- 13 25/00023 Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030 (Pages 125 - 234)
- 14 25/00010 Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2025-26 (Pages 235 - 270)
- 15 25/00009 Proposal to change the age range of Blean Primary School, Canterbury, from 4-11 years to 3-11 years (Pages 271 - 282)
- 16 25/00031 Proposal to establish a new 2FE Primary School in Thanington Canterbury for September 2026  
Report to follow.
- 17 SACRE Annual Report 2023/24 (Pages 283 - 296)
- 18 Work Programme (Pages 297 - 298)
- 19 25/00030 Proposed Additional Pathway of The Oaks Specialist College  
Report to follow.
- 20 25/00029 Additional capital funding - Whitfield Aspen Primary School (Dover)  
Report to follow.
- 21 25/00006 Chilmington Green - 2025 allocations  
Report to follow.

### **EXEMPT ITEMS**

*(During these items the meeting is likely NOT to be open to the public)*

- 19 25/00030 Proposed Additional Pathway of The Oaks Specialist College  
Report to follow.
- 20 25/00029 Additional capital funding - Whitfield Aspen Primary School (Dover)  
Report to follow.
- 21 25/00006 Chilmington Green - 2025 allocations  
Report to follow.

Benjamin Watts  
General Counsel  
03000 416814

**Wednesday, 19 February 2025**



**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 Thursday, 16th January, 2025.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr P V Barrington-King, Mr D Beaney, Mr G Cooke, Ms M Dawkins, Mrs T Dean, MBE, Mrs L Game, Ms S Hamilton, Mr S C Manion, Mrs M McArthur, Ms J Meade, Mr A Sandhu, MBE, Mr P Stepto, Mr M Reidy and Ms R Ainslie-Malik

OTHER MEMBERS: Mr P Oakford, Sir P Carter, CBE, Mr M Whiting, Mrs S Chandler and Mr R Love, OBE

OFFICERS: David Adams (Assistant Director Education (South Kent)), Sarah Hammond (Corporate Director Children, Young People and Education), Craig Chapman (Head of Fair Access), Ingrid Crisan (Director of Operations, Integrated Children's Services), Christy Holden (Head of Children's Commissioning), Ian Watts (Assistant Director Education, North), Karen Stone (Revenue Finance Manager (0 - 25 services)), James Clapson (Democratic Services Officer), Dave Shipton (Head of Finance Policy, Planning and Strategy), Katherine Atkinson (Assistant Director, Management Information and Intelligence, Integrated Children's Services), Sophie Dann (Interim Assistant Director of Quality Assurance), Sharon Howard (Assistant Director Strengthening Independence Service – For Disabled Children and Young People 0-25), Kevin Kasaven (Director of Children's Countywide Services), Samantha Sheppard (Senior Commissioner), Ben Sherreard (Programme Manager), Joanne Taylor (Head of Capital Works), Alice Gleave (Interim Assistant Director for SEND Operations) and Siobhan Price (Assistant Director, School Inclusion)

**UNRESTRICTED ITEMS**

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

Apologies were received from Ms Hawkins for whom Mr Lewis was present, and Dr Roper.

Mrs McArthur was in virtual attendance.

**2. Declarations of Interest**  
*(Item 3)*

Mrs Game declared that she was a governor at Leyland Gap School.

Mr Barrington-King declared that he was a governor at St Simon Stock School.

Mr Dance declared that his daughter in law was a social care worker and therefore he would not take part in agenda item 16, 24/00109 - Transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate.

Mr Manion declared that he was a member of the Canterbury Diocese Board of Education.

Mr Stepto declared that he was a governor at Nexus Foundation Special School.

Mr Sandhu declared that he was an invigilator for Leigh Academy Longfield.

Sir Carter, although not a member of the Committee, advised that he was a director of the Leigh Academy Trust.

### **3. Minutes of the meeting held on 21 November 2024**

*(Item 4)*

RESOLVED that the minutes of the meeting held on 21 November 2024 were a correct record.

### **4. Verbal Update by Cabinet Members**

*(Item 5)*

#### **1. Mrs Chandler provided her Cabinet Member Verbal Update as follows:**

- **Kent Youth County Council Elections**  
The elections saw a significant surge in youth engagement with a total of 22,866 young people casting their votes this year. This demonstrated a growing interest and participation in local democratic processes amongst the youth of Kent. Further details about the Kent Youth County Council can be found on the Kent County Council website.
- **Family Hub Community Practice Event**  
The event was held on 5 December 2025 and, along with Mrs Chandler, was attended by KCC Family Hub practitioner staff, CYPE Early Help system colleagues, Public Health colleagues, NHS Partners, representatives from the Department for Education (DfE) and representatives from the Department for Health and Social Care. The event provided an opportunity say thank you to staff and partners for the hard work that had been done on the Family Hub transformation journey. Mrs Chandler also spoke about her visit to the Deal Family Hub on Christmas Eve, where she assisted with the distribution of hampers and had the opportunity to speak to staff and those benefiting from the service.
- **Commissioned Family Hub Contracts**  
During the discussion at the Committee on 21 November 2024 it was set out that the current contracts ended on 31 March 2025. Previous decisions established the service model in line with DfE guidance, the location of the Family Hubs, and the way in which grant money was to be spent. Each of these decisions combined in sequence to deliver the new operating model. The decision around the last two commissioned centres was the next step to establish a consistent operating model across the County.

The Committee requested to pause the decision while additional information was sought; to confirm details of the fourth year of grant money from the DfE; and to assess the value of the Family Hub assets in Margate.

The Infrastructure Division provided an estimated valuation of £250,000 to £450,000 for the Margate Family Hub depending on its future use, and Northdown Road had an estimated valuation of £200,000 to £400,000

depending on the future use. The Cliftonville Hub was leased and therefore was not applicable for valuation.

The Government's grant announcement last week still contained insufficient detail, however, it was understood that any funding would come with additional delivery requirements controlling how the money was to be used, and it would need to be spent within the next financial year.

Legal advice confirmed that the Council could not extend the contracts without incurring significant risk. The contractual timescales would require the decision to be made very soon.

Since the previous Committee meeting, some Healthy Living Centre project funding from Public Health had been identified to allow the project to run from the Millmead Community Centre. It was understood that this funding would support the Centre to continue to operate. Mrs Chandler also agreed that existing budgets could be used to rent space at each centre for outreach support.

2. Further to questions and comments from Members, it was noted that:
  - The Millmead Community Centre was highly valued by the local community and should offer good value for money because it was used more than any other centre in the area.
  - It was good that there was a funding stream that could be used to keep the Millmead Community Centre open.
  - The decision (24/00093) did not cover the disposal of buildings, it was about the contracts for delivery of services for a limited number of hours within the Centres.
  - Public Health recognised that the Millmead Community Centre could be a suitable venue for the Healthy Living Centre Project which should provide sustainable future for the Centre.
3. Mr Love provided his Cabinet Member Verbal Update as follows:
  - Urgent decision – Non-Maintained Independent Special Schools  
Mr Love advised that, due to timetabling restrictions, he intended to take an urgent decision to extend the dynamic purchasing system for one year. The existing contract was let in 2022 and had performed well. A new contract was expected from September 2026. The decision paperwork was expected to be available towards the end of the January.
  - Christmas Card Competition  
The winning design, that was used on Mr Love's Christmas cards, was created by Sophie, a year five pupil from Minster Primary School in Sheppey. She was also the Arts Ambassador in her school's Minster Parliament. The card also featured the designs of two runners-up on the back, and the names of all the schools who participated. There were 114 entries, and they were of such a high standard that a second Runner Up and a Highly Commended category were introduced. Pupils in all these categories received a certificate, and it was hoped that this recognition would provide encouragement to all pupils to continue to practice and develop their art skills.
  - Visit to Seabrook School

Mr Love visited Seabrook Church of England Primary School on 17 December. He met with the Executive Head Teacher, one of the Heads of School and other staff and governors. He was pleased to tour the sensual and spiritual gardens that received some funding through Mr Love's Members Grant.

- Transformation of the Special Educational Needs Services  
The transformation had continued and there were a number of reports on the agenda that would take the process forward. There would be a meeting with the DfE and NHS England at the end of January to review the impact of the improvements that have been made to the service.

4) RESOLVED to note the verbal updates.

## **5. Performance Monitoring** *(Item 6)*

1. Ms Atkinson introduced the Performance Monitoring report.
2. Further to questions and comments from Members, it was noted that:
  - Following discussions at the last meeting regarding the merit of targets for school exclusions, which were outside of the direct control of the Council, it was felt that a target should remain for monitoring purposes and that it should be reset to the current position. There was concern that children who were not in school might not receive the support they needed as they could be harder to monitor. Statutory guidance was in place regarding school attendance, and there was evidence of strong partnership working between schools and parents.
  - The exam attainment data was awaiting finalisation, but initial indications showed that the County's results were equal to, or better than national averages.
  - The percentage of pupils at EYFS achieving a good level of development, had dropped to an amber rating. This followed a nationwide trend resulting from the removal of some leniency in testing that was introduced following the Covid-19 pandemic.
  - The target number of cases for a children's social worker was 18, however, newly qualified workers managed lower caseloads. A recent Ofsted review had found that social workers were satisfied with the support they received.
  - The percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks had continued to improve, and now received a green rating. The Council could consider publicising the latest figures regarding EHCP performance, as the data recently published in the national press was out of date. There had been strong improvement in the service over the last 12 months.

3. RESOLVED to note the update.

## **6. Draft Revenue Budget 2025-26 and Medium Term Financial Plan (MTFP) 2025-28 Update, and Draft Capital Programme 2025-35** *(Item 7)*

1. Mr Oakford introduced the report noting that it was the second opportunity for Members to comment and make suggestions for consideration.

2. Mrs Chandler and Mr Love outlined the areas of the report specific to their portfolios.
3. Further to questions and comments from Members, it was noted that:
  - A new grant for Children's Services of £4.1million had recently been announced and was not yet shown in the budget.
  - £11million would be transferred to General Reserves, this would return the Reserve to its target of 5% for the year.
  - The Safety Valve Agreement was giving the Council time to prepare its finances while continuing to make service improvements. The DfE was expected to continue to contribute as part of the agreement, and the Council was on track to move to a financially sustainable position as planned.
4. RESOLVED to note the report.

**7. 24/00072 - Education Accessibility Strategy 2024-27**  
(Item 8)

1. Mr Adams introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - There were concerns that some older buildings may not be suitable for accessibility improvements, and that resources could be insufficient in some areas.
  - Although the number of consultation responses were low, 750 people viewed the webpage and the Strategy was downloaded 200 times.
  - There would be a need for additional staff and facilities to implement the Strategy, some elements were reliant upon unsecured funding.
  - Once the Strategy was fully implemented, children with SEN could potentially excel in subjects that they previously could not access.
3. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Approve the adoption and implementation of the Education Accessibility Strategy 2025-28
- (b) 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 Strategy where changes do not require additional governance.
- (c) 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.

**8. 24/00073 - School Access Initiative Policy and Procedure**  
(Item 9)

1. Mr Adams introduced the report that was a pro-active step to make the process more transparent and robust.
2. Further to questions and comments from Members, it was noted that:
  - The Council, as the Local Authority (LA), received capital funding from Government for capital works at LA controlled schools. To be eligible for the funding works needed to support accessibility requirements and cost £10,000 or more.
  - Organisations had a duty to make reasonable adjustments to support accessibility.
3. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Approve the adoption and implementation of the Schools Access Initiative Policy and Procedure.
- (b) 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 strategy where changes do not require additional governance.
- (c) 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.

**9. 24/00117 - Changes to the KCC local funding formula for State Funded Schools and Early Years Providers, and Special Education Needs payments for Post 16 providers (FE Colleges & Specialist Post 16 Providers)**  
*(Item 10)*

1. Ms Stone introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - The proposals were discussed at the School's Funding Forum who were in support of the transfer.
  - When children and young people with SEN funding moved through the education system, their funding moved with them.
3. RESOLVED to endorse the recommendations outlined in the report, namely:
  - (a) That the Cabinet Member for Education and Skills agree to implement the proposals set out within the Kent Schools' Local Funding Formula 2025-26 consultation.
  - (b) Note that the Cabinet Member will take the relevant Key Decision during January 2025 in line with the Council's decision-making procedures, following engagement with the Schools Funding Forum regarding proposals outlined in this paper relating to schools and early years, along with standard inflationary increases to Special Educational Needs payments made to schools/colleges.

**10. 24/00120 - SEN Funding System January 2025**  
(Item 11)

1. Ms Price introduced the report that was slightly delayed in publication in order to include the views from the recently held Schools Funding Forum.
2. Sir Carter addressed the Committee and made the following points:
  - There was some uncertainty among schools about how they would be impacted by the model.
  - The issues faced by Kent schools were mirrored across the Country. Government legislation was needed to provide clarity about the thresholds that entitled a child to receive a special school place, and what level of support could be expected from a mainstream school. In the absence of Government legislation, the LA should provide this clarification.
  - The LA bore the cost of supporting children with profound needs that were placed in Kent Schools by other LAs. These costs were not currently recoverable from other LAs.
  - The NHS needed to reduce the waiting time for young people to access mental health services, and to contribute to the funding of their support.
  - Mainstream schools should be named and shamed if they did not accept children with special needs.
  - The Informal Scrutiny Committee had diluted its findings, and he would continue to campaign on the matter.
3. Further to questions and comments from Members, it was noted that:
  - The proposals were intended to set out the principles for the system moving forward. More detailed information would be made available to schools in due course to help support their understanding of the impacts.
  - Schools would be empowered through the decision, and the amount of funding for the high needs block would remain unchanged.
  - The LA could not wait for the Government to re-organise SEN provision.
  - A lot of work had taken place with school communities to establish what the model should look like, and to develop some general principles. There was recognition that the existing model was not working as effectively as it should.
4. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

  - (a) Approve the funding arrangements for the Communities of Schools' process as per Key Decision and as set out in this report.
  - (b) Approve the transition arrangements of the Special Educational Needs (SEN) funding system for state funded schools between April 2025 and September 2026.
  - (c) Note that the development and establishment of the long-term plan to adopt an overarching SEN funding policy and system, will be subject to further governance and decision making in consultation with schools.

- (d) Delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills to implement the funding arrangements for the Communities of schools process as per Key Decision - 24/00026 - The Locality Model for Special Educational Needs Inclusion
- (e) Delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills to proceed with transition arrangements, between April 2025 and September 2026.
- (f) Delegate authority to the Corporate Director of Children, Young People and Education to take other necessary actions, including but not limited to entering into contracts or other legal agreements, as required to implement the decision

**11. 24/00121 - SEND Strategy 2025-28**  
(Item 12)

1. Ms Dann introduced the report.
2. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Adopt the SEND Strategy 2025-2028 on behalf of Kent County Council.
- (b) Delegate authority to the Corporate Director of Children, Young People and Education in consultation with the Cabinet Member for Education and Skills to refresh and/or make non-substantial revisions to the Strategy as appropriate during the lifetime of the strategy.
- (c) Delegate authority to the Corporate Director of Children, Young People and Education to take relevant actions, including but not limited to finalising the terms of, and entering into required contract or other legal agreements, as necessary to implement the decision.

**12. 24/00119 - Special Education Needs transformation and the role of the Specialist Teaching and Learning Service**  
(Item 13)

1. Ms Holden and Ms Sheppard introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - It was anticipated that the Link Practitioner model would be adopted. This model had the potential to increase capacity within the service.
  - Specialist teaching budgets varied across the County. Some schools were subsidising the service, held vacancies open and some had staff that undertook dual roles.
  - Most consultation responses agreed that the service should continue to be funded. The proposal to bring the service in-house was not specifically consulted on, however it was explained in the consultation document and respondents were able to add comments.



- The funding of the existing service was unsustainable. The proposal to bring the service in house would address its financial sustainability. The Link Practitioner model would provide a consistent offering across the County that had the flexibility to change with the developing needs of the service.
- The consultation identified that schools highly valued the service, and the preference was for it to be funded by the Communities of Schools, rather than directly by schools themselves.

3. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Approve the funding arrangements and revised model for the continued delivery of the Specialist Teaching and Learning Service (STLS) beyond 31 August 2025 when the Service Level Agreements cease:
  - a. that funding for school age STLS will be funded from the high needs block of the Dedicated Schools Grant (DSG) and this funding will form part of the Communities of Schools' budget for local decision making.
  - b. that funding for the early years STLS will be funded from the early years block for central services from the Dedicated Schools Grant (DSG)
  - c. change of delivery from commissioned provision to being managed in-house.
  - d. an extension to the existing Service Level Agreement, if required, in order to implement this transfer.
- (b) Delegate authority to the Corporate Director for Children, Young People and Education, to implement the revised Specialist Teaching Learning Service model.
- (c) Delegate authority to the Corporate Director for Children, Young People and Education, to enter into extensions to the existing Service Level Agreements as required to implement the transfer of STLS from a commissioned to an in-house service.
- (d) Delegate authority to the Corporate Director for Children, Young People and Education, to take other relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required to implement this decision.

The meeting adjourned at 12:47 and recommenced at 12:56.

**13. 24/00118 - Schools Grants 2024-25 Distribution**  
(Item 14)

1. Ms Stone introduced the report.
2. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Approve the distribution the Teacher's Pension Employer Contribution Grant in line with the terms and conditions of the grant;
- (b) Approve the distribution the Core Schools Budget Grant in line with the terms and conditions of the grant;
- (c) Approve the distribution of the Early Years Budget Grant to Early Years Providers in line with the terms and conditions of the grant; and
- (d) Delegate authority to the Director of Education, in consultation with the Cabinet Member for Education and Skills to take other necessary actions, including but not limited to making any further necessary changes to funding rates in light of any final affordability issues, and entering into contracts or other legal agreements, as required to implement the decision.

**14. 24/00124 - Family Hub Year Four Funding**  
(Item 15)

- 1. Mrs Chandler introduced the report advising that this decision was to allow the Council to accept a fourth year of funding for Family Hubs from Government. Once the decision had been made the funding would appear in the 2025/26 budget.
- 2. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Integrated Children's Services agree to:

- (a) Approve, the acceptance of the Year 4 Family Hub Grant Award; subject to final review and consideration of detailed terms and conditions from the Department for Education, and the deployment of the grant funding in accordance with the grant conditions and the adopted service model;
- (b) Delegate authority to the Director of Operational Integrated Children's Services and Director of Public Health, in consultation with the Cabinet Member for Integrated Children's Services and the Cabinet Member for Adult Social Care and Public Health to review and agree the terms and conditions to enter into the necessary grant agreements;
- (c) Delegate authority to the Director of Operational Integrated Children's Services and Director of Public Health to deliver the requirements of the grant;
- (d) Delegate authority of required expenditure to the Director of Operational Integrated Children's Services and Director of Public Health, in consultation with the Cabinet Member for Integrated Children's Services and the Cabinet Member for Adult Social Care and Public Health, to be managed in line with Council procurement rules;
- (e) Delegate authority to the Director of Operational Integrated Children's Services and Director of Public Health, to take other necessary actions, including but not limited to entering into contracts or other legal agreements, as required to implement the decision.

**15. 24/00109 - Transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate**  
(Item 16)

1. The Chair stepped back from the role following his declaration of interest and Mr Dendor, Vice Chair, chaired the meeting for this item.
2. Mr Kasaven introduced the report.
3. Further to questions and comments from Members, it was noted that:
  - The transfer would allow direct oversight of the service by the directorate that had statutory responsibility for it. The service provision and staff providing the service would remain unchanged.
  - There were around 900 individuals who used the service. Those aged 18-25 who received care through an EHCP would continue to receive services from the CYPE directorate. The CYPE directorate would also retain responsibility for the high needs education funding.

4. RESOLVED to endorse the proposed decision, namely:

That the Cabinet agree to:

- (a) Transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service, including the transfer of workforce in services, from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate from 1 April 2025;
  - (b) Delegate authority to the Corporate Director of Adult Social Care and Health and Corporate Director Children, Young People and Education to take the relevant actions, including but not limited to, awarding, finalising the terms of and entering into the relevant contracts or other legal agreements, as necessary, to implement the decision.
5. In accordance with paragraph 16.31 of the Constitution, Mrs Dean, Ms Meade and Ms Dawkins, wished for it to be recorded in the minutes that they abstained from voting on the motion.

**16. Local Government and Social Care Ombudsman Public Decision Action**  
(Item 17)

1. Ms Gleave introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - The LA issued an apology and have incorporated changes as a result of the lessons learnt.
  - The case dated back to 2019 and there has since been a change of culture within the Service. It was right that the LA was open and honest when things went wrong.
  - The Local Government and Social Care Ombudsman specified the amount of compensation that it deemed as appropriate.
  - It would be normal practice for the LA to endeavour to ensure that appropriate tuition was in place until a placement could be found.

3. RESOLVED to note the contents of the report and the actions the Council intends to take as a result.

**17. Work Programme**  
*(Item 20)*

1. RESOLVED to note the work programme.

**Motion to Exclude the Press and Public**

RESOLVED that the Press and Public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 3 of part 1 of Schedule 12A of the Act.

**Open Access Minutes**

**18. 24/00105 - In House Provision**  
*(Item 18)*

1. Mr Kasaven introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - Children must be matched with other children of similar needs. There was a small cohort of children with very complex needs who were difficult to find placements for.
  - There were around 1300 children from other LA's that were placed in the County, these LAs often paid above market rates for the placements, and this made placements scarce and costly for the Council. There was a strong business case to offer in house provision.
  - Small units offering two beds, in a central location appeared to be optimal. Some companies with larger units had experienced difficulty in filling the rooms because children must have similar needs in order to be placed together.
3. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Integrated Children's Services agree to:

- (a) Approve the establishment of in-house provision for children and young people.
- (b) Note that the progression of establishing an in-house model will require £3.8m capital funding to be allocated through the 2025 budget setting process.
- (c) Agree that progression will be subject to Full Council's approval of the budget.
- (d) Delegate authority to the Corporate Director of Children, Young people and Education to design and implement the staffing and asset utilisation model to

support the establishment of in-house provision for children and young people.

- (e) Delegate authority to the Corporate Director of Children, Young people and Education, in consultation with the Cabinet Member for Integrated Children's Services, to initiate and progress the OFSTED registration process.
- (f) Delegate authority to the Corporate Director of Children, Young people and Education 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.
- (g) Delegate authority to the Director of Infrastructure, in consultation with the Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services, Corporate Director for Finance, and General Counsel, to approve and execute all relevant property matters as required to implement the decision.

**19. 24/00106 - Cost revision for the Project to Expand and Relocate Rosherville Church of England Academy**  
(Item 19)

1. Mr Watts introduced the report.
2. Further to questions and comments from Members, it was noted that:
  - The availability of additional funding would help to avoid any further delays, and any unused funds would be returned to the capital budget.
  - Part of the scheme was funded by the DfE and verbal confirmation had been received from the DfE that they would add to their contribution.
  - Costs would continue to be closely monitored.
3. RESOLVED to endorse the proposed decision, namely:

That the Cabinet Member for Education and Skills agree to:

- (a) Authorise the allocation of an additional £2,063,000, thus creating a revised project budget of £16,963,000 from the Basic Need capital budget for the expansion of Rosherville Church of England Academy, London Road, Northfleet, Gravesend, Kent, DA11 9JQ, increasing the Published Admission Number (PAN) from 20 places per year group to 60 places per year group, facilitated by a relocation onto a new site on Crete Hall Road, Northfleet, DA11 9AA.
- (b) Delegate authority to the Director of Infrastructure to, in consultation with the Director of Education, enter into any necessary contracts or other legal agreements, as required to implement this decision; and
- (c) Agree for the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements, with authority to enter variations as envisaged under the contracts.

This page is intentionally left blank

Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

November 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 22nd January 2025



This page is intentionally blank



Guidance Notes

**Notes:** Please note that there is no 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

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Celene Rudling	03000 417022

[MIEducation&WiderEH@kent.gov.uk](mailto:MIEducation&WiderEH@kent.gov.uk)  
[MIIntensiveEH&SocialCare@kent.gov.uk](mailto:MIIntensiveEH&SocialCare@kent.gov.uk)

DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS

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

# Children, Young People and Education Performance Management

## Directorate Scorecard - Kent Activity/Volume

November 2024


Page 18

as at Oct 2024

128,743 pupils in 460 primary schools  
27.2 % with free school meals (24.3%)

116,297 pupils in 103 secondary schools  
24.4 % with free school meals (24.1%)

6,450 pupils in 24 special schools  
47.2 % with free school meals (47.4%)




as at Aug 2024

Ofsted judgements


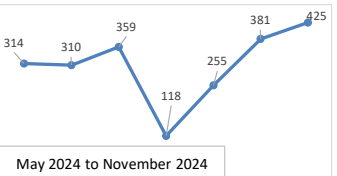
EY providers	98.7	(97%)
Primary	92.4	(91%)
Secondary	88.0	(85%)
Special	92.3	(90%)

**Note:** From 1st September 2024, inspections of state-funded schools no longer include a judgement on overall effectiveness, and outcomes of ungraded inspections no longer refer to the previous good or outstanding grade. No aggregations of data are now published by Ofsted and no replacement measure has been devised.



as at Nov 2024


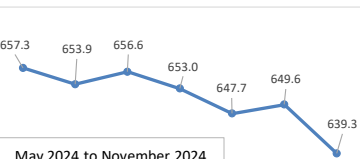
Requests for SEND statutory assessment

May 2024 to November 2024

as at Nov 2024



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

May 2024 to November 2024

as at Nov 2024


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

May 2024 to November 2024

as at Nov 2024


Activity at the Front Door (children)



Total contacts	6,957
Number resolved at FD	2,734
Number to CSWS	2,099
Number to EH Units	1,611

as at Nov 2024


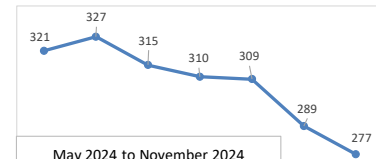
Open cases



Intensive Early Help	2,297 (Families)
Open Social Work Cases	11,044
<b>Including:</b>	
• Child Protection	1,045
• Children in Care	1,858
• Care Leavers	1,996

as at Nov 2024


Number of First Time Entrants into the Youth Justice system

May 2024 to November 2024

as at Nov 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 August 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 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023
											Measure	Numerator	Denominator								
					Nov-24																
					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		13.7	30.8	42.1	51.6	64.0	76.9	78.9	90	114	⬆	60	GREEN	51.6	45	GREEN	46.1	50.3
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		39	90	114	66	126	90	90										
APP17-D	Total number of EHCPs issued	L	MS		311	279	271	128	197	117	114										
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		255	204	194	170	156	144	146			⬇							
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		31.2	56.8	60.0	49.1	36.4	36.7	70.2	118	168	⬆	60	GREEN	49.1	55	AMBER	N/A	N/A
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.7	10.2	10.2	10.3	10.3	10.3	10.4	2,136	20,565	⬇	9	AMBER	10.3	9	AMBER	N/A	N/A
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		21.5	14.3	18.7	26.9	38.8	17.4	10.9	31	285	⬆						N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		30.1	23.1	13.2	12.6	7.3	9.1	9.4	100	1,063	⬇						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 positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.4	23.2	23.1	23.3	23.4	22.9	22.4	5373	23997	↗	25.0	GREEN	23.5	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.3	86.4	86.2	85.9	85.9	85.5	85.1	1690	1985	↘	90.0	AMBER	86.4	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	19.6	20.5	20.9	21.0	22.1	23.2	289	1245	↘	20.0	AMBER	19.7	20.0	GREEN	24.5	24.7
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	✓	71.9	71.8	71.9	72.1	68.8	70.4	70.5	328	465	↗	70.0	GREEN	71.0	70.0	GREEN	69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.5	73.7	73.8	73.9	72.7	73.1	72.9	751	1030	↘	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	✓	377.0	381.2	379.2	375.6	374.8	369.8	382.3	26382	69	↘	426.0	GREEN	357.3	426.0	GREEN	468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.3	57.8	57.3	54.0	54.3	54.1	54.7	589	1077	↗	65.0	RED	57.7	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	84.8	84.8	85.7	85.7	86.7	86.7	88.6	560	632	↗	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	✓	73.3	71.8	72.4	72.1	74.7	75.9	75.8	478.0	630.3	↘	85.0	AMBER	73.6	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		16.7	17.2	17.8	16.8	16.1	16.4	15.9	1668	104.9	↗	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		22.1	21.9	22.2	20.0	20.0	20.9	20.1	5485	272.4	↗	18.0	AMBER	21.8	18.0	AMBER	N/A	N/A
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.8	30.8	30.7	30.7	30.5	30.4	30.4	3457	11370	↔	25.0	RED	30.9	25.0	RED	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.9	93.6	93.0	92.3	92.2	92.0	91.8	4853	5285	↘	85.0	GREEN	93.2	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		94.0	94.0	95.0	95.0	94.0	94.0	95.2	138	145	↗	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		15.4	15.5	15.5	15.4	15.2	15.0	14.9	628	4201	↗	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.7	14.3	13.6	11.6	12.4	13.2	13.5	1975	146.3	↗	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 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024			
								Rate	Numerator	Denominator											
										Q3 23-24									Q4 23-24	Q1 24-25	Q2 24-25
CYPE8	Rate of proven re-offending by CYP				L	Q		30.4	31.1	32.9	33.2	125	376	⬇️	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Nov-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		3.7	3.7	3.7	3.5	2.4	2.5	2.9	1,138	38,847	↕	2.8	AMBER	3.3	2.8	AMBER	2.5	2.8
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.7	74.7	76.4	76.9	72.2	75.2	77.2	4,459	5,777	↑	65	GREEN	76.9	90	RED	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		21.5	20.6	16.5	18.6	26.1	30.2	37.2	1,318	3,543	↑	60	RED	18.6	95	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	24	28	26	24	22	21	N/A	N/A	↑	<= 25	GREEN	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		77	81	80	80	79	79	77	N/A	N/A	↑	<= 79	GREEN	80	24	RED	N/A	N/A
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	L	R12M		0.04	0.04	0.04	0.04	0.04	0.04	0.04	98	248,134	↔						0.06	0.11
Note: Exclusion rates have been added alongside the numbers of permanent exclusions, as this is the only way that Kent's performance can be benchmarked to national.																					

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
CYPE6	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		79.0	72.6	67.8	68.0	2,762	4,065	⬇️	79.0	RED

21

**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 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
										2020-21							2021-22
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	59	59	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
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	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	18.5	17.8	18.3	N/A	N/A	17.5	AMBER	↕	17.0	18.6	15.0
CYPE23	Average point score per A Level entry at KS5 [School students only]		H	A		N/A	37.68	34.20	34.16	N/A	N/A	34.40	AMBER	↕	34.80	35.02	34.34
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
Data sources for attainment data: FSP = 2024 DfE Published SFR, 28/11/24. KS2 = 2024 DfE Published SFR, 12/12/24. KS4 = 2024 DfE Provisional SFR, 05/12/24. KS5 = 2024 DfE Provisional SFR, 28/11/24 (A Level data only. Final 2024 data for all Qualification types will be published in February 2025).																	

Education Annual Indicators (Continued)		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24							SN or SE	
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	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653	N/A				92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533	N/A				82.7	82.9
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	15.9	18,460	116,343	16.5	GREEN	↑	15.8	14.1	14.7
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	26.9	26,617	99,020	27.0	GREEN	↑	23.0	23.6	23.9
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		0.7	0.7	0.9	1.0	1,188	116,343			↓		0.8	0.8
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		1.5	2.9	3.7	3.9	3,862	99,020			↓		3.5	3.5
<b>Note:</b> The Working Together to Improve School Attendance statutory guidance has been in place since August 2024, so we have expanded the reporting on school absence to include Severe Absence as well as Persistent Absence, as these are now the two key measures. Persistent Absence is absence of 10% or more, and Severe Absence is absence of 50% or more.																

Directorate Scorecard - Kent KPIs

Commentary on Integrated Children's Services Indicators:

Children's Social Care

**RED:** At 72.9% 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. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events such as Canterbury, Gravesend and Medway PRIDE, specific campaigns using social media and use of the "refer a friend" payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a "Fostering Friendly" employer. The service is at the initial stages of developing a "Create a Room" project, to support existing approved foster carers to create an additional bedroom for fostering.

**RED:** The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 54.7% which is below the floor standard of 55.0% and the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.

**AMBER:** The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.1%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 85.9% took place within timescale (3 working days).

**AMBER:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 23.2% which is above the target range of 17.5% - 22.5%. This compares to average rates for England of 25%, Statistical Neighbours 24% and the South East 25% (2023/24).

**AMBER:** The percentage of case holding posts filled by permanent qualified social workers is 75.8%. 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 continually 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%.

**AMBER:** The average caseload in the Children in Care (CIC) Teams is 15.9 children, just above the target of no more than 15 children/young people. This is improved performance compared to July 2024 when average caseloads reached 17.8 children

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 20.1 children. This is above the target caseload of no more than 18 children/young people and performance has been stable at between 20-21% since August 2024. .

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.4% , achieving the Target of below 25.0%. This performance compares to the latest published England average of 22%, and averages of 19% for Kent's Statistical Neighbours and 27% for the South East (all comparative rates are for 2023/24 performance).

**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 70.5%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68% and the South-East 66% and is the same as Kent's Statistical Neighbours of 70% (comparative data is for 2023/24).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 382.3 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 88.6%, 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 30.4%, which is above the target of 25.0%. Some data analysis work is being undertaken to explore this further.

**AMBER:** The average caseload within Early Help Units is 13.5 families. The Target for this measure was increased to 20 families for 2024/25.

**GREEN:** The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 91.8%, achieving the target of above 85.0%.

**GREEN:** The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 95.2% , achieving the 85.0% target

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 percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention has more than doubled from 16.5% in July 2024 to 37.2% in November 2024. However there has been a reduction in both the number of cases that didn't meet the target as well as a reduction in the length of time by which they were overdue so if this is sustained we expect performance to improve.

**RED:** The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place at 68.0% is below the target of 79.0%. This has been impacted by the new working parents entitlement.

**AMBER:** The Percentage of Year 12-13 age-group (16–17-year-olds) not in education, employment or training (NEET) in November was 2.9% and is above the target. 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. Publication of the 2023/24 data by the Department for Education has been delayed but the latest 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 percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap has narrowed since 2022/23 to 26 percentage points but is wider than the national gap.

**AMBER:** The average score at KS4 in Attainment 8 at 47.0 has remained the same as the previous year. It is one percentage point (pp) below the target but 0.9 pp better than national.

**AMBER:** The average score at KS4 in Attainment 8 - FSM gap has widened from 17.9 pp to 18.3pp and is below the target and national performance although broadly in line with Local Authorities in the South East.

**GREEN:** The numbers of pupils permanently excluded from the primary phase, as a 12-month rolling average, at 21 is better than the target of 25

**GREEN:** The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 77, two pupils within the maximum target of 79.

**GREEN:** The percentage of Children Missing Education (CME) cases, closed within 30 school days has increased from 75.2% in October to 77.2% in November. The CME team continue to utilise the resources and tracking systems at their disposal to be best of their ability. At least 8 of the districts have shown improved performance month on month. Our performance management reports show that 177 new referrals were opened in November compared to 125 in October with EHE referrals currently the highest source of referrals, and our expectations are these will to continue to increase.

**GREEN:** The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics in 2023/24 has increased 3 percentage points since 2022/23 and at 62% is 2 percentage points higher than the target and one percentage point higher than national.

## 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 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					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	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
	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	N/A	N/A
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↕	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↕	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
	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	N/A	N/A
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↕	61.0	64	63
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 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 2023-24		RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator							
					2020-21	2021-22	2022-23	2023-24							SE Region		
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	18.3	N/A	N/A	17.5	AMBER	↑	17.0	18.6	15.0	
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	27.3	28.2	28.2	N/A	N/A					N/A	N/A	
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	16.7	16.3	16.3	N/A	N/A	15.0	AMBER	↔	15.0	17.9	16.9	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	39.5	37.9	37.7	N/A	N/A	36.0	AMBER	↓	36.0	36.8	35.8	
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	-0.19	-0.12	-0.15	N/A	N/A	-0.03	AMBER	↓	-0.03	-0.02	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	-0.90	-0.82	-0.84	N/A	N/A	-0.60	RED	↓	-0.60	-0.78	-0.57	
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	-1.48	-1.48	-1.48	N/A	N/A					N/A	N/A	
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	-0.70	-0.66	-0.67	N/A	N/A	-0.45	RED	↓	-0.45	-0.48	-0.45	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	-1.62	-1.40	-1.32	N/A	N/A	-1.12	AMBER	↑	-1.12	-1.18	-1.13	



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	October 2024 School Census	Jan 2025
CYPE11	Number of Secondary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE12	Number of Special Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Nov 2024	Dec 2024
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Nov 2024	Dec 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Children in Care	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Nov 2024	Dec 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of month - N/A	N/A
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of month - N/A	N/A
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of month - N/A	N/A
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of month - N/A	N/A
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of month - N/A	N/A
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 Nov 2024	Dec 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 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 Nov 2024	Dec 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Nov 2024	Dec 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 Nov 2024	Dec 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Nov 2024	Dec 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Nov 2024	Dec 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 2 reporting for 2024-25	Nov 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 Nov 2024	Dec 2024
CYPE6	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCps	Synergy - monthly reported data	Snapshot as at Nov 2024	Dec 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Nov 2024	Dec 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 December 2024	Jan 2025
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 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 DfE Published (LA)/MI Calcs (District)	Nov 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 Published (LA)/MI Calcs (District)	Dec 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 Published (LA)/MI Calcs (District)	Dec 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	Dec 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2023-24 DfE Published (LA)/2022-23 NPD (District)	Dec 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA) & 2022-23 NPD (District)	Nov 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) & 2022-23 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) & 2022-23 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	2023-24 Academic Year 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	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024
EH46	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024

## Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures</b>		
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
<b>Activity-Volume Measures (Continued)</b>		
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).

## Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
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 29	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.
<b>Key Performance Indicators</b>		
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
<b>Key Performance Indicators (Continued)</b>		
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. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
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.
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.
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.
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	The number of Year R (Reception) to Year 14 pupils permanently excluded from Primary, Secondary, Special schools and PRUs (incl. academies) in the last twelve months expressed as rate over the school population.

## Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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.
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Primary school or a Primary academy for 50% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Secondary school or a Secondary academy for 50% or more of their expected sessions over the reported time period.

This page is intentionally left blank



Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

November 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 22nd January 2025

This page is intentionally blank

Guidance Notes

**Notes:** Please note that there is no 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

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Celene Rudling	03000 417022

[MIEducation&WiderEH@kent.gov.uk](mailto:MIEducation&WiderEH@kent.gov.uk)  
[MIIntensiveEH&SocialCare@kent.gov.uk](mailto:MIIntensiveEH&SocialCare@kent.gov.uk)

DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS

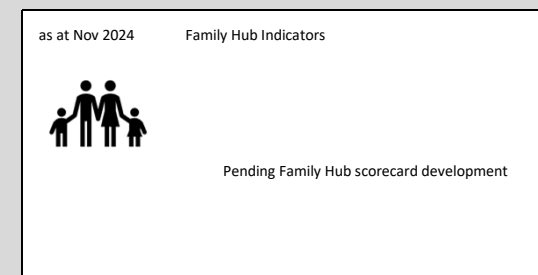
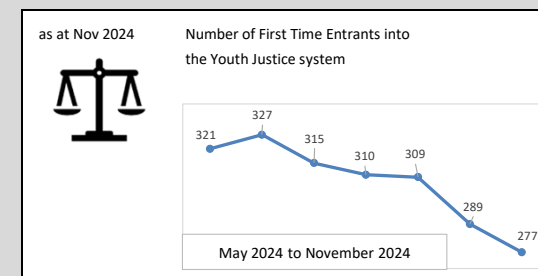
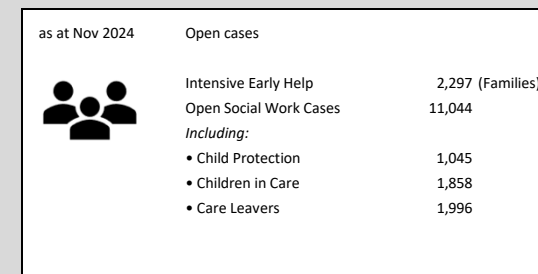
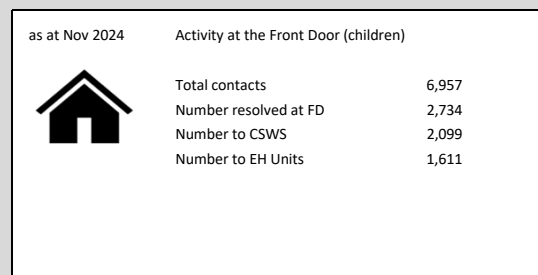
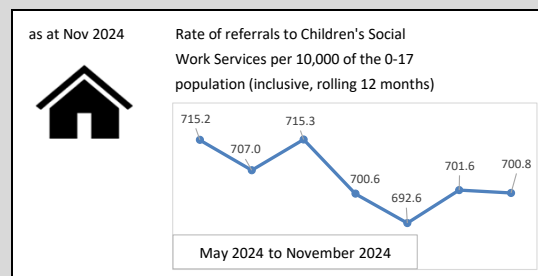
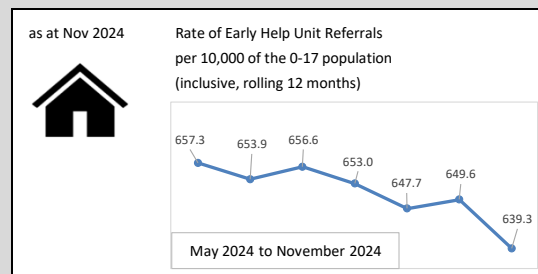
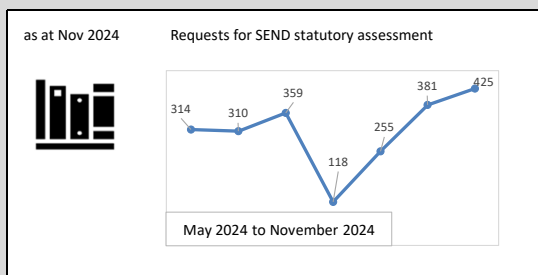
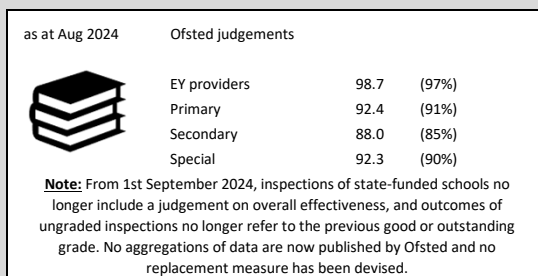
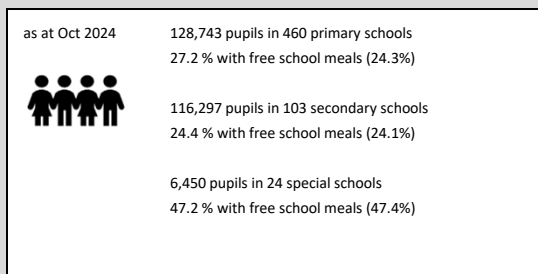
CIC	Children in Care
CSWT	Children's Social Work Teams
CYP	Children and Young People
DWP	Department for Work and Pensions
EY	Early Years
EYFE	Early Years Free Entitlement
EYFS	Early Years Foundation Stage
FF2	Free For Two
FSM	Free School Meals
NEET	Not in Education, Employment or Training
SCS	Specialist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

# Children, Young People and Education Performance Management

## Directorate Scorecard - Kent Activity/Volume

November 2024

Page 36



- 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 August 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 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023			
											Measure	Numerator	Denominator											
																						Nov-24		
					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24														
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		13.7	30.8	42.1	51.6	64.0	76.9	78.9	90	114	⬆	60	GREEN	51.6	45	GREEN	46.1	50.3			
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		39	90	114	66	126	90	90													
APP17-D	Total number of EHCPs issued	L	MS		311	279	271	128	197	117	114													
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		255	204	194	170	156	144	146			⬇										
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		31.2	56.8	60.0	49.1	36.4	36.7	70.2	118	168	⬆	60	GREEN	49.1	55	AMBER	N/A	N/A			
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.7	10.2	10.2	10.3	10.3	10.3	10.4	2,136	20,565	⬇	9	AMBER	10.3	9	AMBER	N/A	N/A			
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		21.5	14.3	18.7	26.9	38.8	17.4	10.9	31	285	⬆						N/A	N/A			
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		30.1	23.1	13.2	12.6	7.3	9.1	9.4	100	1,063	⬇						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 positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
								May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.4	23.2	23.1	23.3	23.4	22.9	22.4	5373	23997	⬆	25.0	GREEN	23.5	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.3	86.4	86.2	85.9	85.9	85.5	85.1	1690	1985	⬇	90.0	AMBER	86.4	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	19.6	20.5	20.9	21.0	22.1	23.2	289	1245	⬇	20.0	AMBER	19.7	20.0	GREEN	24.5	24.7
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	✓	71.9	71.8	71.9	72.1	68.8	70.4	70.5	328	465	⬆	70.0	GREEN	71.0	70.0	GREEN	69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.5	73.7	73.8	73.9	72.7	73.1	72.9	751	1030	⬇	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	✓	377.0	381.2	379.2	375.6	374.8	369.8	382.3	26382	69	⬇	426.0	GREEN	357.3	426.0	GREEN	468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.3	57.8	57.3	54.0	54.3	54.1	54.7	589	1077	⬆	65.0	RED	57.7	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	84.8	84.8	85.7	85.7	86.7	86.7	88.6	560	632	⬆	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	✓	73.3	71.8	72.4	72.1	74.7	75.9	75.8	478.0	630.3	⬇	85.0	AMBER	73.6	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		16.7	17.2	17.8	16.8	16.1	16.4	15.9	1668	104.9	⬆	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		22.1	21.9	22.2	20.0	20.0	20.9	20.1	5485	272.4	⬆	18.0	AMBER	21.8	18.0	AMBER	N/A	N/A
Region 38	EH72-F Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.8	30.8	30.7	30.7	30.5	30.4	30.4	3457	11370	↔	25.0	RED	30.9	25.0	RED	21	N/A
	EH52-F Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.9	93.6	93.0	92.3	92.2	92.0	91.8	4853	5285	⬇	85.0	GREEN	93.2	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		94.0	94.0	95.0	95.0	94.0	94.0	95.2	138	145	⬆	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		15.4	15.5	15.5	15.4	15.2	15.0	14.9	628	4201	⬆	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.7	14.3	13.6	11.6	12.4	13.2	13.5	1975	146.3	⬆	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 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q3 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		30.4	31.1	32.9	33.2	125	376	⬇	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Nov-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		3.7	3.7	3.7	3.5	2.4	2.5	2.9	1,138	38,847	↕	2.8	AMBER	3.3	2.8	AMBER	2.5	2.8
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.7	74.7	76.4	76.9	72.2	75.2	77.2	4,459	5,777	↗	65	GREEN	76.9	90	RED	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		21.5	20.6	16.5	18.6	26.1	30.2	37.2	1,318	3,543	↗	60	RED	18.6	95	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	24	28	26	24	22	21	N/A	N/A	↗	<= 25	GREEN	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		77	81	80	80	79	79	77	N/A	N/A	↗	<= 79	GREEN	80	24	RED	N/A	N/A
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	L	R12M		0.04	0.04	0.04	0.04	0.04	0.04	0.04	98	248,134	↔						0.06	0.11
Note: Exclusion rates have been added alongside the numbers of permanent exclusions, as this is the only way that Kent's performance can be benchmarked to national.																					

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
CYPE3	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		79.0	72.6	67.8	68.0	2,762	4,065	⬇️	79.0	RED

39

**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 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
										2020-21							2021-22
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	59	59	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
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	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	18.5	17.8	18.3	N/A	N/A	17.5	AMBER	↕	17.0	18.6	15.0
CYPE23	Average point score per A Level entry at KS5 [School students only]		H	A		N/A	37.68	34.20	34.16	N/A	N/A	34.40	AMBER	↕	34.80	35.02	34.34
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
Data sources for attainment data: FSP = 2024 DfE Published SFR, 28/11/24. KS2 = 2024 DfE Published SFR, 12/12/24. KS4 = 2024 DfE Provisional SFR, 05/12/24. KS5 = 2024 DfE Provisional SFR, 28/11/24 (A Level data only. Final 2024 data for all Qualification types will be published in February 2025).																	

Education Annual Indicators (Continued)		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22						
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	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653	N/A			92.3	93.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533	N/A			82.7	82.9	
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	15.9	18,460	116,343	16.5	GREEN	⇧	15.8	14.1	14.7
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	26.9	26,617	99,020	27.0	GREEN	⇧	23.0	23.6	23.9
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		0.7	0.7	0.9	1.0	1,188	116,343			⇩		0.8	0.8
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		1.5	2.9	3.7	3.9	3,862	99,020			⇩		3.5	3.5
<b>Note:</b> The Working Together to Improve School Attendance statutory guidance has been in place since August 2024, so we have expanded the reporting on school absence to include Severe Absence as well as Persistent Absence, as these are now the two key measures. Persistent Absence is absence of 10% or more, and Severe Absence is absence of 50% or more.																



Directorate Scorecard - Kent KPIs

Commentary on Integrated Children's Services Indicators:

Children's Social Care

**RED:** At 72.9% 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. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events such as Canterbury, Gravesend and Medway PRIDE, specific campaigns using social media and use of the "refer a friend" payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a "Fostering Friendly" employer. The service is at the initial stages of developing a "Create a Room" project, to support existing approved foster carers to create an additional bedroom for fostering.

**RED:** The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 54.7% which is below the floor standard of 55.0% and the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.

**AMBER:** The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.1%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 85.9% took place within timescale (3 working days).

**AMBER:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 23.2% which is above the target range of 17.5% - 22.5%. This compares to average rates for England of 25%, Statistical Neighbours 24% and the South East 25% (2023/24).

**AMBER:** The percentage of case holding posts filled by permanent qualified social workers is 75.8%. 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 continually 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%.

**AMBER:** The average caseload in the Children in Care (CIC) Teams is 15.9 children, just above the target of no more than 15 children/young people. This is improved performance compared to July 2024 when average caseloads reached 17.8 children

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 20.1 children. This is above the target caseload of no more than 18 children/young people and performance has been stable at between 20-21% since August 2024. .

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.4% , achieving the Target of below 25.0%. This performance compares to the latest published England average of 22%, and averages of 19% for Kent's Statistical Neighbours and 27% for the South East (all comparative rates are for 2023/24 performance).

**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 70.5%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68% and the South-East 66% and is the same as Kent's Statistical Neighbours of 70% (comparative data is for 2023/24).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 382.3 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 88.6%, 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 30.4%, which is above the target of 25.0%. Some data analysis work is being undertaken to explore this further.

**AMBER:** The average caseload within Early Help Units is 13.5 families. The Target for this measure was increased to 20 families for 2024/25.

**GREEN:** The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 91.8%, achieving the target of above 85.0%.

**GREEN:** The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 95.2% , achieving the 85.0% target

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 percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention has more than doubled from 16.5% in July 2024 to 37.2% in November 2024. However there has been a reduction in both the number of cases that didn't meet the target as well as a reduction in the length of time by which they were overdue so if this is sustained we expect performance to improve.

**RED:** The percentage of DWP and other identified eligible 2-year-olds taking up a free early education place at 68.0% is below the target of 79.0%. This has been impacted by the new working parents entitlement.

**AMBER:** The Percentage of Year 12-13 age-group (16–17-year-olds) not in education, employment or training (NEET) in November was 2.9% and is above the target. 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. Publication of the 2023/24 data by the Department for Education has been delayed but the latest 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 percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap has narrowed since 2022/23 to 26 percentage points but is wider than the national gap.

**AMBER:** The average score at KS4 in Attainment 8 at 47.0 has remained the same as the previous year. It is one percentage point (pp) below the target but 0.9 pp better than national.

**AMBER:** The average score at KS4 in Attainment 8 - FSM gap has widened from 17.9 pp to 18.3pp and is below the target and national performance although broadly in line with Local Authorities in the South East.

**GREEN:** The numbers of pupils permanently excluded from the primary phase, as a 12-month rolling average, at 21 is better than the target of 25

**GREEN:** The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 77, two pupils within the maximum target of 79.

**GREEN:** The percentage of Children Missing Education (CME) cases, closed within 30 school days has increased from 75.2% in October to 77.2% in November. The CME team continue to utilise the resources and tracking systems at their disposal to be best of their ability. At least 8 of the districts have shown improved performance month on month. Our performance management reports show that 177 new referrals were opened in November compared to 125 in October with EHE referrals currently the highest source of referrals, and our expectations are these will to continue to increase.

**GREEN:** The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics in 2023/24 has increased 3 percentage points since 2022/23 and at 62% is 2 percentage points higher than the target and one percentage point higher than national.

## 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 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					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	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
	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	N/A	N/A
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↕	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↕	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
	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	N/A	N/A
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↕	61.0	64	63
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 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 2023-24		RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator							
					2020-21	2021-22	2022-23	2023-24							SE Region		
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	18.3	N/A	N/A	17.5	AMBER	↑	17.0	18.6	15.0	
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	27.3	28.2	28.2	N/A	N/A					N/A	N/A	
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	16.7	16.3	16.3	N/A	N/A	15.0	AMBER	↔	15.0	17.9	16.9	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	39.5	37.9	37.7	N/A	N/A	36.0	AMBER	↓	36.0	36.8	35.8	
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	-0.19	-0.12	-0.15	N/A	N/A	-0.03	AMBER	↓	-0.03	-0.02	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	-0.90	-0.82	-0.84	N/A	N/A	-0.60	RED	↓	-0.60	-0.78	-0.57	
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	-1.48	-1.48	-1.48	N/A	N/A					N/A	N/A	
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	-0.70	-0.66	-0.67	N/A	N/A	-0.45	RED	↓	-0.45	-0.48	-0.45	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	-1.62	-1.40	-1.32	N/A	N/A	-1.12	AMBER	↑	-1.12	-1.18	-1.13	

Integrated Children's Services Monthly Indicators					Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
														Measure	Numerator	Denominator								
Ashford CSWT								Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)				L	R12M		24.5	24.2	24.4	24.3	24.3	23.8	23.0	394	1710	⬆	25.0	GREEN	24.4	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement				H	R12M		78.8	83.8	84.8	87.1	88.9	91.9	97.3	36	37	⬆	90.0	GREEN	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	✓	20.4	16.7	13.0	15.9	15.6	19.2	20.7	19	92	⬆	20.0	GREEN	20.6	20.0	GREEN	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	78.9	78.9	78.9	78.9	78.9	78.9	78.9	15	19	↔	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	✓	65.9	72.3	72.3	67.9	67.9	67.9	67.9	15.6	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		27.5	20.5	22.6	22.6	22.5	23.1	26.4	545	20.6	⬇	18.0	RED	21.1	18.0	AMBER	N/A	N/A
Ashford EHU								Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months				L	R12M		30.8	30.4	30.2	30.0	30.3	31.3	31.5	288	915	⬇	25.0	RED	30.4	25.0	RED	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation				H	MS		98.9	99.5	99.2	99.1	99.1	99.4	99.4	323	325	↔	85.0	GREEN	97.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding				H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	100.0	12	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		14.4	14.8	14.4	13.6	13.5	13.9	15.5	45	291	⬇	15.0	AMBER	13.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)				L	MS		10.4	14.1	10.9	10.6	12.1	12.9	12.2	140	11.5	⬇	20.0	AMBER	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		22.7	19.0	22.7	37.5	6	16	⬇	32.9	RED	22.7	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		19.0	50.0	50.0	46.2	72.2	78.6	63.6	7	11	⇓	60	GREEN	46.2	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.2	3.5	3.5	3.2	2.3	2.3	2.3	82	3,517	↔	2.8	GREEN	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		10.5	10.6	9.7	10.2	10.2	9.2	9.3	159	1,713	⇓	9	AMBER	10.2	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		2	2	2	2	2	1	0	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		6	6	6	6	6	6	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		81.3	76.3	79.8	81.5	79.6	81.7	83.5	350	419	↑	65	GREEN	81.5	90	RED	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		20.9	20.0	15.7	14.3	21.0	24.0	31.9	89	279	↑	60	RED	14.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
									Autumn 23-24	Spring 23-24			
Pa	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		79.6	75.4	65.0	71.3	248	348	⬇️	79.0	RED

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	48.2	45.8	44.9	N/A	N/A	48.0	RED	↓	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	16.1	1,597	9,917	16.5	GREEN	↓	15.8	14.1	14.7
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	27.7	2,459	8,893	27.0	AMBER	↑	23.0	23.6	23.9
EH46	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold		L	A		N/A	0.6	0.9	0.9	87	9,917			↔		0.8	0.8
EH47	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold		L	A		N/A	3.2	4.3	4.5	404	8,893			↓		3.5	3.5

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Canterbury CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.1	26.4	27.2	27.2	27.3	28.1	26.6	398	1,499	⬆	25.0	AMBER	23.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		98.7	98.7	98.6	98.6	98.6	98.6	98.5	67	68	⬇	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	✓	11.3	11.8	13.6	16.0	14.7	17.4	17.0	19	112	⬇	20.0	AMBER	10.5	20.0	RED	24.5	24.7
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			69.7			68.0
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			468			485
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	✓	96.6	96.6	100.0	100.0	100.0	100.0	100.0	29	29	↔	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	✓	84.6	84.6	88.5	88.5	84.6	84.6	80.8	21.0	26.0	⬇	85.0	AMBER	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		25.7	26.2	26.7	27.6	29.8	30.9	24.3	560	23.0	⬆	18.0	RED	25.3	18.0	RED	N/A	N/A
Canterbury EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.7	27.5	28.3	27.6	28.8	28.8	29.1	240	826	⬇	25.0	AMBER	26.2	25.0	AMBER	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.3	92.8	90.9	90.7	91.4	91.7	90.8	386	425	⬇	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	17	17	↔	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		14.5	14.3	13.3	14.0	12.8	12.1	13.3	38	285	⬇	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		16.5	13.4	13.6	11.9	11.9	13.5	14.5	211	14.5	⬆	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
									Q3 23-24	Q4 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	40.9	44.4	50.0	24	48	⬇	32.9	RED	40.0	28.7	RED	31.0	32.2

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		6.3	18.2	48.0	50.0	50.0	81.8	91.7	11	12	⬆	60	GREEN	45.5	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	3.0	3.1	3.3	2.6	3.1	3.4	117	3,435	⬇	2.8	AMBER	3.3	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	10.3	11.4	11.1	11.0	11.5	11.9	229	1,926	⬇	9	RED	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		4	3	3	3	2	1	2	N/A	N/A	⬇	N/A	N/A	3	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	5	4	4	4	4	4	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		84.5	77.5	79.9	80.5	72.3	76.4	77.8	280	360	⬆	65	GREEN	80.5	90	RED	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		21.0	19.7	15.3	17.5	29.1	33.3	40.0	119	297	⬆	60	RED	17.5	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
									Autumn 23-24	Spring 23-24	Summer 23-24	Autumn 24-25	
Page 4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		69.7	67.9	61.6	65.5	245	374	⬇	79.0	RED

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24			
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8				H	A		N/A	48.1	46.2	45.5	N/A	N/A	48.0	AMBER	⬇	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	17.3	1,665	9,603	16.5	AMBER	⬆	15.8	14.1	14.7
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	28.7	2,571	8,943	27.0	RED	⬇	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Dartford CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.3	20.8	22.4	22.5	22.9	22.6	21.8	343	1,571	⬆	25.0	GREEN	20.4	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	92.0	23	25	⬇	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	✓	11.8	14.4	13.1	10.7	13.2	13.0	22.0	18	82	⬆	20.0	GREEN	7.1	20.0	RED	24.5	24.7
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		69.7	68.0	
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		468	485	
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	79.2	79.2	75.0	75.0	75.0	18	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	✓	67.9	67.9	63.6	63.6	67.9	76.6	76.6	17.6	23.0	↔	85.0	AMBER	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		23.7	23.2	23.2	21.5	21.3	22.7	22.2	480	21.6	⬆	18.0	RED	23.7	18.0	RED	N/A	N/A
Dartford EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.0	25.9	25.9	26.3	26.0	24.9	23.7	140	590	⬆	25.0	GREEN	27.2	25.0	AMBER	21	N/A
EH92-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.2	91.5	90.9	89.5	88.8	88.2	87.2	260	298	⬇	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		15.8	16.0	15.3	16.0	14.2	12.5	12.8	33	258	⬇	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.5	11.0	9.5	9.0	9.1	10.5	12.2	128	10.5	⬆	20.0	AMBER	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q3 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		31.4	28.6	21.4	28.1	9	31	⬆	32.9	GREEN	31.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		12.5	18.2	40.0	50.0	57.9	66.7	60.0	9	15	⇓	60	GREEN	44.4	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.8	2.7	2.8	2.6	1.8	2.0	2.2	71	3,294	⇓	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		11.0	12.9	10.5	10.5	10.6	10.6	10.5	167	1,586	⇑	9	AMBER	10.5	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		1	1	1	1	1	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	19	19	19	18	16	15	N/A	N/A	⇑	N/A	N/A	19	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		78.1	71.2	73.8	76.4	64.8	68.0	71.4	481	674	⇑	65	GREEN	76.4	90	RED	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		26.8	25.5	19.8	23.6	33.6	36.2	42.5	113	266	⇑	60	RED	23.6	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Page 48	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		70.3	60.6	57.8	56.9	177	311	⬇️	79.0	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 2023-24	England 2023-24		
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	55.5	53.1	53.4	N/A	N/A	48.0	GREEN	⇑	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	14.4	1,557	10,815	16.5	GREEN	⇑	15.8	14.1	14.7
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	23.5	2,411	10,249	27.0	GREEN	⇓	23.0	23.6	23.9



Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
													Measure	Numerator	Denominator								
Dover CSWT							May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M		31.2	30.3	29.4	29.7	29.2	28.5	27.1	406	1,500	⬆	25.0	AMBER	31.5	25.0	RED	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		95.7	95.7	93.9	93.9	92.5	94.0	93.5	43	46	⬇	90.0	GREEN	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	✓	22.6	23.1	22.6	22.8	25.0	29.2	28.7	27	94	⬆	20.0	RED	22.5	20.0	GREEN	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	85.7	85.7	85.7	85.7	90.9	90.9	90.9	20	22	↔	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	✓	120.8	100.0	95.7	95.7	91.3	91.3	94.8	21.8	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	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		20.1	19.6	22.3	19.7	21.9	21.8	19.9	395	19.8	⬆	18.0	AMBER	23.4	18.0	RED	N/A	N/A
Dover EHU							May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F EH32-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months			L	R12M		33.0	33.1	33.8	32.8	32.3	31.7	31.3	280	894	⬆	25.0	RED	33.1	25.0	RED	21	N/A
	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation			H	MS		84.1	86.8	90.0	91.9	92.1	91.6	93.1	284	305	⬆	85.0	GREEN	78.4	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding			H	R12M		81.8	81.8	81.8	81.8	72.7	72.7	81.8	9	11	⬆	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A
	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths			L	R12M		14.2	13.9	16.2	14.7	15.9	16.7	15.2	32	211	⬆	15.0	AMBER	15.1	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)			L	MS		11.9	14.3	13.1	11.7	13.0	13.1	17.9	158	8.8	⬆	20.0	AMBER	12.5	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	30.6	27.3	18.8	6	32	⬆	32.9	GREEN	30.0	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		17.4	34.8	46.4	50.0	69.2	63.6	72.7	8	11	⬆	60	GREEN	50.0	45	GREEN	46.1	50.3
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	4.9	4.9	4.6	3.5	3.9	4.3	116	2,683	⬇	2.8	RED	4.6	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		13.1	11.8	12.6	11.9	11.8	12.0	11.9	186	1,559	⬆	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		0	1	2	1	1	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		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		91.8	82.4	82.0	82.2	76.2	77.3	79.8	134	168	⬆	65	GREEN	82.2	90	RED	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		18.9	17.1	16.0	17.1	22.8	27.5	33.9	84	248	⬆	60	RED	17.1	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
					Autumn 23-24	Spring 23-24	Summer 23-24	Autumn 24-25					
PAGE 50	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		81.6	68.6	64.9	71.8	232	323	⬇	79.0	RED

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24							SN or SE	
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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	44.5	42.0	42.8	N/A	N/A	48.0	RED	⬆	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	18.0	1,384	7,695	16.5	RED	⬆	15.8	14.1	14.7
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	34.5	2,256	6,546	27.0	RED	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Folkestone and Hythe CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.0	26.3	27.2	27.1	26.2	24.3	24.0	321	1,337	⬆	25.0	GREEN	25.4	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		87.5	87.0	96.0	96.3	96.9	94.3	90.9	30	33	⬇	90.0	GREEN	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	✓	27.7	26.0	26.3	27.3	25.9	26.1	26.2	37	141	⬇	20.0	AMBER	23.9	20.0	AMBER	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	72.2	72.2	78.9	78.9	85.0	85.0	88.2	15	17	⬆	85.0	GREEN	66.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	75.0	75.0	75.0	75.0	90.0	90.0	85.0	17.0	20.0	⬇	85.0	GREEN	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	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		24.5	23.8	26.4	24.8	23.5	23.6	24.8	471	19.0	⬇	18.0	RED	26.9	18.0	RED	N/A	N/A
Folkestone and Hythe EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.4	30.9	30.8	30.6	29.5	29.8	29.3	206	703	⬆	25.0	AMBER	29.0	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.8	83.1	84.8	84.2	83.7	83.7	84.0	194	231	⬆	85.0	AMBER	76.6	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.9	90.9	100.0	100.0	100.0	100.0	100.0	10	10	↔	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		15.0	15.2	14.9	15.3	15.4	14.8	14.8	35	236	↔	15.0	GREEN	13.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.6	14.7	13.0	8.4	8.0	10.8	10.6	132	12.5	⬇	20.0	RED	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		62.5	61.5	68.8	50.0	9	18	⬆	32.9	RED	62.5	28.7	RED	31.0	32.2

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		10.5	26.3	35.3	62.5	33.3	75.0	100.0	3	3	⬆	60	GREEN	62.5	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.6	3.4	3.6	3.6	1.8	2.1	2.3	57	2,483	⬇	2.8	GREEN	3.6	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		9.6	8.5	9.1	8.5	8.7	8.4	8.5	109	1,286	⬇	9	GREEN	8.5	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		0	0	1	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		0	0	0	0	0	0	0	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		84.5	75.2	77.2	75.6	77.4	81.3	82.9	126	152	⬆	65	GREEN	75.6	90	RED	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		19.5	19.3	15.0	15.8	23.3	28.6	36.1	93	258	⬆	60	RED	15.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Page 52	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		85.3	81.8	79.4	74.8	196	262	⬇	79.0	RED

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 2023-24	England 2023-24
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.1	43.1	41.3	N/A	N/A	48.0	RED	⬇	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	16.5	1,206	7,304	16.5	GREEN	↔	15.8	14.1	14.7
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	31.6	1,823	5,773	27.0	RED	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Gravesham CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.4	26.7	26.0	26.0	25.3	23.9	23.1	400	1,733	⬆	25.0	GREEN	24.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.0	88.0	86.7	83.9	81.1	79.5	81.4	35	43	⬆	90.0	AMBER	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	✓	8.8	10.3	11.9	11.5	12.9	13.7	13.8	13	94	⬆	20.0	AMBER	14.0	20.0	AMBER	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	90.9	90.9	100.0	100.0	100.0	100.0	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	✓	69.3	65.1	65.1	65.1	65.1	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	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.2	20.4	21.9	19.3	19.5	18.5	16.8	397	23.6	⬆	18.0	GREEN	21.5	18.0	AMBER	N/A	N/A
Gravesham EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.9	28.3	28.1	28.4	28.8	29.1	29.0	220	758	⬆	25.0	AMBER	28.0	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.9	93.6	94.4	94.3	94.8	93.8	93.5	430	460	⬇	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	9	9	↔	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		16.3	17.4	17.1	17.8	16.7	16.5	15.5	53	341	⬆	15.0	AMBER	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.8	12.3	13.3	11.4	13.3	13.7	13.5	155	11.5	⬇	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		29.2	33.3	36.4	40.9	9	22	⬇	32.9	RED	29.2	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		27.3	47.1	37.5	50.0	54.5	75.0	100.0	10	10	⬆	60	GREEN	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.4	4.7	4.7	4.7	2.6	2.7	2.9	85	2,971	⬇	2.8	AMBER	4.7	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		8.7	10.3	8.2	9.3	9.3	9.5	9.6	128	1,330	⬇	9	AMBER	9.3	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		4	4	4	4	3	3	2	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		6	5	4	4	4	3	3	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		81.6	72.0	74.5	75.1	70.4	73.9	72.3	475	657	⬇	65	GREEN	75.1	90	RED	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		21.7	20.9	16.3	20.3	26.5	31.7	39.3	84	214	⬆	60	RED	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Page 54	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		70.2	62.9	51.1	54.4	190	349	⬇	79.0	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 2023-24	England 2023-24
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.4	46.3	45.6	N/A	N/A	48.0	AMBER	⬇	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	16.8	1,529	9,089	16.5	AMBER	⬆	15.8	14.1	14.7
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	24.2	1,999	8,277	27.0	GREEN	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators					Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
														Measure	Numerator	Denominator								
Maidstone CSWT								May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)				L	R12M		23.4	23.4	24.3	24.6	24.9	24.4	24.5	546	2233	↕	25.0	GREEN	23.4	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement				H	R12M		83.9	84.4	88.6	89.2	89.7	90.5	90.5	38	42	↔	90.0	GREEN	76.0	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	✓	31.0	30.8	29.6	29.7	26.8	24.8	24.2	32	132	↑	20.0	AMBER	29.1	20.0	RED	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	89.7	89.7	86.2	86.2	85.7	85.7	85.7	24	28	↔	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	✓	64.0	59.3	66.2	68.3	68.3	68.3	75.2	21.8	29.0	↑	85.0	AMBER	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	N/A	
SCS43	Average caseloads in the CSWT Teams				L	MS		22.1	24.9	24.6	19.4	19.6	23.1	21.9	608	27.8	↑	18.0	AMBER	22.7	18.0	RED	N/A	N/A
Maidstone EHU								May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months				L	R12M		29.3	29.3	29.8	29.8	28.4	28.0	27.8	322	1,159	↑	25.0	AMBER	28.7	25.0	AMBER	21	N/A
	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation				H	MS		96.4	96.7	96.6	96.2	96.2	96.5	96.6	672	696	↑	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		15.7	15.9	16.0	15.2	14.8	14.4	14.3	83	582	↑	15.0	GREEN	14.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)				L	MS		17.3	16.7	18.4	14.1	16.8	17.3	14.3	228	16.0	↕	20.0	AMBER	20.2	15.0	RED	N/A	N/A

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		15.4	11.8	16.1	28.9	11	38	⬇️	32.9	GREEN	15.4	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		16.0	31.0	36.7	50.0	75.9	83.3	100.0	10	10	⬆	60	GREEN	53.3	45	GREEN	46.1	50.3
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	3.0	3.0	2.6	2.5	2.5	3.2	139	4,329	⬇	2.8	AMBER	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		7.2	7.6	7.0	6.7	6.8	6.7	6.7	136	2,041	↔	9	GREEN	6.7	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	4	4	4	5	5	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		8	10	10	9	7	7	6	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		76.5	66.9	70.7	70.5	66.2	70.4	72.9	570	782	⬆	65	GREEN	70.5	90	RED	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		19.9	19.8	13.6	17.8	27.2	31.0	38.6	167	433	⬆	60	RED	17.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Page 56	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		74.3	70.3	65.8	64.2	318	495	⬇	79.0	RED

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.8	46.7	48.2	N/A	N/A	48.0	GREEN	⬆	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	1,936	13,227	16.5	GREEN	⬆	15.8	14.1	14.7
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	23.5	2,783	11,833	27.0	GREEN	⬆	23.0	23.6	23.9



Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Sevenoaks North & Tonbridge and Malling CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.0	25.7	24.8	25.0	25.4	24.1	24.5	399	1,630	↕	25.0	GREEN	26.6	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.0	86.0	85.7	85.7	82.4	79.6	82.4	42	51	↗	90.0	AMBER	78.7	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	✓	19.1	18.0	18.2	16.5	18.0	18.3	13.5	15	111	↕	20.0	AMBER	20.0	20.0	GREEN	24.5	24.7
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			69.7	68.0
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			468	485
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	✓	81.5	81.5	85.2	85.2	88.9	88.9	96.3	26	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	✓	60.7	63.0	57.8	57.8	59.3	66.4	70.0	19.6	28.0	↗	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		25.2	23.5	25.3	25.0	24.0	22.6	21.4	483	22.6	↗	18.0	AMBER	22.4	18.0	RED	N/A	N/A
Sevenoaks South & Tunbridge Wells CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.6	30.5	30.8	30.6	30.9	30.4	29.7	463	1,561	↗	25.0	AMBER	30.1	25.0	RED	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		89.2	89.7	92.3	91.4	94.3	94.3	90.0	36	40	↕	90.0	GREEN	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	✓	21.9	22.0	29.5	34.4	33.9	36.1	42.1	24	57	↕	20.0	RED	25.8	20.0	AMBER	24.5	24.7
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			69.7	68.0
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			468	485
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	✓	56.3	56.3	58.8	58.8	64.7	64.7	66.7	10	15	↗	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	✓	71.4	71.4	76.2	76.2	76.2	76.2	81.0	17.0	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		24.1	23.3	17.9	17.5	22.1	24.8	22.3	396	17.8	↗	18.0	RED	21.7	18.0	AMBER	N/A	N/A

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								
Sevenoaks North & Tonbridge and Malling EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.9	28.7	29.1	29.2	29.7	28.7	29.5	319	1,080	↕	25.0	AMBER	29.8	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.2	97.8	97.8	97.9	98.1	98.2	98.2	602	613	↔	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		16.6	16.0	14.5	14.2	13.8	13.5	13.1	66	504	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.5	14.5	14.1	11.8	11.2	12.9	14.0	238	17.0	↑	20.0	AMBER	16.2	15.0	AMBER	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.8	28.1	28.6	28.1	27.7	28.2	29.1	223	766	↕	25.0	AMBER	29.0	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.9	96.6	95.1	94.8	95.3	95.0	94.9	332	350	↕	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	90.9	10	11	↕	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		9.8	9.9	10.6	10.6	11.1	11.0	10.5	31	294	↑	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.0	14.0	17.4	14.5	13.4	12.3	14.9	164	11.0	↑	20.0	AMBER	15.6	15.0	AMBER	N/A	N/A

Page 58

Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		44.0	45.5	45.0	37.5	6	16	↑	32.9	RED	44.0	28.7	RED	31.0	32.2

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
								May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		8.7	27.8	46.2	50.0	85.7	87.5	100.0	8	8	⬆	60	GREEN	66.7	45	GREEN	46.1	50.3
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	2.8	2.8	2.8	1.6	1.7	2.4	62	2,593	⬇	2.8	GREEN	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		13.5	12.9	13.2	13.1	13.1	13.5	13.7	187	1,366	⬇	9	RED	13.1	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	3	3	2	2	N/A	N/A	↔	N/A	N/A	3	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		10	12	12	12	11	10	10	N/A	N/A	↔	N/A	N/A	12	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		70.4	61.1	64.4	65.3	63.5	68.2	67.4	130	193	⬇	65	GREEN	65.3	90	RED	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		25.3	24.1	19.5	21.2	27.6	30.4	37.6	91	242	⬆	60	RED	21.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
PE23	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		80.6	76.1	70.5	76.4	152	199	⬇	79.0	AMBER

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24		
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	43.8	41.0	41.2	N/A	N/A	48.0	RED	⬆	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	13.3	1,130	8,471	16.5	GREEN	⬆	15.8	14.1	14.7
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	29.5	830	2,818	27.0	RED	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Swale Central CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.9	26.6	26.9	27.8	27.9	27.2	26.4	359	1,358	⬆	25.0	AMBER	29.2	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.9	92.2	92.3	92.5	92.0	91.3	95.6	43	45	⬆	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	25.8	25.5	24.7	25.0	22.2	29.5	28	95	⬇	20.0	RED	22.6	20.0	AMBER	24.5	24.7
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		69.7	68.0	
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		468	485	
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	70.6	70.6	81.3	81.3	81.3	13	16	↔	85.0	AMBER	71.4	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	64.6	53.5	53.5	59.0	54.5	54.5	54.5	9.8	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		21.7	31.5	30.1	22.2	21.0	22.8	23.3	360	15.4	⬇	18.0	RED	22.2	18.0	RED	N/A	N/A
Swale Island & Rural CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.7	22.3	21.8	22.3	21.8	24.0	22.3	219	982	⬆	25.0	GREEN	25.2	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.9	96.7	96.6	96.2	95.7	95.5	95.2	20	21	⬇	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	✓	12.2	8.6	11.5	10.3	10.5	13.3	14.0	8	57	⬆	20.0	AMBER	11.8	20.0	RED	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	100.0	100.0	100.0	100.0	88.9	88.9	88.9	16	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	✓	60.0	60.0	60.0	60.0	75.0	68.8	68.8	11.0	16.0	↔	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		25.7	24.2	22.3	17.6	16.1	17.0	16.8	218	13.0	⬆	18.0	GREEN	26.4	18.0	RED	N/A	N/A

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					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.7	30.6	30.5	30.4	29.3	28.2	28.1	349	1240	⬆	25.0	AMBER	30.3	25.0	RED	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.7	90.2	84.9	82.0	81.5	81.6	80.1	390	487	⬇	85.0	AMBER	93.8	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.3	93.3	93.3	93.3	86.7	86.7	86.7	13	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		15.5	15.2	15.7	15.1	14.6	13.6	12.9	43	334	⬆	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		15.7	16.6	13.4	11.9	13.8	14.5	14.1	218	15.5	⬇	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	38.9	41.7	32.6	14	43	⬆	32.9	GREEN	50.0	28.7	RED	31.0	32.2

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Apr-24	May-24	Jun-24	Jul-24	Aug-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		15.0	26.1	42.4	63.6	53.3	80.0	72.7	8	11	↕	60	GREEN	65.2	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.6	4.4	4.4	4.2	3.0	3.0	3.7	141	3,813	↕	2.8	AMBER	4.2	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	10.3	10.9	12.5	12.6	12.4	12.4	371	2,980	↔	9	RED	12.5	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	4	4	4	3	3	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		4	3	3	3	3	4	4	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		79.6	73.2	74.8	75.0	68.6	70.2	69.9	342	489	↕	65	GREEN	75.0	90	RED	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		19.4	18.9	16.8	20.4	26.0	35.9	40.4	174	431	↑	60	RED	20.4	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
page 62	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		83.5	76.4	72.7	67.9	332	489	⬇️	79.0	RED

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24			
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8				H	A		N/A	43.9	42.4	41.6	N/A	N/A	48.0	RED	⬇️	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	17.7	2,127	12,029	16.5	RED	⬆️	15.8	14.1	14.7
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	32.0	2,869	8,971	27.0	RED	⬆️	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Thanet Margate CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.6	28.2	27.1	26.9	26.4	26.2	26.4	606	2,293	↕	25.0	AMBER	27.5	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.7	100.0	100.0	100.0	100.0	100.0	100.0	43	43	↔	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	✓	24.7	19.0	15.5	18.5	18.3	20.8	21.3	16	75	↕	20.0	GREEN	28.7	20.0	RED	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	64.7	64.7	70.6	70.6	76.5	76.5	82.4	14	17	↑	85.0	AMBER	72.2	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	74.0	74.0	72.8	72.8	74.4	74.4	80.3	13.6	17.0	↑	85.0	AMBER	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	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		32.2	30.0	27.0	22.8	19.7	27.6	26.1	340	13.0	↑	18.0	RED	26.1	18.0	RED	N/A	N/A
Thanet Ramsgate CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		9.1	8.8	6.1	13.5	16.7	14.0	14.0	6	43	↔	25.0	GREEN	12.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.6	96.7	93.1	93.8	93.3	93.9	94.1	32	34	↑	90.0	GREEN	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	✓	9.8	9.5	29.4	33.3	33.9	37.7	36.4	20	55	↑	20.0	RED	12.5	20.0	AMBER	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	46.7	46.7	50.0	50.0	64.7	64.7	76.5	13	17	↑	85.0	AMBER	46.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	60.1	60.1	60.1	60.1	66.3	72.6	72.6	11.6	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	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		32.4	31.6	33.3	30.8	21.5	19.0	17.8	232	13.0	↑	18.0	GREEN	28.6	18.0	RED	N/A	N/A

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								
Thanet EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.4	28.5	26.5	27.2	27.6	28.3	29.2	276	944	↕	25.0	AMBER	30.2	25.0	RED	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.0	93.6	92.7	90.5	89.8	89.2	89.7	464	517	↗	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		89.5	89.5	89.5	89.5	88.9	88.9	88.2	15	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		15.3	16.5	17.3	17.9	18.7	19.6	19.8	77	388	↘	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.8	13.9	13.8	11.9	12.6	12.4	11.7	203	17.4	↘	20.0	RED	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		17.5	25.0	21.0	17.5	11	63	↗	32.9	GREEN	17.5	28.7	GREEN	31.0	32.2



Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		9.1	45.5	50.0	42.9	60.0	75.0	83.3	5	6	⬆	60	GREEN	42.9	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		6.2	6.4	5.9	5.4	3.1	3.1	3.9	136	3,509	⬇	2.8	RED	5.4	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		12.4	11.7	12.4	11.6	11.7	11.6	11.7	259	2,208	⬇	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		2	2	2	2	1	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		3	2	2	2	2	2	2	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		83.1	72.6	72.7	74.1	72.5	77.0	80.2	373	465	⬆	65	GREEN	74.1	90	RED	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		19.5	18.4	16.7	18.2	26.3	29.0	34.5	126	365	⬆	60	RED	18.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]		H	T		86.5	78.3	72.9	71.1	335	471	⬇	79.0	RED

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24		
								Measure	Numerator	Denominator								
													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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	43.9	44.1	43.1	N/A	N/A	48.0	RED	⬇	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	1,981	9,557	16.5	RED	⬆	15.8	14.1	14.7
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	30.8	2,462	7,997	27.0	RED	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
													Measure	Numerator	Denominator								
Sevenoaks North & Tonbridge and Malling CSWT							May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M		27.0	25.7	24.8	25.0	25.4	24.1	24.5	399	1,630	↕	25.0	GREEN	26.6	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		88.0	86.0	85.7	85.7	82.4	79.6	82.4	42	51	↑	90.0	AMBER	78.7	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	✓	19.1	18.0	18.2	16.5	18.0	18.3	13.5	15	111	↕	20.0	AMBER	20.0	20.0	GREEN	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	81.5	81.5	85.2	85.2	88.9	88.9	96.3	26	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	✓	60.7	63.0	57.8	57.8	59.3	66.4	70.0	19.6	28.0	↑	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		25.2	23.5	25.3	25.0	24.0	22.6	21.4	483	22.6	↑	18.0	AMBER	22.4	18.0	RED	N/A	N/A
Sevenoaks North & Tonbridge and Malling EHU							May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months			L	R12M		28.9	28.7	29.1	29.2	29.7	28.7	29.5	319	1,080	↕	25.0	AMBER	29.8	25.0	AMBER	21	N/A
	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation			H	MS		98.2	97.8	97.8	97.9	98.1	98.2	98.2	602	613	↔	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		16.6	16.0	14.5	14.2	13.8	13.5	13.1	66	504	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)			L	MS		14.5	14.5	14.1	11.8	11.2	12.9	14.0	238	17.0	↑	20.0	AMBER	16.2	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		14.3	12.5	26.1	32.0	8	25	⬇️	32.9	GREEN	14.3	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		13.8	16.7	27.8	40.0	66.7	83.3	55.6	5	9	⬆	60	AMBER	36.4	45	AMBER	46.1	50.3
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	2.9	2.9	2.7	2.0	2.2	2.5	81	3,273	⬇	2.8	GREEN	2.7	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		7.6	7.1	7.2	7.2	7.1	6.9	7.2	111	1,550	⬇	9	GREEN	7.2	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	2	2	3	3	3	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		10	10	10	11	13	16	17	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		69.2	68.5	71.8	73.9	73.5	74.2	84.8	134	158	⬆	65	GREEN	73.9	90	RED	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		18.9	17.7	14.3	15.0	20.2	23.2	31.8	84	264	⬆	60	RED	15.0	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
PE26	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		74.1	69.7	77.2	68.2	178	261	⬇	79.0	RED

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 2023-24	England 2023-24		
								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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	55.9	53.3	53.8	N/A	N/A	48.0	GREEN	⬆	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	13.2	1,402	10,603	16.5	GREEN	⬆	15.8	14.1	14.7
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	25.7	2,690	10,479	27.0	GREEN	⬆	23.0	23.6	23.9

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Sevenoaks South & Tunbridge Wells CSWT					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.6	30.5	30.8	30.6	30.9	30.4	29.7	463	1,561	⬆	25.0	AMBER	30.1	25.0	RED	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		89.2	89.7	92.3	91.4	94.3	94.3	90.0	36	40	⬇	90.0	GREEN	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	✓	21.9	22.0	29.5	34.4	33.9	36.1	42.1	24	57	⬇	20.0	RED	25.8	20.0	AMBER	24.5	24.7
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		69.7	68.0	
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		468	485	
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	✓	56.3	56.3	58.8	58.8	64.7	64.7	66.7	10	15	⬆	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	✓	71.4	71.4	76.2	76.2	76.2	76.2	81.0	17.0	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		24.1	23.3	17.9	17.5	22.1	24.8	22.3	396	17.8	⬆	18.0	RED	21.7	18.0	AMBER	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU					May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.8	28.1	28.6	28.1	27.7	28.2	29.1	223	766	⬇	25.0	AMBER	29.0	25.0	AMBER	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.9	96.6	95.1	94.8	95.3	95.0	94.9	332	350	⬇	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	90.9	10	11	⬇	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		9.8	9.9	10.6	10.6	11.1	11.0	10.5	31	294	⬆	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.0	14.0	17.4	14.5	13.4	12.3	14.9	164	11.0	⬆	20.0	AMBER	15.6	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	37.5	52.4	50.0	12	24	⬇	32.9	RED	35.7	28.7	RED	31.0	32.2

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									May-24	Jun-24	Jul-24	Aug-24	Sep-24								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		6.3	26.7	43.8	50.0	90.0	60.0	71.4	5	7	⬆	60	GREEN	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.6	2.6	2.5	2.3	1.5	1.5	1.7	51	2,947	⬇	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		10.4	10.8	9.5	9.2	9.2	9.0	9.4	93	987	⬇	9	AMBER	9.2	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	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		9	8	9	9	10	10	6	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		86.8	82.5	82.7	83.6	78.2	79.7	86.0	178	207	⬆	65	GREEN	83.6	90	RED	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		25.3	24.4	18.0	20.3	29.0	31.2	40.5	79	195	⬆	60	RED	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Autumn 2024-25	RAG 2023-24
								Measure	Numerator	Denominator			
										Autumn 23-24			
Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]		H	T		78.8	71.4	68.8	71.0	130	183	⬇	79.0	RED

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								
													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	69.8	67.7
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	24.3	20.5
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	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	56.6	53.5	54.6	N/A	N/A	48.0	GREEN	⬆	47.0	47.2	46.1
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	18.6	15.0
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	35.02	34.34
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	5.0	4.8
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	11.8	946	8,033	16.5	GREEN	⬆	15.8	14.1	14.7
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	17.8	1,464	8,241	27.0	GREEN	⬆	23.0	23.6	23.9

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	October 2024 School Census	Jan 2025
CYPE11	Number of Secondary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE12	Number of Special Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	October 2024 School Census	Jan 2025
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	October 2024 School Census	Jan 2025
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Nov 2024	Dec 2024
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
EH05	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Nov 2024	Dec 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Children in Care	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of Nov 2024	Dec 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Nov 2024	Dec 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of month - N/A	N/A
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of month - N/A	N/A
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of month - N/A	N/A
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of month - N/A	N/A
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of month - N/A	N/A
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 Nov 2024	Dec 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Nov 2024	Dec 2024

## Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
<b>Key Performance Indicators</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Nov 2024	Dec 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 Nov 2024	Dec 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Nov 2024	Dec 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Nov 2024	Dec 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Nov 2024	Dec 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 Nov 2024	Dec 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Nov 2024	Dec 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 2 reporting for 2024-25	Nov 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 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 Nov 2024	Dec 2024
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Nov 2024	Dec 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 December 2024	Jan 2025
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 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 DfE Published (LA)/MI Calcs (District)	Nov 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 Published (LA)/MI Calcs (District)	Dec 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 Published (LA)/MI Calcs (District)	Dec 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	Dec 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2023-24 DfE Published (LA)/2022-23 NPD (District)	Dec 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA) & 2022-23 NPD (District)	Nov 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) & 2022-23 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) & 2022-23 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	2023-24 Academic Year 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	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024
EH46	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 Academic Year MI Calcs (LA & Distr)	July 2024



# Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures</b>		
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
<b>Activity-Volume Measures (Continued)</b>		
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).

## Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
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 74	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.
<b>Key Performance Indicators</b>		
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
<b>Key Performance Indicators (Continued)</b>		
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
EH100	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. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
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.
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.
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.
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	The number of Year R (Reception) to Year 14 pupils permanently excluded from Primary, Secondary, Special schools and PRUs (incl. academies) in the last twelve months expressed as rate over the school population.

## Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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.
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Primary school or a Primary academy for 50% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Secondary school or a Secondary academy for 50% or more of their expected sessions over the reported time period.

From: Rory Love, Cabinet Member for Education and Skills  
Sue Chandler, Cabinet Member for Integrated Children's Services

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

To: Children, Young People and Education Cabinet Committee –  
27 February 2025

Subject: **Risk Management: Children, Young People and Education**

Classification: **Unrestricted**

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

#### **Summary:**

This paper presents the strategic risks relating to the Children, Young People and Education Cabinet Committee, comprising of **two** risks featuring on the Corporate Risk Register which fall within the relevant Cabinet portfolios, and for which the Corporate Director is the designated "Risk Owner" on behalf of the Corporate Management Team: plus, a summary of key risks within the directorate.

#### **Recommendation:**

The Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the risks presented.

## **1. Introduction**

- 1.1 Risk management is a key element of the Council's internal control framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled. The process of developing the registers is therefore important in underpinning service delivery planning, performance management and operating standards.
- 1.2 Directorate Risks are reported to this Cabinet Committee annually and contain strategic or cross-cutting risks that potentially affect several functions across the Children, Young People and Education directorate (CYPE), and often have wider potential interdependencies with other services across the Council and external parties.

- 1.3 Children, Young People and Education Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register.
- 1.4 The majority of these risks, or at least aspects of them, will have been discussed in depth at the relevant Cabinet Committee(s) and other forums throughout the year, demonstrating that risk considerations are embedded within core business.

## 2. CYPE-Led Corporate Risks

- 2.1 The CYPE Directorate currently leads on **two** of the council's corporate risks which are tabled below including summaries and indicators displaying the direction of travel (DOT) the risk profile has taken since March 2024. Full detail of each risk can be seen in Appendix 1.

Risk ID	Risk Title	Current Risk Rating	Target Risk Rating	DOT
NEW	Delivery Against Safety Valve Agreement	High	Medium	NEW
NEW	SEND Delivery Improvement	Medium	Medium	NEW
<p>As previously reported and endorsed by Cabinet on 9 January 2025, while there was a strong rationale previously to combine the aspects of SEND improvement and High Needs Funding Block deficit, these have now been separated across two risks in order to reflect their evolution and differentiate between their current risk profiles. Significant progress is being made from a SEND improvement perspective, evidenced by the Improvement Notice being removed, but financial concerns and the imperative of meeting Safety Valve targets are still prevalent in their own right. Work is underway to complete the creation of these standalone corporate risks with their expected ratings reflected above.</p>				
CRR0063	Capacity to accommodate and care for Unaccompanied Asylum-Seeking (UAS) Children	Medium (12)	Medium (12)	↓
<p>This is an area of risk where significant progress has been made to reduce the level of risk faced by the Council, working in partnership with external agencies such as the Home Office and Department for Education. Now that funding agreements are in place, accommodation has been sourced to receive those coming into our care, and improvements in the operation of the National Transfer Scheme (NTS) are being experienced, the risk rating has been reduced from High to Medium. However, it is recognised that certain factors e.g. volumes arriving in Kent and ongoing effectiveness of NTS, are still outside of the Council's direct control and will therefore require continued vigilance.</p>				

- 2.2 These risks are reviewed regularly throughout the year and were presented to Cabinet along with the rest of the corporate risk register on 9<sup>th</sup> January 2025, and Governance & Audit Committee on 23<sup>rd</sup> January. The corporate risks are detailed in Appendix 1.

### 3. Children, Young People and Education Directorate Risk Profile

- 3.1 In addition to regular review of CYPE-led corporate risks, the Directorate Management Team regularly reviews risks at directorate level. The current risks in the CYPE directorate risk register are summarised below.

Risk ID	Risk Title	Current Risk Rating	Target Risk Rating	DOT
CY0040	Availability of Specialist providers for Disabled Children and Children with Complex Needs	High (16)	Medium (12)	↔
<p>There is a risk there will be insufficient specialist (Ofsted registered) providers and services to meet the needs of children and young people, and personalised care and support for families to live as independently as possible. This is a multiple provider, complex supply market, however, the number of providers is extremely limited, and the costs associated with this level of care and support continues to rise year on year.</p> <p>This could lead to a practice risk relating to a lack of choice and delays in being able to access specialist provision, with insufficient placements being created, thus increasing the likelihood of children being placed in higher cost placements. This risk is being mitigated through several actions including the development of in-house children's residential placements.</p>				
CY0030	Management of the CYPE Directorate in year budget	Medium (15)	Medium (12)	↓
<p>A net forecast Q3 underspend of £9.9m was reported to Cabinet on 30 January 2025, evidencing this risk has been reduced to a tolerable level. The projection is formed from several variances, including underspends on community-based services for young adults with disabilities and less than anticipated costs in Home to School Transport.</p> <p>The risk rating was reduced October 2024 from High to Medium due to positive forecasts, although caution remains given some areas of overspending is counterbalanced by underspends.</p>				
CY0048	Safeguarding – protecting vulnerable children	Medium (15)	Medium (15)	↔
<p>The risk rating was reduced to its target medium rating in 2022 following the assurance from Ofsted via the outcome of 'Outstanding' for Children's Services, although it is recognised that there is a significant level of risk inherent in this area. It has been agreed the risk is reported at Directorate level, with escalation to the Corporate register if required.</p>				

CY0045	Growing demand and limited supply of affordable accommodation – Children's Services	Medium (12)	Low (6)	↔
<p>There are challenges relating to increasing demand, changing needs and limited placement choice, with the potential for affordable demand to outweigh supply, particularly children with high complexity. The risk of insufficient provision available for individuals can then result in higher costs for placements or young people moving outside the County.</p> <p>KCC is working with partners to identify areas for collaboration and joint commissioning. Plans for a Regional Care Cooperative are being developed.</p>				
CY0049	Providers struggling to achieve Supported Accommodation registration with Ofsted - Children's Services	Medium (12)	Low (4)	NEW
<p>Data indicates it will be necessary for Kent to increase its sourcing of Supported Accommodation given rising numbers of children in care and unpredictable numbers of UAS children arrivals. Providers have found it challenging to successfully complete Ofsted registration due to their own limited resources, inexperience with the inspection and registration process and recruiting qualified registered managers. This could lead to insufficient availability of fully registered supported accommodation providers.</p> <p>The risk is being mitigated by controls including provider training and developing strategic partnerships with providers.</p>				
CY0042	Home to School Transport Cost Pressures	Medium (12)	Medium (12)	↓
<p>The combined effect of high numbers of children and young people with EHC Plans and a greater number of these children attending non-local schools have contributed to increased eligibility for home to school transport, leading to budget pressures. Agreed actions taken to mitigate this risk have demonstrated benefits are being seen, and the risk profile has recently been revised downwards from High to its target position of Medium.</p>				
CY0009	Children not in full time education not receiving a suitable education	Medium (12)	Low (6)	↔
<p>This risk relates to the duty for the local authority to make arrangements to enable it to establish (so far as it is possible to do so) the identities of children in the area who are not receiving a suitable education and monitor those identified, the risk being that the relevant professionals involved are not aware of such children. The Bill to create a national register for children not in school receives its second House of Commons reading in February 2025.</p>				
CY0046	Quality in Care – Children's	Medium (9)	Low (6)	↔
<p>There is a risk poor Ofsted outcomes or the raising of quality concerns requiring an immediate response could lead to rapid placement changes for children, potentially resulting in sub-optimum provision and unplanned costs from using alternative providers.</p> <p>The risk is being mitigated by a number of controls including Protocols and Risk Assessments. A multi-agency review of provision quality has also been completed and presented to CYPE DMT.</p>				



CY0032	Information Governance. Management of personal data	Medium (9)	Low (6)	↔
<p>While the CYPE directorate faces significant inherent Information Governance (IG) risk given the volume of personal data held across operations and systems, there is an established suite of controls and processes to mitigate its exposure.</p> <p>Work continues to reduce data breaches including the application of record retention schedules to key systems and the development of an IG Improvement plan which is pending final approval.</p>				
CY0034	Business Continuity and Resilience	Medium (8)	Low (4)	↔
<p>The CYPE Directorate must ensure its services have robust contingency plans to reduce the impact of high impact incidents and emergencies that take place in the County. A directorate resilience group is well established and has coordinated comprehensive reviewing and refreshing of service continuity plans, with representation from corporate functions to consider interdependencies.</p> <p>KCC's new Business Continuity Management System (Meridian) has commenced roll-out to all directorates and, post-successful implementation, is anticipated to positively impact this risk profile.</p>				

### 3.2 WITHDRAWN RISK

CY044: Use of unregulated providers for 16+ semi-independent living provision. Risk withdrawn May 2024 as the regulatory body had become established and a greater understanding of the regulation had been developed. At the time of withdrawal, a new risk CY0049 (Providers struggling to achieve Supported Accommodation registration with Ofsted -Children's Services) was concurrently added to the register to manage the evolution of this risk.

- 3.3 The risk register has been reviewed and amended during the year with quarterly reporting into the Directorate Management Team, with the most recent review and discussion taking place on 22 January 2025.

## 4. Recommendation

### Recommendation:

The Committee is asked to **CONSIDER** and **COMMENT** on the risks presented in this report.

## 5. Background Documents

- 5.1 KCC Risk Management Policy and associated risk management toolkit on KNet intranet site: [Link to KCC Risk Management Toolkit](#)

*Report Authors:*

*Lisa Easterby, Risk and Delivery Assurance Officer*  
[Lisa.Easterby@kent.gov.uk](mailto:Lisa.Easterby@kent.gov.uk)

*Mark Scrivener, Head of Risk and Delivery Assurance*  
[Mark.Scrivener@kent.gov.uk](mailto:Mark.Scrivener@kent.gov.uk)

**Relevant Corporate Director:**

Sarah Hammond, Corporate Director CYPE  
[Sarah.Hammond@kent.gov.uk](mailto:Sarah.Hammond@kent.gov.uk)

## Full Risk Register

### Risk Register - Corporate Risk Register

Current Risk Level Summary

Green	0	Amber	1	Red	1	Total	2
-------	---	-------	---	-----	---	-------	---

Current Risk Level Changes

0	0	0	0	1
0	0	0	0	0
0	0	0	1	0
0	0	0	0	0
0	0	0	0	0

Risk Ref	CRR0056	Risk Title and Event	Assigned To	Last Review date	Next Review		
SEND Delivery Improvement and High Needs Funding shortfall			Sarah Hammond	31/01/2025	30/04/2025		
Insufficient improvement in areas identified within Ofsted timescales and children with SEND do not meet sufficient progress within the available financial resource.							
Inability to manage within budget and reduce accumulated deficit on Dedicated Schools Grant reserve.							
Cause	Consequence	Current Risk	Previous Current Risk	Control / Action	Control / Action	Target Date	Target Risk
The Kent local area inspection by Ofsted and the CQC for children with SEND took place in January 2019. This inspection found nine significant areas of weakness across the local area which resulted in a Written Statement of Action being issued. In September 2022, the Local Area was revisited by Inspectors from both Ofsted and the CQC, who found that the area had not made sufficient progress in addressing any of the significant weaknesses. In March 2023 an Improvement Notice was issued to KCC. An Improvement Plan (Accelerated Progress Plan -	Adverse impact on outcomes for vulnerable young people.	High		• Delivery of SEND Improvement Programme, which includes delivery of requirements detailed in the Kent Accelerated Progress Plan.	Sarah Hammond	A -Accepted	High
	Dissatisfaction from families.	25 Major (5)					16 Serious (4)
	Potential for legal action if statutory time limits or processes are not met.	Very Likely (5)		• KCC has entered into a “Safety Valve” agreement with the Department for Education (DfE), enabling Kent County Council (KCC) to receive funding over a 5-year period to substantially fund the accumulated deficit on the Dedicated Schools Grant (DSG) High Needs Block (HNB). The agreement requires commitment to areas of review and improvement identified by Department for Education (DfE) to bring in year spend in line with the in-year budget by 2027/28. A financial contribution from the Council is also expected.	John Betts	Control	Likely (4)
	Continued funding of deficit on the DSG reserve by net surplus balances in other reserves becomes unsustainable, impacting on the financial resilience of the Council.						
	Should the Secretary of State not be satisfied with the Council's progress at any stage, she may choose to invoke her statutory powers of intervention (s497A Education Act 1996) to direct the Council to take any further						

## Risk Register - Corporate Risk Register

<p>APP) will be required to be formalised by the Local Area against which Outcome and Impact based KPIs will be scrutinised and addressed. In addition, there has been a significant increase in the number of children receiving Special Educational Needs and Disability support and the Council's Dedicated Schools Grant (DSG) budget is overspending on the High Needs Block.</p> <p>The Council is now part of the DfE Safety Valve programme and as part of this, will need to bring High Needs spending back into balance over the medium term and contribute to repaying the historic deficit. Corresponding pressure on some of KCC's non-DSG SEND related budgets e.g. SEN Home to School Transport, is also being experienced.</p> <p>Consequently, meeting the needs of children and young people with SEND within available resources is becoming ever more challenging.</p> <p>The ability to forecast costs in future years is difficult.</p>	<p>actions deemed necessary to secure the improvements required in SEND services.</p>			<ul style="list-style-type: none"> <li>Continual lobbying of Government on two matters; increased funding in both the short and medium term, and structural changes to government policy to help reduce the demand i.e. via County Council Network, Association of Directors of Children's Services. Includes provision of evidence of the impact of the High Needs pressures on the quality of education children receive, schools, other providers and the Local Authority.</li> <li>The Council has produced for approval by the Department for Education (DfE) and NHS England (NHSE) an Improvement Plan (Accelerated Progress Plan) to deliver appropriate and sustainable improvement, covering the areas identified in the Ofsted and CQC revisit report of 9 November 2022, as well as recommendations made by the Department.</li> <li>Continual lobbying of Government on two matters; increased funding in both the short and medium term, and structural changes to government policy to help reduce the demand i.e. via County Council Network, Association of Directors of Children's Services. Includes provision of evidence of the impact of the High Needs pressures on the quality of education children receive, schools, other providers and the Local Authority.</li> <li>Local area SEND Strategy developed in collaboration with partners, which goes beyond the Written Statement of Action to enable sustained improvement and transform Kent's SEND offer.</li> <li>Robust programme management in place, ensuring appropriate alignment between project workstreams and overall programme delivery arrangements.</li> </ul>	<p>Roger Gough</p> <p>Sarah Hammond</p> <p>Sarah Hammond</p> <p>Sarah Hammond</p> <p>Sarah Hammond</p>	<p>Control</p> <p>Control</p> <p>Control</p> <p>Control</p> <p>Control</p>		
---	---	--	--	--	--	--	--	--

Risk Register - Corporate Risk Register

			<ul style="list-style-type: none"><li>• KCC SEND Transformation Strategic Board in place, with responsibility for coordinating activity and tracking improvement progress, reporting into the partnership Strategic Improvement and Assurance Board. Sarah Hammond</li><li>• Kent and Medway Children and Young People's Programme Board joint governance mechanism with Health partners (sub-group of Integrated Care Board) Sarah Hammond</li><li>• Independently chaired Strategic Improvement and Assurance Board established, including representation from the Local Authority (including Members and cross directorate colleagues), Health, Learning and Teaching settings, representatives of parents and carers, and where appropriate young people. Sarah Hammond</li></ul>	Control		
				Control		
				Control		

# Risk Register - Corporate Risk Register

Risk Ref	CRR0063	Risk Title and Event				Assigned To	Last Review da	Next Review
Capacity to accommodate and care for Unaccompanied Asylum-Seeking (UAS) Children						Sarah Hammond	27/01/2025	27/04/2025
In the event of a significant increase of UAS children arriving in Kent there may be insufficient resource to provide suitable social work assessment capacity, placements and support for UAS children in a timely fashion. An increase in the required establishment of staff in terms of social work and reception centres has been agreed and recruitment in underway in line with the timelines for the opening of additional reception centres.								
Cause	Consequence	Current Risk	Previous Current Risk	Control / Action		Control / Action	Target Date	Target Risk
In recent years, large numbers of unaccompanied children have arrived in the UK and claimed asylum. Because almost all of these children enter the UK in Kent, KCC is the local authority responsible for accommodating and looking after them in the first instance, in addition to those who already live in its area.  In July 2023 the High Court ruled that KCC must accommodate and look after all UAS children arriving into the County, pending transfer to other local authorities under the National Transfer Scheme. This has resulted in KCC being required to expand their social work and reception centre services to meet this ruling as it presents numerous pressures on an already stretched service, and for the council as a whole.	Impacts on vulnerable children (both UAS children and potential knock-on impacts for Kent looked after children). Risks KCC being unable to fulfil its statutory responsibilities to all children effectively. Significant additional budget pressures on the Authority, impacting on its financial resilience. However, this impact is reducing as funding has been secured from the Home Office and DfE (revenue and capital). Legal consequences. Reputational damage.	Medium		• Additional support has been secured from the Home Office and Department for Education in the form of additional funding (capital and revenue) to ensure the cost to accommodate and look after all UAS children arriving to Kent is fully funded by central government. Central government revenue funding is informed by KCC's estimated costs, with a proportion based on fixed costs to protect KCC from fluctuations in demand across a given year. There is close ongoing communication with the Home Office and DfE.		Roger Gough	Control	
		12						
		Serious (4)						
		Possible (3)						Possible (3)
				• The Council has utilised / re purposed available buildings to increase accommodation capacity.		Rebecca Spore	Control	
				• UAS Steering Group in place to coordinate support efforts across the organisation meeting on a fortnightly basis. The steering group brings together key representatives across the organisation including social work, finance, analytics, HR and infrastructure.		Sarah Hammond	Control	

## Risk Register - Corporate Risk Register

Page 87			<ul style="list-style-type: none"> <li>Intensive negotiations continue with Home Office and Department for Education following the receipt of funding up to March 2025. Negotiations are focusing on the significant changes needed to the NTS as future modelling has shown there will be a gap in the future without these. The alternative is significant changes aren't made is that more buildings will be required to ensure suitable placements are provided for unaccompanied children, in line with our statutory responsibilities. As part of the ongoing negotiations KCC is preparing a case to show how additional funding might be used.</li> </ul>	Sarah Hammond	Control		
			<ul style="list-style-type: none"> <li>Transport arrangements have been put into place to ensure children and young people can be efficiently transported from the Kent Intake Building to their KCC placement ahead of the final destination under the National Transfer Scheme, which the Home Office is responsible for providing the transportation to.</li> </ul>	Alex Stringer	Control		
			<ul style="list-style-type: none"> <li>UAS child numbers are continually monitored and reviewed to assess capacity and aid planning. An emergency response plan is in place between KCC, Home Office and Department for Education (DfE) which includes an early warning system that notifies the Home Office and DfE when capacity fills up.</li> </ul>	Alex Stringer	Control		
			<ul style="list-style-type: none"> <li>Best endeavours are being applied to ensure assessments are completed for every child that arrives in port and find appropriate placements, despite resourcing challenges.</li> </ul>	Alex Stringer	Control		

## Risk Register - Corporate Risk Register

Page 88			<ul style="list-style-type: none"> <li>Recruitment of required social care staff to ensure there is sufficient staffing in place in terms of operational delivery. A proportion of posts will be permanent and a proportion will be filled by agency staff to enable flexibility and adaptability in line with demand.</li> </ul>	Alex Stringer	Control		
			<ul style="list-style-type: none"> <li>Registering of reception centres with Ofsted to meet regulations.</li> </ul>	Alex Stringer	Control		
			<ul style="list-style-type: none"> <li>Recruitment of required reception centre staff to ensure there is sufficient staffing in place ahead of new reception centers opening. The recruitment and start dates for new staff is being planned to enable to robust induction ahead of the centre formally opening. A proportion of posts will be permanent and a proportion will be filled by agency staff to enable flexibility and adaptability in line with demand.</li> </ul>	Alex Stringer	Control		
			<ul style="list-style-type: none"> <li>Fostering placements (in-house and independent) have been block commissioned to ensure placements for UAS children who are under 16.</li> </ul>	Alex Stringer	Control		



---

**From:** Rory Love, Cabinet Member for Education and Skills

Sarah Hammond, Corporate Director - Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee  
– 27 February 2025

**Subject:** **KCC CLS Sub-contracting Education and Skills Funding Agency Provision 19-25 Year Olds.**

**Decision no:** 25/00021

**Key Decision :**

- *Savings or expenditure of more than £1m*
- *Affects two or more Electoral Divisions*

**Classification:** *Unrestricted*

**Past Pathway of report:** None

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

**Electoral Division:** All divisions and Members

<https://democracy.kent.gov.uk/mgMemberIndex.aspx?bcr=1> )

---

**Is the decision eligible for call-in? Yes**

---

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

A further Key Decision is required to clarify and update the previous decision that set out sub-contracting arrangements for Adult Education provision. This decision rectifies the omissions within the initial decision (24/00085) and sets out the contracting term and contract extensions as well as delegated authority to the Corporate Director for Children, Young People and Education to implement the decision.

**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 within the attached PROD (appendix1).

---

**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 English, ESOL, maths, digital skills
  - equip parents/carers to support children's learning
  - improve health and wellbeing to develop strong, integrated communities.
- 1.3 The previous report that relates to this decision omitted the following information
- Contract Length – Two years with the ability to extend by up to 12 months
  - Investigation into an additional 'Lot' to any future procurement to cover provision for 16-19 year olds (up to 25 with an EHCP)
  - Delegate authority to the Corporate Director of Director of Children, Young People and Education to exercise relevant contract extensions and enter into relevant contracts or legal agreements
  - Delegate authority to the Corporate Director of Children, Young People and Education, to take other relevant actions, including but not limited to, finalising the terms of, and entering into required contracts or other legal agreements, as required to implement the decision

## **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**

- 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 3 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 4), 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 **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.
- 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.
- 6.4 Sub-contracting relates to the following CLS funding streams:
- 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 rigor 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. Commissioning intentions**

- 7.1 The proposal is to commission a two year contract with an option to extend for 12 months.(September 2025 to August 2027 with an option to extend to August 2028).
- 7.2 Future considerations which align to the sub-contracting of provision for Adults -The investigation into adding a second 'Lot' of sub-contracting of provision for the delivery of the 16 to 19 year olds Study Programme for Community Learning and Skills, and Post 16 provision for those aged 19 to 24 with an Education, Health and Care Plan through an evidence based commissioning programme will be undertaken to ensure alignment of delivery with the sub-contracting of provision for Adults. The sub-contracting of provision for the delivery of the 16 to 19 year olds Study Programme for Community Learning and Skills, and Post 16 provision for those aged 19 to 24 with an Education, Health and Care Plan will be subject to separate decision making.

## **8. Legal implications**

- 8.1 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").
- 8.2 This will be tendered and procured under the Public Contracts regulations 2015. The New procurement act 2025 does not go live until 24 February 2025 and we are permitted to procure this under the existing PCR 2015 regime.

## **9. Equalities implications**

- 9.1 An EqIA has been undertaken and will be kept under. The EqIA has not identified any negative impacts, as the proposal would offer new opportunities to protected groups.

## **10. Data Protection Implications**

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

## **11. Other corporate implications**

- 11.1 Commissioning and Procurement – support throughout the tendering and procurement process
- 11.2 Growth, Environment and Transport – CLS anticipates working more closely with their work on Growth and Communities.

## **12. Governance**

- 12.1 A further Key Decision is required to clarify and update the previous decision that set out sub-contracting arrangements for Adult Education provision. This decision rectifies the omissions, as detailed in 1.3 above, and within the initial decision (24/00085). This sets out the contracting term and contract extensions as well as

delegated authority to the Corporate Director for Children, Young People and Education to implement the decision.

- 12.2 The delegated authority includes, but not limited to, finalising the terms of, and entering into required contracts or other legal agreements, as required to implement the decision.

### **13. Conclusions**

- 13.1 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.

- 13.2 The proposed decision will support progress against the Kent and Medway LSIP plan.

### **14. Appendices**

<i>Appendix 1:</i>	<b><i>Proposed Record of Decision</i></b>
<i>Appendix 2:</i>	<b><i>Equalities Impact Assessment</i></b>
<i>Appendix 3:</i>	<b><i>Vocational and Specialist Learning Aims, 2024-25</i></b>
<i>Appendix 4</i>	<b><u><a href="#">Kent and Medway LSIP Progress Report 2024</a></u></b>

### **15. Contact details**

Report Author: Jude Farrell  
Job title: Head of Service  
Telephone number: 03000 419533  
Email address: jude.farrell@kent.gov.uk

Director: Christine McInnes  
Job title: Director of Education & SEN  
Telephone number: 03000 418913 Email  
address: christine.mcinnnes@kent.gov.uk

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

### DECISION NUMBER:

25/00021

**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

KCC CLS Sub-contracting Education and Skills Funding Agency provision 19 to 25 Year Olds

### Decision:

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

- i) To CONFIRM approval of the sub-contracting of specialist provision for adults as set out in [Decision - 24/00085](#)
- ii) To confirm delegated authority to the Corporate Director of Children's, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to take the relevant actions as necessary to implement the decision, including future review of performance and Best Value alignment as set out in [Decision - 24/00085](#)
- iii) To APPROVE the commissioning approach to procure a two year contract with an option to extend for 12 months.
- iv) To DELEGATE authority to the Corporate Director of Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to exercise relevant contract extensions and enter into relevant contracts or legal agreements; and
- v) To DELEGATE authority to the Corporate Director of Children, Young People and Education, to take other relevant actions, including but not limited to, finalising the terms of, and entering into required contracts or other legal agreements, as required to implement the decision.

### Reason(s) for decision:

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

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) and Greater London Authority (GLA) budget, which support the goals and objectives of Framing Kent's Future.

ESFA Funding rules for Adult Education have changed and have redefined 'partners' as sub-contractors. This alteration requires a decision to enable CLS 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.

The decision supports the delivery of vocational courses across Kent. The focus of adult skills funding is now on progression towards, into, and within work, which also helps meet needs identified in the Local Skills Improvement Plan (LSIP). CLS do not have the internal organisational capacity or capability to deliver such a wide array of specialist provision.

### **How the proposed decision supports 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.

### **How the proposed decision supports Securing Kent's Future**

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.

### **Commissioning:**

The proposal is to commission a two year contract with an option to extend for 12 months.(insert start date and end date)

Future considerations which align to the sub-contracting of provision for Adults:



The investigation into adding a second 'Lot' of sub-contracting of provision for the delivery of the 16 to 19 year olds Study Programme for Community Learning and Skills, and Post 16 provision for those aged 19 to 24 with an Education, Health and Care Plan through an evidence based commissioning programme will be undertaken to ensure alignment of delivery with the sub-contracting of provision for Adults. The sub-contracting of provision for the delivery of the 16 to 19 year olds Study Programme for Community Learning and Skills, and Post 16 provision for those aged 19 to 24 with an Education, Health and Care Plan will be subject to separate decision making.

### **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 Implication**

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").

This will be tendered and procured under the Public Contracts regulations 2015. The New procurement act 2025 does not go live until 24 February 2025 and we are permitted to procure this under the existing PCR 2015 regime.

### **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.

### **DPIA**

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:**

### **Any alternatives considered:**

**Do nothing – considered and discounted.** CLS do not have suitably qualified staff in post and the subject matter knowledge to be able to deliver 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. Feedback from other FE providers in the county shows that recruitment for specialist / vocational tutors, is extremely difficult. 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:** None

## EQIA Submission – ID Number

### Section A

EQIA Title Sub-contracting ESFA and GLA provision

Responsible Officer Jude Farrell

#### 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?	
<p>KCC has engaged with the following organisations:</p> <ul style="list-style-type: none"> <li>- Kent and Medway Employment Taskforce</li> <li>- Kent Invicta Chambers</li> <li>- DWP</li> <li>- Kent Association for Training Organisations</li> <li>- Department for Education</li> <li>- South East LEP</li> <li>- Further Education Colleges and other training providers in Kent</li> <li>- National Careers Service delivered by CxK</li> <li>- Internally within Kent County Council</li> <li>- Some employers</li> </ul>	
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
<b>Section C – Impact</b>	
<b>Who may be impacted by the activity?</b>	
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	
<p>Staff – increase in work opportunities, skills development, and opportunities.</p> <p>Service users/clients/communities - Increased opportunities to access courses and develop skills, particularly in local areas, to support positive progression into and within work.</p>	
<b>Negative impacts and Mitigating Actions</b>	
<b>19. Negative Impacts and Mitigating actions for Age</b>	
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
<b>20. Negative impacts and Mitigating actions for Disability</b>	
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
<b>27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships</b>	
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
<b>28. Negative impacts and Mitigating actions for Carer's responsibilities</b>	
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





# Kent & Medway Local Skills Improvement Plan

Progress Report  
June 2024



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.*

# Table of Content

<b>Kent &amp; Medway LSIP Progress report 2024</b> .....	3	Health & Social Care.....	16
1. Aims & Objectives.....	4	Activities.....	16
2. Summary of the Local Skills Improvement Plan .....	5	Capital Investment .....	16
The LSIP in Kent & Medway.....	5	Skills Provision.....	16
3. Strategic and economic context update.....	6	Education .....	17
Strategic Landscape .....	6	Construction.....	17
Business Landscape .....	6	Manufacturing.....	17
Education Landscape .....	6	Cross Cutting Themes.....	18
<b>4. Priorities and Actions (Roadmap)</b> .....	7	Digitalisation.....	18
<b>5. What has been achieved so far?</b> .....	10	Decarbonisation .....	18
Stakeholder Engagement and Impact .....	10	SME Engagement in Skills.....	18
Investment in Skills.....	10	<b>6. What still needs to be achieved?</b> .....	19
Embedding the Skills conversation.....	10	Overview .....	19
Construction .....	11	Construction.....	19
Activities .....	11	Manufacturing.....	19
Capital Investment.....	11	Health and Social Care .....	19
Skills Provision .....	12	Food and Food Production.....	19
Manufacturing & Engineering .....	13	Education .....	20
Activities .....	13	Cross Cutting Themes.....	20
Capital Investment.....	13	Watching Briefs .....	20
Skills Provision .....	14	Creative Industries .....	20
Fresh Food & Food Production.....	15	Transport & Logistics.....	20
Activities .....	15	Conclusion.....	20
Skills Provision .....	15	<b>Annex 1</b> .....	21



**Funded by  
UK Government**



# Kent & Medway LSIP Progress report 2024

---

## 1. Aims & Objectives

**1.1** Building on the Local Skills Improvement Plan in August 2023<sup>1</sup>, 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 LSIP<sup>2</sup> and the initial employer informed skills work<sup>3</sup> 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.

---

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

<sup>2</sup> [Trailblazer LSIP](#)

<sup>3</sup> [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 Framework<sup>4</sup>, 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 2023<sup>5</sup>. 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 Park<sup>6</sup> site. And a pharmaceutical manufacturing company<sup>7</sup>, 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 College<sup>8</sup> opened in Autumn 23, which provides modern and up to date facilities for learners and EKC Canterbury College Spring lane site<sup>9</sup> 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.

<sup>4</sup> [Kent & Medway Economic Framework March 2024](#)

<sup>5</sup> [ONS, UK Business, activity, size and location, 2023](#)

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

<sup>7</sup> Recipharm AB

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

<sup>9</sup> 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"> <li>Perception of the industry and engagement</li> <li>Modernising the training offer</li> <li>Upskilling &amp; reskilling</li> </ul>	KFE – MKC lead Employers KCFG Major Projects Group K&M Careers Hub National Career Service Prison Service * LSIP team	Throughout the LSIP 2023/25	To improve collaboration between the construction sector and careers, with a focus on attracting a more diverse and skilled workforce.  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.	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"> <li>Image and perceptions</li> <li>Modernising the training offer</li> <li>Understanding the skills landscape</li> </ul>	LSIP LSIF KFE – NKC lead KMFG Careers Hub Employers ITP	Throughout the LSIP 2023/25	To improve collaboration between the manufacturing & engineering sector and careers, with a focus on promoting automation and digital skills.  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.	Monitoring of materials progress to production and increase in offer related to employer demand.  Sector surveys on skills offer.	In progress and on track
Food & Food Production	<ul style="list-style-type: none"> <li>Recruitment and retention challenge</li> <li>Regional sector-specific offer (Level 2 &amp; 3)</li> </ul>	KFE – NKC lead DWP LSIP Sector lead Growers & Food Producer Group KCC (for Bootcamps) Industry 4 Council	1. 2024/25  2. & 3. Throughout the LSIP 2023/25	To support the: <ul style="list-style-type: none"> <li>co-development &amp; Delivery of sector focused pre-employment programmes.</li> <li>curriculum improvement &amp; co-development at levels 2 &amp; 3.</li> <li>development of Engineering curriculum for Food Production.</li> </ul>	Monitoring of <ul style="list-style-type: none"> <li>pre-employment pilots &amp; rollouts.</li> </ul>	In progress and on track

	<ul style="list-style-type: none"> <li>Increased engineering skills and provision</li> <li>Sector-specific leadership and management skills</li> </ul>	LSIP team		<ul style="list-style-type: none"> <li>development of leadership and management curriculum for the sector.</li> </ul>	<ul style="list-style-type: none"> <li>increase in offer at levels 2 &amp; 3.</li> </ul> <p>Employer survey in 2025</p>	
Health & Social Care	<ul style="list-style-type: none"> <li>Recruitment and retention in social care</li> <li>Digital skills in social care</li> </ul>	<p>Skills for Care Careers Hub</p> <p>Medway Health and Social Care Skills Board</p> <p>KFE – EKC lead</p> <p>Employers KCC</p> <p>Medway Council LSIP</p>	Throughout the LSIP 2023/25	<p>Support with:</p> <ul style="list-style-type: none"> <li>Increasing visibility of existing tools to promote careers.</li> <li>Providing enhanced career resources for educator and careers advisors.</li> <li>Expanding social care offerings and uptake.</li> <li>Integrating digital skills into existing courses.</li> <li>Offering new programmes for existing staff to support digitalisation.</li> </ul>	<p>Monitoring of:</p> <ul style="list-style-type: none"> <li>Materials progress to production</li> <li>Social care offer and take-up</li> <li>Social care workforce trends and positive changes</li> <li>Change in offer related to digital skills.</li> </ul>	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.</p> <p>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"> <li>alleviate skill shortage areas through increased use of technology, division of roles and staff deployment.</li> <li>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)</li> </ul> <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"> <li>Digital skills training on existing courses, with extra focus on specialised skills across the sectors.</li> <li>New courses to address basic digital skills needs for the existing workforce.</li> </ul>	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"> <li>Opportunities for engagement:</li> <li>Career development pathways</li> <li>The regional skills offer.</li> </ul>	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 112
- 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 Service<sup>10</sup>, 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 LinkedIn<sup>11</sup>, website content<sup>12</sup> and also through publications such as Thinking business<sup>13</sup>.
- 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.

---

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

<sup>11</sup> Kent & Medway Local Skills Improvement Plan [LinkedIn](#)

<sup>12</sup> [Kent & Medway Local Skills Improvement Plan website](#)

<sup>13</sup> 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"<sup>14</sup>, 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 Factory<sup>15</sup>, 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 Centre<sup>8</sup> 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 Centre<sup>16</sup> which is being currently built will address the employer identified need for skills in retrofitting existing building stock to meet Net Zero targets.



<sup>14</sup> [On Your Doorstep video](#)

<sup>15</sup> MidKent College Maidstone campus - SDF1

<sup>16</sup> 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 Centre<sup>17</sup> and a Green Skills & Retrofit Centre <sup>18</sup> 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 technologies<sup>19</sup> 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.

<sup>17</sup> North Kent College Tonbridge campus - LSIF

<sup>18</sup> EKC Group - Ashford College - LSIF

<sup>19</sup> 12 Rooms across the 12 college sites of Kent Further Education Colleges- SDF2



## Manufacturing & Engineering

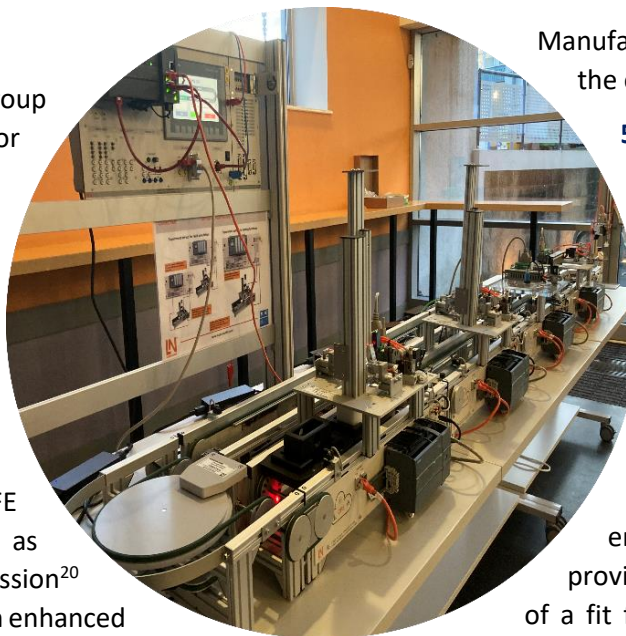
### Activities

**5.26** The Kent & Medway Manufacturing Focus Group (KMFG) has been the key engagement vehicle for the LSIP, 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 Commission<sup>20</sup> and the Industry 4.0 Council<sup>21</sup>. 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 resource<sup>22</sup>.

**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.

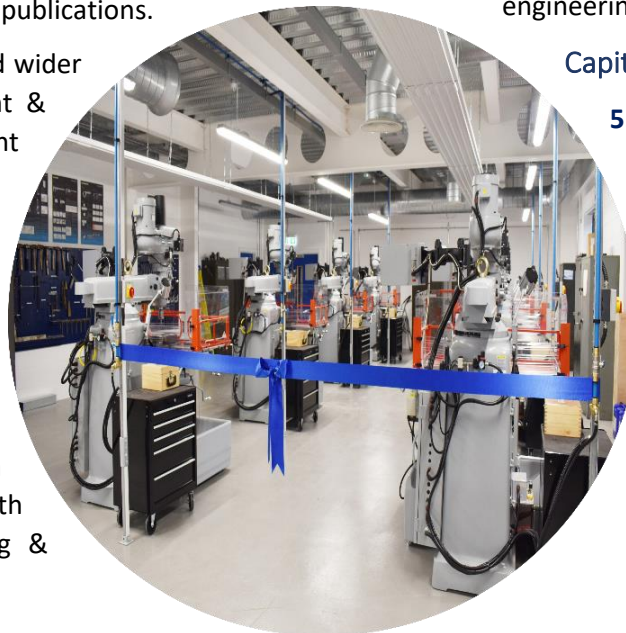
**5.30** One of the most impactful activities was a 3 site KMFG meeting where employers were hosted simultaneously at EKC Dover College, MidKent College Maidstone, and North Kent College Gravesend. Employers were shown the facilities and then a meeting was held in the immersive classrooms at each site, 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 Lab<sup>23</sup>, Engineering Hub<sup>24</sup> and CNC Workshop<sup>25</sup> in response to the needs identified in the Trailblazer LSIP, 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.



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

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

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

<sup>23</sup> [EKC Canterbury College](#) – SDF1

<sup>24</sup> [EKC Ashford College](#) – SDF1

<sup>25</sup> [EKC Dover College](#) – SDF1



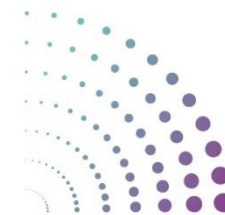
**5.34** As part of the next phase of capital investment (LSIF) more of these facilities are being set up across the region increasing the access to Industry 4.0 skills.

**5.35** Immersive classrooms<sup>26</sup>, 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.



**Industry 4 Council**  
Kent & Medway

<sup>26</sup> 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 & Medway<sup>27</sup>, 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 College<sup>28</sup>.

**5.41** The sector has a vibrant Growers & Food Production Group<sup>29</sup> 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.



<sup>27</sup> <https://tiah.org/kent-medway>

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

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

<sup>29</sup> 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 LSIF<sup>30</sup> 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.

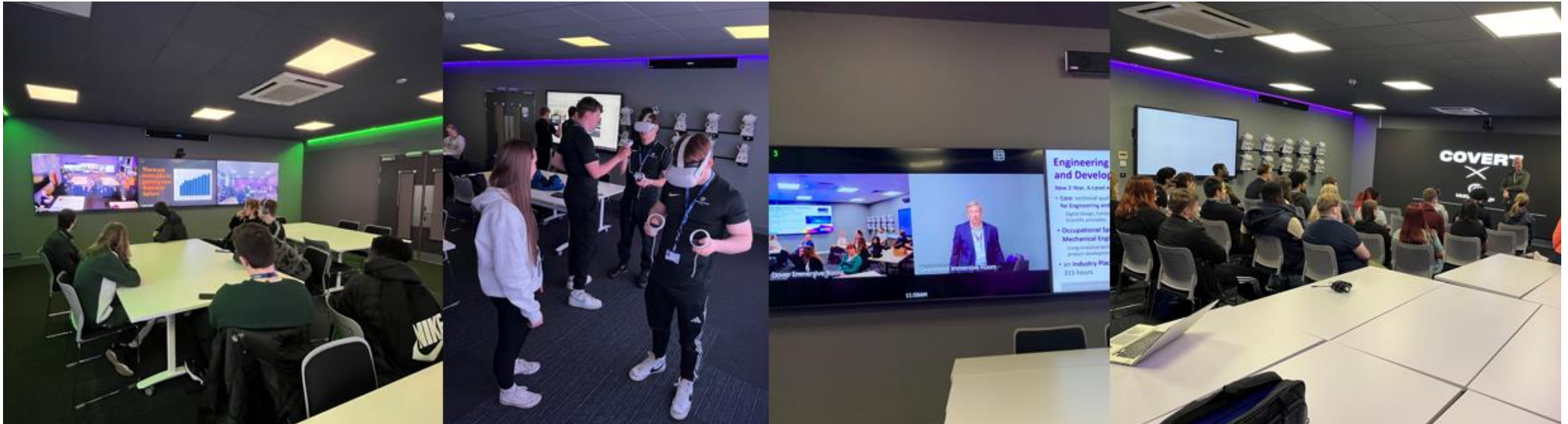
## Manufacturing

**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?"<sup>31</sup> which features a highly skills focused manufacturer and the Employer Standards LSIP Vlog<sup>32</sup>. The latter showcases a CEC tool empowers businesses to undertake skills outreach.

**5.80** Initiatives like the Skills Bus<sup>33</sup>, 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.

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

<sup>32</sup> The CEC [Employer Standards LSIP Vlog](#)

<sup>33</sup> 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.



### Kent Invicta Chamber of Commerce

Ashford Business Point  
Sevington, Ashford  
Kent TN24 0LH

T: +44 (0) 1233 503 838

E: [LSIP@kentinvictachamber.co.uk](mailto:LSIP@kentinvictachamber.co.uk)

[www.kentinvictachamber.co.uk](http://www.kentinvictachamber.co.uk)





This page is intentionally left blank

## DECISION REPORT TO CABINET COMMITTEE

**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  
27 February 2025

**Subject:** Raising Ambition. Enabling Curiosity. Building Resilience.  
A Strategy for the Future of Education in Kent, 2025-2030

**Decision no:** 25/00023

**Key Decision:** Yes. It affects more than 2 Electoral Divisions.

**Classification:** Unrestricted

**Past Pathway of report:** N/A

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

**Electoral Division:** All divisions

---

**Is the decision eligible for call-in?** Yes

---

### Summary:

This report introduces *Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025 to 2030*, which provides a high-level statement of intent to guide KCC and our partners in delivering education over the next five years.

It sets out our mission, principles and priorities for work, in line with KCC's statutory duties and supports KCC to respond to the national agenda for education.

The scope of the strategy is education from early years to post-16.

The strategy touches on most aspects of education with a focus on developing system cohesion and strategic leadership, educational excellence via school improvement, improved outcomes for disadvantaged and vulnerable children and young people, safeguarding, SEND and inclusion, attendance, mental and general health, the work of the virtual school, fair access, as well as other relevant strands of work such as culture and the impact of AI and net zero on education.

This report additionally provides the Children's, Young People and Education Cabinet Committee with the findings of a public consultation on the content of the strategy.

This report details the consultation responses and recommends the Education Strategy be adopted.

### **Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE and MAKE RECOMMENDATIONS to the Cabinet Member for Education and Skills on the proposal as set out in the Proposed Record of Decision (PROD).

---

## **1. Introduction**

- 1.1 This report introduces *Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030*, which provides a high-level statement of intent to guide KCC and its partners in delivering education over the next five years.
- 1.2 This strategy has been developed in response to the previous and current Government's approach to a self-improving, school led system. As the system evolves there is a growing understanding of the need for sector-wide collaboration to ensure that every child receives an excellent education.
- 1.3 The audiences for the strategy are Members and Officers with responsibility for education, professionals who lead and work in education, parents and carers, Kent residents and children and young people in state-funded education.
- 1.4 The strategy has been co-produced and is based on a wide range of stakeholder engagement work with educational professionals, partners, parents, carers and children and young people. This has been undertaken with both internal and external partner and stakeholder input to understand the issues within the sector, to inform the structure, identify the areas of focus and refine the content of the strategy.
- 1.5 The strategy includes a mission statement, a set of principles and three areas of focus as well as a high level summary of the activity under each of the three areas of focus.
- 1.6 Implementation of this strategy will:
  - Provide a vision for education and an approach to support KCC to deliver its statutory duties in education
  - Align to the national direction of travel, within a rapidly changing context
  - Address specific challenges and issues within the system
  - Support sector cohesion and collaboration
- 1.7 A public consultation was undertaken between 23 October 2024 and 15 December 2024 on the approach and the content of the strategy. This report provides details of the consultation outcomes and considers that feedback and its contribution to the final version of the strategy.

- 1.8 We are seeking the views of the Children's, Young People and Education Cabinet Committee on this draft strategy prior to the Cabinet Member for Education and Skills being asked to adopt it.

## **2. Key Considerations**

- 2.1 The previous overarching strategy for education was Vision and Priorities for Improvement, 2018-2021. This draft strategy is new and aims to provide a collaboratively developed vision and approach to support KCC and the sector to fulfil statutory duties as it strives to deliver educational excellence. KCC does not have a current strategy for education.
- 2.2 The Local Authority's role in state-funded education has undergone significant change over previous years and is set to change further as the new Government develops and embeds its own education agenda. The draft strategy aims to outline principles and approaches to support delivery during a period of change.
- 2.3 There is a range of statutory guidance underpinning the work of the County Council and educational settings, schools, colleges and providers. The key documents outlining this are:
- 2.3.1 Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services, April 2013. This sets out the key areas of responsibility for educational excellence and a high level summary of responsibilities for state funded schools including for academies.
  - 2.3.2 The Education Act, 2002, which sets out requirements around safeguarding, the structure of education, i.e. the role of academies and the curriculum, specifically to provide 'a balanced and broadly based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils/students at school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.
- 2.4 The way these requirements are met can vary and at the time of drafting the new Government has launched an independent, expert-led '*Curriculum and Assessment Review*', which will provide an opportunity for leaders to broker an agreement about how schools can better equip our children and young people for adult life.
- 2.5 The Children's Wellbeing and Education Bill was introduced to Parliament in December 2024 and had its second reading on 8 January 2025. The Bill, once adopted, will mean further changes for the Local Authority and the education sector.
- 2.6 The Government's Devolution White Paper December 2024 also presents a changing backdrop to the delivery of the strategy.



- 2.7 Within this landscape, the strategy aims to be agile and responsive, setting out a clear vision and an immutable set of principles to guide the way KCC and the sector fulfil their evolving duties in education. It aims to support our decision making and the work of the sector through a time of change.
- 2.8 An implementation delivery plan will underpin the activity set out under the three areas of focus within the proposed strategy. This will support the detailed delivery of the work to respond to the anticipated or possible change brought about by listed national and local activity above.
- 2.9 KCC faces specific local concerns. In response to these, the strategy builds on and links to a range of other strategic pieces of work or reviews that are taking place, including and notably:
- 2.9.1 Improving the system approach to SEND inclusion. Two inspections (2019 and 2022) identified significant areas of weakness within the SEND area (Health, Education and Care Services) and the need for a more consistent approach to SEND inclusion across all education providers. The proposed education strategy sits alongside the response with the newly refreshed SEND strategy, the County-wide Approach to Inclusive Education (CATIE), Special Schools Review and the Education Accessibility Strategy.
  - 2.9.2 Funding Services to Schools, 2025, which responds to the changes in national arrangements for funding schools and local authorities.
  - 2.9.3 A review of Early Years Education in Kent – supporting settings to embed inclusive practice, 2024 which will help early years settings to embed inclusive support for children and builds on existing good practice.
- 2.10 The strategy will support and enhance the strategic priorities set out in "Framing Kent's Future 2022-2026." By supporting children and young people to fulfil their academic potential, the strategy contributes to the broader goals of creating a prosperous, healthy, and inclusive Kent, the long-term vision for the county's future.
- 2.11 The strategy will support and enhance the strategic priorities set out in "Securing Kent's Future" by supporting KCC and the sector to adapt to the changes in government funding, such as the removal of the school improvement grant. This specifically links to the work on Services to Schools but also links to the national agenda around school-to-school support (this term references all parts of the sector from early years to post-16 providers) and system leadership.

### **3. Body of the report:**

#### **Development of the proposed Strategy**

- 3.1 KCC is committed to supporting the best educational opportunities for our children and young people. Furthermore, as a Local Authority we have defined



statutory duties related to education which we have to deliver related to promoting an excellent education for all children and young people.

- 3.2 The development of the draft *A Strategy for the Future of Education in Kent: Raising ambition. Enabling curiosity. Building resilience, 2025-2030*, builds on existing work and good practice and addresses both longstanding and emerging issues within the education system. It has been developed based on a range of stakeholder engagement activity with educational professionals, parents, carers and children and young people.

### **The engagement activity underpinning the proposed strategy**

- 3.3 Substantial stakeholder engagement work took place prior to drafting the proposed strategy, which provided valuable insights and feedback that fundamentally shaped the proposed strategy. The following stakeholder activity took place:

- Six engagement sessions with a total of 118 children and young people.
- Six focus groups with parents and carers.
- Six co-construction sessions. These took place with sector leaders and professionals from early years, schools and post-16 providers.
- 16 co-construction conversations with representatives from external partner organisations and key provider associations such as Kent Association of Leaders in Education.
- Extensive internal and cross-directorate discussions.

### **The content and structure of the strategy**

- 3.4 The strategy includes a mission statement, a set of principles and three key areas of focus under which sits further detail about the work to be undertaken.

#### **3.5 The Kent education mission is to:**

- Collaboratively develop and support an effective, evidence-informed system of strong leaders and staff grounded in clear moral purpose to respond to the local needs and aspirations of Kent children, parents and carers.
- Place children and young people at the centre of all education, by ensuring they are heard, included and supported to be ambitious, curious and resilient individuals who are well prepared for their future and empowered to achieve.

#### **3.6 The strategy has 8 underlying principles – these are to be:**

- Ambitious – striving for the best learning and educational outcomes for all children and young people.
- Inclusive and child-centred – promoting safe, relationship-based working to ensure an understanding of individual needs, joined up services, smooth transitions and equity.
- Sector-focused – enhancing sector-based leadership, expertise, and skills for effective, continuous improvement.

- Collaborative and place-based – facilitating collaborative, place-based approaches to education and childcare, meeting local needs through building strong support networks and partnerships.
- Evidence-informed – being learning and development focused, recognising evidence, and seeking best practice to inform continuous improvement.
- Sustainable – building for a financially stable and appropriately resourced future.
- Compassionate and principled – seeking to balance best interests whilst providing appropriate challenge and making difficult decisions.
- Open and consistent – communicating effectively and consistently to build trust and stronger relationships.

3.7 The core content of the draft strategy is organised into the three areas of focus

- **Raising ambition**
- **Enabling curiosity**
- **Building resilience**

Each area of focus has a number of priorities and objectives which provide some high level detail of the work that will be undertaken.

### **A summary of consultation and responses**

3.8 A public consultation was undertaken between 23 October 2024 and 15 December 2024 on the content and format of the strategy.

3.9 There were 3,360 visits to the strategy consultation, and documentation was downloaded over 1,830 times resulting in 131 responses. This is in the context of a range of other education consultations taking place prior to or overlapping with this work. It also needs to be considered in light of the wider engagement work already mentioned. (Paragraph 3.3).

3.10 The respondents largely fall into two broad categories: Educational professionals (54%), and parents, carers and residents (46%). Of those who identified as parents and carers, there were 40 parents with children and young people currently in education, 16 of these identified as SEND and 9 had an EHCP. The demographic analysis indicates that there was no significant demographic difference in the consultation response.

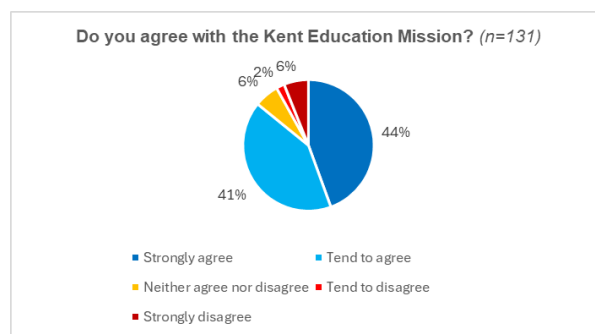
3.11 The overwhelming response to the proposed strategy was very positive with 80% or more of respondents strongly or tending to agree with all parts of the strategy. This rose to 99% for some sections.

### **The consultation responses to the strategy**

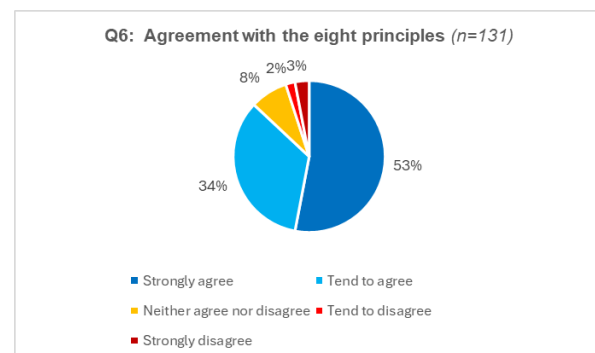
3.12 The consultation questionnaire contained both closed and open questions. The following provides a summary of the response to each main question, including the percentages and an indication of the comments made.

3.13 *Was the document easy to read?* Of the 131 responses, 87% found the documents easy to understand, 11% found them partially easy, 2% did not find them easy to read.

3.14 *To what extent do you agree with the Education Mission?* The vast majority of respondents, 85%, agreed with the mission. Comments were raised around the perceived lack of specificity and how will it be achieve. Some questioned if children were central enough and the question of resourcing – both staffing and finances were raised here.

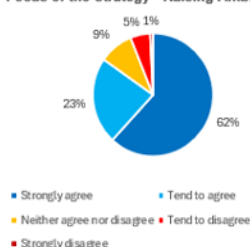


3.15 *To what extent do you agree with the principles?* Again the vast majority 87%, of respondents were positive about the principles. The comments made questioned if ambition meant progress or just attainment. There was discussion about the challenge of being inclusive of SEND in mainstream education. Resourcing was mentioned as was the challenges presented by the Kent context. Some expressed the view that eight were perhaps to many.

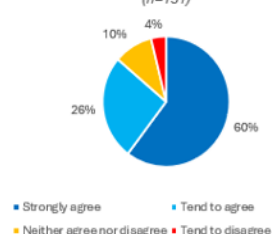


3.16 *To what extent do you agree with the three areas of focus: Raising Ambition, Enabling Curiosity and Building resilience?* Strong support was demonstrated for each Area of Focus, with very few disagreeing (between 5 and 8 respondents only) and a greater proportion of respondents strongly agreeing (rather than tending to agree) when compared to the responses to other questions. The commentary again raised the need to recognise progress, not just overall attainment, particularly for those with SEND. Comments were made about the importance of developing creativity yet the challenges posed by the national curriculum and its perceived narrowness. Resourcing, the Kent context and ensuring that early years was appropriately recognised across all areas were points also raised.

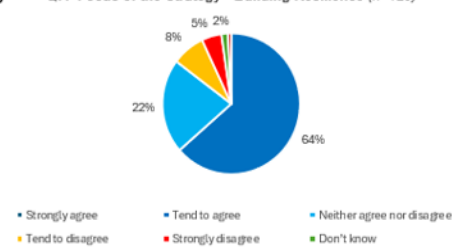
Q7: Focus of the Strategy - Raising Ambition (n=131)



Q7: Focus of the Strategy - Enabling Curiosity (n=131)



Q7: Focus of the Strategy - Building Resilience (n=129)



3.17 *To what extent do you agree with the priorities and objectives outlined under Raising Ambition?* Comments were made about the Ofsted framework and the limited insights inspection outcomes provide about the quality of education. The challenge of SEND inclusion was also mentioned. Comments were also made questioning the resourcing (both in terms of the financial but also in terms of the staffing expertise) needed and the detail of how this would be delivered. The tables below outline the levels of agreement against each priority.

Q8: To what extent do you agree or disagree that the following 6 goals/priorities are the right ones to support <i>Raising Ambition</i>						
	<i>High standards</i>	<i>Strong starting points</i>	<i>Good pathways</i>	<i>Great schools, strong Ofsted</i>	<i>Meeting specific needs</i>	<i>Equality of opportunity</i>
Strongly agree	82 (63%)	92 (70%)	99 (76%)	62 (48%)	97 (74%)	99 (76%)
Tend to agree	40 (31%)	32 (24%)	26 (20%)	41 (32%)	21 (16%)	24 (18%)
<i>Total 'agree'</i>	94%	94%	96%	80%	90%	94%
Neither agree nor disagree	4 (3%)	4 (3%)	2 (2%)	16 (12%)	7 (5%)	7 (5%)
Tend to disagree	4 (3%)	2 (2%)	2 (2%)	8 (6%)	3 (2%)	0
Strongly disagree	1 (1%)	1 (1%)	1 (1%)	3 (2%)	3 (2%)	0
<i>Total 'disagree'</i>	4%	3%	3%	8%	4%	0%

Q9: To what extent do you agree or disagree that the following 5 goals/priorities are the right ones to support <i>Enabling Curiosity</i>					
	<i>Effective pastoral care</i>	<i>Great teaching and learning</i>	<i>Good health</i>	<i>Good physical fitness</i>	<i>Creativity</i>
Strongly agree	90 (69%)	105 (81%)	84 (65%)	82 (64%)	100 (76%)
Tend to agree	34 (26%)	23 (18%)	38 (29%)	34 (26%)	28 (21%)
<i>Total 'agree'</i>	95%	99%	94%	90%	97%
Neither agree nor disagree	5 (4%)	1 (1%)	6 (5%)	11 (9%)	2 (2%)
Tend to disagree	1 (1%)	1 (1%)	2 (2%)	2 (2%)	
Strongly disagree	1 (1%)				1 (1%)
<i>Total 'disagree'</i>	2%	1%	2%	2%	1%

Q10: To what extent do you agree or disagree that the following 5 goals/priorities are the right ones to support <i>Building Resilience</i>					
	<i>Safe-guarding</i>	<i>Mental Health</i>	<i>System wide cohesion</i>	<i>School to school improvement</i>	<i>Future-proofing</i>
Strongly agree	112 (87%)	101 (78%)	84 (65%)	79 (61%)	78 (61%)
Tend to agree	14 (11%)	19 (15%)	33 (25%)	32 (25%)	32 (25%)
<i>Total 'agree'</i>	98%	93%	90%	86%	86%
Neither agree nor disagree	2 (2%)	6 (5%)	10 (8%)	13 (10%)	14 (11%)
Tend to disagree		1 (1%)		2 (2%)	1 (1%)
Strongly disagree	1 (1%)	2 (2%)	2 (2%)	1 (1%)	1 (1%)
<i>Total 'disagree'</i>	1%	2%	2%	1%	1%

## Consultation feedback themes and response

3.18 There is broad support for the proposed strategy and strong agreement with the content. Any changes to the strategy will need to be carefully considered as there is no groundswell of opinion for change.

3.19 There are however, four main themes that come from the analysis of the qualitative feedback:

- Implementation, specifically, how will the strategy be delivered? This included questions about resourcing, the impact on staff, roles and responsibilities, monitoring and sustainability. This included mention of the Kent specific context and perceived challenges.
- The documentation and ensuring clarity.
- The curriculum and how the abilities, skills and interests of those who are less academic will be supported and focused on, particularly in relation to having needs met.
- The challenges of SEND inclusion in mainstream. This came from education professionals and the parents of children with, as well as those without, any SEND

3.20 In response to the overwhelmingly positive feedback from the consultation, the key content in the proposed strategy has not been changed. However, further

details and clarification about the implementation of the strategy have been added and we have improved the consistency of language in the document to support clarity and ease of engagement. Regarding the other two themes, both the wider curriculum and the inclusion of SEND children are currently considered and covered in the strategy. Other small changes have been made in response to other comments, partly around language and partly around inclusion.

3.21 The full externally produced consultation report is attached as Appendix 1.

#### **4. Options considered and dismissed, and associated risk**

4.1 The option of doing nothing and continuing without a strategy that reflects the current operating environment, as well as how the present and future challenges could be addressed by KCC and the stakeholder community, was dismissed.

4.2 KCC has a wide range of statutory duties it needs to meet in education. These are a priority, and we need to consider and plan for how these are fulfilled. The proposed strategy supports KCC to fulfil its responsibilities and promote educational excellence for all children and young people. This includes being ambitious in tackling underperformance, ensuring a sufficient supply of good education places, including in early education and childcare, and sufficient local provision for pupils with special educational needs.

4.3 The vision and detail in the proposed strategy will support meeting the legal requirements of the Children and Families Act (2014), which outlines a broader responsibility to:

- Champion the needs of vulnerable children and young people, their families and carers, so there is an inclusive learning system which gives them the opportunity to succeed.
- A responsibility to ensure a strategic coherence that enables schools and settings to develop purposeful partnerships that improve the quality of teaching and learning outcomes for children and young people.
- Collaborate with partners to build the capacity for sector-led school improvement.

#### **5. Financial Implications**

5.1 The draft Education Strategy provides a vision for how the County Council delivers existing and anticipated activity and services intended to support education.

5.2 The work to be delivered in the proposed strategy is cost neutral and will be delivered in line with existing and anticipated funding arrangements. Operational delivery arising from this proposed strategy for future years will be determined by the approved budget and the Medium Term and Financial Plan (MTFP) requirements. It also aligns with the work undertaken by the review of the Services to Schools.

- 5.3 The strategy will support and enhance the strategic priorities set out in “Securing Kent’s Future” by supporting KCC and the sector to adapt to the changes in government funding, such as the recent removal of the school improvement grant. This specifically links to the work on Services to Schools but also links to the national agenda around school-to-school support (this term references all parts of the sector from early years to post-16 providers) and system leadership.

## **6. Legal implications**

- 6.1 The strategy will support KCC to deliver against key legislation, including the Education Act 2002, the Children and Families Act 2014, the SEND Code of Practice 2015, and Equality Act 2010, ensuring compliance with statutory duties.

## **7. Equalities implications**

- 7.1 Prior to consultation, an EqIA was completed (see Appendix 2). As one of the underlying principles to the strategy is to be inclusive and child-centred, the EQIA identifies no specific negative impacts for particular protected characteristics. The draft strategy intends to improve outcomes for all and improve equality of opportunity. No adverse impact on protected groups was identified prior to stakeholder consultation.
- 7.2 The consultation report did not identify any negative impact on any protected characteristic.
- 7.3 The consultation sought feedback on the initial EqIA but only a few comments were made. These were largely queries around SEND provision and how the strategy would specifically address this. However, the low level of response to this question, combined with the demographic profile of the respondents, (there was no demographic bias) mean that in practice the consultation alone has not highlighted any clear and specific areas in relation to or from those with protected characteristics that require addressing.

## **8. Data Protection Implications**

- 8.1 The strategy does not have additional data protection implications. All data used in support of implementing the strategy will be used in line with GDPR requirements and KCC’s current and relevant GDPR privacy notices.

## **9. Other corporate implications**

- 9.1 The decision to adopt this proposed strategy will support all education work, specifically the work on SEND, the work on Services to Schools and the work on Accessibility.
- 9.2 The proposed Education Strategy will support Framing Kent’s Future, to deliver Priority 1: Levelling up Kent, specifically the work to:
- 9.2.1 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.

- 9.2.2 Maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families.
- 9.2.3 See significant improvements in the economy, connectivity, educational attainment, skills and employment rates and public health outcomes in deprived communities in coastal areas so that they improve faster than the rest of Kent to reduce the gaps.

## **10. Governance**

- 10.1 The Corporate Director of Children, Young People and Education will be delegated authority in line with the final decision. In turn the Director of Education and SEN will be delegated authority to implement the decision, in line with existing schemes of delegation.

## **11. Conclusions**

- 11.1 *Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030*, is a comprehensive and ambitious strategy facilitating sector cohesion, collaboration and improvement for all children from early years through to post-16.
- 11.2 Successful implementation of the strategy will require the collective effort of all stakeholders, regular monitoring review and amendment to reflect the changing context and a fundamental commitment to ongoing improvement.
- 11.3 The approval and endorsement of this strategy is the first step towards ensuring an excellent education for all children and young people in Kent.

---

### **Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE and MAKE RECOMMENDATIONS to the Cabinet Member for Education and Skills on the proposal as set out in the Proposed Record of Decision (PROD).

---

## **12. Background Documents**

- [Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services](#)

## **13. Appendices**

Appendix 1: Consultation Report  
Appendix 2: Equality Impact Assessment  
Appendix 3: Proposed Record of Decision  
Appendix 4: Draft Revised Strategy

## **14. Contact details**

Report Author: Michelle Stanley	Director: Christine McInnes
Job title: Education Lead Adviser	Job title: Director Education and SEN
Telephone number: 03000 417440	Telephone number: 03000 418913
Email address: michelle.stanley@kent.gov.uk	Email address: Christine.mcinnnes@kent.gov.uk



## **Kent County Council**

Children, Young People & Education Directorate

### **Draft Strategy for the Future of Education in Kent 2025-2030**

Analysis of the Consultation survey

Report

January 2025



## Contents

Contents .....	2
Introduction .....	4
The Strategy documents.....	8
The Kent Education Mission .....	10
The Principles .....	12
Areas of focus.....	17
Priorities .....	20
Other comments on the Strategy.....	26
Comments on the Equality Impact Assessment [EqIA] .....	27
Concluding comments from acl .....	27
Annexes.....	31
A The Consultation questionnaire – abbreviated version .....	32
B Respondents to the Consultation – demographics .....	35
C Cross-tabulation – a technical note.....	43

D Glossary of terms .....46

## Introduction

- 1 In October 2024, Kent County Council [KCC] launched a survey as part of a consultation process on its *Draft Strategy for the Future of Education in Kent for the period 2025 to 2030* [the Strategy].<sup>1</sup>
- 2 The survey was open from 23<sup>rd</sup> October 2024 to midnight on 15<sup>th</sup> December 2024; participation was either by completing a questionnaire (provided both in paper form and online at LetsTalkKent – an abbreviated version is at Annex A) or otherwise making a written submission. An independent research consultancy, acl consulting, was commissioned by KCC to analyse the responses: this document is acl's report on the key findings from the survey.

### The questionnaire

- 3 The questionnaire invited respondents' views on the Strategy. It contained both closed questions (yes/no, tick box, and based on a five-point Likert scale, from 1 – strongly agree – to 5 – strongly disagree) and open questions. This report provides an analysis of responses to both types of questions.
- 4 Demographic information was also collected, in part to enable comparisons of how different groups of respondents answered any given question. Were parents/carers, for example, more likely to “strongly agree” with a particular proposition than education professionals?

### Respondent profile

- 5 A total of 131 responses were received, the vast majority of which were completed online.<sup>2</sup> (Full demographic details are at Annex B.)

---

<sup>1</sup> More information and links to various documents relating to the Strategy are at <https://letstalk.kent.gov.uk/education-strategy-25-30#:~:text=The%20consultation%20report%20and%20final,by%20the%20Cabinet%20Member%20for>.

<sup>2</sup> The substantive written responses received in other than completed survey format have been reviewed to ensure that the points made are appropriately reflected in this report.

- 6 124 respondents gave their postcode; the distribution of these across KCC's education team areas is as follows: North = 14%; East = 27%; South = 15%; West = 38%.<sup>3</sup> (6% of respondents gave postcodes outside the area administered by KCC – principally Medway.)
- 7 Given the level of response, to ensure that the sub-groups were sufficiently large for the purposes of analysis, respondents were initially grouped into two broad categories as illustrated in the following table.

<b>Q1: Status of respondents – Education professionals</b>		
	<i>Number</i>	<i>Proportion</i>
Education professional or employee	52	40%
KCC employee	12	9%
Charity or Voluntary, Community or Social Enterprise [VCSE] worker/volunteer	4	3%
On behalf of a commercial Kent educational services provider	3	2%
<i>Total classified as education professionals</i>	71	54%

<b>Q2: Status of respondents – Parents/carers [residents and others]</b>		
	<i>Number</i>	<i>Proportion</i>
Parent/carer of a child in education in Kent from early years through to post-16	30	23%
Kent resident	13	10%
Councillor (any level of council)	3	2%
On behalf of a friend or relative	1	1%
Other	13	10%
<i>Total classified as 'parents/carers'</i>	60	46%

- 8 The 52 respondents indicating that they were an “Education professional or employee” were asked about the type of education provider they worked for (Q1b) – multiple answers were possible (e.g. Primary and MAT) – and their role in the organisation (Q1c). The responses indicate that:
- There were more responses from staff in the Primary and Early Years than in Secondary and Post-16 phases (by more than 3:1)
  - Responses were received from 2 Pupil Referral Units and 1 Special School
  - Responses from Multi-Academy Trusts [MATs]/their academies outweighed those from local authority schools (by 2:1)

<sup>3</sup> Respondents did not have to answer every question in the survey hence, although the total number of responses received is 131, n – the number responding to a particular question – may differ from this (as is the case here).

- Responses were generally from those at a senior level in their organisation (33 of the 52 that responded to Q1c indicated that they were either a Headteacher, CEO or a senior manager).

- 9 The 30 respondents indicating that they were a “Parent/carer” were asked about the phase(s) of education their child(ren) were in (Q1d); again multiple answers were possible. The split between phases here differs to that reported for staff in some respects – more with a child/children in Primary and Secondary, fewer in Early Years and also Post-16 provision (the ratios are 3:1).
- 10 Parents/carers were also asked whether they had a child/children with special educational needs or disabilities [SEND] (Q1e – 16 had) and, if so, whether an Education, Health & Care Plan [EHCP] was in place (Q1f – it was in 9 cases). Comparing the responses of these parents with those of parents whose child/children do not have SEND/an EHCP there is generally little variation; both are still overwhelmingly positive in the main (the median and mode responses are 1 in almost all cases), with the SEND/EHCP group of parents occasionally agreeing less strongly (i.e. recording a 2 rather than a 1).<sup>4</sup>
- 11 Only half of respondents gave further demographic information about themselves – from this the “typical” respondent was white, more likely to be female than male, heterosexual, and aged 50 or over. 7 respondents reported that they had a disability.

## Analysis

- 12 The remaining sections of this Report present our analysis of the responses to the survey. The Report follows the structure of the survey questionnaire with each of the key elements of the Strategy being covered in questionnaire order – one per section. The relevant closed and open questions are considered together in each section.

---

<sup>4</sup> A brief statistical note by way of explanation may help. The median is the middle number of a data set when the values are arranged in order (from smallest to largest or vice versa). The mode is the value in the data set that occurs most often. Also relevant here are the arithmetic mean (calculated by adding all the values in the data set together and dividing the total by the number of values), and the range of the data set (the difference between the highest and lowest values – i.e. 1 and 5 on the Likert Scale used here). For this Consultation the size of the parents/carers data set is relatively small (30): this means that just one or two outliers in the range (e.g. a 4 or a 5 if most responses are 1 or 2) will have a significant impact on the arithmetic mean, and this is indeed the case with the parental/carer data set here. Because the median and mode are less affected by the odd outlier, they are a better reflection of what the data is actually saying – hence we focus on these rather than the mean here.

- 13 As part of the analysis of the responses given to the closed questions, a number of the most useful “cross-tabulations” were run (principally to see if there were any discernible differences between respondent types).<sup>5</sup> In no instance was there a significant difference in the way one group of respondents – however defined – answered any particular question compared to another group of respondents. This means that, for example, when we say (below) that 113 out of 130 respondents (87%) found the Strategy easy to understand the reader can assume that – subject to rounding error and small chance fluctuations – 87% of parents/carers found it easy to understand, as did 87% of education professionals. For this reason, the responses to the quantitative questions are presented here only on an “all respondents as a whole” basis.
- 14 In Section 2 of the questionnaire, which is where most of the qualitative data has been generated, closed questions were generally followed by one or more open questions where respondents could enter unlimited free text of their choice to explain their answer to the related closed question, and in some cases suggest changes to the particular element of the Strategy under review – e.g. Q5 (To what extent do you agree or disagree with the *Kent Education Mission*?) was followed by Q5a (Please tell us the reason for your response.).
- 15 Open questions often generate a not inconsiderable amount of text which has to be analysed to draw out the key themes; to do this we used the Emerging Themes methodology, which enabled a comprehensive summary of the key points made in response to each open question to be produced. In each of the following sections, the commentaries on the qualitative responses are based on these summaries.<sup>6</sup> For the purposes of this Report, “quotes” from a selection of the responses are given to illustrate the points being made.<sup>7</sup>

---

<sup>5</sup> We provide a technical note on cross-tabulation at Annex C.

<sup>6</sup> Separately to this Report, a consolidated comprehensive summary of the responses to each open question has been shared with KCC in order that they are aware of all respondents’ comments verbatim.

<sup>7</sup> These are in text boxes throughout the Report; also given in each box is the type of respondent who made the comment and, where appropriate, any additional information that the respondent has given – chiefly the type of education provider they work for and their role for “Educational professionals”, and the phase of education their child/children are in and whether they have SEND/an EHCP for “Parents/carers”. Minor modifications to the text as submitted by respondents have been made in some cases (e.g. for syntax and punctuation); these changes have not been highlighted. Occasionally more major alterations have been made in order more clearly to represent what (it is believed) is the intention behind a respondent’s comment; material changes of this nature are enclosed in square brackets [...].

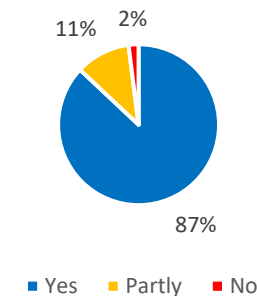
*It is important to note at the outset that, whilst the nature of the comments made – and therefore those reflected here – on balance tend towards being critical/negative in tone, the vast majority of respondents (85%+ – i.e. at least 111 of the 131 respondents – on most indicators) agree with the content of the Strategy, albeit with concerns/reservations in a minority of cases.*

## The Strategy documents

- 16 Various versions of the Strategy were produced and made available for review as part of the Consultation: a full version (41 pages); a summary version (13 pages); an outline of the Strategy on a single page; and an easy-read version (22 pages). The survey asked: which version(s) respondents had read (Q4) – multiple responses to this question were possible and a third of respondents indicated that they had read more than one version – and if respondents found the document(s) they had read easy to follow (Q4a). An open question asked for suggestions as to how the Strategy could be made easier to understand (Q4b).
- 17 The table and chart below show that the full and summary versions of the Strategy were those most frequently read. 87% had found the document(s) they had read easy to follow and the vast majority of respondents (115) therefore had no comments on how the Strategy could be made easier to understand.

Q4: Which document did respondents read?	
(n = 130)	Number
The full version	53
The summary version	63
The draft on a page	30
The easy read version	24
Total number of documents read	170

Q4a: Was the document/were the documents easy to understand? (n=130)



- 18 The main criticisms raised/suggestions for improvement made in response to Q4b were that the documents:



- Were too long – this applied to the main document but also, for some, to the summary version which was felt to be “too long for a summary”.

Kent resident		I started with the summary draft, then moved to the full version (which I realised was too much to absorb), then ended up using the easy read version which was more helpful to understand actually what the changes on the ground might mean. I liked [having the different priorities within] each area of focus.
---------------	--	---

(On the other hand there was praise for the “on a page” and “easy read” versions, which provided a good overview and were easier to follow for some of those who struggled with the longer versions. No one who looked at the easy read version had found it difficult to understand.)

Parent/carer	Secondary pupil (EHCP)	Main document was too long to review. The ‘on a page’ version was good way to get an overview.
--------------	------------------------	--

- Needed to be made clearer – various suggestions to improve clarity were offered: include more images/illustrations; make the text less dense; reduce the vagueness of the text; differentiate the headings from the sub-headings more clearly; reduce the amount of information being communicated; and tie what is there more closely to the KCC context, existing KCC policies, documentation and programmes, and other consultations.

Kent resident		I started with the summary draft, then moved to the full version (which I realised was too much to absorb) then ended up using the easy read version which was more helpful to understand actually what the changes on the ground might mean. I liked [having the different priorities within] each area of focus.
---------------	--	--

- The lack of detail as to how the aspirations described in the Strategy would be achieved, and the timescales and resources for doing this, were also mentioned.

Education professional	Head teacher (LA Primary school)	The Strategy sets out ambitions without detailing the actions that will be taken.
------------------------	----------------------------------	---

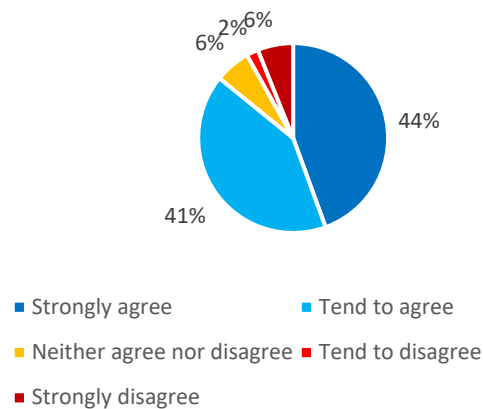
## The Kent Education Mission

19 As outlined in the Strategy, the proposed *Kent Education Mission* is two-fold:

- Collaboratively to develop and support an effective, evidence-informed system of strong leaders and staff grounded in clear moral purpose to respond to the local needs and aspirations of Kent children and parents
- To place all children and young people at the centre of all education, by ensuring they are heard, included and supported to be ambitious, curious and resilient individuals who are well prepared for their future and empowered to achieve.

20 Q5 asked respondents to state the extent to which they agreed or disagreed with the *Mission*; all answered this question. Q5a asked respondents to explain their answer to Q5; 104 responded to this question.

Do you agree with the Kent Education Mission? (n=131)



21 The vast majority of respondents (85%) agreed with the *Mission*. However these responses are almost equally split between “Strongly agree” and “Tend to agree” (so “agreement” is not as strong here as for other questions), and were sometimes accompanied by comments with potentially negative overtones (e.g. “How could anyone possibly disagree with it?”).

22 Although only a minority made openly critical comments, further work on the *Mission* may therefore be necessary.

Education professional	Senior leader (Post 16 sector)	The intent behind the Strategy is to ensure that all children and young people have high quality education – what's to disagree with?
------------------------	--------------------------------	---

- 23 Where the *Mission* was criticised, this was most commonly due to a perceived lack of specificity. What was specifically new? How will we know when we have achieved this?

Parent/carers	Primary pupil	It is good that there are things you want to do to improve the issues within education. However, I didn't see specifics that could actually be applied, for example the developing of programmes that will support those [children and young people] that are behind [their peer group] is extremely wishy-washy; as is 'supporting early years' (how exactly?!) and as are many of the other points.
Kent resident		Still not exactly sure how each goal will be achieved. All good ideas but putting into practice is harder to understand from document.
Educational services provider	Early Years	Places children and young people at the centre, and that their voice(s) should be heard. We like the collaborative approach. We also like the three areas of focus. However, the Strategy is not explicit enough in the delivery plan.

- 24 Some respondents stressed the importance of the *Mission* having children at its heart – the inference being that this is not necessarily (or not sufficiently) the case in the document as currently presented.
- 25 As will become apparent, staffing is an issue that runs across responses to a number of questions – here the concern is two-fold: that school staff (not limited to teachers) are under considerable pressure already; and that the capacity in the system is not there to permit delivery to happen. Some respondents also wondered whether staff – at providers and working elsewhere in the sector – currently have the necessary ethos, skills and/or experience to enable the aspirations reflected in the *Mission* to be delivered.

Education professional	Teacher (Other establishment)	I agree with the principles behind it. However I would need more information on exactly how these would be achieved without hugely adding to schools' already huge workload.
------------------------	-------------------------------	--

- 26 Some respondents also expressed concerns as to whether – and how – any of the aspirations would/could apply to children and young people with SEND.

Parent/carer	Secondary pupil Post 16 student (SEND)	I do not understand how SEND children will get the support when schools have even more pressure applied with even less financial support.
--------------	---	---

- 27 Other concerns raised here related to:

- What “moral purpose” means in this context. (The *Mission* has a “... clear moral purpose to respond to the local needs and aspirations of Kent children and parents”. What does this mean?)
- Whether sufficient resources would be made available to enable the *Mission* to be delivered.
- The importance of involving, and role of, parents.
- Various “barriers” to achievement – the education infrastructure in general and, more specifically from a Kent perspective, travel to learn distances, the level of specialist support services in the County, and the selective system which were all cited here.

## The Principles

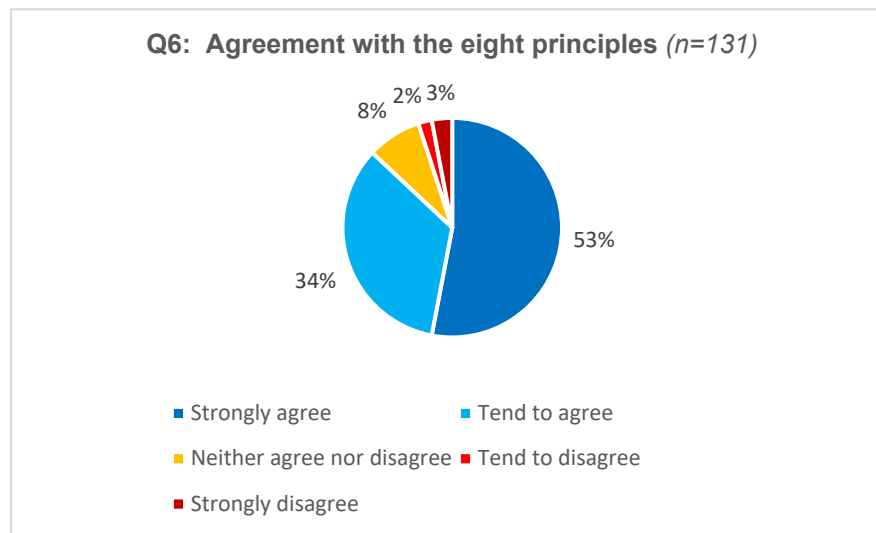
- 28 The Strategy has eight underlying principles<sup>8</sup> – these are to be:

- *Ambitious* – striving for the best learning and educational outcomes for all children and young people

<sup>8</sup> Our understanding is that there is no hierarchy in the way that these principles have been set out (e.g. the fact that *Ambitious* is first in the list does not mean that it is the most important) – they are all equally important. A clear statement to this effect in the Strategy might be helpful as some respondents' comments indicate that not all have not read the list in this way.

- *Inclusive and child-centred* – promoting safe, relationship-based working to ensure an understanding of individual needs, joined up services, smooth transitions, and equity
- *Sector-focused* – enhancing sector-based leadership, expertise, and skills for effective, continuous improvement
- *Collaborative and place-based* – facilitating collaborative, place-based approaches to education and childcare, meeting local needs through building strong support networks and partnerships
- *Evidence-informed* – being learning and development focused, recognising evidence, and seeking best practice to inform continuous improvement
- *Sustainable* – building for a financially stable and appropriately resourced future
- *Compassionate and principled* – seeking to balance best interests whilst providing appropriate challenge and making difficult decisions
- *Open and consistent* – communicating effectively and consistently to build trust and stronger relationships.

29 The survey asked whether respondents agreed or disagreed with these principles being included in the Strategy (Q6) – all respondents answered this question.



30 The level of agreement is strong – in total 87% (114 respondents) strongly or tend to agree.

31 However, many respondents still offered comments: either in general terms (about the principles as a whole), and/or specifically focused on one or more of the principles (Q6a – 96 responded); or with specific suggestions as to how the eight principles might be improved (Q6b – 62 responded). As with the *Mission* this suggests some further work on the detail might be helpful.

32 Comments on specific principles covered seven of the eight:

- *Ambitious* – the need to draw this principle more widely (“stretch”, “aspiration”), and to be realistic (“children and young people working to the best of their abilities”), to embrace a wider range of disadvantage, and to encourage children and young people to be self-motivated/driven rather than have others project their ambitions for them onto them were all mentioned

Kent resident		No mention of children being encouraged to work to the best of their ability. All children's abilities are different and need to be celebrated. Yes, be ambitious but also realistic.
Education professional	Other establishment	Possibly more emphasis required on the child's own desire to do well, rather than just the educators' [desires for 'their' children/young people to do well]. A child's internal motivation to be successful must be encouraged (from the earliest age).

- *Inclusive and child-centred* – comments focused on the difficulties in being inclusive and child-centred [in mainstream settings] for those with SEND in particular, but also in the context of a selective secondary system in Kent which some felt created additional barriers to inclusion, particularly for disadvantaged young people. The lack of funding and insufficient support were also identified as issues hindering progress towards more inclusive provision

Parent/carer	Primary pupil	A selective process is not compatible with an inclusive approach.
Parent/carer	Primary pupil Secondary pupil (SEND & EHCP)	Supporting children whatever their needs is so important.

- *Sector-focused* – there was some confusion around what was meant by “sector”. Practical concerns about the notion of “sector-based leadership” and how this would be delivered to providers that are deemed to need support were also mentioned, as was the additional workload that this approach to continuous improvement would place on providers

Education services provider	Primary and Secondary sectors	From experience we know the most effective or well-suited partnerships may not always be place-based. For example, a school with high deprivation, high SEND, high Pupil Premium and falling numbers on roll may not find a strong support model locally. Support from a school that understands
-----------------------------	-------------------------------	--

		needs and has a record of success [in similar circumstances is more important than the location of that school].
--	--	--

- *Evidence-informed* – the use of an evidence-based approach to drive continuous improvement was supported; concerns related to the type of evidence that would be used, how fit for purpose it is for continuous improvement purposes, and how it will be used
- *Sustainable* – the principal concern was how the resources required to implement the Strategy would be secured and maintained

Education professional	Primary and Secondary sectors	An element that stands out is the principle of financial sustainability of education and services for children and young people, ensuring they are appropriately resourced; at present this remains a challenge for many settings within the formal and informal education sector.
------------------------	-------------------------------	--

- *Open and consistent* – comments focused on the importance of communication and the need for it to be improved.

Other		Accountability and transparency: The detailed outline of the feedback and consultation process, including timelines and reporting mechanisms, suggests a principle of accountability and transparency. This principle aims to ensure that the development and implementation of the Strategy are open and accountable to the public. I welcome this if KCC are making it a focus as it has not always been demonstrated in the past, and I feel that this lack of transparency has hindered KCC [previously] and led to reputational damage.
-------	--	--

- 33 More comments were made in relation to the set of principles as a whole/about the principles in general terms. 30 of these can be classified as broadly positive towards/supportive of/in agreement with the principles as stated – this is reflected in words/phrases such as “worthy”, “a good set”, “sensible”, “appropriate”, “ambitious and sustainable”, “strategically clear and concise”, “relevant across all phases”, “pertinent”, “clear and relevant”, and “a positive take on education”. Reference was made to the steps that have already been taken across Post-16 provision to start to address at least some of the issues embodied in the principles.

KCC employee		All the listed principles feel broadly appropriate but I wonder whether there are too many and whether some might be condensed/grouped – e.g. sector based, collaborative and place based; sustainable, compassionate and principled, and open and consistent.
--------------	--	--

- 34 37 respondents were more negative in tone – reflected in phrases such as “focused on the providers and the system that they operate within rather than on children and young people”, “pay[ing] too little attention to the Kent context”, “structural and other [insurmountable] difficulties in the education system”, a “lack of the necessary resources (and capacity)”, and “a lack of detail in the documentation regarding implementation”. There was a general sense of scepticism among around a third of respondents as to how progress would be made, however laudable the principles.

Parent/carer	Post 16 student	The principles are good. But how do they fit Kent's selective system of education?
Kent resident		These principles are [fine in] theory. [However], in practice they will not work as schools are too large, and our education system is outdated and not fit for 2024. I agree with them, however I doubt they will be implemented under the current educational model.
Education professional	SENCO/Inclusion Lead (Primary sector)	Every stakeholder wants and strives for this. But in reality, how is this going to be achieved? We can keep paying lip service to the issues but in reality the system is utterly broken. There's no disagreement with the principles – but how we are all going to get there.

- 35 A number of enhancements (additions) to the existing eight principles were suggested – principally the need for:

- More flexibility and support to enable mainstream provision to be more inclusive
- A safer learning environment (broadly defined to include the physical state of school buildings, safeguarding, and actions to address bullying, mental health issues and poor behaviour)
- A workforce that is better trained and more supported, but also more accountable and subject to challenge
- A curriculum that better equips young people for the world that they will face when they leave full-time education
- A sector that is properly resourced to deliver the aspirations contained in the Strategy.

- 36 Equally there was a view that eight were perhaps too many, and that the content of at least one (*Compassionate and principled* was mentioned) could perhaps be absorbed elsewhere without anything being lost.



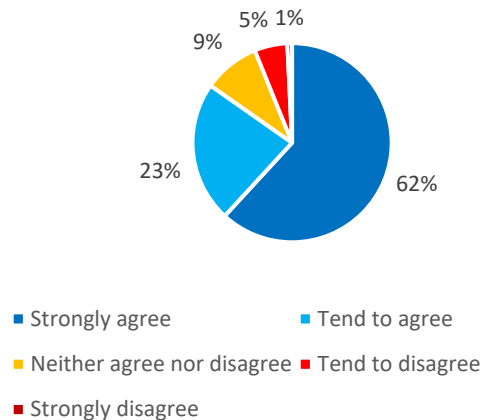
## Areas of focus

37 The Strategy has three “areas of focus” – described in the easy-read version as the things that are most important for a good education:

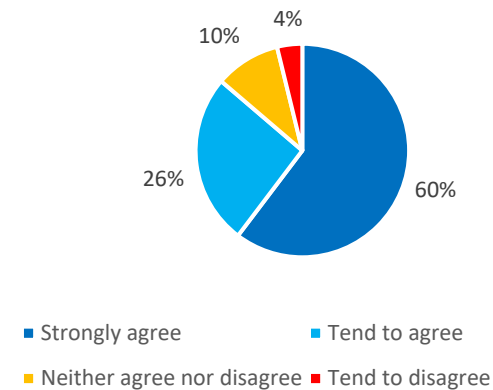
- *Raising ambition*. To be ambitious for all children and young people by creating firm floors that provide secure starts and long ladders to enable everyone to reach beyond expectations. (*Raising ambition* reflects the fact that teachers are expected to inspire, motivate and challenge pupils, pushing them beyond their limits.)
- *Enabling curiosity*. To enable children and young people to be ready to learn and to support and encourage them to explore their interests and wider horizons. (*Enabling curiosity* is a powerful way to engage children and young people in their learning while they are at school; it also encourages and enables young learners to become lifelong learners.)
- *Building resilience*. To build resilience for the education system by addressing barriers and encouraging effective, collaborative working. (In a climate characterised by change and challenge, *Building resilience* is important for everyone engaged in learning – children and young people, schools and education providers, and the wider system.)

38 Q7 asked respondents to what extent they agreed or disagreed that these are the areas to focus on in the Strategy.

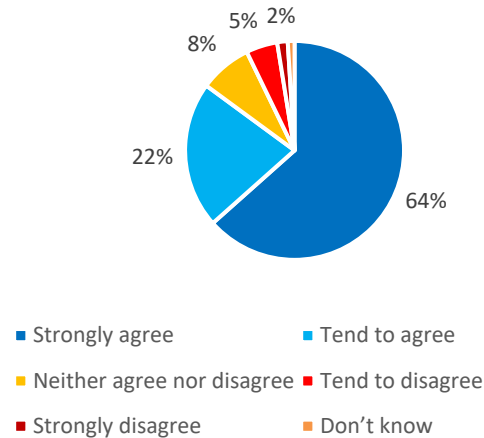
Q7: Focus of the Strategy - *Raising Ambition* (n=131)



Q7: Focus of the Strategy - *Enabling Curiosity* (n=131)



Q7: Focus of the Strategy - *Building resilience* (n=129)



39

Strong support was demonstrated for each *Area of focus*, with very few disagreeing (between 5 and 8 respondents only) and a greater proportion of respondents strongly agreeing (rather than tending to agree) when compared to the responses to other questions.

40

Q7a asked respondents who disagreed with any or all of these as areas of focus for the Strategy to explain why this was the case; 20 responses were received. Q7b asked respondents to suggest how the areas of focus could be improved; 24 responses were received.

- 41 In relation to *Raising ambition*, a key theme from the comments received is the need for greater personalisation of learning, to ensure both that children and young people are not pushed beyond their abilities and/or their ability to cope, and that they are exposed to a wider range of opportunities as part of their core curriculum thereby better addressing the abilities of more young people. The practical steps that would be necessary for this *Area of focus* to be achieved were a concern.

Parent/carer	Secondary pupil (SEND & EHCP)	While it is good to be ambitious, this may lead to children being pushed beyond their abilities. It should not be a blanket approach, but rather be based on ability in learning as well as handling the workload. Offer more to those you know can achieve more easily, help those who struggle to achieve and meet expectations. I have seen student suffer with mental health problems due to being pushed too much and not being able to handle the workload even though they were very capable.
--------------	-------------------------------	--

- 42 Respondents thought that *Enabling curiosity* could be extended to encompass creativity, problem-solving and motivation. The narrowness of the post-Early Years curriculum, and the constraints imposed by the National Curriculum and Ofsted's inspection regime were identified as barriers to progress being made here that were beyond KCC's control.

Education professional	Head teacher (Other establishment)	Enabling curiosity – [fine but] we still have to [fit] in the National Curriculum, [and are judged by Ofsted on this].
Education professional	Teacher (Other establishment)	Enabling curiosity - yes we want young people to explore new areas of the changing world. [This is], only possible through opportunity and variety; most schools have narrowed their curriculum, not increased the offers of subjects.

- 43 Whilst *Raising ambition* and *Enabling curiosity* were seen as being learner-focused, respondents felt *Building resilience* was more organisational/structural in nature – at least as currently worded. (If this is not the intention then some redrafting would be of value.) Some respondents sought to redress this perceived imbalance in their comments, for example: “encouraging self-development and grow[ing], evolving and adapting (rather than “build[ing] resilience”)”; “creating the right context for young people to learn; ensuring mental resilience”; and “equipping young people with the skills, knowledge and understanding necessary to cope with the world as they [will] find it”.

Parent/carer	Secondary pupil Post 16 student (SEND & EHCP)	Raising ambition and curiosity really focused on children, but the contents of resilience [is] about schools infrastructure. Need to state [that] resilience is about ensuring the context around children and young people; [providing] the protective factors for children and young people when/if they are in adversity can [also be about resilience].
VCSE worker or volunteer		Resilience is too subjective. 'Encouraging self-development' recognises that this promotes a lifelong journey - we don't 'build' resilience. We grow, continually evolving and adapting [and this is what makes us resilient].

- 44 At the level of the organisation/system, there is scepticism as to whether the level of collaboration required to build something that is resilient is possible given the current structures and [financial] pressures in the system. Also of concern is whether there is a full appreciation of/the appetite for the tough decisions that *Building resilience* will require (e.g. re. aspirations for SEND provision; re. the allocation of resources). For some the size and scope of the *Building resilience* task – a major overhaul of the current system, requiring the cooperation of players beyond Kent – was insurmountable.

Education professional	SENCO/Inclusion lead (Primary sector )	Areas of focus in theory are one thing, practically managing and achieving this is another. Everyone wants this but without adequate funding, listening to professionals at the chalk face and the systems to support and bolster these, frankly these are just words.
Other		It is not the direction of travel I question but the capacity of the players in the system to achieve [what will be required of them] given the complexities of the current context.

- 45 The themes of a lack of resources to enable the ambitions reflected in the three areas of focus, and of provision for children and young people with SEND (both noted elsewhere) were mentioned here.
- 46 The importance of children and young people actually enjoying their learning was felt to be worthy of [more] comment within the areas of focus.

## Priorities

- 47 Each of the three areas of focus reviewed above is supported by a number of “goals” or “priorities for action” in the Strategy: the next three sub-sections cover these in turn. The format of the questions is the same for each *Area of focus* – i.e. three questions to:
- Measure strength of agreement with each using a five-point scale
  - Give respondents who disagreed with what was proposed the opportunity to say why
  - Ask all respondents for suggestions that might improve the goals/priorities.
- 48 In the tables and paragraphs below, for obvious reasons we can only give abbreviated versions of each priority – the full text is available in the Consultation documentation at <https://letstalk.kent.gov.uk/education-strategy-25-30#:~:text=The%20consultation%20report%20and%20final,by%20the%20Cabinet%20Member%20for.>

## Raising ambition

49 The level of agreement with the priorities for *Raising ambition* is shown in the table below (n=131 or 130 in all cases).<sup>9</sup>

<b>Q8: To what extent do you agree or disagree that the following 6 goals/priorities are the right ones to support <i>Raising ambition</i></b>						
	<i>High standards</i>	<i>Strong starting points</i>	<i>Good pathways</i>	<i>Great schools, strong Ofsted's</i>	<i>Meeting specific needs</i>	<i>Equality of opportunity</i>
Strongly agree	82 (63%)	92 (70%)	99 (76%)	62 (48%)	97 (74%)	99 (76%)
Tend to agree	40 (31%)	32 (24%)	26 (20%)	41 (32%)	21 (16%)	24 (18%)
<i>Total 'agree'</i>	94%	94%	96%	80%	90%	94%
Neither agree nor disagree	4 (3%)	4 (3%)	2 (2%)	16 (12%)	7 (5%)	7 (5%)
Tend to disagree	4 (3%)	2 (2%)	2 (2%)	8 (6%)	3 (2%)	0
Strongly disagree	1 (1%)	1 (1%)	1 (1%)	3 (2%)	3 (2%)	0
<i>Total 'disagree'</i>	4%	3%	3%	8%	4%	0%

50 Support is strong for all of these priorities (90%+, or at least 117 respondents) – the only relative ‘dip’ is *Great schools with strong Ofsted outcomes*. Just two provoked much in the way of comment in Q8a and Q8b:

- *Great schools with strong Ofsted outcomes* – comments varied from the simple “[Ofsted is] not fit for purpose” to specific criticisms about Ofsted’s lack of understanding of the sector, inflexible and over-rigid adherence to procedure, the pressure it puts on schools and teachers, and the unreliability of a snapshot of school performance based on its judgements. These comments reflect a more general concern that, however good KCC’s intentions, without reform “the system” (here Ofsted) will act as a major block to progress being made

<sup>9</sup> The colour scheme for the figures in the table matches that used in the pie charts – shades of blue for agree; amber for neutral; reds for disagree.

KCC employee		Yes we need great schools, but is Ofsted the best way of judging this? I do not believe it is.
Other		Not all schools who achieve great results for their children are [appropriately] recognised by Ofsted inspection.

- *Meeting specific needs through inclusion and appropriate SEND provision* – comments focused on the difficulties that inclusion posed to mainstream schools in terms of the resources required for effective inclusion, and the impact on other [non-SEND] children and young people, and their teachers and other staff.

Parent/carer	Primary pupil Secondary pupil	[I need] more sense of how schools will be supported to do this. They already say they are trying to do the above but feel unsupported and are angry at the level of needs they are expected to support in mainstream with no additional funding or support.
Parent/carer	Primary pupil	SEND children get so much focus without the resources to back this up; this takes away from other children - you should provide more teaching staff, not just train teachers to do more on their own, it is detrimental to other children in the class.

- 51 A number of suggestions were made to improve the priorities; chief among these was the sense that something more visionary (less generic) was required.

Education professional	Head teacher (Secondary sector)	This is too generic; the comments are fine but the detail is missing.
Education professional	CEO (Other establishment)	Something more visionary about what our ambition is for children & young people in Kent. It feels a little bit like a Strategy for collecting data rather than, having collected the data, a visionary Strategy for raising ambition with specific targets.

- 52 Concerns were also raised as to how achievement was going to be (a) measured and (b) maintained.

### ***Enabling curiosity***

- 53 The level of agreement with the priorities for *Enabling curiosity* is shown in the table below (n is between 129 and 131 in all cases).

<b>Q9: To what extent do you agree or disagree that the following 5 goals/priorities are the right ones to support <i>Enabling curiosity</i></b>					
	<i>Effective pastoral care</i>	<i>Great teaching and learning</i>	<i>Good health</i>	<i>Good physical fitness</i>	<i>Creativity</i>
Strongly agree	90 (69%)	105 (81%)	84 (65%)	82 (64%)	100 (76%)
Tend to agree	34 (26%)	23 (18%)	38 (29%)	34 (26%)	28 (21%)
<i>Total 'agree'</i>	95%	99%	94%	90%	97%
Neither agree nor disagree	5 (4%)	1 (1%)	6 (5%)	11 (9%)	2 (2%)
Tend to disagree	1 (1%)	1 (1%)	2 (2%)	2 (2%)	
Strongly disagree	1 (1%)				1 (1%)
<i>Total 'disagree'</i>	2%	1%	2%	2%	1%

- 54 Support is strong for all of the priorities underpinning *Enabling curiosity* (90%+, or at least 116 respondents) – none provoked much comment in Q9a, and no one took up the invitation to suggest additional priorities in Q9b.
- 55 From responses to Q9a, again there is a sense that something more visionary (less generic) with more detail on implementation, measurement and maintenance of performance/improvement is required. Concerns noted elsewhere re. the lack of freedom for teachers to develop the broad curriculum implied in order to enable curiosity, and the way the offer is presented to meet the specific needs of and is made accessible to young people were also covered here.

Education professional / employee	Head teacher (Primary sector)	Explanations of HOW this will be achieved [are needed]. At the moment, these are just unsubstantiated promises - how are you going to help schools to provide this - other than just insisting that it is done?
Education professional / employee	CEO (Other establishment)	I have put tend to agree for opportunities for arts, culture and music – this is because I don't think these subjects should be classified as 'opportunities' but rather that they should be embedded into the essential educational offer for all schools. Classing them as opportunities suggests schools will be able to opt out. STEM subjects are not listed as opportunities and I would like to think that we could get to a situation in schools where arts subjects are treated similarly – that is not considered as [optional] extras but woven into the fabric of curricula and extra-curricular activities in all schools.

### ***Building Resilience***

56 The level of agreement with the priorities for *Building resilience* is shown in the table below (n is between 127 and 129 in all cases).

<b>Q10: To what extent do you agree or disagree that the following 5 goals/priorities are the right ones to support <i>Building resilience</i></b>					
	<i>Safe-guarding</i>	<i>Mental Health</i>	<i>System wide cohesion</i>	<i>School to school improvement</i>	<i>Future-proofing</i>
Strongly agree	112 (87%)	101 (78%)	84 (65%)	79 (61%)	78 (61%)
Tend to agree	14 (11%)	19 (15%)	33 (25%)	32 (25%)	32 (25%)
<i>Total 'agree'</i>	98%	93%	90%	86%	86%
Neither agree nor disagree	2 (2%)	6 (5%)	10 (8%)	13 (10%)	14 (11%)
Tend to disagree		1 (1%)		2 (2%)	1 (1%)
Strongly disagree	1 (1%)	2 (2%)	2 (2%)	1 (1%)	1 (1%)
<i>Total 'disagree'</i>	1%	2%	2%	1%	1%



- 57 As for the other areas of focus, the strength of agreement here, as measured on the five-point scale, is high – over 85% in all cases (or at least 109 respondents). The main exceptions are *Support[ing] the self-improving system*, where comments in Q10a focused on the practical difficulties this raised and how these would be managed.

Other		Empowering school-to-school support isn't enough, [it] needs appropriate funding and resourcing to make it work. There isn't spare capacity in the system to make this happen right now.
-------	--	--

- 58 Other points raised principally related to *Good mental wellbeing* – respondents were concerned that fostering mental resilience, and indeed mental health support generally, were outside the competence of most teachers; that external expertise was therefore going to be necessary; and that, as this expertise was already in short supply, how would the additional resources required be found and funded?

Parent/carer	Primary pupil	I think teaching strategies for resilience in schools is a good thing, but I don't agree that effective mental health support should be done through schools. [It should be done] through qualified medical professionals.
Education professional / employee	Head teacher (MAT)	There are extremely limited MH services to support children and families - schools are funding these as much as they can, putting even more pressure on our funding. Children are struggling and suffering, along with their families, since the wait times are far too long. SEMH children are in our schools now and finding school a negative place to be since it is not able to fully meet their needs, despite how hard professionals are working for them.

- 59 *Future-proofing* appeared not to be fully understood by some respondents.
- 60 Suggested improvements in response to Q10b tended to reiterate points made elsewhere re. a fragmented system leading to difficulties in keeping academy schools on board, insufficient resources being available to make things happen, and the need to track, measure and sustain/maintain what was being achieved as the Strategy is taken forward.

## Other comments on the Strategy

61 Respondents were offered the opportunity to make any other comments about the draft Strategy. Inevitably these showed some variation, but they can be brought together under a number of headings, some of which reflect themes already noted:

- Implementation and the level of stakeholder contributions required – some respondents expressed concern that, in a system within which academies enjoyed a great deal of independence, it might prove difficult (a) to agree on a direction of travel (even at the strategic level), and then (b) to ensure that this was actioned
- SEND (both its place in the Strategy, and more generally) – there are reservations among some parents/carers over inclusion and the effect of placing children with additional needs in mainstream schools: these are expressed by both those with children with SEND/an EHCP, and those whose children do not have them. A perceived shortage of resources to support inclusion was also a cause of concern
- The content of the Strategy – some of the statements made were felt to be about self-evident “good things” (Who could possibly oppose or disagree with ....?)
- The aspirations as articulated in the Strategy were out of step with the reality of current funding (How can we achieve this with what we have?)
- Provision for Early Years and its place in the Strategy – some felt that reference to/the inclusion of Early Years was not as fully integrated as it should be
- Concerns over the resources needed to implement the Strategy successfully – significant investment in human resources was considered to be essential if the Strategy was to have a chance of success (this was not just a matter of money, but also about attracting and retaining skilled professionals); some doubted if this would be achievable
- Environmental issues – some felt these needed more coverage within the Strategy.

## Comments on the Equality Impact Assessment [EqIA]

- 62 Alongside the draft Strategy, KCC published an initial EqIA to assess how the proposals might affect those with protected characteristics (age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and those with carer responsibilities. Q12 asked respondents for their views on the EqIA and whether there was anything else that KCC should consider in relation to how the Strategy might affect those with protected characteristics.
- 63 Few comments were made in relation to the EqIA, and those that were are invariably reflected in concerns already noted elsewhere in this report. KCC will need to consider whether any changes it makes to the Strategy as a result of this Consultation (e.g. in response to comments made regarding SEND provision) have an impact on the EqIA, and to make changes to it accordingly. However, the low level of response to this question, combined with the demographic profile of the respondents, mean that in practice the survey alone has not highlighted any clear and specific areas in relation to or from those with protected characteristics that require addressing.

## Concluding comments from acI

### Broad support

- 64 Even allowing for the “How can anyone possibly disagree with ...?” type of comment from some respondents, perhaps the most important thing to say is that there is broad support for/agreement with much of what is in the Strategy. Any changes that are contemplated purely on the basis of the survey findings will therefore need to be carefully considered by KCC; there is no groundswell of opinion that X must change/go etc. – quite the reverse in fact.
- 65 There are nevertheless some recurring themes in the qualitative responses that point to areas where the Strategy could be improved.

### Implementation

- 66 A common theme in many of the responses was the need to see more information on how the Strategy would be delivered; there are various dimensions to this:

- Resources – where will what is (in the opinion of some respondents) the substantial additional resource that will be required to implement the Strategy come from? There is a concern that the current level of resourcing is insufficient to enable the Strategy to be delivered, and therefore a view in the responses that for anything practical to happen in terms of delivery additional resources (human and financial) will be needed
- Impact on staff – related to the preceding point, there is a concern that in particular there is not sufficient human resource within the system to make the Strategy happen, including: staff within schools (e.g. for collaboration and mentoring other providers); sufficient central resource to support delivery (e.g. for pupils with SEND within mainstream schools); a sufficiently experienced/trained workforce to take on what appear to be expanded roles (e.g. to support pupils with SEND in mainstream again; mental health support). The impact that any increased pressure staff experience as a result of attempting to deliver the Strategy might have on staff wellbeing, recruitment and retention were also raised in this context
- Roles and responsibilities – what does the process of taking forward the Strategy look like? Who is responsible for what? Over what period of time? Etc. A clearer idea of what an implementation plan looks like could be helpful
- Monitoring – how will we know how well we are progressing, and how far we have progressed towards our aims? What data do we already have that could help to demonstrate this? What else do we need? Early consideration of what the suitable indicators of the baseline and to assess progress are, and how they can be evidenced is important
- Sustainability – what differences should we expect to see, and how are we going to ensure that we retain what we have achieved/the progress that we have made? There are both evidence and resourcing dimensions to this that need addressing if the Strategy is to continue to be relevant over time.

67 The challenges of seeking to deliver in what some described as a fragmented system within Kent, and with what many felt were the current priorities of relevant parties external to Kent hindering/acting as block to progress (e.g. the drivers on provision imposed from Ofsted via the current inspection regime, and the restrictions of the national curricula) are also relevant here.

68 In broad terms, the overall question respondents had was: “How can the Strategy be delivered given the current operational context?”

## Curriculum

- 69 There is a sense among respondents that how the abilities, skills and interests of those who are less or not “academic” are put as front and as centre as those who are will be critical to the success of the Strategy.
- 70 If the Strategy is to deliver on its promise to, to quote the *Mission*, “Place *all* children and young people at the centre of all education [and ensure that they are *all*] heard, included, and supported to be ambitious, curious and resilient individuals who are well prepared for their future and empowered to achieve”, then every child and young person must believe that they can have their individual needs met and that they can all be aspirational and achieve.

## SEND inclusion

- 71 Many respondents were concerned as to how appropriate the drive to include those with SEND in mainstream provision is – points were made by parents of SEND young people (would their children be sufficiently well-supported to be able to cope), parents without SEND (would their children’s education be disrupted by inadequately supported young people with SEND), and staff (would they be sufficiently well trained, resourced and supported to provide all young people in their classes a good education).
- 72 SEND is a major focus of work currently within KCC, and much of this will doubtless be familiar. The key point for the Strategy is to ensure that SEND is appropriately reflected in it – the sense from some of the responses is that this may not currently be the case; we are by no means best-placed to form a view on this, however others will be.

## The documentation

- 73 Notwithstanding the generally positive feedback, of the four sets of documentation made available the full and summary versions were (perhaps inevitably), felt to be less clear than those that were easy-read and on-a-page. There may be ways in which how elements of the Strategy are presented in the latter can be incorporated into the former to improve their clarity.

- 74 We also noted the occasional internal consistency in terminology between and within the different versions of the Strategy that should be addressed – for example the term used to describe “what lies below” the three areas of focus needs settling on and standardising across all versions.

## Annexes

## A The Consultation questionnaire – abbreviated version

This annex contains an abbreviated version of the questionnaire.

### Section 1 – Background information

- Q1. Asked respondents to select from a list of options the one that most closely represented how they were responding to the Consultation (e.g. “As a Kent resident”; “As an education professional / employee”; “As a KCC employee”).

Various supplementary questions (a. to f.) asked for further details – for education professionals/employee the type of organisation worked for and their role; for parents/carers whether they have a child (children) in education and, if so, which phase(s) of education they are in and whether they have SEND and an EHCP).

- Q2. Asked for the first part of the respondents postcode (or the postcode of the organisation they worked for if responding “on behalf of an organisation” at Q1).
- Q3. Asked how the respondent found out about this Consultation.

### Section 2 – Your views on the *Draft Strategy for the Future of Education in Kent 2025-2030*

- Q4. Asked which version(s) of the Strategy the respondent had read
- Supplementary questions (a. and b.) asked how easy the Strategy was to understand, and if they had struggled to follow it to suggest how the Strategy could be made easier to understand.
- Q5. Asked respondents about the extent to which they agreed or disagreed with the [overall] *Kent Education Mission*, as outlined in the documentation<sup>10</sup>

<sup>10</sup> All agree/disagree options offered respondents a five-point scale – Strongly agree; Tend to agree; Neither agree nor disagree; Tend to disagree; Strongly disagree – plus a ‘Don’t know’ option.



A supplementary question (a.) asked respondents to explain their answer

- Q6 The Strategy proposes 8 principles – “... that we will be: ambitious; inclusive and child-centred; sector-focused; collaborative and place-based; informed by evidence; sustainable; compassionate and principled, and open and consistent”. Respondents were asked to what extent they agreed or disagreed with these principles being included in the Strategy.

Supplementary questions (a. and b.) asked respondents to explain their answer, and to suggest anything that should be added to improve the set of principles.

- Q7. Set out the three areas of focus for the Strategy (*Raising ambition. Enabling curiosity. Building resilience*). Respondents were asked to what extent they agreed or disagreed that these were the areas to focus on.

Supplementary questions (a. and b.) asked respondents to explain their answer (if they disagreed), and to suggest anything that should be added to improve the areas of focus (all respondents).

[Questions 8, 9 & 10 each took an *Area of focus* for the Strategy and identified a number of goals/priorities that supported it.]

- Q8. Respondents were asked to what extent they agreed or disagreed with the 6 priorities identified as supporting *Raising ambition* (i.e. high standards and strong progression: strong starting points and better life chances; good post-16 pathways; great schools with strong Ofsted outcomes; meeting specific needs through inclusion and appropriate SEND provision; and equality of opportunity).

Supplementary questions (a. and b.) asked respondents to explain their answer if they disagreed, and to suggest anything that should be added to improve these priorities.

- Q9. Respondents were asked to what extent they agreed or disagreed with the 5 priorities identified as supporting *Enabling curiosity* (i.e. effective pastoral care; great teaching and learning in schools that fosters curiosity; good health and physical fitness to enable participation in education; and opportunities to develop passions and talents).

Supplementary questions (a. and b.) asked respondents to explain their answer if they disagreed, and to suggest anything that should be added to improve these priorities.

- Q10. Respondents were asked to what extent they agreed or disagreed with the 5 priorities identified as supporting *Building resilience* (i.e. strong and well-integrated safeguarding; effective support for mental health; system wide cohesion; school to school improvement; and future proofing the system).

Supplementary questions (a. and b.) asked respondents to explain their answer if they disagreed, and to suggest anything that should be added to improve these priorities.

Q11. Asked respondents for any other comments they would like to make about the draft Strategy.

### **Section 3 – Equality analysis**

Q12. Asked respondents to comment on the initial Equality Impact Assessment published by KCC alongside the draft Strategy, and to make suggestions for anything else that should be considered relating to equality and diversity.

### **Section 4 – More about you**

Questions in this section (Q13 to Q20) asked about the respondents gender, age, religion, disabilities, caring responsibilities, sexual orientation, and ethnicity.

## **B Respondents to the Consultation – demographics**

### **Introduction**

- 1 In this Annex we describe the demographic and other characteristics of the respondents to the Consultation questionnaire.
- 2 As noted in the main text, a total of 131 responses were received, the vast majority of which were submitted electronically.
- 3 The information in this Annex is taken from questions Q1 to Q3 and Q13 to Q20 of the questionnaire. The order in which information is presented below is slightly different from the questionnaire order.

## Respondent information

### *Who were the respondents?*

- 4 Respondents were asked to choose the single category that best reflected how they were completing the questionnaire from the list given in the table below. Entries are broadly in descending order and percentages are rounded:

Status of respondents		
	<i>Number</i>	<i>Proportion</i>
Education professional or employee	52	40%
Parent/carer of a child in education in Kent from early years through to post-16	30	23%
Kent resident	13	10%
KCC employee	12	9%
Charity or Voluntary, Community or Social Enterprise (VCSE) worker/volunteer	4	3%
Parish / Town / Borough / District Council / County Councillor in an official capacity	3	2%
On behalf of a commercial Kent educational services provider	3	2%
On behalf of a friend or relative	1	1%
Other	13	10%
<b>Total</b>	<b>131</b>	

### Respondents' location

- 5 Respondents were asked for the first part of their postcode. The answers given are summarised in the following table. Not all respondents gave a postcode.

Location of respondents			
<i>Postcode</i>	<i>Number</i>	<i>Proportion</i>	<i>Area total</i>
S - Ashford	4	3%	South 15%
S - Dover	8	6%	
S - Shepway	7	6%	
E - Canterbury	16	13%	East 27%
E - Swale	12	10%	
E - Thanet	5	4%	
W - Maidstone	23	19%	West 38%
W - Tonbridge and Malling	14	11%	
W - Tunbridge Wells	10	8%	
N - Dartford	8	6%	North 14%
N - Sevenoaks	5	4%	
N - Gravesham	4	3%	
Bexhill	1	1%	Non-KCC 6%
Medway	4	3%	
Rochester	3	2%	
<b>Total</b>	<b>124</b>		

### ***Respondents' professional roles***

- 6 Where respondents had indicated that they were an education professional, they were asked about their job role. Answers were as follows. Multiple answers were possible (e.g. Primary & MAT) so neither totals nor percentages are relevant:

<b>Respondents' professional roles</b>	
	<i>Number</i>
Early Years	12
Primary	11
Secondary	5
Post-16	2
Multi Academy Trust	10
LA maintained	5
Pupil Referral Unit	2
Special school	1
Other responses	13

- 7 Similarly, these respondents were asked what position they occupied in their establishments. Here answers were exclusive so totals and percentages can be given:

Respondents' position in organisation		
	<i>Number</i>	<i>Proportion</i>
Governor	1	2%
Chief Executive	2	4%
Headteacher	19	37%
Senior leader	12	23%
Middle leader	1	2%
SENCO	4	8%
Teacher	2	4%
Other school employee	1	2%
Other role	10	19%
<b>Total</b>	<b>52</b>	

### ***Parents responding to the questionnaire***

- 8 Where respondents indicated they were parents or carers, they were asked about the phase(s) of education their child(ren) were in. A total of 31 parents/carers responded and responses were as follows. Again multiple answers were possible (and occurred) so no totals or percentages are given.

Children of parents responding to the questionnaire	
	<i>Number</i>
Early Years	5
Primary	14
Secondary	16
Post 16	5

- 9 Parents/carers were also asked whether their children had special educational needs or disabilities [SEND] and if so whether an Education, Health & Care Plan [EHCP] was in place. Responses were as follows.

Special Educational Needs	
	<i>Number</i>
EHCP	9
SEND but without an EHCP	7

### ***Other demographic factors***

- 10 Respondents were asked if they were prepared to provide certain other demographic information about themselves. 69 (53%) agreed provided at least some of this information. However the questionnaire stated that it was not necessary to answer these questions if a respondent was representing an organisation – the response rate from parents/carers and other individuals “eligible/able” to respond is higher than this implies. Of those who responded<sup>11</sup>:
- 51 (74%) identified as female and 18 (26%) male. 66 (97%) did not identify as transgender, either at present or in the past, and 2 (3%) preferred not to say

<sup>11</sup> Different numbers of respondents may have replied to each question in this section. The most common number of responses was 68.



- 61 respondents (88%) said they were heterosexual or straight; 1 stated she was a gay woman/lesbian; 7 respondents preferred not to say
- 31 respondents (46%) regarded themselves as belonging to a particular religion, of whom 27 stated they were Christian
- 7 respondents said that they had a disability (10%) while the remainder either stated they did not or preferred not to say. Disabilities reported included physical impairment (2 responses), sensory impairment (2), mental health (3), learning disability (1) longstanding disability not specified (3), other disability (1). [It was the disability of the respondent, not their child(ren), that was enquired about]
- 10 respondents (15% of the potential 68 responses) stated that they were carers (a definition of the term had been provided in the questionnaire). The remainder either said they were not, preferred not to say, or left the question blank
- The ethnic groups to which respondents stated they belonged are shown in the table below (4 of the 69 preferred not to say):

Ethnic groups of respondents		
	<i>Number</i>	<i>Proportion</i>
White English	56	81%
White Irish	2	3%
White Welsh	2	3%
Asian or Asian British Indian	1	1%
Asian or Asian British Bangladeshi	1	1%
Other	3	4%

- 11 Respondents were asked to state their age in one of nine bands. The responses are as follows. (Note that the age bands are not of equal width and those with a nil return – 0 to 15 and over 85 – have been excluded.)

Age groups of respondents		
	<i>Number</i>	<i>Proportion</i>
16 to 24	1	1%
25-34	2	3%
35-49	17	25%
50-59	23	34%
60-64	11	16%
65-74	7	10%
75-84	7	10%
<b>Total</b>	<b>68</b>	

### ***Where did respondents find out about the Consultation?***

- 12 Q3 in the questionnaire asked where respondents had found out about the Consultation and associated documentation. Multiple responses to this question were possible so totals and percentages are not given. The main sources (anything cited by 5 or more respondents) are presented in descending order below:

How respondents found out about this Consultation	
	<i>Number</i>
Letstalkkent.gov.uk	79
Website or KELSI	10
Social media	9
Staff intranet	8
Education provider	6

## C Cross-tabulation – a technical note

- 1 When comparing the responses made by different groups of respondents to the same question, a technique called cross-tabulation can be used. The table below shows, for instance, how education professionals (broadly defined to include others who, on the basis of their response, worked in the education sector); parents and carers<sup>12</sup>; and other respondents answered Q5 – the extent to which they agreed or disagreed with the *Kent Education Mission*.

Agreement with the <i>Kent Education Mission</i> : observed responses				
	<i>Professionals</i>	<i>Parents/Residents</i>	<i>Others</i>	<b><i>Totals</i></b>
Strongly agree	36	16	6	<b>58</b>
Tend to agree	27	18	9	<b>54</b>
Neither agree nor disagree	5	3	0	<b>8</b>
Tend to disagree	0	3	0	<b>3</b>
Strongly disagree	3	4	1	<b>8</b>
<b>Totals</b>	<b>71</b>	<b>44</b>	<b>16</b>	<b>131</b>

- 1 How is this table (technically known as a contingency table) to be interpreted? The usual technique is to consider what the table would look like if the three groups of respondents had all reacted to the question in the same way.
- 2 For example, 58 out of 131 respondents (44.2%) strongly agreed with the *Mission*. There are 71 education professionals in the response sample. If these education professionals had answered this question in the same way as everyone else, one would expect

<sup>12</sup> Including residents who may or may not currently be parents.

44.2% of them to strongly agree too. This would represent 31.4 professionals. Compare this with the figure of 36 highlighted in the table above.

- 3 One can repeat this calculation for every cell in the table (software solutions are available to do this). Doing so yields the “expected” table below:

<b>Agreement with the <i>Kent Education Mission</i>: “expected” responses</b>				
	<i>Professionals</i>	<i>Parents/Residents</i>	<i>Others</i>	<b><i>Totals</i></b>
Strongly agree	31.4	19.4	7.1	<b>58</b>
Tend to agree	29.3	18.1	6.6	<b>54</b>
Neither agree nor disagree	4.3	2.7	1.0	<b>8</b>
Tend to disagree	1.6	1.0	0.4	<b>3</b>
Strongly disagree	4.3	2.7	1.0	<b>8</b>
<b>Totals</b>	<b>71</b>	<b>44</b>	<b>16</b>	<b>131</b>

- 4 Notice that the row and column totals remain the same as in our original table.
- 5 Now one can compare the two tables. Obviously they are not going to be identical: as a minimum there are going to be small random variations between the two (and no decimals in the observed table for a start). But are there any cases where the differences are significant?
- 6 To test for significance, for large samples a statistical test (using the “chi squared” statistic) can give a fairly definitive answer. However technically the numbers in our table are too small to use this test – the usual requirement is that the numbers in all the cells in the “expected” table (the second table above) are at least 5. But what we can do is look at the differences and take a view.
- 7 The biggest difference between the two tables is indeed the one we started with: 36 professionals strongly agreed with the *Mission* where we would have “expected” 31.4. This is a difference of 4.6; all other differences are less than 4. But if we look at “strongly agree”

plus “tend to agree” education professionals score 63 when we would have expected 60.7. At this point it is a matter of judgement, but it is suggested that most readers would not see the difference between these figures for education professionals’ support of the *Mission* as significant – around 62 agree. And so for the rest of the table.

- 8 In other words, this technique has demonstrated that there is no evidence here that the three constituencies (professionals, parents, other) think differently about the *Mission*. [Strictly speaking, the double negative implicit in this statement is important!]
- 9 For the purposes of this Report, this means that we can just present the data at “all respondent level” – any variations between types of respondent, however defined, are within the boundaries of small chance.

## D Glossary of terms

The following acronyms occur in this report, either in the main text or in text from Consultation respondents. Not all are in common use.

CEO	Chief Executive Officer
EHCP	Education, Health and Care Plan
EY	Early Years
FE	Further Education
HE	Higher Education
KCC	Kent County Council
KELSI	Kent Education, Learning and Skills Information
LA	Local Authority
MAT	Multi Academy Trust
PE	Physical Education
PRU	Pupil Referral Unit
SEMH	Social, Emotional and Mental Health [difficulties]
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
STEM	Science, Technology, Engineering and Mathematics
TA	Teaching Assistant
TEP	The Education Partnership [contractor to KCC]
VCSE	Voluntary, Community and Social Enterprise [organisation or staff member]

## EQIA Submission – ID Number

### Section A

#### EQIA Title

Draft Education Strategy

#### Responsible Officer

Michelle Stanley - CY EPA

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

Christine McInnes - 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

Education and SEND

#### Responsible Head of Service

Christine McInnes - CY EPA

#### Responsible Director

Christine McInnes - CY EPA

### Aims and Objectives

The purpose is to create a new strategy for Education in Kent. This is in response to the changing national and local educational context, the changing government policy, qualification reform and funding, the need to respond to Kent specific educational issues, particularly around inclusion and SEND, and the need to fulfil our statutory duties in Education.

Our statutory duties

KCC has a range of statutory duties it needs to meet in education. These are a priority, and we need to consider and plan for how these are fulfilled.

They are:

- Ensure a sufficient supply of good education places, including early education and childcare, and sufficient local provision for pupils with special educational needs
- Commission home to school transport efficiently and promote appropriate independence for young people
- Meet the legal requirements of the Children and Families Act (2014).

We have a broader responsibility to:

- Champion the needs of vulnerable children and young people, their families and carers, so that there is an inclusive learning system which gives them the opportunity to succeed.

Local authorities also have a responsibility to:

- Ensure a strategic coherence that enables schools and settings to develop purposeful partnerships that improve the quality of teaching, learning and outcomes for children and young people
- Collaborate with partners to build the capacity for sector-led school improvement.

The strategy Education Mission Statement:

Our mission is to:

- Collaboratively develop and support an effective, evidence-informed system of strong leaders and staff grounded in clear moral purpose to respond to the local needs and aspirations of Kent children and parents.
- Place children and young people at the centre of all education, by ensuring they are heard, included and supported to be ambitious, curious and resilient individuals who are well prepared for their future and empowered to achieve.

Our work sits within the wider strategic framework for children and young people in KCC, Medway Council and the NHS. The shared vision of this work is: 'Supporting children and young people to achieve; through living healthy, safe lives in which they feel seen and included.

The Strategy Key areas of focus

We will focus on the following three areas of work:

1. Raising Ambition – we will be ambitious for all children and young people by creating firm floors that provide secure starts and long ladders to enable everyone to reach beyond expectations.
2. Enabling Curiosity - we will enable curiosity to expand the horizons of our children and young people by developing well-round, curious and confident children and young people who are ready to learn.
3. Building Resilience - we will build resilience for the education system by addressing barriers and encouraging effective, collaborative working.

Context that supports why we need a strategy

- We need to develop an updated strategic cohesive narrative for the sector to ensure alignment of all activity in the best interests of children and young people
- We have gaps in our attainment measures and significant gaps for our disadvantaged children and young people
- We need to ensure sufficient, good education and we want our providers to be good or outstanding
- We still have to deliver statutory duties with reduced funding and resources
- We need to align with the national and governments direction of travel to support and empower sector leadership
- We need to establish strong, collaboratively and cohesive structures and systems that support providers
- We are a particularly complex and diverse Education sector
- The sector reports a range of issues around recruitment and retention, challenging relationships with parents and they struggle with finding the right information or know who to turn to in a crisis.

## Section B – Evidence

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



Yes
<b>It is possible to get the data in a timely and cost effective way?</b>
Yes
<b>Is there national evidence/data that you can use?</b>
Yes
<b>Have you consulted with stakeholders?</b>
Yes
<b>Who have you involved, consulted and engaged with?</b>
<p>We have and will engage at various points.</p> <p>At the point of drafting the strategy:</p> <p>Currently we have liaised with the following stakeholders:  Cabinet Member for Education and Skills  Corporate Director CYPE  Director of Education and SEN  Div MT members including Assistant Directors Education, Assistant Directors of SEND and Inclusion, Head of VSK,  School leaders, CEOs, Principals, Headteachers and other school staff  Professional associations, principally: Kent Association of Leaders in Education, Early Years Providers Association, Kent Education Evidence Hub  Partner organisations principally: The Education People: Early Years, School Improvement, Post-16, Universities, Regional Adoption Partnership, National Health Service (NHS) and Active Kent and Medway (AKM) and Public Health.  Teaching Schools and Curriculum Hubs  Canterbury, Rochester and Southwark Diocese  Parents/carers and children and young people</p> <p>We will be liaising with the following stakeholders during public consultation on the draft strategy - October to 11 December (7 weeks):</p> <p>All education sector  Children and young people  Parents and carers  General public  Partner organisations  Voluntary Charity sector  Faith organisations (Catholic and Anglican)</p>
<b>Has there been a previous Equality Analysis (EQIA) in the last 3 years?</b>
No
<b>Do you have evidence that can help you understand the potential impact of your activity?</b>
Yes
<b>Section C – Impact</b>
<b>Who may be impacted by the activity?</b>
<b>Service Users/clients</b> Service users/clients
<b>Staff</b> Staff/Volunteers
<b>Residents/Communities/Citizens</b>

Residents/communities/citizens
<b>Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b>
Yes
<b>Details of Positive Impacts</b>
<p>Kent Education Mission Statement:</p> <p>Our mission is to: Collaboratively develop a secure, effective system leadership and workforce, guided by evidence-informed practice and founded in strong moral purpose. This is to ensure that all children and young people are included and supported to be curious, resilient, well-rounded, and ambitious individuals, well prepared for their future and enabled to achieve. This will be delivered by strong, place-based provision that cooperatively responds to the variety of educational needs and aspirations of our children and parents.</p> <p>Our work sits within the wider strategy for KCC, Medway and the NHS : The Framework for Children and Young People across Kent and Medway. Our shared vision is:</p> <p>“Supporting children and young people to achieve; through living healthy, safe lives in which they feel seen and included.”</p> <p>Strategy Key areas of focus</p> <p>We will focus on the following three areas of work:</p> <ol style="list-style-type: none"> <li>1. Raising Ambition – we will be ambitious for all children and young people by creating firm floors that provide secure starts and long ladders to enable everyone to reach beyond expectations.</li> <li>2. Enabling Curiosity - we will enable curiosity to expand the horizons of our children and young people by developing well-round, curious and confident children and young people who are ready to learn.</li> <li>3. Building Resilience - we will build resilience for the education system by addressing barriers and encouraging effective, collaborative working.</li> </ol> <p>One of the fundamental principles of how the Strategy will be delivered is to be inclusive. Therefore all protected characteristics will experience positive impacts from having the Education Strategy, in line with the Public Sector Equality Duty which aims to advance equality of opportunity between people who share a protected characteristic, and those who do not.</p>
<b>Negative impacts and Mitigating Actions</b>
<b>19.Negative Impacts and Mitigating actions for Age</b>
<b>Are there negative impacts for age?</b>
No
<b>Details of negative impacts for Age</b>
Not Applicable
<b>Mitigating Actions for Age</b>
Not Applicable
<b>Responsible Officer for Mitigating Actions – Age</b>
Not Applicable
<b>20. Negative impacts and Mitigating actions for Disability</b>
<b>Are there negative impacts for Disability?</b>
No
<b>Details of Negative Impacts for Disability</b>
Not Applicable
<b>Mitigating actions for Disability</b>

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

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

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

### DECISION NUMBER:

25/00023

**For publication** *[Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]*

### Key decision: YES

- It involves the adoption or significant amendment of major strategies or frameworks;
- It affects more than 2 Electoral Divisions

### Subject Matter / Title of Decision

Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030

### Decision:

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

(a) ADOPT the draft Education Strategy “Raising Ambition, Enabling Curiosity, Building Resilience. A Strategy for the Future of Education in Kent 2025-2030”;

(b) DELEGATE authority to the Corporate Director of Children, Young People and Education to make non-substantial revisions as appropriate during the lifetime of the strategy where changes do not require additional governance; and

(c) DELEGATE authority to the Corporate Director of Children, Young People and Education to take relevant actions, including but not limited to finalising the terms of, and entering into required contract or other legal agreements, as necessary to implement the objectives of the strategy.

### Reason(s) for decision:

Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030, has been developed in response to the Government’s drive for a self-improving, school-led system. As the system evolves there is a growing understanding of the need for sector-wide collaboration to ensure that every child receives an excellent education.

KCC does not have a current strategy. The previous overarching strategy for education was Vision and Priorities for Improvement, 2018-2021.

The Local Authority’s role in state-funded education has undergone significant change over previous years and is set to change further as the new Government develops and embeds its own education agenda. The strategy outlines principles and approaches to support delivery during a period of change.

The purpose of the strategy is to create cohesion with many stakeholders around a vision for all parts of the sector from early years to post-16 across many stakeholders, and to proactively respond

to our local and sector specific context and challenges.

KCC has a wide range of statutory duties it needs to meet in education. These are a priority, and we need to consider and plan for how these are fulfilled. The strategy is built around our statutory duties and aligns our work with the national direction of travel. It also responds to the voices of our children, young people, parents, carers and educational professionals.

Raising Ambition. Enabling Curiosity. Building Resilience. A Strategy for the Future of Education in Kent, 2025-2030, is written to align with and support the delivery of wider work in education. It aligns with other strategies including:

- The County-wide Approach To Inclusive Education
- The SEND Strategy
- The Education Accessibility Strategy.

It also aligns with other sector specific strategic work such as:

- The Commissioning Plan for Education Provision in Kent, 2023-27
- The Review of Early Years
- The work of Pathways for All
- The Funding Services to Schools

Implementation of this strategy will:

- Support sector cohesion and collaboration
- Address specific challenges and issues within the system
- Align to national direction of travel, within a rapidly changing context
- Enable KCC to meet its statutory duties with regard to education including admissions, commission of places, fair access and school improvement

The proposed decision supports the [Framing Kent's Future - Our Council Strategy 2022-2026](#) Priority 1: Levelling Up Kent 'Our commitment is to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families'.

The proposed decision supports Securing Kent's Future 2022 -2026: [Securing Kents Future - Budget Recovery Strategy.pdf](#) It is in compliance with and supports the Council prioritising its Best Value statutory responsibility and ensure that the Best Value duty is adhered in strategic and operational decisions, including advice to executive and non-executive Members. All Members, when discharging their respective roles within the council, whether executive or non-executive, should also prioritise Best Value considerations.

It also in line with Securing Kent's Future strategic Objective 3: policy choices and scope of the Council's ambitions. Meaning that 'we must review statutory services and the extent to which they are appropriately meeting need and supporting outcomes, and where necessary reshape that spend so it frees up resources for other services, including discretionary services'.

### **Financial Implications**

The implementation of the Raising Ambition. Enabling Curiosity. Building Resilience strategy will be progressed based on the budget allocation to the Children, Young People and Education Directorate. Operational delivery arising from this strategy for future years will be determined by the approved budget and the Medium Term and Financial Plan (MTFP) requirements.

### **Legal Implications**

The implementation changes from the strategy will be in line with Kent County Council's education and children's social care responsibilities, as set out in relevant legislation such as the Education Act (1996), Children and Families Act (2014), and Children Act (2004).

**Equalities implications**

As part of the consultation process for the strategy development work, a draft equality impact assessment was developed and published alongside the draft strategy document. Comments made as part of the response to the consultation which have implications for policy and decision making will be considered and the equality impact assessment updated accordingly. The equality impact assessment will be updated and a final version produced to support the proposed decision.

**Cabinet Committee recommendations and other consultation:**

The revised strategy and associated documents will be considered by the Children's, Young People and Education Cabinet Committee on 27 February 2025. Their views will be added following the meeting.

**Engagement and consultation**

Substantial stakeholder engagement work took place prior to drafting the proposed strategy, which provided valuable insights and feedback that fundamentally shaped the strategy.

A public consultation was undertaken between 23 October 2024 and 15 December 2024 on the content and format of the strategy. There were 3,360 visits to the strategy consultation, and documentation was downloaded over 1,830 times resulting in 131 responses.

The overwhelming response to the proposed strategy was very positive with 80% or more of respondents strongly or tending to agree with all parts of the strategy. This rose to 99% for some sections.

**Any alternatives considered and rejected:**

Do nothing, that is, to continue without a strategy that reflects the current operating environment and how the present and future challenges could be addressed by KCC and the stakeholder community.

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

.....  
signed

.....  
date

This page is intentionally left blank



A draft strategy for the future of  
**Education in Kent**  
2025-2030

---

**Draft document for consultation**



**raising  
ambition**

**enabling  
curiosity**

A white graphic of a wavy line with three peaks, positioned above the text 'building resilience'.

**building resilience**

Welcome to the draft ***Raising ambition. Enabling curiosity. Building resilience. A Strategy for the Future of Education in Kent 2025-2030.***

We've developed the draft strategy by listening to families, carers, children and young people, schools and providers (by providers we mean all early years settings as well as colleges and training providers), education professionals, and partners. We would now like to hear your feedback on the proposed 'Strategy for the Future of Education in Kent 2025-2030'.

The strategy aims to respond to the needs of children and young people, their parents and carers, and those in the education profession, while delivering our statutory duties. The strategy is built on partnership working to deliver an excellent education for our children and young people, strong effective schools and providers, and system-wide cohesion.

***Table of Contents:***

Foreword	4
Introduction and context	5
Our Kent education mission	7
The Kent education principles	7
Why we need an education strategy	7
Our listening	10
Our implementation and accountability	10
Commitment to partnership working	11
Three areas of focus	11
Raising ambition	12
Enabling curiosity	24
Building resilience	31
Stakeholder and partner engagement	38
The wider strategic framework	39
Glossary	40
Appendix one: Kent Children and Young People's Outcomes Framework Accountability framework	41

## ***Raising ambition. Enabling curiosity. Building resilience. A strategy for the future of education in Kent, 2025–2030***

### **Foreword**

Kent County Council (KCC) is committed to playing an important role in supporting the best educational opportunities for our children and young people. This strategy is focused on the three things we think are the most important for a good education: ambition, curiosity and resilience. These apply primarily to the children, young people and their families who use the education system, but also to our education providers and professionals, and to the wider system that supports it.

Peter Drucker, a consultant and writer, famously said, 'Culture eats strategy for breakfast'. So why are we working on a strategy, particularly at a time of change? This strategy does more than set out a well-designed list of priorities and actions. It sets out an evidence-based way to work collaboratively and inclusively, promoting a culture of child-centred and evidence-informed working through a strong self-improving system. These are our golden threads which will support us through the future.

These threads have also informed the development of the strategy as well as co-production sessions with children and young people, their families, and the professionals in the system who have shared their priorities, raised their concerns, and explained their aspirations. The sessions have led to the focus and areas of work currently in the strategy. This has shaped the principles to which we are committing, our shared priorities, and the overarching strategy approach.

The strategy aims to provide a high-level statement of intent to guide us, and our partners, in delivering education through the next five years. Leaders and practitioners within the sector are key to the success of this strategy, as are the many partner organisations with whom we work.

Everyone who works in education does so with a strong desire to improve the progress, outcomes and life chances of children and young people. They are guided by an unwavering moral purpose that puts the best interests of the learner at the heart of their work. In this strategy, we are outlining how the whole sector can come together to include and support every child and young person, no matter what their circumstances, where they come from, or the challenges they face.

We know that education plays a pivotal role in shaping the future of Kent and I am delighted to embark on this transformative journey with you.

**Rory Love OBE, BA (Hons), Cabinet Member for Education and Skills**

## ***Introduction and context***

Google the question 'What is the purpose of education?' and you will see the enormous and sometimes conflicting expectations there are of schools and providers. A quick glance at the media shows the lack of agreement there is about how best to deliver 'a good education'.

The 2002 Education Act is still a helpful point of reference. The Act requires schools to provide 'a balanced and broadly based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils/students at school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

How these requirements are met can vary and, as this document is being developed the new Government has launched an independent, expert-led 'Curriculum and Assessment Review', which will provide an opportunity for leaders to broker an agreement about how schools and providers can better equip our children and young people for adult life.

At the point of publishing, Kent is actively considering the implications of Devolution planning, the possible impact of the Children's Wellbeing and Schools Bill, and the sector awaits the outcome of the Curriculum Review. We are also responding to the work implications of changes such as Keeping Children Safe, Helping Families Thrive. During this time of uncertainty and change, the education strategy aims to set out a shared ambition for our children and young people, and describe how we intend to fulfil our responsibilities and duties to provide them with an environment that will help them flourish. Our aim is to develop a useful, accessible document addressing the big strategic areas we need to focus on to improve. This does not and cannot address every aspect of education or our business-as-usual work. It does, however, identify the areas where we believe we can have the most impact on the education of our children and young people. This strategy provides an updated, cohesive and strategic narrative to support alignment of all activity in the best interests of our children and young people.

The strategy works on three levels. Firstly, it sets out what KCC can do to improve the system, the work of schools and providers and the lives of our children and young people, within the framework of our statutory duties and areas of responsibility and influence. Secondly, it reflects the input from professionals, parents, carers, children and young people, and aims to address their priorities. Thirdly, it aims to establish a strong and cohesive system, and outlines the approaches we want to take to position Kent at the forefront of best educational practice.

The education sector has the tough role of preparing pupils for, in many cases, an unknown future; a role which it fulfils well for many young people. Successfully managing change and financial challenge is part of school life, as is addressing recruitment and retention of effective staff. We all balance our accountability for Government and taxpayer funding with the need for all work to have maximum impact. The nature of school and provider accountability is also evolving with a recent withdrawal of one word inspection outcomes. In addition, there are a range of Kent specific issues, such as our need to improve provision for those with special educational needs, the need to build strong inclusive practices and to respond to outcome gaps for some groups of children and young people, particularly our most vulnerable.

This strategy builds the response to these issues around the understanding that the expertise sits in the sector. KCC has a significant role, amongst its other statutory duties, in facilitating, convening and (at times) challenging. During this period of change, it also becomes more important to consider and support a locality model that collaboratively brings together the sector to resolve gaps or issues for children and young people.

The national direction of travel over the past few years has been to embed sector leadership through school-to-school support structures. This has been via Multi-Academy Trusts (MATs) but also through the establishment of teaching schools and curriculum hubs. Though, recently the DfE announced the establishment of Regional School Improvement Teams, which is a new development. However, the principle remains that deep expertise sits within the sector and this needs to be utilised effectively if we are to address our issues.

The education system in Kent is huge and diverse. This creates wonderful opportunities, but the risk of a fragmented system where the most vulnerable children and young people can fall through the cracks is amplified and needs to be guarded against. Research has shown that leadership focused on a local area can be significantly more effective. [A 2016 study](#) into school leadership styles showed that an 'architectural' style of leadership redesigns, transforms and builds for the future by transforming the community<sup>1</sup>. This type of leadership is future focused, embraces a place-based approach and delivers continuous improvement. We are embracing this approach and want to establish and encourage collaborative working in response to local needs within a framework of a shared commitment to all children and young people. We know there are many collaborations between schools and providers in Kent and want to build on this effective practice. Developments in SEND infrastructure to devolve decision-making to a more local level through the establishment of Communities of Schools, co-terminus with the geographical boundaries of the Primary Care Networks, is also informed by this research.

A collaborative approach underpins this strategy. A range of education leaders, partners, families, carers, children and young people have engaged in our co-construction conversations. A big thank you to all who met with us and gave their insights. They have informed our approach and influenced the areas of focus.

We face a time of change and a range of challenges. Responding to these is dependent on effective, collaborative partnership working, building on the great practice that is already in place - so this strategy is for everyone in education.

Thank you to all who work in the sector, those who lead, those who teach and those who support, for your continued hard work to provide a great education for all our children and young people.

**Christine McInnes, Director of Education and SEND**

---

<sup>1</sup> [One Type of Leader Who Can Turn Around a Failing School](#). Hill, Mellon, Laker and Goddard. 2016.

## ***Our Kent education mission is to:***

- Collaboratively develop and support an effective, evidence-informed system of strong leaders and staff grounded in clear moral purpose to respond to the local needs and aspirations of Kent children and parents.
- Place children and young people at the centre of all education, by ensuring they are heard, included and supported to be ambitious, curious and resilient individuals who are well prepared for their future and empowered to achieve.

Our work sits within the wider strategic framework for children and young people in KCC, Medway Council and the NHS. The shared vision of this work is: *‘Supporting children and young people to achieve; through living healthy, safe lives in which they feel seen and included.’*

## ***The Kent education principles***

For all children and young people in Kent, we will be:

1. **Ambitious:** Striving for the best learning and educational progress and outcomes for all children and young people.
2. **Child-centred and inclusive:** Promoting safe, relational approaches to ensuring an understanding of individual needs, joined up services, smooth transitions and equity.
3. **Compassionate and principled:** Seeking to balance best interests whilst providing appropriate challenge and making difficult decisions.
4. **Collaborative and place-based:** Facilitating collaborative, place-based (meeting local needs) approaches to education and childcare through building strong support networks and partnerships.
5. **Consistent and open:** Communicating effectively and consistently to build trust and stronger relationships.
6. **Evidence-informed:** Learning and development focused, recognising evidence and seeking best practice to inform continuous improvement.
7. **Sector-focused:** Enhancing sector-based leadership, expertise and skills for effective, continuous improvement.
8. **Sustainable:** Building for a financially stable and appropriately resourced future.

## ***Why we need an education strategy***

The Local Authority (LA) is in a unique position of having an overview of the whole education system, an accountability for aspects of the system and a responsibility to act as an advocate for individual children and families. Whilst the specific statutory responsibilities for school improvement have reduced, the responsibility for supporting a healthy and equitable education system remains, for example, through duties related to commission of places, admissions and fair access. KCC officers and members are committed to supporting an education system that provides good opportunities for all, and so work started on co-constructing this wider education strategy with the sector to provide a context for focused work on sector improvement, however that is delivered. The purpose of the strategy is to create cohesion across many stakeholders, and to proactively respond to our context and specific challenges. It is built around our statutory duties and aligns our work with the national direction of travel. It also responds to the voices of our children, young

people, parents, carers and educational professionals. This strategy aims to set out the case for a strong, collaborative and cohesive system that works in the best interests of all children.

A key local concern is improving the system approach to SEND inclusion, following two inspections (2019 and 2022) which identified significant areas of weakness within the SEND area (Health, Education and Care Services) and that there needed to be a more consistent approach to SEND inclusion across all education providers. This strategy supports greater clarity on the agreed expectations of all schools and providers, (by providers we mean all early years providers as well as colleges and training providers), with regard to universal provision, targeted support and specialist education provision. Further guidance on this SEND Continuum of Need and Provision is currently under development.

### **National direction of travel**

Over the past few years, the Government has accelerated the development of the self-improving, school-led system resulting in a reduction in the responsibilities of local authorities and a consequent change in funding. These changes are both a challenge and an opportunity. There are still key roles for local authorities, however. Some of these are statutory responsibilities, others are as an enabler, collaborator or partner, and as a champion of vulnerable groups.

Kent is relatively unique in that the majority of its Multi-Academy Trusts (MATs) are small (fewer than 10 schools or 7,500 pupils) and 'homegrown' rather than part of big national trusts. We also have a significant number of Single-Academy Trusts (SATs). The DfE has outlined its preferred model in the 2022 white paper '[Opportunity for all – Strong schools with great teachers for your child](#)'. Despite political change, the need to support this diverse system remains a key priority.

As the system develops, there is a growing understanding of the need for sector-wide collaboration to ensure that no child is left behind. Sir David Carter, previously the National Schools Commissioner, said there is 'a new level of accountability which is how does your impact in your trust contribute to raising standards beyond your trust?'<sup>2</sup>

In addition to the focus on statutory school age provision, other education provision has a significant impact on education outcomes for children and young people. There is considerable evidence of the positive longer-term impacts of early childhood education and care provision for young people and adults in relation to exam performance, the labour market and other outcomes. Recognising this, KCC has led a review of early years provision; the recommendations of which are currently being implemented. Post-16 education is an essential pathway to educational achievement, whether as the next stage in learning or as a support for those learners who have not attained the required standards (for example, in maths and English). To support strengthening of this part of the education sector, KCC commissioned an evidence-based review which led to the establishment of Pathways for All, a post-16 reform programme. All of this broader provision has a significant impact on educational outcomes and needs to be considered to ensure strategic coherence.

---

<sup>2</sup> [What works in delivering school improvement through school-to-school support \(publishing.service.gov.uk\)](#).



With regard to SEND inclusion, early indications from the new Government suggests a greater focus on inclusivity of the mainstream as the kind of first step on the road to SEND reform - which is already the Kent approach.

## Statutory duties

KCC has a wide range of statutory duties it needs to meet in education. These are a priority, and we need to consider and plan for how these are fulfilled.

These can be summarised as a responsibility to:

- Ensure a sufficient supply of good education places, including early education and childcare, and sufficient local provision for pupils with special educational needs
- Co-ordinate admissions and fair access
- Commission home to school transport appropriately and efficiently (according to the law and KCC policies) to promote independence for young people
- Meet the legal requirements of the Children and Families Act (2014).

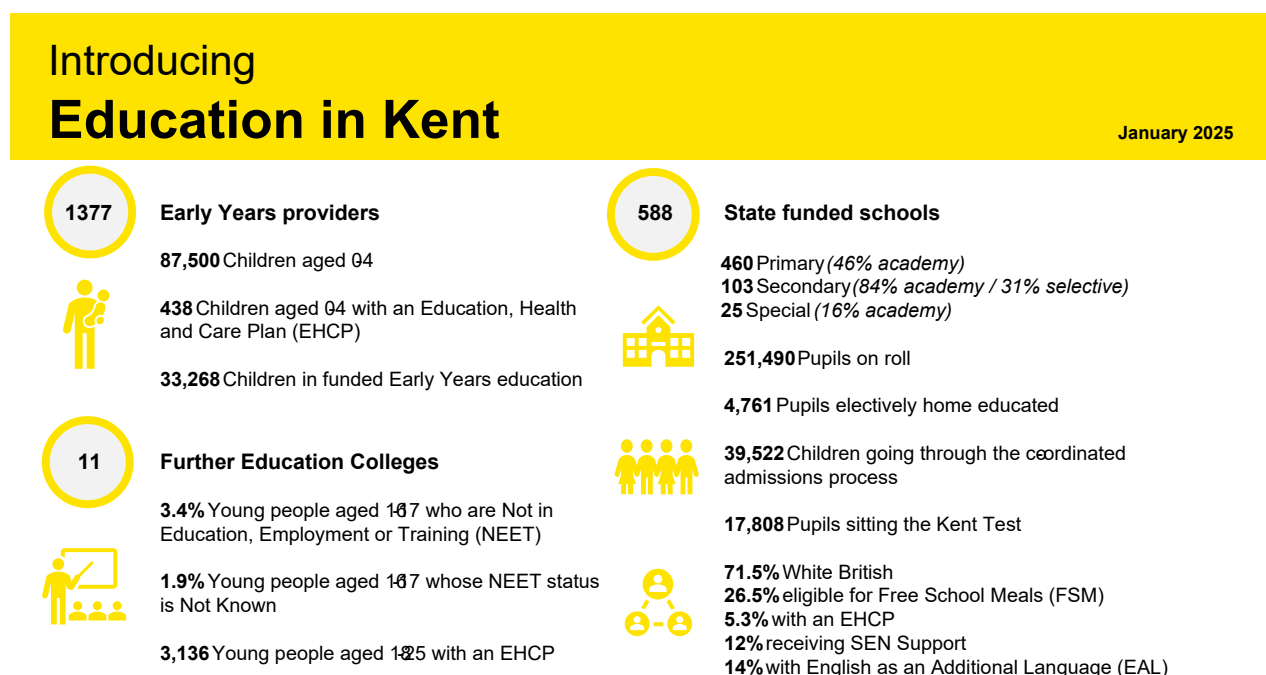
We have a broader responsibility to:

- Champion the needs of vulnerable children and young people, their families and carers, so there is an inclusive learning system which gives them the opportunity to succeed.

Local authorities also have a responsibility to:

- Ensure a strategic coherence that enables schools, settings and providers to develop purposeful partnerships that improve the quality of teaching and learning outcomes for children and young people
- Collaborate with partners to build the capacity for sector-led improvement.

## Our Kent state-funded education context



## ***Our listening***

Listening to the children and young people, parents and carers, leaders and professionals in the sector and a wide range of partners, has been central to constructing this strategy. It is built on the input from six sessions involving 118 children and young people, six focus groups with parents, six co-construction sessions with sector leaders and professionals, and conversations with 16 representative organisations and partners. Their input has shaped the areas of focus and content of the strategy, and their voice is shared throughout.

## ***Our implementation and accountability***

The detail that sits within the three areas of focus outlined in this strategy will be delivered via an action plan. Fundamental to success will be the engagement of key stakeholders, delivery partners, and the education sector as the detail of the action plan is developed and delivered. This will build on the existing positive relationships and high levels of engagement that have already significantly contributed to this work. Ongoing sector-wide collaboration and effective communication will be a central component of the work. The oversight of implementation will sit with the strategic education partnership group, specifically established to provide representation and support sector-led working, thus facilitating and empowering the sector to develop its capacity for peer to peer challenge and support. KCC, as a key partner, will work with this group and determine the priorities, the phasing of the implementation, and support with the detail of how the overarching areas of focus within the strategy are translated into workable, detailed, and accountable actions.

The strategy identifies our three key areas of focus and provides a high-level summary of actions we intend to deliver to ensure the success of our children and young people over the life of the strategy. The delivery action plan will be monitored, and we will hold ourselves and others accountable in the following three ways.

1. Progress against planned actions (activity and volume metrics) such as:
  - Activity in the action plan is delivered
  - Outputs delivered and the levels of engagement
2. Sector and children and young people's feedback (qualitative data) such as:
  - Children and young people's voice
  - Feedback from focus groups and collaborations
  - SEND outcomes framework
  - Annual education survey outcomes
3. Established education data sets (quantitative) such as:
  - Good Level of Development at Early Years and Foundation Stage
  - Free for 2 take up in early years and the new entitlement
  - Expected standard at Key Stage 2 (KS2)
  - Attainment and progress 8 at Key Stage 4 (KS4)
  - Free School Meals gaps at KS2 and KS4, and for Looked After Children
  - Not in Education, Employment of Training (NEETs) and Not Knowns at Post-16
  - Ofsted outcomes
  - Percentages of persistent and severe absence

These different types of accountability data will be reported with differing levels of frequency as they respond to and are articulated within the strategy action plan.

## ***Commitment to partnership working***

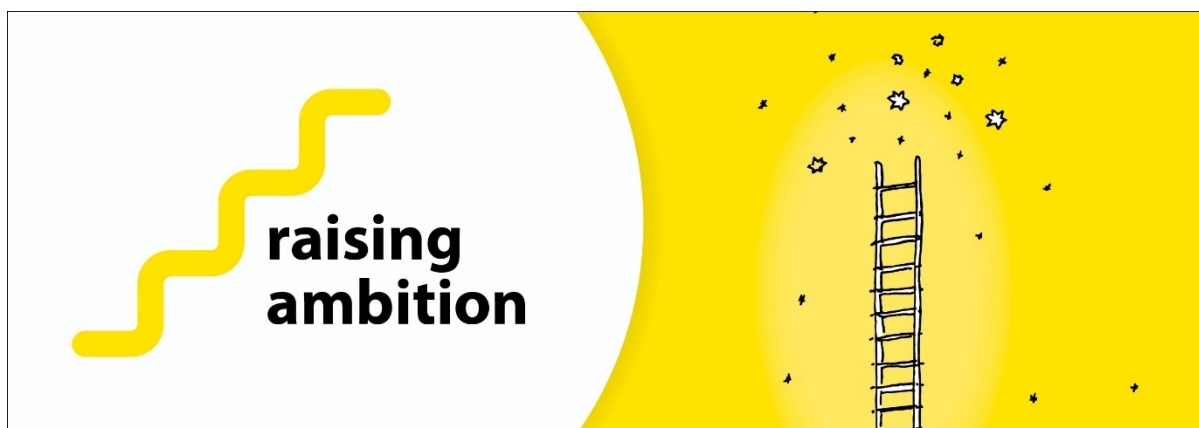
KCC is committed to developing strong strategic relationships with key partners and understands that this is fundamental to achieving the ambitions and aims set out in this strategy. It recognises the contributions made by professional organisations, key delivery partners, DfE funded teaching schools and curriculum hubs, wider stakeholders (such as faith groups, charities, professional and commercial providers), as well as provider associations who are representative of parts of the sector. Partnership working brings immense value and KCC is committed to fostering strong, collaborative relationships based on mutual respect, trust and aligned objectives. The continued commitment of key stakeholders is therefore vital to ensure effective partnership working. In recognition of this, we will reach out to, and work collaboratively with, key stakeholders to develop a better partnership working agreement.

## ***Three areas of focus***

We will focus on the following three areas for our children and young people, our schools and providers and for the whole sector:

1. **Raising ambition** - we will be ambitious for all children and young people by creating firm floors that provide secure starts and long ladders to enable everyone to reach beyond expectations.
2. **Enabling curiosity** - we will enable children and young people to be ready to learn and we will support and encourage them to explore their interests and wider horizons.
3. **Building resilience** - we will build resilience for the education system by addressing barriers and encouraging effective, collaborative working .





### **Learners said:**

*'I want to achieve my ambitions and live a successful life.'*

*'From my education, I want the ability to be independent, intellectual and be open to any opportunities which may come to me in the future.'*

### **Parent and carers said:**

*Paul: 'I want my children to feel safe, valued, have opportunities to be challenged and have fun, and to feel like they can make the next steps.'*

*Charlotte: 'I want my child to be able to do the best that they can, and for the school to recognise this and support them to get there.'*

### **Professionals said:** Raising ambition means

*'A fully inclusive education that enables every child to achieve their potential.'*

*'Providing the support that every child needs.'*

### **Why 'ambition'?**

The DfE's Teachers' Standards begin with 'Set high expectations which inspire, motivate and challenge pupils'. Being ambitious is important because it inspires excellence and can push pupils beyond their own expectations and perceived limits. In Kent, we are ambitious for all our children and young people, for our professionals, for all our education providers and for the sector as a whole. Raising ambition can be achieved in various ways. For example, by setting goals, identifying pathways, moving towards independence or pursuing higher education. For the sector, it may involve improving inclusion, raising progress outcomes or doing well when inspected by Ofsted. All efforts to raise ambition recognise the importance of progress and the range of different starting points, but clearly emphasise the desire to provide an education that enables everyone to do their best. We are ambitious for every child to achieve their personal best, to make strong progress and to have good pathways.

### **Our work on raising ambition will focus on the following priorities:**

Ambition 1: High standards and strong progression for all children

Ambition 2: Strong starting points and therefore better life chances from the very beginning

Ambition 3: Good pathways for all young people at post-16

Ambition 4: Great schools with strong Ofsted outcomes

Ambition 5: Meeting specific needs through inclusion and appropriate SEND provision

Ambition 6: Equality of opportunity

### **Ambition 1: High standards and strong progression**

At a county level, Kent schools and providers, as well as children and young people do well against many of the key outcome measures. This is a testament to strong leadership and a workforce dedicated to ensuring that all children and young people are enabled to do their best. Ofsted inspections of our colleges, schools and early years settings find that a high percentage are taking effective action to raise standards. Our outcomes for statutory education are in line with national ones, but there is still improvement to make because every learner needs a great education.

Underneath the headlines, the data reveals that there are significant gaps for children from disadvantaged backgrounds and those with additional educational needs. Some children make significant progress, while others do not. There are also local gaps showing that children in certain parts of Kent have lower chances of performing well. Although our data changes year-on-year, this is a significant area of focus. In 2024, our key stage 2 reading and writing were strong, but our year 1 phonics data and key stage 2 maths outcomes need to improve.

The work on high expectations, standards and good progression starts with identifying issues, exploring the evidence, good decision making and drawing on relevant expertise. Data is vital for identifying priorities for improvement and helping to understand what is working well. The sector has access to a range of data to support this analysis, including our District Dashboard, which brings together all the inclusion related data. However, headline data is not the only way to identify successes or areas for improvement. Schools and other providers will use a range of data to ensure all learners are making progress and reaching their full potential. Progression, engagement and good pathways are equally important indicators.

**We will achieve strong outcomes and good progress for all children and young people, and respond to trends, locality gaps, attainment gaps and cohort needs, particularly for those who are disadvantaged and have SEND by:**

- Advocating for detailed data analysis to identify, develop and promote programmes and interventions that respond to the Kent-specific issues, trends, progress and attainment gaps, and the needs of different cohorts. Most MATs have school improvement functions or staff that will be doing this work. KCC's school improvement service, The Education People, supports this for maintained schools by using data effectively to develop and promote a broad training and consultancy offer that responds to specific national, local, key stage and school level priorities.
- Developing and promoting appropriate data dashboards so schools and providers have access to a range of data to support the analysis of inclusion for those with special needs. The data sets can be interrogated by individual institutions so they can develop an understanding of how they compare to groups of similar schools. It is also the key tool to support robust decision-making by Communities of Schools (once the system is fully rolled out) to ensure

High Needs Funding and other resources are effectively improving outcomes for those with special needs.

- Providing support to early years sector providers to ensure very high quality, inclusive provision that supports all children to reach their full potential, as measured by the Early Years Foundation Stage Profile and any indicators agreed as part of the Early Years Review.
- Utilising the expertise of the full range of delivery partners, including the Government-funded Teaching Schools and Curriculum Hubs, the local and national leaders of education and the newly established DfE School Improvement teams, alongside our local providers such as The Education People (TEP) and Kent Association of Leaders in Education (KALE). These partners support schools and providers to identify and address attainment gaps linked to cohort needs, specifically the attainment gaps for groups such as disadvantaged pupils, and subject gaps such as maths, through targeted, evidence-informed interventions and support.
- Working with maintained schools to identify patterns of underachievement, targeting schools with the greatest need for school improvement support and guidance, signposting the most appropriate evidence-based approaches, including a range of traded interventions and school-to-school support.
- Working through Governor Services to ensure governors have access to training that responds to identified knowledge gaps, particularly around the curriculum, so that schools have strong, well-informed governors who understand how to hold school leaders to account for the outcomes, standards and needs of their school.

## **Ambition 2: Strong starting points**

A child's first 1,000 days, or the period from conception to age two, are the most crucial for the development of their body, brain, metabolism, and immune system. Positive early experiences shape the brain, support children to be school ready and help bridge disadvantage gaps. Our ambition for early years education and childcare in Kent is an exciting, vibrant, diverse, sufficient and sustainable sector that is of outstanding quality, achieves excellent outcomes and progress for all young children and is available, affordable and inclusive for all families. Early education and childcare within Kent is available through a large, diverse and constantly-shifting market of maintained (schools), private, voluntary and independent providers (including childminders). Although our Ofsted outcomes in the early years sector are overwhelmingly positive and above national, providing the quantity of places needed to meet the Government's new free entitlements agenda may be challenging, as is the early identification of needs and supporting parents. Beyond the sector, we want babies, very young children and their parents to have opportunities to engage in creative play.

**We will achieve strong starting points and therefore better life chances from the very beginning of education by:**

- Working with partners, particularly Public Health, health visitors and other health professionals, to exchange data to ensure there is a cross sector understating of the cohort and their families to inform strategic planning of services.
- Ensuring our youngest children are able to fully access their early years entitlement/s by aiming to ensure a sufficient, sustained early years and childcare market and the provision of information and advice to parents in relation to the nature of their entitlement/s and where and how these might be accessed.
- Encouraging and enabling parents and families to be involved in their children's learning at the earliest age via support offered by Family Hubs and other early years and childcare provision.
- The early identification of the needs of young children vulnerable to under achievement and responding to need quickly. The aim is to achieve this through the implementation of the Early Years Review recommendations.
- Supporting the sector to improve staff recruitment and retention in early years. We will respond to the sector's feedback by promoting the use of The Education People's Recruitment Hub and encouraging use of its Recruitment Toolkit.
- Offering the early years sector advice, support and training (via commissioned and traded services) to continue to support inclusive, high-quality provision, as measured by Ofsted inspections and assessment of Early Learning Goals.
- Continuing to involve and engage Early Years and Childcare providers in the ongoing development in the market in Kent through strong, collaborative engagement activities such as the Early Years and Childcare Provider Association, early years collaborations, and the termly briefing and networking sessions.
- Continue to drive up quality and inclusivity in the Early Years and Childcare sector through the provision of commissioned and traded advice, support and training that targets and responds to sector need. This will also continue to be supported through the early years collaboration networks, which are well established to provide effective peer to peer support.
- Implementing the findings of the 2024 Early Years Review to improve our universal offer in early years education and provide a simpler, streamlined approach to the way targeted and specialist services are accessed and used to support children aged 0–5, particularly those with additional needs. We will ensure children have their needs identified accurately and assessed in a timely and effective way, so they receive the right support, in the right place, at the right time. This will be delivered through a robust offer of support at universal, targeted and specialist levels from September 2025, with a focus on professionals working alongside early years practitioners and using a coaching/mentoring approach to build confidence and capacity. It will include Dingley's Promise, which offers flexible training for early years children with

SEND. This revised approach will be underpinned and embedded through developing and delivering a core training offer by September 2025.

- Responding to feedback from the 2024 Early Years Review which identified the need to streamline bureaucratic processes and instead rely on the strong skills, knowledge and professionalism within the sector. This new approach will be underpinned and embedded by developing and delivering a core training offer by September 2025.
- Continuing to support and grow the work of Playground, a unique and innovative programme empowering the creativity of babies, young children and their families. Playground aims to promote and evidence the positive impact of creativity, which is vital for both healthy development and building the mental resilience of young children. Playground is a National Portfolio Organisation<sup>3</sup> funded by Arts Council England. The next stage for this work is to secure investment for research and evaluation to evidence the powerful and transformational impact the programme has on families with babies and young children with additional needs. Playground's ambition is to work with families, teachers, artists and strategic partners to create a scalable model of practice to ignite significant positive change in the quality of creative learning and engagement opportunities for all young children with additional needs.

### **Ambition 3: Good pathways for all young people at post-16**

Kent has a large and diverse post-16 sector with range of selective and non-selective sixth forms, three large and successful college-groups, and an array of training providers. A [review of the sector](#), published in 2022, and our own data, shows that students working at or below Level Two have fewer options, and are not always able to progress to good next steps. Between 2022/23 and 2023/24 there was a decline in the number of courses available at Level 2 and below. This will be one of the key areas to be addressed by Pathways for All. There has also been a lack of flexible provision for young people Not in Education, Employment or Training (NEET) delivered outside of school or college, which will be addressed by working alongside the DfE. There are not enough apprenticeships to meet demand, nor is there the appropriate scope of offer. We also know that specific support for SEND young people is needed to help them move into employment opportunities through supported internships, apprenticeships and paid employment. This is reliant on consistent access to high quality careers information, advice and guidance about the labour market and an increase in qualifications at Level 3 and above.

#### **We will ensure better pathways for all young people at post-16 by:**

- Working with our delivery partners, The Education People, providers, and the DfE. This will involve using the DfE's gap filling process to attract training providers to Kent and create additional places over the next few academic years. In turn, this will start rebuilding NEET and vulnerable learner provision in the county. Data trends indicate that more will be needed as reduced provision has led to a gradual increase in NEET numbers. The post-16 cohort

<sup>3</sup> [National Portfolio 2023-26 | Arts Council England](#)



is growing considerably for the next few years, which will also place pressure on this provision. We will continue to work with the DfE to fill the identified gaps over coming years. This will also be addressed through the Pathways for All work. Over time, this should lead to a stabilisation of NEET numbers and an increase in the options for post-16 young people.

- Ensuring we have the data to understand the challenges faced by young people and the sector. We will continue to produce valued reports, such as the NEET Deep Dive and the Provision Gap analysis to support the sector to develop. As well as using sources such as the KentChoices system and existing services to support the sector-led Local Collaborative Partnership Areas (LCPAs) and providers to develop provision for all young people.
- Working with other partners (TEP, Apprenticeship Support and Knowledge, Careers and Enterprise Company, Medway Council, Kent Association of Training Organisations and Apprenticeship Ambassadors) to develop an apprenticeship strategy across Kent and Medway which will ensure the number and range of apprenticeships can increase and meet the various needs of our young people. The planned government drive to facilitate more apprenticeships from entry to higher level will provide more sustainable careers pathways.
- Working with providers and the TEP Supported Employment Service to embed the Supported Employment Education Framework. This will ensure that those with special needs have good pathways to employment and, where possible, can be independent. This will lead to an increase in the number of young people with SEND progressing into paid employment, in line with our planned Safety Valve outcomes.
- Supporting the sector to increase the use of a standardised approach to careers across the county, providing good information and raising aspirations. This will be achieved by working with a Pathways for All special interest group who are piloting a new framework, as well as our partners at The Education People, who will further develop the careers section on KentChoices. This will ensure that the county's young people have access to information to help them make good decisions about their future. Alongside this, the Careers and Enterprise Company (CEC) currently support schools to embed good practice as they work towards the Gatsby Benchmark and raise the aspirations of the young people they work with. This will streamline and support transition into post-16, and lead to good decision making and educational progression.

#### **Ambition 4: Great schools with strong Ofsted outcomes**

Kent currently exceeds the national average for the percentage of schools with a positive Ofsted outcome, but we are not complacent and know that maintaining strong, effective schools requires continuous focus. All children and young people should be able to access a great education and be enabled to make the best of their one chance at school. We will support schools to deliver an excellent education and achieve strong inspection outcomes by ensuring they understand what is required of them, they are evidence-informed, and by supporting them to recruit the right staff with access to the right training.

### **We will continue to support schools to be effective by:**

- Ensuring schools have access to the most up to date information about inspection frameworks through sharing expertise, experiences, identified patterns and areas of focus. Using this intelligence and embedding Ofsted expertise into the work of school improvement will support schools to understand what is expected of them and support them to deliver a great education.
- Providing support for the accountability of maintained schools, ensuring they are effective and provide a great education for all children and young people. This includes integrating the use of the core standards and the graduated approach for children and young people who, for whatever reason, are struggling. Access to a range of commissioned and traded services and interventions will support schools to meet their accountability frameworks, their responsibility to their local community, and support KCC to fulfil its own duties as outlined in the statutory [Support and Intervention in Schools guidance](#), Nov 2024 (previously the Schools Causing Concern Guidance)
- Offering support for recruitment and retention to ensure the best staff are working in Kent schools. Where possible, we and our partners will network and share recruitment information to ensure schools and strong candidates are appropriately linked up. We will continue to support staff retention via signposting and providing a range of training and support opportunities to grow our own high-quality staff for all the roles within the sector. This includes providing support and induction for new headteachers, and working alongside our partners, teaching schools and curriculum hubs as they deliver national professional qualifications, SEND inclusion and curriculum-focused training as part of evidence-informed professional development.
- Working alongside our sector partner, KALE, to continue to embed the legacy of the EEFective Kent Project, a partnership with the Education Endowment Foundation, which focused on building strong evidence-informed practice across the sector to enable all pupils to do their best in school. The [KEEHUB](#) (Kent Education Evidence Hub) is the sector-led group, hosted and organised by KALE who are working with EEF research schools and KCC to facilitate access to, and champion, high quality evidence-informed practice at all levels within the sector.

### **Ambition 5: Meeting specific needs through inclusion and appropriate SEND provision**

A small number of children are born with significant and complex needs, some of whom will require support for life. Many children and young people have additional needs at some point in their education journey, where comprehensive universal education provision or some additional help will get them back on track. Some children and young people fall somewhere on that continuum between high and low, temporary need.

Since 2020, KCC has been working with the education sector to better develop universal education provision and targeted support, alongside developing staff knowledge and skills to meet a range of needs we know are in the pupil population.

The approach is described in A Countywide Approach to Inclusive Education ([CATIE](#)) and has been supported by a range of well-attended training and development programmes. The work on strengthening SEND inclusion education provision is multi-faceted and includes clarifying expectations of individual schools' offers as well as how the system - which comprises mainstream schools, mainstream plus (Specialist Resource Provision and Alternative Provision) and special schools - functions.

**We will meet need through inclusion and appropriate SEND provision by:**

- Continuing to deliver [A Countywide Approach to Inclusive Education](#) (CATIE) which sets out the strategic direction for inclusive education across Kent for 2024–2028. CATIE sets out four priorities:
  1. Supporting a school-led system to deliver the highest quality core inclusive education
  2. Providing additional intervention and support with engagement and integration
  3. Inclusive education is part of a broader, holistic and joined-up offer of support
  4. Ensuring smooth transition between education phases

This strategic work was co-produced and seeks to support all education providers to provide the best education for the full range of the needs of our children and young people.

- Setting up communities of schools to ensure appropriate resourcing and support for all children and young people with special needs in mainstream schools. The work is establishing groups of schools who are able to collectively agree the type of additional support they need, informed by the data drawn from the District Dashboard, amongst other sources and consider the appropriate resourcing needed. This work will establish strong partnership working based around local needs, focused on evidence-informed practices to ensure all children and young people with SEND in mainstream schools are appropriately supported to achieve to their full potential in education and beyond.
- Developing a sustainable SEND education system that provides for the full continuum of SEND need. Work has been underway for several years to reform the education system in Kent with a particular focus on the capacity of mainstream schools and providers, strengthening the provision of SEND support and embedding the graduated approach. Specialist Resource Provision (SRP) provides more intensive support in mainstream setting, and in order to ensure a consistent offer for pupils across the county, a review was undertaken. This has resulted in a consistent service level agreement being put in place and proposals to expand, assisting in identifying the added value of attending an SRP. The final strand of this work is focusing on Kent's special schools and working to support the sector to evolve and meet the needs of the pupils with the most complex needs identified through our SEND Sufficiency Plan. The Localities Model of School Inclusion, Specialist Resource Provision and the Special Schools Review work all focus on developing a rich, full and appropriate continuum of provision for need. These

areas of work come together to form a cohesive continuum of education provision and ensure all parts of the sector are enabled to appropriately support and deliver education for all our children and young people with SEND.

- Developing and delivering a new strategic pathway to support neurodiverse (ND) young people and their families, to ensure the best possible outcomes. With the aim of providing earlier support for this growing need type, health, education and social care colleagues have been working together to explore alternatives. Informed by the evaluation of the very successful This is Me (a programme of early identification and school-based intervention), work has been underway to develop a new ND pathway. Following a successful bid for DfE funding, we will deliver one of the national pilots of [Partnerships for Inclusion of Neurodiversity in Schools](#) (known as PINS). This strategically planned project further strengthens the working relationships between health and education services. The strategy is based on whole school educational approaches and develops environments where neurodiverse pupils can flourish and succeed. A menu of support, bespoke to individual schools, will be delivered using professional resource networks. Links between peer schools are also established to ensure a consistency of understanding and improve the quality of delivery. The approach will be evaluated and rolled out across the county over time.
- , we plan to develop a three tier AP system, PRUs, Independent placement and other none education setting such as tuition. This will need to align with the current government policy. When there is clarity from the government, we Develop a strategic approach to all CYP who are not in mainstream education. In line with the government Alternative Provision (AP) roadmap
- Delivering, with our partners, the Kent SEND Strategy, 2025-2028 which aligns with the vision of the Integrated Care Framework to 'support children and young people to achieve through living healthy, safe lives in which they feel seen and included'. This means all children and young people should feel valued and supported, that our work should be centred on inclusivity and care and that all our actions should align with helping children reach their full potential. The strategy sets out five key ambitions:
  1. Improve the lived experience of children and young people and their families
  2. Provide access to the right support at the right time in the right place
  3. Achieve the best outcomes through inclusion and participation
  4. Work together with children and young people with SEND and their families
  5. Prepare for a successful future at the earliest opportunity.

The SEND Strategy will deliver against the Kent Children's and Young People's Outcomes Framework (Appendix 2), and is a joint commitment to the goal of providing every child with the support they need to succeed.

## **Ambition 6: Equality of opportunity**

Kent values and supports all its young people and is eager to ensure that barriers to education are addressed. As a public body, we have a legal duty under the Equality Act 2010 to promote equality of opportunity, to eliminate unlawful discrimination, and support diversity. In education, we have a duty to champion the needs of vulnerable children and young people so they have every opportunity to succeed. This is done by ensuring that every child and young person has an equal opportunity to make the most of their education and to succeed. We therefore work to remove barriers, make necessary adjustments and support every child and young person to be successful. This ranges from ensuring all have access to good school places, promoting and supporting school attendance, working with the most vulnerable children and young people through Virtual School Kent (VSK), the local adoption partnership and supporting our schools to be accessible.

### **We will improve equality of opportunity for children and young people in Kent by:**

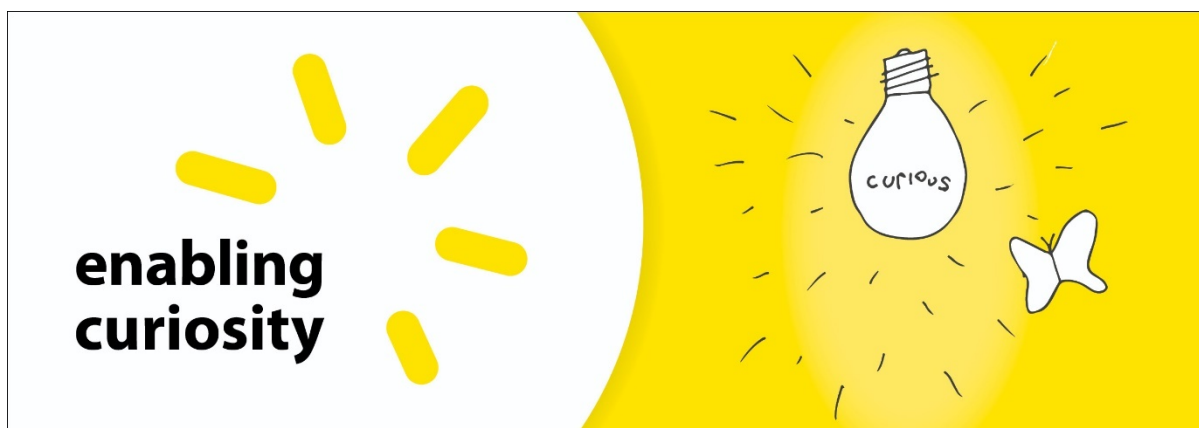
- Commissioning the right places for [education provision](#) in Kent. The plan sets out the council's approach to school place commissioning. Good commissioning supports delivery of the council's duty to ensure every child can access a nursery/school place, promotes and champions parental preference, and raises standards of education in the county. It is shaped by, and responds to, the ambitions of this education strategy and its policy directions.
- Providing fair access to nursery and school places by supporting those who are most vulnerable. Kent's annual admissions scheme sets out how we fulfil our statutory duty to offer new school places and support those families that move within the school year. We work with all Kent schools to set reasonable entry criteria to increase opportunities for vulnerable groups, including priority to all Kent Grammar schools for children from disadvantaged backgrounds. These same access principles are applied to Kent's centralised grammar testing arrangements, ensuring adjustments are made to give all pupils the opportunity to take part to the best of their ability.
- Reducing absence and improving attendance by supporting all providers with advice, guidance and training in line with statutory guidance. This includes investigating cases of children missing out on education, supporting with enforcement activities, working to ensure children in entertainment and employment are safeguarded, and acting in support of children and young people placed in pupil referral units (PRUs) to ensure they are all able to access a good education.
- Supporting the education workforce to be aware of inequalities, understand policy and build stronger practices. Through traded specialist consultancy, support, training, advice, coaching, and mentoring, the TEP Equalities Adviser can support schools and providers in promoting equality and diversity in their organisation, and equal opportunities for all pupils. This work aims to uphold equality, promote inclusion, ensure equality of opportunity through a needs-led approach, eliminate discrimination and harassment, and to promote recognition and respect for diversity.

- Improving the educational experiences and achievements of adopted children by directly and indirectly ensuring teachers and those working within education settings are trauma informed, understand the challenges of adoption, and are provided with appropriate tools and strategies to support adopted children and their parents. Greater awareness and better support will be achieved through better communication, workshops, training, education planning meetings and utilising the offer of mediation in some situations.
- Advocating and being ambitious for those children and young people open to or within Youth Justice and Adolescent Early Help. We aim to provide a suitable educational offer, including progression to full-time timetables, by promoting attendance. This includes implementing education risk management and/or recovery plans through sector collaboration. Plans and assessments will be shared between the Youth Justice team and schools or settings to jointly manage the risks. It will also involve celebrating their successes and taking every opportunity to accredit children's Youth Justice activities through the Assessment and Qualifications Alliance framework. In our wider partnerships, we will support schools to understand and participate in multi-agency contextual safeguarding approaches. This work will support vulnerable children to remain in suitable education, thus providing secure starting points.
- Improving access to education for disabled pupils and discharging the council's duty under the Equality Act 2010. KCC will implement an education accessibility strategy setting out how it and its maintained schools are improving access for disabled pupils to the curriculum, the physical environment of schools and the information which is readily accessible to pupils who are not disabled.
- Exploring ways of building stronger partnership working arrangements across KCC directorates, and other relevant organisations, to support Gypsy, Roma and Traveller (GRT) children and young people's access to equality in education. GRT Resident Service and various parts of the Education Directorate have different roles and types of information but no clear channel or process for sharing this. Finding better ways to facilitate joined up working could improve support and lead to better engagement in education and better services for the GRT community. Establishing a task and finish group to explore and establish a systematic approach would support the delivery of equal opportunities for this group of children and young people.
- Promoting equality of opportunity for service children. Through the role of the Civilian-Military Liaison Adviser, the service children cohort are fully included and effectively integrated into school life by celebrating diversity, supporting effective liaison, and through advocacy. This is in line with the Armed Forces Act 2021, which stipulations that service children should not be disadvantaged due to their parents' service.
- Advocating for the educational outcomes and progress of children and young people who are in care, those who have been in care or who have been supported by social services and those who are living in kinship care. This ongoing work is delivered by the Virtual School Kent (VSK) and includes advocating for trauma informed practices to support children and young people

who have experienced adverse childhood experiences, championing the support needed for the children and young people to do well in school and ensuring relevant agencies have a joined-up approach with the school to ensure that these children make good progress, achieve good educational outcomes and improved life chances comparable to their peers.

- Ensuring the Education Programme has capacity to meet the demand for delivering a suitable, high quality education, on behalf of KCC under Section 19 of the 1996 Education Act, for those who would otherwise be missing education either due to permanent exclusion from primary school or to secondary aged pupils with an Education, Health and Care Plan (EHCP) and pupils awaiting a permanent placement who have an EHCP. This bespoke service is tailored to each pupil's individual needs and prepares them for reintegration back into school. By ensuring that the offer is engaging, enjoyable, effective, individualised and safe for all, children and young people who might otherwise have been disenfranchised are supported to stay in education.
- Identifying and supporting children missing education and undertaking education other than at school. Under the Education Act 1996, KCC has the duty to identify children who are not receiving a suitable education. To deliver this, we will collaborate closely with schools, alternative provisions and relevant stakeholders to gather comprehensive data on registered pupils, maintain an accurate and up-to-date database of all children in Kent, and actively engage with families to emphasise the importance of education and the suitable options available. Where parents are home educating their children, we will ensure that they understand their responsibilities and provide necessary support and signposting.





### **Learners said:**

*'I value the extra-curricular activities available at my school.'*

*'[I like] to learn about the wider world – our past, present and future and to be able to enjoy it'*

### **Parents and carers said:**

Laura: *'[Education is] encouraging and supporting enquiring minds, understanding how and why, where to look for answers.'*

Liz: *'[Education is] giving children exciting opportunities to listen to, to see and to get involved in new experiences.'*

### **Professionals said:**

*'I want to feel that everyone working with my school wants my school to flourish, and as a result my children flourish.'*

### **Why 'enabling curiosity'?**

Curiosity is a powerful driver in the learning process for children and young people. It ignites interests and passions, develops creativity and uncovers hidden talents. Curiosity encourages learners to delve deeper into areas of interest and fosters a love for discovery and knowledge. Enabling curiosity involves creating an environment where children and young people feel secure about learning and enabled to think creatively and to explore. Although good Key Stage 2 and GCSE outcomes open up a range of opportunities, there are other skills and experiences that broaden horizons and set children and young people up for a good future.

By enabling curiosity, we support young learners to become enthusiastic, lifelong learners who are eager to pursue their interests and talents. We work with parents, schools and a wide range of other providers, including the NHS and charities, to provide a breadth of opportunities and to ensure children and young people are able to actively participate in learning.

In schools, a focus on the wider curriculum ensures a breadth of subjects and learning experiences are available to learners. All children and young people need access to a diverse and balanced curriculum, both within and beyond school, to support their overall development.



**Our work on enabling curiosity will focus on the following priorities:**

- Curiosity 1: Effective pastoral care that supports positive attitudes to education
- Curiosity 2: Great teaching and learning that fosters curiosity
- Curiosity 3: Good health that enables good participation in education
- Curiosity 4: Good physical fitness that enables participation in education
- Curiosity 5: Rich opportunities to develop passions and talents within and beyond the classroom for creativity, the arts, culture and music

**Curiosity 1: Effective pastoral care that supports positive attitudes to education**

Good pastoral care supports the wider wellbeing of children and young people by creating a nurturing, supportive environment where learners can thrive both academically and personally. It supports children and young people to feel safe, supported and happy in education. This ranges from promoting a strong pastoral culture in schools, providers and across the county. It places the child at the centre of the policy and practice of the organisation, often through maintaining strong positive relationships. By focusing on these relational approaches, professionals and the sector can better understand and meet needs.

**We will develop strong pastoral support for children and young people and their families by:**

- Championing the role of pastoral care and encouraging schools and providers to be brave in their personal development strategy. We are championing a 'whole school approach' to nurture, developing data sets to support school self-evaluation and allowing schools, through the community of schools' model, to discuss whole school and cohort level strategies so that all children are included. This will support our ambition to strengthen independence and for all children to live fulfilled lives.
- Developing stronger approaches to transition at the key points in a children and young people's educational experience. We will explore ways of improving the experience for both the education providers and for the children and young people and their families. We will explore building this into the Communities of Schools work. In practice, this will involve better sharing of experiences and skills to jointly improve the experience of children and young people, leading to a more uniform approach to transition across the different phases and between different types of schools.
- Embedding and supporting the delivery of the Nurturing Kent Programme, which involves the National Nurturing Schools Programme being rolled out to 300 Kent schools over three years. The programme is bespoke to each setting and involves support for quality first teaching and learning, to embed a nurturing culture. It celebrates what schools already do well, whilst championing areas to improve with regular guidance and support. It promotes

healthy outcomes for children and young people by focusing on developing social and emotional wellbeing alongside academic learning.

- Supporting parents and schools with a range of learning opportunities through the [Community Learning and Skills](#) to develop an understanding of issues such as autism and ADHD through to managing children's behaviour or understanding teenagers. These aim to deepen understanding and support positive relationships with education providers as all parties come together to support the pastoral needs of the children and young people.

## **Curiosity 2: Great teaching and learning that fosters curiosity**

The delivery of learning and the decisions around the wider curriculum all provide opportunities for schools and providers to generate and embed curiosity. Developing curiosity and responding to interests are powerful driving forces in the classroom which can support pupils to learn more effectively. It can significantly improve academic performance as children and young people's brains are more receptive to learning and retaining information. Importantly, it makes learning more effective and enjoyable.

### **Through traded and commissioned services for Kent schools and providers, we will cultivate curiosity by:**

- Promoting, as part of school improvement work, a range of approaches that support schools and providers, and their staff to develop and deliver a curriculum built around curiosity. This will be through:
  - Professional development: Providing teachers with training on innovative teaching methods that encourage inquiry-based learning.
  - Resource allocation: Ensuring schools have access to diverse and engaging educational materials that spark students' interest.
  - Collaborative learning: Promoting collaborative projects and group activities that stimulate curiosity and peer learning.
  - Supportive environments: Creating a supportive atmosphere where students feel safe to ask questions and explore new ideas.
  - Customised programmes: Offering tailored programmes that cater to the unique interests and needs of each student, encouraging them to pursue their passions.
- Supporting schools and providers to make good decisions about the wider curriculum as part of school improvement and in response to the Ofsted focus on personal development. This includes supporting schools to effectively deliver curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and age-appropriate relationships and sex education that contribute to pupils' personal development. This will ensure that all have access to a diverse and balanced curriculum that supports good engagement.

### Curiosity 3: Good health that enables good participation in education

#### Good health

Physical health and wellbeing directly impact education. A child's ability to learn and thrive in education is dependent on being able to attend consistently and engage with learning. This focus aligns with the [System Integrated Care Strategy](#) which has a shared objective around Best Start in Life and a focus on helping pre-school and school-age children and young people achieve their full potential. Kent and Medway's integrated care system involves a wide range of partners including [NHS Kent and Medway](#) and KCC, to plan and deliver joined up health and care service to improve residents' lives. By supporting the physical and emotional health and wellbeing of all children and young people in Kent we will help to ensure better overall outcomes and support engagement in education.

#### In partnership with Public Health and the NHS, we will improve the health of children and young people in Kent by:

- Promoting the understanding and value of a [trauma-informed approach](#) in schools via eLearning, briefings, Family Hubs and the work of safeguarding leads to increase the understanding of the benefits of this approach in schools. This will increase the number of trauma informed schools across the county with better outcomes for the school, its staff and learners. It will improve the emotional health, wellbeing, behaviours and attendance of learners, and therefore improve the outcomes for schools.
- Supporting schools and providers to embrace the opportunities that the curriculum provides to develop children's understanding of how to keep their minds and bodies healthy via effective communication and sharing approaches. In addition, we will utilise all available tools to support families.
- Embedding the Asthma Friendly Schools programme by encouraging schools to take up the [online offer](#) of training. This will support the implementation of asthma focused policies and procedures to improve asthma awareness and management in schools. This will be via a guide, the use of templates and checklists, and free online training which will help schools become asthma friendly and improve outcomes for pupils with asthma in primary, secondary and special needs schools in Kent. The programme will ensure schools:
  - Develop a management plan for each child
  - Identify a named individual responsible for asthma in each school
  - Develop a policy for inhaler techniques and care of children with asthma
  - Develop a policy for emergency treatment
  - Provide asthma training and education for staff
  - Develop a system for identifying children who are missing school because of their asthma or who are not taking part in sports or other activities due to the condition.

#### **Curiosity 4: Good physical fitness that enables participation in education**

The Chief Medical Officer recommends<sup>4</sup> that children and young people do at least 60 minutes a day of moderate intensity physical activity, or 20 minutes a day for disabled children and young people, to improve their health and wellbeing. In addition to the physical benefits, evidence shows that being active also builds confidence and social skills, improves concentration and learning, creates a sense of achievement, reduces stress and helps maintain a healthy weight. Schools who embed physical activity into the school day have seen improved attendance, attainment, behaviour, concentration and engagement of pupils, plus improved links with family and the local community. In Kent, only 45.5% of children aged 5-16 years are [active enough](#)<sup>6</sup>, (the national average is 47%). Girls with a disability, from the least affluent families and from culturally diverse communities, are the least likely to be active. There are a wide range of opportunities for children and young people to be active. However, they are not accessible to all, which is why schools play a vital role. Active Kent and Medway work with trusted partners to support schools to provide positive experiences for all students to increase levels of participation and improved health and wellbeing.

#### **Through the work of Active Kent and Medway, schools will be able to encourage more children and young people to develop a lifelong habit of physical activity by:**

- Taking a data and insight-led approach to prioritising our support to schools to reduce the inequalities gap in access to physical activity. Supporting schools to complete the Sport England Active Lives Survey and receive a bespoke report to help to identify strengths and opportunities which will lead to school improvement. Sharing information and good practice will provide practical examples of how schools can increase levels of physical activity, particularly of their less-active students.
- Taking a whole school approach to school improvement through physical activity via our Everyday Active Schools programme for primary schools. This includes up-skilling all staff and providing resources to deliver active lessons, breaks, and clubs. We will upscale the programme through trusted partners such as School Games Organisers and develop the programme for SEND and secondary schools. We will also collaborate with Schools Health to identify opportunities to create links with weight management interventions.
- Working with partners, including School Games Organisers, to deliver the School Games programme for less-active students. This will deliver inspirational events and festivals which encourage students to be curious and willing to engage in new opportunities to be active. We will monitor and evaluate the impact to inform future planning and share the learning to help schools provide new activities and increase engagement in sport and PE.
- Providing advice and guidance to secondary schools to engage with less-active students through consultation, using youth voices to co-design different types of activity. We will support targeted projects, including activity programmes for

<sup>4</sup> [Physical activity guidelines: UK Chief Medical Officers' report - GOV.UK \(www.gov.uk\)](#)

<sup>5</sup> [Youth Sport Trust Key Facts Sheet](#)

<sup>6</sup> [Children's activity levels hold firm but significant challenges remain](#), Sport England

students with mental health challenges to build their confidence and resilience. It will be vital to create links between schools and trusted providers of sport and physical activity who are skilled in breaking down the barriers and providing a positive experience. We will provide advice around the development of schools' sports facilities and opening them to the local clubs and groups. This will improve links with the local community and generate income to cover the costs.

- Collaborating with trusted partners to develop a workforce who are highly skilled in improving the physical literacy of all students. We will do this by identifying the gaps in knowledge and skills and providing training for school staff and local providers. In addition, we will develop the future workforce by coordinating training for young leaders to enable them to volunteer in schools and in the community, developing their confidence and creating a sense of achievement. It will be essential to support the training of students in Key Stage 4 and post-16 to achieve coaching qualifications which can lead to employment.

### **Curiosity 5: Rich opportunities to develop passions and talents within and beyond the classroom for creativity, culture, art and music.**

Kent's children and young people benefit from a high number of established arts organisations with excellent learning programmes, as well as a community of practitioners with strong reputations for their excellent work with children and young people both in and out of formal education. Cultural education plays a key role in bringing school communities together and strengthening parental engagement which, in turn, has a large and positive impact on children's learning. Evidence<sup>7</sup> shows that creative and cultural activity can enhance pupils' aspirations, ambitions, discipline and confidence, leading to a positive impact on future employability, life skills, health and wellbeing.

Evidence published by the Cultural Learning Alliance in 2017<sup>8</sup>, demonstrates that engagement in arts and cultural activity will improve a range of educational outcomes, develop skills and behaviours, and support good health. These include a 17% increase in cognitive ability, better achievements in core subjects such as maths and English, and higher long-term employability achievements.

We know there is scope to enhance creative learning opportunities for more children and young people, to provide more opportunities for work experience, and be clearer in signposting pathways to careers in the creative and cultural industries. The challenges to be addressed include those faced in previous cultural learning programmes where creative cultural organisations found it difficult to establish links and develop ongoing relationships with schools.

Family learning also plays a crucial role in children's education. Research<sup>9</sup> shows that effective parental engagement can positively impact on academic success and lead to learning gains. Parents and carers are the first teachers for young children and can foster curiosity and joy in learning through everyday experiences.

---

<sup>7</sup> [Key Research Findings: the value of cultural learning](#), Culture Learning Alliance

<sup>8</sup> [Key Research Findings: the value of cultural learning](#), Culture Learning Alliance

<sup>9</sup> [Working with Parents to support children's learning](#), The Education Endowment Foundation

**We will create opportunities to develop passions and talents within and beyond the classroom through creativity, culture, arts and music by:**

- Delivering the '[Kent Cultural Strategy](#), Inspirational creativity: Transforming Lives Every Day,' which aims to:
  - Ensure that all children and young people in Kent have access to high quality culture from an early age and on their own terms
  - Promote cultural learning with improved careers guidance and vocational learning opportunities to develop employability, social and creative skills
  - Enable children and young people to become respected as commissioners, curators and producers of culture as much as they are audiences and participants.
- Promoting and broadening access for all children and young people in Kent to a variety of high-quality creative activities within education and beyond. Working with creative partners, we will develop a plan to promote and provide delivery in schools, including work on breaking down barriers to engagement, and by testing the outcomes of cultural engagement across a range of art forms. We will establish a strategic methodology for delivering structured creative learning outcomes as part of everyday education in our schools to broaden children's horizons, empowering them to reach their full potential.
- Continuing to deliver programmes such as Culture Camps, which offer young people an opportunity to get creative, work directly with professional artists/performers, have high-quality cultural experiences and develop new and transferable skills for the workplace.
- Ensuring [The power of music to change lives: A National Plan for Music Education](#) is available, promoted, supported and delivered throughout schools in Kent. The National Plan for Music Education sets out the Government's expectations for music in schools to ensure that music is delivered as a statutory curriculum subject in key stages 1, 2 and 3 and that schools provide opportunities for children and young people to learn to play musical instruments, to sing and to play in groups. The Music Hub for Kent & Medway, led by Kent Music, has been established to promote and support great music teaching in schools through support, guidance and advice. It aims to increase the quality of the offer and the breadth of take up.
- Working to promote and integrate excellent music teaching to support educational progress and outcomes. Evidence shows that where music is integrated into the life of a school, the whole school benefits. Having excellent music provision in education will enhance attainment overall and lead to improved educational progress and outcomes.
- Developing and offering a wide range of creative family learning opportunities. [Community Learning and Skills](#) provide a wide range of fun, family learning courses that develop creativity and an excitement about learning for children to share with parents and carers. These include a wide range of interests from art to science, technology, engineering and maths. Through shared interactive learning experiences, children are supported to understand that curiosity is valuable and that learning is fun.





### **Learners said:**

*'[I want school] to support, reassure and understand me.'*

*'[I want] teachers that like teaching and want to be there.'*

### **Parents and carers said:**

*Jacqui: 'It's okay to get things wrong, it's all learning.'*

*Natasha: '[I want] my child to be happy to go to school, to be able to access learning, to be able to make friendships, be resilient.'*

### **Professionals said:**

*'[I want] alignment and transparency to allow schools to work together in a landscape where all children belong to all of us.'*

*'[We need] facilitation and support of true cross phase / cross service collaboration'*

### **Why 'building resilience'?**

Resilience is vital for our children and young people, our schools and education providers, and for the wider system.

Increasing mental health needs, the Covid legacy and the ever-changing shape of the future, mean resilience is vital for our children and young people. It is also vital for our schools and providers in the face of political change, financial challenges and the changing frameworks under which they provide education.

Resilience is similarly vital for KCC, as we face similar financial and regulatory challenges to schools and providers. The statutory responsibility for maintained schools, as set out in the [Education and Inspections Act 2006](#) and in guidance, needs to be balanced with a wider responsibility for pupil place planning, championing the needs of those who are vulnerable, and the need to come together and create cohesion across a diverse range of sector.

### **Our work on building resilience for children and young people, providers and the system will focus on the following priorities:**

Resilience 1: Strong, well-integrated safeguarding

Resilience 2: Effective support for mental health

Resilience 3: Enhance system-wide cohesion through convening

Resilience 4: Strengthen and support the self-improving system

Resilience5: Future-proof the system

### **Resilience 1: Strong, well-integrated safeguarding to ensure children and young people are safe**

Safeguarding is at the core of all work in education. It keeps children and young people safe and supports resilience. Kent was rated 'outstanding' for its safeguarding practice in 2022, a position confirmed during the recent Ofsted-focused visit in January 2024. Building on our success, a key priority is ensuring our outstanding safeguarding practice is evident across the multi-agency safeguarding partnership. The updated Working Together Statutory Guidance (2023) and the Children's Social Care National Framework affirm that successful outcomes for children rely on education (schools, colleges, early years, and childcare settings) working together across the whole system of help, support, and protection for children and their families, taking a systemic, relational and collaborative approach to service delivery.

**We will ensure the strong and successful delivery of well-integrated, multi-agency safeguarding arrangements to keep children and young people safe in education, and develop the life-skills to keep them safe in a challenging world by:**

- Delivering a multi-agency Kent Practice Framework for working with children and their families. By focusing on the priorities laid out in the national framework, including the role of advocacy, we will ensure that the voices of children and families are at the centre of everything we do via an increased focus on social connections, inclusion, family solutions, and resources, all from a strengths-based perspective. There will be an e-learning practice framework curriculum supporting knowledge and skills required for the lead practitioner role.
- Delivering and promoting DfE practice direction. This empowers education providers through direct representation, information sharing, reflection and learning within both the operational and managerial side of safeguarding work.
- Integrating the Local Authority Designated Officer (LADO) and Education Safeguarding Service to increase capacity, share data and intelligence. This will provide more direct outreach support for education settings, particularly to those in need of safeguarding support. We will increase Designate Safeguarding Lead (DSL) catch ups, subsidised training and safeguarding reviews with a purposeful focus on early years settings.
- Establishing Family Hubs across Kent as a delivery system for local authorities and their partners to provide family help. These hubs will offer multi-agency professional and community resources and networks to enhance and support children's resilience and their ability to achieve positive educational progress and outcomes.



## **Resilience 2: Good mental wellbeing that supports children and young people to be resilient and do well in education and in life.**

Good mental wellbeing is crucial for engagement in learning, academic success and building resilience. Some children and young people are more likely to experience poor mental wellbeing than others, particularly those with adverse childhood experiences. Schools and providers play an important role in identifying mental health needs at an early stage and by referring children and young people to appropriate support. It is vital that children and young people and their families get the most appropriate response to meet their needs. To do this, Kent will base the children and young people mental wellbeing system on the national [THRIVE Framework](#). Mental Health Support Teams (MHSTs) are a nationally funded programme to provide some schools with additional expertise and support. There is an aspiration in Kent to develop an offer of support for those schools not supported by a MHST.

### **We will support children and young people's mental wellbeing to develop resilience and ensure they are ready to engage in education by:**

- Supporting schools to embed a whole school approach to emotional wellbeing and mental health. We will promote the take up of Senior Mental Health Lead training, implementing a robust personal, social, health and economic (PSHE) curriculum, and provide mental health pastoral support to help schools to have a significant impact on the wellbeing of pupils. By March 2026, Mental Health Support Teams (MHSTs) will operate in a large number of Kent schools and other Kent schools will be provided with additional capacity when resources are available.
- Promoting the use of the full range of [NHS and DfE guidance](#) to support education settings as they work to sustain good mental health and resilience of children and young people and work with their families. This will be supported by regular communications directly to mental health leads and senior leaders. The guidance, '*Promoting and supporting mental health and wellbeing in schools and colleges*'<sup>[1]</sup> includes:
  - Principles of a whole school or college approach
  - Senior Mental Health Lead (SMHL) training
  - Resources for planning and implementing a whole school or college approach
  - Mental health and wellbeing resources for pupils, parents and teachers
  - Mental Health Support Teams (MHSTs).
- Embedding i-THRIVE as the model to support the collaboration of system partners and services. i-THRIVE is an integrated, person-centered framework of support and services which enables young people, their families and professionals to jointly identify and agree needs and an appropriate response. This will be rolled out to all education settings. The ambition is for young people's emotional wellbeing and mental health needs to be met in a timely and appropriate way.

- Promoting and supporting school and provider workforce confidence with mental wellbeing. This will be delivered by facilitating regular workshops and events to share the most up-to-date information, to increase engagement and build confidence levels in the education workforce.
- Strengthening the resilience of children and young people by developing and implementing an approach to Social, Emotional, and Mental Health (SEMH) in partnership with school leaders, pupil referral units (PRU) leaders and other specialist services. We are working to include this in our provision for the full continuum of need which will inform every part of the strategy, and by creating professional resource groups so that children and young people and their schools and providers can access support to meet their needs. Including SEMH in our sufficiency planning strategy with outreach and early intervention at the core will support integrated and effective delivery.

### **Resilience 3: Enhance system-wide cohesion**

The role of the local authority (LA) in education has changed significantly over the past few years. Creating cohesion and convening across a complex system is an important part of KCC's work. This is in the context of an increasingly academised system, growing school autonomy, the pivot towards a self-improving system built on school-to-school support and the removal of government funding to LAs for school improvement.

In this context, strategic coherence that enables schools and settings to develop purposeful partnerships that improve the quality of teaching and learning, as well as outcomes and progress for learners, is vital. Local Government Association research<sup>10</sup> highlights the pivotal role of the LA, particularly in developing strong relationships that respond to local needs and align to a clear vision.

Against this backdrop, KCC has the responsibility to ensure strategic coherence and enable system-wide collaborations and strong partnership working. It is also necessary to maintain our statutory responsibilities around accountability<sup>11</sup>. KCC is uniquely placed to support the wider system through convening and facilitating across the full diversity of the sector to ensure it works effectively for all.

#### **We will enhance system-wide cohesion, by:**

- Establishing an oversight group or board of senior education leaders and partners to lead strategic partnership working so as to drive improvement. This will bring together representation from key education stakeholders to develop a fully rounded understanding of the issues and possible responses. It will work collectively and transparently to produce solutions to the complex challenges impacting on the quality of education. Bringing high-level cohesion into the system will improve system-wide relationships and awareness, enabling all to play their part in responding to evolving education challenges, and ensure all children and young people can thrive.

<sup>10</sup> [Enabling School Improvement](#), Local Government Association

<sup>11</sup> [Support and intervention in schools](#), Guidance on intervention, DfE

- Jointly planning, establishing and embedding a school-to-school support model. Over time this localised, school-improvement partnership model should be the main mechanism for the delivery of school improvement support. These groups will utilise the expertise and partnership working structures from the communities of schools. The Education People will be a valuable partner in this work, helping to ensure that schools, particularly maintained schools, have the support and resources they need, or are entitled to. As the system becomes more established, leaders may choose to strategically share or pool their school improvement resources and expertise between schools for agreed local priorities, and to access a potentially wider range of funded, traded and school-to-school support. This aims to create and support a self-improving system<sup>12</sup> that fully utilises the rich expertise within the sector to ensure that all schools continue to thrive and improve progress and outcomes for children and young people.
- Embedding and enhancing the sector-led post-16 collaboration, [Pathways for All](#), to respond to post-16 issues as identified in the 2022 report. The eight recommendations remain a focus, and have been supplemented by a sector-written strategy called 'No Child Left Behind'. The initial focus is mapping cold spots to enable the development of provision to meet the needs of all young people. Eight Local Collaborative Partnership Areas (LCPAs) have been established, based on travel to learn patterns, to respond to the recommendations and other local issues for young people at post-16. The strategic board will focus on enhancing leadership and collaboration in support of sector cohesion.

#### **Resilience 4: Support the self-improving system**

Empowering school-to-school improvement with the right tools and appropriate support is fundamental to its success. Harnessing the breadth of expertise that sits in the system requires strong leadership, a commitment to continuous improvement, strong professional development and evidence-based working. Parts of the sector are already using the model effectively, but others have less experience of this way of working. Harnessing the wealth of expertise that sits in the sector is vital for the success of all and should be supported according to need.

#### **We will support the self-improving system by:**

- Supporting the development of the skills needed to identify, develop and deliver high-quality school improvement within the school-to-school support model. We will support procedures for identifying, accessing and developing expertise from both within the families of schools, and from outside these groups, so that schools can learn from the most effective practices, as demonstrated by the evidence of success. This responds to our duty to support collaboration, promote an inclusive system that meets the needs of the most vulnerable, and deliver a good education for the children and young people of Kent. This will be delivered through both commissioned and traded work by our school improvement partners, and will focus on:

<sup>12</sup> [A self-improving system: towards maturity](#), D H Hargreaves, National College for School Leadership

- Facilitating collaboration and knowledge sharing through building networks, organising collaborative projects and supporting knowledge transfer
  - Providing expert support and guidance through school improvement consultancy, leadership development, and data analysis and interpretation
  - Identifying, developing and delivering high-quality continuous professional development through tailored professional development and collaborative working
  - Promoting a culture of improvement through leadership development, staff engagement and celebrating success.
- Encouraging and supporting the analysis of the data to understand the needs of specific local cohorts of children and young people. KCC is committed to support, where it can, the data needs of the Pathways for All Local Collaborative Partnership Areas (LCPAs) with provision mapping and the work of the Countywide Approach To Inclusive Education (CATIE). As the school-to-school model is developed, we will explore appropriate ways to support the families of schools to have the data they need to enable them, and key partners, to identify clear improvement priorities, action plan, evaluate, and fulfil their primary responsibility to provide high-quality education.
  - Improving communication to support joined-up, effective working across the sector. Stakeholders confirm that Kelsi, KCC's main medium for communicating with the sector, is not currently delivering the information needed. In collaboration with the sector and internal partners, we will gather feedback and explore the needs of the sector. This will help us to plan and deliver a new website that supports with the right information. We will also establish a communications protocol in partnership with sector leaders to ensure clear and consistent channels for communication, accessible to all schools and providers, to ensure leaders feel neither bombarded or isolated.
  - Strengthening engagement with the sector via an annual education survey. This aims to ensure KCC has a regular, direct opportunities to listen to the wider sector. It will support our ability to evaluate the impact of our work, deepen our understanding of the issues and challenges being faced, inform decision making and ensure stronger communication.
  - Celebrating and promoting the best evidence-informed practice. We will explore working with external partners to raise the profile of evidence-informed educational practice across the profession. We aim to do this through establishing a 'festival of education', to ensure Kent educationalists are at the forefront of best practice and are inspired by sector experts.

### **Resilience 5: Future-proof the system**

The future of education is poised to undergo significant change. The impact of new technologies, the response to climate change, the growing financial pressures that all parts of the sector face, and the impact of political and legislative change all need to be considered as we proactively plan for the future. Fundamentally, the future belongs to children and young people. We are responsible for providing them with

the skills and experiences they need to adapt to the future. The challenges are significant but so are the opportunities.

**We will future-proof the system by:**

- Working with the sector to jointly explore the threats and opportunities posed by artificial intelligence in the context of education. This will be achieved by establishing a working group that will draw on existing expertise to develop an understanding of the issues and look to establish guiding principles to support educators as they navigate the key issues.
- Supporting the green agenda and the drive towards net zero. Under the previous government, the DfE set out its [Sustainability and Climate Change Strategy](#), which included the key ambition of 'excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience'. KCC will support this aim by providing advice and guidance to school leaders along with signposting schools and providers to various initiatives and resources which can be embedded within the curriculum. Whilst raising awareness in children and young people of the effects of climate change and the need to maintain a clean and safe environment, this work will also bring direct benefits to Kent with schools and providers actively engaging in initiatives that can reduce the county's carbon footprint and improve air quality.
- Supporting schools' resilience and emergency planning. Schools can only operate effectively if they are safe and secure, and agile enough to respond appropriately to any event or incident that could have an adverse impact on their ability to continue to provide education to their students. The DfE expects all education, childcare, and children's social care settings to have emergency plans in place. Additionally, under the Civil Contingencies Act 2004, specific responsibilities are placed on the local authority to respond to major emergencies and incidents. On occasion, schools will be required to support in the council's response. For this reason, KCC Education, in conjunction with KCC Emergency Planners and the Kent Resilience Forum, ensure that schools have access to appropriate resources and advice to enable them to produce their emergency and business continuity plans. This work is led by the Assistant Directors Education, who should be a first point of contact for schools when incidents or situations arise.
- Supporting schools, particularly those heading towards financial difficulty, to manage both increasing staff and resource costs in the current tighter financial framework. By increasing awareness of the issues, and by offering training specifically focused on avoiding financial deficits, and through early interventions, we aim to ensure school budgets are well planned and schools can continue to securely deliver a good education.
- Securing financial sustainability via a review of the services to schools. This is assessing the funding and delivery of the services KCC provides to schools, particularly our maintained schools. In light of the Government's withdrawal of the School Improvement Grant and as the national context changes, it is important the council systematically reviews its support to schools. The

process seeks to provide clarity and equity across the different parts of the sector and ensure compliance with funding and grant sources. This is also to ensure the services continue to be relevant, effective and efficient, fair and importantly, enable schools to move forward with the autonomy and decision making expected by the current and future regulatory frameworks.

- Interpreting and influencing the national agenda. As the Government enacts policy and statutory change, KCC has a role to play in supporting the sector to understand the full implications and ramifications of any change - ensuring there is information, expertise and support, via a range of means such as newsletters, briefings or training. As the largest local authority by population in England - with over 600 schools, three large colleges and more than 900 early years providers - our collective voice is based on a deep, contextual understanding of the sector and the impact policy may have. By responding to consultations and proactively communicating, we seek to have a voice that both represents and advocates for the sector.

## ***Stakeholder and partner engagement***

This strategy was co-constructed by working with our key stakeholders, both those in the sector and KCC colleagues, all of whom are deeply committed to providing the best education for all children and young people of Kent. This took place in one-to-one discussions, small focus groups and wider stakeholder sessions. Our early years providers, schools and colleges shared their challenges and areas of focus.

We listened carefully to our children and young people during six engagement sessions with a total of 118 children and young people who want an education that engages them, helps them progress and gives them good opportunities. We ran six focus groups with parents and carers who wanted their child/ren to be happy, safe and have good next steps.

Many of our partners are referenced in the strategy; others have worked closely with KCC throughout the co-construction process. This includes but is not limited to:

- The Education People (TEP)
- Kent's teaching schools and curriculum hubs
- Provider associations, specifically Kent Association of Leaders in Education (KALE), Early Years Provider Association (EYPA) and Kent Education Evidence Hub (KEEHUB). Representatives from Kent Special Educational Needs Trust (KsENT), Kent & Medway Grammar Schools Association (KMGSAs), Kent Further Education (KFE) were involved.
- Canterbury, Rochester and Southwark Diocese
- A range professionals providers including Leadership Learning Securing Excellence (LLSE), Association of Education Advisers (AoEA) and Kent and Medway Progression Federation (KMPF)
- Adoption Partnership South East, National Health Service (NHS) and Active Kent and Medway (AKM) and Public Health.

There are a range of other services that support education including Human Resources, Finance, Public Health and Early Help. All have provided valuable insights and feedback that has shaped this strategy.

Thank you to all who have engaged and for your ongoing work to ensure all children and young people in Kent have a brilliant education.

## ***The wider strategic framework***

The following strategic work sits alongside and informs the work of this strategy.

- [A Countywide Approach to Inclusive Education \(CATIE\)](#)
- [Children and Young People's Emotional Wellbeing Support](#)
- [Commissioning Plan for Education Provision in Kent 2024–2028](#)
- [Education Accessibility Strategy and Schools Access Initiative Policy](#)
- [Framing Kent's Future – Our Council Strategy 2022–2026](#)
- [Funding Services to Schools 2025–26](#)
- [Inspirational Creativity: Transforming Lives Everyday - our cultural ambition for Kent](#)
- [Integrated Care Strategy](#)
- [KCC Net Zero Action Plan](#)
- [Kent SEND Strategy 2025–2028](#)
- [Pathways for All – Kent 16 to19 Review](#)
- Relational Approaches to support School Belonging and Attendance: A guide and Toolkit
- [SEND Sufficiency Plan 2023](#)
- [Special Schools Review: proposed changes to designations and admissions guidance](#)

## ***Glossary***

ADHD – Attention Deficit Hyperactivity Disorder

AP – Alternative Provision

CATIE – A Countywide Approach to Inclusive Education

CEC – Careers and Enterprise Company

CME – Children Missing Education

DfE – Department for Education

DSL – Designate Safeguarding Lead

Education professionals – refers to everyone who works in education, including teachers, teaching assistants, all levels of leadership and governors.

EEF – Education Endowment Foundation

EHCP – Education, Health and Care Plan

GCSE – General Certificate of Secondary Education

GRT – Gypsy, Roma and Traveller

KALE – Kent Association of Leaders in Education

KCC – Kent County Council

KS - Key Stages - [The national curriculum](#) is organised into blocks of years called 'key stages'

KEEHub – Kent Education Evidence Hub

LA – Local Authority

LAC – Looked After Children

LADO – Local Authority Designated Officer

LCPA – Local Collaborative Partnership Area

MATs – Multi-Academy Trusts

MHST – Mental Health Support Team

NHS – National Health Service

NEET – Not in Education, Employment or Training

PE – Physical Education

PINS – Partnership of Inclusion of Neurodiverse Children in Schools

PRUs – Pupil Referral Units

Providers – refers to all the parts of the sector who provide education, from early years settings and childminders to post-16 colleges and training providers

Safety Valve Programme – a Department of Education programme to support local authorities

SATs – Single-Academy Trusts

SEND – Special Educational Needs and Disabilities



SENIF – Special Educational Needs Inclusion Fund

SEMH – Social, Emotional and Mental Health

SMHL – Senior Mental Health Lead

TEP – The Education People

VSK – Virtual School Kent

## ***Appendix One: Kent Children and Young People's Outcomes Framework***

The framework is an essential part of our approach to supporting children and young people with Special Educational Needs and Disabilities (SEND) and has been developed with input from young people themselves.



This page is intentionally left blank

---

**From:** Sue Chandler, Cabinet Member for Integrated Children's Services  
Sarah Hammond, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 27 February 2025

**Subject:** Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2025-26

**Decision no:** 25/00010

**Key Decision :**

- *It affects more than 2 Electoral Divisions*
- *It involves expenditure or savings of minimum £1m – including if over several phases*

**Classification:** *Unrestricted*

**Past Pathway of report:** None

**Future Pathway of report:** None

**Electoral Division:** All

---

**Is the decision eligible for call-in?** Yes

---

**Summary:**

This paper sets out the proposed revision to the rates payable by children's services within Kent for the 2025-26 financial year and proposed updates to the Kent Fostering Payment Policy to reflect current framework of rates.

**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 covering proposals to:

- i) **AGREE** the proposed changes to the rates payable by Children's Services in 2025-26 as detailed in Appendix 1 of this report

- ii) **AGREE** the proposed changes to the Kent Fostering Payment Policy in 2025-26 as set out in Section 2.7.
  - iii) **NOTE** the changes to the rates that are set by the Government/external agencies: including inter-agency charges and Essential Living Allowance
  - iv) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision
- 

## 1. Introduction

- 1.1 This report is produced annually and seeks approval for the Council's proposed rates for Children Social Services for the forthcoming financial year.
- 1.2 The report distinguishes between those rates over which Members can exercise their discretion and those which are set by the Government/external agencies.

## 2. Key Considerations

- 2.1 In relation to those rates where Members can exercise their discretion, the Council has traditionally increased these annually in line with either the annual Consumer Price Index (with and without including occupier's housing costs), more commonly known as CPI or CPIH, or more recently, when CPI/CPIH has been low, the average percentage increase for KCC pay performance.
- 2.2 For 2025-26, the CPIH increase between September 2023 and September 2024 was 2.6% (CPI was 1.7%). CPI & CPIH are considered appropriate measure of inflation and are used by the Government as headline measures of inflation. CPIH is considered the most appropriate measure of estimating cost increases for foster carers and other permanency related payments as it also considers housing costs.
- 2.3 The proposed Kent pay award for 2025-26, as recommended by the Personnel Committee, is between 3% and 5%, an average of 4% will be taken for the purpose of this paper.
- 2.4 These proposals include applying an uplift to the maintenance element of the foster carer weekly payment in line with the uplift applied to the DFE published rates (known as the National Minimum Allowance or NMA). The DFE confirmed they are intending to increase the NMA for Local Authorities in the South East by slightly more than their headline figure of 3.55% in 2025-26. The increase varies depending on the age of the child being supported but ranges from 3.28% to 3.85%, an average of 3.64%.
- 2.5 The security of an annual uplift continues to form part of Kent Fostering's approach to improving the recruitment and retention of foster carers by enabling the service to provide a more competitive package in the carer's marketplace.

- 2.6 Appendix 1 provides a list of all rates proposed for 2025-26 compared to the approved 2024-25 rates. The methodology for each proposed rate increase is outlined in Appendix 2. The effective date for all proposed rate changes is 1 April 2025 and they will apply until 31 March 2026 or until a decision is taken to revise these rates further, whichever is sooner.
- 2.7 All payments are made in line with the prevailing Fostering Payment Policy. proposed updates to Policy reflect the latest offer and is set out in Appendix 3. The main changes to the policy are:
- Technical language changes: connected carers are now referred to as kinship foster carers.
  - Addition of Unaccompanied Asylum Seeking Minor Emergency Bed Foster Carers (UASC E-bed) – as outlined in the report to Cabinet Committee on 6 March 2024 ([THE REPORT](#))
  - Removal of Hub Foster Carer and introduction of the Mockingbird Hub Home Carer payment – the model for providing additional support structures to foster carers has been reviewed in light of taking part in the DfE regional pathfinder project for Fostering Recruitment and Retention (as set out to Cabinet Committee on 23 Sept 2023 [Report RCC FRR and ACS.pdf](#)).
  - Update description of relief carer activities to reflect change in practice (support can be offered at the relief carers home as well as in the main foster carers home).
  - Refresh description for how mileage payments are claimed to reflect current practice.
  - Introduce the adoption hospitality allowance to foster carers – to provide meals for an adoptive family as part of the agreed introduction.

### 3. Background

- 3.1 The table below provides a history of the uplifts applied to the two main payments (fostering maintenance payment & fostering reward payment) outlined in this paper. The Adoption arrangement payments are also aligned to the fostering maintenance payment.

	CPI/CPIH (Sept of the preceding year) %	KCC Average Pay Award %	Maintenance Payment % increase	Reward Payment % increase
2025-26 (proposed)	2.7%	4%	3.6%	4%
2024-25	6.3%	4%	10.6%	6.3%
2023-24	8.8%	6%	8.8%	8.8%
2022-23	2.9%	3%	2.3%	3%
2021-22	0.7%	2%	1.9%	2%
2020-21	1.7%	3.6%	2.0%	3.6%

### 4. Options considered and dismissed, and associated risk

- 4.1 Consideration was given to either freezing or applying a lower percentage increase than proposed by linking the uplift for the reward element of the foster carers payment to CPIH rather than KCC pay award.
- 4.2 The NMA rate represents the minimum amount that can be paid to foster carers and is set by the DfE. Kent's scheme is more generous, as the maintenance rate is uplifted to include an allowance for 4 weeks holiday. Therefore consideration was given as to whether this policy should be changed and brought in line with DfE rates however this was discarded.
- 4.3 Our in-house foster carers continue to provide the most cost-effective provision for our looked after children. The annual uplift continues to form part of Kent Fostering's approach to the recruitment and retention strategy of our foster carers by enabling the service to provide a competitive package in the carer's marketplace both in terms of the fostering and wider job market. By not applying a reasonable uplift could put at risk this strategy.
- 4.4 The option to implement higher uplifts were rejected on the basis that this would be unaffordable within the allocated budget, instead the proposal is to continue the strategy to offer higher payments to support our most complex children (i.e. step across to fostering scheme, disability enhancements) or promote skills development.

## **5. Financial Implications**

- 5.1 Additional funding has been included within the Directorate's proposed 2025-26 budget proposals, under the heading "Prices - Children's Social Care Disabled & Non-Disabled Children" at just under £3.0m. This calculation includes an assumed uplift for all in-house fostering and associated payments.
- 5.2 Payments relating to UASC are funded from the Home Office Grants and not a cost to the Council.

## **6. Legal implications**

- 6.1 The national minimum standards, together with regulations on the placement of children in foster care, such as the Fostering Services (England) Regulations 2011, form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of fostering services. The report distinguishes between those rates over which Members can exercise their discretion, and those set by Government or external agencies.

## **7. Equalities implications**

- 7.1 We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

## **8. Data Protection Implications**

- 8.1 Not applicable

## 9. Other corporate implications

9.1 Not applicable

## 10. Governance

10.1 The Corporate Director of Children's Young People and Education will be delegated the decision to implement the relevant actions to uplift the rates from 1<sup>st</sup> April 2025.

## 11. Conclusions

11.1 Where members have discretion, the rates proposed in this paper continue to reflect the Council's priority to support our foster carers and strategies to support our most complex children in a home setting.

---

### 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 covering proposals to:

- i) **AGREE** the proposed changes to the rates payable by Children's Services in 2025-26 as detailed in Appendix 1 of this report
- ii) **AGREE** the proposed changes to the Kent Fostering Payment Policy in 2025-26 as set out in Section 2.7.
- iii) **NOTE** the changes to the rates that are set by the Government/external agencies: including inter-agency charges and Essential Living Allowance
- iv) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision

---

## 10. Background Documents

10.1 Documents include:

- *Equality Impact Assessment*
- *The Fostering Payment Policy presented to CYPE Cabinet Committee on 11th March 2020:*  
<https://democracy.kent.gov.uk/documents/s96325/Item%208%20-%20Kent%20Fostering%20Payments%20Policy%20App%203.pdf>

## 11. Appendices

- Appendix 1: List of proposed rates for 2025-26
- Appendix 2: Methodology of price uplift and further details on individual rates for 2025-26

## 12. Contact details:

<p>Report Author: <i>Karen Stone</i></p> <p>Job title: Children's Young People and Education Finance Business Partner</p> <p>Telephone number: 03000 416733</p> <p>Email address: <a href="mailto:karen.stone02@kent.gov.uk">karen.stone02@kent.gov.uk</a></p> <p>Report Author: <i>Caroline Smith</i></p> <p>Job title: Assistant Director of Corporate Parenting</p> <p>Telephone number: 03000 415091</p> <p>Email address: <a href="mailto:caroline.smith@kent.gov.uk">caroline.smith@kent.gov.uk</a></p>	<p>Director: Sarah Hammond</p> <p>Job title: Corporate Director for Children, Young People and Education</p> <p>Telephone number: 03000 411488</p> <p>Email address: <a href="mailto:sarah.hammond@kent.gov.uk">sarah.hammond@kent.gov.uk</a></p>
---	---



**Appendix 1: Children's Social Care – Comparison between approved 2024-25 and proposed 2025-26 rates and charges**

Description of Payment/Charge	Basis	2024-25 Rate	2025-26 Proposed Rate	Movement in Rate	
		£	£	£	%
<b>Adoption Service Charges (administered through Regional Adoption Agency)</b>					
<b><i>Local Authority</i></b>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3 Siblings	per child	£60,000	£60,000	£0	0%
4 Siblings	per child	£68,000	£68,000	£0	0%
5 Siblings	per child	£80,000	£80,000	£0	0%
<b><i>Voluntary Adoption Agencies (Estimate only – final rates yet to be confirmed)</i></b>					
One child	per child	£37,059	£38,875	£1,816	c4.9%
2 Siblings	per child	£59,771	£62,700	£2,929	c4.9%
3 Siblings	per child	£81,289	£85,272	£3,983	c4.9%
4 Siblings	per child	£93,241	£97,810	£4,569	c4.9%
5 Siblings	per child	negotiated	negotiated	n/a	n/a
Ongoing supervision	per child	£1,027	£1,077	£50	c4.9%
<b>Foster Care – Maintenance</b>					
All placements under 2 years old	Weekly	£197.08	£203.54	£6.46	3.3%
All placements 2 to 4 years old	Weekly	£203.54	£211.08	£7.54	3.7%
All placements 5 to 10 years old	Weekly	£224.00	£232.62	£8.62	3.8%
All placements 11 to 15 years old	Weekly	£256.31	£266.00	£9.69	3.8%
All placements over 16 years old	Weekly	£299.38	£310.15	£10.77	3.6%

Description of Payment/Charge	Basis	2024-25 Rate	2025-26 Proposed Rate	Movement in Rate	
<b>Foster Care – Reward</b>					
Non-related placements for 0 to 8 years old	Weekly	£144.74	£150.53	£5.79	4.0%
Non-related placement for 9 to 18 years old	Weekly	£274.92	£285.92	£11.00	4.0%
<b>Foster Care - Disability Enhancement</b>					
Standard	Weekly	£82.48	£85.78	£3.30	4.0%
Enhanced	Weekly	£109.97	£114.37	£4.40	4.0%
<b>Foster Care Skills Based Payments</b>					
Skilled (Level 2)	Weekly	£26.27	£26.98	£0.71	2.7%
Advanced (Level 3)	Weekly	£65.62	£67.39	£1.77	2.7%
<b>Foster Carer Mileage Rate</b>					
Rate per mile	Mile	45p	45p	0p	0%
<b>Emergency Foster Carer Payment</b>					
Retainer	Weekly	£274.92	£285.92	£11.00	4.0%
One-off emergency payment (newly arrived unaccompanied asylum seeking child)	One-off	NEW	£100.00	NEW	NEW
<b>Foster Care - Sessional &amp; Day Care Rates</b>					
Sessional Work	Hourly	£11.94	£12.71	£0.77	6.4%
Day Care	Hourly	£11.94	£12.71	£0.77	6.4%
<b>Step Across to Fostering Scheme (additional payments)</b>					
Settling In Payment	One-Off	£5,000	£5,000	£0.00	0%
Retention Payment (up to 4 payments)	One-off	£2,500	£2,500	£0.00	0%

Description of Payment/Charge	Basis	2024-25 Rate	2025-26 Proposed Rate	Movement in Rate	
Retainer	Weekly	£274.92	£285.92	£11.00	4.0%
Vacant Bed Supplement	Weekly	£274.92	£285.92	£11.00	4.0%
<b>Foster Carer – Parent &amp; Child (Rate adjustment)</b>					
Income Support personal allowance for a lone parent over 18	Weekly	£90.50	£92.05	£1.55	1.7%
<b>Foster Carer – Hub Home Carer (extra payments)</b>					
Standard Payment	Weekly	NEW	£710.44	N/A	N/A
Social Activities Additional Payment	Monthly	NEW	£100.00	N/A	N/A
<b>Foster Carer – Other Payments</b>					
Adoption Hospitality Allowance	Day	NEW	£25.00	N/A	N/A
<b>Foster Carer – Savings adjustment</b>					
Savings (from week 14 onwards)	Weekly	£10.00	£10.00	0p	0%
<b>Kent Fostering Panel Attendance</b>					
Panel Chairs	Session	£410.80	£421.89	£25.60	2.7%
Panel Members	Session	£154.05	£158.21	£16.95	2.7%
<b>Kent Supported Homes (Host payments)</b>					
Standard Support	Weekly	£178.69	£185.84	£7.15	4.0%
Enhanced Support	Weekly	£297.81	£309.72	£11.91	4.0%
Complex Support (legacy cases only)	Weekly	£200.00	£200.00	£0.00	0%
Mother and Baby Arrangement Support	Weekly	£357.37	£371.66	£14.29	4.0%
Outreach support	Hourly	£11.94	£12.71	£0.77	6.4%
Rent (16/17 year old and 18+ who are not	Weekly	£83.38	£86.72	£3.34	4.0%

Description of Payment/Charge	Basis	2024-25 Rate	2025-26 Proposed Rate	Movement in Rate	
eligible to claim benefits)					
Rent (University non-term time)	Weekly	LHA** rate	LHA** rate	n/a	n/a
Staying Put Extended Foster Care Rate	Weekly	Various	Various	n/a	n/a
<b>Essential Living Allowance</b>					
Job Seekers Allowance rate for single adult aged under 25	Weekly	£71.70	£72.90	£1.20	1.7%

**Please note:** The table above lists the component parts the fostering rate only. The total amount paid to a foster carer will be a combination of the payments listed above dependent on both the foster carer and type of placement. Further details on the different type of payment structure can be found in the Kent Fostering Payments Policy presented to Cabinet Committee on 11th March 2020 (please see [background documents](#)).

\*\*LHA Rate – Local Housing Authority Rate

## **Appendix 2: Methodology for each proposed rate increase set out in Appendix 1.**

To aid understanding each charge as been labelled as either “to be noted” or “to be approved” in line with the recommendations. Where a charge is to “to be noted” these relate to charges that are set by or in line with the Government or external agencies.

### **1.1 Adoption Service Charges (to be noted)**

#### **Inter-Agency Charges – Voluntary Adoption Agencies and Local Authorities**

The inter-agency fee for adoption was first introduced in 1992 to reflect the expenditure incurred in family finding, preparation and placement of children. These charges are agreed by the following; Local Government Agency (LGA), Consortium of Voluntary Agencies (CVAA), Association of Directors of Children Services (ADCS) and Society of Local Authority Chief Executive (SOLACE) and therefore are not within our discretion to alter. The rates between Local Authorities remain unchanged since 2014-15.

In 2018, the CVAA announced the decision to link the interagency rate for Voluntary Adoption Agencies (VAA) to the CPIH measure (including owner occupier’s house costs) for the preceding financial year. This is to reflect the upward pressure on staff salaries and the complexity of work involved in the adoption placements. The final rates have yet to be announced however for 2025-26, the VAA have indicated they will base the increase on the inflationary rate published at the end of January which would be 2.9%, plus a further 2% to recognise the operational cost increase to the voluntary sector resulting from the increase to employer National Insurance Contribution.

The interagency charges between Local Authorities are set by the Association of Directors of Children’s Services. This is yet to be confirmed but has remained static for a number of years.

All inter-agency charges will be co-ordinated and incurred by the Adoption Partnership on behalf of Kent.

### **1.2 Foster Care Payments**

Further details on the different types of Foster Care Payments can be found in Kent Fostering Payments Policy (please see [background documents](#)).

#### **a) Maintenance (to be proposed)**

The Council has traditionally maintained a link to the Department for Education (DfE) published fostering rates known as the National Minimum Allowance (NMA). This reflects the minimum payment foster carers should expect to receive to help cover the cost of caring for a child. The rate is proposed to be calculated by taking the DfE published rates, divided by 52 and multiplied by 56. This provides an additional four weeks of funding to Kent foster carers to cover holidays, birthdays, religious observations & Christmas.

Please note the weekly rates also apply to Permanency Arrangement Orders payments within Children's Services e.g. Adoption and Special Guardianship Orders.

b) Reward Element (to be proposed)

An inflationary increase of +4% is proposed.

c) Disability Enhancement (to be proposed)

There are currently two rates:

Standard – Carers will receive an enhancement payment of 30% uplift of the higher reward element.

Enhanced – Carers will receive an enhancement payment of 40% uplift of the higher reward element.

Therefore, an inflationary increase of +4% is proposed.

d) Foster Care Skills Based Payments (to be proposed)

This rate has historically been uplifted in line with the CPIH rate +2.7%.

e) Foster Carer Mileage Rate (to be proposed)

The mileage rates paid to foster carers is proposed to remain unchanged at 45p per mile in line with KCC staff.

f) Emergency Foster Carer Retainer – Citizen and Unaccompanied Asylum Seeking Children (UASC) Schemes (to be proposed)

This rate is aligned to the higher level reward rate.

The one-off emergency payment of £100 is not subject to standard inflationary increase and will be reviewed periodically. The payment is to reflect the additional costs that may be incurred in supporting a newly arrived UAS child with essential clothing and toiletries.

g) Sessional & Day Care Rates (to be proposed)

The rate is aligned with changes to the National Living Wage where the daycare/sessional rate proposed each year, will be set as 50p above the National Living Wage.

h) Adoption Hospitality Allowance (to be proposed)

This daily payment of £25 is not subject to standard inflationary increase and will be reviewed periodically.

i) Mockingbird Hub Home Carer Payments (to be proposed)

The standard weekly payment a combined total of the 16+ maintenance payment, higher level reward payment and higher level disability enhancement payment. With inflationary uplift aligned to these payment proposals.

The monthly payment of £100 towards additional social activities is not subject to standard inflation and will be reviewed periodically.

j) Kent Fostering Panel Attendance (to be proposed)

It is proposed the rate is uplifted in line with the CPIH rate +2.7%.

k) Foster Carer Parent & Child – Rate adjustment (to be noted)

Where a foster carer is in receipt of an enhanced parent and child payment, a reduction in the foster carer's maintenance fee equivalent to the income support personal allowance for a lone parent over 18, is made. The Income Support Personal Allowance for a lone parent over 18 is proposed by the DWP to be £92.05 from 1 April 2025.

l) Foster Carer – Savings adjustment (to be noted)

It is expected that all carers/providers save a minimum of £10.00 a week for any child in care from the maintenance payment starting at week 14 of a child or young person coming into care. When the child or young person has been in care for a year, it is expected that this amount (a minimum of £10.00 a week) for any child or young person in care, is paid into either a Child Trust Fund or a Junior ISA. The £10.00 per week will be automatically deducted from the maintenance payment and paid into a Child Trust Fund or a Junior ISA directly by KCC.

m) Step across to Fostering additional payments:

This scheme was introduced in 2024 and includes the following new payments unique to the scheme:

- Settling in payment of £5,000. This will be a fixed amount and is not expected to be subject to standard annual uplifts.
- Up to four Retention payments of £2,500 made over an 18-month period. These are fixed amounts and are not expected to be subject to standard annual uplifts.
- Step across to fostering retainer: This will aligned to the payment rate for e-bed scheme (linked to the higher rate of reward element).
- Step across to fostering vacant bed supplement (maximum of 4 weeks during settling in period): This will aligned to the payment rate for e-bed scheme (linked to the higher rate of reward element).

### 1.3 Kent Supported Homes (to be proposed)

The payment to hosts is split into 2 parts: a support payment and a rent payment. The support payment is proposed to increase in line with foster carers reward rate of 4% inflation. The rent payment is applicable where the host is supporting a young person who is under 18 years old or over 18

years old and not eligible for Housing Benefit/Universal Credit. The rent payment will vary depending on the circumstances of young person. The hourly rate for outreach support is aligned with the foster carer sessional/daycare work.

The Staying Put Extended Foster Care Rate may be applicable where the young person is in further education (this is subject to the Staying Put policy and the rate will vary dependent on circumstances).

#### 1.4 **Essential Living Allowance** (to be noted)

This is the weekly payment to Care Leavers including Unaccompanied Asylum-Seeking Children (UASC). The rate payable is in line with the Job Seeking Allowance for a single adult aged under 25 which has been proposed by the DWP as £72.90 from 1 April 2025.



# Kent Fostering Payments Policy

## Integrated Children's Services

Document Author	Maria Cordrey, Head of Mainstream & Disabled Children's Fostering
Document Owner	Maria Cordrey and Mark Vening, Heads of Fostering & Kinship Service
Version	3
Approved	Pending (awaiting key decision)
Date	February 2025
Review Date	February 2026

## Version Control

Version No	Date Issued	Summary of changes	Author
2	10.09.20	Integration of 2017 'Disability Placement Supplement' information.	Maria Cordrey
3		Language change from connected person to kinship foster carer. Addition of UAM E Bed & Mockingbird Hub Home Carer. Change to description of relief carer to reflect change in practice. Addition of Adoption Hospitality Allowance. Change to description of how mileage is claimed. Removal of payments table – link to Fostering website	Maria Cordrey

## Contents

## Page Number

<a href="#">Introduction</a>	3
<a href="#">Legal Framework</a>	3
<a href="#">Types of Foster Carers</a>	3
<a href="#">The Payment Scheme</a>	5
<a href="#">Enhanced Payments for specific children/young people</a>	5
<a href="#">Disability Payments</a>	6
<a href="#">Short Breaks Payments</a>	8
<a href="#">Emergency Bed Payments</a>	8
<a href="#">UASC Emergency Bed Payments</a>	9
<a href="#">Parent and Child Payments</a>	9
<a href="#">The Fostering Network Mockingbird Hub Home Carer Payments</a>	10
<a href="#">Kinship Foster Carer Payments</a>	11
<a href="#">Sessional Work</a>	11
<a href="#">Day Care</a>	11
<a href="#">Shared Care</a>	11
<a href="#">Mileage</a>	12
<a href="#">Holiday Payments</a>	12
<a href="#">Respite Care</a>	12
<a href="#">Relief Care</a>	12
<a href="#">Adoption Hospitality Allowance</a>	12
<a href="#">Advanced Payments</a>	12
<a href="#">Overpayments</a>	13
<a href="#">Insurance</a>	13
<a href="#">Benefits and Tax Advice</a>	13
<a href="#">Foster Carer Payment Rates</a>	14

## Introduction

The aim of the Kent Fostering Payments Policy is to provide clear guidance about the range of fees and entitlements paid to in house foster carers.

The policy sets out the framework of payments for specific fostering schemes and enhancements paid to reward foster carers for their skills and professional development. It clarifies all of Kent County Councils rates and payments within one document, that can be published to support our recruitment and retention of foster carers in Kent.

The policy should be read in conjunction with the Fostering Payments Table at <https://www.kentfostering.co.uk/how-to-foster/payments>.

## Legal Framework

The Children Act (1989) Guidance and Regulations Vol 4 Fostering Services and Fostering National Minimum Standards (2011) outline the requirement for a Fostering Agency to have a policy regarding foster carer payments. The Fostering National Minimum Allowance (also known as maintenance) is agreed in line with the Department of Education set guidance on the minimum amount a Fostering Agency should pay for each child placed within a foster home.

## Types of Foster Carers

A foster carer is a person who is approved under the Fostering Service Regulations (2011) and is suitable to foster within their terms of approval, a child or young person who the Local Authority may wish to place with them.

**Task centred Foster Carer:** A carer who looks after a child or young person for a focused period of time, while plans are considered for the child or young person to return to their birth or extended family or where the care plan is to match to an alternative permanent home. This could include children with a plan for adoption or permanency through foster care.

**Permanent Foster Carer:** A carer who has been matched with a specific child/young person or sibling group and looks after them for an extended period usually up to 18 years and beyond.

**Kinship Foster Carer:** A relative, friend or another person connected with a child or young person in care, who is approved as a foster carer either temporarily under Regulation 24 of the Care Planning, Placement and Case Review Regulations (2010) and (2013) or fully approved under The Fostering Services Regulations (2011).

[Back to contents](#)

**Short Breaks Foster Carer:** A carer who provides respite care for disabled children/young people for under 75 days a year living with their birth family.

**Emergency Bed Foster Carer (E-Bed):** A carer who provides a safe home for a child/young person, 0-17 years old, for up to 10 days (15 in exceptional circumstances) who needs an immediate place of safety and when an appropriately matched placement cannot be identified.

**Unaccompanied Minor Emergency Bed Foster Carer (UASC E-Bed):** A carer who provides a safe home for a child/young person under 16 years of age who has newly arrived in Kent after escaping persecution and harassment, until they can move to a different Local Authority's care under the National Transfer Scheme.

**Parent & Child Foster Carer:** A carer who provides a home to a parent and child, role modelling, supporting, guiding and contributing to an assessment of parenting capacity.

**Mockingbird Hub Home Carer:** A carer who supports between 6-10 specific foster carers, known as 'Satellite Carers', within a group known as a 'Constellation'.

**Relief Carer:** A significant family or friend who knows the child/young person in placement well and who has been specifically assessed and agreed to look after the child/young person either in the main foster carers home or their own home.

**Sessional Foster Carer:** An approved foster carer who provides skilled, purposeful, time limited support to a child or another foster carer and receives an agreed hourly rate for a specific piece of work. This may include emergency support to improve placement stability e.g. when a young person is excluded from school.

**Day Care:** A foster carer who provides agreed support to fostering families to enable them to attend training or manage an emergency, when there is no other suitable person within the foster carers network to support (i.e. nominated babysitter).

**Shared Care:** A foster carer who provides part time care to a child/young person who may be living elsewhere (i.e. family home, residential home, boarding school).

[Back to contents](#)

## The Payment Scheme

### Standard

**Fostering Maintenance:** All foster carers are entitled to an allowance for every week a child is in their care and this is based on the child's age. Kent County Council pay above the Department of Education suggested guidance for allowances. The maintenance covers direct expenditure for the child such as clothing, pocket money and savings. A proportion covers additional household costs such as furniture and furnishings, utilities and insurance. There is an element built into the maintenance to cover birthdays, Christmas, religious holidays and festivals as well as annual holidays. There are no one off payments for additional maintenance costs.

In accordance with Delegated Authority foster carers have the discretion to manage the maintenance payment 'as any reasonable parent would do', however discussion and agreement at Placement Planning/Arrangements Meetings in respect of how young people can be supported from the maintenance payment to develop their independent living and budgeting skills, is recommended (i.e. clothing allowance, mobile phones etc).

**Fostering Reward:** The Fostering Reward is paid in addition to the Fostering Maintenance and recognises the professional skills and training of the foster carer(s).

Kent Fostering Service recognise foster carers skills and experience through a Payment for Skills scheme which evaluates the foster carers skills against a set criteria. The Payment for Skills Framework has three levels to acknowledge and reward the experience and competencies demonstrated by foster carers through their annual review. A foster carers skills level is assessed either at the point of approval for experienced carers transferring to Kent Fostering or through the annual review process. The decision is made by a nominated Decision Maker following recommendation by the Fostering Panel or Payment for Skills Panel. There are three levels of payment, determined by the 'Payment for Skills' criteria.

**Foundation (Level 1)** The carer(s) receive(s) standard fostering reward payment per week per child placed and the standard 14 days holiday entitlement.

**Skilled (Level 2)** A Skilled Level carer receives an increased reward payment per week, per child placed, plus two additional days holiday for a period of one year following an appropriately evidenced Annual Review.

**Advanced (Level 3)** An Advanced Level carer receives a higher increased reward payment per week, per child placed, plus two additional days holiday for a period of 1 year following an appropriately evidenced annual review.

### Enhanced Payments for specific children/young people

**Solo Placement Payment:** Foster carers who look after a child who, as a result of risk to other children is identified as having to live within a foster placement without any other children and young people within the home.

**Complex Placement Payment:** This is for foster carers who look after a child or young person who present with a higher level of risk to both themselves and others. For example, this will include children who have complex behavioural and emotional needs, significantly disrupted attachments and ongoing challenging behaviour. Foster carers who look after a child or young person with the highest level of needs will require enhanced risk management approaches. A complex placement would include children stepping across from residential care or those young people on remand. They are likely to have intensive interventions to manage theirs and others safety and a multi-agency approach to their care with support from youth justice, mental health, therapeutic or counselling services.

All Solo and Complex payments relate to the child's needs and **not** the foster carer's skills or experience. Within the placement plan request there must be a written assessment of the child's needs which assists in identifying why the child/young person meets the criteria for a solo or complex placement and in the matching discussion how the foster carer(s) would meet those needs. If the placement is required in an emergency, a funding agreement will be sought from the relevant Assistant Director and for a planned placement, the funding decision will be sought through the Access to Resources Panel.

All Solo and Complex payments will be reviewed 3 monthly through the Access to Resource Panel. If following Panel, a recommendation is made that a child/young person no longer meets the criteria for a Solo or Complex payment the reasons should be clearly recorded. If there is a disagreement with the decision this should be escalated to the Head of Fostering.

All approved Solo and Complex Placements will receive double the Reward Payment and appropriate age-related maintenance.

### Disability Payments

**Standard and Enhanced Disability Payment:** Foster carers of children who are open to the Strengthening Independence Service receive either a Standard (linked to the low and middle rate Disability Living Allowance) or Enhanced Disability

Payment (linked to the high rate Disability Living Allowance) in addition to the Maintenance and Reward for a child.

**Disability placement supplement:** There are also a small number of children open to those teams whose level of complex needs place additional and exceptional demands on their foster carers. Children's complex needs may include:

- Waking nights where the carer has regularly disturbed sleep patterns due to the child requiring attention
- High level of mobility and/or manual handling needs
- High level of medical need that requires specialist training
- High level of feeding difficulties that requires specialist training
- High levels of supervision and/or 2 to 1 care within and/or outside of the home
- End of life care
- Behaviour that is challenging/aggressive that requires two adult carers to ensure the child's safety

Those children who present with at least two of these difficulties at any one time and whose circumstances are agreed as being exceptional by the Strengthening Independence Service Decision Making Panel may attract the Disability Placement Supplement. The Disability Placement Supplement will be equivalent in amount to the age-related reward element of the fostering fee (which is subject to annual payment uplift). This would be paid in addition to the payment for Maintenance, Reward, Payment for Skills, Standard or Enhanced Disability Payment.

The Standard and Enhanced Disability payments and the Disability Placement Supplement relate to the child's needs and **not** the foster carer's skills or experience. Within the placement plan request there must be a written assessment of the child's needs which assists in identifying why the child/young person meets the criteria for the Standard or Enhanced Disability Payment and (if applicable) the Disability Placement Supplement, and in the matching discussion how the foster carer(s) would meet those needs. If the placement is required in an emergency, a funding agreement will be sought from the relevant Assistant Director and for a planned placement the funding decision will be sought through the Strengthening Independence Service Decision-Making Panel.

The Standard and Enhanced Disability Payment and the Disability Placement Supplement (if applicable) is reviewed annually at the Child in Care Review by the IRO. If the recommendation of the Review is that the Standard or Enhanced Disability Payments should change or the Disability Placement Supplement is no

longer required, clear reasons must be recorded in the Review minutes. Payments to the carer should not stop until the recommendation has gone back through the Strengthening Independence Service Decision-Making Panel. This is to avoid a sudden and unfair reduction in the carer's income and to ensure an accountable process.

Each area is responsible for the monitoring of their use of the Disability Placement Supplement.

### **Short Breaks Payments**

In addition to the age-related maintenance and disability enhancement for a child/young person, short breaks carers receive the highest reward payment regardless of a child/young person's age on a pro rata basis.

### **Emergency Bed Payments**

Foster carers receive a retainer payment for six weeks on rota regardless of having a child/young person in placement, to hold the bed open and be ready for emergencies 24 hours a day. They also receive the retainer payment for the two weeks off rota. Emergency Bed foster carers, work to a rota of 6 weeks on, 2 weeks off.

**Additional Payments** Reward and Maintenance, when a child is placed will be paid at the higher rate regardless of the age of the child. This will be paid as a daily rate and according to the period that the child or young person is in placement. As soon as the child leaves placement the daily payments cease.

**Complex needs enhanced payment:** Emergency Bed foster carers are requested at times to provide a placement for children or young people whose care plan requires a more specialised environment to meet their holistic needs (i.e. residential care). When such placements are required it is recognised that foster carers are managing a significantly higher level of risk and this will be rewarded with a complex need enhanced payment.

Foster carers who provide an Emergency Bed provision will also receive their Skill Level payment as additional to the identified payments listed.

**Holiday payment:** Foster carer(s) are entitled to two weeks holiday payment in addition to their rota pattern.

**Day Care:** The foster carer can receive six hours day care per month to assist with professional development.

[Back to contents](#)



## **UASC Emergency Bed Payments**

Foster carers providing care to children under the unaccompanied minor emergency bed scheme receive a retainer payment per week per available bed regardless of having a child in placement, to hold the bed open and be ready for emergencies. The only exception to this is when the carer takes their holiday allowance, they then would not be paid the retainer.

Reward and Maintenance when a child is placed will be paid at the higher rate regardless of the age of the child. This will be paid as a daily rate and according to the period that the child is in placement. As soon as the child leaves placement the daily payments cease.

The assessed and agreed Skills Level payment will be paid to carers in addition to the above.

A one-off emergency payment of £100 will be paid to the foster carers with their first payment for a newly arrived unaccompanied child to help pay for essential clothing and toiletries. A deduction of £10 per week per child placed under the scheme will then be taken from the carer's maintenance and around the child's second week of placement. However, under this scheme, because children should transfer out quite quickly it's likely that very little of this would be reclaimed because when the child moves on the carer's maintenance stops and the child would be taking all those essentials with them.

## **Parent & Child Payments**

There are two tiers of payment for parent and child fostering arrangements as follows:

Standard (focus on parenting support and guidance for arrangements where neither parent nor child are Looked After or where parent is Looked After and child is not).

Enhanced (focus on parenting assessment for arrangements where the parent is not Looked After and the child is or where both parent and child are looked after).

These payments reflect the living costs of parent and child living as part of the fostering household, alongside the impact of having another adult living as part of the foster family unit. The enhanced payment reflects the additional complexities and assessment required in these types of arrangements and the knowledge, skills and expertise required of the carer(s), usually where a child's welfare and safety are being considered by the court.

## **Additional financial considerations**

**Parent's benefits:** In the majority of parent and child fostering arrangements the parent will be in receipt of benefits and they are expected to use those benefits to provide for themselves and their child (clothing, nappies, formula/food etc). This is an essential part of any arrangement because parents need to be given the opportunity to demonstrate their budgeting skills and ability to place their child's needs above their own.

Although the level of benefits may differ depending on the individual circumstances of the parent, for those receiving benefits and living with foster carers in receipt of the enhanced parent and child payment, a reduction in the foster carers maintenance fee equivalent to the income support personal allowance for a lone parent over 18, will be made.

Should a parent not be in receipt of benefits, discussion and agreement needs to be reached at the Placement Arrangements Meeting (at the latest) about how the foster carer will support the parent to finance looking after themselves and their child and how monies will be spent, while a benefit claim is made. Foster carers will be expected to finance this from their maintenance for the child equivalent to the Income Support personal allowance for a lone parent over 18.

Holiday payment: Foster carer(s) in receipt of the enhanced parent and child payment, are entitled to an additional two weeks holiday payment at the end of each arrangement of 12 weeks or more.

Day Care: The foster carer can receive eight hours day care per week for the parent and child they are looking after for the duration of the arrangement.

## **The Fostering Network Mockingbird Hub Home Carer Payments**

### **Payment for the Hub Home Carer/s**

This weekly rate will increase on 1<sup>st</sup> April each year in line with Kent County Council uplifts to fostering payments. This payment is a combination of:

- the equivalent of maintenance for a child aged 16-18 years which is to cover the cost of nominal utilities, insurance, food and drink when children are sleeping over/spending time in the home, training and support including refreshments for the satellite families at these events, Christmas and birthday presents for the children in the constellation and some social activities.
- The equivalent of the higher level reward payment rate (normally paid for children aged 9 -18 years)
- The equivalent of the enhanced disability rate.

The Hub Home Carer/s will not receive payment for skills because this is paid per child looked after and it is not the role of the Hub Home Carer/s to provide 'placements', plus the weekly payment above already includes additional monies to reflect the demands of the role and the skills of the Hub Home Carer/s.

An additional payment of £100 per month will be paid to the Hub Home Carer/s to supplement the above social activities for the constellation. This can be used flexibly (i.e. some months less may be spent on a simpler activity to contribute to a more expensive activity another month).

Mileage can be claimed in line with the current policy and procedure for all Kent foster carers.

As above, should it be agreed that in exceptional circumstances that the Hub Home Carer/s provide additional nights care to children in the constellation over and above the two-night sleepover, the carer/s would be paid for the additional nights' pro rata the age related maintenance and reward for the child who stays.

### **Kinship Foster Carer Payments**

Kinship foster carers including temporary approval under Regulation 24 receive the age-related maintenance payment for the child/young person in their care. Should they successfully complete the Skills to Foster pre panel training and undertake to complete the Training Support and Development Standards (TSDS) within the first 18 months of approval and all other expectations of a mainstream foster carer, they will also receive the Reward payment. The Reward payment can start on completion of the 'Skills to Foster' Pre-Panel training.

### **Sessional Foster Carer Payments**

Foster carers who are identified as having the relevant skills, knowledge and experience to assist other foster carers and/or children/young people with focussed pieces of work are paid a sessional rate. This could include specific work to improve placement stability at times of crisis.

### **Day Care**

Foster carers who are identified as having the capacity and availability to support a child or carer with day care provision will receive payment at an hourly rate. This can be used between foster carers to support attendance at training, support groups or social events.

## **Shared Care**

The carers will receive the full weeks age related Maintenance and Reward payments when the child/young person is in their care for two nights or more. This may include children on a rehabilitation home, those in a residential or boarding school or who require care during holidays or weekends.

## **Mileage**

Foster carers can claim on a monthly basis for mileage related to the specific needs of the child as detailed in the child's plan. The mileage is calculated on a daily basis with the first 10% of the daily maintenance rate for the child they are claiming for, being deducted off each day they make a claim. Therefore due to how these claims are processed, carers should only claim mileage for a particular day if the distance they have travelled exceeds the 10% maintenance threshold. This is because any deductions applied by finance will be taken away from the final mileage claim. This means that based on the maintenance payment a carer receives for a child/young person, there is a minimum number of miles that should be undertaken before any claim for any particular day is submitted. These mileage thresholds can be seen in our Travel and Expenses Claim Process document within our Fostering Handbook.

## **Holiday Payment**

Foster carers are entitled to between 14 and 16 night holiday payment per year depending on their Payment for Skills Level.

## **Respite Care**

If the child/young person is going to an approved foster carer for stays of between one and four nights both the mainstream carer and respite carer will receive the age-related reward and maintenance payment for the child/young person. Any additional payments (e.g. enhancements) will continue to the main carer. For any respite stays of five nights or more the main carer will receive the reward payment only.

## **Relief Care**

The relief carers will receive the reward payment only as the maintenance payment remains with the main carer to continue to provide for the children's needs within the foster home.

## **Adoption Hospitality Allowance**

Payment of £25 per day will be given to foster carers who are moving a child on for adoption, to provide meals for the adoptive family as part of the agreed introductions plan. Foster carers must complete the claim form available on the Foster Carers Handbook and submit to their Fostering Social Worker for approval before any monies can be paid.

## **Advanced Payment**

In exceptional circumstances a foster carer can receive an advanced payment of up to £100 per child at the time a placement commences, for example in an emergency when a child/young person is placed with no belongings.

## **Overpayments**

All overpayments will be recovered in full except in exceptional circumstances. Foster carers should check their payments into their account and remittance advice every time to ensure that they are correct. In the event of an overpayment they should contact their fostering social worker or Foster Payments.

## **Insurance**

Foster carers should have in place home and business insurance which covers their work as a foster carer and the children/young people they look after. The Fostering Network recommends that carers ask their insurance company for written confirmation that they have included foster children on their policy. If the foster carer's home is damaged or loss is suffered as a result of fostering which is not covered by the carers insurance then some compensation may be available through Kent County Council.

## **Benefits and Tax Credits**

Please contact HMRC for advice or on-line at [www.gov.uk](http://www.gov.uk) or <https://www.gov.uk/foster-carers/claiming-benefits-while-fostering>

Information regarding benefits is also available from the Fostering Network website: <https://www.thefosteringnetwork.org.uk/advice-information/finances/claiming-benefits> and Foster Talk <https://www.fostertalk.org/legal-finance/accountancy-tax-advice/social-security-benefits>

[Back to contents](#)

## Kent Foster Carer Payment Rates

Foster payment rates can be found at [Fostering payments - Kent Fostering](#)

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

Sue Chandler, Cabinet Member for Integrated Children's Service

## DECISION NUMBER:

25/00010

**For publication** *[Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]*

## Key decision: YES / NO

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- 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:
  - 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

Proposed Revisions of Rates Payable by Kent County Council for Children's Social Care Services in 2025-26

## Decision:

As Cabinet Member for Integrated Children's Services, I agree to:

- a)
  - i. The weekly Foster Care Maintenance allowance is increased to:

All placements under 2 years old	£203.54
All placements 2 to 4 years old	£211.08
All placements 5 to 10 years old	£232.62
All placements 11 to 15 years old	£266.00
All placements over 16 years old	£310.15

- ii. The weekly Foster Care Reward element is increased to:

Non-related placements 0 to 8 years old	£150.53
Non-related placements 9 to 18 years old	£285.92

- iii. The weekly Foster Care Disability Enhancement is increased to:

Standard	£85.78
Enhanced	£114.37

- iv. The weekly Foster Care Skills Based Payment is increased to:

Skilled (Level 2)	£26.98
Advanced (Level 3)	£67.39

- v. The weekly Emergency Foster Carer Retainer payment is increased to:

Retainer	£285.92
----------	---------

- vi. The one-off payment to Emergency Foster Carers towards additional essentials for newly arrived unaccompanied asylum seeking children:

One-off (clothing & toiletries)	£100.00
---------------------------------	---------

- vii. The hourly Sessional & Day Care payments increase to:

Sessional Work	£12.71
Day Care	£12.71

- viii. The rates for Mockingbird Hub Home Carer payments to be set at:

Standard weekly payment	£710.44
Social Activities additional payment	£100.00

- ix. The sessional rate for Kent Fostering Panel attendance:

Panel Chair	£421.89
Panel Member	£158.21

- x. The Foster Carer Mileage Rate will remain at 45p per mile in line with KCC staff.

- xi. The adoption hospitality allowance for foster carers will be set at £25.00 per day.

- xii. The additional rates for the Step Across to Fostering Scheme to be set at:

Settling in Period (one-off payment)	£5,000
Retention Payment (4 <sup>th</sup> Month one-off payment)	£2,500
Retention Payment (8 <sup>th</sup> Month one-off payment)	£2,500
Retention Payment (12 <sup>th</sup> Month one-off payment)	£2,500
Retention Payment (18 <sup>th</sup> Month one-off payment)	£2,500
Retainer (weekly payment)	£285.92
Vacant Bed (weekly payment max. 4 weeks)	£285.92

- xiii. The Kent Supported Homes (Supporting Lodging payments to hosts) is increased to:

Standard Support (per week)	£185.84
Enhanced Support (per week)	£309.72
Complex Support (legacy cases only) (per week)	£200.00
Mother and Baby Arrangement Support (per week)	£371.66
Outreach support (per hour)	£12.71
Rent (16/17 year old and 18+ who are not eligible to claim benefits) (per week)	£86.72
Rent (University non-term time)	LHA** rate
Staying Put Extended Foster Care Rate	Various**



\*LHA – Local Housing Authority

\*\*Various – the rate will depend on circumstances and agreed in line with the Staying Put policy.

b) Updates to the Kent Fostering Payment Policy for 2025-26, an overarching policy document to set out all foster payments.

c) **NOTE:**

The rates which are dictated by external agencies i.e. Inter-agency charges and Essential Living Allowance

d) **DELEGATE:**

Authority to the Corporate Director of Children, Young People and Education, or other nominated officers, to undertake the necessary actions to implement the decision.

### **Reason(s) for decision:**

#### **Background**

The rates payable by Children's Services are reviewed annually, with any revisions normally introduced from the start of the new financial year.

Some of the increases are directly linked to the published Department for Education fostering rates, which are reviewed by the Department annually.

#### **Financial Implications**

The increase in payments and income have been reflected in the Council's budget plans presented to County Council on February 2025 under the heading "Prices - Children's Social Care Disabled & Non-Disabled Children" at just over £3.0m.

#### **Legal implications**

The national minimum standards, together with regulations on the placement of children in foster care, such as the Fostering Services (England) Regulations 2011, form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of fostering services. The report distinguishes between those rates over which Members can exercise their discretion, and those set by Government or external agencies.

#### **Equalities implications**

We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

### **Cabinet Committee recommendations and other consultation:**

The Children's and Young People Cabinet Committee considered the decision on 27<sup>th</sup> February 2025.

### **Any alternatives considered and rejected:**

The alternatives would be to either:

- Freeze the rates at 2024-25 level or apply a lower percentage increase than proposed. This was rejected on the basis that the security of an annual uplift continues to form part of Kent Fostering's approach to improving the recruitment and retention of foster carers by enabling

the service to provide a more competitive package in the carer's marketplace and by not applying a reasonable uplift could put at risk this strategy.

- Apply a higher percentage uplift than propose. This was rejected on the basis that this would be unaffordable within the allocated budget.

**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

Proposed Revision of Rates Payable and Charges Levied for Children's Services 2025-26

#### Responsible Officer

Karen Stone - CED F

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

Caroline Smith - CY SCS

### Type of Activity

#### Service Change

Service Change

#### Service Redesign

No

#### Project/Programme

No

#### Commissioning/Procurement

No

#### Strategy/Policy

No

#### Details of other Service Activity

Annual Price Uplift

### Accountability and Responsibility

#### Directorate

Children Young People and Education

#### Responsible Service

Integrated Children's Countywide

#### Responsible Head of Service

Caroline Smith - CY SCS

#### Responsible Director

Kevin Kasaven - CY SCS

### Aims and Objectives

The rates payable by Children's Services are reviewed annually, with any revisions normally introduced from the start of the new financial year.

Some of the increases are directly linked to the published Department for Education fostering rates, which are reviewed by the Department annually.

The policy of what we pay for children's services has already been agreed and is separate to this decision. This decision is to apply an inflationary increase to the rates we pay for children's social care services (fostering and permanency payments).

There are no assessed adverse impacts within these proposals to increase funding rates for children's social care services.

### 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

<b>Is there national evidence/data that you can use?</b>
No
<b>Have you consulted with stakeholders?</b>
Not Applicable
<b>Who have you involved, consulted and engaged with?</b>
This is applying a standard uplift to the current payment scheme. There is no change proposed in the payment policy.
<b>Has there been a previous Equality Analysis (EQIA) in the last 3 years?</b>
Yes
<b>Do you have evidence that can help you understand the potential impact of your activity?</b>
Yes
<b>Section C – Impact</b>
<b>Who may be impacted by the activity?</b>
<b>Service Users/clients</b> Service users/clients
<b>Staff</b> Staff/Volunteers
<b>Residents/Communities/Citizens</b> No
<b>Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b>
No.
<b>Negative impacts and Mitigating Actions</b>
<b>19. Negative Impacts and Mitigating actions for Age</b>
<b>Are there negative impacts for age?</b>
No.
<b>20. Negative impacts and Mitigating actions for Disability</b>
<b>Are there negative impacts for Disability?</b>
No.
<b>21. Negative Impacts and Mitigating actions for Sex</b>
<b>Are there negative impacts for Sex</b>
No.
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>Are there negative impacts for Gender identity/transgender</b>
No.
<b>23. Negative impacts and Mitigating actions for Race</b>
<b>Are there negative impacts for Race</b>
No.
<b>24. Negative impacts and Mitigating actions for Religion and belief</b>
<b>Are there negative impacts for Religion and belief</b>
No.
<b>25. Negative impacts and Mitigating actions for Sexual Orientation</b>
<b>Are there negative impacts for Sexual Orientation</b>
No.
<b>26. Negative impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>Are there negative impacts for Pregnancy and Maternity</b>
No.
<b>27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships</b>
<b>Are there negative impacts for Marriage and Civil Partnerships</b>
No.

28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No.

This page is intentionally left blank

---

**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 – 27 February 2025**

**Subject: Proposal to change the age range of Blean Primary School, Blean, from 4-11 years to 3-11 years.**

**Decision no: 25/00009**

**Key Decision**

**Classification:** Unrestricted

**Past Pathway of report:** N/A

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

**Electoral Division:** Canterbury North – Robert Thomas

---

**Is the decision eligible for call-in? Yes**

---

**Summary:** This report outlines the proposal to permanently expand the age-range of the Blean Primary School in Blean from 4-11 years to 3-11 years to establish a school run pre-school provision.

**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 proposals as set out in the PROD.

---

## **1. Introduction**

- 1.1 This proposal to lower the age range of Blean Primary School, Blean will create additional pre-school places for three and four year olds and will help to meet the need for nursery places in the area and the commitment to development of 2,741 early years places in Kent to meet the demand of the new Government entitlements.

## **2. Key Considerations**

- 2.1 In Spring 2023, the Government announced its ambition of extending the free entitlements to younger children in three phases. Phase one implemented in April 2024, saw children of working parents entitled to 15 hours of funding the term after they turned two. In September 2024 phase two extended this offer to working parents of those children aged 9 months plus and then in September

2025, phase three will see the working parent entitlement extending to 30 hours for all eligible children.

- 2.2 To support the delivery of this programme, Blean Primary School intends to refurbish a spare classroom next to its reception classes to create a nursery class.

### **3. Background**

- 3.1 The County Council's Commissioning Plan for Education Provision in Kent 2024 to 2028 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. It also set out how we will carry out our responsibility for early education and childcare. Early Education and Childcare is legislatively governed by the Childcare Acts of 2006 and 2016. These place a duty on all local authorities to improve outcomes for young children, to cut inequalities between them, to secure sufficient childcare, with adequate flexibility to allow parents to work.

#### **The Proposal**

- 3.2 Blean Primary School currently provides early years education for children who turn five when in the Reception class. The school have proposed to lower the age range from 4-11 to 3-11 years to create a pre-school provision at the school. The provision would admit up to 26, 3-4 year olds.
- 3.3 The proposed pre-school provision at Blean Primary School will be to for up to 26 children and will be accommodated in a spare classroom within the school, adjacent to the reception classes. The pre-school will have access to a dedicated outdoor space for the pre-school and a separate entrance.
- 3.4 Blean Primary School was judged "Outstanding" by Ofsted in March 2022. The Local Authority is confident that the strong and effective leadership of the school has the capacity to establish a successful pre-school provision, ensuring there will be additional pre-school places available for local families.
- 3.5 Kent County Council and Blean Primary School conducted an informal education public consultation from 4 November to 2 December 2024 and consulted with stakeholders. A total of 17 responses were received with 12 supportive, 2 against and 3 undecided. The outcome analysis of the consultation can be found in Appendix 1.
- 3.6 The KCC member for Canterbury North was consulted during the consultation period.

#### **Securing Kent's Future and Framing Kent's Future**

- 3.7 The 'Securing Kent's Future' strategy outlines the measures that KCC intend to take to ensure that Kent remains financially stable, now and long into the future. It describes the statutory priorities, one of which being the statutory duty to ensure sufficient school and nursery places are available to any child or young person who requires one. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings.



- 3.8 This proposal is necessary for KCC to continue to deliver the statutory duty, in a cost-effective way, in line with the guidelines described in the Securing Kent's Future strategy. It will help to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families.
- 3.9 This proposal will help to support Framing Kent's Future – Our Council Strategy (2022-2026) Priority 1 - Levelling up. 'To maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families.'

#### **4. Options considered and dismissed, and associated risk**

- 4.1 Blean Primary School proposed the age range change and have capacity within the school to create a nursery class. The option of not supporting the School was dismissed as it serves no useful function.

#### **5. Financial Implications**

##### **5.1 Capital**

The school will fund any capital costs which are required for the refurbishment of the classroom and outdoor space.

##### **5.2 Revenue**

The school will be responsible for establishing the nursery and responsible for all revenue costs associated with the running of the provision. The school will be responsible for appointing staff as required. The school will receive income for nursery places either from parental contributions or funding for the provision of free entitlements to eligible children (administered by KCC and fully funded by an external grant from the Department of Education).

#### **6. Legal implications**

- 6.1 KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school and nursery places are available. The County Council's Commissioning Plan for Education Provision in Kent 2024 - 28 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent including Early Years provision.
- 6.2 Statutory Guidance on changing of age range of a maintained school can be found in the 'Making significant changes ('prescribed alterations') to maintained schools Statutory guidance for proposers and decision makers October 2024' This guidance primarily relates to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
- 6.3 Following the initial informal consultation which has been undertaken, a Statutory Consultation must be undertaken, comprising the issuing of a public notice and a 4 weeks consultation period. Should any significant objections, not already considered by the Cabinet Member when taking this decision to issue the public notice, be received during the notice period, a separate decision may be required dependent on the level of modification required in order to continue the proposal and allow for proper consideration of the points raised.

## **7. Equalities implications**

- 7.1 An Equality Impact Assessment has been completed that indicates that there are no negative implications.

## **8. Data Protection Implications**

- 8.1 There are no data protection implications for this proposal

## **9. Other corporate implications**

- 9.1 There are no other corporate implications identified for this proposal.

## **10. Governance**

- 10.1 Once a key decision is made, Kent County Council's Constitution (Section 10, Executive Scheme of Officer Delegation), provides a clear and appropriate link between this decision and the actions required to implement it.

- 10.2 The statutory process for making prescribed alterations to schools has 5 stages

1. Publication – Public notice issued for 4 weeks
2. Representation – in the 4 week public notice period any person or organisation can submit comments on the proposal to the local authority to be taken into account by the decision maker.
3. Decision – The decision must be made within 2 months of the end of the representation period. The decision maker can
  - reject the proposal;
  - approve the proposal without modification;
  - approve the proposal with modification
  - approve the proposal, with or without modifications subject to certain conditions (such as the granting of planning permission) being met.
4. Referral - For the change of age range proposal, the Diocesan Bodies or the Governing Body may refer the decision to the School's Adjudicator, within 4 weeks of the decision being made.
5. Implementation - A proposal must be implemented in the form that it was approved, including any modifications made by the decision maker.

## **11. Conclusions**

- 11.1 This proposal will ensure that there are sufficient pre-school places for children in Blean and the surrounding area and will increase choice for parents and families. It will help to meet the commitment to the development of 2,741 early years places to meet the demand of the new childcare entitlements.

---

### **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 proposals as set out in the PROD.

## 12. Background Documents

- 12.1 Consultation [School consultations and public notices | Let's talk Kent](#)
- 12.2 Equality Impact Assessment (available on the consultation website)
- 12.3 Making significant changes ('prescribed alterations') to maintained schools  
Statutory guidance for proposers and decision makers October 2024.  
[School organisation: local-authority-maintained schools - GOV.UK \(www.gov.uk\)](#)
- 12.4 Kent Commissioning Plan 2024 to 2028  
[Commissioning Plan for Education Provision - Kent County Council](#)
- 12.5 School-Based Nurseries Capital Grant 2024 to 2025.  
[School-Based Nurseries Capital Grant 2024 to 2025 - information for applicants](#)

## 13 Appendices

- 13.1 Appendix 1 - Consultation Outcome Report

## 14 Contact details

Report Author: Robert Veale	Lead Director: Christine McInnes
Job title: Assistant Director Education, East	Job title: Director of Education and SEN
Telephone number: 03000 418575	Phone number: 03000 418913
Email address: <a href="mailto:robert.veale@kent.gov.uk">robert.veale@kent.gov.uk</a>	E-mail: <a href="mailto:christine.mcinnnes@kent.gov.uk">christine.mcinnnes@kent.gov.uk</a>

This page is intentionally left blank

## **Consultation Summary Report**

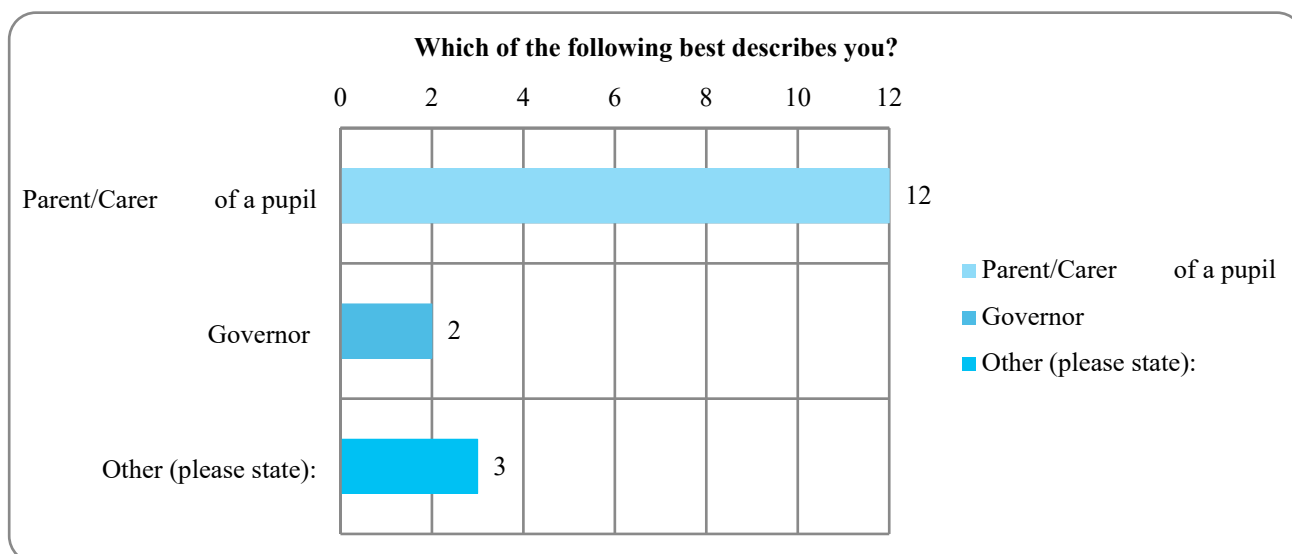
This report sets out and evaluates the responses received from the consultation on the proposal to make prescribed changes to Blean Primary School to lower the age from 4-11 years to 3-11 years to enable the school to open a pre-school provision.

Consultation information was distributed to:

- All Parents/Carers, Governors and Members of Staff at Blean Primary School
- All schools in the Canterbury District.
- Nurseries and Family Hubs in Canterbury
- Elected representatives.
- Canterbury District Council
- Diocesan Authorities
- Other interested parties.

### **Respondents**

A total of 17 responses were received. 16 responses were received by the on-line response form on the KCC website and 1 was received by email. There were no responses received via the response form at the school. The following table shows the capacity in which they were completing the questionnaire:

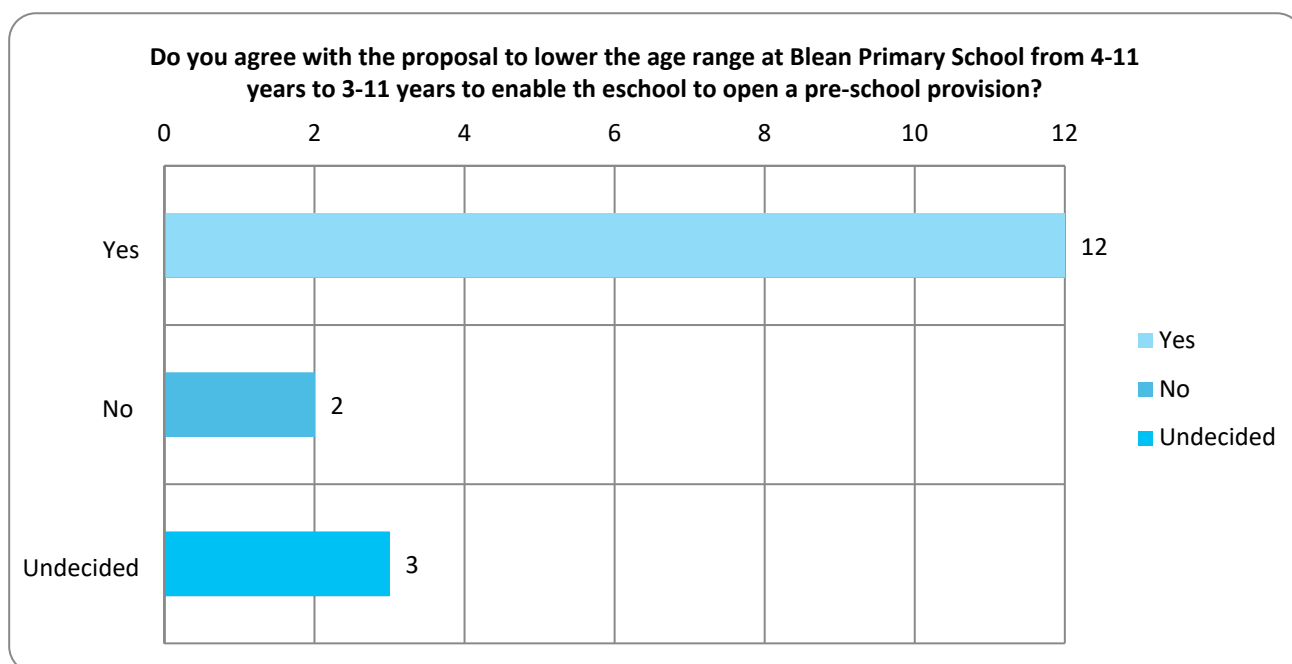


### **Consultation Responses.**

#### **Question**

Do you agree with the proposal to lower the age range of Blean Primary School from 4-11 years to 3-11 years to enable the school to open a pre-school provision?

A total of 17 responses were received with 12 supportive, 2 against and 3 undecided.



### Additional Comments

Responders to the consultation were also able to add comments regarding the proposal.

A total of 14 written comments were received.

The main theme of the supportive responses was that the proposal was needed and that currently there are no spaces in the local nurseries. However, there were a number who thought a 30 hours nursery provision was needed and that the proposed pre-school should be in a separate building.

The main theme of the responses that did not support the proposal, was that there is enough provisions in Blean and this could adversely affect current nurseries.

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Rory Love, Cabinet Member for Education and Skills

**DECISION NUMBER:**

25/00009

**For publication****Key decision: Yes****Subject Matter / Title of Decision**

Proposal to change the age range of Blean Primary School, Canterbury, from 4-11 years to 3-11 years from September 2025

**Decision:**

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

- I. Agree to Issue a Public Notice to permanently change the age range of the Blean Primary School from 4-11 years to 3-11 years to establish a school run pre-school provision, and following a representation period of four weeks with no substantive objections received, implement the decision.
- II. Delegate authority to the Corporate Director of Children, Young People and Education to Issue a Public Notice.
- III. Delegate authority for the Corporate Director of Children, Young People and Education in consultation with the Cabinet Member for Education and Skills to make minor revisions as required to the proposal following a representation period of four weeks.
- IV. Delegate authority for the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills to take relevant actions including but not limited to entering into relevant contracts or other legal agreements as required, to implement the decision, subject to no new substantive objections received during the notice period

**Reason(s) for decision:**

As Blean Primary School is a community school, the decision maker is the Local Authority and requires a statutory process to lower the age range of the school. The proposal to lower the age range therefore requires a public notice.

In Spring 2023, the Government announced its ambition of extending the free entitlements to younger children in three phases. Phase one implemented in April 2024, saw children of working parents entitled to 15 hours of funding the term after they turned two. In September 2024, phase two extended this offer to working parents of those children aged 9 months plus and then in September 2025, phase three will see the working parent entitlement extending to 30 hours for all eligible children.

Blean Primary School currently provides early years education for children who turn five when in the Reception class. The school have proposed to lower the age range from 4-11 to 3-11 years to provide a pre-school provision at the school.

The proposed pre-school provision at Blean Primary School will be to for up to 26 children and will be accommodated in a spare classroom within the school, adjacent to the reception classes.

Blean Primary School was judged “Outstanding” by Ofsted in March 2022. The Local Authority is confident that the strong and effective leadership of the school has the capacity to establish a successful pre-school provision, ensuring there will be additional pre-school places available for local families.

### **Securing Kent's Future**

The 'Securing Kent's Future' strategy outlines the measures that KCC intend to take to ensure that Kent remains financially stable, now and long into the future. It describes the statutory priorities, one of which being the statutory duty to ensure sufficient school and nursery places are available to any child or young person who requires one.

This proposal is necessary for KCC to continue to deliver the statutory duty, in a cost-effective way, in line with the guidelines described in the Securing Kent's Future strategy. It will help to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families.

### **Framing Kent's Future – Our Council Strategy 2022-2026**

This proposal will help to support Framing Kent's Future – Our Council Strategy (2022-2026) Priority 1 - Levelling up. 'To maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families.'

### **Capital**

The school will fund any capital costs which are required for the refurbishment of the classroom and outdoor space.

### **Revenue**

The school will be responsible for establishing the nursery and responsible for all revenue costs associated with the running of the provision. The school will also be responsible for appointing staff as required. The school will receive income for nursery places either from parental contributions or funding for the provision of free entitlements to eligible children (administered by KCC and fully funded by an external grant from the Department of Education).

### **Legal Implications**

KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school and nursery places are available.

The County Council's Commissioning Plan for Education Provision in Kent 2024 - 28 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. It also sets out how we will carry out our responsibility for early education and childcare. Early Education and Childcare is legislatively governed by the Childcare Acts of 2006 and 2016. These place a duty on all local authorities to improve outcomes for young children, to cut inequalities between them, to secure sufficient childcare, with adequate flexibility to allow parents to work.

<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

Statutory Guidance on the changing of age range of a maintained school can be found in the Making significant changes ('prescribed alterations') to maintained schools Statutory guidance for proposers and decision makers October 2024 This guidance primarily relates to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

Following the initial informal consultation which has been undertaken, a Statutory Consultation must



be undertaken, comprising the issuing of a public notice and a 4 weeks consultation period. Should any significant objections, not already considered by the Cabinet Member when taking this decision to issue the public notice, be received during the notice period, a separate decision may be required dependent on the level of modification required in order to continue the proposal and allow for proper consideration of the points raised.

**Equality Implications**

An Equality Impact Assessment has been completed that indicates that there are no negative implications.

**Data Protection Implications**

There are no data protection implications for this proposal.

**Cabinet Committee recommendations and other consultation:**

This decision will be considered at the meeting of the Children's, Young People and Education Cabinet Committee on 27 February 2025.

**Any alternatives considered and rejected:** None

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

.....  
signed

.....  
date

This page is intentionally left blank

To: All SACRE Members, Council Members,  
Kent County Council Corporate Director, Children, Young People and Education,  
Head Teacher / Chair of Governors all schools in Kent, NASACRE and the DFS

## **KENT STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

### **ANNUAL REPORT**

**2023-2024**

**Kent SACRE is a member of the National  
Association of SACREs**



### **SACRE Chairman's remarks**

Recent events highlight the need for good quality religious education so our students can understand some of the issues which underpin these events. In Kent we strive to improve the quality of religious education. Awards like the Wire Award encourage teachers to be proactive in delivering religious education.

Kent SACRE is also keen to ensure that collective worship is also being used effectively by school across the county as we see the enormous benefits that this can lead to our young people's mental health.

We in Kent SACRE continue to receive exemplary support from Kent County Council and I wish to highlight this as I understand that many other SACREs around the country do not enjoy such support. I would like to express my thanks to the local authority for this support.

I also want to thank the wider SACRE membership along with our professional adviser as well as Kent County Council in supporting Kent SACRE.

### **Cllr Steve Manion**

Kent SACRE met three times during the year at Sessions House, County Hall, Maidstone on 9 November 2023, 19<sup>th</sup> March 2024 and 13<sup>th</sup> June 2024. These are hybrid meetings with about half the members online and half in person. The arrangements and Agenda setting is done on Zoom with leaders of each group, the clerk and the RE Consultant.

### Attendance at Meetings 2023-2024

<b>GROUP A: Faiths and other beliefs other than C of E</b>	<b>Attendance</b>	<b>GROUP B: Church of England</b>	<b>Attendance</b>
A Goldstein Jewish	2	<b>Canterbury Diocesan board of Education</b>	
J Grant Baha'i Retired Aug 2023	1	R Walters	2
R Smith Baha'i Joined Sept 2023	1	B Naden	2
		Ms Ralph	2
J Wigg Salvation Army	1	K Porteous Joined Sept 2023	3
N Kaur Cheema Sikh	3	<b>Rochester Diocesan Board of Education</b>	
F Hawkes Catholic	2		
M Paddison Baptist	3	C Bostock	2
C Elapatha Buddhist	2	N Brownfield	2
A Sinha Hindu Joined Dec 2023	0	G Hitch Joined Sept 2023	1
S Bowen Humanist Joined Dec 2023	2	<b>GROUP D: LA</b>	Attendance
<b>GROUP C: Teachers</b>	<b>Attendance</b>	S Manion	2
K Burke	2	M Baldock Retired June 2024	1
J Paul	3	S Hamilton	3
M Lawson	3	Mr Jeffrey	3
H Williams Joined Sept 2023	2	Others	Attendance
		Clerk from Democratic Services	3
Co-opted - E Pope	0	P Smith-Orr RE Consultant	3
Co-opted - Mr A Shepherd	2		
Co-opted - H Curtis Joined Nov 2023	0		
Co-opted – E Watson Joined Nov 2023	0		

## **Overview**

At the meetings we have a few standing items such as the budget, the development plan progress, membership, and the Kent SACRE WIRE award. Other discussions this year were NASACRE and a report from the RE Consultant each term. The self-evaluation tool was used in Spring 2024 by the committee members attending the Spring meeting. A development plan with progress achieved and the self-evaluation results are at the end of this report.

## **Religious Education Statutory responsibilities.**

During the early part of the academic year there were a number of requests from schools who needed the link to the new RE Syllabus which were dealt with by the RE Consultant.

Monitoring is difficult but is done through looking at websites and receiving emails from schools. We run the WIRE award in Kent and schools send in evidence to be judged by the committee at each meeting. This does give an indication of the work being done in schools that apply. Members of the SACRE go to the schools and award the certificates.

As far as we know no school has applied for the REQM.

We now have two RE networks running in Kent, one in Thanet and one near Wrotham. We also have a Secondary HOD group running from a school in Tunbridge. The Primary groups are held each term mainly on zoom, but some are face to face. The Secondary one is on zoom. They are run by teacher members of SACRE with the RE consultant's support. A larger face to face meeting was planned and eventually took place in September 2024 near Maidstone. The two Diocese advisers also run networks for the church schools, but community schools can join in, so monitoring of RE in schools is mainly done through these groups and from emails requesting advice and guidance from the RE Consultant through the year.

Advice to the LA is to ask again for exam results and to use our budget for a Kent wide meeting.

The exam results were sent in January 2025 and are in Appendix A.

Some schools entered pupils for the short course and got very good results. Many of the schools that entered pupils for the full course got over 85% passes.

## **Collective Worship Statutory Responsibilities**

There is a Guidance on Collective Worship available on the Kelsi website for schools.

There have been no Determinations referred to SACRE, members have been trained in how to deal with this if it arises.

## **Links with other bodies**

Kent SACRE members are linked with, and part of many different other organisations. The committee has members of the Diocese of both Rochester and Canterbury board of education. The church schools in Canterbury Diocese follow the Kent Agreed syllabus.

We also have members of Interfaith forums and Governors of Kent schools. We are members of NASACRE and the RE Consultant is a member of AREIAC (association of religious education inspectors, advisors and consultants). For representation of different faiths see the table of attendance above.

### **Local Involvement**

Members of Maidstone and Tunbridge who are members of SACRE visit schools and talk about their faith. We also have a Humanist rep and he also goes into schools to give talks.

### **SACRE'S Statutory Responsibility**

The SACRE has the support of an RE Consultant at each meeting and advising teachers by email. We also have the support of the Democratic Services to do clerking for the meetings. The members of Kent SACRE are reasonably representative of the county of Kent, new members are sought by the clerk if there is a vacancy, and members are asked for a letter of recommendation from their governing body.

We are fortunate to have members from both the Rochester and Canterbury Boards of Education, this is useful for links with schools in Kent and for their insight into the state of RE and Collective Worship in the County.

The budget holder of the SACRE budget is available and provides a termly budget update and the SACRE has up to £5000.00 per year to spend. Hybrid meetings have been held at the Kent County Council offices in Maidstone since Covid but discussions are ongoing to visit a different venue at least once a year.

**Appendix A- Hours of RE taught and % of Full and Short Course pupils entered and results**



School name	% hours - RE	KS4FCEntries	KS4SCEntries	FC % 9-4	SC % 9-4
Dartford Science & Technology College		0	0		
Northfleet School for Girls	0.08	13.6	0	53.6	
Tunbridge Wells Girls' Grammar School	3.79	18.1	0	100	
Tunbridge Wells Grammar School for Boys	2.95	13.2	0	100	
Weald of Kent Grammar School	2.38	25.5	0	98.7	
Highsted Grammar School	1.64	0	98.6		92.5
The Community College Whitstable	3.51	2	0	100	
Highworth Grammar School for Girls	4.92	99.1	0	95.3	
The Harvey Grammar School	3.07	6.5	69.8	100	86.6
Dover Grammar School for Girls	3.6	29.8	0	97.3	
Astor College (A Specialist College for the Arts)		0	0		
King Ethelbert School	1.44	6.5	0	33.3	
Hartsdown Technology College	3.23	0.8	0	100	
Towers School and Sixth Form Centre	2.02	4	0	60	
Brockhill Park Performing Arts College	3.6	0	98.2		45
The North School		0	0		
Maidstone Grammar School	3.55	96.8	0	94.3	
Maidstone Grammar School for Girls	3.02	96.2	0	89.2	
Borden Grammar School	2.14	21.1	0	92.3	
The Norton Knatchbull School	1.37	28.3	0	81	
Simon Langton Girls' Grammar School	1.65	32.3	0	96.3	
Bennett Memorial Diocesan School	6	99.7	0	75.4	
The Judd School	4.03	94.2	0	99.4	
The Maplesden Noakes School	0.58	7.3	0	46.7	
Saint George's Church of England School	4.7	91.5	0	53.1	
Dartford Grammar School		33.7	0	96.8	
Thamesview School		0	0		
Homewood School and Sixth Form Centre	0.82	0	0		
Wrotham School	2.26	9.6	0	68.8	
Dartford Grammar School for Girls	4.83	17.9	0	100	
Simon Langton Grammar School for Boys		0	0		
Fulston Manor School	3.12	28.9	0	62.7	
The Skinners' School	2.42	11.9	0	100	
The Canterbury High School	1.51	3.5	0.5	71.4	100
Oakwood Park Grammar School	4.16	100	0	91.7	
The Malling School		0	0		
The Archbishop's School		88.2	0	51.5	
Sir Roger Manwood's School	4.14	31.4	0	96	
St Simon Stock Catholic School	8.3	97.8	0	69	
The Westlands School		0	0		
St Gregory's Catholic Comprehensive School	9.71	93	0	61.7	
The Folkestone School for Girls	2.98	97.1	0	85.2	
Mascalls School	1.75	0	0		
Tonbridge Grammar School	2.97	0	96		98.8

Barton Court Grammar School	4.09	87.9	0	98.4	
St Anselm's Catholic School	8.62	91.1	0	62.6	
St George's Church of England Foundation School	7.13	92.5	0	56.3	
Herne Bay High School	4.98	20.2	0	83.7	
Queen Elizabeth's Grammar School	2.7	0	99.4		93.5
Hillview School for Girls	2.55	11.6	0	84	
The Hayesbrook School		0	0		
Northfleet Technology College		0	0		
Dover Grammar School for Boys		81.9	0	90.4	
Dane Court Grammar School		26.2	0	100	
St John's Catholic Comprehensive	6.12	96.4	0	66.7	
Chatham House Grammar School for Boys		46.3	0	93.6	
Sandwich Technology School		0	0		
Gravesend Grammar School	2.49	0	0		
Ursuline College	8.63	95.1	0	46.2	
The Marsh Academy	1.22	9.2	0	71.4	
The Leigh Academy		0	0		
Spires Academy	2.49	0	0		
Longfield Academy		0	0		
Oasis Academy Isle of Sheppey	1.55	4.5	0	0	
Skinners' Kent Academy	1.86	4.1	0	100	
Knole Academy	1.28	0.4	0	100	
Duke of York's Royal Military School	2.93	7.3	0	100	
The John Wallis Church of England Academy	6.73	95.8	0	38.1	
Wilmington Academy		13	0	60	
Westlands School		0	0		
The Canterbury Academy	1.51	3.5	0.5	71.4	100
Highsted Grammar School	1.64	0	98.6		92.5
Sandwich Technology School		0	0		
Fulston Manor School	3.12	28.9	0	62.7	
Leigh Academy Tonbridge		0	0		
Dartford Grammar School		33.7	0	96.8	
Highworth Grammar School	4.92	99.1	0	95.3	
Chatham & Clarendon Grammar School		46.3	0	93.6	
Tonbridge Grammar School	2.97	0	96		98.8
Weald of Kent Grammar School	2.38	25.5	0	98.7	
Herne Bay High School	4.98	20.2	0	83.7	
Sir Roger Manwood's School	4.14	31.4	0	96	
Queen Elizabeth's Grammar School	2.7	0	99.4		93.5
Hartsdown Academy	3.23	0.8	0	100	
Towers School and Sixth Form Centre	2.02	4	0	60	
King Ethelbert School	1.44	6.5	0	33.3	
Dane Court Grammar School		26.2	0	100	
Bennett Memorial Diocesan School	6	99.7	0	75.4	

Oakwood Park Grammar School	4.16	100	0	91.7	
Mascalls Academy	1.75	0	0		
Gravesend Grammar School	2.49	0	0		
Hillview School for Girls	2.55	11.6	0	84	
Brockhill Park Performing Arts College	3.6	0	98.2		45
Barton Court Grammar School	4.09	87.9	0	98.4	
Homewood School and Sixth Form Centre	0.82	0	0		
Ebbsfleet Academy	6.6	31.2	0	88.4	
Saint George's Church of England School	4.7	91.5	0	53.1	
The Sittingbourne School	4.9	4.7	0	16.7	
Borden Grammar School	2.14	21.1	0	92.3	
The Maplesden Noakes School	0.58	7.3	0	46.7	
The Folkestone School for Girls	2.98	97.1	0	85.2	
The Norton Knatchbull School	1.37	28.3	0	81	
Astor Secondary School		0	0		
The Harvey Grammar School	3.07	6.5	69.8	100	86.6
Meopham School		0	0		
Wrotham School	2.26	9.6	0	68.8	
Trinity School	5.67	95.5	0	81.7	
Wye School		25.4	0	87.5	
Hadlow Rural Community School		0	0		
St Simon Stock Catholic School	8.3	97.8	0	69	
The Skinners' School	2.42	11.9	0	100	
St Gregory's Catholic School	9.71	93	0	61.7	
St Anselm's Catholic School, Canterbury	8.62	91.1	0	62.6	
The Leigh UTC		0	0		
Ursuline College	8.63	95.1	0	46.2	
The Charles Dickens School	2.26	11.4	0	62.5	
Dartford Grammar School for Girls	4.83	17.9	0	100	
The Whitstable School	3.51	2	0	100	
Folkestone Academy		0	0.5		0
Turner Free School		0.6	0	100	
Goodwin Academy	2.05	0	0		
Stone Lodge School		11	0	76.9	
The Holmesdale School		1.2	26.8	0	50
Leigh Academy Rainham					
The North School		0	0		
Barton Manor School	5.2				
Maritime Academy	7.2				
Aylesford School	2.51	7	0	30	
The Abbey School	4.64	11.3	75.9	45.5	41.2
Dover Christ Church Academy		0	0.8		0

## Appendix B Self-Evaluation of Kent SACRE – March 2024

Number	Key Area	Requires improvement	Developing	Established	Advanced
<b>Section 1 management of SACRE</b>					
1a	Funding: Professional and financial support				X
1b	SACRE meetings			X	
1c	Membership and training			X	
1d	Improvement/development planning			X	
1e	Information and advice		X		
1f	Partnerships with key stakeholders			X	
1G	Relations with the Academies sector			X	
<b>Section 2 Standards and Quality of Provision of RE</b>					
2a	RE provision across the LA.			X	
2b	Standards of achievement and public examination entries	X			
2c	Quality of learning and teaching.		X		
2d	Quality of interaction and communication with leadership and management of RE			X	
2e	Relations with academies and other non-LA maintained schools.	X			
<b>Section 4 How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship</b>					
4a	Supporting pupil entitlement		X		
4b	Enhancing the quality of provision of collective worship	xx			
4c	Responding to requests for determinations				X
<b>Section 5 Contribution of SACRE to promoting cohesion across the community</b>					
5a	SACRE's membership		X		
5b	SACRE's understanding of the local area				X
5c	SACRE's engagement with the community cohesion agenda				X

5d	SACRE's role within wider LA initiatives on community cohesion	x			
----	--	---	--	--	--

## Appendix C- Development Plan September 2023- July 2024

**PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus**

### Advice and Guidance for Teachers

What?	and How?	Reporting	Resources	Legal Requirements	Progress
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE  Annual Report sent to NASACRE, the LA, the DfE and the Education Cabinet Committee	Consultant – 2 days SACRE Chairma n	Publish an Annual Report which is sent to NASACRE and the DofE	Published but no exam results available
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	On a virtual platform or face to face as desired	Agendas and Minutes Financial Budget Annual Report	Consult ant – 9 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public	3 Hybrid meetings held at Sessions House
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/writte n reports/briefi ngs	Annual Report Verbal/writte n reports/briefi ngs  Publish annual report by December 2023	Consult ant – 4 days Admin. support SACRE Chairma n	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate	Published on time
CPD for Kent schools	Train teachers in use of revised syllabus  Hold Secondary Hub meetings	To SACRE after the event  Report on progress	Adviser, RE today. Liz Pope, Adviser, National Hub leader. Canterbury University	Ensure good quality CPD for schools	Local groups now running- Fiona Hawkes, Natasha Brownfiel d and Andrew

					Shepherd leading with support. All schools invited on March 25 <sup>th</sup> for an online CPD course run by Penny S-O A large face to face cpd event took place in September 2024 at Lenham.
Support for collective Worship in Schools	Discuss CW in meetings Put on training for teachers?	SACRE members to attend training event Cllr members to report on CW from school visits	Adviser Guest Cllrs	To monitor quality and practice of CW In Kent schools	Decisions need to be made on this
Monitor provision of RE and schools  Encourage teachers to look at the Kelsi website	Re visiting Monitoring websites  Send out survey to RE coordinators	Written summary to SACRE annually Guidance sent to schools Send a news sheet to RE Coordinators each term on Kelsi	Consultant – 2 days Admin. support	Monitor the provision and quality of RE	Information was sent to Kelsi website. Kelsi website advertising events Teachers contacting through link on Kelsi
The WIRE Award  Encourage schools to take	Advertise through news bulletin, the Kent and Medway Hub on Facebook and the Kelsi website.	Each termly meeting to look at any entries and judge them Members of SACRE to give out certificates to local schools	Certificates Judging panel of SACRE members	Monitor the provision and quality of RE	Schools achieving award given certificate 4 schools collecting

the award. Give advice	Tell teachers when the SACRE meeting will be.				evidence for WIRE awards
------------------------	---	--	--	--	--------------------------

### **OBJECTIVE: Management of SACRE**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>	<b>Progress</b>
Raise profile and status of Kent SACRE          Annual Report sent out	Use the self-evaluation toolkit to focus on developing areas  Communications with LA and schools  Relationship with LA  Hold Kent Governors course	At SACRE meetings  Evaluation and feedback to SACRE  RE Consultant	SACRE members SACRE Chairman Consultant Admin. Support  RE Consultant Enquire with Governor services -speak about new syllabus December 2023	Stakeholders to contribute to wider educational objectives of the LA  Governor knowledge of RE curriculum in schools	Undertaken in June 2024       Not achieved
Membership of SACRE to better reflect diversity of religions and teacher community	Check membership and ask unrepresented groups to send a rep.  Ask Kent teachers to attend	Verbally to SACRE	Membership Chair and Vice Chair Clerk to keep track of membership	Bring together local stakeholders to act positively for the LA on statutory duties for RE and CW and wider strategic educational objectives	Ongoing with help of clerk
Membership of SACRE training and understanding of educational objectives	Training for members during SACRE meetings  Encourage members to	To SACRE and in Annual report	RE Consultant using NASAC RE materials	Members to advise the LA on RE and CW and wider educational	Members to be given space to report on training sessions from

	attend NASACRE training event			I objectives of the LA	NASACR E Summer term meeting report from NASACR E Agm
Support high quality CPD	LA to be advised to commission CPD  Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluatio n and feedback to SACRE	SACRE member s SACRE Budget	Monitor the provision and quality of RE	Network meetings and face to face meeting. Members encourag ed to do training with NASACRE package



## Children's, Young People and Education Cabinet Committee 2024/25 Work Programme

**25 JUNE 2025**

• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• KCP Review	Standing item	Nick Abrahams
• Work Programme	Standing item	
• School Term dates 2024-25	Annual	Item to be confirmed
• Post-16 Transport Policy	Annual	Craig Chapman
• Complaints and Representations Report 23-24	Annual	Claire Thomson
• Future of Ofsted Reporting to CYPE CC		Katherine Atkinson
• New Children's Wellbeing in Schools Bill and implications on services currently delivered by LA. Aspirations of the Bill.	Information	Sarah H

Page 297

This page is intentionally left blank