

By:	Roger Gough, Cabinet Member for Education and Health Reform Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Education, Learning and Skills Priorities
Classification:	Unrestricted

Summary:	This report sets out the priorities for Education, Learning and Skills for 2013- 16.
Recommendation	That Education Cabinet Committee note the priorities laid out in the Education Bold Steps 2013-16 Plan.

1. Background

- 1.1 Education Cabinet Committee (ECC) considered an updated Education Bold Steps, Vision and Priorities for Improvement Plan at its meeting on 18 January 2013. The Plan sets out Kent County Council's (KCC) Education, Learning and Skills (ELS) vision, priorities and improvement targets for the period 2013-16.
- 1.2 This refreshed set of priorities and targets to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in the county to be educated, builds upon the progress that has been made since the original Plan was published in May 2012.

Vision

- 1.1 Our vision is for Kent to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve.
- 1.2 Our strategic priorities in Kent Bold Steps are to ensure all pupils meet their full potential, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable young people in Kent.

3. Future Targets and Priorities 2013-16

- 3.1 We are aiming for outcomes that are very ambitious and challenging. We are determined to pursue them relentlessly and believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2016.
- 2.2 In 2013-14 we will:
 - Develop school to school collaboration further to achieve a faster rate of improvement in the quality of schools and the outcomes for pupils, including reducing achievement gaps.

- Work with outstanding and good schools to increase their capacity to sponsor schools requiring improvement, through academy or other arrangements
- Deliver a new and improved model in each District for Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of provision and outcomes for pupils.
- Extend the Integrated Adolescent Support Service across the whole of Kent and as a result achieve more coordinated and targeted support and better outcomes for vulnerable adolescents.
- Deliver the improvements set out in the 14-24 strategy, including fewer NEETs, more young people staying in education or training to age 17 and 18, improved youth employment, a better vocational offer, improved attainment for all 16-19 year olds, a further increase in apprenticeships and more effective partnerships between schools, colleges, work based learning providers and employers.
- Expand the SEND Pathfinder and deliver a Kent version of single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs, together with personal budgets for families to use on transport, equipment and therapy services.
- Deliver the SEND Strategy to achieve improvements in Special and mainstream schools, better support for parents leading to fewer tribunals, improving early intervention and prevention so that there is a reduction in statutory referrals, and delivery of more integrated services and joint commissioning across education, health and social care. The overarching goal is to achieve better progress and outcomes for all children and young people with a disability or special educational needs.
- Improve the efficiency and reduce the rising costs of SEN transport
- Continue to improve District based working, so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care. A key development will be the successful establishment of local Children and Young People's Partnership Boards.
- Revise and update the Education Commissioning Plan so that it includes clear plans for additional early years, SEN and school place provision in detail up to 2015, with reliable forecasts for provision up to 2018.
- Develop the Kent Association of Headteachers further to support school to school improvement and partnerships.
- Develop the Kent Employment, Learning and Skills Partnership Board to oversee and drive the implementation of the 14-24 Strategy, monitor its progress and commission new activity and provision to ensure its success.

- Develop Edukent further to procure better services for schools to improve outcomes, at competitive cost and expand the trading of services to more schools in and beyond Kent.

2.3 To ensure all pupils meet their full potential, we will achieve the following by 2016:

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving the expected level of development in all aspects of learning will improve by 8%, compared to the 2012 baseline, especially in language and literacy and in emotional and social development.
- In the Foundation Stage the number of children achieving at least 78 points will improve to 75 % of children in Kent working at the expected level, which is above the current national average.
- Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
- Key stage 2 attainment will be amongst the best for our statistical neighbours, above the national average and improve to at least 87% of pupils attaining level 4 in English and mathematics, and 90% pupils achieving 2 levels of progress.
- Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics
- The achievement gaps at key stages 2 and 4 will continue to reduce from the 2012 baseline, and be less than the national gap figures for pupils from low income backgrounds, children in care and pupils with special educational needs and disabilities.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2015 no schools will be in this category. We will maintain this for 2016.
- There will be more good schools, with at least 85% of primary and secondary schools judged as good or outstanding. All special schools will be good or outstanding.
- At least 95% of secondary schools will be performing above the floor standard and no primary schools will be performing below the current 60% level 4 floor standard.
- All schools will either be succeeding, by achieving good outcomes for all groups of pupils, and where there has been a history of underperformance the schools will be improving and performing above the floor standards as part of a sponsored academy arrangement or federation with good leadership capacity.
- In nearly all schools (90%) teaching will be consistently good.

- We will have fully implemented the requirements of the Children and Families Bill to have in place integrated education, health and care plans.
- We will have reduced the number of pupils requiring a statutory response to their special educational needs by developing more effective early intervention.
- 95% of SEN statutory assessments will be completed within timescales and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- We will reduce the number of independent and non maintained special school placements by 15% to ensure the needs of more Kent children are met in their locality, by developing our SEN strategy to provide more local and cost effective provision.
- Every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will improve children and young people's attendance by supporting the reduction of persistent absence to 2% in primary and 5.5% in secondary by 2014 and to 1.5% in primary and 4.5% in secondary by 2016.
- No children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2012 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the delivery of new models for PRUs and Alternative Curriculum provision for pupils aged 14-19, there will be fewer than 40 pupils permanently excluded from school by 2016 and outcomes for pupils following alternative curriculum programmes will have increased year on year from the 2012 baseline.
- All young people attending a PRU will have a positive learning or training destination at ages 16 and 17.
- We will help parents to access a preferred school place for their child by increasing online admission applications to 95% and increase the number of parents who get their first preference of school to above 90%. First and second preferences combined will improve to 95%.
- Children Missing Education will be identified, tracked and monitored, with 70% being placed in suitable education within 30 days of becoming known.
- We will maintain between 5% and 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences , each year as set out in the Education Commissioning Plan to 2016.

2.4 To shape education and skills around the needs of the Kent economy we will achieve the following by 2016:

- There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 5%.
- The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.
- We will have an established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.
- The uptake of level 2 and 3 vocational training in skills shortage areas will increase by 10%
- The Kent Apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 successful apprenticeships delivered by KCC by 2016
- At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels
- The number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase by 15%
- Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.
- Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain level 2 will achieve the qualification by age 17.
- The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%.
- The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.
- Advanced level performance in Kent will be above the national average on all measures.

- There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special Schools will have access to appropriate provision.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.

3. Getting There

- 3.1 Delivery plans have been set out in the 14-24 Employment and Skills Strategy, the Early Years and School Improvement plans, the Education Commissioning Plan, the ELS Service business plans, the SEND Strategy and the Improvement Plan for the Pupil Referral Units (PRUs).

4. Recommendations

- 4.1 As set out on the first page of this report.

Background Documents

Bold Steps for Education 2013-16 – appendix 1

Kent Education Commissioning Plan 2012-17

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

ELS Business Plans 2013-14

<https://shareweb.kent.gov.uk/Documents/council-and-democracy/council%20financial%20publications/budget%202013%20-%202014/BP13-4%20Ed%20Psync.pdf>

SEN Strategy

<http://consultations.kent.gov.uk/consult.ti/SENstrategy/consultationHome>

PRU Improvement Plans

http://www.kenttrustweb.org.uk/communication/ebulletindetail.cfm?eb_bulletinid=7071

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