

Education and Young People's Services Contribution to the KCC Annual Equalities Report 2014

Introduction

Kent County Council (KCC) is operating in a diverse education system with greater freedoms and autonomy for schools, colleges and other education and learning providers. To effect the improvement in outcomes that KCC needs to achieve for our children and young people, particularly our vulnerable groups across Kent, we need to work in close partnership with early years settings, schools, colleges, training providers, employers and other providers and stakeholders.

Education and learning has the potential to improve the wellbeing and life chances of all children and young people, especially the most vulnerable groups in our communities. Education is linked with happiness and wellbeing, mental and physical health, employment and ultimately life expectancy. It has been proven that generally the more you learn, the more you earn and you are more at risk of spending time not in education, employment or training if you have no qualifications. Good quality education and support builds resilience, increases self-confidence and independence and gives young people the skills and qualifications to progress in their learning and on to achieve sustained employment that will benefit individuals, families and the communities they live and work in.

Reducing inequality in education and learning outcomes, reducing achievement gaps and championing the needs of the most vulnerable children and young people is therefore a vital part of the Local Authority's role and purpose. This affects individuals and whole communities, and their access to learning and employment opportunities.

Strategic leadership and ambitions

Bold Steps for Education Vision and Priorities for Improvement 2014-17 is the key strategic plan for Education and Young People's Services (EYPS) in Kent. The evolution of this plan and its priorities came from a range of discussions that were held with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to ever improving education and learning outcomes.

The Plan established shared ambitions and agreed a range of rapid priority improvements up to 2017. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

The Plan provides all concerned with education in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools.

We will support the best early years settings, schools and their leaders to lead the system and drive improvement through collaboration across all schools, settings and education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people more rapidly. We will promote innovation and creativity in teaching and learning and the curriculum, so that Kent achieves a world class education system, greater social mobility and reverses the national trends of under-performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

[Extract from Delivering Bold Steps for Education 2014-2017]

Challenges

The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated and skilled well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense and too much provision that is less than good damages the life chances of children and young people. In this mix the role of the Local Authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner with schools and other stakeholders and providers.

It is our job to build and support effective partnerships and networks that will be more effective in delivering better services and improved outcomes and it is also our role to champion more innovative and creative practice and ways of working.

In particular our priorities are to:

- Raise attainment, close achievement gaps, reduce exclusion, have more good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcomes that leads to employment
- Further embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, to build a more effective system of school to school support
- Continue to raise educational performance in line with agreed targets and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly
- Continue to support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
- Deliver improved multi-agency support for children and families who have additional needs by developing our early intervention and prevention services and working in a more integrated way to achieve better outcomes.
- Increase our focus on and support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care and pupils with special educational needs and disabilities
- Work with schools to ensure every child has fair access to all schools and other provision
- Promote and support smooth and effective transition for every child and young person from any one educational stage and provision to another;
- Continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment to age 24
- Champion 21st century learning so that schools and other settings innovate more and achieve more by delivering a curriculum that develops pupils' skills and knowledge for the future.

Kent Pupil Population

School Type	No
Early Years (funded)	18957
Primary	117426
Secondary	98594
Special	3418
PRU	218
Total	238613

Source: January 2014 School Census

Supporting Parental Preference for Primary and Secondary schools

The Table below sets out the percentage of families receiving their first and second preferences for admission into Reception classes in Primary Schools and into Year 7 in Secondary Schools, in relation to the targets set.

Targets	April 2014
To ensure that at least 85% of families secure their first preference Primary schools; and 95% secure first or second preference schools.	On offer day for September 2014 entry:- <u>Reception children</u> :- 85.0% secured their first preference 90.7% secured their first or second preference.
To ensure that at least 85% of families secure their first preference Secondary schools; and 95% secure first or second preference schools.	<u>Year 7</u> :- 88.1% secured their first preference 95.1% secured their first or second preference

In 2014, 17,094 Kent pupils applied on time for a Reception year group school place. This was 595 higher than the previous year (16,499). In 2014, 85% of Kent applicants received their first preference. This level of performance met our Bold Steps target to ensure that at least 85% of families secured their first preference primary school in 2014. Similarly, we achieved our secondary first preference target of 85%, with 88.1% of families securing their first preference for secondary school in 2014.

Improving Attainment and Achievement across all school phases

The latest national data from Ofsted (May 2014) shows that 74% of all schools in Kent are now judged to be good or outstanding, compared to a national average of 80%. The trajectory of Kent's performance evidences that we are improving rapidly (59% in 2011-12) but we still remain below the national average, though we are close to achieving the South East average of 77%.

The performance of each Kent school phase (May 2014) is as follows:

Primary	-	71% of schools are good or outstanding
Secondary	-	83% of schools are good or outstanding
Special	-	79% of schools are good or outstanding
Pupil Referral Unit (PRU)	-	87% of PRUs are good or outstanding

There are now 90 outstanding schools overall in Kent (16%) and 323 (58%) good schools. 118 schools (21%) require improvement and 30 schools (5%) are in special measures or serious weaknesses.

We continue to set ambitious targets for improvement in 2014 and beyond and these are set out in Bold Steps for Education 2014-17. Our ambition is by 2017 to have at least 85% of our primary and secondary schools judged as good or outstanding and all of our special schools judged good or outstanding.

In terms of Early Years Settings, 91% are judged by Ofsted to be good or outstanding, compared to a national average of 78%.

Performance across Kent's Children's Centres is also above the national average with 74% of Children's Centres judged to be good or outstanding compared to a national average of 52%.

Key equalities issues for the Early Years and Childcare Service

The key equalities issue for early years and childcare is achievement gaps at the end of the Early Years Foundation Stage (EYFS). The new EYFS Profile introduced in 2012/13 has as its main overall indicator for children to achieve a 'Good Level of Development' (GLD). This was a completely new measure and could not be compared to any previous trends. In 2013, in Kent overall, 64% of children achieved a GLD (tenth nationally), with a range across districts of 55% - 69%. Girls achieved more highly than boys, with 72% of girls and 56% of boys achieving a GLD.

At national level, the achievement gap is defined as being the difference in achieving a GLD between the lowest attaining 20% of children and the mean, which for 2013 was 37%. In Kent, this gap had been progressively reducing over the previous six years, from 34% in 2007 to 25% in 2013 (fifth nationally)

Measuring achievement gaps based on children in receipt of Free School Meals was not done nationally; however Kent's own measure of this in 2013 was a gap of 19%. As with the overall Kent figure for GLD of 64%, this is a new measure and could not be compared to previous trends.

Overall, whilst Kent's position is strong in comparison to the national, there is clearly still much work to be done to further narrow achievement gaps for all children.

Progress in reducing the inequality in the last year

The outcomes of EYFS Moderation for 2013/14 are due in September. However, during 2013/14, steps have been taken to ensure that we are well positioned to be able to support the continued reduction in EYFS achievement gaps.

In March 2014, we published a refreshed Early Years and Childcare Strategy 2014 - 17, which includes the following strategic aims:

- *To ensure increasing numbers of children are school ready at the end of the EYFS*
- *To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children*

The Strategy also has targets to incrementally increase the number of children achieving a GLD and to reduce achievement gaps over the three year period.

To support the delivery of the Strategy, the Early Years and Childcare Service has also been restructured, integral to which are the following functions:

- Support for children's centres to provide a good early learning environment and activities, designed to support the narrowing if not avoidance of achievement gaps;
- Support for more effective engagement of parents in their children's learning;
- Ensuring the provision of good quality early education provision for our most disadvantaged two year olds, in line with Government targets (the September 2013 target was 3,095 places, of which we have had 79% take up, and the target number of places rises to 6,501 in September 2014);
- A focused programme of support for early years providers to offer effective, gap narrowing interventions, including for children with SEND and/or Children in Care;
- Introducing a protocol and revised advice, guidance and best practice examples to support effective transition to school;
- Support to improve the quality of teaching and learning in schools in the EYFS and through into Key Stage One.

- **Future equalities priorities informed by progress and issues this year**

Future priorities will be largely advised by the EYFS outcomes in September 2014, but the implementation of the Strategy as described above will continue. Additionally, three planned new initiatives are:

- The introduction by the Government of an Early Years Pupil Premium, due for imminent consultation;
- The introduction of combined health and education two year checks;
- A focused piece of work relating to the provision of childcare for disabled children and young people – what is currently available, where are the gaps, what are the issues etc. – developing a plan accordingly

Closing the achievement gaps

There continues to be a very prominent focus by Ofsted on inspecting the effectiveness of schools in closing achievement gaps for pupils in receipt of the pupil premium, from the early years through to post-16 provision. No school can expect to achieve a good inspection outcome without demonstrating good progress for these pupils.

Performance of key vulnerable pupil groups at Key Stages 1 to 4

There are three key issues in achievement gaps for the end of each of the key stages:

- a) Pupil Premium (FSM)
- b) Children in Care
- c) Gender Gaps

The position at **September 2013** was:

a) Pupil Premium (FSM)

In reviewing this data it is important to look at both the attainment gap between FSM and non FSM pupils, examining the relative performance in relative attainment terms of the FSM pupils.

Key Stage One

In Reading at KS1 the gap has narrowed over the last three years by 4.6% and actual attainment at Level/2b + for FSM pupils has risen by 11.2%. The writing gap has similarly narrowed over the last three years by 2% and attainment for FSM pupils has risen by 10.4%. In Mathematics the gap has narrowed by 5.1% over the three years and attainment for FSM pupils increased by 10.9%. FSM attainment has improved faster than non FSM attainment in Reading, Writing and Mathematics.

Key Stage Two

The age related expectation at KS2 is Level 4 in Reading, Writing and Mathematics. In previous years this was English and Maths combined and it was possible for pupils to gain a lower grade in either reading or writing and still gain the level 4 overall in English.

Overall the gap between FSM pupils and non FSM pupils over the last three years shows a narrowing of 4.5%. Over the same period it also shows that FSM pupils are making faster improvement than non FSM pupils. In Reading the gap had narrowed over three years by 8.2% and again improvement has been significantly faster than for non FSM pupils. In Writing the gap has narrowed by 7.9% and improvement is again faster than for non FSM

pupils in terms of overall attainment. In Maths the gap has narrowed by 6% over the last three years and again FSM attainment is improving faster than non FSM.

It must be noted that less than 20% of non FSM pupils reach age related expectation at 11 years old whereas for FSM more than 30% of pupils do not make that standard.

Key Stage Four

Data for 2013 currently suggests that the gap in achievement between FSM and their peers remains stubbornly wide at 32.4%. A small improvement was achieved in 2013 but the FSM gap at GCSE has remained static for three years. This compares poorly with boroughs such as Tower Hamlets, where the gap is 6%.

The gap for 5 or more A* to C grades at GCSE including English and Maths has only narrowed by 1.3% over the last three years. It is worth noting that the improvement in attainment of FSM pupils compared to non FSM is approximately the same at 8%. The gap in English has narrowed by 4.2% and in Maths by 2.9%. FSM attainment in English and Mathematics has risen faster than non-FSM outcomes. The gap in Science has diminished very little and whilst attainment has improved over time for FSM Science pupils, it is still behind improvement overall for non-FSM.

The percentage of children in care gaining 5+A*-C English and Maths increased by 2.2% from 2012 (45.7%) to 2013 (47.9%), the gap reducing by 3.3% as the national average dropped from 43.8% (2012) to 42.7% (2013).

For 5+ A*-C, the gap decreased by 3.2% from 52.9% (2012) to 49.7%, whilst the national data remained static at 43.7%.

(b) Children in Care

In reviewing this data, we need to make some clear assumptions, Children in Care have been looked after for at least 12 months as at 31st March 2013, excluding those children in respite care. Only children who have been matched to the key stage data are included.

Key Stage One

In L2+ Reading the gap has increased by 10% from 2012, 23% achieving to 2013 13% achieving, this is very disappointing. The national average in 2012 & 2013 remaining static at 20%..

In L2+ Writing the gap has increased by 8% from 2012, 31%, to 2013, 23% with the national average being 24% (26% in 2012) This result is disappointing.

In Mathematics L2+, the gap reduced, showing an increase by 7% from Kent's 13% in 2012 to 20% in 2013. The national figures changed from (2012 – 20% reduced to 2013 – 14%), in effect a 1% change when comparisons to National results are compared.

Key Stage Two

In Reading L4+, the national average was 23% in 2012 and 2013. The Kent average attainment decreased from 32% in 2012 to 24% in 2013, an 8% decline. This is disappointing.

In Writing L4+, the national average attainment was 30% in 2012 and 28% in 2013. The Kent average attainment increased from 35% in 2012 to 37% in 2013. This is better news, although when compared to national comparators, we made no progress.

In Mathematics L4+, the national average attainment reduced from 28% in 2012 to 26% in 2013, whilst the Kent average attainment reduced from 41% (2012) to 31% (2013). This is a significant decline and is disappointing.

The combined L4+ for 2013 gave national average at 29%, with Kent combined average was 34%. This is better news, yet significantly below the norm.

(c) Gender Gaps

Key Stage One

The gender gap across Kent remained in balance for L2+ reading, writing, and mathematics and against national data L2b+ for reading and writing showed a 2% and 1% gap from girls to boys; (the national trend showed exactly the same) with a 1% gap in mathematics from boys to girls (matching national data).

Kent L3+ reading showed a 1% gap from girls to boys above the national trend in 2013, which also reflected the 2012 data. L3+ writing showed a similar 1% gap between girls and boys, yet 1% below national data.

The L3 mathematics showed a similar 1% gap between boys to girls, a 2% reversal from 2012.

Key Stage Two

Kent's L4+ in reading, writing and mathematics showed a 1% reduction with gender gap and a 1% difference between boys to girls for 2013, which matched the gap for 2012.

Kent's L5+ in reading, writing and mathematics showed a 2% increase in 2013 against the national trend increasing by 1%. This is disappointing, this trend showed a girl/boy increase from 6% to 8%.

Key Stage Four

Kent's 5+A*-C including English and Maths showed an increase in the gender balance (girls to boys) by 1.3%, whilst the national data showed a 1.4% increase. A 0.1% increase when compared to national data.

Kent's 5+A*-C showed an increase of 2.1% for 2013, compared to 2012 a national increase of 0.5%. The Kent and national gap showed a disappointing 1.6% increase in the year.

Actions taken and planned to close the underachievement gap:

In 2013, 177 Primary schools and 43 Secondary schools narrowed the FSM achievement gaps. We are taking active steps to disseminate this best practice.

All Senior Improvement Advisers (SIAs) and Heads of Service are clear which schools which demonstrate best practice and which schools need to improve and they will match support.

All SIA's, Area Education Officers (AEO's), and Heads of Service will submit case studies of schools in their districts that have significantly narrowed the gap. These case studies will clearly articulate what the schools have done to make this happen. The collated best practice will enable SIA's to match schools across Kent as well as within their Districts. We shall also:

- Invite successful schools to host seminars in their schools for colleagues
- Establish networks to develop best practice
- Link schools on a 1-2-1 basis where it is the most effective way forward.

A 'toolkit' will also be assembled to provide advice and guidance to all schools. This will contain practical strategies with a focus on those things that have made the biggest difference in some schools such as Achievement for All and Assertive Mentoring, Pixel and Kagan.

AEO's and SIA's will ensure that the four Kent Association of Headteachers Area Boards are aware and promote this campaign and that the school partnerships and collaborations prioritise school to school support for closing the gap activities.

We are continuing to disseminate the Sutton Trust Teaching and Learning Toolkit which identifies high impact / low cost strategies for closing the gap.

We will work with our grammar schools to develop more proactive ways of ensuring more able FSM pupils gain entry at Year 7.

Key equalities issues for the Special Educational Needs and Disabilities (SEND) Service

On 1st September 2014, the Children and Families Act 2014 will introduce a new framework for children with special educational needs and disabilities (SEND) representing the biggest shift in SEN for 30 years. In order to ensure children and young people achieve the best educational outcomes we will operate a new system of Education, Health and Care Plans, and new arrangements for statutory assessment. To ensure plans are appropriate the views, wishes and feelings of parents must be listened to and support put in place so they can participate as fully as possible in decisions which affect their children.

KCC has been developing a quicker, less bureaucratic, SEN assessment process and more outcomes-focused Education, Health and Care (EHC) plans to replace Statements of SEN.

Our EHC Plan, which has been developed with parents, schools, therapists and social workers, is being road tested by families and schools so that we can make any final changes for September. We have taken schools' advice on how we can reduce bureaucracy in assessment referral, gathering professional advice and annual reviews. Copies of the new plan and supporting documentation have been shared at training sessions.

All Local Authorities are required to publish information on 'the Local Offer' about all SEND services, along with details of any eligibility for specialist services and a signpost to support for those who do not meet thresholds. We have been working with parents so that information on the local offer on Kent.gov.uk can be searched easily and quickly. The full local offer is expected to be available online by September.

Kent's SEND Strategy, launched in January 2014, anticipates these statutory changes for children and young people with SEN and or who are disabled aged between 0-25 and their families and carers. The success of our strategy is reliant on improving outcomes being everyone's business. We are creating more capacity in mainstream schools to support pupils in their local communities, through the development of SEN resourced provisions in a number of schools, embedding the Kent Core Standards in every school and ensuring that there is good access to workforce development and training through the specialist support available at the Local Inclusion Forum (LIFT).

We know that 60% of the pupils subject to a Statement are educated in a special school and we would expect this to be nearer 40%. Only 27% are fully included in mainstream school. Kent maintains 816 unit places (in 47 schools ; none are for behaviour needs (BESN) and although there are 197 unit places for autism, vacancies rarely occur. Too many children travel long distances to receive the help that they need. We want every school, early years setting and Further Education College to provide effective support for children and young people with autism spectrum disorders (ASD) and behavioural, emotional and social needs (BESN), and we want young people with learning difficulties and those with disabilities up to age 25 to be engaged in purposeful education and training so that they are well prepared for

skilled employment and higher learning. Parent and carers have told us that they want information that is easy to access and understand, services that are responsive and professionals that talk to one another so that they do not have to tell their story repeatedly.

Progress in reducing the inequality in the last year

An action plan for workforce reform to underpin the SEND strategy has been developed. It sets out the role of the local inclusion forum and outreach from special schools in developing the skills of mainstream schools. More than 20 schools, early years settings and colleges are participating in a multi-agency pilot working towards externally accredited Inclusion Awards which will establish a culture of inclusive practice for other providers to follow from 2015. We have undertaken public consultation to increase capacity to support ASD and BESN at Furness and Goldwyn Special Schools, and we have consultation plans in place to increase unit places for speech & language impairment, ASD and satellite provision attached to special schools for severe and complex needs. Following a pilot, from September 2014 we will have local decision making for statutory assessment. We have significantly increased engagement of parents in our pathfinder testing to develop our services; hosting joint roadshows with the Kent Parent Carer Forum, ensuring they have a voice on the steering group for the Local Offer and putting in place a framework for stakeholder steering groups for every unit in mainstream schools.

Future equalities priorities informed by progress and issues this year

Moving forward, we will be implementing a local decision making process for SEN statutory assessment through the LIFTs.

We are also developing and piloting an approach to deliver the top-up funding to schools for pupils where the school is already spending £6000 or more in supporting a pupil's special educational needs. This new method for identifying and costing a high needs pupil is to comply with the national regulation that defines a high needs pupil as a child that has additional SEN need costing £6,000 or more paid for by the school's budget. A number of schools are taking part in this pilot.

We are reviewing the work of the Specialist Teaching and Learning Service (STLS) to ensure it is contributing to an increase in the expertise of every school and academy. We will be continuing the public consultation on our proposals to increase the number of pupils in units. We will be developing more ASD and BESN provision as newly built accommodation is completed in 6 primary schools, and capital improvements in some of our special schools allow us to increase the number of places. We want to provide better personalisation so that services reflect the needs of children and young people with SEN & disabilities. We want to develop services for them, with them and their families through co-production and meaningful participation in matters that affect their learning and their lives. We want to ensure our services provide a 'tell us once' approach to sharing information, so families and young people don't have to repeat the same information to different agencies. Finally, we want to deliver an assessment which is more integrated to ensure we are making the most efficient use of resources.

Key equalities issues relating to Pupil Place Planning

In September 2013 KCC published the latest Kent Commissioning Plan for Education 2013-2018. This sets out our future plans as strategic commissioner of education provision across all types and phases of education. The Plan is updated annually with progress monitored six to nine months after publication.

Commissioning and implementing the planned number of new school places overall for September 2014 has been successful and targets have been largely met:

- The re-designation and expansion of Special Schools is on track for September 2014 and 2015, including the relocation and rebuilding of three schools.
- The accuracy of our forecasting methodology has remained close to within 1% of accuracy, although the increase in inward migration into Kent during 2013-14 was greater than in previous years and higher than forecast.
- An increase in the school population has reduced the surplus capacity of school places across the Primary School sector – seven out of the 12 Kent districts are now operating at below 5% surplus capacity. Surplus capacity across the Secondary School sector remains high.

Progress in Implementing the Expansion of School Place Numbers

The Plan identified the need, by September 2014, for 15.3 permanent new forms of entry in Primary schools and 3 forms of entry in Secondary schools. To date, 12.2 forms of entry have been commissioned in Primary schools ready for September 2014 and 2.85 permanent new forms of entry in secondary schools in September 2014. This variation in delivering the planned numbers has been due to specific local circumstances including highways and planning issues, standards and availability of schools to expand.

An additional 130 temporary school places for Reception aged pupils have been commissioned in the short term to take account of the reduced provision of permanent places. The Plan identified the need to provide 250 temporary places for short-term pressures for Reception age pupils but at March 2014, 380 temporary places had been commissioned. Much of this variation is the consequence of unresolved highways and planning issues.

The Plan identified the need to commission five new Primary schools (academies as required by law) for September 2015. Progress to date is set out in the table below:-

Area	School	Size	Promoter
Tonbridge & Malling	Kings Hill	1 FE	Valley Invicta Academies Trust
	Leybourne Chase	1 FE	Valley Invicta Academies Trust
	Holborough Lakes	1 FE	Valley Invicta Academies Trust
Swale	Thistle Hill	2 FE	Lilac Sky Academy Trust
Shepway	East Folkestone	1 FE	Valley Invicta Academies Trust
Tunbridge Wells	Knights Park	1 FE	To be confirmed
Ashford	Cheeseman's Green	1 FE	To be confirmed

Sufficient School places

The targets which relate to providing sufficient school places are set out in 'Bold Steps for Education'.

Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met. We strive to maintain around 5% surplus, which is judged to be an effective operating capacity.

Across the Secondary school age range there is a high percentage of surplus capacity overall (10%), reflecting a period of reduced demand. However, as the increased numbers of Primary aged pupils transfer to Secondary schools over the next few years demand will rise and surplus capacity will return to an effective operating level.

Progress in Implementing Review of School Places for SEN Pupils

One of the key aims of the SEND Strategy is to develop and expand the range of provision in Kent schools and encourage a mixed economy of high quality and cost effective independent and non-maintained special schools.

The capital programme to expand the number of places in Special schools has already rebuilt or refurbished 14 schools in Kent. Investment continues to bring similar transformation to the remaining 10 schools. This programme will result in an additional 500 Special school places in the County. However, there remains a need to commission further capacity for pupils with ASD, BESN and S&L. The SEND Strategy identified the need to add at least 275 additional places, including 100 in specialist resource bases in mainstream schools and a further 175 places in Kent's Special schools. We have identified a number of schools which will be subject to statutory proposals to increase the designated pupil numbers to either regularise the current position or create additional spaces. We are also undertaking consultations on the relocation of some Special schools as a consequence of the capital programme mentioned above.

Progress in delivering Free Early Education Entitlement

Free early education became a statutory entitlement for eligible two years olds from 1 September 2013, with the local authority having a duty to secure provision. Around 20% of two years olds were eligible for free early education from September 2013. The programme will be extended from September 2014 to include around 40% of two years olds. KCC was given a target to secure 3,095 Free for Two places by September 2013 with an increase to 6501 places by September 2014 (this being the second largest target nationally).

The target to develop 3095 places was achieved by September 2013 and the progress on the target of developing 6501 places is ongoing.

Free early education for three and four year olds has been a universal offer for some years now, with the number of providers in Kent being registered/able to offer this being as follows:

Private, voluntary and independent providers	691
Childminders	431
Maintained Nursery Units	68

The take up of early education is universally very high and at close to 100%. The balance of four year olds are in attendance at reception classes.

January 2014 Headcount	
Number of 3 year olds who claimed funding	18,351
Number of 4 year olds who claimed funding	6,612
Number of providers that claimed funding	985
Number of providers registered*	1,190

With effect from April 2014, the Free Early Education Entitlement for three and four year olds has been 'stretched', so that where providers are able to accommodate this, it is available during school holidays in addition to the more traditional offer of term time only.

Future Education Commissioning Equality Priorities

Address the reducing surplus capacity of Primary school places through specific proposals for the expansion of school places in the new Commissioning Plan in September 2014.

Monitor the trend of increasing inward migration and develop a profiling analysis of the increasing population to enable appropriate school provision and services to be planned and provided.

Explore innovative solutions to creating a sufficiency of school places, including the creation of all-age schools. This will assist in ensuring we have sufficient Primary school places, whilst utilising surplus Secondary school accommodation at this time.

A new priority during 2014-15 will be to consider the potential vulnerability of other Secondary schools in the County, where the places are needed, so that plans can be brought forward to ensure their future viability.

Key equality issues for the Skills and Employability Service

Refreshing the 14-24 Skills and Employability Strategy

As a result of recent changes in funding, legislation, new qualifications and performance measures we are refreshing our 14-24 Skills and Employability Strategy. We aim to hold a one day conference in September with schools, colleges, training providers and employers to consider the changes and new curriculum opportunities for 2015.

The strategy is focused on curriculum change, and the development of improved pathways and opportunities for all learners to participate to age 18 and to succeed by gaining good qualifications and employability skills. We are having some success but this still remains a big challenge. Success depends on schools and colleges being more collaborative to open up planning opportunities.

The challenges include moving to a more blended vocational and academic post 16 offer for all students to cater better for the 37% of students who do not achieve good level 2 qualifications at age 16. Progression from level 2 to level 3 needs to improve and there is a high drop- out rate still, particularly at the end of Year 12. A large number of post 16 students are on part time programmes of study. Participation for post 16 students reduced from 90.3% in January 2013 to 87.6% in January 2014. The current Year 12 cohort is the first to be expected to stay in education or training until the end of the academic year in which they turn 17. This year their participation is slightly less, at 92.5% compared to 93.3% in 2012-13. It means we are still some way off providing appropriate education and progression for all this age group and in achieving full participation.

We are seeing a reduction in NEET numbers, now 5.9%, but not quickly enough and the percentage is still at 6% for Year 13, but lower, at 3% for Year 12 which is encouraging. It means nearly 3000 young people are NEET. It is a challenge to find and fund provision to meet the needs of these young people.

There is an encouraging trend on apprenticeships, although we are still below the KCC target figure and we need to do more to promote higher level apprenticeships.

We are keen to move forward with a more coherent approach to addressing these issues by planning for better provision and gaps in provision. This happens best by area, district by district, with the full participation of senior school and college leaders, supported by robust data which can be honestly scrutinised. We are proposing to improve support for these 14-19 curriculum mapping and planning forums in the coming months, and would hope to concentrate on the vocational pathways as a priority.

To inform discussion about developing curriculum pathways and new provision for 14-19 year olds, KCC's Skills and Employability Service have produced a Post-16 Data Pack. The data pack summarises the key legislative changes which impact on post-16 learning; provides an updated analysis of district economies; reviews the curriculum changes over the

past year; presents data on participation, attainment and progression; and sets the scene for curriculum planning for 2015-16.

As we go forward our priorities are to:

- Develop further local collaboration between providers as part of local 14-19 partnerships
- Continue to improve KS4 performance to improve attainment in maths and English especially
- Develop new and better learning pathways and provision including vocational qualifications
- Extend the apprenticeship offer and take up further
- Take more action to reduce the Year 12-Year 13 drop-out rate
- Provide more support and better provision for vulnerable learners
- Continue to make better use of the data to re-design the curriculum offer.

Participation rates of vulnerable Kent young people for 2013-14 for Year 12

Looking at the January 2013 and 2014 data it can be seen that participation for Year 12 vulnerable learners has increased by 3.1%. This modest improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, the SEN Review, the PRU review, the reorganisation of Preventative services through KIASS and Troubled Families.

Participation for vulnerable learners is 12.2% less than that of the whole cohort and there are clearly challenges for vulnerable young people that need to be addressed. The detailed data sets held within the CCIS database will now enable officers to gain a greater insight into the challenges and barriers facing vulnerable learners.

A priority for the Skills and Employability Service is to ensure there are appropriate learning progression pathways in all localities and there is sustained employment or assisted employment opportunities available. This will be achieved by expanding the remit of the Kent Supported Employment programme and assisted apprenticeships. This will be key area of focus in the revised 14 to 24 Strategy. Some of this work is already in place for example the innovative pathways for PRU learners in the Canterbury and Swale districts developed by schools and work based training providers due to start this September.

It is intended over the next 6 months there will be a range of activities in place to reduce the number of NEET and increase the number of apprenticeship opportunities. This includes a summer reengagement programme being run by KIASS and a co-ordinated campaign for 16 to 18 apprenticeship opportunities. At the end of June over 300 apprenticeship vacancies will be advertised through the Kent Messenger.

Current and future actions

The Skills and Employability Service working collaboratively with partners will ensure that young people are able to access the information and gain the qualifications, skills, work experience and learning opportunities they need to engage successfully with employment or higher levels of learning. This will be achieved through:

- improving the processing to fulfil the statutory duty to track all young people;
- maximise the use of the tracking data to support strategic planning and individual and early intervention;
- improving the post 16 information available to young people, parents and carers and support progression at Year 11, 12 and 13 through a refreshed kentchoices4u website and kentchoices live event;

- expanding the work of the Careers Education, Information, Advice and Guidance (CEIAG) network to include support for Special Schools and PRUs and increase support for this agenda on kentchoices4u;
- the District Data Pack process challenging post 16 providers to work collaboratively for a district offer that is flexible and supports the most vulnerable learners;
- embedding the assisted apprenticeship scheme within Employability and Skills to make it sustainable;
- developing the vulnerable learner Risk Assessments
- increasing the number of young people from vulnerable groups accessing apprenticeships and
- establishing a virtual academy to support those young people who are unable to access mainstream provision

Key equalities issues relating to Attendance

The key aim remains to reduce overall and persistent absence and thus improve the attendance of children within Kent schools. Children eligible for free school meals record disproportionately higher levels of both overall and persistent absence compared to their peers.

Progress in reducing the inequality in the last year.

Whilst both overall and persistent absence for children on FSM reduced in 2012/13 compared to the previous year, overall absence remains approximately one and half times higher for FSM children across all school types with persistent absence approximately four times greater than non FSM children in primary schools and three times greater in secondary schools.

FSM	2011-12		2012-13	
	<u>Overall absence</u>	<u>Persistent absence</u>	<u>Overall absence</u>	<u>Persistent Absence</u>
<u>Primary</u>				
FSM pupils	6.7%	8.9%	6.5%	8.6%
Non FSM pupils	3.8%	2.3%	4.4%	2.2%
<u>Secondary</u>				
FSM pupils	10.4%	20.8%	9.1%	16.7%
Non FSM pupils	5.5%	7.3%	5.5%	5.0%

Across primary and secondary schools, overall and persistent absence rates for pupils with an identified SEN need have reduced compared to 2011-12. However, pupils whose primary SEN need is identified as being BESD, MLD or SLD indicate high levels of persistent absence.

Future equalities priorities informed by progress and issues this year

Integrated teams within Early Help and Preventatives Services will utilise local data to identify needs led interventions to reduce the gaps for vulnerable groups through earlier interventions. This will include partnership with SEND colleagues, and outreach work to targeted families.

Key equalities issues relating to Exclusions

Permanent and fixed term exclusions continue to decline in Kent however there are clear variations in outcomes for certain groups.

Boys account for three-quarters of all permanent exclusions. When analysed by phase, 90% of excluded pupils are boys in primary schools, compared to 71% in secondary schools.

FSM pupils account for around 40% of all permanent exclusions, a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 59% of excluded pupils are eligible for FSM in primary schools, compared to 37% in secondary schools.

In mainstream schools, SEN pupils account for 84% of permanent exclusions. Of this 84%, 24% are School Action, 69% are School Action Plus and nearly 7% are Statemented (2010-11 data). When analysed by phase, 95% of excluded pupils have SEN in primary schools, compared to 82% in secondary schools. Exploring SEN further by SEN need type, the most common need type, where need type is recorded, is Behavioural, Social & Emotional Difficulties (BESD).

The ethnic breakdown of exclusions is in line with the ethnic breakdown of the total school population, with the exception of Gypsy/Roma pupils who are over-represented. In 2011-12 3 Gypsy Roma pupils were permanently excluded. To date there has been 1 permanent exclusion in 2013-14.

So far in 2013-14 1.8% of all Fixed Term Exclusions relate to GRT pupils. The GRT school population represents 0.96% of the total school population. 19.8% of GRT pupils have received a fixed term exclusion to date this year.

Work will be targeted through integrated teams in the Early Help and Preventative Services to ensure that whilst overall figures continue to decline for exclusions, the gap for Gypsy Roma pupils will need to be closed at an increased rate. The LA strategy for Behaviour will need to focus on how a lack of cultural awareness of certain BME groups can impact on exclusion figures.

Key equalities issues relating to Children Missing Education (CME)

The number of CME referrals decreased from 2914 in 2012-13 to 2152 in 2013-14. The gender breakdown continues to be evenly split. Ethnicity is not routinely collected at point of referral as this is taken from the school census information where ethnicity is self-declared. Referrals come from a number of different agencies, some of which have their own targets to improve engagement with vulnerable and harder to reach groups. The largest minority ethnic group in Kent is the category of White Eastern European. Within this group are Roma who experience particular vulnerabilities and who often have limited experience positive education impacting on their success at accessing services.

Where ethnicity is known and reported for CME referrals, Gypsy Roma are disproportionately represented and have increased in the last year. In 2012-13 3.5% of the CME referrals where ethnicity was declared were Gypsy Roma. This increased to 7.29 % in 2013-14. This is set against the 2014 figure of 0.9% of the school population coming from this group.

Proactive work continues with agencies to highlight the CME processes. Outreach Officers within Early Help and Preventative Services are focused on identifying new arrivals and the Gypsy Roma population to support school access and promote attendance.

Key equalities issues relating to Elective Home Education

The number of electively home educated children and young people has significantly risen year on year for the past 5 years. The gender breakdown is approximately even. Where provided, 55% of the reasons given for electing to home educate suggest that this has not been a proactive decision by the family. There are concerns about the number of young people leaving formal education in years 9,10 and 11 with numbers significantly higher in some districts and from particular schools.

Children and young people declared as Gypsy Roma feature disproportionately in EHE figures. They represent 0.9% of the total school population. In 12-13 the figure for EHE was 8.8%. This reduced in 2013-14 to 7.52% but this over-representation is still a concern especially where there is a concern that families have not truly elected to enter into home education.

A review has taken place of the Elective Home Education process to ensure that all families electing for home education are contacted within 2 weeks of their decision to ensure that families have been fully informed of the implications. The Elective Home Education policy has also been reviewed proposing to ensure that families and the young person are routinely seen by the EHE officer. The purpose of this visit will also be to facilitate a return to education where that is required, challenging schools where it is believed that practice has been discriminatory.

Key equalities issues for the Inclusion Support Service Kent(formerly MCAS)

Our equality aim remains raising the attainment and inclusion of EAL, Minority Ethnic and particularly GRT children and young people and closing the gap between these groups and others.

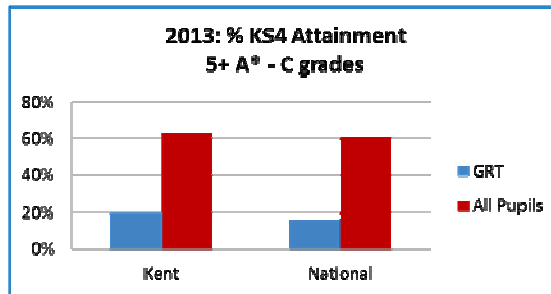
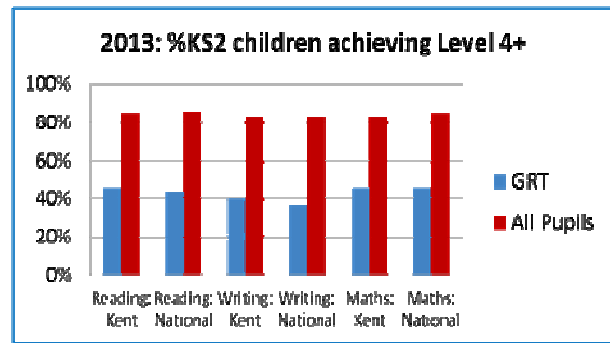
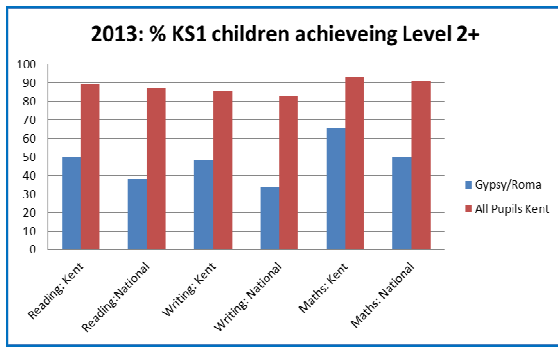
The most underachieving ethnic groups in Kent (based on significant numbers) according to 2013 data are Gypsy/Roma, British, Traveller of Irish Heritage, Turkish, Thai and White Eastern European.

The largest minority ethnic group in Kent is now White Eastern European many of whom are undeclared Roma with little if any quality education provision before arriving in Britain. Little is known about outcomes for young people in Kent who are lesbian, gay, bisexual, transgender or questioning.

English	White Eastern European	African	Indian	Other White	British	Gypsy/Roma	White And Any Other Ethnic Group	White And Black Caribbean	White Western European	Nepali
177928	3994	3511	3321	2516	2473	1937	1924	1781	1767	1708
English	White Eastern European	African	Indian	Other White	British	Gypsy/Roma	White And Any Other Ethnic Group	White And Black Caribbean	White Western European	Nepali
81.0	1.8	1.6	1.5	1.1	1.1	0.9	0.9	0.8	0.8	0.8

Progress in reducing inequality

This year we have seen an increase in the attainment of GRT children, which although still unacceptably low are above national figures in all key stages.



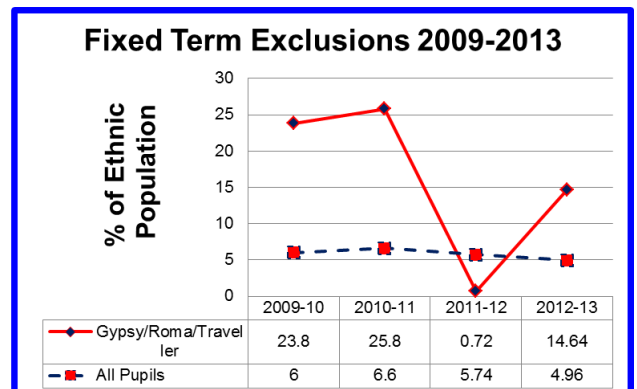
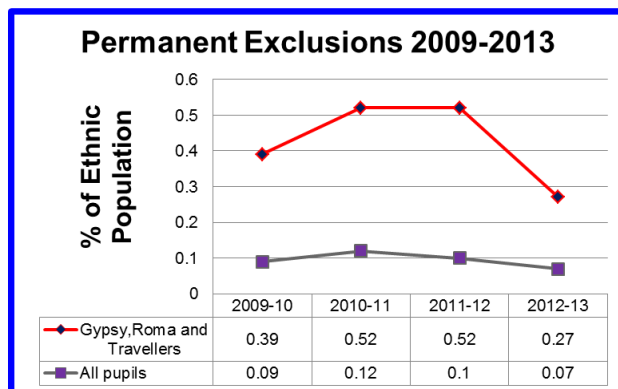
Absence remains an issue for Gypsy, Roma pupils and an even more pressing one for Travellers of Irish Heritage, however there has been an improvement over the last 3 years.

State-funded primary, secondary and special schools:
Absence rates and percentage of pupil who are persistent absentees

		2010/11	2011/12	2012/13
Traveller of Irish Heritage	OA	20.9	25.3	25.1
	AA	10.2	14.2	11.4
	UA	10.7	11.1	11.7
	PA	59.2	76.6	69.2
Gypsy/Roma	OA	15.9	14.5	13.3
	AA	8.2	7.7	8
	UA	7.6	6.7	5.4
	PA	37.2	34.6	26.9
GRT	OA	16.1	14.9	13.8
	AA	8.4	8	8.1
	UA	7.8	6.9	5.7
	PA	38.1	36.6	28.7
All pupils	OA	5.9	5.3	5.3
	AA	4.8	4.3	4.4
	UA	1.1	1	1
	PA	6.5	5.7	4.9

Source: School Census

Permanent exclusions have reduced for GRT pupils; however there has been an increase in fixed term exclusions.



The team have successfully traded with 203 schools over the last 3 years to raise achievement of vulnerable EAL/GRT learners. Successes include: Improving academic literacy for advanced EAL learners including those within Grammar schools, supporting new

arrivals, identification of EAL or SEN, effective strategies to engage EAL learners, including SMSC within the curriculum, advice on Equality Act.

Future equalities priorities

- Continue to improve attainment, reduce exclusions and absences in order to narrow the gap between GRT pupils and others.
- Work with Management Information colleagues to have separate ethnic codes for Gypsy and Roma pupils in order to be able to monitor these groups more effectively.
- Plan an equality conference in partnership with health and other agencies to remove barriers to well-being and achievement for groups with protected characteristics (including LAC and young carers) in line with the Equality Act.
- Working in partnership with Early Help and Preventative services and Planning and Access to find school places for all the children within a newly arrived family thus avoiding complications for parents who have children placed across a number of primary schools.
- Work in partnership with Stonewall to increase awareness and inclusion of young people in Kent who are lesbian, gay, bisexual, transgender or questioning.
- Signpost schools to the 'Champion Schools for GRT Attainment and Inclusion' who will be able to share good practice, established during the DfE Virtual Headteacher pilot project

Key equalities issues for Early Help and Preventative Services

All Early Help and Preventative Services were brought together by KCC through the establishment of a new Early Help and Preventative Services Division, within the Education and Young People's Directorate from April 2014.

The task of the Early Help and Preventative Services Division is to deliver effective early help and prevention, which means better outcomes for vulnerable children and families and reduced demand for social care services. The benefits are improved life chances for children and young people and lower costs to the Council and the taxpayer by reducing the demand for social care.

An Early Help and Preventative Services Prospectus was published in May 2014, setting out the strategy for Early Help. The Prospectus provides the rationale for change in order to achieve better outcomes shares a vision for the future and details where we are in terms of re-focusing and integrating services and provision into District based teams, informed by a better assessment of needs.

To assure ourselves of progress in achieving improvement in relation to the priorities we have developed a set of targets and outcome measures to show the impact the new preventative services are having. These are set out in the Action Plan.

The Early Help One Year Plan 2014-2015 is being published in July 2014 and sets out what and how key service changes will be made, identifying the development of new processes and systems, rehearses service priorities and targets and identifies key outcomes to be achieved to change demand patterns.

Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.

Range of Preventative Services

From April 2014, the Early Help and Preventative Services have been organised to provide targeted support to vulnerable children, young people and families through two service delivery vehicles, Kent Integrated Family Support Service (KIFSS) and Kent Integrated Adolescent Support Service (KIASS). These services incorporate:

- Children's Centres
- Troubled Families Programme
- Early Intervention and Family Support Workers
- CAF Co-ordinators
- Attendance and Inclusion
- Support for Gypsy, Roma and Traveller children
- Youth Work
- Youth Offending
- Connexions Targeted Support for NEET young people
- Services for Young People's Substance Misuse
- Teenage pregnancy and sexual health

There will also be more joined up work with CAMHS, School Nursing and Health Visiting, together with a more co-ordinated approach to commissioning children's health provision.

Key Outcomes we are looking for

Having clear outcomes in mind helps us to do the right things and enables us to measure the impact of our preventative interventions over time. They also provide us with performance data to drive continual improvements.

Early Help and Preventative Services will focus on the following key outcomes:

- Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need
- Increased numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increased use of the CAF and more successful outcomes as a result of CAF interventions
- Improved educational attainment outcomes and closing of attainment gaps at all ages
- Reductions in days lost to education through exclusion and absence, and in the number of permanent exclusions and rates of persistent absence from school
- Reduction in youth crime, re-offending and anti-social behaviour
- Reduced NEETs and improved participation in learning and training to age 18
- Improved readiness for school by vulnerable children at age 5
- Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reductions in substance misuse and teenage pregnancy
- Increased breast feeding and reductions in smoking by pregnant women and mothers
- Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services.

Next Steps

Work is already underway to improve provision and demonstrate a focus on improvement of outcomes. Further work is needed to re-design our services and develop better ways of working, and a number of service developments and changes are set out in the one year plan. This will be accelerated in the autumn term 2014 with the development of a more

developed and longer term Early Help Strategy and Plan 2015-2017, led by Florence Kroll, the new Director of Early Help and Preventative Services who commences work with KCC on 21 July.

Key equalities issues for Troubled Families

Troubled families face multiple disadvantages. Troubled families are those that:

- Are involved in crime and anti-social behaviour;
- Have children not in school;
- Have an adult on out-of-work benefits;
- Cause high costs to the public purse.

Analysis for HM Treasury and Department of Education and skills also shows that children aged 13 to 14 years who live in families with five or more of these problems are 36 times more likely to be excluded from school than children in families with no problems and six times more likely to have been in care or to have contact with the police.

The Kent Troubled Families Programme will engage with 2560 of these families, support them in tackling these issues and help them turn their lives around.

Progress in reducing the inequality

In the last year the Troubled Families Programmes has turned around the lives of 755 families.

- 583 families where crime and anti-social behaviour is dramatically reduced or children are attending school regularly
- 172 families where an adult is now in employment or on the European Social Fund Progress to Work Programme

In addition while other families cannot be defined as fully turned around, many have made significant improvements in school attendance and reductions in crime and anti-social behaviour.

Future equalities priorities informed by progress and issues this year

This year we are aiming for 2432 families to be worked with and at least 1792 turned around. This means prioritising projects for dedicated workers, integrated working, family mentoring and improving family resilience and relationships, increasing and supporting opportunities for families to gain skills, apprenticeships and employment. This will be the context of effective early help and preventative services that take a whole family approach to helping families challenge the many disadvantages they currently face and overcome them.

Concluding Remarks

A refreshed Bold Steps for Education 2015-18 will be published in the autumn of 2014, which will detail the way that both KCC and the Education and Young People's Services Directorate are changing to improve the lives of children, young people and families by redesigning our services so that they are integrated and better meet the needs of vulnerable groups. The Education Bold Steps vision and priorities for improvement will have at its heart stretching targets to ensure that:

- Educational attainment for all continues to improve
- Attainment gaps are narrowed for the most vulnerable and disadvantaged groups.
- Every child has the best possible early start in life and is ready to succeed in school

- Outcomes and progression pathways for the 14-19 cohort of young people, including those with SEND is improved
- All schools and teaching within them is judged by Ofsted to be at least good
- Collaborative practices and partnerships between schools mature in order to:
- Spread best practice more quickly and make the best classroom practice open, shared, accountable and celebrated across groups of schools
- Promote more innovation and creativity in order to make school improvement self-sustaining and have a greater impact on pupil outcomes

4 July 2014