

From: Roger Gough, Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee – 16 December 2014

Subject: **Education and Young People's Services Strategic Vision and Priorities for Improvement 2015-2018**

Classification: **Unrestricted**

Electoral Division: All

Summary: The purpose of this report is twofold:

- (i) Provide an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2015-2018 document, which details the headline priorities and targets for the EYPS Directorate for 2014-2015 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2013-2014, supported by key service developments and improvements.

Recommendations: The Education and Young People's Cabinet Committee is invited to:

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2015-2018 document attached as an Appendix to this report; and
- (ii) Note the progress made in delivering EYPS priorities for 2013-2014 and consider whether the proposed priorities and targets for 2014-2015 and beyond, provide the right focus and challenge to secure improvements in outcomes.

1. Background

- 1.1 The EYPS Vision and Priorities for Improvement 2015-2018 (formerly Education Bold Steps) is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012. It is refreshed annually and sets out the focus for the Directorate services for the forthcoming year, informed by new developments. The document evaluates the previous year's performance against targets and sets new priorities and challenging targets to ensure appropriate future improvement, informed by progress against current performance and new local and national developments.
- 1.2 The refreshed set of priorities and targets in the Appendix are underpinned by a clear ambition to see all children and young people do well in education, find

employment, lead and happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live and grow up and be educated.

1.3 Our strategic plans and targets are set out in more detail in the following key documents:

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The Early Help Prospectus and One Year Plan

2. Financial Implications

2.1 The key priorities and actions that each Service within the Directorate undertakes in order to deliver improvements in performance against identified targets, will be achieved within the agreed levels of resource detailed in the Council's Medium Term Financial Plan 2014-2017. These priorities will be reflected in the Service and Directorate Business Plans for 2015-16.

3. Progress in 2013-2014 including key Service Developments and Improvements and review of performance against targets

- Improved standards at all key stages in 2014 apart from a small decline at GCSE
- Narrowed achievement gaps for pupil premium pupils at EYFS and Key Stage 2
- Improved Ofsted outcomes so that 77% of schools are now good or outstanding and 91% of early years settings are good or outstanding
- Increased the percentage of children and young people attending a good or better school to 77% compared to 62% in 2013
- Improved Ofsted outcomes for Children's Centres so that 72% are good or better
- Introduced and delivered free nursery places for over 3800 two year olds from less advantaged backgrounds
- Developed a system of school collaborations and partnerships which now provides school to school support for over 450 schools
- Reduced permanent exclusions to 88 from 144 the previous year
- Reduced persistent absence from 4.9% to 4.4%
- Delivered a re-organised network of Pupil Referral Units with an improved curriculum offer and better outcomes and destinations for pupils, including 83% of PRUs now judged good or better by Ofsted

- Reviewed and re-structured the Health Needs PRUs and developed a new Health Needs Service for Kent to support pupils with mental health needs
- Implemented changes required for SEND by the Children and Families Act, including a new Health, Education and Care Plan process, a local offer, and reformed funding arrangements for high needs pupils
- Further developed the Local Inclusion Forum Team arrangements in each district, which integrate support from Special Schools and the Specialist Teaching and Learning Service to provide early intervention support for pupils with SEND in mainstream schools
- Developed and rolled out a new Early Help and Preventative Service to ensure vulnerable children and families receive the support they need and there will be less demand for statutory social care
- Delivered the 14-24 Employment and Skills Strategy so that there has been an increase in apprenticeships, a reduction in youth unemployment and a decrease in NEET numbers
- Delivered for September 2014, 15.3 new forms of entry in Primary schools and 3 new forms of entry in Secondary schools, together with 250 temporary Reception class school places
- Continued to reduce re-offending among young people
- Turned around 65% of Troubled Families receiving support, in line with our targets

4. Priorities for the Year Ahead (2014-2015)

- Improve good outcomes in the Early years Foundation Stage to 73%
- Increase by a further 3% the standards achieved at Key Stage 1
- Increase Key Stage 2 attainment to 83% of pupils attaining level 4 or above combined in reading, writing and mathematics
- Increase five good GCSEs with English and maths to 62%
- Reduce the pupil premium gap at Key Stage 2 to 14% and the GCSE gap to 29%
- Increase the percentage of good and better schools to 80%
- Reduce the number of schools in an Ofsted category to 12
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 75%
- Reduce NEETS to 4% or below
- Reduce permanent exclusions to no more than 50
- Embed and integrate Early Help and Prevention services so that there is at least a 10% reduction in the numbers of children in need and those with a child protection plan, and at least 80% supported through an early help programme achieve a good outcome
- Continue to deliver the targets in the 14-24 Skills and Employment Strategy, including priorities to develop the vocational offer so that there is further improvement in the number of young people taking up and completing apprenticeships and a further reduction in youth unemployment

- Deliver the SEND changes required by the Children and Families Act and the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is reduction in out of county places and cost and a reduction in SEN transport costs
- Strengthen our work with Health Partners through collaborative activity undertaken via the Public Health and Early Help and Preventative Services Task and Finish group, the Headstart pilot and the integration of CAMHS into the work of the EHPS 0-25 Service
- Make a significant improvement to outcomes for Children in Care and markedly reduce the number who are NEET and in the youth justice system
- Deliver 7 new Primary schools, 29 new forms of entry in Primary and Secondary schools, 195 temporary Reception class places, 90 temporary Primary school places in years 1-5 and 60 temporary Secondary school places in Year 7
- Ensure schools are well supported to deliver the new National Curriculum and assessment arrangements, including new GCSE and vocational qualifications, and new school performance measures from 2015-16
- Deliver the new Health Needs Service and improve outcomes for pupils with mental health needs
- Continue to support and develop effective school to school support through the Kent Association of Headteachers and a refreshed leadership strategy, so that there are fewer schools requiring improvement
- Develop phase 2 of the Troubled families programme and ensure it is well integrated into the models of family support provided through Early Help
- Ensure the Community Learning and Skills service becomes a successful local authority trading company, delivering improved outcomes for adults and young people, especially the more vulnerable
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost

5. Next Steps

- 5.1 Good progress is being made by the Directorate in reviewing and redesigning services, whilst maintaining and driving improvements in standards and outcomes for children and young people. Similarly, we are strengthening our relationship with all partners who provide support for children and young people within Kent, particularly Schools (including academies and free schools), early years providers, FE and HE, employers, work-based training providers and other key stakeholders.
- 5.2 We shall continue to build upon the priority actions detailed in the document appended to this report, reflecting upon what we learn through implementing changes and use this learning to inform the future configuration and practice of the Directorate in order to better support Kent's children and young people in the achievement of their ambitions.

- 5.3 The growth of school autonomy is one of the defining features of the recent history of the education system. A range of reforms have been introduced that have dramatically increased the autonomy schools can exercise over aspects of the education system, and have aimed to create a self-improving school to school support system led by networks of schools. These reforms have transformed the role of schools and the local authority, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system. Kent County Council (KCC) is committed to supporting school collaborations and school to school support. This has developed significantly in the past two years in close partnership with the local authority, involving academies, academy chains and KCC maintained schools.
- 5.4 Our ambition is to provide a sustainable model of school support for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform services and improve outcomes for children and young people.
- 5.5 We recognise also that children, young people and schools need the support of effective early help services to ensure more vulnerable children succeed in life and at school. Our ambition is therefore to ensure that in every part of Kent there are well integrated services involving schools, early years settings, PRUs, KCC services and partner agencies such as health and the police.
- 5.6 Achieving this will require a continued level of strong strategic leadership by KCC, implementing change and further improvement within education and young people's services. This is underpinned by a continued commitment to collaborative working with and amongst Kent's school leaders, and with partner agencies.

6. Recommendations:

The Education and Young People's Cabinet Committee is invited to:

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2015-2018 document attached as an Appendix to this report; and
- (ii) Note the progress made in delivering EYPS priorities for 2013-2014 and consider whether the proposed priorities and targets for 2014-2015 and beyond, provide sufficient and appropriate focus and challenge to secure improvements in outcomes.

7. Background Document

- 7.1 Education, Learning and Skills Bold Steps, Vision and Priorities for Improvement 2013-2017.

8. Contact details

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