

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 – 18 September 2015**

Subject: **Annual Equality and Diversity Report for Education and Young People's Services 2014-15**

Classification: **Unrestricted**

Electoral Division: **All Divisions**

Summary: This report sets out a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and provides an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for the year 2014-15. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

Recommendations:

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

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2014-15 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;

- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

2. Financial Implications

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

3. KCC's Strategic Statement and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2015-18 and EYPS's Vision and Priorities for Improvement 2015-18. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: children and young people in Kent get the best start in life; Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 The EYPS 'Vision and Priorities for Improvement 2015-18' document is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities follow annual discussions with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to improving education and learning outcomes. The Plan sets out shared ambitions and includes a range of ambitious priority improvements up to 2018. 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 and early help and preventative services 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, and other settings, as well as KCC services.

3.3 KCC published its equality objectives for 2012-2016 in 2011. Each Directorate was asked to provide equality information and to demonstrate how they complied with equality legislation between 1 April 2014 – 31 March 2015, and what performance measures they have in place to achieve the KCC Equality Objectives. Appendix 1 to this report details the actions that EYPS Directorate has undertaken in the last year, and actions that will be taken in the future, in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

4. Key Achievements

4.1 A full report of what has been achieved in terms of reducing inequalities within Education and Young People's Services over 2014-15 can be seen in Appendix 1 to

this report. Detailed below are some highlights.

4.2 Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

4.3 In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding. There are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.

4.4 There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding. This work is helping to reduce exclusion and improve qualifications for pupils educated out of school.

4.5 Children's Centres are playing a key role in targeting support to disadvantaged families and ensuring they are helped to take up the provision for eligible two year olds. The Ofsted Early Years Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better Early Years setting.

4.6 In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS), which represented a 5.1% increase on 63.5% in 2013. At 68.6%, Kent was well above the national average for GLD of 60% and was in a strong position standing seventh out of 152 local authorities. In 2015 in the EYFS, 73% of children achieved a good level of development.

4.7 At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent improved at a more rapid rate than nationally and the gap for FSM children at this key stage also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.

4.8 The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national average attainment levels for similar pupils. Pupils with SEN in Kent performed better than equivalent children nationally; 50% of pupils at school action in Key stage 2 achieved Level 4 in Reading, Writing and Maths compared with 47% nationally. Of those at school action plus in Kent 42% achieved level 4 compared with 36% nationally. Both these results were significantly above national performance. The most complex children, those with

a Statement, achieved in line with the national level; 13% compared with 15% nationally. We have set ourselves a target for 2015 of 16%.

4.9 At Key Stage 4, 33% of pupils in Kent at 'SEN school action' attained 5 or more A-C grade GCSEs (including English and Maths) which was significantly above the national average of 24%. Similarly at 'SEN school action plus' 24% of pupils in Kent schools achieved 5 or more A-C grade GCSEs compared to 20% nationally. 8% of Kent pupils with a Statement of SEN attained 5 or more A-C grade GCSEs. The national average was also 8%.

4.10 We have successfully implemented a new system of high needs funding for pupils with special educational needs. Alongside this we have reviewed and improved the arrangements to provide SEN funding (known as SCARF) to support severe and complex children access Early Years settings.

4.11 18.7 FE Year Reception classes were added to Primary provision in 2014-15, increasing the number of high quality school places available to meet parental demand. Planning is underway to establish 7 new Primary schools which will open in September 2015, in addition to the other school expansions to ensure every child has a school place.

4.12 KCC remains committed to the programme to rebuild or refurbish the remaining Special Schools in the capital programme. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools, with further additional SEND capacity planned. Two Special schools have had improvement works completed and five have new builds underway to replace or refurbish their premises.

4.13 The 14-24 Skills and Employability Strategy was refreshed and now focuses upon 14 to 19 curriculum changes and the development of improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning difficulties and disabilities.

4.14 NEET figures for vulnerable groups have reduced from 944 to 761. This 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, SEND Strategies and the establishment of Early Help and Preventative Services. We are seeing a reduction in overall NEET numbers, now standing at 4.7% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13 students, but lower, at 2.3% for Year 12 which is encouraging.

4.15 There is an encouraging upward trend on apprenticeships in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges, employers and work based training providers. This included establishing an apprenticeship talent pool for 16 to 18 year olds in schools.

4.16 Permanent and fixed-term exclusions continue to decline in Kent with some positive outcomes for certain groups. FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in Primary schools, compared to 36% in Secondary schools. Both have been reduced from last

year's respective figures of 59% and 37%. A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%. However we expect to reduce this further.

4.17 The Introduction of the Kent Family Support Framework, to replace the CAF, (common assessment framework) has ensured easier and swifter access to Early Help services for all children and young people in need of support.

4.18 Notifications to Early Help Triage are prioritised for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues.

4.19 The rate of referrals to Specialist Children's Services (SCS) per 10,000 from March to April 2015 has reduced by 8.1% (from 39.3% to 31.2%).

4.20 74% of Early Help cases are now closed with a good outcome.

4.21 The percentage of cases 'stepped down' from SCS is now 24%.

4.22 Over the course of the first phase of the Troubled Families Programme, the lives of 2,560 families have been turned around.

4.23 Significant work has been undertaken by Kent's School Collaboratives on projects to narrow the gap in attainment, co-ordinated and evaluated by Kent Association of Headteachers' (KAH) and supported by funding agreed by the Schools Funding Forum.

5. Governance

5.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

5.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

6 Future reporting

6.1 It is proposed that KCC revises and consults on its equality objectives during 2015/2016. The objectives will be embedded in the achievement of the key strategic outcomes of the Council and their achievement monitored through the Council's performance framework.

6.2 This will result in greater compliance in relation to the delivery of organisational priorities and core services. Critically outcomes will be monitored through core

performance management frameworks which will result in greater efficiency and accountability in relation to the delivery and achievement of outcomes by services for customers. Performance monitoring is to be reported to the relevant Committees and this will meet the statutory duty under the Equality Act 2010.

7 Equality Impact Assessment

7.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

8. Conclusion

8.1 The Annual Report sets out progress on the relevant equality objectives. The Directorate can demonstrate that it provides accessible and usable services but it needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages receive the services and support they need to thrive.

9. Recommendations:

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

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2014-15 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

10. Background Document

10.1 Kent County Council Equality Objectives 2012-2016:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

11. Contact details

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Education and Young People's Services Contribution to the KCC Annual Equalities Plan 2014-15

Purpose

This paper sets out the way in which the Education and Young People's Services (EYPS) Directorate understands and responds to the needs of its most vulnerable children, young people and their families. The paper details the actions that the Directorate has undertaken in the last year, and actions we will take in the future, in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

In addition to setting out how the Directorate addresses inequalities, promotes equality and assesses progress against equalities priorities, the Directorate's equalities activity also demonstrates support for the achievement of the Council's Strategic Equality Objectives.

Improving education and attainment outcomes for children and young people from early years through to post-16, tackling child poverty, promoting emotional resilience, delivering early help and preventing the escalation of problems, in addition to reforming our SEND system, are just some of the ways we are improving the outcomes for the most vulnerable groups of children and young people, increasing their life chances, so that they may thrive at every stage of their lives.

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 achieve the improvement in outcomes set out in our strategic plans, particularly our vulnerable groups across Kent, we 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 including those with protected characteristics under the Equality legislation. 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 limited or 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.

"Education is serving many children well, but it is failing those who need it most."
[Sir Kevan Collins, Chief Executive, Education Endowment Foundation – June 2015]

Strategic leadership and ambitions

The EYPS Vision and Priorities for Improvement 2015-18 is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities came from a range of discussions that are held regularly 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 sets out shared ambitions and includes a range of ambitious priority improvements up to 2018. 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 and other settings.

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 EYPS Vision and Priorities for Improvement 2015-2018]

Summary of areas where we have made the most difference in 2014-15

- We exceeded the target of 85% for the number of families securing their first preference school on offer day (85.8%).
- Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.
- There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding. This work is helping to reduce exclusion and improve qualifications for pupils educated out of school.
- In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding.
- There are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.
- Children's Centres are playing a key role in targeting support to disadvantaged families and ensuring they are helped to take up the provision for eligible two year olds. The Ofsted Early Years Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better setting.
- In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS), which represented a 5.1% increase on 63.5% in 2013. At 68.6%, Kent was well above the national average for GLD of 60% and was in a strong position as seventh out of 152 local authorities;
- The national achievement gap in Kent in the EYFS of 27% was lower than the England figure of 34%, placing Kent 27th out of 152 local authorities;

- At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent improved at a more rapid rate than nationally and the gap for FSM children at this key stage also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.
- The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national average attainment levels for similar pupils. Pupils with SEN in Kent performed better than equivalent children nationally; 50% of pupils at school action in Key stage 2 achieved Level 4 in Reading, Writing and Maths compared with 47% nationally. Of those at school action plus in Kent 42% achieved level 4 compared with 36% nationally. Both these results were significantly above national performance. The most complex children, those with a Statement, achieved in line with the national level; 13% compared with 15% nationally. We have set ourselves a target for 2015 of 16%.
- At Key Stage 4, 33% of pupils in Kent at 'SEN school action' attained 5 or more A-C grade GCSEs (including English and Maths) which was significantly above the national average of 24%. Similarly at 'SEN school action plus' 24% of pupils in Kent Schools achieved 5 or more A-C grade GCSEs compared to 20% nationally. 8% of Kent pupils with a Statement of SEN attained 5 or more A-C grade GCSEs. The national average was also 8%.
- In Kent 90.4% of new statements of SEN issued in 2014 were completed in 26 weeks which compares favourably with the South East Region performance of 85% (which fell 9.6% over the same period) and the National performance of 89%.
- All local authorities are required to transfer existing Statements to Education, Health and Care Plans by 2018. The DfE report 1.2% of all statements had been transferred by January 2015. Kent has transferred 2.3% of its Statements.
- We have successfully implemented a new system of high needs funding for pupils with special educational needs. Alongside this we have reviewed and improved the arrangements to provide SEN funding (known as SCARF) to support severe and complex children access early years settings.
- 18.7 Year Reception classes were added to Primary provision in 2014-15, increasing the number of high quality school places available to meet parental demand.
- Planning is underway to establish 7 new Primary schools which will open in September 2015.
- The local authority remains committed to the programme to rebuild or refurbish all Special Schools. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools, with further additional SEND capacity planned. Two Special schools have had improvement works completed and five have new builds underway to replace or refurbish their premises.
- The 14-24 Skills and Employability Strategy was refreshed and now focuses upon 14 to 19 curriculum changes and the development of improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning difficulties and disabilities.
- NEET figures for vulnerable groups have reduced from 944 to 761. This 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, SEND Strategies and the establishment of Early Help and Preventative Services.
- We are seeing a reduction in overall NEET numbers, now standing at 4.6% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13, but lower, at 2.3% for Year 12 which is encouraging.
- There is an encouraging upward trend on apprenticeships in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges and work based training providers, this included establishing an apprenticeship talent pool for 16 to 18 year olds in schools.
- We are moving forward in some districts with a more coherent approach to addressing these issues by planning for better 14 to 19 pathways and gaps in provision.

- Both overall absence and persistent absence for children on FSM have reduced in 2013/14 compared to the previous year. Children on FSM and non FSM pupils both reduced persistent absence rates and the gap between the two cohorts became narrower from 6.4 to 5.0 percentage points.
- Permanent and fixed-term exclusions continue to decline in Kent with some positive outcomes for certain groups. FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in Primary schools, compared to 36% in Secondary schools. Both have been reduced from last year's respective figures of 59% and 37%.
- A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%.
- There has been a higher percentage of pupils from most ethnic groups achieving 5 or more subjects at grades A* – C including English and Maths since 2010. Chinese pupils continue to outperform their peers across Kent in KS4. There has been a significant increase in the number of Bangladeshi (44.4% - 75%) and Caribbean (39.3% - 69.7%) pupils achieving this benchmark.
- The DfE Virtual Headteacher Pilot Project (to support Gypsy, Roma and Traveller pupils) finished in May last year and the report was made public in October 2014. Baroness Whitaker stated that *"This is really useful and positive and some of the efforts are most commendable, not least those which set up a proper data base to measure trend information, and hopefully progress."*
- An Early Help and Preventative Services (EHPS) Prospectus and Early Help Action Plan 2014-2015 sets out the strategy for early help, what and how key service changes are being made, progressing the development of new processes and systems, detailing service priorities and targets and key outcomes to be achieved to change demand patterns. Progress made in the first year of the Early Help Service will be set out in an Early Help Three Year Action Plan which is currently being developed.
- The Introduction of the Kent Family Support Framework, to replace the CAF, has ensured easier and swifter access to Early Help services for all children and young people in need of support.
- Notifications to Early Help Triage are prioritised for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues.
- The rate of referrals to Specialist Children's Services (SCS) per 10,000 from March to April 2015 has reduced by 8.1% (from 39.3% to 31.2%).
- The Current Early Help Caseload is 5759.
- The number of Early Help Assessments completed within 2 weeks of notification has increased to 55%.
- 47% of Early Help notifications are now leading to an Early Help Plan in 4 weeks.
- 74% of Early Help cases are now closed with a good outcome.
- The percentage of cases 'stepped down' from SCS is now 24%.
- Over the course of the first phase of the Troubled Families Programme, the lives of 2,560 families have been turned around.
- Significant work has been undertaken by Kent's School Collaboratives on projects to narrow the gap in attainment, co-ordinated, funded and evaluated by Kent Association of Headteachers' (KAH).

Key Equalities Priorities for 2015-16

EYPS's Divisional Management Team considered the Council's overarching equalities objectives in April 2015 and established for 2015-16 some key Directorate equality objectives:

- Narrow the achievement gaps for all groups, including FSM pupils, learners with SEND, and Children in Care.
- Increase post 16 – 25 participation and employment opportunities for the most vulnerable groups.
- Increase access to early years for the most vulnerable including the two-year old offer of free provision for the most disadvantaged.
- Drive down exclusions from schools to zero.
- Increase the proportion of pupils receiving Free School Meals attending selective education.
- Ensure more Children in Care are able to access progression pathways post 16, including the offer of an apprenticeship where appropriate, and fewer CiC become young offenders.

Key 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.

We are aiming for outcomes that are ambitious and challenging. We are determined to pursue them relentlessly and believe we have ways to achieve them. There is a good level of shared ambition amongst Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan. The establishment of the Early Help and Preventative Services Division in April 2014 has resulted in a more joined-up approach to supporting vulnerable children and young people. A restructure of the Early Help Division to ensure better outcomes is underway and will result in a change in service delivery focused on integrated support, open access and targeted work.

While we continue to make good progress in raising attainment, narrowing some achievement gaps and increasing the number of good and outstanding early years settings and schools, we also continue to face significant challenges:

- Closing the achievement gaps for vulnerable groups which are still too wide for the following groups – FSM / SEN / Gender / Children in Care.
- Continuing to increase the number of good and outstanding schools as we move forward (from 55% in 2012 to 78% in January 2015).
- Addressing post-16 challenges in terms of participation, progression and provision, reflected in low participation figures, high drop-out rates at age 17, challenging NEET figures, insufficient progress in respect of the attainment of children in care and the need to develop more appropriate vocational and technical pathways for young people to flourish.

These challenges inevitably shape our response to delivering transformational change and influence our priorities for the year ahead.

To make an impact on the key challenges, support will be secured from and via:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District and Area forums

that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for children and young people;

- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent;
- Increased collaborative working in the early years and childcare sectors;
- Locality based working and commissioning to pool and target resources to local needs in Districts;
- Local 14-24 strategic partnerships to maximise effort and increase capacity to transform post 16 learning pathways and training opportunities so that they are truly excellent;
- District based multi-agency working to deliver more integrated preventative and early help services through the area based 0-25 Integrated Early Help teams.

EYPS Strategic Priorities

The EYPS Directorate Business Plan sets out a wide range of priorities and targets for improvement, built up over time in partnership with schools and other partners, to achieve what we believe is a shared vision for educational improvements in Kent.

Our strategic priorities are set out in the Directorate's Strategic Plan: 'Education and Young People's Services Vision and Priorities for Improvement 2015-18'. Our strategic priorities for 2015-16 are:

- to ensure all children get the best start in the early years and all pupils can go to a good school and achieve their full potential;
- to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and
- to improve services and outcomes for the most vulnerable children, young people and families in Kent.

Our main focus continues to be on raising standards of attainment, closing achievement gaps, improving attendance and reducing exclusion, increasing participation to age 18 and having more good and outstanding early years settings and schools.

We are giving very high priority to ensuring all young people are engaged in learning or training until age 18, including increased numbers of apprenticeships, so that there are good outcomes that lead to employment. We will 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 with training to age 24.

One of our major developments is to deliver improved multi-agency support for children and families who have additional needs by implementing effective Early Help and Preventative Services and working in a more integrated way to achieve better outcomes. As a consequence we expect to see fewer children needing the protection of statutory social care.

Key priorities for the Directorate are to:

- 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 successfully 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 their cost, and a reduction in SEN transport costs

- Make a significant improvement to outcomes for Children in Care and markedly reduce the number of CiC 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, as well as 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 more 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.
- Promote more innovative and creative ways to deliver learning for the 21st century, including support for the delivery of the new National Curriculum and new vocational, GCSE and A Level curriculum pathways.
- Champion school leadership which is most effective in improving teaching and learning and accelerating pupil progress, and provide leadership development opportunities which increase capacity in Kent to improve and transform the education system through programmes such as the Future Leaders programme.
- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups with a specific focus on the pupil premium, SEN and Children in Care.
- Work with outstanding and good schools to increase their capacity to sponsor and improve schools requiring improvement, through academy, federation, trust, executive headship or other structural arrangements.
- Continue to implement the Early Years and Childcare Strategy to ensure there are sufficient high quality free places for two year olds, yet more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early years settings and schools.
- 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.
- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2015, there is improved parental choice and planned improvements for September 2016 are on target.
- Reduce the rising cost of SEN Transport and make more efficient use of DSG funding by reducing the increasing costs of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2016.
- Successfully implement a new system of high needs funding for pupils with special educational needs, which proves to be more effective at earlier intervention to improve pupil outcomes.

Supporting Plans and Strategies

These priorities and targets are set out in more detail in our key strategy documents:

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

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Supporting Parental Preference for Primary and Secondary schools

We set targets for the percentage of families securing their first preference schools for entry in September 2015. For Primary schools the target was 86% and on Offer Day 85.8% of parents secured their first preference.

For Secondary schools the target was 84%, and 80.5% of parents secured their first preference. The target for first and second preferences for both primary and secondary schools was 94%, with 93.4% of parents securing their first or second preference.

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 2015
To ensure that at least 86% of families secure their first preference Primary schools; and 94% secure first or second preference schools.	On offer day for September 2015 entry:- <u>Reception children:-</u> 85.8% secured their first preference 93.1% secured their first or second preference.
To ensure that at least 85% of families secure their first preference Secondary schools; and 94% secure first or second preference schools.	<u>Year 7:-</u> 80.5% secured their first preference 90.6% secured their first or second preference

There are two main reasons why we did not meet the Secondary first preference target of 84% this year. These was an increase in the number of applications since last year (from 17,662 to 18,193), and within this out-county applications increased by 18.6%; coupled with a decrease in the Year 7 capacity which fell by 1.2% from 17,724 to 17,512 places.

Comparative data showing percentages of first preferences in neighbouring Local Authorities (little data is available) is set out in Table below. This indicates we are performing in line with other authorities in respect of meeting Primary School preferences. However, we secured a significantly lower percentage of first preference Secondary placements than East Sussex.

Local Authority	Primary	Secondary
Kent	85.8%	80.5%
Surrey	83.1%	82.4%
Medway	87.1%	80.1%
East Sussex	84.7%	90.5%

Improving Attainment and Achievement across all School Phases

The Directorate takes its school improvement responsibilities very seriously and we use all the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools.

Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young

people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding.

Overall, the latest Ofsted data for Kent (as at 7 July 2015) shows that 82% of schools are rated good or outstanding compared to 80% nationally. This includes 17% of schools judged to be outstanding and 65% judged to be good.

The performance of each Kent school phase is as follows:

Early Years Settings	-	89% of settings are good or outstanding
Primary	-	82% of schools are good or outstanding
Secondary	-	83% of schools are good or outstanding
Special	-	87% of schools are good or outstanding
Pupil Referral Unit (PRU)	-	90% of PRUs are good or outstanding

In Kent, there are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.

In July 2014, the percentage of good and outstanding schools was 75%, compared to 68% at the same time in 2013, 59% in 2012 and 55% in 2011.

In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding.

We expect this positive trend to continue towards our ambitious target of at least 86% of Primary and Secondary schools to be judged good or outstanding in the next year or two, and 90% or better by 2018.

Children's Centres play a key role in targeting support to these families and ensuring they are helped to take up the provision for eligible two year olds. The Early Years Ofsted Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better setting.

Key Equalities Issues for the Early Years and Childcare Service

The Kent Early Years and Childcare Strategy 2014 – 2017 sets out our ambition for early years and childcare in Kent to be an exciting, vibrant, increasingly diverse and thriving sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers. One of the five strategic aims of the strategy is: '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'.

Key service equality issues are to:

- Accelerate the narrowing of gaps in achievement by ensuring that children in the early years who may be vulnerable to poorer outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well.
- Ensure there is a sufficiency of high quality and accessible out of school childcare places for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare.

Progress in reducing inequality in the last year

Narrowing achievement gaps

- In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) which represented a 5.1% increase on 63.5% in 2013. Within the 68.6%:
- There was a range across districts from 60% - 74%, with Tunbridge Wells being the highest and Thanet being the lowest
- Girls continued to achieve more highly than boys, with 76.4% of girls and 61% of boys achieving a GLD, with the gender achievement gap at 15.3% having narrowed marginally (0.7%) since 2013;
- The achievement gap based on FSM data was 12%, a significant narrowing of 7% since 2013;
- The national achievement gap between the lowest attaining 20% of children and the mean was 27%, a small widening since 2013;
- The achievement gap for Kent Children in Care was 46.3%, which had widened by 15% since 2013, and for Other Local Authority Children in Care was 35.4% a narrowing of 5% from 2013.
- The achievement gap for EAL is 11.8% and has narrowed by 1.5%

In comparison to national results:

- At 68.6%, Kent was above the national average for GLD of 60% and was in a strong position as seventh out of 152 local authorities;
- The national achievement gap in Kent of 27% was lower than the England figure of 34%, placing Kent 27th out of 152 local authorities;
- For both the overall GLD figure and for the achievement gap, Kent was first amongst its statistical neighbours, which is excellent.

Overall, whilst Kent position is strong in comparison to the national, there is clearly still much work to be done to ensure that more children universally achieve more highly, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential. Work in progress during 2014/15 has been:

- Using the district based data to inform targeted work within districts

- Using Learning Goals data to inform targeted work on specific areas of learning
- Using schools based data to inform targeted support where improvements are needed in teaching and learning
- Using settings based data showing where lower numbers of children have gone on to achieve a GLD, to inform targeted support
- Continuing to offer bespoke support to settings to enable them to better support children at risk of under achievement

Additional activity to support the narrowing of achievement gaps

- Advice, support and guidance to Children's Centres to ensure that the early learning ethos and any early learning activities are in line with EYFS principles and best practice;
- Establishing over 10,000 registered places for free early education for two year olds, against a target of 6,501
- A targeted programme of advice, support and training to early years providers to promote and enable equality and inclusion and to further narrow gaps in achievement
- Support to early years providers to ensure maximum impact of the Early Years Pupil Premium, introduced in April 2015
- Ensuring early years representation on and engagement with the FSM Working Group
- Development of Early Years LIFT to support children with SEND
- The establishment of early years collaborations and providing them with GLD and achievement gap data, by the geography of each individual collaboration

Out of school childcare (including for those with disabilities)

In order to support a sufficient supply of out of school childcare so that the absence of this is not a barrier to parents being able to work, study of train, the Early Years and Childcare Service ensures

- Periodic assessments of the availability of provision, including the identification of any gaps in the market
- The availability of support for existing and potential new providers to fill any identified gaps in the market
- Support for out of school providers judged by Ofsted to be 'requiring improvement or 'inadequate', to help to them be 'good' as soon as possible
- The availability of a chargeable Improvement Service, including an Improvement Award
- Support for partnership working through the provision of networking meetings and a framework for collaborations
- Links with Early Help

Future Key Actions to Reduce Inequality

Narrowing achievement gaps

Next steps will be informed by the EYFS Profile outcomes in September 2015.

Actions going forward to support the narrowing of achievement gaps include:

- Introducing in September 'Enhancing Family Involvement in Children's Learning' (EFICL), a refreshed drive to create pathways to enhance family involvement in their children's learning. EFICL has been developed to include a 'toolkit' for early years and childcare providers and children's centres, as well as parents to support increased parental and whole family involvement in children's learning;
- Promoting and supporting the increased take up of the free early education entitlement by eligible two year olds. Free Early Education for two year olds (FF2) is funded by the Government via the local authority to registered early education providers. Approximately 7,000 two year olds in Kent are now eligible for a free early education

place at any one time. Whilst ensuring the availability of sufficient places has been challenging, our overall supply is now strong. There are currently 10,261 places developed across the county which is made up of 7,774 places in the private, voluntary and independent sectors and 2,487 places with childminders.

- Currently, 91% of children accessing a FF2 place are attending a good or outstanding setting, however, the take up of places by eligible two year olds is presenting a challenge for us so the LA is developing a county-wide campaign to raise awareness of the value of FF2 places amongst parents, utilising the key supporting role that Children's Centres have in this regard.

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Key Equalities Issues for the Standards and School Improvement Service

The key service equality priority is to close the achievement gaps.

In Kent's Strategy for School Improvement, the Council aims to be:

- The champion of all children, young people and families and ensure good support for all vulnerable children so that they can succeed.

The Education and Young People's Services Vision and Priorities for Improvement 2015-2018 document identifies the need to accelerate the rate of progress in closing the gaps in attainment for groups of vulnerable learners, in particular children and young people in receipt of Free School Meals and Children in Care. In addition, it identifies the gaps in achievement between boys and girls.

The following vulnerable groups were the focus of work to improve outcomes:

- a) Closing the achievement gaps at Key Stages 2 and 4 for children and young people in receipt of Free School Meals.
- b) Children in Care (all phases)
- c) Gender gaps at Key Stages 2 and 4.

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.

Progress in Reducing Inequality in the Last Year

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

The position at September 2014 was:

a) Free School Meals (FSM)

Key Stage One

At Key Stage 1 Level 2+ (Reading, Writing and mathematics) there remains a significant gap between FSM pupils and their peers, but all gaps narrowed in 2014. The attainment gaps in reading and mathematics are reducing in line with national comparators and the attainment gap for writing is reducing slightly faster than national. While this is encouraging, more progress is needed in accelerating the reduction in achievement gaps at this critical stage in the early lives of less advantaged children.

KS1 L2+ FSM Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
Reading - FSM	72	76	77	76	79	80
Reading - Non FSM	89	92	92	90	91	92
Writing - FSM	65	70	71	70	73	75
Writing - Non FSM	85	88	88	86	88	89
Mathematics - FSM	81	83	84	82	84	85
Mathematics - Non FSM	93	94	94	93	93	94

KS1 L2+ FSM Attainment Gaps (%)	Kent				National			
	2012 %	2013 %	2014 %	Reduction in gap since 2012	2012 %	2013 %	2014 %	Reduction in gap since 2012
Reading	17	16	15	-2	14	12	12	-2
Writing	20	18	17	-3	16	15	14	-2
Mathematics	12	11	10	-2	11	9	9	-2

At Key Stage 1, there been a 5 percentage point improvement in the attainment of FSM pupils at Level 2+ (Reading) over the last 3 years. Attainment nationally improved by 4 percentage points over the same period. Kent mirrored the national reduction of 2 percentage points in this attainment gap between 2012 and 2014.

At Key Stage 1 Level 2+ (Writing), the attainment of FSM pupils has improved by 6 percentage point since 2012. This is compared to a national improvement of 5 percentage points over the same period. The reduction in the attainment gap for writing at Key Stage 1 is more rapid in Kent than nationally with a reduction of 3 percentage points over 3 years, compared to 2 percentage points nationally.

Attainment at Key Stage 1 mirrored the improvement nationally at Level 2+ (mathematics) with a 3 percentage point improvement in the attainment of FSM pupils over the last 3 years. Kent also matched the national reduction of 2 percentage points in this attainment gap between 2012 and 2014.

Key Stage Two

At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent has improved at a more rapid rate than nationally and the gap for FSM children at this key stage has also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.

KS2 Level 4+ FSM Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
RWM - FSM	51	53	61	66	60	64
RWM - Non FSM	76	78	82	83	79	82
Reading - FSM	70	69	77	77	75	79
Reading - Non FSM	88	88	91	89	89	91
Writing - FSM	59	66	71	68	71	73
Writing - Non FSM	83	86	88	85	87	88
Mathematics - FSM	67	67	72	73	74	75
Mathematics - Non FSM	86	86	88	87	87	88

KS2 L4+ FSM Attainment Gaps	Kent				National			
	2012 %	2013 %	2014 %	Reducti on in gap since 2012	2012 %	2013 %	2014 %	Reducti on in gap since 2012
RWM	25.2	25	21	-4.2	19	19	18	-1
Reading	17.8	19	14	-3.8	12	14	12	0
Writing	23.4	20	17	-6.4	17	16	15	-2
Mathematics	19	19	16	-3	14	13	13	-1

At Key Stage 2 Level 4+ (Reading, Writing and mathematics), there has been a significant improvement in the attainment of FSM pupils, with a 10 percentage point increase since 2012. This is compared to a 2 percentage point decline nationally over the same period. The attainment gap at Key Stage 2 Level 4+ (Reading, Writing and mathematics) has narrowed significantly with Kent achieving a reduction of 4.2 percentage points since 2012, compared to a reduction nationally of 1 percentage point.

At Key Stage 2 Level 4+ (Reading), the attainment of FSM pupils has improved significantly increasing by 7 percentage points between 2012 and 2014. This is compared to a 2 percentage point improvement nationally. At Key Stage 2 Level 4+ (Reading) the gap between FSM and non FSM pupils in Kent is 14%, which is a reduction of 3.8 percentage points since 2012. The national gap has remained unchanged over this 3 year period. Although the gap in Kent remains larger than nationally the rate of progress is increasing.

At Key Stage 2 Level 4+ (Writing), there has been significant improvement in the attainment of FSM pupils in Kent with a 12 percentage point increase since 2012. This compares to a 5 percentage point improvement nationally. There has been a 6.4 percentage point reduction in the gap at Key Stage 2 Level 4+ (writing) for FSM pupils in Kent over the last 3 years. The national gap has reduced by 2 percentage points. Again although the gap in Kent remains larger than national, attainment from a lower base is improving at a more rapid rate than nationally.

At Key Stage 2 Level 4+ (mathematics), the attainment of FSM pupils has improved by 5 percentage points in Kent over the last 3 years. This is compared to a 2 percentage point improvement nationally over the same period. The gap in Kent for this measure has reduced by 3 percentage points since 2012, compared to a national gap reduction of 1 percentage point. Once again the gap in Kent remains larger than national but as with reading and writing, progress towards reducing the gap is more rapid than nationally.

Key Stage Four

KS4 5+ A*-C inc Eng & Maths FSM Attainment	2012 %	2013 %	2014 %
Kent LA - FSM	31.7	32.8	27.3
Kent LA - Non FSM	64.7	67.3	61.3
National - FSM	36.5	38.1	33.7
National - Non FSM	62.8	64.8	60.7

KS4 5+ A*-C inc Eng & Maths FSM Attainment Gap	2012 %	2013 %	2014 %	Difference since 2012
Kent	33.0	34.5	34.3	1.3
National	26.3	26.7	27.0	0.7

At Key Stage 4 in 2014, the percentage of FSM pupils achieving 5+ A*-C GCSE including English and mathematics decreased by 4.4 percentage points. Nationally, attainment decreased by 2.8 percentage points. There has also been a widening of the gap for FSM pupils at Key Stage 4 5+ A*-C GCSE including English and mathematics. The gap has increased by 1.3 percentage points since 2012, compared to an increase nationally of 0.7 percentage points.

This decline in performance reflects the changes to the national accountability and examination framework in 2014 but is still very disappointing. Both in attainment and in the widening gap, KS4 is a concern and therefore a priority for improvement.

(b) Children in Care (CiC)

For the purposes of this report, children in care is defined as those looked after for at least 12 months as at 31st March 2014, excluding those children in respite care. Only children who have been matched to the key stage data are included.

Key Stage One

At Key Stage 1, attainment for children in care has improved over the past 3 years but remains below national averages and the gap between this group of vulnerable learners and all children remains larger than national. For example, nationally the attainment gap for mathematics has remained steady but the Kent gap has increased by 10 percentage points since 2012. These outcomes are a cause for concern.

KS1 L2+ 12+ Month CiC Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
Reading	63	76	70	67	69	71
Writing	51	62	56	57	61	61
Mathematics	78	78	70	71	71	72

KS1 L2+ 12+ Month CiC Gaps	Kent				National			
	2012 %	2013 %	2014 %	Difference since 2012	2012 %	2013 %	2014 %	Difference since 2012
Reading	23	13	20	-3	20	20	19	-1
Writing	31	23	30	-1	26	24	25	-1
Mathematics	13	14	23	10	20	20	20	0

At Key Stage 1 Level 2+ (Reading) CiC attainment is improving faster in Kent than nationally with an increase of 7 percentage points since 2012 (compared to a national increase of 4 percentage points over the same period) but outcomes remain just below national in 2014.

There is a similar picture in the attainment of CiC pupils at Key Stage 1 Level 2+ (Writing) as although improvement was faster than national with an increase of 5 percentage points since 2012 (compared to a national improvement of 4 percentage points over the same period), there was a 6 percentage point drop in overall attainment in 2014.

At Key Stage 1 Level 2+ (mathematics) CiC attainment in Kent has declined by 8 percentage points since 2012, this is compared to a national improvement of 1 percentage point and is a cause for concern.

Key Stage Two

Outcomes for children in care at Key Stage 2 have shown some improvement but remain a concern and will continue to be a significant focus for improvement in 2015.

KS2 L4+ 12+ Month CiC Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
Reading	54	61	65	64	63	68
Writing	44	46	59	51	55	59
Mathematics	42	52	57	56	59	61
RWM	35	39	44	42	45	48

KS2 L4+ 12+ Month CiC Gaps	Kent				National			
	2012 %	2013 %	2014 %	Difference since 2012	2012 %	2013 %	2014 %	Difference since 2012
Reading	32	24	24	-8	23	23	21	-2
Writing	35	37	27	-8	30	28	26	-4
Mathematics	41	31	29	-14	28	26	25	-3
RWM	37	35	35	-2	33	30	31	-2

At Key Stage 2 Level 4+ in Reading and mathematics, CiC attainment although still below national outcomes for CiC, has shown significant improvement between 2012 and 2014. At Key Stage 2, Level 4+ Writing attainment is now in line with national outcomes for this group. Although the gaps in attainment for CiC at Key Stage 2, Level 4+ in the three separate measures of Reading, Writing and mathematics remain larger than national, the rate of improvement in Kent over the last 3 years is significantly faster than national.

At Key Stage 2, Level 4+ (Reading, Writing and mathematics), CiC attainment remains 4 percentage points below national outcomes but the pace of improvement is swifter than national with a 9 percentage point increase since 2012.

Key Stage Four

KS4 12+ Month CiC Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
5+ A*-C inc English & mathematics	15.3	14.8	8.0	14.9	15.5	12.0

KS4 12+ Month CiC Gaps	Kent				National			
	2012 %	2013 %	2014 %	Differen ce since 2012	2012 %	2013 %	2014 %	Differen ce since 2012
5+ A*-C inc English & mathematics	45.9	48.3	50.0	4.1	44.5	43.7	41.4	3.1

At Key Stage 4, the percentage of CiC attaining 5+ GCSE at grades A*-C including English and mathematics decreased by 7.3 percentage points between 2012 and 2014. This is compared to a decrease nationally of 2.9 percentage points over the same period. The attainment gap in Kent for this group increased in 2014 by 4.1 percentage points over a 3 year period, this is compared to a 3.1 percentage point increase nationally.

Although this decline may be due to the national changes in accountability measures in 2014, this is a cause for concern and will be an important focus for improvement in 2015.

(c) Gender Gaps

Key Stage One

At Key Stage 1 in 2014, the gender gaps at Level 2+ and Level 2b+ are in line with national and continue to show girls doing better than boys in all three areas. At Level 3+ girls still perform better than boys in reading and writing but in mathematics boys are performing better than girls.

KS1 L2+ Gender Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
Reading - Girls	90	92	93	89	90	92
Reading - Boys	82	86	87	84	86	87
Writing - Girls	88	90	90	88	90	91
Writing - Boys	77	80	81	78	80	82
Mathematics - Girls	92	94	94	92	93	93
Mathematics - Boys	89	91	92	89	90	91

KS1 Gender Gaps Reading	% achieving L2+			% achieving L2b+			% achieving L3+		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Kent	8	6	6	10	11	8	9	9	9
National	6	6	6	9	9	8	8	8	9

KS1 Gender Gaps Writing	% achieving L2+			% achieving L2b+			% achieving L3+		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Kent	11	10	9	17	16	16	8	9	10
National	10	10	9	15	15	15	8	10	10

KS1 Gender Gaps Mathematics	% achieving L2+			% achieving L2b+			% achieving L3+		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Kent	3	3	2	3	3	3	-4	-5	-4
National	4	3	2	3	4	4	-5	-4	-4

At Key Stage 1, Level 2+ (Reading), Kent girls performed better than national achieving 93%, while Kent boys matched attainment nationally. The improvement made by girls in Level 2 and above (reading) since 2012 was in line with the national improvement of 3 percentage points. The rate of boys' improvement is more rapid than nationally with a 5 percentage point increase over this 3 year period.

At Key Stage 1, Writing attainment at Level 2+ the rate of improvement for girls is slightly slower than the improvement made nationally. The improvement made by boys is in line with national. Whilst the improvements made between 2012 and 2014 are encouraging there remains a need to focus on the gender gap at Key Stage 1 in writing.

At Key Stage 1, Level 2+ (mathematics), both girls and boys performed better than nationally. At this level the rate of improvement of both Kent girls and boys is more rapid than nationally. Attainment for both boys and girls is showing a good three year upward trend in mathematics at Level 2 and above.

Key Stage Two

At Key Stage 2 in 2014, girls at Level 4+ in Reading, Writing and mathematics continue to outperform boys. Girls are attaining in line with the national average whilst boys are performing 1% below national averages. The attainment of girls and boys at Level 4+ (Reading, writing and mathematics combined) has improved by 6 percentage points since 2012, which reflects a three year upward trend. In 2014, the national gender gap is 6 percentage points, which is a 2 percentage point gap reduction over 3 years, compared to a significant gap in Kent of 7 percentage points which remains stubbornly unchanged since 2012.

KS2 L4+ Gender Attainment	Kent			National		
	2012 %	2013 %	2014 %	2012 %	2013 %	2014 %
RWM - Girls	76	77	82	79	79	82
RWM - Boys	69	71	75	71	72	76
Reading - Girls	89	88	91	90	88	91
Reading - Boys	83	82	87	84	83	87
Writing - Girls	85	89	91	87	88	90
Writing - Boys	73	78	81	76	78	81
Mathematics - Girls	83	83	86	84	85	86
Mathematics - Boys	83	83	85	84	85	86

KS2 L4+ Gender Gaps (Girls-Boys)	Kent				National			
	2012 %	2013 %	2014 %	Decrease 2012	2012 %	2013 %	2014 %	Decrease since 2012
RWM	7	6	7	0	8	7	6	-2
Reading	6	6	4	-2	6	5	3	-3
Writing	12	11	10	-2	11	10	9	-2
Mathematics	0	0	1	1	0	0	0	0

At Key Stage 2 attainment in Reading, at Level 4+, is now in line with national for both girls and boys following a pleasing increase of 4 percentage points for boys and 2 percentage points for girls from 2012 to 2014. Nationally there was a slower increase of 3 percentage points for boys and 1 percentage point for girls over the last 3 years.

At Key Stage 2, attainment in writing at Level 4+ in Kent improved for both boys and girls in 2014. Attainment for girls has improved by 6 percentage points since 2012 to 91% which is 1 percentage point higher than national. Attainment for boys has improved significantly over the last 3 years by 8 percentage points and is now in line with national outcomes.

At Key Stage 2 in 2014, attainment in mathematics at Level 4 and above increased by 3 percentage points since 2012 for girls which is faster than the national increase of 2 percentage points over the same period. Boys attainment improved by 2 percentage points which is in line with the national increase.

Key Stage Four

KS4 5+ A*-C inc Eng & Maths Gender Attainment	2012	2013	2014	Difference since 2012
Kent LA - Girls	65.2	67.7	62.6	-2.6
Kent LA - Boys	57.3	58.5	53.6	-3.7
National - Girls	64.3	64.8	61.7	-2.6
National - Boys	54.7	53.8	51.6	-3.1

KS4 5+ A*-C inc Eng & Maths Gender Attainment Gap	2012 %	2013 %	2014 %	Difference since 2012
Kent	7.9	9.2	9.0	1.1
National	9.6	11.0	10.1	0.5

At Key Stage 4, the gender gap in attainment at 5+ A*-C GCSE including English and mathematics remains unchanged at 9%. The attainment gap in Kent has increased by 1.1 percentage points since 2012, compared to a national gap increase of 0.5 percentage points over the same period.

In Kent at Key Stage 4 2014 5+ A*-C GCSE including English & mathematics, gender attainment for girls has reduced by 2.6 percentage points since 2012, which is in line with the national decline. The attainment of Kent boys has reduced by 3.7 percentage points, compared to a 3.1% decline nationally. As with all Key Stage 4 outcomes, it is important to bear in mind the impact of First Result reporting.

In 2014, Kent increased the number of schools which narrowed their achievement gaps for children in receipt of Free School Meals (FSM) to 214 primary schools and 57 secondary schools, compared with 2013 when 177 Primary schools and 43 Secondary schools narrowed their FSM achievement gaps.

The Closing the Gap priority programme is continuing with the following focused activities:

- Sharing of practice that has had the most significant improvement on closing the gaps with particular focus on secondary schools
- Targeted visits to schools to advise and inform best practice
- Cross phase network meetings
- Focused project pilots in a number of schools
- Involve schools in development of Kent wide and school to school support/CPD
- Dissemination of effective practice in the Governor Magazine
- CPD for Governors
- Bespoke Governor Support
- Involvement of VSK in project work
- Two bids to secure EEF funding for research
- Collaboration funding through Kent Association of Headteachers for groups of schools to work on closing the gap.
- Development of coherent strategy for EYFS and Primary transitions
- Kent conference led by national speakers with associated workshops
- Best practice newsletter issued to all Headteachers
- Research strategies to improve retention of Pupil Premium students post 16 in Kent schools.

Future Key Actions to Reduce Inequality:

- Promote a culture of high expectations for disadvantaged pupils across all schools through an agreed framework for data analysis and progress measures.
- Providing training and guidance to raise awareness further with governors on their role in closing the gap.
- Further develop school collaboration in closing the gap in secondary and primary particularly with a focus on transition at all key stages for this group of pupils.
- Identifying and sharing effective teaching and learning strategies for accelerating progress for disadvantaged pupils.
- Develop and publish a Vulnerable Learners Strategy to identify, share and promote the positive developments schools and the LA are undertaking to narrow the achievement gaps and accelerate levels of performance of vulnerable groups within the County.

Key Equality Issues for the Skills and Employability Service

The refreshed 14-24 Skills and Employability Strategy focuses on 14 to 19 curriculum change, and the development of **improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning disabilities.** 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 in districts and the development of the creative use of study programmes post 16.

The challenges include moving to a more **blended vocational and academic post 16 offer** for all students which offer high quality progression routes. The number of young people gaining a level 2 qualification decreased slightly to 82.7% in 2014, from 84.9% in 2013 but the number of young people progressing from level 2 to level 3 increased from 55.9% to 56.7% we need to build on this success. There is a high drop- out rate still, particularly at the end of Year 12. Participation rates have significantly improved from 2014 for 16 year olds from 91.2% to 92.4%, the biggest increase is for 17 year old from 83.5% to 92.3%. This will continue to be a key area of work in 15/16 new systems are in pace to track and support young people if they leave school or college in Y12, all these young people will be offered trainee or apprenticeship opportunity.

Progress in reducing inequality in the last year

We are seeing a reduction in **NEET numbers**, now at 4.6% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13, but lower, at 2.3% for Year 12 which is encouraging. A significant challenge remains for learners who are NEET at aged 18 who need additional support to access employment opportunities which includes apprenticeships. It means nearly 2800 young people are NEET. It is a challenge to find and fund provision to meet the needs of these young people. New vocational and technical programmes have been put in place in all districts opportunities to ensure that 14 to 19 pathways can be personalised to meet all learners needs. There are new support systems in place for a number of vulnerable groups which includes Children in Care, Young Offenders, SEND, and Home educated. These new systems will significantly reduce the number of NEET young people to below 4% this year, to enable the target of 1% NEETs to be reached by 2017.

There is an encouraging upward trend on **apprenticeships** in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges and work based training providers, this included establishing an apprenticeship talent pool for 16 to 18 year olds in schools, although we are still below the KCC target figure and we will continue to do more to promote higher level apprenticeships.

We are moving forward in some districts with a more coherent approach to addressing these issues by **planning for better 14 to 19 pathways and gaps in provision.** This happens best 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 implementation of the new technical and vocational qualifications which offer realistic opportunities into employment and higher levels of learning. **A coherent and coordinated District offer is the key to achieving full participation and eliminating NEETs.**

To inform discussion about developing 14 to 19 curriculum pathways and new provision, KCC's Skills and Employability Service produce **Post-16 Data Pack for each district and provide individual schools with detailed data sets about the profile of their learners.** The district data 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 2016-17

NEET figures for vulnerable Kent young people for 2014-15

Looking at the 2014 and 2015 data it can be seen that NEET figures for vulnerable groups have reduced from 944 to 761. This 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, SEND Strategies and the establishment of Early Help and Preventative Services

This improvement is due to the increased use of robust data sets that shows the profile of the learners who are NEET and improvements in the coordination of the tracking systems. The detailed data sets held within the CCIS database enable officers to gain a greater insight into the challenges and barriers facing vulnerable learners and can ensure that resources are targeted to individuals and schools.

New post 16 pathways have been developed by Skills and Employability Service for SEND learners and those young people who do not have a level 2 qualification to ensure there are appropriate learning progression pathways in all localities and there is sustained employment or assisted employment opportunities available. This has been achieved by expanding the remit of the Kent Supported Employment programme and assisted apprenticeships. There is a new supported employment programme being developed in special schools and a new supported internship offer will be available in September. This is a key area of focus in the revised 14 to 24 Strategy.

A key priority for this year will be to continue to expand the support to 16 to 18 year olds from troubled families and increase the number of young people into apprenticeships. The other major focus for the Skills and employability Service will be to narrow the achievement gap for 19 year olds from disadvantaged backgrounds.

Future key actions to reduce inequality

As we go forward our priorities are to:

- Develop further local collaboration between providers as part of local 14-19 partnerships to improve the local offer
- Continue to improve KS4 performance to improve attainment in maths and English
- Re launch the Kent Vocational programmes
- Identify 12 schools to develop innovative vocational and technical pathways at level 2/3
- Develop new learning pathways and provision including vocational and technical qualifications with work experience
- Work in partnership with the Colleges to extend the apprenticeship offer and take up further
- Improve employer engagement in the design of vocational and technical pathways
- Take more action to reduce the Year 12-Year 13 drop-out rate
- Develop supported employment opportunities and better provision for vulnerable learners
- Continue to make better use of the data to re-design the curriculum offer.

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:

- Continuing to improve the post 16 information available to young people, parents and carers and support progression at Year 11, 12 and 13 through the kentchoices4u website and a new programme for the Kentchoices live event;
- Continuing to expand the work of the Careers Education, Information, Advice and Guidance (CEIAG) network to include support for vulnerable groups

- Targeting early interventions to continue to reduce NEETs and young people at risk of becoming NEET
- Reviewing the District Data Pack and identify the impact of the data pack on the District Offer to ensure there is sufficient level 1 and 2 provision which leads to employment in the locality
- Developing pilot programmes between schools and colleges to improve English and maths outcomes at 19
- Increasing the number of young people from vulnerable groups accessing pre apprenticeships and supported internships
- Expanding the offer of the virtual learning programme to post 16 levels 2 and level 3
- Working with parents and young people to receive feedback on the quality of the post16 offer

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Key Equalities Issues for the Special Educational Needs and Disabilities (SEND) Service

In January 2014, the SEND Strategy was launched to achieve three overarching aims to:

- 1) Improve the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities
- 2) Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014)
- 3) Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

The Strategy forms the County Council's policy for SEND and our plans to deliver the special educational need requirements of the Children and Families Act, which came into force from September 2014. The Strategy anticipated the changes including the new arrangements for education, health and care plans (EHCP) to replace Statements of SEN for school age children and Learning Disability Assessments (LDA) for students in Further Education Colleges, the development of the local offer, and better outcomes and progress for disabled children and those with special educational needs.

The Strategy sets out a vision of a well-planned continuum of provision, from birth to age 25. It builds on earlier investment in Kent Special schools, setting out key priorities to improve and expand provision in mainstream and Special schools. It recognises that this will lead to less reliance on out of county placements and that in order to keep in step with the demand for Special school places, as a result of changing needs, a priority is to provide additional capacity e.g. in Special Schools, mainstream schools and specialist resourced based provision (sometimes called units).

Key service equality issues

Co-production with parents and carers of children and young people with SEN and disabilities in Kent is at the core of the SEND Strategy. We want to ensure their educational, health and emotional wellbeing outcomes are good and we know that in order to deliver the cultural and practice improvements needed, we need good SEN practice in every school; a stronger commitment to inclusion; core standards delivered by skilled workforce across all schools.

We have developed an approach to deliver top-up funding to schools for high needs pupils and we must ensure it leads to earlier intervention and greater targeting of resources to most significant needs. Alongside this we have been reviewing the work of the Specialist Teaching and Learning Service (STLS) because we want an effective, responsive support service for schools which is able to build sustainable expertise and create greater capacity within all mainstream schools.

We must deliver statutory changes (required by the Children and Families Act 2014) necessary to have better integrated assessment and support and address the gaps in provision for children and young people with SEN and disabilities. We want local decision making for SEN statutory assessment through the Local Inclusion Forums (LIFTs) to lead to assessments which provide better personalisation for children and young people with SEN and make the most efficient use of our resources.

We have undertaken public consultation on proposals to developing more ASD and BESN provision in newly built primary schools, and a programme of capital improvements in special schools in place to increase the number of places in good and outstanding schools to reflect parent preferences.

Progress in Reducing Inequality in the Last Year

The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national attainment levels. It is recognised that there is a gap between the attainment of pupils with SEN and that of other learners. These gaps remained largely the same as in 2013 which was disappointing. However pupils with SEN in Kent performed better than equivalent children nationally; 50% of pupils at school action in Key stage 2 achieved Level 4 in Reading, Writing and Maths compared with 47% nationally. Of those at school action plus in Kent 42% achieved level 4 compared with 36% nationally. Both these results were significantly above national performance. The most complex children, those with a Statement, achieved in line with the national level; 13% compared with 15% nationally. We have set ourselves a target for 2015 of 16%.

At Key Stage 4, 33% of pupils in Kent at school action attained 5 or more AC grade GCSEs (including English and Maths) which was significantly above the national average of 24%. Similarly at school action plus 24% of pupils in Kent Schools achieved 5 or more A-C grade GCSEs compared to 20% nationally. 8% of Kent pupils with a Statement attained 5 or more A-C grade GCSEs. The national average was also 8%.

Since launching the Strategy we have made good progress in improving performance in completing SEN statutory assessments in 26 weeks reaching 92% in Kent, compared to 82% nationally. However from September 2014, the new assessment process requires completion in 20 weeks and it is evident from data published by the DfE in May 2015 that the impact of dual systems and preparation for statutory changes has reduced performance nationally.

In Kent 90.4% of new statements issued in 2014 were completed in 26 weeks which compares favourably with the South East Region performance of 85% (which fell 9.6% over the same period) and the National performance of 89%. This data excludes those assessments where there was an allowable medical exception to the timescale. Including all cases, there were national and regional reductions in performance against 2013 for all assessments, with Kent achieving 84.7% in 26 weeks compared to the South East region of 79.8% and nationally 79.1%.

All local authorities are required to transfer existing Statements to EHC Plans by 2018. The DfE report 1.2% of all statements had been transferred by January 2015. Kent has transferred 2.3% of its Statements. Progress has been limited because of the demands of converting existing Statements to EHCPs, however additional resources have been identified to address this and reduce assessment delay. We have set ourselves a target to have embedded the new 20 week process firmly by 2016 and be achieving 95% of Education, Health and Care plan (EHC) assessments in 20 weeks.

Significantly more children and young people with SEN in Kent are receiving a better quality education than in previous years and they are performing better than equivalent learners nationally. We have increased the number of places in Kent special schools, recognising that the number of good or outstanding schools continues to rise. Through investment in our workforce and specialist resources to support them, we are creating capacity in mainstream schools to ensure high quality provision. There are emerging examples of where joint commissioning is being effective in improving services.

Through co-production with parents, we have established on Kent.gov, the Local Offer by schools, early years providers, FE colleges, health and social care services, including services that promote transition to adulthood, short break services and services commissioned by health. We have put in place a multi-agency steering group to monitor quality and relevance of information for families. Feedback through Kent's digital services team and external evaluation of kent.gov has highlighted that the local offer is already being well used by parents who have told us it is helpful and easily accessible. We will continue to develop this as a resource for parents and young people.

Two projects within the programme to improve the quality of Special school accommodation are complete (Oakley and Stone Bay and three projects are on site (Broomhill Bank, Laleham Gap and St Antony's). We have established satellite provision for three of our PSCN special schools (Five Acre Wood School Oakley School and St Nicholas School). We have more secondary provision pupils with Autistic Spectrum Disorder (ASD) and speech and language difficulties (SLCN) and we have expanded existing good provision for SLCN to include ASD places in primary. Across Kent there are six new Primary schools opening from September 2015 each of which will provide for ASD, BESN and SLCN.

We are providing more specialist provision so that we can reduce the number of children whose needs cannot be met in local schools and the number supported in a local mainstream school has risen from 48.5% to 51.1% (57.5% of new plans). We have successfully reduced the proportion of pupils with Statements placed in the non-maintained sector as at January 2015 to 12.1% of all SEN placements (from 13.3% in 2014).

We have successfully implemented a new system of high needs funding for pupils with special educational needs. Alongside this we have reviewed and improved the arrangements to provide SEN funding (known as SCARF) to support severe and complex children access early years settings.

Through the work of the STLS we are increasing expertise in mainstream schools. Feedback from schools (211) showed that 87% rated the overall impact of STLS intervention on progress of the child as good, very good or excellent. This is helping us to identify schools requiring support and robustly challenge over identification/referral. Information regarding the LIFT and STLS has been included within KELS. Schools now have good up to date guidance through the LIFT.

The Workforce Development Plan in place to underpin the SEND Strategy ensures we are able to provide a district training offer lead by special schools which includes training in ASD, BESN and SLCN. We established a pilot to develop a professional development framework to influence at a strategic level, the culture and practice across the whole workforce and all participating settings achieved externally accredited awards from the Continuing Professional Learning Development (CPLD) and Inclusion Quality Mark (IQM) and individual professionals were accredited by Christchurch Canterbury University.

Future key actions to reduce inequality

Whilst we have been effective at identifying educational outcomes and the action to improve them, we have recognised that there are inequalities in access to health services for children and young people with special educational needs and disabilities. Schools are parents report difficulties accessing therapies and there are only 3 of Kent's special schools receiving NHS commissioned specialist nursing input. We have also seen different levels of participation and engagement in the assessment and review processes which can be explained by the arrangements put in place by NHS Clinical Commissioning Groups.

We are further developing the model for the STLS to support to mainstream schools. We want to strengthen the support for sensory impaired pupils. We are proposing to will more closely align the outreach support from special schools and the role of the STLS.

We remain committed to high quality personalised plans co-produced with families and we have received positive feedback on this approach through Ofsted's discussions with parents and pupils; however we know that there are delays in our assessment process which we must tackle, particularly as all local authorities are required to transition existing Statements by 2018.

ASD is the most prevalent need type in Kent, BESN the second most prevalent need in mainstream. This remains the case. We continue to work on establishing further provision in mainstream schools.

In March 2015, the DfE outlined its intention to put in place accountability for the SEN reforms in the Children and Families Act 2014. Kent Children's Health & Wellbeing Standing Group for disabled children and young people and those with special educational needs (CHWB-SEND) has a role to ensure services are co-produced with parents and carers, recognising that whilst the lead role rests with the local authority, successful implementation requires effective partnership and engagement.

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Key Equalities Issues relating to Pupil Place Planning

In November 2014 Kent County Council published the latest Kent Commissioning Plan for Education 2015-19. This sets out how the County Council, as Strategic Commissioner of Education Provision, will provide sufficient school places of good quality, and other education provision across all types and phases of education in the right locations, to meet the demands of increased pupil numbers and parental preferences. The Plan is updated annually with progress being monitored six to nine months after publication.

Key service equality issues

- Ensure that a place in a good school is available for every Kent child through planning, commissioning and securing high quality school places.
- Address gaps in SEN, Early Years and Childcare and Post-16 provision by commissioning Kent-based state maintained local provision.
- Ensure that equalities issues are considered for all statutory school organisation changes.

Progress in reducing the inequality in the last year

A mid-year review of the Kent Commissioning Plan for Education (June 2015) demonstrated that:

- Commissioning and implementing the planned number of new school places overall for September 2015 has been successful and targets have been largely met. Delivery of a small number of projects has been adjusted in response to changing contexts during the year.
- The local authority remains committed to the programme to rebuild or refurbish all Special Schools. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools.
- The accuracy of the LA's forecasting methodology is within 1% of accuracy, apart from Reception Year forecasts which are accurate to within 1.8%.
- Surplus capacity in the Primary School sector is at 5.4% in Reception Year and 5.2% across all Primary School year groups (target is at least 5% surplus). The surplus in districts varies across the County from 1.1% in Gravesham to 8.7% in Dover. Surplus capacity in Year 7 and across the Secondary School sector remains high both across the County and in districts, apart from Canterbury which is below 4%.

Progress in Expanding School Place Numbers

The Plan identified the need, by 2015-16, for:

	Primary			Secondary
	Permanent Year R	Temporary Year R	Temporary Years 1-5	Temporary Year 7
Need identified in Plan	29.3FE	195 places	90 places	60 places
Places delivered (by May 2015)	18.7FE	309 places	90 places	30 places
Difference	-10.6FE	+144 places	0	-30 places

- In most cases, temporary Year R will become permanent places, once due process has been completed.
- The LA did not deliver 10FE of the planned permanent primary provision for September 2015. The reasons for this include forecast demand not materialising, temporary places

provided whilst consultation on permanent expansion is underway, new free school opening in the planning area negating need for planned expansion and an inability to identify suitable schools at present.

- Pressure on places in Dartford, Gravesham and Swale remains acute, however, the LA was able to ensure that all children in Kent were offered a place for September 2015, albeit journeys for some of these pupils is longer than ideal.
- Seven new primary schools will open in September 2015, with a further Free school due to open in September 2016.

Sufficient School places

Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met.

The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement'.

We strive to maintain at least 5-7% surplus primary school capacity in each district, in line with demand and parental preferences, each year. Surplus capacity in Reception classes across Kent is currently 5.4% and across Years R – 6 across Kent surplus capacity stands at 5.2%.

Similarly, we strive to maintain at least 5-7% surplus secondary school capacity in each travel to learn area of Kent. Across the Secondary School age range there is a high percentage of surplus capacity overall (10.9%), reflecting a period of reduced demand due to the size of the Secondary School population. 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. However, the surplus in Canterbury is slightly below the preferred operating capacity of 5% surplus (2.8%).

Progress in Implementing Changes to Provision for SEND Pupils

Our Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) recognised that our current SEN capacity had not kept pace with changing needs, and that we continue to commit a significant level of resources to transporting children to schools away from their local communities. Therefore, the Commissioning Plan set out our commissioning intentions to improve access to local provision.

The capital programme continues to prioritise the County Council's commitment to ensure sufficient Special School places exist, and these are in high quality environments. The 10 Special School projects contained within the programme are at the following stages:

Two projects are complete:

- Oakley (West Kent) – Extension and refurbishment to both junior and senior schools.
- Stone Bay (East Kent) – New Emergency Fire Exit

Three projects are in progress:

- Broomhill Bank (West Kent) – Provision of additional and extended classrooms, together with improved changing facilities and new studio hall.
- Laleham Gap (East Kent) - EFA managed relocation and new build project
- St Anthony's (East Kent) - New sports hall and ancillary spaces

Two projects are at Tender and/or Contract Award stage:

- Foreland (East Kent) - Relocation and new build project
- Foxwood and Highview (South Kent) - Relocation and new build

Three projects are at the planning stage:

- Ridge View (West Kent) – Relocation and new build
- Five Acre Wood (West Kent) - Extension on existing site
- Portal House School (South Kent) – New build on existing site

The refurbishment and rebuilds of Five Acre Wood School, Portal House and Ridge View Schools have all encountered difficulties in respect of planning and budget. All three remain high priorities for bringing to swift, satisfactory conclusions.

Increasing the Designated Numbers in Special Schools

We have achieved a total of 3555 places, which is an increase of 229 additional places since October 2014. This figure is expected to rise by a further 21 places once statutory proposals for Grange Park School have concluded in the autumn term. The total number of places will therefore be 3576 as set out in our 2015/19 Commissioning Plan.

Following a statutory consultation process, we are continuing with the proposal to discontinue Furness School. It is proposed that Broomhill Bank School be expanded to incorporate satellite provision on the Furness site, enabling pupils on the roll of Furness School to continue with their education on the same site.

Specialist Resource Base Provision (SRBP)

The Autistic Spectrum Disorder (ASD) remains the most prevalent need type in Kent, while Behavioural, Emotional and Social Needs (BESN) remains the second most prevalent need type in Kent mainstream schools. Table 10 below sets out the SEND Specialist Resource Base Provision commissioned to help address these needs. Table 11 shows SRBPs that we have commissioned since the Commissioning Plan (2015 – 19) was published.

School	School Type	SRBP Type	District	Places added		
				2015	2016	2017
Thistle Hill (new)	PRI	BESN	Swale	4	8	14
Martello Grove (new)	PRI	ASD	Shepway	4	8	12
Valley Invicta Primary School at Leybourne Chase (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Holborough Lakes (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Kings Hill (new)	PRI	ASD	Tonbridge & Malling	6	8	12
Oakfield Community Primary School	PRI	ASD	Dartford	12	12	12
Holmesdale Technology College	SEC	ASD	Tonbridge & Malling	4	8	12
Nonington CE Primary School	PRI	BESN	Dover	3	4	6
River Primary School	PRI	SCLN	Dover	4	8	12
Total				45	68	96

We continue to monitor the growth in the Secondary School population and respond accordingly with new SEN provision where required. For West Kent we have already created additional SEND provision at Holmesdale Technology College and statutory proposals are underway to create a new SRBP for up to 50 students with a statement of SEN or EHCP equivalent for ASD for September 2015 at Hugh Christie Technology College.

In North Kent we are working with Oasis Academy Hextable to move the SCLN provision to the Leigh Academy Trust, on closure of the Hextable Academy. The Leigh Academy Trust also propose to establish a SRBP for pupils with ASD, at Wilmington Academy, Common Lane, Wilmington, Dartford, Kent, DA2 7DR.

For South Kent we are re-commissioning Castle Community College (Deal) Secondary SRBP for dyslexia to become Secondary SLCN provision, providing up to 20 places (consisting of 16 places for pre-16 and 4 places for post-16 pupils).

Progress in delivering Early Years and Childcare Provision

The Early Years and Childcare element of the Commissioning Plan 2015/19 included the following key features:

- All districts had surplus early education places
- The duty introduced in September 2013 to ensure that the most disadvantaged 2 year olds were able to access free early education provision represented a challenge for Kent but that good progress was being made
- Over and above the provision and availability of early education for two, three and four year olds, there were gaps in childcare provision (0-4), across ten of Kent's twelve districts
- There were gaps in provision for childcare for school-aged children, particularly in Thanet, Swale, Shepway and Canterbury.
- Work was being undertaken with schools to engage them in local planning for early years and childcare provision and to encourage more schools with maintained nurseries to expand their provision to offer early education places for 2 year olds.
- With effect from April 2014 the Free Early Education Entitlement for three and four year olds had been "extended", so that where providers were able to accommodate this, it became available during school holidays in addition to the more traditional offer of term time only.

Early Education for Two Year Olds

Kent's target number of places for September 2014 was 6,501. However, based on our aggregate take up for September 2013 – August 2014 the anticipated actual need was 5,136 places. In September 2014, there were 5,872 places available or in development, showing a potential surplus against anticipated actual need of 736. Since then, significantly more places have become available, as follows:

Private, voluntary and independent provision	7,608 places
Childminders	2,572 places
Maintained nurseries	16 places
Total	10,196 places

The district with the most significant challenges throughout has been Gravesham. However, with the lowest level of take up of places, the supply has always been and continues to be sufficient to meet demand.

Progress in Post-16 Commissioning

The post-16 commissioning element of the Commissioning Plan 2015/19 included the following current priorities:

- implementing the raising of the participation age to 18
- supporting vulnerable learners to participate and achieve good outcomes
- responding to national changes in the funding regime for post 16 learning
- responding to new requirements for all learners to meet higher standards at GCSE English and Mathematics; and
- meeting the changing skills needs of the Kent economy and of young people to gain employment. Progress and Achievements

Continued Participation

- Overall, participation levels (86%) as at April 2015 are similar to those reported in January 2014. There is a slight reduction in the percentage of the total cohort participating, though the actual number of young people participating has increased.
- In 2014-15 increasing the number of 16-18 year old apprenticeships has been a major campaign for all providers. This has been a highly successful activity in Kent as this year's figures show an additional 300 16-18 year old apprentices have been recruited to date.
- The percentage of learners who are in Further Education in April 2015 (9758) is just slightly below January 2014 figures (9720). (There was an increase from January 2015 (8101) to April 2015 (9758) which was likely caused by the clarity of understanding across colleges of part and full time education as reported to the DfE.)
- The requirement for all young people who have not achieved Level 2 English and Maths GCSE to work towards achieving that grade, may well have had a disproportionate impact on FE colleges
- Through the use of District Data packs, which have influenced the planning decisions of partners, and there is increased take up of vocational training at post-16.
- Locally, providers need to continue to work collaboratively on the 14-19 vocational offer to ensure that there continue to be realistic opportunities for young people to progress to Level 3 programmes, as smaller school provisions are likely to offer diminished outcomes.
- There are still gaps in provision at district level for good quality entry level, level 1 and 2 provision that supports a sustainable pathway into employment. The district offers are going some way to meet this. But there is more provision needed. Apprenticeships at level 3 are too few.

Ongoing initiatives to support increased participation through to 18 include:

- 16-19 Study Programme linked to LMI (including the 2-1-2 model)
- Improving employer representation on the ELS Partnership Board
- Ensuring employability skills are better developed in schools, colleges and work-based learning providers
- Shaping the future direction of the five Learning and Employment Action Zones
- Improving Careers guidance including employer engagement
- Helping to reduce barriers to learning through use of the Kent Post-16 Travel Card, thus enabling Kent learning providers to meet the requirements of Full Participation in learning to 18 years of age.

Supporting Vulnerable Learners

The key vulnerable groups include young offenders, SEND, Children in Care and Elective Home Educated young people. Support for these groups is a priority moving forward. One main priority is to commission provision specifically for vulnerable groups.

For young people with SEND / Learning Difficulties the priorities going forward are:

- develop tracking processes which provide high quality data to effectively target resources for SEND
- develop new reports and data-matching across organisations
- reduce significantly the number of SEND learners who are NEET or Not Known
- identify at risk learners for whom the progression pathways are limited, which will be a key activity over the next two years
- develop a district offer which will be personalised to learners' needs, rather than being provision-based. SEND learners will start to identify progression routes through CEIAG, in discussion with their parents or carers and schools, from age 14 in Year 9.

The main initiatives to support the progress of the most vulnerable learners include:

- Developing and improving job mentoring and coaching
- Improving the support for vulnerable young people, by employers, job coaches and mentors
- Developing further the Assisted Apprenticeships Programme
- Developing the 14-24 pathways for SEND learners into employment or assisted employment

Future Key Actions to Reduce Inequality

- Monitor the trend of inward migration and develop a profiling analysis of the increasing population: The profiling analysis has been developed.
- Creation of all-age schools: St George's Secondary School in Thanet is in the process of becoming an all-through school from September 2016 with the addition of a new building for the Primary phase on site.
- In areas of the County where Secondary school places will be needed in the future, consider the vulnerability of schools with reducing numbers and budgets, to ensure their future viability: We are reviewing potentially vulnerable Secondary schools and producing Action Plans.
- Continue reviewing separate Infant and Junior schools to consider amalgamation where circumstances permit; four Infant schools and their linked Junior schools became all through Primary schools for the September 2014/15 academic year.
- Commission a survey of unregistered childcare in schools.

Key Equalities Issues and Progress relating to Children Missing Education (CME)

Responsibility for tracking CME children and young people was transferred to Fair Access on 1 January 2015.

The number of CME referrals in 2013-14 (academic year) was 2,486. Referrals in 2014-15 academic year (up to 19/04/15) was 1,866, which is comparable to Terms 1-4 in 2013-14 where the number of referrals was 1,725. This indicates that there has been an increase in referrals of 141 up to April 2015.

As a consequence of this increase in referrals, Fair Access is reviewing how referrals are recorded. Our data shows that in 2013-14 there were 347 referrals for CME were found to be on the roll of a school. For Terms 1 - 4 in 2014-15, CME received 129 referrals that were found by the team to be on the roll of a school. Where a child or young person is found to be in a school, roll data will now be recorded separately, in order that Kent can better identify genuine cases of CME.

The gender breakdown continues to be fairly 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 Gypsy and Roma, who experience particular vulnerabilities and who often have limited experience of positive education impacting on their success at accessing services.

Data recorded shows that in 2013-14, deducting referrals where ethnicity is unknown and ethnicity information is not yet obtained, 262 referrals are Gypsy and Roma. This equates to 22.96% of referrals that are Gypsy Roma against all other ethnicities. Terms 1-4 in 2014-15 shows that the percentage of referrals that are Gypsy Roma against all other ethnicities (deducting referrals where ethnicity is unknown and ethnicity information not yet obtained) the percentage is 18.65%, equivalent to 172 Gypsy Roma referrals.

Where ethnicity is known and reported for CME referrals, Gypsy Roma are disproportionately represented and referrals have increased during 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 a Gypsy Roma cohort for the whole school population of 0.9%, evidencing a disproportionate rate of Gypsy Roma pupils who are CME.

Future key action to reduce inequality

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 and Progress relating to Elective Home Education

Responsibility for supporting Elective Home Education (EHE) children and young people was transferred to the Fair Access Service on 1 January 2015.

The service has been reviewed and a new EHE Policy has been developed during the course of 2014/15. The new EHE Policy seeks to improve the LA's relationship with Home Educators by building trust and understanding, in order to help ensure every child and young person accesses the best possible education, whether that be delivered at home or in other learning environments. By engaging more effectively with this learning community, KCC is seeking to assure itself that all children are in receipt of suitable education. It is expected that this Policy will be consulted upon and agreed during the course of 2015/16.

Engaging with the EHE community early is enabling KCC to better understand the drivers for electing to home educate, enabling us to record the numbers who are choosing this route and how best to support the families. Improving avenues of communication has enabled KCC to quickly make a distinction between those families who have consciously elected to home educate and those who feel a disconnect with their child's current school.

The LA has recently developed a new website accessible to all Home Educators which aims to provide information and guidance for families who have chosen to take responsibility for their child's education. The website is in its infancy and is providing links to some groups of Home Educators, links to legislation and curriculum content websites as well as links to voluntary organisations that support Elective Home Education with best practice and advice.

Engaging with families from the onset of their registering enables the LA to offer each family who chooses to home educate, relevant support, whether that be signposting them to organisations and or materials that enable effective home learning or where appropriate to advise and signpost to KCC officers who can work with schools to request reintegration.

The number of EHE children and young people has significantly risen year on year for the past 5 years (from 793 in 2008 to 1326 in 2013-14). Since September 2014, referrals have been received at an alarming rate, up to 89 per month (804). 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 2012-13 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 families have not truly elected to enter into home education and have instead, in some instances felt this is the option open to them.

Future key actions to reduce inequality

- Following engagement with the EHE community, finalise the EHE Policy for implementation.
- Work more closely with schools to prevent high numbers of pupils and their families inappropriately having to home educate and identify where young people are electing to home educate to avoid interventions from other partner agencies.
- Ensure all pupils receive their entitlement to an efficient full time and suitable education according to their age, ability and aptitude.

Key Equalities Issues for Early Help And Preventative Services

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

The task of the EHPS 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 principle aim of the Division is to deliver early help, which is timely and effective to children, young people and families who need it, enabling them to flourish and preventing costly, harmful long-term consequences and the need for more specialist children's 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 EHPS 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 progress in achieving improvement in relation to the priorities the Division developed a set of targets and outcome measures to show the impact the new preventative services were having. These are set out in the Early Help One Year Action Plan 2014-15 and the Early Help Scorecard.

The Early Help One Year Plan, 2014-2015, sets out what and how key service changes were made, identifying the development of new processes and systems, detailing service priorities and targets and key outcomes to be achieved to change demand patterns. Progress made in the first year of the Early Help Division will be set out in an Early Help Three Year Action Plan which is currently being developed.

The EHPS Division comprises Children's Centres and the integrated 0-25 Early Help Service, the PRU, Inclusion and Attendance Service, Youth Justice and Safer Young Kent, Troubled Families and Projects, the Youth and Adolescence Service and the Information and Intelligence Service. It also includes the Kent Family Support Framework (KFSF), which replaced the CAF, and Triage Unit – which is activity to improve the way we assess the needs of children and young people, and to make sure we provide the right help to the right people at the right time. EHPS also collaborate with health services to better integrate commissioned health services for children and young people. Schools are at the heart of this new way of working at district level.

Early Help support is provided to children in need, children in care and those on the child protection register. Early Help provision aims to contribute to a reduction of around 10% in the demand for Specialist Children's Services (SCS) in the next couple of years.

Early Help works closely with Social Care professionals to reduce the referrals to SCS, reduce the number of children in care and reduce the number of families requiring statutory social care interventions. Early Help and SCS are working together to co-locate and align the SCS Central Referral Unit and Early Help Triage processes. This will ensure one 'front door' to support services and ensure that decision-making and access to Early Help Services is safe and made at the earliest possible opportunity.

Integrated 0-25 Early Help Services Structure and Delivery Model

A subsequent review of EHPS structures and budget in 2014 resulted in the redesign of 0-25 services providing integrated support for children, young people and their families, to provide a more outcome focused, flexible and responsive service for those children at risk of poor

outcomes in their lives. The service is undergoing a restructure currently which will be fully operational by September 2015. A new senior management structure was appointed in January 2015 operating across the four geographic areas of Kent, co-terminus with Specialist Children's Services (SCS) and EYPS service area structures. The four Early Help Area Managers support the strategic development of the 0-25 integrated service delivery model and provide operational management support for the three districts within their area.

The Early Help Senior Management restructure has also created a distinct role of Head of PRU, Inclusion and Attendance to manage Pupil Referral Units (PRU) and relationships with schools, emphasising the focus on inclusion and attendance, and a new Head of Service to lead the performance, quality assurance and analysis across the EYPS Directorate – the Information and Intelligence Service. Youth Justice and Troubled Families functions have retained their management arrangements, pending future service redesign.

The Early Help model within the 0-25 unified service encompasses:

- New forms of delivery to realise between 2% - 8% improvement in efficiencies;
- Early Identification – rigorous and consistent threshold application within the Central Referral Unit (CRU) and Kent Family Support Framework (KFSF) triage process to ensure appropriate case referral;
- Consistent application of needs thresholds, including step down processes, so that Early Help provision contributes to a reduction of between 3.5% - 9% in the demand for SCS.

Each Early Help Area Head of Service lead the delivery of Early Help and Preventative Services across the three districts within their area and have a strategic responsibility:



Progress in reducing the Inequality in the last year

- The rate of referrals to SCS per 10,000 from March to April 2015 has reduced by 8.1 from 39.3 to 31.2.
- Current Early Help Caseload 5759
- Assessments completed in 2 weeks of notification 55%
- Percentage notifications leading to Plan in 4 weeks 47%.
- Cases closed with a good outcome 63%
- Percentage of cases stepped down from SCS 24%
- The Introduction of the Kent Family Support Framework has ensured easier and swifter access to Early Help services for all children and young people in need of support

- Prioritisation of notifications to Triage for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues
- Demographic mapping of all Districts to better understand issues of poverty and the transient population against school outcomes including Attendance and Inclusion Youth Offending and Troubled Families.

Future key actions to reduce inequality

- Work to continue with Partners to develop an integrated multi-agency approach to understanding the needs of children and families to inform a revised commissioning framework.
- Ensure any equality issues highlighted through analysis or audit are addressed in a timely way to improve the service to vulnerable children and young people.
- Implementation of a new Early Help & prevention service model to ensure services are located according to demographic need.

Key Service 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.

Over the past three years the Kent Troubled Families Programme has engaged with 2,560 of these families, supported them in tackling these issues and has helped them to turn their lives around.

Progress in reducing the Inequality in the last year

Over the course of the first phase of the programme, the lives of 2,560 families have been turned around.

- 2,172 families where crime and anti-social behaviour has dramatically reduced and children are attending school regularly
- 388 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. If there are still outstanding needs in these families they will continue to be worked with in the next phase of the programme.

Future key actions to reduce inequality

In April 2015, the second phase of the Troubled Families programme began. It retains the initial programme's focus on families with multiple problems, such as poor school attendance, youth crime, anti-social behaviour and unemployment. However, the second phase will also reach out to families with a broader range of problems, such as children who

need help, families affected by domestic abuse and parents and children with a range of health problems.

In 2015, the programme is aiming to work with 1,792 families and to turn around at least 1,075. 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.

Key Equalities Issues for the Youth Justice Service

(i) Children with a Legal Status with Specialist Children's Services

This group of children and young people are disproportionately represented within the youth justice system. Assessments indicate a strong association between their experiences of neglect, abuse and disadvantage and their offending behaviour. They also feature among those who re-offend frequently and as a result amongst those receiving custodial sentences.

A Protocol has been signed by the County Council and a number of Criminal Justice Organisations which is designed to achieve lower levels of criminalisation of children in care. The commitments in the Protocol have yet to be fulfilled and they will need to be a focus of the work of the Central Youth Justice Team and of the Early Help Units during 2015-16.

(ii) Black and Minority Ethnic (BME) Representation within the Youth Offending Population

Youth Justice performance data indicates that children and young people from the BME communities are disproportionately represented in the youth justice system in the county, despite their numbers being relatively low.

Kent Police are interested in determining the reasons for this finding so that consideration can be given to possible discriminatory decision making across the whole youth justice process, including how they are reported on and supervised by the Youth Offending Teams.

Additionally children and young people from the various Eastern European communities in the county are becoming evident in the youth justice system. There is a need to ensure all in the Central Youth Justice Team have an understanding of the different cultures of these communities so that, as appropriate, officers can help to shape the style of interventions to better support these children and young people.

(iii) Females within the Youth Justice System (YJS) – Responses

A recent audit of children and young people released from custody during 2014 raised questions as to how violent behaviour by females was responded to. An interpretation of the data can be that females attract more punitive responses than do their male counterparts when they are responsible for violence towards others.

(iv) Children & Young People with Special Educational Needs

About 35% of the Kent youth population in custody have a statement of SEN or an Education Health and Social Care Plan. The changes in the SEND Code of Practice post the Children and Families Act 2014 for the SEND population in custody should support improved resettlement arrangements but the objective is to reduce the number

of the SEND population receiving custodial sentences by enhancing the quality of community based interventions.

Progress in reducing the Inequality in the last year

The signing by the County Council of the Kent & Medway Joint Protocol on Criminal Justice Agency Involvement with Children in Care aims to reduce the prosecution of Children in Care (CiC), wherever possible, by encouraging the use of alternative resolution approaches such as restorative justice. This is a significant first step but the fulfilment of its objectives is now critical.

The County Youth Justice Board, (the partnership group responsible for the management of youth justice services in the county) has supported studies on BME representation within the YJS and on the engagement of children and young people in Education Training and Employment (ETE).

Future equalities issues informed by progress this year

Planned activities include:

- Review, with Kent Police, the possible reasons for the disproportionate representation of children and young people from the BME communities and agree an action plan in response to the findings.
- Agree with partner agencies a plan for the implementation of the Protocol designed to reduce the criminalisation of Children in Care.
- Monitor decision making with respect to females within the YJS with a view to assessing whether there is evidence of them being treated more punitively than males. If this is the case, share the findings and a proposed remedy with the County Youth Justice Board for their endorsement.
- In line with the requirements of the SEND Code of Practice (June 2014) with respect to children and young people subject to Education Health and Care Plans, review the number of them in the YJS, and specifically in custody, so that practices can be agreed that are designed to reduce their representation.

Key Equalities Issues for the PRU, Inclusion and Attendance Service

The new Pupil Referral Unit (PRU), Inclusion and Attendance Service (PIAs) works to reduce exclusion from school, to improve pupil attendance and to facilitate good quality PRUs and alternative provisions for those who would otherwise not be able to attend schools due to exclusion or health needs. The Head of PRU, Inclusion and Attendance is responsible for the engagement with Pupil Referral Units and for building relationships with schools in Kent to fortify inclusion and attendance.

Forming an integrated part of the Early Help and Preventative Strategy, the PIA Service adopts a new approach of intervening early and acting timely to support schools, children and families in addressing the issues of behaviour, attendance and exclusion.

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 (FSM) record disproportionately higher levels of both overall and persistent absence compared to their peers.

The service continues to develop the offer to schools to improve attendance. Persistent absence is reducing, broadly in line with national trends, however this reduction needs to accelerate to narrow the gap with national figures in secondary schools.

Progress in reducing attendance inequality in the last year

Primary Schools:

Both overall absence and persistent absence for children on FSM have reduced in 2013/14 compared to the previous year. Children on FSM and non FSM pupils both reduced persistent absence rates and the gap between the two cohorts became narrower from 6.4 to 5.0 percentage points. However, while primary school children without FSM achieved 1% reduction in overall absence, there was a slight increase (0.2%) of absence among children with FSM.

Secondary Schools:

Although there was a slight improvement in secondary schools' attendance in 2013 -14, the gap between pupils on FSM and non FSM cohort widened in both overall absence and persistent absence. Measuring by the indicator of over absence rate, the gap between the two cohorts widened from previous year's 3.6 to 6.2 percentage points, with children on FSM having higher overall absence rate. Similarly, the gap between the two cohorts also widened in terms of persistent absence rate, increasing from previous year's 7.1 to 12.3 percentage points in 2013-14.

While we have a strategic aim to reduce Kent's overall absence rate and persistent absence rate in order to improve attendance to the national average and better, it is imperative to narrow the gaps between the attendances of the two cohort groups.

FSM	2012-13		2013-14	
	<u>Overall absence</u>	<u>Persistent Absence</u>	<u>Overall absence</u>	<u>Persistent Absence</u>
<u>Primary</u>	4.8%	3.3%	3.8%	2.3%
FSM pupils	6.5%	8.6%	6.7%	6.5%

FSM	2012-13		2013-14	
	<u>Overall absence</u>	<u>Persistent Absence</u>	<u>Overall absence</u>	<u>Persistent Absence</u>
Non FSM pupils	4.4%	2.2%	3.4%	1.5%
<u>Secondary</u>	6.0%	6.6%	5.6%	6.2%
FSM pupils	9.1%	16.7%	11.0%	17.0%
Non FSM pupils	5.5%	5.0%	4.9%	4.7%

Kent has started to develop a wider range of strategies to improve school attendance, establishing a new attendance service that will refocus on empowering schools to manage pupil attendance more effectively. We are holding regular School Attendance Officers network meetings advising and training school-based attendance workers to ensure more effective way to improve attendance. Practitioners from the new Inclusion and Attendance Service identify and target the schools that need more support and carry out group and project work in schools to support attendance improvement of the children on FSM.

Future key actions to reduce inequality

Since May 2015, every school in Kent has a link Kent attendance practitioner to provide timely and effective support and advice. Besides the Inclusion and Attendance Service, we also have Early Helps Units that will provide support for those pupils who have genuine family problems. For the schools with a higher level of needs, we are piloting the approach of having a link Early Help Unit for the schools so that Early Help Workers in the Units can provide right and timely intervention when needed.

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.

Progress in reducing Exclusions inequality in the last year

Key Exclusion Data 2013/14

One pupil was excluded from a Special school during 2013-14. This pupil is included in the totals below. Alternative figures excluding this pupil are shown in brackets.

- 1) Permanent exclusion breakdown by gender:
Boys 69 (68); Girls: 19
- 2) Primary school permanent exclusion breakdown by gender:
Boys 24; Girls: 2
- 3) Among the children permanently excluded, percentage with FSM:
37.5 (37.9)
- 4) Among the primary schools' permanent exclusions, percentage of children with FSM:
42.3
- 5) Among the secondary permanent exclusions, percentage of children with FSM:
36.1
- 6) Of the total permanent exclusions, percentage of children with SEN:
58.0 (57.5)
- 7) Of the total permanent exclusions, percentage of children with School Action:
10.2 (10.3)
- 8) Of the total permanent exclusions, percentage of children with School Action Plus:

- 45.5 (46.0)
- 9) Of the total permanent exclusions, percentage of children with SEN Statement or EHCP:
2.3 (1.1)
- 10) Of the primary schools' permanent exclusions, percentage of children with SEN:
80.8
- 11) Of the secondary schools' permanent exclusions, percentage of children with SEN:
47.5

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

Boys account for 82% of all permanent exclusions. When analysed by phase, 92% of excluded pupils are boys in primary schools, compared to 78% in secondary schools.

FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in primary schools, compared to 36% in secondary schools. Both have been reduced from last year's respective figures of 59% and 37%.

A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%. Of this 58% of permanently excluded pupils, 10% are School Action, 46% are School Action Plus and nearly 2.3% are Statemented. When analysed by phase, 81% of excluded pupils have SEN in primary schools, compared to 48% in secondary schools. The comparative data of 2012/13 were 95% and 82%. There was a 14 percentage point's reduction at primary schools and 34 at secondaries.

The ethnic breakdown of all permanent exclusions in 2013/14:

Ethnicity	Number of pupils	Percentage of pupils (including Special)	Percentage of pupils (excluding Special)
Not matched	10	11.4	11.5
Black or Black British - African	1	1.1	1.1
Mixed - any other mixed background	2	2.3	2.3
Mixed - White and Black African	1	1.1	1.1
Mixed - White and Black Caribbean	1	1.1	1.1
Parent/pupil preferred not to say	1	1.1	1.1
White - any other White background	2	2.3	2.3
White - British	66	75.0	74.7
White - Gypsy/Roma	4	4.5	4.6

The ethnic breakdown of exclusions is in line with the ethnic breakdown of the total school population, with the exception of Gypsy, Roma and Traveller (GRT) pupils who are over-represented. In 2013-14, 4 Gypsy Roma pupils were permanently excluded. To date there has been 2 permanent exclusion of Gypsy/Roma children in 2014-15.

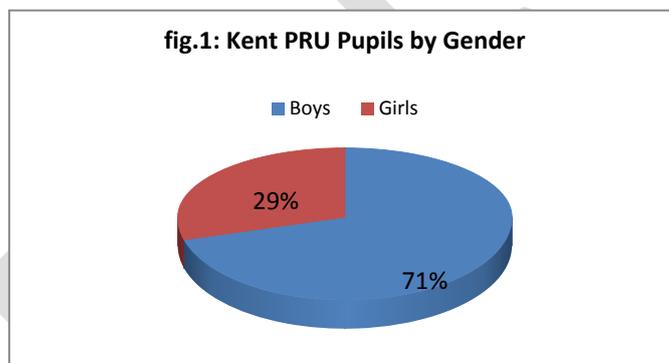
In 2013-14 19% of all Fixed Term Exclusions relate to GRT pupils. The GRT school population represents 0.96% of the total school population. This has now been reduced to 11% to date this year.

The newly formed PRU, Inclusion and Attendance Service will have a dedicated team to help children from GRT pupils to increase school attendance and to avoid exclusion. The service operates within the context of Early Help and will be able to recruit the support of Early Help Units and its Open Access. This area of work will be a priority for GRT outreach officers who will also provide advice to schools on the good practice of improving GRT children's behaviour at schools.

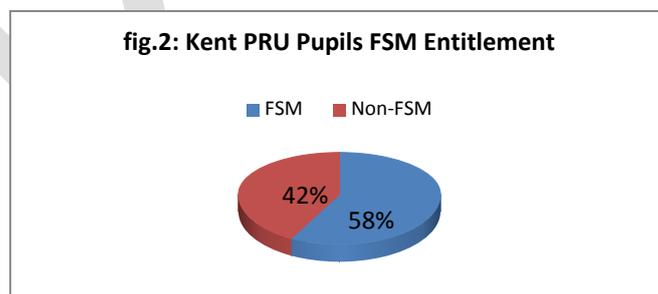
Establishing Baseline Equality Data relating to PRU Pupils

A dataset was established in September 2014 to collect all PRU/Alternative Provision (AP) performance information and hold them centrally in one place. A trial use of the data set was carried out in all PRUs/AP in Kent. The trial helped to establish baseline performance data based on 2013/14 records of the pupils who attended PRUs/AP. The initial analysis of the data provides us with baseline information on equality relating to PRU pupils, including the gender, FSM and vulnerability of the cohort:

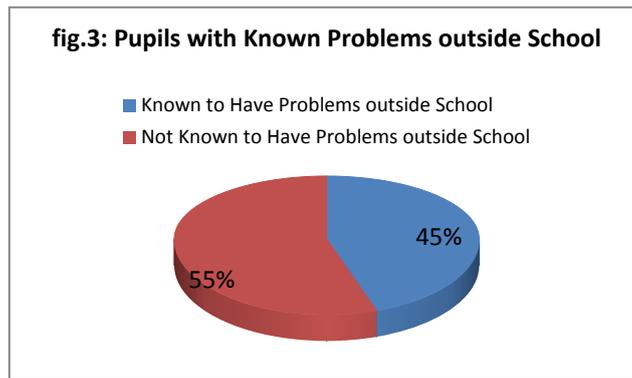
- Figure 1 shows that in 2013-14, 646 pupils were admitted to PRUs/AP at different points of time throughout the academic year. Of this 646 cohort, 456 (70.6%) were male pupils and 190 (29.4%) were female pupils; boys are more than two thirds of the PRUs/AP population.



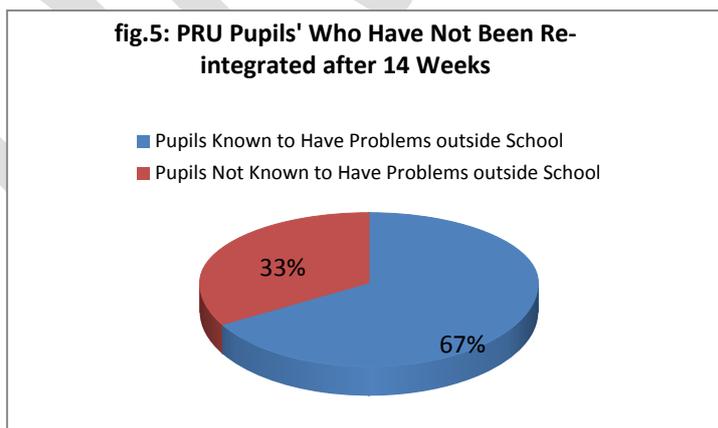
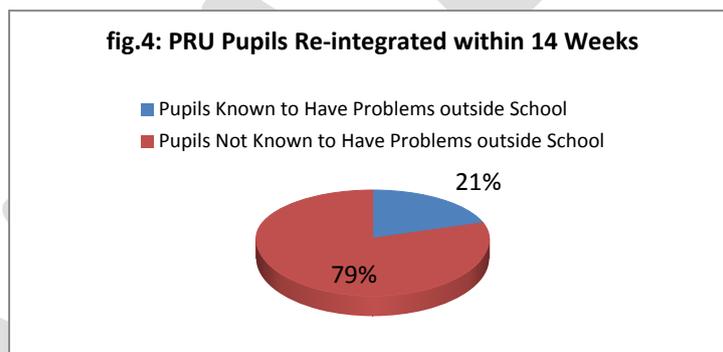
- As is indicated in Figure 2 (based on PRUs/AP admissions 2013-14), 57.9% of PRUs/AP pupils in Kent were known to be entitled to FSM. 95% of Kent PRUs/AP pupils are in KS3 and KS4. The FSM entitlement rate at the same age groups in the mainstream schools is 12.2% in Kent. Therefore, there is a significant link between the FSM entitlement and pupils who are likely to be admitted to PRUs/AP.



- In analysing the PRUs/AP dataset, it was also found that a very high proportion of pupils who have the vulnerability factors that are not school related. These factors including mental health, Children in Need, Children in Care (CiC), Child Protection and children needing the interventions of family support. Figure 3 (based on PRUs/AP admissions 2013-14) shows that 45% of PRUs/AP pupils in Kent were known to be affected by these issues, which are different from those that associated with schools, i.e. peer relationship, bullying or exclusion. This confirms the hypotheses that there is more a need for co-ordinated Early Help and Preventative interventions to support children in PRUs/AP in order for them to achieve and to thrive on a par with their peers at mainstream schools.



- The high proportion of PRUs/AP pupils with family related problems or other difficulties outside schools leads to another hypotheses that this cohort needs more support and intervention in order to be successfully re-integrated into mainstream schools or to make progress in PRUs and alternative provision. This data analysis also indicates that very often this cohort of 45% of PRU population tend to stay in the alternative settings for a longer period of time than other groups. Fig. 4 shows that only 20.6% of PRUs/AP vulnerable pupils are successfully re-integrated after less than 14 weeks' placement in a PRU (average stay). 66.7% of the pupils staying in PRUs/AP longer than 14 weeks or have never been re-integrated were from the vulnerable cohort (Fig.5).



Future key action to reduce inequality

In order to ensure that pupils in PRUs receive appropriate support that help them achieve on a par with their mainstream schools peers, it is imperative that Early Help provide timely and well-planned support to this cohort of pupils. The Early Help Services aim to have an Early Help Plan for every child who is in a PRU.

Key Equalities Issues for the Inclusion Support Service Kent

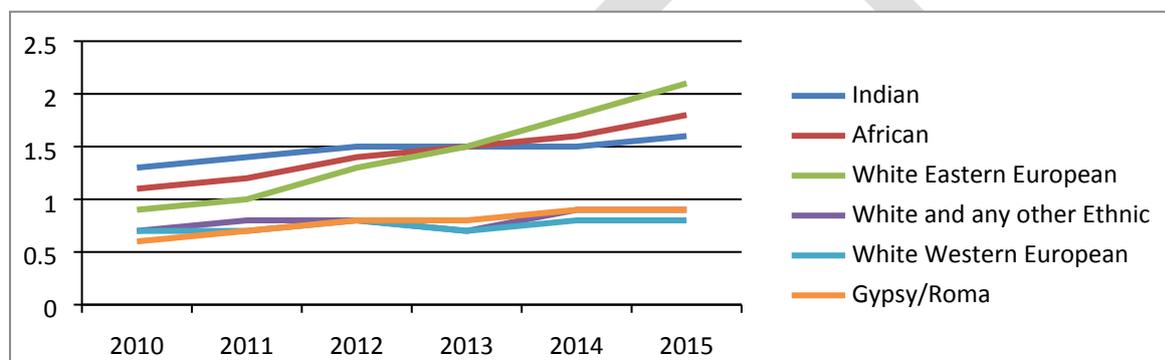
The Inclusion Support Service Kent is committed to raising the attainment and inclusion of EAL, Minority Ethnic (and particularly GRT) children and young people and closing the gap between these groups and others.

Minority Ethnic Data Analysis

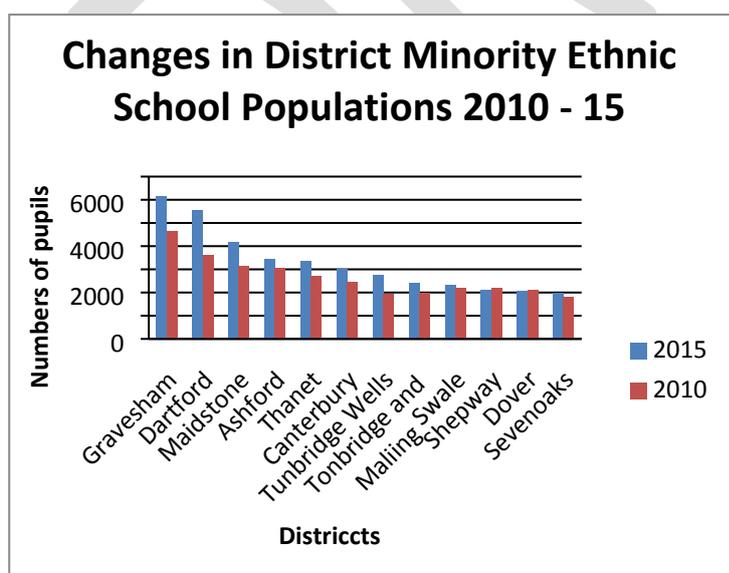
The proportion of Minority Ethnic pupils in Kent has risen from 14% to 18% in the last 5 years.

Kent - All Schools	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Number Minority Ethnic pupils	30352	31365	31908	33047	35435	39289
Percentage	14.2	14.7	14.9	15.3	16.1	17.7

The largest declared Minority Ethnic group is now White Eastern European with the majority of these children and young people having Polish or Slovakian heritage.



Most districts have seen an increase of Minority Ethnic pupils attending their schools; however Shepway has seen a slight decline from 15% to 14%, and Dover's percentage decrease in numbers is negligible.



Gravesham has the greatest percentage of Minority Ethnic pupils at 35.6% with Indian pupils being the largest group at 9.5%; however this percentage has remained consistent, whereas the African pupil population has increased from 3.6% to 6.2%, and White Eastern European pupil numbers have risen from 2.2% to 5.4%.

Dartford has the second largest Minority Ethnic school population at 30%. The Number of pupils declaring as African has nearly doubled, however the largest increase since 2010 has been in pupils declared as White Eastern

European from 0.6% to 2.3%.

Progress in reducing the inequality in the last year

There has been a higher percentage of pupils from most ethnic groups achieving 5 or more subjects at grades A* – C including English and Maths since 2010. Chinese pupils continue to outperform their peers across Kent in KS4. There has been a significant increase in the

number of Bangladeshi (44.4% - 75%) and Caribbean (39.3% - 69.7%) pupils achieving this benchmark.

Gypsy/Roma (3.7% – 8.5%), and Afghanistani (8.7% - 10.5%) continue to considerably underachieve compared with their peers, however there has been a slight increase in the proportion of pupils achieving the required grades.

KS4: Highest Achieving Minority Ethnic groups in 2013 – 14	2010 – 11		2013 – 14		% point difference
	Total Pupils	% 5+ A*-C EM	Total Pupils	% 5+ A*-C EM	
Chinese	55	80.0	60	85.0	5%
Other White British	68	63.2	58	84.5	21.3%
Filipino	14	64.3	23	82.6	18.3%
Sri Lankan Tamil	16	75.0	31	80.6	5.6%
Indian	178	70.8	197	80.2	9.4%
Pupils declared as English					
Pupils declared as English	14581	51.6	13532	55.7	4.1%
Pupils declared as British					
Pupils declared as British	173	38.2	351	57.8	19.6%

KS4: Lowest Achieving Minority Ethnic groups in 2013 – 14	2010 – 11		2013 – 14		% point difference
	Total Pupils	% 5+ A*-C EM	Total Pupils	% 5+ A*-C EM	
Any Other Black Background	13	61.5	11	36.4	-25.1
White Eastern European	76	34.2	183	33.3	-0.9%
Thai	11	36.4	19	31.6	4.8%
Afghanistani	23	8.7	19	10.5	1.8%
Gypsy/Roma	54	3.7	82	8.5	4.8%
*Only showing groups >10					

There has been a percentage increase in most ethnic groups acquiring level 4 or above in English, maths and writing across Kent. Now over 90% of all Caribbean, Filipino, Bangladeshi and Sri Lankan Tamil pupils achieve the required standard. However since 2010 a significantly smaller percentage of Chinese pupils (97.4% to 78%) are achieving this grade alongside pupils declared as White/Indian which has seen a drop of 9.8%. In 2010 less than 50% of Turkish and White Eastern European pupils were achieving this grade; these numbers have now risen to 65.6% and 63.4% respectively. Although there has been an increase in the number of Gypsy/Roma children reaching this standard by 14% there are still only 34.7% of this pupil cohort managing to achieve L4 + in English, maths and writing.

KS2: Highest Achieving Minority Ethnic groups in 2013 – 14	2010 – 11		2013 – 14		% point difference
	Total Pupils	% L4+ Reading, Writing & Maths	Total Pupils	% L4+ Reading, Writing & Maths	
Caribbean	20	75.0	26	92.3	17.3%
Filipino	21	71.4	23	91.3	19.9%
Bangladeshi	253	69.2	63	90.5	21.5%

Sri Lankan Tamil	21	85.7	40	90.0	4.3%
Nepali	81	60.5	125	87.2	26.7%
Pupils declared as English	13814	68.2	39	64.1	39
Pupils declared as British	Less than 10		39	64.1	N/A

KS2: Lowest Achieving Minority Ethnic groups in 2013 – 14	2010 – 11		2013 – 14		% point difference
	Total Pupils	% 5+ A*-C EM	Total Pupils	% L4+ Reading, Writing & Maths	
Turkish	11	36.4	32	65.6	29.2%
British	Less than 10		39	64.1	N/A
White Eastern European	132	40.2	265	63.4	23.2%
Portuguese	Less than 10		14	50.0	N/A
Gypsy/Roma	92	20.7	150	34.7	14%
*Only showing groups >10					

The DfE Virtual Head Teacher Pilot Project finished in May last year and the report was made public in October 2014. Baroness Whitaker stated that *“This is really useful and positive and some of the efforts are most commendable, not least those which set up a proper data base to measure trend information, and hopefully progress.”*

Link to Kent Report and Case Studies: [Kent County Council website](#)

Since the last report and following discussions with the Virtual Head Teachers for GRT Pupils in Kent and Cambridge and the Gypsy, Roma and Traveller (GRT) Education Stakeholder Group, the DfE have started an informal consultation with local authorities proposing new discreet ethnicity codes of “Gypsy” or “Roma” to give parents a choice thus hopefully increasing ascription and accuracy of data.

Future key actions to reduce inequality

- Continue to improve attainment, reduce exclusions and absences in order to narrow the gap between Minority Ethnic (including Gypsy, Roma and Travellers) Bilingual Learners, pupils who have English as an Additional Language and others.
- To continue to develop and deliver training packages that will support schools in meeting the Ofsted requirements in regard to British values and safeguarding in relation to radicalisation, FGM and trafficking.
- The Inclusion Support Service Kent has recently been selected to become accredited ‘Train the Trainers’ for Stonewall, a nationally acclaimed charity representing the needs of Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ) children, young people and adults. This will enable the team to run CPD sessions for school leaders in this field who will in turn be able to disseminate information and strategies to overcome barriers facing these young people, to increase their well-being, inclusion and attainment.

Next Steps

A refreshed EYPS Vision and Priorities for Improvement 2016-19 will be published in the autumn of 2015, 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 services so that they are integrated and better meet the needs of vulnerable groups.

The annual refresh of the EYPS Vision and Priorities for Improvement in the autumn of 2015 will, in light of the new Directorate Equality Objectives, have at its heart, priorities and 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 14-24 cohort of young people, including those with SEND are 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

Workforce Development is a major element in improving outcomes for children, young people and their families. The ability to continuously improve is intrinsically linked to:

- The quality and capacity of the staff who lead, manage, deliver and support those services.
- How effectively the staff work together across organisational and professional boundaries to combine their expertise.

The EYPS Workforce Development Plan is central to our improvement efforts and sets out how we will invest in staff development at all stages and at all levels in order to increase their skills, knowledge and understanding of children, young people and their families.

15 July 2015

Characteristics of Education in Kent

Kent Pupil Population

School Type	No
Early Years	27,106
Primary	119,162
Secondary	99,032
Special	3,511
PRU	107
Total	248,918

Source: January 2015 School Census and Early Years Headcount

Number of Schools

School Sub Type	Number of Schools
Academy Infant	2
Infant	26
Academy Junior	7
Junior	21
Academy Primary	87
Primary	300
Free Primary	3
Primary Total	446
Academy Grammar	22
Grammar	10
Academy High	31
High	15
Academy Wide Ability	16
Wide Ability	4
University Technical College	1
Free Secondary	3
Secondary Total	102
Academy Special	1
Special	23
Special Total	24
Nursery	1
Pupil Referral Units	11
Total	584

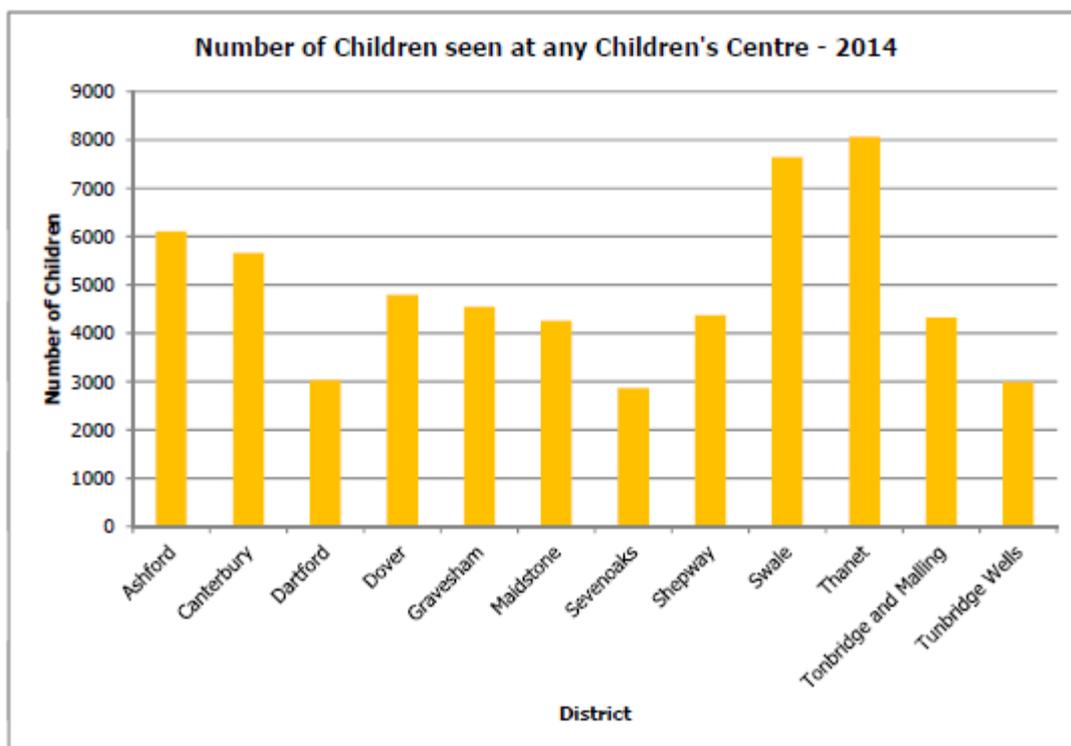
Number of schools as at 4th June 2015

Nursery and Early Years Settings

Area/District	Nursery School/Units		Early Years Settings	
	Number of Units	Total January 2015 Roll	Number of Settings	Number of Children Attending
Kent	68	2484	1402	24622

Children's Centres

Area/District	Number of Centres as at 31/12/2014	Number of Individual Children seen at any Setting*	Total Number of Visits to any Setting
Kent	85	58636	412329



Percentage of Pupils Receiving Free School Meals and Percentage of pupils with English as an Additional Language

Area/District	% of Pupils Eligible for Free School Meals				% of Pupils whose First Language is not English/ Believed to be not English			
	Primary	Secondary	Special	Overall	Primary	Secondary	Special	Overall
National	17.0	14.6	37.2	16.3	18.7	14.3	13.2	N/A
Kent	13.7	11.7	33.7	13.2	10.9	7.9	4.1	9.4

Percentage of Pupils with Additional Educational Needs and Percentage of Pupils with an SEN Statement

% SEN No Statement			% SEN Statement		
2013	2014	2015	2013	2014	2015
18.7	16.0	11.1	2.7	2.7	2.8

Percentage of Minority Ethnic Pupils

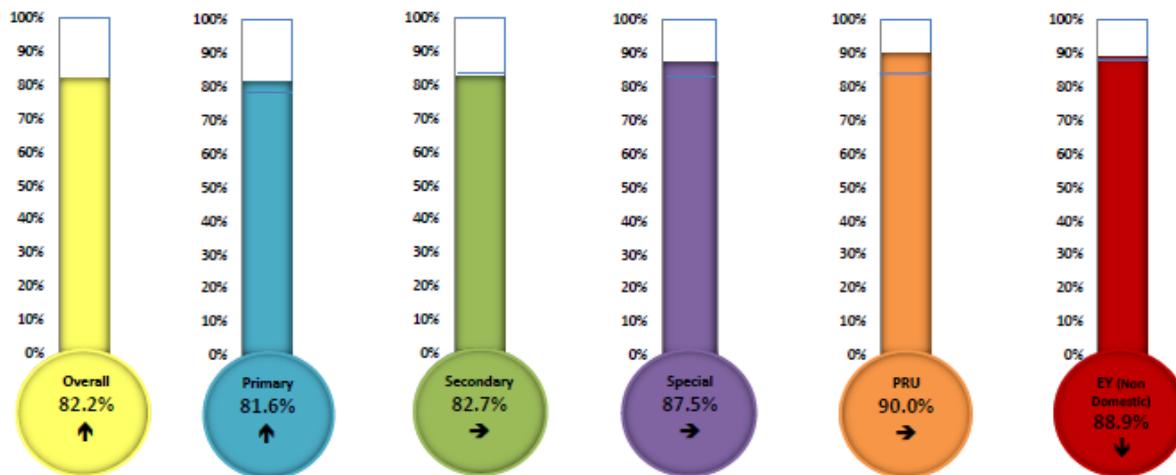
Area/District	White					Asian or Asian British				Black or Black British			Mixed/Dual Background				Chinese	Any Other Ethnic Group	Refused	Not Obtained	Not Stated*
	White British	Irish	Gypsy Roma	Traveller of Irish Heritage	Any Other White	Indian	Pakistani	Bangladeshi	Any Other Asian	Caribbean	African	Any Other Black	White and Asian	White and Black African	White and Black Caribbean	Any Other Mixed					
Kent	81.9	0.3	0.9	0.1	4.6	1.6	0.3	0.4	1.3	0.2	1.8	0.1	1.1	0.6	0.8	1.8	0.4	0.7	0.4	0.3	0.3

The Percentage of Minority Ethnic Pupils in Kent was 17% as at January 2015.
(Percentages are rounded so may not total 100%.)

School Performance as judged by Ofsted Inspections

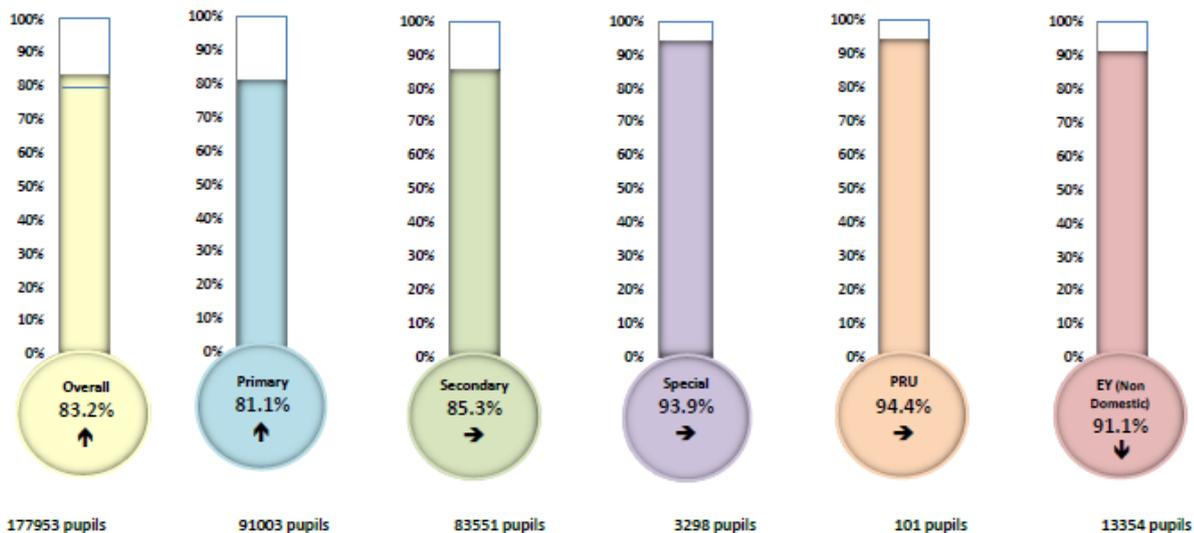
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal lines represent Kent targets for 2015

% of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/12/2014
Based on a total pupil roll in Kent of (as at Spring Census 2015 for Pri/Sec/Spe/PRU)
Early Years: Based on 2014 Autumn Headcount (including late joiners) Non Domestic Premises Only

**Vulnerable Groups Attainment Gap Trends by Key Stages 2013 and 2014
(Gender, FSM, SEN, EAL, Ethnicity and CiC)**

EYFSP Gender Gap (Girls-Boys)	% Good Level of Development		
	2013	2014	Diff from 2013
Kent	17	15	-2
National	16	16	0
Difference Kent v Nat.	1	-1	-2

EYFSP FSM Gap (Non FSM - FSM)	% Good Level of Development		
	2013	2014	Diff from 2013
Kent	18	19	1
National	19	19	0
Difference Kent v Nat.	-1	0	1

EYFSP SEN Gap (Non SEN - SEN)	% Good Level of Development		
	2013	2014	Diff from 2013
Kent	44	48	4
National	42	46	4
Difference Kent v Nat.	2	2	0

All of the above figures are based on DfE published data

EYFSP Kent and OLA CiC Gap	Type of CiC	% Good Level of Development		
		2013	2014	Diff from 2013
Kent	Kent	31.5	46.3	14.8
Kent	OLA	40.6	35.4	-5.2
Difference Kent CiC v OLA.		-9.1	10.9	20.0

The above table is based on Keypas reporting matched to CiC pupil data

EYFSP EAL Gap (Non EAL - EAL)	% Good Level of Development		
	2013	2014	Diff from 2013
Kent	13.3	11.8	-1.5
National			
Difference Kent v Nat.			

EYFSP Ethnicity Gap (White British - Non White British)	% Good Level of Development		
	2013	2014	Diff from 2013
Kent	8.5	7.1	-1.4
National			
Difference Kent v Nat.			

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

KS1 Gender Gap (Girls-Boys)	% Achieving L2+ Reading				% Achieving L2+ Writing				% Achieving L2+ Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	8	6	6	0	11	10	9	-1	3	3	2	-1
National	6	6	6	0	10	10	9	-1	4	3	2	-1
Difference Kent v Nat.	2	0	0	0	1	0	0	0	-1	0	0	0

KS1 FSM Gap (Non FSM - FSM)	% Achieving L2+ Reading				% Achieving L2+ Writing				% Achieving L2+ Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	17	16	15	-1	20	18	17	-1	12	11	10	-1
National	14	12	12	0	16	15	14	-1	11	9	9	0
Difference Kent v Nat.	3	4	3	-1	4	3	3	0	1	2	1	-1

KS1 SEN Gap (Non SEN - SEN)	% Achieving L2+ Reading				% Achieving L2+ Writing				% Achieving L2+ Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	39	33	36	3	47	42	43	1	28	26	27	1
National	40	38	37	-1	47	45	44	-1	50	30	30	0
Difference Kent v Nat.	-1	-5	-1	4	0	-3	-1	2	-22	-4	-3	1

Nat.												
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KS1 12+ Month CIC Gap (DfE Published)	% Achieving L2+ Reading				% Achieving L2+ Writing				% Achieving L2+ Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	23	13	20	7	31	23	30	7	13	14	23	9
National	20	20	19	-1	26	24	25	1	20	20	20	0
Difference Kent v Nat.	3	-7	1	8	5	-1	5	6	-7	-6	3	9

All of the above figures are based on DfE published data

KS1 EAL Gap (Non EAL - EAL)	% Achieving L2+ Reading				% Achieving L2+ Writing				% Achieving L2+ Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	-6.2	7.1	4.9	-2.2	5.3	5.7	4.8	-0.9	4.9	6.3	3.3	-3.0
National												
Difference Kent v Nat.												

The above table is based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

KS2 Gender Gap (Girls-Boys)	% Achieving L4+ Reading, Writing & Maths			
	2012	2013	2014	Diff from 2013
Kent	7	6	7	1
National	8	7	6	-1
Difference Kent v Nat.	-1	-1	1	2

KS2 FSM Gap (Non FSM - FSM)	% Achieving L4+ Reading, Writing & Maths			
	2012	2013	2014	Diff from 2013
Kent	25.2	25	21	-4
National		19	18	-1
Difference Kent v Nat.		6	3	-3

KS2 SEN Gap (Non SEN - SEN)	% Achieving L4+ Reading, Writing & Maths			
	2012	2013	2014	Diff from 2013
Kent	54.1	50	46	-4
National		53	52	-1

Difference Kent v Nat.		-3	-6	-3
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KS2 12+ Month CIC Gap (DfE Published)	% Achieving L4+ Reading, Writing & Maths			
	2012	2013	2014	Diff from 2013
Kent	37	35	35	0
National	33	30	31	1
Difference Kent v Nat.	4	5	4	-1

The above figures are based on DfE published data except those shown to 1 decimal place, which are from Keypas reporting

KS2 EAL Gap (Non EAL - EAL)	% Achieving L4+ Reading, Writing & Maths			
	2012	2013	2014	Diff from 2013
Kent	6.4	4.9	4.5	-0.4
National				
Difference Kent v Nat.				

The above table is based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

KS4 Gender Gap (Girls-Boys)	% 5+ A*-C E&M				% 3 Levels of Progress in English				% 3 Levels of Progress in Maths			
	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013
Kent	7.9	9.2	9.0	-0.2	10.8	11.5	8.8	-2.7	3.0	5.3	5.5	0.2
National	9.6	11.0	10.1	-0.9	13.0	12.3	11.6	-0.7	4.4	4.7	4.7	0.0
Difference Kent v Nat.	-1.7	-1.8	-1.1	0.7	-2.2	-0.8	-2.8	-2.0	-1.4	0.6	0.8	0.2

KS4 FSM Gap (Non FSM - FSM)	% 5+ A*-C E&M				% 3 Levels of Progress in English				% 3 Levels of Progress in Maths			
	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013
Kent	33.0	34.5	34.3	-0.2	25.5	24.0	21.7	-2.3	27.3	28.3	28.6	0.3
National	26.3	26.7	27.0	0.3	18.3	18.7	17.0	-1.7	22.2	22.5	23.0	0.5
Difference Kent v Nat.	6.7	7.8	7.3	-0.5	7.2	5.3	4.7	-0.6	5.1	5.8	5.6	-0.2

KS4 SEN Gap (Non SEN - SEN)	% 5+ A*-C E&M				% 3 Levels of Progress in English				% 3 Levels of Progress in Maths			
	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013
Kent	47.3	44.2	40.7	-3.5	32.2	23.9	25.9	2.0	37.6	35.9	34.8	-1.1
National	47.1	47.2	45.2	-2.0	30.3	31.1	28.4	-2.7	36.5	37.2	36.2	-1.0
Difference Kent v Nat.	0.2	-3.0	-4.5	-1.5	1.9	-7.2	-2.5	4.7	1.1	-1.3	-1.4	-0.1

KS4 12+ Month CIC Gap (DfE Published)	% 5+ A*-C E&M			
	2012	2013	2014 (First Result)	Diff from 2013
Kent	45.9	48.3	50.0	1.7
National	44.5	43.7	41.4	-2.3
Difference Kent v Nat.	1.4	4.6	8.6	4.0

All of the above figures are based on DfE published data

KS4 EAL Gap (Non EAL - EAL)	% 5+ A*-C E&M				% 3 Levels of Progress in English				% 3 Levels of Progress in Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013
Kent	4.9	2.1	-2.6	-4.7		7.1	5.7	-1.4		2.6	-0.7	-3.3
National												
Difference Kent v Nat.												

KS4 Ethnicity Gap (White British - Non White British)	% 5+ A*-C E&M				% 3 Levels of Progress in English				% 3 Levels of Progress in Maths			
	2012	2013	2014	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013	2012	2013	2014 (First Result)	Diff from 2013
Kent		3.3	5.0	1.7		-1.1	-0.2	0.9		0.7	2.8	2.1
National												
Difference Kent v Nat.												

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

KS5 Gender Gap (Girls-Boys)	APS per Entry (All L3)				APS per Student (All L3)				% 2+ A*-E (All L3) EPAS			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	9.8	6.6	5.6	-1.0	58.4	54.9	52.7	-2.2	1.6	1.1	1.6	0.5
National	7.7	6.8	6.8	0.0	39.1	33.7	34.4	0.7	1.2	1.0	0.7	-0.3
Difference Kent v Nat.	2.1	-0.2	-1.2	-1.0	19.3	21.2	18.3	-2.9	0.4	0.1	0.9	0.8

KS5 FSM Gap (Non FSM - FSM)	APS per Entry (All L3)				APS per Student (All L3)				% 2+ A*-E (All L3)			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	13.1	13.7	8.4	-5.3	140.8	132.0	121.6	-10.4	4.9	4.1	4.9	0.8
National	11.1	9.3	9.1	-0.2	107.4	94.9	88.1	-6.8	4.1	3.3	2.6	-0.7
Difference Kent v Nat.	2.0	4.4	-0.7	-5.1	33.4	37.1	33.5	-3.6	0.8	0.8	2.3	1.5

KS5 SEN Gap (Non SEN - SEN)	APS per Entry (All L3)				APS per Student (All L3)				% 2+ A*-E (All L3) EPAS			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	10.3	9.2	6.8	-2.4	129.5	107.0	99.1	-7.9	5.0	3.7	3.7	0.0
National	12.0	10.7	8.1	-2.6	114.6	104.3	90.5	-13.8	4.8	4.1	3.3	-0.8
Difference Kent v Nat.	-1.7	-1.5	-1.3	0.2	14.9	2.7	8.6	5.9	0.2	-0.4	0.4	0.8

All of the above figures are based on NCER datasets from EPAS reporting

KS5 EAL Gap (Non EAL - EAL)	APS per Entry (All L3)				APS per Student (All L3)				% 2+ A*-E (All L3) EPAS			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent	3.8	2.4	5.4	3.0	-10.2	-2.2	6.0	8.2	1.1	2.8	2.1	-0.7
National												
Difference Kent v Nat.												

KS5 Ethnicity Gap (White British - Non White British)	APS per Entry (All L3)				APS per Student (All L3)				% 2+ A*-E (All L3) EPAS			
	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013	2012	2013	2014	Diff from 2013
Kent		-0.4	1.1	1.5		-40.2	-39.1	1.1		0.0	0.1	0.1
National												
Difference Kent v Nat.												

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

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