

**From:** Roger Gough – Cabinet Member for Education and Health Reform  
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**To:** Education and Young People’s Cabinet Committee – 21 January 2016

**Subject:** Education and Young People's Services Strategic Vision and Priorities for Improvement 2016-2019

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** The purpose of this report is twofold:

- (i) Provide an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2016-2019 document, which details the headline priorities and targets for the EYPS Directorate for 2015-2016 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2014-2015, supported by key service developments and improvements.

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

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2016-2019 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2014-2015 and endorse the proposed priorities and targets for 2015-2016 and beyond, as the right focus and challenge to secure further improvements in outcomes.

## **1. Background**

1.1 The EYPS Vision and Priorities for Improvement 2016-2019 (formerly Education Bold Steps) is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012. It is refreshed annually and sets out the priorities and targets for the Directorate services for the forthcoming year, informed by new developments. The document evaluates the previous year's performance against targets and sets new priorities and challenging targets to ensure further improvements, informed

by progress against current performance and new local and national developments.

1.2 The refreshed set of priorities and targets in the Appendix are underpinned by a clear ambition to see all children and young people do well in education, find employment, lead and happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live and grow up and be educated.

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

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Vulnerable Learners Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The NEETs Strategy
- The Early Help Strategy and Three Year Plan
- Youth Justice Plan

## **2. Financial Implications**

2.1 As the financial climate becomes ever more challenging, Education and Young People's Services, in line with other service Directorates, has consistently had to meet ambitious savings targets and deliver ever greater efficiencies and improved outcomes.

2.2 The key priorities and actions that each Service within the Directorate undertakes in order to deliver improvements in performance against identified targets will be achieved within the agreed levels of resource detailed in the Council's Medium Term Financial Plan 2015-2018. These priorities will be reflected in the Service and Directorate Business Plans for 2016-17.

## **3. Progress in 2014-2015 including key Service Developments and Improvements and review of performance against targets**

3.1 During 2014-15 we;

- Introduced a new Early Years and Childcare Strategy in May 2014, which sets out our ambitions for Kent, to achieve improved outcomes for children in early years settings. We have also established 52 formal Early Years Collaborations (involving 408 settings) to work together to narrow the achievement gaps for

vulnerable pupils, share best practice and utilise data to accelerate improvement in children's development and learning.

- Expanded the 'Free for Two' scheme in Kent with more than 4,274 eligible two year olds (68%) having accessed a free early education place, exceeding our October 2015 target of 60%, as part of the Government's policy for Free Early Education places for disadvantaged two year olds. From September 2015, 9,658 places for 2 year olds are available across the county. This achieves our target. Work will continue to ensure the development of more places with existing and new providers and to promote and support take up by eligible children and families.
- Improved the quality of education in Kent schools, reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data for Kent shows that 84% of schools are now rated good or outstanding. This includes 18% of schools judged to be outstanding and 66% judged to be good. In Kent, there are now 362 good and 100 outstanding schools, 79 schools requiring improvement (including 60 Primary schools and 16 Secondary schools) and 9 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 41 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our ambitious target of at least 90% of primary and 94% of secondary schools judged to be good or outstanding by 2018.
- Continued to improve pupil outcomes. Performance in the Early Years Foundation Stage and at Key Stage 1 continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. Outcomes at Key Stage 4 remain above the national average but dipped slightly in 2015. Results at Post 16 continued a three year downward trend in 2015, which is a cause for concern. At the same time there was welcome improvement in the outcomes for post 16 vocational qualifications.
- Achieved welcome progress in narrowing attainment gaps between boys and girls at Key Stages 1 and 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4, which is also very welcome. The gaps in the attainment of pupils who are in receipt of free school meals have not improved noticeably in 2015 which is very disappointing. Over £50m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for pupils with SEN at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-2016.
- Further developed the work of the Kent Association of Headteachers and its organisation into four new area boards, together with the system of school to school support and collaboration. The majority of Kent schools are now working in a partnership with other schools where there are 70 improvement hubs involving nearly 500 schools with clear partnership agreements sharply focused on improving school performance, leadership, the quality of teaching and standards of attainment. KAH's work aligns with the school improvement work by

KCC, the work of Teaching School Alliances and the support provided through the KAH boards, and is supported by funding from the School Funding Forum.

- Developed a new Leadership Strategy, with KAH, school leaders and support from CfBT (a charitable educational trust) which aims to support leadership development, succession planning and system leadership in Kent, through consultation with a wide range of school leaders.
- Reviewed and re-organised the PRU arrangements for children and young people who have medical needs, including mental health. Following consultation, we developed a new Health Needs Education Service. This Service became operational from September 2015. The new service aims to meet the needs of Kent schools in all areas of the County, and provides a new delivery model and service structure. Its purpose is to provide: an education support service to schools for young people with physical medical conditions; and an education outreach service for young people with mental health needs, located in six resourced bases and a specialist residential unit.
- Developed our strategy and vision for Early Help and Preventative Services (EHPS) and a new way of working in Kent. There has been good progress since introducing the new model of working in each District. The services which came together in April 2014 have been redesigned in order to deliver new integrated ways of working and provide a firm foundation to improve the outcomes for children, young people and families in Kent. We set out our priorities and targets in the new Early Help Strategy and Three Year Plan 2015-2018.
- Developed the Prevent Strategy, in response to the growing threat of radicalisation and violent extremism, following the statutory requirements of the Prevent duty in the Counter Terrorism and Security Act 2015. We have supported schools to be aware of their additional safeguarding responsibilities under the Act and the use of the Channel referral process for assessing and managing risk.
- Achieved the targets for the Kent Troubled Families Programme. In the last year 2000 families were turned around achieving 100% of the target number of families over the life of the programme. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at schools has improved, with fewer exclusions. Of the 2,560 families turned around, 2,172 were for improvements in education, crime, and anti-social behaviour and 388 were for at least one family member returning to work.
- Refreshed the 14 to 24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Maths post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds. 12 new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. The four key priorities are to: raise attainment and skill levels; improve and extend vocational education, training and apprenticeships; increase participation and employment; and target support for vulnerable groups of young people. The refreshed document outlines the key actions that we are taking to achieve further progress and improvement, including ensuring there is a

more joined up approach between schools, FE colleges, training providers and employers.

- Further developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced significantly and 930 apprentices are now on the KCC Employment Programme. The percentage of schools offering apprenticeships increased to 53% in 2014-15, exceeding the target of 45%. The KCC Apprenticeship programme successfully met the target for 2014-15 of 140 apprentices taken on by the County Council each year.
- Improved the NEET figure for January 2015 to 4.7% which was in line with the national average of 4.7%. A new NEETs Strategy is now in place and it is expected that the target of 3.5% NEETs for January 2016 will be achieved. The NEET figure should always be used in conjunction with the Not Known figures. The Not Knowns were at 11.2% in January 2015. This was higher than January 2014 (4.6%) but a number of significant changes have been made to the systems to reduce the Not Knowns to 7% by January 2016.
- Delivered the SEND Strategy, launched in January 2014, to improve the outcomes for Kent's children and young people with SEN and those who are disabled. The Strategy was designed to deliver the requirements of the Children and Families Act 2014, including the new arrangements for education, health and care plans, the development of the local offer, increased SEN provision in Kent Special and mainstream schools, with less reliance on out of county placements and better outcomes and progress for pupils. We have also developed a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils. This funding identifies high needs pupils and provides schools with a top-up for pupils with additional support costing more than £6,000 a year.
- Developed the Local Offer for SEND provision, which is now on the Kent.gov website. This covers provision 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 NHS Clinical Commissioning Groups. The Local Offer was developed through co-production with parents, carers and partner agencies. We have established a multi-agency steering group to monitor the quality and relevance of information for families and the content of the Local Offer is being regularly improved.
- Reduced the reliance on independent and non-maintained Special schools from 526 placements to 395 by April 2015. In support of this reduction we have commissioned places for Primary and Secondary aged pupils with ASD and Speech, Language and Communication Needs (SLCN). Six new Primary schools, from September 2015 now provide for ASD, BESN and SLCN. Nationally the percentage of pupils with SEND statements in maintained mainstream schools has fallen to 52.4%. In Kent it has risen from 48.5% to 51.1% (57.5% of EHCPs). We have achieved a total of 3,576 Special school places which is an increase of 250 additional places since October 2014.
- Established new SEND Specialist Resourced Base Provisions in nine Primary schools in the past year, and more are planned. In addition we have developed additional SEND provision in five Secondary schools. At the same time new

satellite provision has been developed for three of our Special schools. These satellites are based on mainstream school sites. Pupils who attend are on the rolls of the Special schools concerned, but pupils integrate into the mainstream schools' classes, with support, where this is appropriate for the individual pupils. Further satellites are planned.

- Delivered additional places in, and rebuilt and refurbished more Special schools. This programme has so far provided an additional 250 places in Special schools. There are 10 Special School projects in the programme. Seven of these projects have been completed or are underway. The three remaining projects are at planning stage and remain high priorities for bringing to a swift conclusion. Overall we are increasing the number of places in Special schools by 350 places.
- Developed our Fair Access services to achieve better integration of activity to support admissions, in year fair access, elective home education and children missing education. There has been significant improvement to our published materials and website content to help parents take informed school choices and the Admissions team met all its legal timeframes and duties in relation to administering the admissions process.
- Developed a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. We introduced Personal Transport Budgets (PTB) for families as an alternative to the existing service and over 100 families are participating in the scheme. Compound savings since the inception of PTB are now in excess of £750k.
- Further developed EduKent and expanded our traded services so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools. Income has exceeded £36m and over 40 services are provided to schools. There are now 1500 customers with 23,000 contracts.
- Successfully lobbied the DfE for a positive capital funding allocation for school places. The settlement from Government more accurately reflected the level of need in Kent for creating new additional school places for the rising school age population by expanding existing maintained schools, or academies, and by establishing new schools. The allocation of £92m provides a fair level of funding for 2016-18 and top up funding for 2015-17. This funding will help to deliver the necessary growth in school places detailed in the Education Commissioning Plan
- Revised our policy for Elective Home Education (EHE), to address a significant increase in the numbers of families registered to EHE from 793 recorded in 2008 to 1,340 in 2014-15. The new policy sets out more robust action that KCC will take where we have reason to believe that a child is not receiving a suitable education, including the use of School Attendance Orders.
- Succeeded in commissioning and delivering the planned number of new school places overall for September 2015. The majority of these new school places were within the Primary sector. We expanded 24 Primary schools, including 19 new forms of entry added to schools for Reception year classes and 300 temporary Reception places that will not be needed in the long term. In addition, we opened

seven new Primary schools. A small number of places have also been added to Secondary schools. In total, over the last year, more than 2,500 places had been added to the Primary schools in Kent.

- Secured first preference schools for the highest number of parents to date. We set targets for the percentage of families securing their first preference schools for entry in September 2015. For Primary schools the target was 85% 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. Last year the national averages for first preferences were 87.7% for Primary and 85% for Secondary schools.
- Reviewed and developed the Community Learning and Skills Service (Adult Education and Community Learning) as a commissioned service. There is now an improved business model and more robust growth strategy to ensure CLS can deliver the skills priorities for young people and adults as set out by KCC in the service specification.
- Delivered the largest apprenticeship programme in Kent, through Community Learning and Skills (CLS), achieving a success rate beyond the national average. CLS also achieved outstanding success rates for its large community and adult learning programmes – 97% and 92% respectively, which is an increase of 4 percentage points from the previous year.
- Developed the Adult Learning, Skills and Employment Strategy with partners, which was approved by Cabinet in April 2015. The Strategy sets out what we aim to achieve, focusing on increasing the skills levels for adults needed for economic growth and employment in Kent and the role that adult skills and learning can play in supporting the lives of vulnerable adults and families. A detailed action plan has been developed with the Kent and Medway Skills Commission. The Strategy has also informed the service specification for CLS commissioned services.

#### **4. Priorities for the Year Ahead (2015-2016)**

##### **4.1 In 2015-16 we aim to:**

- Improve good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 10%
- Improve by a further 3% the age related expectations achieved by pupils at Key Stage 1
- Improve Key Stage 2 attainment to 82% of pupils attaining age related expectations in reading, writing and mathematics combined
- Improve KS4 attainment to ensure at least 60% of pupils achieve good GCSE grades in English and maths and achieve the expected standard in Attainment and Progress 8
- Improve the percentage of students achieving 2 or more A' level grades to 93% and 3 or more A' level grades A to E to 77%
- Increase the average point score per student for vocational qualifications to 680
- Reduce the pupil premium gap at Key Stage 2 to 15% and the GCSE gap to 30%
- Increase the percentage of good and better schools to at least 86%
- Reduce the number of schools in an Ofsted category to no more than 6
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 80%, and ensure at least 70% of needy families engage with and benefit from support by Children's Centres.
- Reduce NEETS to 3.5% or below.
- Reduce permanent exclusions to no more than 64.
- Reduce the number of first time entrants to the youth justice system to no more than 540 young people, and the rate of re-offending will be no more than 29%.
- Deliver the Vulnerable Learners Strategy to ensure we achieve a significant improvement in outcomes for vulnerable groups, specifically in narrowing achievement gaps and reducing the numbers of young people who are excluded, who are NEET and who become young offenders.
- Deliver the Early Help Three Year Plan, and embed and integrate Early Help and Preventative Services so that there is at least a 22% reduction in the numbers of children in need and those with a child protection plan, and at least 85% supported through an early help programme achieve a positive outcome.



- Continue to deliver the targets in the 14-24 Learning, Employment and Skills Strategy, including priorities to improve the vocational, technical and training offer so that there is further improvement in the employability skills of young people and in the number taking up and successfully completing apprenticeships (85%), resulting in a further reduction in youth unemployment to no more than 2.5% by summer 2016.
- Deliver 7800 apprenticeships for 16-24 year olds, including 3500 for 16-18 year olds and ensure at least 85% successfully complete their apprenticeships.
- Recruit at least 100 apprentices each year to the KCC Apprenticeship Scheme so that by 2016 the numbers will increase to 600.
- Improve the employability skills of 19 year olds, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2016 we expect this to be 87%.
- Improve the outcomes at Level 3 for 19 year olds to 60% by 2016.
- Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers and Not Known figures for Children in Care, children and young people with special educational needs and disabilities, young offenders, pupils attending PRUs and alternative provision and other vulnerable groups such as young carers and those who are home educated.
- Deliver the SEND changes required by the Children and Families Act 2014 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.
- Reduce out of county SEND placements to no more than 495 and ensure 90% of new Education, Health and Care Plans are completed within 20 weeks.
- Following feedback from Headteachers, improve the new system of high needs funding for pupils with special educational needs in mainstream schools, which proves to be more effective at earlier intervention to improve pupil outcomes.
- Ensure earlier interventions through the LIFT process, outreach support from Special schools and the use of high needs funding has a bigger impact on improving attainment and progress for SEND pupils and on narrowing the achievement gaps between them and other learners.
- 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 the new Health Needs Education Service and improve outcomes for pupils with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools.

- Deliver phase two of the Troubled families programme and ensure it is integrated into the models of family support provided through Early Help, to ensure that high numbers of families are 'turned around', up to 1075 by summer 2016.
- Champion school leadership which is 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.
- Continue to 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. By summer 2016 we expect no more than 6 schools to be inadequate.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and plan the next steps of the Leadership Strategy, so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost.
- 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 sponsorship, 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, 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.
- Implement the provisions of the Childcare Bill which provide for an additional entitlement of childcare support for working parents up to 30 hours per week, and ensure that parents are aware of this entitlement so that there is good take up.
- Ensure at least 75% of eligible 2 year olds take up a free childcare place.
- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through local boards and forums, school collaborations and better integrated working between education, early help, 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 2016, and ensure that improved parental choice and planned improvements for September 2017 are on target.

- Deliver 22 new forms of entry in Primary and Secondary schools, 218 Reception places and 60 Year 2 places in Primary schools, together with 90 Year 7 places in Secondary schools by September 2016.
- Ensure that at least 85% of parents achieve their first preference for their children when they start Primary and Secondary school.
- 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.
- Develop the SEN School Transport Pilot involving three special schools who are making local arrangements to provide transport for their pupils, to expand the model to other Special schools where these arrangements better meet the needs of pupils and are more efficient and cost effective, leading to necessary reduction in the cost of SEN transport.
- Ensure the Community Learning and Skills Service is developed as a fully commissioned service within KCC, delivering the improved outcomes in the Business Plan for adults and young people, especially the more vulnerable.

## **5. Next Steps**

- 5.1 Good progress is being made by the Directorate in reviewing and redesigning services, whilst maintaining and driving improvements in standards and outcomes for children and young people. Similarly, we are strengthening our relationship with all partners who provide support for children and young people within Kent, particularly Schools (including academies and free schools), early years providers, FE and HE, employers, work-based training providers, the Regional Schools Commissioner and other key stakeholders.
- 5.2 We shall continue to build upon the priority actions detailed in the document appended to this report, reflecting upon what we learn through implementing changes and use this learning to inform the future configuration and practice of the Directorate in order to better support Kent's children and young people in the achievement of their ambitions.
- 5.3 The growth of school autonomy is one of the defining features of the recent history of the education system. A range of reforms have been introduced that have dramatically increased the autonomy schools can exercise over aspects of the education system, and have aimed to create a self-improving school to school support system led by networks of schools. These reforms have transformed the role of schools and the local authority, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system. Kent County Council (KCC) is committed to supporting school collaborations and school to school support. This has developed significantly in the past two years in close partnership with the local authority, involving academies, academy chains and KCC maintained schools.

- 5.4 The direction of Government policy is that all schools should now become academies by 2020. There will shortly be a major consultation on funding arrangements, for schools and local authorities, and possible changes to the statutory responsibilities for education held by local authorities. The Education and Adoption Bill will shortly become law, which gives greater powers to the Secretary of State, delegated to Regional Schools Commissioners, to require under-performing schools to become academies sponsored by other academy schools or trusts.
- 5.5 In this changing environment the local authority will retain a number of important responsibilities but will need to continue to change the way it delivers and funds its services and the way it works with the education sector.
- 5.6 A key strategic aim is to continue to have a coherent and sustainable approach to working in close partnership with schools and to delivering services that are fundamental to supporting schools, children, young people and families. Against a backdrop of future reductions in funding, the development of Local Authorities as commissioning bodies and central government support for arm's length delivery we have been considering the options available to KCC to meet its statutory duties for education whilst furthering its aspirations for the schools, and children and young people of Kent. A report will be brought to this Cabinet Committee later in the year about future options.
- 5.7 Our ambition remains to provide a sustainable model of school support for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform services and improve outcomes for children and young people.

## **6. Recommendation(s):**

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

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2016-2019 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2014-2015 and endorse the proposed priorities and targets for 2015-2016 and beyond, to provide sufficient focus and challenge to secure further improvements in outcomes.

## **7. Background Document**

- 7.1 Education and Young People's Services Vision and Priorities for Improvement 2015-2018.  
<https://shareweb.kent.gov.uk/Documents/KELSI/EYPS%20Vision%20and%20Priorities%20for%20Improvement.pdf>

## **8. Appendices**

**8. Contact details**

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