

**DRAFT**

**Children, Young People and  
Education**

**Vision and Priorities for Improvement**

**2018 -2021**

DRAFT

November 2017



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# Vision

**We want the best for all children in Kent. Our driving ambition is to deliver the best outcomes we can for all children, young people and their families.**

**We constantly aim for Kent to be the most forward looking area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, learn, develop and achieve.**

Our aim is for Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.

We have the same high expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

Every child and young person should be able to go to a good or outstanding Early Years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.

Every child deserves a happy, safe childhood in which they can thrive. To do so, some children and families need additional help and support to secure their wellbeing and keep them safe from harm.

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

Our strategic priorities for Children, Young People and Education are to ensure that all children get the best start in the Early Years by attending good or outstanding childcare and early education settings and all pupils are able to go to a good or outstanding school where they will make good progress; 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.

We aim to target specialist children's and early help services for the most vulnerable children, young people and families who need to be kept safe or require additional support, with a focus on delivering positive outcomes for them and avoiding the need for intervention by statutory services. Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of

everything we do, working in an integrated way and avoiding, where possible, single service actions which may lack coordination or result in wasteful duplication.

Overall in Kent children and young people should have the best chances to flourish and be supported by effective support services, resilient families and good schools.

We are achieving many of these ambitions but we recognise there is more to do to become the best place for all children and families to thrive. Nearly all children go to a good quality early years setting and to a good or outstanding school, where they make good progress. The outcomes in many settings are above the national average and although our achievement gaps remain too wide for vulnerable groups, the actual outcomes for pupils on free school meals have improved year on year. More young people are staying on in education or training post 16, and increased numbers are taking up apprenticeships. The number of young people not in education, employment or training has reduced substantially. Overall there has been significant improvement in the quality of education and the outcomes achieved at all key stages in Kent. We deliver a very high level of parental satisfaction in achieving their preferred choice of school for their children.

Our services for children and young people needing social care and early help support are rated positively by Ofsted, with a good inspection outcome in 2017. Our next phase of improvement in these services will be more effective integration in how we respond to and deliver services for children and families. We continue to innovate in how we sustain and deliver services in the face of significant reductions in funding and in 2018 we will launch our new education services company, working in ever closer partnership with schools to continue to support improvements in education.

However, we are not complacent and there is more to do. In this key strategic document we set out what we have achieved to date and our priorities and targets for improvement going forward. We can only achieve these through collaboration and shared effort, and with the active support of all our partners, including the Kent family of schools.

**Patrick Leeson**

Corporate Director for Children, Young People and Education

## Our Ambition

To deliver our vision we are ambitious to achieve the following essential features of a good system for children's development, protection and well-being. Firstly we have a duty to safeguard and promote the welfare of all children by ensuring they are protected, healthy and happy, in collaboration with partners in health, the police and adult services. Secondly, we work hard to ensure the best conditions in which pupils experience good learning and teaching which meets their needs, and where pupils' social, moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We expect every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy. We want to ensure that vulnerable children and families have their needs met early so that they do not experience the level of challenge and difficulty in their lives that requires more intensive statutory services. They should have the same opportunities as all other children and families to flourish, to stay safe and well, and succeed in the education system and the world of work.

We do this by placing our children at the heart of everything we do and ensure their voices drive our service delivery and commitment to continual improvement. This is an exciting time to be part of Kent's children's services as our recent Ofsted Inspection rated the services we deliver to children and families as 'good'. We use the 'Signs of Safety' approach as our practice model. This supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.

We also focus relentlessly on improving standards and the quality of education and learning so that excellence is promoted across the system. We aim to ensure children continue to get a good start in life, by working alongside all the agencies who work with very young children and their families, particularly health practitioners and those providing services through Children's Centres, and by promoting the highest quality early learning and childcare in pre-school settings and in the Foundation Stage. We work tirelessly to ensure every child can go to a good school where they can make good progress and every child can have fair access to school places. And we aim to ensure every young person to age 18 is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning.

Ensuring the most vulnerable learners experience success is one of our top priorities. Children in care, young offenders, excluded pupils, learners with special educational needs and disabilities and children from families on low incomes all experience significant barriers to their achievement and attain less well than their peers. We aim, as a priority, to ensure they achieve better outcomes and we close the attainment gaps that exist as a barrier to their future success.

We want to ensure that our available resources for early help and prevention do more and achieve more than they do currently, to make a significant difference to the lives of children and families, to prevent the escalation of needs where we can and identify the likelihood of problems emerging in the first place. We want to reduce demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so. This means that more children at risk of harm and neglect can be helped to return to a more stable and secure upbringing, that supports their wellbeing and development.

We will have greater success in achieving our ambitions by learning from and spreading the influence of the best, whether locally, nationally or internationally and through working in partnership across agencies, all types of school and phases of education and learning. We also work with partners across the business sectors, local government, health, social care, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We will continue to 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 one another to improve, so that we are able to transform outcomes for all children and young people more rapidly. We aim to 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.

We see learning as a lifelong process in which learners should always be able to progress successfully to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We give particular priority to improving the skills and employability of 14-24 year olds, so that they make a good start to adult life in employment and their potential is not lost to the Kent economy. This includes a focus on developing new technical and vocational learning pathways and qualifications routes, including raising the status of apprenticeships so that schools encourage more students to take them as a valid alternative career choice. This involves increasing the number of apprenticeships for 16-18 year olds, improving the quality of apprenticeships by matching apprenticeships to skills shortage areas in the local economy and promoting greater employer engagement with apprenticeships through the Kent and Medway Skills and Employability Commission.

We aim to use our Community Learning and Adult Education services to support young people and adults to improve their skills and qualifications for employment, including access to, and success in, apprenticeship programmes and the attainment of basic skills in English, mathematics and information technology.

## The Challenges for the Future

Our purpose is clear – to give children and young people the best start in life. As part of this we need to ensure that we build a children's system that works for everyone. How we care for, educate and support the children and young people of today is an indication of how successful our country will be in the future.

We have worked hard to minimise the impact of reduced resources and increased demand on the most vulnerable in our communities. We know that we need to keep vulnerable families out of crisis, as well as children and young people out of KCC care, unless of course, care is the best place for them. We have responded creatively by forming new partnerships, reshaping services and adopting new ways of working to ensure children and families are supported where and when they need help.

In April 2017, the County Council integrated all of its children's services into a single 'Children, Young People and Education (CYPE) Directorate'. This has provided a welcome opportunity to integrate Specialist Children's Services (social care) and all other services in Education and Young People's Services. This is a very positive development, and together with the current project to integrate the 'front door', for all notifications to Early Help and referrals to Social Care, it will create a more coherent whole system approach in supporting children and young people, and in working in partnership with schools. This process will develop further over the coming two years.

KCC's strategy is to move away from high cost, reactive spend towards well targeted, earlier intervention. To improve services we are promoting early help, multi-agency working and clear and strong future leadership, provided by the new CYPE Corporate Director from November 2017. This combination of strategic approaches will bring about more positive outcomes for children, young people and their families.

Preventative work to manage demand is the best way we have to turn around the lives of the most disadvantaged children, by closing the gap in terms of attainment, health and access to services.

**The UK needs 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 appropriately skilled, will lead less productive and satisfying lives.**

The economic and social cost of educational failure and too many young people with low level or no qualifications is immense. Gaps in our educational provision, and provision that is less than good, can damage the life chances of children and young people. In this mix the role of the Local Authority is to be ambitious, focused and strategic in bringing about further educational transformation for Kent by being a strong and influential partner and commissioner with schools and other stakeholders and providers.

It is our job to ensure the right educational provision of high quality is there for all children and young people, including appropriate pathways to ensure all young people can gain good qualifications and succeed to age 18 and beyond. It is our role to build and support

effective partnerships and networks that are more effective in delivering better services and improved outcomes. We also see our role as championing more innovative and creative practice and ways of working.

Many aspects of education in Kent continue to improve, including more good and outstanding schools and better standards of achievement at the end of Primary education and at GCSE. The system as a whole has moved on significantly but some groups of children and young people are still being left behind, and these are our biggest challenges.

Our achievement gaps for Pupil Premium pupils, Children in Care and learners with Special Educational Needs are still too wide and their outcomes are not good enough.

Our NEET figures are still not where we want them to be and too many 16-18 years are either not participating in education or training or they do not have the right options, support and provision to ensure they achieve success.

Too many 16-18 year olds and some older students with learning difficulties and disabilities do not have the right educational provision available for them in their locality, including the support they need to access training and employment.

We still have 8% of Primary schools and 10% of Secondary schools that are not yet good or outstanding, which limits the opportunities for the children and young people attending those schools.

Like many parts of this country our educational success is put at risk by the challenges of recruiting the right teachers, Headteachers and other staff in key services.

As more schools become academies, and form multi-academy trusts, there is a big challenge in the system to develop the kinds of leadership and governance that will deliver success in the future.

And as the system changes there is a challenge for the local authority to adapt its services and to work in even more robust partnership with schools to ensure the right services are available and all children are supported, with a sense of shared responsibility for the needs of all children and young people.



## Going forward our priorities are to:

- **Continue** to integrate children's services. From April 2017 we integrated all Children's services into a single Children, Young People and Education Directorate. Together with the integrated 'Front Door' for all Early Help notifications and Social Care referrals, a more coherent whole system approach will support children and young people, working in partnership with schools. The integrated 'Front Door' will be operational in autumn 2017, creating a single access system of assessing referrals to ensure a safe and efficient transfer of cases into Specialist Children's Services (SCS) and Early Help. This will help determine more appropriate support for young people, reduce demand and effectively manage resources.
- **Reduce** the demand on Specialist Children's Services by diverting a higher proportion of cases to Early Help, enhancing their preventative impact upon social care, while ensuring they work with the right families.
- **Work** towards a whole system approach that integrates support, increases prevention and reduces the number of referrals into Specialist Children's Services, to ensure children and families are supported at the right time and place when they need to access support, ensuring the most effective decision making at the 'Front Door'.
- **Implement** the Ofsted Practice Development Plan. Our recent 'good' Ofsted judgement of our Children's Services is welcome. However, as with any inspection process, there are a number of recommendations and areas for improvement, particularly in respect of our services for Help and Protection. A Development Plan has been produced, shared with Members and Ofsted and work is underway to respond to the ten inspection recommendations.
- **Attract** adequate numbers of experienced staff and team managers. The national shortage of experienced children's social workers continues to have an impact on KCC's recruitment success; it has meant we are yet to reach our target of 85% of our case-holding posts being filled by permanent staff. Whilst this problem is likely to continue into the future, we have - and will continue - to undertake a variety of recruitment activities to attract the best people to work in Kent.
- **Respond** to the reforms of children's social care. The DfE has published a series of documents setting out its vision for the future of children's social care. This vision outlines various aspirational reforms to the sector, including a range of changes to child protection processes and improvements in the quality of service provision. Government has committed to making, or have begun implementing, these reforms by the end of 2020. This means the operating environment for social care is likely to be subject to fundamental transformation over the next three years. These changes are likely to include: development of a new career pathway and targeted recruitment process for social workers; creation of a new centre of excellence for social work; the more widespread introduction of alternative modes of service delivery ; and enabling children leaving residential care to 'stay close' to their former children's homes so that they can live independently but with ongoing support from that home.

- **Deliver** high quality services within limited finances. The climate of austerity and public service finance reductions mean that our budgets have been substantially reduced over recent years. At the same time, we have seen a rise in demand for children's social care and other services – particularly in relation to the high numbers of Unaccompanied Asylum Seeking Children which Kent supports. Whilst a significant number of these young people will become care leavers over the next year, the Government's reforms mean Kent may be expected to support more care leavers up until the age of 25 over the next three years. These factors combined mean that financial constraints will remain a challenge for CYPE in the medium to long term. However, the integration of children's services provides the opportunity to streamline services so that they are more accessible, effective and efficient and generate savings.
- **Raise** attainment further at all key stages, and narrow achievement gaps, particularly for vulnerable learners. Increase the percentage of children and young people attending good and outstanding Early Years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcome that leads to employment.
- **Continue to increase** the number of good and outstanding schools and settings, so that the maximum number of children and young people get a good education and achieve well.
- **Embed** further our partnership relationships with all Early Years and childcare settings, schools and other providers, based on collaboration and shared effort, particularly through the Kent Association of Headteachers, to build a more effective system of school to school support. Strengthen our joint working with Teaching School alliances to further secure the school-led improvement system.
- **Ensure** all children continue to get the best start in the Early Years by ensuring improved Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds including 30 Hours of Free Childcare for eligible children with effect from September 2017, and ensuring there are sufficient high quality early education and childcare places.
- **Support** greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality Early Years settings. In partnership with the Regional Schools Commissioner (RSC) we shall ensure new Academies and Free Schools are established in areas of greatest need, led by strong and successful Multi-Academy Trust (MAT) sponsors.
- **Deliver** improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services (EHPS) and Specialist Children's Services (SCS) to support children and families to achieve better outcomes, therefore reducing the need for statutory intervention in the lives of children and families.
- **Deliver** improved emotional health and wellbeing services and reduce waiting times for Child and Adolescent Mental Health Services, using a new single point of access, clear

pathways and better transition from universal support in schools through to highly specialist care.

- **Focus** on improving the support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.
- Support the KCC Select Committee - Pupil Premium which is currently looking at the impact of Pupil Premium Funding for schools and early years, how it is spent and whether it is closing the attainment gap for vulnerable learners. This focus on identifying and ensuring better use of the Pupil Premium by schools is welcome and the Select Committee's recommendations will inform future actions to narrow the attainment gap.
- **Engage** with schools and all admissions authorities to ensure every child has fair access to all schools and other provision and are included and helped to participate in education which is appropriate for their needs.
- **Continue to review and further develop** our Pupil Referral Units and other services that support pupils at risk of exclusion, or who need short periods out of school, so that the need for permanent exclusion is reduced further.
- **Ensure** in year fair access protocols work effectively to place pupils that are hard to place, and that we achieve a reduction in the numbers of children missing education or who opt for home education because better alternatives are not offered and supported.
- **Promote** and support smooth and successful transitions for every child and young person from any one educational stage and provision to another, so that they continue to make good progress.
- **Develop and improve** the opportunities and progression pathways for all 14-19 year olds to participate and succeed, through innovative curriculum planning at Key Stages 4 and 5, including the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.
- **Reduce** the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision of targeted support for vulnerable learners pre and post 16.
- **Champion** twenty-first century learning so that schools and other settings innovate more and achieve more by delivering a broad curriculum that provides good qualification pathways for all learners and develops pupils' skills and knowledge for their future employment and higher learning. The expansion of the International Baccalaureate Careers Related Programme (IBCP) will continue to be supported with the development of an IBCP transition year.
- **Increase** the number of young people on employability and pre-apprenticeship pathways; promote improving standards in post 16 provision through the development and extension of successful Key Stage 4 strategies and curriculum opportunities; improve GCSE results in English and mathematics in the new assessment environment

of standard and good passes; and significantly increase the number of young people gaining grade 4+ English and mathematics qualifications by age 19, by offering various routes to achieve this.

- **Promote** apprenticeship opportunities for young people and adults within schools.
- **Ensure** all our Children's Centres offer good provision for children and families, work in an integrated way with the health visiting service and effectively target, reach and support the most needy families to ensure a greater number of vulnerable children and families achieve good outcomes, including all those with children under five that are supported by social workers.
- Ensure that Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds to ensure more disadvantaged children are school ready and develop well in the early years.
- **Deliver** the Troubled Families programme as an integral part of the Early Help offer that succeeds in turning around the lives of more families experiencing challenging circumstances.
- **Improve** the youth offer and programmes of support for vulnerable adolescents so as to increase their participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment.
- **Improve** the wellbeing of at-risk 10-16 year olds by developing an Emotional Resilience model with schools through the HeadStart Programme, using £10m of Big Lottery Funding.
- **Through** Community Learning and Skills (CLS) commissioned services, support young people and adults to improve their skill levels and reach their full potential by meeting the skills needs of the local economy and improving the training infrastructure for young people and adult learners.
- **Ensure** prompt solutions are found for schools that are under-performing and proactive support is provided for good and outstanding schools and collaborative partnerships that want to develop local MATs, by working in close partnership with the Regional Schools Commissioner (RSC).
- **Reduce** demand and costs by implementing changes in SEN transport, including rolling out Independent Travel Training for pupils, offering Personal Transport Budgets to families and the commissioning of new SEN transport arrangements for individual Special schools.
- Increase the independence and resilience of pupils and reduce the rising cost of SEN transport, encouraging schools to deliver transport directly in whole or in part to better place the needs of children at the centre of transport provision.
- **Ensure** that children and young people are safeguarded and diverted from individuals, institutions and ideologies that promote violent extremism, terrorism and child sexual

exploitation, by working with schools and other settings to educate children and young people about potential dangers that undermine British values.

- **Continue** to improve the outcomes for every Kent child and young person with SEND; and deliver the priorities and targets in our SEND Strategy, including further progress in delivering the Children and Families Act reforms.
- **Ensure** we continue to transfer the Kent children and young people subject to SEN Statements to good quality Education Health and Care Plans by the Government four-year transitional deadline of March 2018, through co-production and engagement with them and their families.
- **Continued** to improve and expand our SEND provision, and ensure effective use is made of High Needs funding, outreach support from Special schools and the development of the Local Inclusion Forum Team (LIFT) arrangements, to improve provision in schools and outcomes for pupils.
- **Deliver** a new model of allocating High Needs funding so that resources continue to be well targeted to the pupils in mainstream schools and colleges with the most complex special educational needs and that the model of funding is sustainable within budget constraints.
- **Launch** the new Education Services Company in April 2018 in partnership with schools, in order to increase the resilience and long term sustainability of education services in light of the changing role for local authorities in education. Ensure the company delivers effectively its statutory work to improve education in Kent and increases its market share and growth to improve the service offer to schools and settings in Kent and beyond.
- **Support** the Kent Association of Headteachers in delivering and brokering school to school support, and achieving the priorities in the Kent Leadership Strategy so that we all remain focused on school improvement and on developing the leadership capacity in Kent schools that is required to have the best education and children's services in the country.

**We know we achieve greater success through collaboration and partnership, when we integrate our services and ways of working, and when we make optimum use of the networks that exist to support children and families.**

**We believe it is the job of all leaders across the system to be effective partners and to collaborate in the best interests of children and young people. Working effectively with many different providers across the Early Years, schools and post 16 skills and employment sectors, together with partners in the health service and the police, requires us to drive improvement through strategic influence, pooled effort and shared priorities. This can never be taken for granted and needs clear leadership which is ambitious, and hard work and sustained effort by all partners.**

**It continues to be a priority, therefore, to ensure success by supporting:**

- **Success** of the Education Services Company (a Local Authority Trading Company) from April 2018 to support long-term sustainability of education services and respond to the changing education landscape.
- **School** leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District Forums and the Area Boards 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 .
- **Increased** collaborative working in the Early Years and childcare sectors, and an integrated approach across all professionals working with under fives and their families, including Children's Centres, Midwifery and Health Visiting.
- **Locality** based working and commissioning to pool and target resources to local needs in districts.
- **More integrated** ways of working in District teams in delivering seamless Early Help and Specialist Children's Services
- **The Kent and Medway Skills Commission** to prioritise the development of a new model to inform 14-24 technical pathways and to provide better employer information about career and training options, through the Kent and Medway Guilds model.
- **More effective partnership** with schools and colleges, employers and training providers, to build more high quality 14-19 technical pathways including apprenticeships, to develop Supported Employment and to encourage providers to make use of local market information and business data to inform decisions about provision and the design of the learning and training offer.
- **Local 14-19 District partnerships and secondary school collaborations** to maximise effort and increase capacity to develop new provision, address gaps in provision,

develop good guidance and transform post 16 learning pathways, training opportunities and routes through to apprenticeship via excellent technical learning.

- **The district based Local Inclusion Forum Teams (LIFT)** and outreach work from Special schools to have more effective support for all schools in meeting the needs of pupils with special educational needs and disabilities.
- **A new CAMHS provider** (North East London Foundation Trust) to transform service delivery for tiers two and three, working in partnership with the Kent Community Hospital Foundation Trust and the School Health Service, to support pupils mental health and emotional resilience.
- **Local Children's Partnership Groups** that will drive improvements in outcomes for children and young people by providing a vehicle for identifying and addressing local needs and gaps in provision and facilitating and pooling resources across agencies to meet the needs of local children and families.
- **Effective working in the Youth Justice Board**, to ensure all agencies contribute to the reduction in youth offending, and re-offending, and young people are helped towards positive destinations through education and training.

# Key Strategic Developments in 2016-17

**In the past year we have made a number of improvements to outcomes, to our services and our ways of working.**

**During 2016-17 we:**

- **Implemented** our Early Years and Childcare Strategy 2016 – 2019 , achieving continued improvements in outcomes in the Early Years Foundation Stage and particularly focusing on preparation and planning for the introduction in September 2017 of 30 Hours of Free Childcare for the three and four year old children of eligible parents.
- **Reviewed and relaunched** *Threads of Success*, our comprehensive framework for offering support to the Early Years and Childcare sector.
- **Embedded** the ‘Free for Two’ scheme in Kent as part of the Government’s policy for Free Early Education places for disadvantaged two year olds. Whilst there are district variations, take up across the county has continued to steadily increase, with the maximum take up being 74%.
- **Embedded** the Annual Conversation for all Early Years and Childcare providers on the Ofsted Early Years Register, which has significantly contributed to over 97% of providers currently judged by Ofsted to be good or outstanding.
- **Improved** the quality of education in Kent schools year on year , which is reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data (as at September 2017) for Kent shows that 91% of schools are rated good or outstanding. This includes 22.1% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 378 good and 121 outstanding schools, 46 schools requiring improvement (including 32 Primary schools and 10 Secondary schools) and 1 school in a category, out of a total of 546 schools that have a current inspection result. There are now 14 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our targets of at least 95% of Primary and 93% of Secondary schools judged to be good or outstanding by 2018-19.
- **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 achievement was above the national average for all subjects, apart from Grammar, Punctuation and Spelling (GPS) which was just below average. Outcomes at Key Stage 4 indicate Kent GCSE outcomes in 2017 were in line with or above the national average for attainment measures, but fell below in progress. Compared with 2016 GCSE results, there has been a clear improvement in attainment with 63% of pupils attaining good GCSE passes in English and mathematics.



- **Improved** the gap between boys and girls in the Early Years Foundation Stage, with 80.8% of girls achieving a Good Level of Development, compared to 68.2% of boys in 2017. This represents an improved position from 2016, although there is still work to be done to narrow the gender gap which improved slightly from 14.2% in 2016 to 12.6% in 2017. At this measure Kent is ranked sixth amongst its statistical neighbours.
- Outcomes for children in care have improved at Key Stages 2 and 4, which is very welcome.
- (2017 data not yet available for vulnerable groups at Key Stage 4)
- In 2017, 68.3% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points on 2016. This is a 4.6 percentage points above the emerging national average.
- At Key Stage 2, in 2017, 64% of pupils attained the 'expected standard' for the **Reading, Writing and Mathematics combined**. This is above the national average of 61%. 280 schools attained at or above the national average.
- The gaps in the attainment of pupils in Primary schools who are in receipt of free school meals have narrowed by 1.3 percentage points in 2017. The attainment gap, although wide, has reduced to 22.3%. The attainment of pupils in receipt of free school meals improved by 5 percentage points to 42.3% achieving the expected standard at the end of Key Stage 2.
- At Key Stage 4 the proportion of pupils achieving good GCSE grades in the basics measure of English and Mathematics combined is 63%, which is similar to 2016. On the old measure of five good GCSE grades including English and Maths, 60% of pupils achieved this outcome, which is an improvement on 57% in 2016. There was a decline in both the Attainment 8 measure, from 50.4 in 2016 to 47.1 in 2017, and the Progress 8 measure from -0.04 in 2016 to -0.11 in 2017.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its four Area Boards, together with the system of school to school support and collaboration. The KAH works in partnership with the Local Authority to develop a self-improving school system in the county. An important aspect of this process has been the promotion of collaboration and school-to-school support, funded by a grant from the Kent Schools Funding Forum. During 2016-17, 340 Kent schools benefitted from successful bids for funding to the KAH Area Boards for projects for school improvement.
- In the period from 1 September 2016 to 31 August 2017, Ofsted reports were published showing improved grades to either Good or Outstanding for 17 Kent Primary schools, with 12 having received funding from KAH. A further 62 Primary schools maintained Good or Outstanding judgements. 39 of these schools received KAH funding. In the same period 18 Primary schools, not previously judged by Ofsted, secured Good or Outstanding outcomes, 14 of which had been granted KAH funding for school improvement.

- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2016 with a 3 year implementation plan which is being delivered and monitored through the Kent Association of Headteachers. The strategy was co-produced in partnership by the Local Authority, Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching Schools Network and the Kent Association of Governors.
- **Developed** the Pupil Premium Strategy across the county, providing support and guidance for both Primary and Secondary phases. The publication of the Kent Pupil Premium Toolkit and the Pupil Premium Conference has further raised awareness of the need to continue to close achievement gaps for vulnerable learners. 132 Primary schools and 12 Secondary schools are using the County Toolkit to improve provision for disadvantaged pupils and 118 Primary schools and 22 Secondary schools attended the spring conference.
- **Reviewed and redesigned** Alternative Curriculum and PRU provisions to ensure more effective use of resources to support vulnerable young people with more resources being placed into schools to support inclusion, most notably in Swale, Dartford and Gravesham, Maidstone and Malling and Shepway. There has been a reduction in the number of young people being removed from school to attend a PRU, from 0.29 % of the pupil population in 2016 reducing to 0.26% in 2017, compared to a national average is 0.27%. There has been a reduction in the number of young people leaving a PRU without a September guarantee. At the end of the 2016 academic year 13.6% of young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%.
- **Continued** to develop Key Stage 2 Alternative Provision support, focusing on intervention and created Key Stage 2 inclusion forums in districts to support the development of these as sustainable services for pupils with challenging behaviour.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion, with better quality assurance and monitoring systems to ensure that the eight Pupil Referral Unit (PRU) Primary school hubs deliver the support that meets local needs and results in a reduction in permanent exclusions.
- **Developed** a single digital point of access for inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent Primary school exclusions by 38%.
- **Continued to develop** Early Help and Preventative Services and a more integrated approach with Specialist Children's Services. Early Help now provides support to over 7000 children and intensive work in units is achieving a good outcome in 80% of cases. 23% of cases closed to social care are successfully stepped down to Early Help.
- **Implemented** a new structure to develop integrated youth justice services within Early Help. Following a full review of youth justice services, practice and performance in September 2016, Out of Court Disposal work is now fully embedded in the Units and EHPS have developed 5 bespoke units in line with the wider unit model to work intensively with young people, bailed or sentenced by the criminal court and subject to

Court ordered disposals. From April 2017 these became part of the Area structures and are fully aligned to the wider Area offer. As a result of the further integration of Youth Offending services we continue to see a reduction in the number of first time entrants to the Youth Justice system. In March there were 304 first time entrants. Figures since February 2017 are at the lowest level ever recorded. Custodial sentences as a proportion of court disposals were 4% at the end of March, which is below our statistical neighbours.

- **Been subject to a full Ofsted inspection** of services for children in need of help and protection, children looked after, and care leavers in March 2017. Ofsted found that Children's services in Kent are good. They found many examples of good quality work and effective achievement of good outcomes throughout the work of Early Help and Specialist Children's Services.
- **Fully embedded** the work of the Troubled Families programme and agreed outcomes into the work of the Early Help Units. In the March 2017 return to the Department of Communities and Local Government (DCLG) KCC was identified as the top performing Local Authority in the country for successfully achieving good outcomes for Troubled Family cases.
- **Secured** £10 million of funding from the Big Lottery in June 2016 for the KCC HeadStart programme. This has been used to develop an innovative 5-year programme, working with targeted schools to improve the emotional resilience of young people. The HeadStart programme is embedded into the wider emotional health and wellbeing pathway developments to ensure a coherent 'offer' to young people for mental health and emotional wellbeing.
- **Developed** a new evidence-based parenting programme in Early Help which forms part of the wider parenting support offer across the service. The new course draws on the best of a range of known courses and techniques. Following a successful pilot in Maidstone the programme has now been rolled out across the county and we are working with approved academic institutions to gain accreditation for the programme.
- **Streamlined** the way in which schools access support from the Inclusion & Attendance service. The new digital front door for schools ensures one single route into the service, and appropriate and timely allocation of work, the digital front door is now live with all schools in Kent, and has been extended to include children missing education (CME) and elective home education (EHE) notifications. Feedback from schools is positive and Ofsted made a point of stating that arrangements for tracking children missing education are effective. They also commended the work with schools which ensures that no children looked after are permanently excluded and attendance is 90%.
- **Further developed** the Early Help Module (EHM), the Early Help case management system with an associated workflows and case notes functionality. This system shares a database with Specialist Children's Services' system and enables safe evidence-based step-downs between the two services. EHM has been developed to ensure recording reflects the jointly used evidence based model of intervention 'Signs of Safety' practice.

- **Further aligned** the processes at the front door between Early Help Triage and the Central Duty Team for referrals to social care, in preparation for the teams integrating to become a single Front Door to children's services in Kent, with a single referral form. This is vital to ensure that families receive the right support at the right time from the right service, in a more seamless way.
- **Worked with staff** to develop Signs of Safety practice to ensure consistent use and understanding of a strengths-based approach to whole-family working, resulting in improved assessments and plans and better evidenced outcomes, with families at the heart of identifying and working on their issues.
- **Supported** 14-19 providers to improve Level 1 offers for 16-18 year old students by increasing the range of pathways, generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribution to NEET reduction.
- **Improved** outcomes in GCSE Level 2 maths and English to age 19. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.
- **Promoted** meaningful engagement with employers. This has been successfully achieved through developing a Guild Model, which is a partnership between employers and education providers. Eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region. The Guilds provide a forum to promote transitions for young people from education to employment, including apprenticeships.
- **Continued** to develop the KCC Apprenticeship Scheme with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges placed 711 apprentices in the council. The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments. The annual targets for apprenticeships have been exceeded year on year.
- **Developed** a dedicated service to support schools to establish their own apprenticeship programmes aiming to help schools, as employers, to maximise funding opportunities through the levy to train their staff, and especially to promote apprenticeships as a realistic option of choice for young people at ages 16,17 and 18. As part of the Government's apprenticeship strategy and the new public sector target of 2.3%, schools in Kent need to ensure 293 apprenticeship starts.
- **Continued** to run a strong network led by the Skills and Employability Service, to support the delivery of Careers Education. This aims to improve outcomes for young people by engaging employers with schools, and by advising schools on how best to use new qualifications and labour market information to support careers guidance to young people and affect curriculum change.

- **Hosted** within the Skills and Employability Service a Careers Enterprise coordinator partly funded by the Careers Enterprise Company. The Careers Enterprise Coordinator's role is to work with schools to facilitate employer engagement and enterprise activities. 16 schools have signed up to the scheme and 10 schools have been matched with an adviser.
- **Facilitated** 11,627 students' unlocking their accounts on Kent Choices 4 U (KC4U) of which 8718 students applied for post-16 courses. 3225 of these were for FE places. The percentage of learners, who have made an application, when compared with the previous year, was the same at 55%. KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages.
- **Supported** access to post 16 learning, including apprenticeships through the travelcard scheme. In the past year 7597 young people used this card to travel to their places of learning. This was a significant increase on the previous year's figure of 4,500.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners and approved by them and KCC. The Strategy builds on the work of the Skills and Employability 14-24 Strategy and focuses on the education, training and employment of adults in the county. The importance of this strategy has become more apparent with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners, economic growth and employment.
- **Helped**, via Kent Supported Employment, 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment as part of their individual journeys. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.
- **Held** discussions with FE colleges and staff with a responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these young people through transition. A proposal will be put to the College Principals and a strategic plan will be developed in autumn 2017.
- **Made** applications to the Education Skills Funding Agency (ESFA) for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. They have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

- **Developed** the 16-18 Apprenticeship Campaign plan, between KCC, The Kent Association of Training Organisations (KATO), Kent Further Education Colleges (KFE) and Medway Council, which has continued to build effective partnerships to increase the number of apprenticeships for this age group. In the last year there has been a reduction in the number of apprenticeship starts since the introduction of the Apprenticeship Levy. The plan will focus on the joint working to increase the number of apprenticeship starts and use the successful recruitment cycle during the year – in September, January, April and July.
- **Refreshed** the 14-24 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 Mathematics post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds.
- **Further developed** Kent's apprenticeship and youth employment programmes, to reduce the number of young people who are unemployed. We have launched the Made In Kent campaign which will offer 1,000 young people across Kent the opportunity to meet an employer and gain practical employability skills and routes into employment. In April 2017, the Government introduced major changes to the way KCC delivers its own apprenticeship programme. A new public sector target of 2.3% was introduced and this means KCC now needs to ensure 523 apprenticeship starts.
- **Reduced** the rolling number of NEETs for January 2017 to 2.9% with a target of 2.5% for 2018.
- **Continued** to deliver the requirements of the Children and Families Act 2014 which introduced the biggest changes to SEN in a generation. The Act requires local authorities to ensure that the views, wishes and feelings of parents are given importance and the right support and information is in place to ensure they are able to participate in decisions which help to achieve good outcomes for their children. Currently 74% of Education Health and Care Plans are completed within the statutory 20 week timescale.
- **Positively** worked with the Kent Parent Carer Forum (KPCF) to build a strategic partnership with SEND families. The Forum's participation has helped us to better understand the views and wishes of Kent families, children and young people with SEND. We know from feedback they have given us that Kent families believe that we are now providing better quality information, that the waiting time for access to specialist equipment is now shorter and that access to a good school is easier. This is improving outcomes for children and young people with SEND. At the same time the recent Parent's Survey indicates that nearly 40% of parents were not happy with the time taken to complete their child's Education, Health and Care Plan (EHCP).
- **Developed** the Kent Local Offer with SEND parents in order that the content serves their information needs and their role on the steering group means we can monitor how helpful and easily accessible it is for all parents and young people themselves. We consulted young people on the content and the format and we are publishing comments and questions so families are aware that their involvement is leading to improvements in information and services.

- **Increased specialist SEND places.** As parents asked us to ensure that the SEND Strategy increases the support in mainstream and Special school places closer to home, there are now more specialist SRP and satellite places available in local schools and when our building improvements in Special schools are completed there will be further increases. Parents are influencing specialist resourced provision (SRP) in mainstream schools which host them because we have established steering groups with parent representatives.
- **Supported** more pupils with SEN through High Needs funding without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. At the same time referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through High Needs funding we need to do more to give parents confidence in this approach.
- **Increased** the investment in SEN in Kent, with a higher proportion of the DSG spent on supporting pupils with additional and complex learning needs, than in many similar local authority areas. The challenge is to achieve better outcomes for this investment, reflected in good practice in all schools, better quality education and support for SEND learners, and providing a wider range of options for parents. The investment has also included significant capital spend on expanding SEND provision, by expanding and improving Special Schools and ensuring that any new school hosts an SEN Resourced Provision.
- **Embedded** Best Practice Guidance for the Early Years sector. This guidance and Early Years Local Inclusion Forums (LIFT) is continuing to support settings to increase their expertise in supporting children with SEND.
- **Reviewed** the work of the Local Inclusion Forum Teams (LIFT) and delivery of effective outreach support from the Kent Special Schools and the devolved Specialist Teaching and Learning Service (STLS). The review included school's satisfaction with LIFT, and the impact of the LIFT's work on schools' capability to meet needs and enable children with SEND to make progress. STLS and outreach is regarded as an effective and high quality support service; 92% of the schools were satisfied with the overall quality of service; 90% of schools were satisfied with the effectiveness of LIFT meeting to promote collaborative working and joint solution focused discussions and 89% of schools were satisfied with the frequency and range of professionals attending the LIFT meetings. The impact of Early Years LIFT was also positive.
- **Established** a range of approaches to providing earlier and more effective support to pupils with SEN responding to an increase in the pupil population and the number of pupils subject to EHCPs and recognising that at Secondary age an increasing number require specialist provision. In the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools and 955 in mainstream SRPs; 4,597 specialist places in total.

- **Arranged provision** and placement for over 550 non Kent pupils with an EHCP placed in care in Kent by other authorities.
- **Established** new Primary Specialist Resourced Provisions for ASD, SLCN and SEMH. We are exploring SRPs with 5 Secondary schools and the National Autistic Society. Nationally 6.7% of Primary age pupils, 8.1% of Secondary and 26.9% of Special school pupils who are subject to a Statement or EHCP have ASD recorded as their primary barrier to learning. In Kent these figures are significantly higher: 9.8% Primary, 15.1% Secondary and 46.5% in Special schools.
- **Established satellite provision** based on mainstream school sites for five of our PSCN Special schools linked to Oakley, Five Acre Wood, Nexus (set to open on the Wouldham All Saints CEP School site during 2018), St Nicholas and Milestone Academy. This means pupils are integrated into mainstream school classes, with support, where this is suitable and appropriate for the individual pupil.
- **Funded** over 600 Kent resident pupil places in Special schools or specialist colleges outside of the maintained sector. Whilst the actual number is increasing, the proportion of all pupils placed in this sector is reducing. As of March 2017, over 50% of these placements are for pupils have ASD their most prevalent need type.
- **Secured approval** from the Secretary of State for two new Special Free schools applications in Wave 12 - Aspire and Bearsted. Aspire Free school will be located in Swale and will cater for up to 168 Primary aged pupils with ASD. Bearsted will be located on the Maidstone-Swale border and will cater for 168 Secondary aged pupils.
- **Opened** Primary aged specialist SEN resourced provision (SRP) for pupils with autism in South Kent at Martello Grove Academy and in Mid Kent at Langley Park Primary Academy. A new provision for pupils with Social, Emotional and Mental Health needs opened in East Kent at Thistle Hill Primary School.
- **Commissioned** for opening in September 2017 four new SRPs. Two will support Social, Emotional and Mental Health needs in Finberry Primary School (South Kent) and Valley Invicta Primary School at Holborough Lakes (West Kent). One is for pupils with Autism at Valley Invicta Primary School at Kings Hill (West Kent), and the final one is for pupils with Speech, Language and Communication Needs at Cherry Orchard Primary School (North Kent).
- **Delivered** the new school buildings for Five Acre Wood and Ridge View Schools (West Kent) with Portal House (South Kent) in construction.
- **Increased** further the number of places in our Special schools to 3,832 representing the creation of just under 800 additional places since 2012. Plans are in place to further increase this number with expansions at Oakley School (West Kent) and Meadowfields School (East Kent).
- **Commissioned** a satellite of Ridge View Special School (West Kent) at Wouldham Primary School as part of a new purpose built mainstream school in 2017.



- **Delivered** all the targets for the Kent Educational Psychology service. In 2017 the service increased the volume of statutory advice completed by 16%. The service also increased its trading to 58% of Kent Schools. It has continued to increase its range of innovative psychological applications, which include web based products, webinars for early year's settings and schools, and interventions for the management of test anxiety. The service provides a specialist role, contributing as key members of LIFTs to enable school to school support and evidence based advice to support learners with special educational needs and to improve outcomes.
- **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. Collaborative working with the PRU Inclusion and Attendance team has resulted in identifying and securing provision for those not in receipt of education, more quickly. 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 more than 300 families are participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.
- **Continued** to develop our approach to District based working, utilising the feedback from District Reviews so that service delivery can be more coordinated and Early Help and Prevention for vulnerable children and young people can be more accessible for schools and families.
- **Implemented** our revised policy for Elective Home Education (EHE). Kent recorded a 17.1% increase in referrals during the 2016-17 academic year, raising the numbers recorded by Kent from 793 in 2008 to 1956 children who are home educated in 2017. Kent's Elective Home Education 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. The policy has ensured that those who wish to return to school or those who are not in receipt of education, are identified early in the process and parents are supported by Fair Access Senior Officers with the process of securing school places. KCC's EHE website provides support and advice to parents, including access to information, learning materials and other support and advice that an EHE family may need.
- **Succeeded** in commissioning and delivering 1620 Primary and 1870 Secondary school places for September 2017. This included opening one new Primary school (Langley Park – West Kent), and St George's CE School becoming an all age provision from its previous status of Secondary. Our forecasts provided an exceptionally high degree of accuracy at County level, with Primary roll forecasts accurate to within one class of pupils, and Secondary to within 0.6% of actual rolls.

- **Delivered** the targets of at least 5% surplus primary school places, and 9% surplus secondary school places. Achieved at least 5% surplus Year R places in 8 Districts exceeding the target of 4.
- **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 2017. For Primary schools the target was 87% and on Offer Day 89% of parents secured their first preference of school for their child. For Secondary schools the target was 83% and 80.5% of parents secured their first preference. The target for first and second preferences for both Primary and Secondary schools was 95%. For the start of the 2017 school year 91.7% of Secondary parents and 95.3% of Primary parents secured their first or second preference. Last year the national averages for first preferences were 88.4% for Primary and 84.1% for Secondary schools.
- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its 2016 inspection, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Ensured** that over 350 adult learners gained GCSEs in Maths and English with CLS, at pass rates above the national average for this group.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, establishing five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford. Eight Sector Guilds are developing clear action plans between employers and training providers, colleges and schools to promote opportunities within the priority employment sectors in Kent. The Strategy continues to inform the service specification for CLS commissioned services.
- **Continued** to implement the recommendations of the Select Committee Inquiry into Grammar Schools and Social Mobility published in June 2016 in order to improve the representation of children from disadvantaged backgrounds in grammar schools, if suitable for their abilities. The report made a number of recommendations which were agreed by County Council and progress in implementing these recommendations is being monitored. As at October 2017, more than half (18) of our grammar schools have now introduced an admissions criteria which offers an element of priority for pupils in receipt of the Pupil Premium and therefore from low income families. The remaining 14 grammar schools have been encouraged to follow suit.

## Progress in 2016-17 and Where We Are Now

**We set very challenging and ambitious improvement targets and in 2016-17 there were positive indications that we are achieving good progress.**

- In the **Early Years Foundation Stage**, 74.3% of children achieved a Good Level of Development, which is a slight decline from the 2016 figure of 74.8%. This outcome is above the national figure of 70.7% and places Kent third amongst its statistical neighbours.
- At **Key Stage 1** in 2017, 68.3% of pupils in Kent met or exceeded the expected standard in Reading, Writing and Mathematics combined, which is 4.66 percentage points above the national average and a 1.7 percentage point improvement compared to 2016.
- **At Key Stage 2**, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling which was 1 percentage point below with the national average. 64% of Kent pupils achieved the 'expected standard' in the Reading, Writing and Mathematics combined measure, which is 3 percentage points above the national average of 61% and the highest amongst Kent's statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure was 9%, which is in line with the national average and a 3 percentage point improvement compared to 2016. Compared to its statistical neighbours, Kent is ranked third for this measure for the second successive year.
- **At Key Stage 4**, Secondary schools in Kent performed in line with the national attainment measures, which is 63% of pupils attaining a good GCSE grade in English and maths. 42 Kent secondary schools above the national average. Kent is ranked seventh out of its statistical neighbours for this measure and 68<sup>th</sup> out of 151 local authorities nationally.
- In 2017 60% of pupils attained good GCSE grades in at least five subjects, which is an improvement on the 57% achieved in 2016.
- However, there was decline in the Attainment 8 measure, to 47 points from 50 the previous year which is indicative of a narrowing of the curriculum offer in schools.
- Kent achieved a Progress 8 score of -0.11 in 2017, which is below the national average of -0.03. Kent is ranked eighth out of its 10 statistical neighbours for this measure and 95<sup>th</sup> out of 151 local authorities nationally. 44 Secondary schools met or achieved above the national average for this measure and of these 28 are Grammar schools.
- Performance in the English Baccalaureate (Ebacc) measure has declined in line with the national decline. 26.8% attain the English Baccalaureate with English and Maths at Grade 4 or above, compared to the national figure of 23.7%. Kent is ranked first amongst its statistical neighbours and as 39<sup>th</sup> out of 151 local authorities nationally.

- **Performance at post 16** in 2017 is based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate. Outcomes are variable and on several measures just below the national average.

### **A Levels**

- DfE results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.9 which is slightly below the national average of 31.25 and equivalent to a C grade. Kent is ranked fourth out of its statistical neighbours and 56<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Academic qualifications**

Academic results include A Level, AS Level, International *Baccalaureate*, IBCP and extended project qualifications.

- In 2017, the Average Point Score per entry achieved by Academic students in Kent schools is 32.11 which is above the national average of 31.45 and equivalent to an average C+ grade. Kent is ranked second out of its statistical neighbours and 27<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Technical Level 3**

- Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2017, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- DfE results for 2017 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 37.38 which is slightly below the national average of 38.80 and equivalent to a Distinction+ grade. Kent is ranked fourth against statistical neighbours and 68<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Applied General Level 3**

- Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2017, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.33 which is below the national average of 39.55 and equivalent to a Distinction+. Kent is ranked seventh out of its statistical neighbours and 86<sup>th</sup> out of 150 local authorities nationally for this measure.

## **Technical Baccalaureate (TechBacc)**

The Technical Baccalaureate is a performance measure that provides young people, aspiring to a technical career, with a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.

- In Kent schools in 2017, 36 students achieved a Technical Baccalaureate representing over 25% of the 140 students who achieved the qualification in state funded schools nationally. Kent is ranked first both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

## **International Baccalaureate (IB) Diploma Programme**

- Overall, 2017 has been a good year for the IB in Kent, with the Average Point Score rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.
- Three Kent schools offer the IB programme – Dartford Grammar School (37 APS), Dane Court Grammar School (34 APS) and Tonbridge Grammar School (37 APS). Each school has added 1 point to its APS score.

## **International Baccalaureate Career-Related Programme**

- The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19. It is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.
- For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.
- 91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.
- IB components are awarded a maximum of 7 points each.
- High Schools delivered 181 entries, 37.6% with 5+ points (43.6% for all Kent schools), 77.3% with 4+ points (79.6% for all Kent schools) and 96.1% with 3+ points (97.1% for all Kent schools).

## Apprenticeships

- In April 2017 the apprenticeship levy was introduced and all levy payers have started their payments with monies credited to the individual digital accounts to spend on apprenticeship training.
- Early signs are showing employers investing in developing the existing workforce rather than new recruits and there is concern this may lead to a reduction in apprenticeship starts for 16 to 18 year olds.
- In the third quarter 2017 data shows under 19 apprenticeship starts at 2400, compared to 2480 last year. There were 7260 young people aged 19 – 25 starting an apprenticeship, compared to 5860 last year.
- The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017.
- Kent's schools will meet the 2.3% public sector target of employed apprentices by March 2018. 51% of all schools have recruited an apprentice, before the Government introduced the new changes.
- In January 2017 the NEET figure had reduced to 2.9%.
- There will be a significant reduction in unemployment among 18 – 24 year olds so that current levels are below national average. Adult unemployment in Kent (at 1.7%) is currently below the National unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) districts in Kent is above the National average, significantly so in Thanet (3.6%) which has the highest level of unemployment amongst young adults (18-24) of any district in the South East Region (at 6%). The figures for the five districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

## The Quality of Education in Kent Schools

- We continue to make progress in increasing the **number of good and outstanding schools** in Kent, following inspection by Ofsted. As at the end of the 2016-2017 school year, 91% of schools were good and outstanding compared to 89% in 2016 and 82% in the previous year. In 2011-2012 only 60% of schools were judged good or better; the national average was then 70%. The national average for good and outstanding schools is now 89%.
- In Kent this overall figure of 91% includes 89.4% of Secondary schools, 92.4% of Primary schools, 95.5% of Special schools and 71.4% of PRUs in Kent, judged to be good or outstanding. Also, 98% of Early Years settings are good or outstanding.
- Currently, 90.3% of pupils attend a good or outstanding school. This includes 90.7% of Primary pupils, 89.6% of Secondary pupils, 96.6% of pupils attending Special schools

and 54.2% of pupils attending a PRU. This equates to almost 196,700 children and young people receiving a good or outstanding education in Kent and continues the upward trend.

## **Exclusions**

- The latest DfE exclusion data indicates that Kent schools' overall performance in the past two years has improved to the level that is significantly better than the national average, which is very positive. In the last academic year 2016-17 there were 68 permanent exclusions, which is a small increase of 2 on the previous academic year. The rate of permanent exclusion remains significantly better than the national average. There were 19 permanent exclusions, in 19 Primary schools, which is an increase of 3 compared to the previous academic year. In Secondary schools there were 49 permanent exclusions, which is a reduction of one compared to the previous year. There was a slight reduction in fixed term exclusions in the last academic year compared to 2015/16, down 21 from 9,996 to 9,975 exclusions. The rate of fixed-term exclusion among Kent schools was much better than the national average.

## **School Attendance**

- School attendance rates overall are now just in line with the national averages. Overall the percentage of total absences in Kent is 4.6% compared to 4.6% nationally, according to the latest available published figures. For Secondary schools the figures are 5.5% compared to 5.3% nationally, and for Primary schools the percentage is 4.0% compared to 4.0% nationally.
- However persistent absence rates in Kent are higher than the national average, which is disappointing. In the last school year the percentage of pupils who have missed 38 or more sessions (15% persistent absence) was 4.4% in Kent compared to 3.7% nationally. For Secondary schools this figure is 6.5% compared to 5.4% nationally and for Primary schools it is 2.5% compared to 2.1% nationally. The previous year the persistent absence figure for Secondary schools was 6.2%, and for Primary schools it was 2.3%. The latest data shows an increase in persistent absence for Secondary schools up to 6.5%, and an increase to 2.5% for Primary schools. These figures continue to be worse than the national figures, which mean they are an even greater priority for improvement.

## **Education Health and Care Plans**

- The number of requests for SEN statutory assessment has increased at an unprecedented rate, by 16% in the past year. As a result we carried out 1004 statutory assessments in 2016 compared to 880 in 2014. This is in addition to assessing over 8,000 existing pupils with Statements who must be transitioned to new Education Health and Care Plans. Managing transitional arrangements alongside new assessments has adversely impacted on the proportion that can be completed within 20 weeks. Provisional data for the percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 74% against a target of 85%.

- The volume of psychological statutory advice completed in 2016-2017 increased by 16%. This is a 34% increase since 2014-15 when 904 pieces were completed. The completion of statutory advice within the required timeframe has reduced from 91% in 2015-2016 to 78% in the past year. The continuing rise in requests for statutory assessment is a concern at a time when significant investment in High Needs funding has risen substantially, so that schools can receive resources without the need for a statutory assessment. The number of pupils supported by High needs Funding has also significantly increased.

### **Early Help**

- In Early Help and Preventative Services support is being provided in a more timely way to nearly 7,000 children and young people aged 0-18, and their families, who have an Early Help Plan. In March 2017, 79.6% of cases were closed with a positive outcome for children and the family, compared to 83.4% in March 2016. At the end of March 2017, step-downs to Early Help for on-going support accounted for 19.8% of the cases closed by Specialist Children's Services,, which is a reduction on last year. Conversely, 8.3% of cases closed to Early Help were stepped up to Social Care because children's needs and the risks to them had increased.



# The Early Years Foundation Stage

The key indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). In 2017, 74.3% of children achieved a GLD compare to 74.8% in 2016. Performance is above the national average.

Early Years Foundation Stage going forward

- The seven areas of learning and development specified in the EYFS will remain unchanged, as will the number of Early Learning Goals (ELGs).
- Any changes to the ELGs will come into effect from the 2020 to 2021 academic year.
- A baseline will be developed using a large scale pilot and evaluation in the 2019 to 2020 academic year
- In the meantime, schools must continue to complete the EYFSP for their Reception-year pupils in the summer term, June 2018 and report the results to local authorities.

## Key Stage 1

At Key Stage 1 in 2017, outcomes improved across all indicators. As in 2016, Kent performed above the emerging national average for the proportion of pupils meeting or exceeding the expected standard at Key Stage 1 for all subjects.

At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above in Reading, Writing and Mathematics. In 2017, Kent performed above the emerging national average for all subjects and showed improvements compared to the 2016 outcomes.

At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading and Mathematics. As in previous years, Writing continues to be judged by teacher assessment

**Reading, Writing and Mathematics combined** attainment at Key Stage 1 improved by 1.7 percentage points in 2017, which is less than the national improvement rate.

	Combined Reading, Writing and Mathematics	
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard
<b>Kent</b>	66.6	68.3
<b>National</b>	60.3	63.7

	Reading	
	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	79
<b>National</b>	74	76

	Writing	
	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	71	72
<b>National</b>	65	68

	Mathematics	
	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	78
<b>National</b>	73	75

In 2017, 68.3% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points compared to 2016. This is a 4.6 percentage points above the emerging national average.

At Key Stage 1, 79% pupils attained or exceeded the expected standard in **Reading**, which is 3 percentage points above the emerging national average. In 2017, 295 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 26% which is one percentage point above the emerging national average and one percentage point improvement compared to 2016 outcomes.

72% of pupils attained or exceeded the expected standard in **Writing**, which is one percentage point higher than 2016 and four percentage points above the emerging national average. In 2017, 318 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 17%, which is one percentage point above the emerging national average.

78% of pupils attained or exceeded the expected standard in **Mathematics**, which is the same as 2016 and 3 percentage points above the emerging national average. 315 Kent schools performed at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 21%, which is in line with the emerging national average.

## Key Stage 2

At Key Stage 2, attainment in Kent improved across all indicators in 2017 compared to 2016, apart from Writing which remained the same. Kent performed at least in line with the provisional national averages for all subjects apart from Grammar, Punctuation and Spelling (GPS), which was just below the average. Compared with statistical neighbours, Kent's results overall are ranked top out of 11 other similar local authority areas for combined attainment in Reading, Writing and Mathematics.

	Combined Reading, Writing and Mathematics	
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard
<b>Kent</b>	59	64
<b>National</b>	53	61

	Reading	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	70	74
<b>National</b>	66	71

	Writing	
	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	80	80
<b>National</b>	74	76

	Mathematics	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	72	76
<b>National</b>	70	75

	Grammar, Punctuation and Spelling	
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	73	76
<b>National</b>	73	77

At Key Stage 2, 64% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 3 percentage points above the provisional national average of 61%. Kent is ranked first amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in the combined measure is 9% which is a 3 percentage point improvement since 2016 and in line with the provisional national average. Kent is ranked third for this measure, the same as 2016.

In 2017, 271 Kent schools attained at or above the national average for the proportion of pupils reaching the 'expected standard' for the **Reading, Writing and Mathematics combined measure**, compared to 280 in 2016.

In 2017, 74% of pupils in Kent attained the 'expected standard' in **Reading**. Kent performed 3 percentage points above the provisional national average and is ranked first amongst its statistical neighbours, the same as 2016. In 2017, 285 schools performed at or above the provisional national average for this measure compared with 287 schools in 2016.

80% of pupils attained the 'expected standard' in **Writing**, which is the same as 2016. This is four percentage points above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 318 schools performed at or above the national average for this measure compared to 319 schools in 2016.

76% of pupils attained the 'expected standard' in the **Mathematics** in 2017, which is one percentage point above the national average and ranks Kent first among our statistical neighbours. In 2017, 258 schools performed at or above the national average for this measure compared with 261 schools in 2016.

76% of pupils attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2017. Although this is an improvement of 3 percentage points compared with 2016, it is just below the provisional national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is a decline from 2016 when Kent was ranked third. In 2017, 238 schools performed at or above the provisional national average compared with 255 in 2016.

The Kent progress scores for Reading and Writing are 0.3 and 0.4 respectively and -0.2 for Mathematics. All of which are at least in line with the average progress score of zero. These are broadly similar to 2016 for Reading and Writing with a very slight decrease in progress for Mathematics.

## **The Floor Standard at Key Stage 2**

In the 2016-17 academic year, schools are judged to be below the floor standard and therefore underperforming if:

- Fewer than 65% of pupils at the end of Key Stage 2 (KS2) meet the expected standard in Reading, Writing and Mathematics

**or**

- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -7 in Writing and -5 in Mathematics)

To be above the floor, the school needs to meet either the attainment or all of the progress elements. In 2017, 22 schools were below the floor standard, compared with 9 schools in 2016.

## **Coasting Schools at Key Stage 2**

A school falls within the coasting definition if:

- it meets the 2014 and 2015 parts of the definition - of fewer than 85% of pupils achieving level 4 in reading, writing and mathematics and below the national median percentage of pupils making expected progress in all of reading, writing and mathematics; and
- it also meets the 2016 part of the definition - if fewer than 85% of children achieve the expected standard at the end of Primary and average progress made by pupils in reading or writing or mathematics is below a level set against the new Primary progress measures.

## Key Stage 4

For GCSE outcomes in 2017, Kent is in line national average attainment measures, but fell below in progress. This is a decline compared with the performance in 2016, but in line with the national decline. This, in part, could be attributed to the changes to the assessment methodology and the new grading system.

The percentage of pupils in Kent achieving 5 or more GCSE grades 4 or above including English and mathematics, is 59.9%. This is above last year's figure of 59.0% and above the 2017 emerging national average for all schools of 56%. On this measure, Kent is ranked fifth among its statistical neighbours and 55<sup>th</sup> out of 151 local authorities nationally.

For the Basics measure, the proportion of pupils who achieved grade 4 or above in English and mathematics combined is 61.3%. This is 2.4 percentage points below last year's result of 63.7%. The 2017 national figure is 63.5%. Kent is ranked seventh amongst its statistical neighbours for this measure and 95<sup>th</sup> of the 151 local authorities nationally.

There has been a decline in GCSE grade 4 or above passes for English where the success rate this year is 61.3%, compared to 76.2% achieving a GCSE grade A\*-C under the old system last year. The national average is 75.1%.

In mathematics, there was a decline this year to 50.9%, compared to 68.1% last year. The national average is 68.8%.

In the English Baccalaureate measure, in 2017, 24.7% of pupils achieved this qualification including a GCSE grade 4 or above in English and maths, rising from 29.5% in 2016. The national average is 21.2%. The percentage of pupils in Kent entered for the English Baccalaureate decreased to 41.3%, however this remains higher than the national figure of 38.2%. Kent is ranked first amongst its statistical neighbours and 51<sup>st</sup> out of 151 local authorities nationally.

Secondary schools achieved a Progress 8 score of -0.11 in 2017, which is below the national average of -0.03. The DfE published figures show that 44 of Kent's 99 Secondary schools met or achieved above the national average for this measure; of these 28 are Grammar schools.

For Progress 8, Kent is ranked eighth amongst its statistical neighbours and 95<sup>th</sup> out of 151 local authorities nationally.

The average Attainment 8 score per pupil in Kent is 46.0, compared to 46.1 nationally and 45.7 for our statistical neighbour average.

Among all 150 local authorities, Kent is ranked 95<sup>th</sup> for Progress 8, 69<sup>th</sup> for Attainment 8, 95<sup>th</sup> for the percentage of pupils who achieved A-C grades in English and maths and 51<sup>st</sup> for the percentage who achieved the English Baccalaureate.

## **Progress 8 Scores in Kent Schools**

Kent achieved a Progress 8 score of -0.11 in 2017, which is slightly below the national average of -0.03. 44 out of Kent's 99 Secondary schools met or achieved above the national average for this measure; of these 28 are Grammar schools.

In 14 Secondary schools the score is above 0.05, which is well above average. Of these schools 12 are Grammar schools. In 4 schools the score is -1.00 or below; this means that pupils in these schools achieved nearly one or more GCSE grades lower per subject than other pupils nationally with the same prior attainment at Key Stage 2. Of these, one is a Grammar school.

The highest performing school achieved a Progress 8 score of 0.91, while the lowest performing school achieved a score of -1.14. Among 32 Grammar schools, 28 schools achieved Progress 8 scores above or in line to the national average.

The Progress 8 measure is a fairer reflection of the progress achieved by all pupils in their GCSE examinations and provides a more accurate picture of the performance of schools for all pupils. However poor progress rates and lack of participation in the right curriculum pathways, for small groups of vulnerable pupils will have a significant impact on depressing the Progress 8 score for some schools.

## **Attainment 8 Scores in Kent Schools**

The Attainment 8 scores are at or above the national average of 46.1 in 38 Secondary schools. 61 schools performed below the national average.

Attainment has declined both in Kent and nationally, not just in 2016 but to below the respective 2015 measures. This is indicative of a narrowing of the curriculum offer provided by schools.

67 schools have seen a reduction in their Attainment 8 figure compared to their 2016 results, with 55 reducing to below their 2015 score.

## **The Floor Standard at Key Stage 4**

In 2017, as it was in 2016, the Secondary school floor standard is set as -0.5 Progress 8, unless the confidence interval suggests the school's underlying performance data may not be below average.

In 2017, 10 (10.1%) Secondary schools in Kent performed below the floor standard.

## **Coasting Schools at Key Stage 4**

Under the definition, Secondary schools will be identified as 'coasting' in 2017 if they fall below the following standards in all of the three years:

- In 2015: fewer than 60% of pupils achieve 5A\*-C at GCSE (including English and maths) and less than the national median percentage achieve expected progress in English and maths

- In 2016 and 2017: the progress 8 score is below a set threshold (and the upper band of the confidence interval of the score is below 0). In 2016 this threshold was -0.25, and the threshold for 2017 will be announced in autumn 2017

Schools that opted into progress 8 in 2015 and fall below the above thresholds, but have a progress 8 score of above -0.25 in 2015, will not be deemed to be 'coasting'.

Additional guidance explains that schools will be exempt from the measure if any of the following apply:

- They have fewer than 11 pupils at the end of KS4 in 2014 or 2015, or fewer than 6 pupils at the end of KS4 in 2016
- Less than 50% of pupils have KS2 assessments that can be used as prior attainment in the calculations of expected progress or progress 8
- The school closes within the academic year (unless it then reopens as a converter academy)
- They are a pupil referral unit/alternative provision academy or special school/academy

In Kent, 13 (13.2%) Secondary schools have been identified as meeting the coasting definition in 2016, compared to 319 (11.3%) schools nationally.



## **A Level and Post 16 Results**

Results at Post 16 across a range of qualifications indicate that Kent is mostly in line with national averages, while some measures are below average. It is a priority to work with schools to continue to improve guidance for students in choosing appropriate learning pathways at Post 16 and to ensure provision of a full range of technical pathways for students aged 14-19.

Post 16 outcomes for 2017 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.

All Kent and national averages noted below are for state funded schools only.

### **A Levels**

For all A Level measures Kent is performing in line with or above the national average.

The results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent Secondary schools is 30.86, which is slightly below the national average of 31.25 and equivalent to an average C grade. Kent is ranked fourth out of its statistical neighbours and 56<sup>th</sup> out of 150 local authorities nationally for this measure.

The percentage of A Level students achieving AAB grades or above in at least two facilitating subjects has declined to 11% compared to 17.0% in 2016. This is disappointing.

### **Academic qualifications**

Academic results include A Level, AS Level, the International Baccalaureate and International Baccalaureate Careers Related Programme (IBCP) and extended project qualifications.

In 2017, the Average Point Score per entry achieved by academic course students in Kent schools was 32.11, which is equivalent to a C+ average grade and above the national average of 31.45. Kent is ranked second out of its statistical neighbours and 27<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Technical Level 3**

Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.

The results for 2017 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 37.38, which is equivalent to a Distinction+ grade and only slightly below the national average of 38.60. Kent is ranked fourth against statistical neighbours and 68<sup>th</sup> out of 150 local authorities nationally for this measure.

## **Applied General Level 3**

Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the Performance Tables from 2016, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.33, which is equivalent to a Distinction+ grade and is in line with the national average of 39.55. Kent is ranked seventh out of its statistical neighbours and 86<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Technical Baccaureate**

The Technical Baccaureate is a Performance measure that allows young people aspiring to a technical career with a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the Performance Tables from 2016.

In Kent in 2017, 36 students achieved a Technical Baccaureate, representing over 25% of the 140 students, in all state funded schools, who achieved the qualification. Kent is ranked first both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

### **International Baccaureate Diploma Programme**

- Overall, in 2017 the outcomes achieved in the IB in Kent are very positive with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.
- Three Kent schools offer the IB programme – Dartford Grammar School (37 APS), Dane Court Grammar School (34 APS) and Tonbridge Grammar School (37 APS). Each school has added 1 point to its APS score since 2015.

### **International Baccaureate Career-related Programme**

- The International Baccaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19. It is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further and higher education, apprenticeships or employment.
- CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

- For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme. The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. The CP core helps them to develop skills and competencies required for lifelong learning.
- 91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.
- IB components are awarded a maximum of 7 points each.
- High Schools delivered 181 entries, 37.6% with 5+ points (43.6% for all Kent schools), 77.3% with 4+ points (79.6% for all Kent schools) and 96.1% with 3+ points (97.1% for all Kent schools).

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# Gender Differences

## Early Years Foundation Stage

In the Early Years Foundation Stage, girls continue to out-perform boys with 80.8% of girls compared to 68.2% of boys achieving a Good Level of Development in 2017. This represents an improved position from a gender gap of 14.2% in 2016 to 12.6% in 2017. Work will continue to narrow the gender gap.

## Key Stage 1

At Key Stage 1, girls outperformed boys in **Reading** in 2017. The proportion of girls who attained or exceeded the expected standard was 83% compared with 74% of boys, with a gender attainment gap of 8%. This shows no change from 2016.

In 2017, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 79% of girls attained or exceeded the expected standard compared with 65% of boys, a gender gap of 13% which is the same as 2016.

In 2017, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who attained or exceeded the expected standard is 80% compared with 77% of boys.

## Key Stage 2

At Key Stage 2, attainment for both boys and girls improved compared with 2016 and girls outperformed boys in all measures. In 2017, 61% of boys and 68% of girls attained the 'expected standard' in the **Reading, Writing and Mathematics combined measure**. This compares well with the respective 2017 provisional national averages of 57% and 65%. The gender attainment gap in Kent is 7%, which is two percentage points wider than in 2016 and slightly less than the national gap of 8%.

In 2017, 71% of boys and 78% of girls attained the 'expected standard' in **Reading**. Both boys and girls attained 3% higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7% and has narrowed by one percentage point compared with 2016. The national gap is also 7% in 2017 which has also narrowed by 1% since 2016.

There is an attainment gap of one percentage point in mathematics in 2017. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls. Both boys and girls outperformed similar groups nationally by 1%.

As in previous years, girls outperformed boys in **Writing** in 2017 and the gender gap remains widest in this subject. 75% of boys attained the 'expected standard' in Writing compared with 86% of girls, a gap of 11%. This remains the same as 2016.

Girls outperformed boys in the **Grammar, Punctuation and Spelling** assessment in 2017. The proportion of boys who attained the 'expected standard' was 71%, which is 2% lower than boys nationally. 81% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap of 10% in Kent is higher than the national gap of 8 percentage points.

## **Key Stage 4 and Post 16**

The data on gender gaps for GCSE and post 16 results will be available when national performance data is published in January 2018.

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# Outcomes for Vulnerable Groups

All attainment gaps at any age are of great significance to the life chances of children and young people as they move through their schooling. Children that fall behind in the earlier years of learning do not catch up sufficiently with their peers. We continue to be determined to narrow these gaps and reverse the trend whereby achievement gaps get wider as children get older. We are having some success with this, in that the actual attainment for pupils on free school meals is improving year on year, although the gaps continue to be unacceptably wide.

As we continue to raise attainment overall, we need to work even harder to narrow achievement gaps for vulnerable groups, especially pupils supported by the Pupil Premium. Although Kent has performed above the national average for most Key Stages, gaps in attainment for pupils supported by the Pupil Premium, Children in Care (CiC), and for pupils with Special Educational Needs (SEN) remain too wide, and are wider than the national gaps.

## Early Years Foundation Stage

In the Early Years Foundation Stage the FSM Eligible gap has narrowed from 20% in 2016 to 10.1% which is positive. This means that 64% of children on free school meals achieved a good level of development compared to 58% in 2016.

At the same time, the SEN gap has widened to from 52.8% in 2016 to 59.3% in 2017, which means fewer children with special educational needs (15%) achieved a good level of development in 2017, compared to 27% in 2016. This is very disappointing. The gap for children in care relates to very few children (20 Kent and 7 Other Local Authority), but the Kent CiC gap has widened from 33.3% in 2016 to 49.4% in 2017. Once again this means that very few of the children in care (24%) in this age group achieved a good level of development by the age of five, compared to 28.6% in 2016.

## Key Stage 1

In 2017, the proportion of FSM pupils who attained or exceeded the expected standard in **Reading at Key Stage 1** was 61.8%, which is in line with the national figure and ranks Kent second amongst its statistical neighbours. This is lightly better than the 2016 figure of 60%.

The widest gap for FSM pupils was in **Writing**, where 53.6% of FSM pupils attained or exceeded the expected standard, compared to 50% nationally. This is better than the 2016 figure of 51%. Although there is an attainment gap of 21.1%, which is 5% wider than the national figure, Kent is ranked first amongst its statistical neighbours for FSM attainment in **Writing**.

The proportion of FSM pupils who attained or exceeded the expected standard in **Mathematics** was 61.4%, compared to 58% nationally, which ranks Kent first amongst its statistical neighbours. This is better than the 2016 figure of 59%. The mathematics attainment gap is 19.1%, which is 4% wider than the national gap.

The attainment gap for **SEN pupils** was wide across all subjects in 2017. In Reading, 33.6% pupils with SEN in Kent attained or exceeded the expected standard compared with 29.6% nationally. This is also better than the 2016 figure of 30.7%. The attainment gap is 47.8%, which is wider than the national figure.

The attainment gap is widest in Writing. The proportion of SEN pupils who attained or exceeded the expected standard was 21.5%, compared to 20.2% nationally. This is similar to 2016. There is an attainment gap of 58%, which is 4% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

In Mathematics, 35.8% of pupils with SEN attained or exceeded the expected standard, compared with 30.4% nationally. This is better than the 2016 figure of 32.4%. The attainment gap is 47.0%, which is 3% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

In Grammar, Punctuation and Spelling, 30.7% of pupils with SEN attained or exceeded the expected standard. The attainment gap is 53.3% which is wider than the national figure.

In 2017, the proportion of **Children in Care** (CiC) who attained or exceeded the expected standard in Reading was 61.9%, an attainment gap of 17%. This is a significant improvement on the 2016 figure of 38.3%. In Writing, 52.4% of CiC attained or exceeded the expected standard, a gap of 20.0%. Once again this compares very positively with the 2016 figure of 29.4%. The attainment gap was widest in Mathematics, at 30.9%, and 47.6% of CiC attained or exceeded the expected standard compared to 32.4% in 2016. Overall these outcomes are a significant improvement compared to the previous year.

## Key Stage 2

At Key Stage 2 the attainment outcomes for FSM eligible pupils improved in 2017 across all measures compared to 2016 but gaps remain wide due to improved outcomes for non FSM eligible pupils. In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 42.3%, which is a six percentage point improvement compared to 2016. There remains, however, an attainment gap of 25.4%, which is similar to the 2016 gap.

In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading** was 55.9%, compared to 52% in 2016. This is an improvement of four percentage points, however, the reading attainment gap of 21.0% is the same as in 2016.

The proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** is 62.3%, compared to 61% in 2016, an improvement of one percentage point. The writing attainment gap is 20.9% which is a slight improvement from 2016 where the gap was 22%. Attainment is higher in writing than other subjects for FSM eligible pupils.

The proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 57.0%, compared to 52% in 2016. There is an attainment gap of 21.8 percentage points which is slightly larger than the 21% gap in 2016.

In **Mathematics**, 57.8% of FSM eligible pupils achieved the 'expected standard' in 2017 compared to 51% in 2016. The attainment gap narrowed in 2017 to 20.6 % compared to 24% in 2016.

The attainment gap at Key Stage 2 for SEN pupils remains wide across all measures in 2017. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 19.4% which is 4% better compared to 2016, when the national average was 15%. There is an attainment gap of 53.0% which is similar to the gap in 2016.

In **Reading**, 33.6% pupils with SEN in Kent achieved the 'expected standard' in 2017, which is similar to 2016 outcomes. There is an attainment gap of 47.8% which is slightly larger than the 45% gap in 2016.

The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' is 32.9% which is broadly similar to 2016. There is an attainment gap of 56.1% which is a slight improvement on the 57% gap in 2016.

In **Grammar, Punctuation and Spelling**, 30.7% of SEN pupils achieved the 'expected standard', which is similar to 2016. There is an attainment gap of 53.3% which has widened in 2017, having been 45% in 2016.

In **Mathematics**, 35.8% of SEN pupils achieved the 'expected standard' which is a five percentage point improvement compared to 2016 outcomes. There is an attainment gap of 47.0% which is has narrowed by one percentage point since 2016.

In 2017, the outcomes at Key Stage 2 for Children in Care (CiC) were significantly better than the previous year, which is very welcome. The proportion of CiC who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 38.1%, which is significantly better than 2016 when the figure was 21.6%. This means there is an achievement gap of 18.8%, compared to 36.8% in 2016.

In Reading, 57.1% of CiC achieved the 'expected standard', which is significantly better than the 2016 figure of 41.9%.

In Writing, 47.6% of CiC achieved the 'expected standard', compared a gap of 8.3%. In Mathematics, 42.9% of CiC achieved the 'expected standard', compared to 41.9% in 2016. The proportion of CiC who achieved the 'expected standard' in Grammar, Punctuation and Spelling was 44.6%, similar to 2016.

#### **Key Stage 4**

The data on vulnerable groups will be available in January 2014.

#### **Summary of Progress**

There has been a slight reduction in the percentage of children achieving a Good Level of Development at the end of the Early Years Foundation Stage although Kent continues to be above the emerging national figure.



Outcomes at Key Stages 1 and 2 are also positive and show Kent performing above the national averages for the majority of indicators for the second successive year. Outcomes for FSM eligible pupils also show improvement across all areas when compared to 2016. At Key Stage 4 Kent has maintained standards in line with the national average but fallen below in progress measures. Results at Post 16 across a range of qualifications are variable, with some measures in line with or above the national average and positive improvements in Technical and Applied qualifications. It is a priority to work with schools to continue to improve guidance for students in choosing appropriate learning pathways Post 16 and to ensure more provision of a full range of technical pathways at 14-19.

Overall, there are mostly positive trends in the right direction on raising standards of attainment and increasing rates of progress. We need to continue to be ambitious because there is still more to do to bring about the necessary improvements for some groups of children and young people in Kent. We have a mixed economy of provision in the Early Years, schools and the skills and training sectors, serving diverse communities with many challenges. This ranges from outstanding and good provision to a significant amount of provision (8% of schools currently) that is not yet good. On many indicators we perform better against national averages and against our statistical neighbours but there is more to do and we need a continued sense of ambition to build on the improved performance in 2017 and more intensive work on those areas where performance is below average and gaps are too wide.

The wide variations between schools highlight aspects of good practice that need to be more widely disseminated as part of the collaboration between schools. In many schools there is impressive narrowing of the gaps for different groups of pupils and very effective strategies, supported by the Pupil Premium funding, to accelerate the progress of these pupils. We will build more successfully on this good practice.

Our biggest challenges are to improve the achievement gaps for vulnerable groups and to improve the offer at 14-19 for all, to include clear pathways to further progression and positive destinations for students in this age group, including reducing the number of young people who do not participate and become NEET.

We aim to ensure more schools undertake Pupil Premium Reviews, recommended by the DfE for schools that need to make better use of the funding. In order to support these reviews, it is important that schools which are effectively using the Pupil Premium, share their best practice.

Research shows family engagement and family motivation is highly correlated with attainment at school. The National Audit Office similarly found that 91% of school leaders saw parental engagement as a barrier to closing the attainment gap of some disadvantaged pupils. We aim to ensure there is more focus on engaging and supporting parents and that support from the Early Help services is available for all the children and families who need it.

The funding for the Pupil Premium in Kent now exceeds £55 million. and while the improvements achieved in 2017 for pupils on free school meals we still need to make more of a difference to closing achievement gaps for these less advantaged learners.

Similarly, for SEN learners where achievement gaps continue to be too wide, we allocate over £200 million in Kent to supporting the needs of these pupils yet there is limited improvement to their progress and attainment in relation to other pupils. Once again we aim to ensure that schools make the most effective use of High Needs funding and participate in the local LIFT arrangements, where additional support and advice can be accessed.

Schools that make limited use of the support services available through Early Help, SEN, the Pupil Referral Units, the Primary Behaviour Projects and the Education Health Needs Service are missing opportunities to contribute to improved outcomes and better learning progress for vulnerable pupils. We must do more to achieve maximum benefit from these additional resources.

In addition, there is a need to ensure that all schools embed the best practice in the regular monitoring of every pupil's progress and the formative assessment of their learning and achievement. All the research tells us that real gains are achieved when small steps are taken each day to improve progress in learning for every pupil. Investment in the kind of teaching and other adult support, in small groups, to help children catch up on the day, are proven to accelerate progress.

More generally many schools are accelerating progress by investing more time in the range and quality of assessment and feedback to pupils on their performance, provided routinely by teachers, and supporting this by teaching pupils the learning skills they need to monitor, evaluate and assess their progress against improvement goals which they understand and sometimes set for themselves. Some schools are investing in more use of peer mentoring and tutoring, enabling pupils to teach their peers in well-coordinated and structured ways using high quality resources, including digital packages which motivate and structure the learning pathway.

## Provision and Outcomes for 14-24 Year Olds

**The 14-24 Strategy for Learning, Employment and Skills is designed to achieve a fundamental shift in the education system in Kent towards a more comprehensive and balanced academic and technical offer for young people aged 14 to 24. The Adult Skills Strategy also builds on the four priorities for the 14 to 24 age range, with a clear focus on meeting the skills needs of the local economy and support for vulnerable adults.**

**The priorities are to:**

- Raise attainment and skill levels for all 14 to 24 year olds;
- Improve and extend the provision of technical and vocational education, training and apprenticeships;
- Increase participation in learning and in skilled employment;
- Target support for vulnerable young people to achieve and gain employment.

The 14-24 Strategy and the Adult Skills Strategy aim to ensure there is a coordinated approach to helping young people and adults to access skilled employment or higher levels of skills qualifications and learning. This requires investment in new learning pathways, the best use of new technical qualifications, effective partnership between schools, colleges, employers and training providers and a commitment to ensuring no young person drops out of the system between the ages of 16 and 19. It also has a role in clarifying for providers an ever changing learning architecture.

There has been a continued increase in the number of apprenticeships, and apprenticeships within schools, improved technical qualification outcomes at post 16 and an increase in the vocational pathways for young people. However, we are still not doing well enough to meet the needs of all young people to ensure their full participation and success, particularly those who do not achieve level 2 English and mathematics qualifications at GCSE. The service offers online maths and English courses to support schools and providers with this challenge.

There have been a number of national changes which affect post 16 programmes. These include the introduction of new performance measures at post 16; significant changes to the A level qualifications, the introduction of 3 new technical qualifications, the technical award for Key Stage 4; the technical certificates level 2 and 3 for post 16 programmes and the introduction of the Technical Baccalaureate. These create new opportunities for more young people to have better pathways and to succeed by gaining appropriate qualifications. Success in applied general and technical qualifications and the progress achieved for students in relation to their prior attainment appears to be better than the outcomes achieved for students with similar prior attainment that follow academic A level qualifications.

Many school sixth forms are still predominantly focused on an academic A Level offer and do not provide enough opportunities for young people who have not achieved five good GCSEs including English and Maths to increase their levels of qualifications. There is too much provision for Level 3 academic qualifications at post 16 and insufficient opportunity for students to follow technical qualifications and to gain mathematics and English qualifications by age 19.

The success of the International Baccalaureate Careers Related Programme in 20 Kent schools ( this number is growing in academic year 2017 – 2018) shows that innovation in study programmes can achieve good results. For schools not signed up to the IB programme, a baccalaureate model is effective and impactful.

The DFE published the Post 16 Skills Plan in July 2016 which sets two clear pathways for young people at age 16 to follow either academic or technical qualifications. These changes will have a major impact on the planning and delivery of post 16 provision in schools and colleges. This autumn (2017) saw the publication of the Government's plan for Tech level qualifications. We are working with schools to prepare for this development, together with new statutory guidance on careers education, through our events programme and in school support.

Although Kent has recently seen good inspection results for post 16 provision, appropriate technical pathways are not always in place to support the progression of all learners from age 14 to 19 into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Year 12 in Kent schools and colleges which remains a concern. The NEET and 'not known' numbers overall are reducing, which is positive, but there are still too many young people in vulnerable groups who become NEET, particularly SEND learners and Children in Care. In the past year the NEET figures reduced to 2.9%, which is in line with the national average.

Consequently, there is a need for continued effort to address these issues and achieve more rapid developments whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people and the economy. Facilitating and supporting these developments is a key priority. We aim to ensure, through the work of the Skills and Employability Service and 14-19 District Partnerships that there is further development of new technical 14 to 19 pathways, and increased take up of apprenticeships and employment with training.

Careers education and guidance is essential to ensuring young people take the best options and learning pathways available to them. There is a thriving careers education network, consisting of a steering group of lead careers co-ordinators and district Careers Education Information Advice and Guidance meetings, which supports the county's aims of improving participation and increasing levels of numeracy and literacy. It also supports the provision of appropriate learning programmes from starting points to positive destinations in further and higher learning and employment with training. In addition, the Kent Children's University is developing new programmes to support careers education and provide experiential learning opportunities for 7 to 14 year olds.

The eight Employers' Guilds provide new opportunities of enhanced employer engagement with schools. There is now a more effective employer engagement plan. Progress has been made in expanding local learning and skills opportunities in all districts available on the Ready to Work website for young people looking to re-engage in learning, who are NEET, and looking for apprenticeships or employment with training. These programmes offer alternative pathways and have facilitated young people's access to over 63 training providers and colleges.

### **Attainment Post 16**

Post 16 outcomes for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8, compared to 30.9 last year.

Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications and results for 2017 show that the Academic Average Point Score per entry achieved by students in Kent schools is 32.0, compared to 32.2 last year.

Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. The results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 37.45, compared to 36.7 last year.

Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 38.8, compared to 37.0 in 2016.

The Technical Baccalaureate is a new performance measure that allows young people, aspiring to a technical career, a high-quality alternative to the A level route. 29 students achieved the Tech Bacc in 2017 compared to 20 in 2016.

It has been another positive year for the IB in Kent, with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least. Three schools offer the IB programme – Dartford (37APS), Dane Court (34 APS) and Tonbridge Grammar (37 APS). Each school has added 1 point to its APS score since 2015.

### **Innovative Curriculum Development**

The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19 and offers a framework of international education that incorporates the values of the International Baccalaureate within a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.

Career Programme students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic

strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.

High Schools delivered 181 entries, 37.6% with 5+/7 points (43.6% for all Kent schools), 77.3% with 4+/7 points (79.6% for all Kent schools) and 96.1% with 3+/7 points (97.1% for all Kent schools).

A number of schools and colleges have used the flexibilities within the post 16 programmes of study and new qualification reforms. Case studies have been shared on innovative and collaborative approaches to 14 to 19 curriculum provision and work continues with individual schools and colleges to develop robust 14 to 19 technical pathways, which lead to sustainable employment.

The Post 16 Skills Plan published in 2016 proposed a transition year for those learners who need to access further knowledge and skills to progress to level 3, employment with training or employment. Existing practice has been shared with schools via the Skills and Employability Service events programme.

The Local Authority, with schools and FE Colleges, carried out an area review to identify the effectiveness of existing provision and pathways that require further development. The outcomes of this review will be used to plan new 14 to 19 provisions and strengthen links with employers.

### **Employer Guilds**

The engagement with employers has significantly developed through the Guild Model, which is a partnership between employers and education providers. The following eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region:

- Sciences
- Creative and Media
- Land-Based Industries
- Engineering and Advanced Manufacturing
- Construction and the Built Environment
- Hospitality & Tourism
- Health and Social Care

The Guilds provide an ongoing forum to promote positive transition from education to employment, particularly through apprenticeships. The Skills and Employability Service has been developing skills plans with the eight employment sector Guilds. There are over 200 employers involved in the Guilds and over 540 employment opportunities were created by the Guilds in 2016-17 including apprenticeships, work experience placements and

internships. One of the priorities for the Guilds is working with schools to provide information and guidance on employment opportunities in the eight employment sectors. This includes schools' visits, mentoring young people, taking part in careers fairs and events. The Guilds are providing an informed and coordinated approach to identifying the skills needed and the steps young people need to take to enter skilled employment and take up apprenticeships. The Guilds meet the needs of the industry by working in partnership with the relevant sector experts, including employers, trade bodies, training providers, colleges, and the Local Authority.

### **Careers Education, Advice and Guidance**

The Skills and Employability Service has continued to run a strong network to support the delivery of Careers Education. This aims to improve outcomes for young people by engaging employers with schools, and by advising schools on how best to use new qualifications and labour market information to support careers guidance to young people and affect curriculum change. Other career education agencies are invited to speak at steering meetings to enhance work being done locally and county wide. Funding beneficiaries of the Careers Enterprise Company are also invited.

Providers have the benefit of the Kent Careers Framework (currently being refreshed) which supports the CEIAG offer in schools and an audit tool which measures the development of employability within the institution.

Within the Skills and Employability Service there is a Careers Enterprise Coordinator who is partly funded by the Careers Enterprise Company and whose role is to link 20 schools to an enterprise adviser to facilitate employer engagement and enterprise activities. A second network has been developed in West Kent and by the end of academic year 2017 – 2018 40 schools will be engaged.

The Service has facilitated 11,627 students' use of their accounts on the Kent Choices 4 You website (KC4U) of which 8718 students applied for post-16 courses. 3225 of these were for FE places.

The percentage of learners who have made an application, when compared with the previous year, was the same at 55%

Building on the success of four local career events in 2016-17, four similar events have been planned for academic year 2017 – 2018. These events offer the opportunity to meet employers and training providers, and learners without a post 16 offer are encouraged to make applications on the day. These events are planned in collaboration with local partners in each area to make sure that local needs were met by the events and it is expected to continue this format in the coming years.

### **Apprenticeships**

April 2017 saw the introduction of the apprenticeship Levy. All levy payers have started their payments and monies have been credited to the individual digital accounts to spend on apprenticeship training. Early signs are showing employers investing in developing their

existing workforce rather than new recruits and it is possible that there will be a reduction in apprenticeship starts for 16 to 18 year olds, which is very disappointing.

Third quarter 2017 data shows under age 19 starts at 2400, compared to 2480 last year, and age 19 - 25+ starts at 7260, compared to 5860 last year.

From discussions with colleges and training providers all have expressed concerns they are seeing a downturn in numbers since the introduction of the levy in April.

The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017. With an annual target of 140 apprentices achieved in 2014-15 due to new targets being set for the public sector, our annual target has been increased to 200 from March 2017. There have been 201 Apprentice starts since 1st September 2017 due to the Apprenticeship levy.

Kent schools will meet the 2.3% public sector target of employed apprentices by March 2018. From April KCC will be given a new target of 2.3% percentage of all staff starting an apprenticeship. The Skills and Employability Service achieved 51% of all schools to have recruited an apprentice, before Government introduce the new changes. We have seen Schools understand the opportunities available to them through apprenticeships with greater engagement for key information.

## **NEET Figures**

The refreshed NEETs Strategy and action plan 2017-2020 sets out our commitment to the most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to skilled employment and adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.

This Strategy is focused on tackling the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people who are vulnerable to becoming NEET and who are already NEET. It sets clear targets to ensure that the number of NEETs in Kent is reduced to 1% by January 2020. To achieve this ambitious target new approaches have been developed to reduce NEETs in schools, colleges and work based training providers.

The NEET figure for January 2017 was 2.98% (2016 was 4.97%, 2015 was 5.25%)

The NEET figure should always be used in conjunction with the 'Not Known' figure (young people whose learning destination or employment is not known to the tracking system). The percentage of Not Knowns shows a three year decrease with 3.18% in January 2017, 8.27% in January 2016 and 11.2% in January 2015. These figures are still too high and the NEET Strategy is designed to significantly reduce them in the year ahead.

In January 2017 the NEET cohort for SEND learners was set as those young people who have an Education Health and Care Plan. Out of a total cohort of 1740 there were 85 NEETs (4.9%) and 178 not knowns (10.2%). In May the cohort size was 1781 with 82



NEETs (4.6%) and 158 Not Knowns (8.9%). This shows a small decrease in the percentage of both the NEET and the Not Knowns.

## **Youth Unemployment**

Youth unemployment in Kent (at 1.7%) is currently below the national unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) Districts in Kent is above the National average, significantly so in Thanet (3.6%) Thanet has the highest level of unemployment amongst young adults (18-24) of any District in the South East Region (at 6%). The figures for the five Districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

## **Targeted Support for Vulnerable Learners**

During 2016 - 2017, the Skills and Employability Service has undertaken a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These include Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges in Dartford, Gravesend and Shepway. The Troubled Families employment programme has supported 18 young people to take up an apprenticeship and 46 young people into paid employment.

Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties to move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.

The Service has held discussions with FE colleges and staff with responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these learners through transition. A proposal will be put to the College Principals and a strategic plan will be developed in late 2017.

The Service has also made applications to the ESFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. These requests have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

## **The Local Employment Offer**

Each district in Kent now has a District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships.

There are approximately 80 offers across the districts involving 25 different providers. This is meeting the needs of over 500 young people in a variety of programmes, which include traineeships, apprenticeships and employability full time programmes lasting for a year, together with 12 week engagement programmes including work experience and intensive mentoring and resilience courses.

## **Adult Skills**

The Adult Learning, Skills and Employment Strategy was developed with, and approved by, partners and KCC during 2015-16 and it has now established five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford.

The Strategy builds on the work of the 14-24 Strategy and focuses on the education, training and employment of adults in the County. The importance of this Strategy has become more apparent with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners, economic growth and employment.

***“.....there is no more important issue facing our economy than getting the education and skills system right – it is crucial to cementing recent improvements in growth sustainably over the longer term. It’s essential we build the right skills base if we are to support a rebalancing towards that high-value, high-skill activities that will underpin our role in the global marketplace”.*** (Confederation for British Industry 2014)

The purpose of the Adult Skills Strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all local providers of education and skills can aspire to and achieve by working in partnership. The Strategy is supported by all the relevant stakeholders, as an over-arching strategy for Kent to improve provision and outcomes.

Kent County Council contributes to the Strategy through some of its services, as well as providing a strategic overview, and by facilitating collaborative activity between education providers, training providers and employers. The overarching ambition for Kent providers is to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion, community cohesion, health and wellbeing.

The Strategy is built around the following priorities to:

- increase adult employment in Kent
- improve the education and the skill levels of the adult population of Kent
- provide pathways, such as apprenticeships and retraining opportunities, to enable people to take up employment in priority sectors
- increase participation in learning and employment amongst priority groups, in isolated communities, and deprived neighbourhoods; and including vulnerable adults such as those with disabilities.

The strategy is designed to address the significant gaps in the skill requirements of the local economy and the skill levels of the adult population in Kent, which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Retraining and improving the skills of the existing workforce is vital if we are to gain the benefits of growth arising from economic recovery and the opportunities available in a global market. A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource we must co-ordinate at a local level to ensure collaboration between providers. This Strategy has as a key priority the importance of engaging employers in adult vocational education and training.

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## Community Learning and Skills

The Community Learning and Skills (CLS) service provides learning opportunities for adults, young people and families in order to meet their aspirations for improved work skills, better personal development, strong families and healthy and creative lives.

In the past year CLS engaged with over 21,000 learners in Kent, with a total of over 34,000 enrolments. A very wide range of provision was offered including study programmes, traineeships and apprenticeships to young adults aged between 16 and 18, as well as a broad range of apprenticeships and accredited programmes to adults over the age of 19. In offering its apprenticeship programme, CLS successfully engaged with 400 employers, the majority of whom are SMEs in Kent, providing carefully planned programmes that meet local and national skills needs. During 2016-17, CLS continued to offer programmes to Unaccompanied Asylum Seekers and participate in the Syrian Vulnerable Persons Relocation Scheme.

Accredited programmes include functional skills and GCSEs in Mathematics and English as well as English for Speakers of Other Languages. Non-accredited provision includes Family Learning programmes run in partnership with schools and Children's Centres across the County as well as Neighbourhood Learning programmes targeted at engaging hard to reach learners.

### Improvements achieved during 2016-17

- The Self-Assessment Report shows that CLS has successfully maintained the good quality of provision identified by Ofsted in its 2016 CLS inspection.
- Both employers and learners and learners report high levels of satisfaction with the Service
- 72% of learners over the age of 19 years achieved grades 9-4 in GCSE English
- 85% of learners over the age of 19 years achieved grades 9-4 in GCSE Maths
- Achievement rates in both English and Maths were higher than those for 2015-16
- Over 200 16-18 year olds Not in Employment, Education or Training achieved on their Study Programmes
- More than 50 16-18 year olds completed apprenticeships at level 2 or 3
- Over 1500 adults gained their first qualification

## Ofsted Inspection Outcomes

**Ofsted inspection outcomes for Kent schools have improved significantly over the past five years and at the end of the 2016-17 school year 91.4% of schools were judged to be good or outstanding, compared to 89% in 2016 and 82% in 2015. . In 2011, the figure was 59%.**

At the beginning of the school year in September 2017, 91.4% of schools were good or outstanding. Kent continues to be above the national average of 89%. Overall, 22% of schools are judged to be outstanding and 70% judged to be good, compared to the national position of 21% schools rated outstanding and 68% good.

This overall figure includes 89.4% of Secondary schools, 92.4% of Primary schools, 95.5% of Special schools and 71.4% of PRUs in Kent, judged to be good or outstanding.

In September 2017, 19.1% of Primary schools (81) were outstanding, 73.3% (310 schools) were good, 7.8% (33 schools) require improvement and 0.2% were inadequate (one school). 31.9% of Secondary schools (30) were outstanding, 57.4% (54 schools) were good, 10.6% (10 schools) require improvement and no schools were inadequate. 31.8% of Special schools are outstanding (7), 63.6% (14 schools) are good and 4.5% requires improvement (one school). No schools were inadequate.

In Kent overall, in September 2017, 90.3% of pupils (196,937) were attending a good or outstanding school, including 90.7% of Primary pupils (106,347), 89.6% of Secondary pupils (86,996) and 96.6% of pupils (3,581) attending Special schools.

In September 2017, there were 381 good and 120 outstanding schools, 46 schools requiring improvement (including 33 Primary schools and 10 Secondary schools) and one school in a category, out of a total of 546 schools with a current inspection result. This means that there are 17 more good and outstanding schools compared to the same point in 2016.

At the start of September 2016, there were 370 good and 114 outstanding schools, 57 schools requiring improvement (including 42 Primary schools and 13 Secondary schools) and 4 schools in a category, out of a total of 545 schools that had a current inspection result. One school was judged inadequate during the 2016/17 academic year and four schools were removed from an Ofsted category of concern.

Of the 51 schools inspected in the 2016/17 school year, 60.7% were judged to be good or outstanding, compared to 72% in 2015/16.

There was decline in outcomes for Secondary Schools, with 57.1% of the seven schools inspected between September 2016 and July 2017 being judged good or outstanding, compared to 66.7% in 2015/16. In the same period 41 Primary schools were inspected and 65.9% were judged good or outstanding, compared to 72.7% in the same period the previous year.

At the start of the 2017/18 school year, 90% of pupils in Kent were attending a good or outstanding school compared to 88% in 2016 and 83% in 2015. This means approximately 10,181 more children and young people are receiving a better education since 2016.

Prior to this year there had been continued strong improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 60% in 2013, 73% in 2014, 94% in 2015 and 98.2% in 2016. The number now attending a good or outstanding Pupil Referral Unit in September 2017 is 54.2% due to two requires improvement outcomes in 2016/17. This is very disappointing.

Many 'satisfactory' or 'requires improvement' schools are well led and making good progress, so that we are confident of future good inspection outcomes. As at August 2017 we have exceeded our target of having at least 86% of Kent schools being good or outstanding. Our priority for 2018 onwards is to continue to increase the rate of improvement in education in Kent. We expect this positive trend to continue towards our ambitious target of at least 95% of Primary and 93% of Secondary schools to be judged good or outstanding by 2018-19.

The proportion of schools in Kent judged to be Requiring Improvement (RI) at the end of the academic year 2016/17, decreased to 8.4% which is 0.6% below the national average of 9%. Kent's position represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013, 20% in 2014, 16% in 2015, 10% in 2016 and now 8.4% as of September 2017.

In September 2017, one school (0.2%) in Kent was in an Ofsted category of concern. This represents a decrease of 0.5% from the previous year and means Kent is below the national average of 2% of schools judged to be inadequate by Ofsted. This is an improved picture compared to previous years (4% in 2012 and 2013, 5% in 2014, 2% in 2015 and 0.7% in 2016).

**Key lessons** from schools that achieve a good or better inspection outcome include:

- Effective leadership with a track record of improvement
- Governance that understands the school's strengths and weaknesses, and challenges senior leaders and holds the school to account for its performance
- Having a clear and shared vision, with high expectations of all
- Developing staff
- Assuring the quality of teaching and learning, with an improving trend
- Leading and building leadership capacity at all levels in the school
- Providing a relevant and attractive curriculum that offers success for all groups of learners, and positive destinations
- Assessment and progress-tracking - making this clear, simple and easy to use
- Using external evaluation to challenge the work of the school

- Confident use of data to show evidence of improving pupil progress and attainment in all year groups
- A strong focus on improving rates of progress for all groups of pupils
- Procedures for ensuring the consistency and continuous improvement of teaching
- Effective use of the pupil premium and other funding to ensure under-achieving pupils catch up quickly and gaps narrow
- Good use of assessment to feed back to pupils and help them to do better
- Effective use of data to track individual pupils' progress and monitor teaching quality, which informs the school's procedures for targeting improvement activity
- Evidence of moderating school assessments and accurate evaluation of the school's strengths and weaknesses with clear actions to address under-performance
- And clear evidence of improvement since the last inspection.

No school achieves consistency of practice and continuous improvement without highly effective leadership and governance.

As always, we encourage schools to learn from others' inspection experiences and some of the best preparation for inspection is to talk to a school that has been inspected recently to exchange insights about managing the process.

All schools currently rated as inadequate and as 'Requiring Improvement' are working closely with the School Improvement Team, and are supported by other schools, to ensure they achieve a rapid rate of improvement.

The Local Authority 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 continue to be determined to do everything we can, within the framework of Government policy and through our own local initiative, to bring about sustained improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and our aim is to continue to work in partnership to ensure no good and outstanding schools decline.

### **Inspection Outcomes for Kent Early Years Settings**

In the 2016 – 2017 school year inspection outcomes for Early Years settings continued to improve, increasing the number of good and outstanding settings.

In August 2017, 97.2 % of Early Years settings were judged good or outstanding. The figure in August 2016 was 96%.

In August 2017, in Kent overall, 98.1% of children under five were attending a good or outstanding Early Years setting. This is a very good outcome and well above the national average.

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# Exclusions

## Exclusions Data for the 2016-17 School Year

Exclusion from school is a serious matter which impacts on the progress and attainment of pupils, often the most vulnerable learners, and all the efforts we make to reduce loss of learning time through exclusion contribute significantly to raising standards.

The latest DfE exclusion data release indicates that Kent schools' overall performance in the past two years has improved to the level that is significantly better than the national average, which is very positive.

However, the pattern of exclusions is very variable across Districts and schools, and depends very much on the local arrangements for inclusive schooling, behaviour support, managed moves, In Year Fair Access and the work of the Pupil Referral Units.

### Permanent Exclusions

In the last academic year 2016-17 there were 68 permanent exclusions, which is a small increase of two on the previous academic year. The rate of permanent exclusion remains significantly better than the national average.

There were 19 permanent exclusions, in 19 Primary schools, which is an increase of three compared to the previous academic year. This includes 8 permanent exclusions of children in Key Stage 1, which is very disappointing. Most of the Primary permanent exclusions took place in East and North Kent, primarily in Dartford and Swale.

In Secondary schools there were 49 permanent exclusions, which is a reduction of one compared to the previous year. Most of the excluded pupils were in Years 9 and 10 and of the 29 Secondary schools that permanently excluded, 20 schools excluded only one pupil. The greatest number of permanent exclusions took place in 9 Secondary schools and most of the exclusions (30) were concentrated in Dartford, Gravesham and Maidstone.

While most districts achieved a reduction in permanent exclusion, the schools in Shepway district had the best performance where we saw a reduction of 13 permanent exclusions in the 2016/17 academic year compared to 2015/16 (15 reduced to 2 exclusions). Maidstone district also saw a notable reduction, down from 16 to 10 exclusions in 2016/17.

Of those permanently excluded, 28 pupils were on free school meals, (reduced from 41 in 2016) 20 pupils were open cases for Early help and Social Care and three pupils had an Education Health and Care Plan. Our aim is to ensure that no looked after child and no pupils with EHC plans are permanently excluded.

### Fixed Term Exclusions

There was a slight reduction in fixed term exclusions in the last academic year compared to 2015-16, down 21 from 9,996 to 9,975 exclusions. The rate of fixed-term exclusion among Kent schools was much better than the national average.

The overall decrease was directly related to a positive reduction in Secondary School fixed-term exclusions. At the same time, there was an increase in Primary School fixed-term exclusions, up 324 from 1,725 to 2,049 exclusions in 2016/17.

Among the pupils with one or more fixed term exclusions, 54% were pupils on free school meals which is the same percentage as the previous school year. It is disappointing that we are not seeing this percentage reduce. Similarly, the percentage of pupils with SEN (7.6%) is more or less the same as the previous school year.

For the few districts where there has been no improvement, the Local Authority and schools are working together, agreeing new inclusion approaches and Alternative Provision arrangements to reduce the use of exclusion.

The re-organised PRU arrangements continue to make a clear contribution to the reduction in permanent exclusions over time. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning.

The Inclusion and Attendance Advisers have adopted more preventative approaches to focus their interventions on the factors that make a difference to children's behaviours, which in turn affects the rates of permanent and fixed term exclusions.

These factors include the effectiveness of school practice and in-school support, including the use of the Pupil Premium; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools provided by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the Local Inclusion Forums; early identification of special educational needs and the use of High Needs funding and the LIFT process; and the use of support through Early Help notifications. I hope we can continue to use this range of provision and resources to continue to provide the best support for pupils with challenging behaviour and other needs, and to continue to reduce the use of exclusion.

### **Pupil Referral Units**

In five out of the seven areas served by the PRU provisions, creative local solutions have reduced the number of young people requiring Alternative Provision, with the Secondary schools in each area working collaboratively and agreeing not to permanently exclude. The total number of young people being removed from mainstream school to attend a PRU in Kent has reduced from 0.33% in Nov 2015 to 0.18% in Sept 2017. Compared to a National Average of 0.27%. This is very encouraging, and has significant benefits for the pupils concerned who might otherwise be out of mainstream school.

In 2016 there was an increase in academic outcomes for pupils attending the PRUs compared to 2015. In GCSE results 22% attained the level 2 qualification (Grade C or 4+) and 18% attained the threshold in English and maths, compared to 2.5% and 8.5% nationally. In 2017, this reduced to 16% in English, while 18% attained a good GCSE pass in mathematics. These rates are still significantly above the national figures.

There has been a reduction in young people leaving a PRU without a September guarantee of a positive post 16 destination, which is also very welcome. At the end of the 2016 academic year 13.6% young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%

PRUs have faced challenges with the revised Ofsted framework and changes to the curriculum and assessment measures. Of the seven PRUs in Kent: one is Outstanding, two are rated Good, three Require Improvement and one has recently been judged by Ofsted to have Serious Weaknesses as a result of a period of uncertain leadership . The current leadership was positively assessed by Ofsted and there is clear evidence of the right action being taken to bring about the necessary improvements. A dedicated PRU School Improvement Advisor has been secured to work with the PRUs to continue to support their improvement.

The Kent Health Needs Education Service has increased its support across the county, expanding to seven delivery hubs and providing an outreach service for schools to support pupils with mental and physical health difficulties. The number of young people supported by the service has increased to 240, with a significant number of young people being re-integrated back into mainstream education.

## Attendance

Attendance is a key priority and improving students' attendance rates can have a significant impact on outcomes, particularly for vulnerable groups where early indications of other more serious underlying problems can be reflected in erratic or poor attendance. For example, nearly 50% of young people who become home educated have a history of persistent absence from school. Poor attendance is also a significant risk factor for children and young people who are excluded and those who become NEET.

The latest data on attendance indicates a persistent absence figure for Primary schools of 9.5%, which compares to a figure of 9.3% for the last academic year. The figure for Secondary schools is 13.7%, up from last year's figure of 13.2%. National data for 2016-17 shows that Kent has higher rates of absence than the national averages, for both phases, with national figures of 8.7% for Primary and 12.8% for Secondary schools. During the same period, the attendance rate for Kent Primary schools has stayed the same at 95.9% while the rate in Kent Secondary schools has declined slightly from 94.8% to 94.6%.

During the past 18 months we have developed a new delivery model refocusing on preventative, advisory and outcomes-focused support for schools and families to improve attendance. At the same time we reconfigured the previous six hubs to form a single county wide enforcement team, in order to make the legal process more agile, consistent and effective when taking court action and issuing penalty notices for poor attendance at school..

The new approach was based on shifting the intensive interventions in relation to attendance and exclusions, which Education Welfare Officers and Exclusion Officers traditionally carried out, to be delivered in the Early Help Units.

In order to make schools' access to the service easier and the legal process for taking court action in relation to attendance more outcome-focused, the service has implemented a new Digital Front Door and the new Code of Conduct for issuing education related penalty notices. A revised model school attendance policy was also published and shared with schools in April 2017.

We are very clear that an attendance rate below 96%, even it is above 90%, is not good enough. Schools take the initial actions to help or intervene when a pupil's attendance rate falls below 96% without a justifiable reason. In some extreme circumstances where a pupil's unauthorised absence persists and attendance has dropped to below 90%, the matter is escalated for legal action to be taken, which may include an Education Supervision Order, a Penalty Notices or prosecution taken against parents. In the last academic year, KCC prosecuted 223 parents for failing to ensure their children's regular school attendance.

### ***A good Impact on improving attendance has been made in schools where:***

- There are regular parent interviews where attendance targets are set.
- Heads of Year or other staff make home visits

- Taxis are arranged where transport may be a problem
- Reward trips are provided
- Texts and phone calls are made to the home for attendance at parents' evenings
- There is first day calling home for a pupil's absence
- Parental workshops are provided on how parents can support their child.

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## **Special Educational Needs and Disabilities (SEND)**

The Children and Families Act 2014 introduced the biggest changes to SEN in a generation; a statutory duty to ensure that children, young people and their parents are supported to participate in decisions that ensure the right support, at the right time in order to improve their educational, health and emotional wellbeing outcomes. Kent's Strategy for SEN (2013-2016) 'Working Together, Improving Outcomes' set out an ambitious plan for Kent's children and young people with special educational needs to achieve good outcomes.

Now, in 2017, we have completed a review of our progress in delivering the SEND Strategy and our refreshed plan sets out the next steps to improving the outcomes for every Kent child and young person with SEND by 2020.

We believe that every Kent child and young person should have their needs met, as far as possible in their local school and we expect every setting to make effective provision so that pupils move on easily to the next stage of their learning. All children with SEND must have their needs identified at the earliest possible opportunity and we aim to ensure they are provided with the support they need to make good educational progress and achieve good outcomes so that they and their families feel well supported.

The Strategy is focused on ensuring good SEN practice in every school and a stronger commitment to inclusion through the core standards delivered by a skilled workforce across all schools. To deliver the practice improvements needed, the SEND Strategy is supported by a workforce development plan which aims to ensure teachers have the skills to support children, particularly those with autism, speech and language difficulties and behavioural needs.

Over 4,000 Kent children and young people are benefiting from the progress we have made because more children and young people with SEN in Kent are receiving a better quality education and there are more specialist SEN places in mainstream and Special schools. Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally, although it is disappointing that the gap between their attainment and that of other learners shows little sign of diminishing.

As we developed the SEND Strategy, Kent children and young people, along with their parents and carers, told us to keep their needs at the heart of the system and to increase the support in local schools. We recognise that better outcomes can be achieved when there is strong engagement with them and strong partnerships with schools, the local authority's services and health services.

Knowing that we are providing the right services and support for families is hugely important. Feedback from many families, particularly through the Kent Parent Carer Forum (KPCF) is helping us to better understand the views and wishes of Kent families and through this working together, services are increasingly delivered and influenced by their input to our plans and activity.

## **What has already been achieved (2014-2017)**

### Improving Quality

- There are more children with SEND attending a better school
- Local Inclusion Forum Teams (LIFT) and Early Years LIFT meetings provide significant support and advice to mainstream schools to improve their SEND provision and practice.
- We are alert to the need to prioritise children in public care
- Joint training for Children Centres and Health Visitors has been delivered to support earlier identification of speech language and communication difficulties in young children and more effective referrals to SEN services
- We have reviewed specialist School Nursing for complex health needs and pilot arrangements are being tested by health professionals
- We have completed a county wide strategic analysis of the need for speech and language support for learners aged 0-18
- We have reduced the number of young people with SEND who are not in education, employment or training (NEETs)
- More young people aged 19-25 have a pathway to support their learning and entry into employment and independent living.
- We have significantly expanded provision by putting in over 800 additional SEN places into Special schools and Specialist Resourced Provision in mainstream schools in the last three years.
- We have significantly increased the amount of High Needs funding to support pupils in mainstream schools.

### Delivering Statutory Changes

- The Local Offer is available on the website and a parent led steering group is continuing to monitor and review levels of awareness among parents and parental satisfaction
- New arrangements are in place for a high quality statutory assessment process which delivers to shorter timescales of 20 weeks and engages parents.
- We are on track to have transitioned all children and young people with SEN Statements to Education Health and Care Plans by March 2018.
- Joint commissioning has improved provision for family advice or short breaks with Information, Advice and Support Kent (IASK); Integrated Equipment; dispute resolution and mediation; and making better use of therapies.

- We have reviewed the use of High needs funding in mainstream schools; currently 50% of pupils with high needs funding are doing so without Education, Health and Care Plans (EHCP). We have identified effective practice and produced guidance on how schools can put in place evidence based approaches. There are more than 500 pupils with Autism Spectrum Disorder (ASD) and 300 pupils with Speech, Language and Communication Needs (SLCN) pupils being supported through high needs funding.

### **What is left to do**

Going forward we recognise that there is still much to do to ensure specialist support and easier access to health services in local schools, settings and colleges particularly for children and young people with autism.

The revised Kent Strategy for SEND 2017-2019 is focussed on:

- Developing more specialist provision and support for pupils with ASD, speech and language needs and emotional and behavioural needs in mainstream and Special schools;
- Increasing the effectiveness of High Needs funding and the LIFT process on pupils' learning and progress;
- Improving the availability of health funded therapy services and the involvement of Health Visitors in early identification; improving transitions from the Early Years and from Primary to Secondary school;
- Increasing the participation, and provision and opportunities for SEN learners post 16, including apprenticeships and access to employment;
- Reducing the over representation of SEN pupils in exclusions and persistent absence;
- Doing more to increase parental engagement and confidence in the SEN process and the provision for their children.

The success of the SEND Strategy is reliant on effective joint arrangements with schools, early years settings and our partners in the Health service to identify the right children at the right time to ensure they receive the right support to improve their outcomes.

Through High Needs funding more pupils are supported without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. This is positive and we aim to achieve more through using the resources in this way. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. The investment in SEN in Kent is significant, with a higher proportion of the DSG spent on supporting pupils with additional and complex learning needs, than in many similar local authority areas. At present we are spending over £200 million on SEN in Kent, including £24 million on SEN Transport and £20 million on out of county placements. Both of these should reduce so that the funding can be used in more productive ways. The challenge is to achieve better outcomes for this



investment, reflected in good practice in all schools, better quality education and support for SEND learners, and providing a wider range of options for parents.

The Government has proposed a new National Funding Formula for schools which will require even more effort to target our resources effectively and achieve even better value for money in the investments we make to improve pupil outcomes. Based on current proposals, we do not anticipate any increases in the High Needs funding that Kent receives.

### **Our priorities for 2018-2020**

We want to ensure that pupils with SEND are socially and educationally included in the life of their schools, they make better progress, they do not become NEET, they are not over represented in exclusions and they have good attendance.

We know that there are still gaps in our provision and the Kent Education Commissioning Plan has identified where the most significant pressures are.

The cost pressure from school transport means we must increase the capacity of local schools to support pupils with SEND without the need for unnecessary travel to Special provision further away. We also want to increase the provision that is available in the Early Years and after statutory school age at 16 years old.

We want all young people with SEN and disabilities to participate in education or employment with training until they are 18, and those who need continuing education to age 25, to be able to access local settings. We want pathways for SEND learners aged 16-24 that are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24.

### **Outcomes**

By 2019-20 we will:

- Have increased the support and guidance for SENCOs so that their capacity to identify the most vulnerable pupils increases
- Publish comparison data about schools' SEN Registers to focus on levels of identification
- Work with professionals from Secondary schools to eliminate the use of permanent exclusion for SEND pupils
- Increased the range of specialist provision, particularly for autism, so every child has been offered a good (Ofsted judgement) school place
- Publish the findings of targeted work to reduce SEND NEETs, including how progress can be maintained
- Improved the way in which we engage young people with SEND about their aspirations, ambitions and choices

- Ensure learners, including those attaining at level 1, will be following and completing an apprenticeship
- Increase the number of parents whose views we have collated and the proportion whose experience is positive

### **We will know we are achieving these outcomes when**

- Children and young people achieve positive outcomes and make good progress in relation to their EHCP
- Teaching is rated as good (90% of schools) and SEN pupils are making good progress that SEN Register numbers reduce
- SEN achievement and progress, including EYFS development, is above national averages
- Ofsted Inspection evidence confirms SEND provision in Kent schools serves children and young people well
- Persistent absence for SEN learners is below the national average
- No Kent Primary schools permanently exclude pupils with an Education, Health and Care Plan and in Secondary schools it is very rare
- The number of young people whose whereabouts is not known, or who are NEETs shows a year on year reduction
- Feedback shows the majority of parents are satisfied with their experience of the assessment process and the provision for their child, they feel listened to and that their views are acted upon
- Young people are influencing decisions about them in the SEN process
- Parents report they are highly satisfied with SEND provision in schools and have confidence in the support provided

# Commissioning Education Provision

**The Education Commissioning Plan sets out our plans for increasing education provision in Kent. We aim to secure good quality school places in every community so that every young person can go to a good school and have the best chance in life.**

## Progress in 2016-17

In 2016-17, KCC delivered the additional new school places needed for September 2017. For the first time this decade the majority of these new school places were within the Secondary sector. We expanded eleven Primary schools, adding 7 permanent forms of entry, 90 temporary Reception class places that will not be needed in the long term, and 30 additional places in both Year 2 and 5. Twelve forms of entry of Secondary school provision were commissioned across eleven schools. In addition, 70 temporary Year 7 places were added.

The programme to refurbish or rebuild all Special Schools is being completed. In 2016-17 a further three projects were completed: Foreland School (Thanet), Ridgeview (Tonbridge & Malling) and Five Acre Wood (Maidstone). Portal House (Dover) is the final project and is under construction. The expansion of Wyvern School (Ashford) was completed, while the expansion of Meadowfield (Swale) continues.

Three new Specialist Resourced Provisions (SRP) opened as planned in September 2016 Martello Grove PS (Shepway), Langley Park PA (Maidstone) and Thistle Hill PS (Swale), adding capacity to support pupils with Autism and Social, Emotional and Mental Health Needs. Four further provisions have been commissioned to open in September 2017 – Finberry PS (Ashford), Valley Invicta PS at Kings Hill (Tonbridge and Malling), Valley Invicta PS at Holborough Lakes (Tonbridge and Malling) and Cherry Orchard PS (Dartford). These will add capacity to support pupils with Autism; Social, Emotional and Mental Health; and Speech, Language and Communication needs.

Our planning and forecasting continues to have a high degree of accuracy. The Commissioning Plan for Education in Kent (KCP) sets out forecast roll numbers (by planning areas at Primary school level and by District at Secondary school level) across each District in Kent. We aspire to maintain a forecasting accuracy of plus or minus 1%. The forecast number of Year R pupils (as at January 2017) was accurate to within 0.1% across Kent. This equates to 17 pupils. This is a similar variation to the previous year. Nine of the 12 District forecasts were outside the plus or minus 1% tolerance we seek. The forecast Primary school roll was accurate to within one class of pupils (0.0%), although four Districts showed forecasts between plus or minus 1% to 2% out.

The forecast number of Year 7 pupils across Kent was accurate to within 22 pupils. This represents a 0.1% variance, which is an exceptionally high degree of accuracy. The most extreme forecasting variance was Dover with 62 pupils fewer than forecast. The forecast Secondary roll number (Year 7 to Year 11) was 0.6% over the actual roll, which again represents a high degree of accuracy, but down from 0.3% last year.

The most significant variations to the commissioning planned for September 2017 was in the Secondary sector, with 70 additional Year 7 places being commissioned in Thanet and 60 places in Tunbridge Wells.

Surplus capacity in the Primary school sector is at 5.6% in Reception Year and 4.6% across all Primary school year groups. For Year R this meets our target of at least 5% surplus capacity, but clearly all year groups fell slightly short. However, the proportion of surplus Reception Year places in Districts varies from 1.5% in Dartford to 10.6% in Sevenoaks. Four Districts had fewer than 5% surplus Reception Year places. Seven had less than 5% surplus Primary places.

Surplus capacity in Year 7 and across the Secondary school sector remains high across the County at 7.5% and 9.6% respectively. There are exceptions to this at District level. Surplus places in Year 7 in 2016-17 were below 5% in the Travel to Learn Areas of Dartford, Gravesham and North Sevenoaks; Canterbury; Shepway and Thanet. Years 7-11 surplus places were below 5% in Canterbury.

### **Future Projections and Need**

The number of Primary age pupils is expected to continue rising significantly from 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2030. There will be a need to continue to make new provision available in some Districts on both a permanent and temporary basis.

The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 79,105 in 2016-17 to over 94,397 in 2026-27. Beyond this point the longer term strategic forecasts indicate a continuing rise in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

From 2017-18 there is forecast to be less than 5% surplus Year 7 places across the County as rising rolls feed into Secondary schools. Actions planned in the Kent Commissioning Plan will address this.

The latest version of the Plan 2018-22 sets out our analysis of needs for the future and identifies in more detail what we need to do in the next five years to expand provision. The Area Education Officers continue to work hard to keep pace with the increasing demand for places through population growth and migration into Kent.

Additional provision will be achieved by expanding existing schools, and by creating new Primary and Secondary schools. The Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

<p>By 2018-19</p> <p>Primary 1.1FE permanent 30 Year R places</p> <p>Secondary 16FE permanent 340 Year 7 places</p>	<p>By 2019-20</p> <p>Primary 5.6FE permanent 30 Year R places</p> <p>Secondary 10.3FE permanent 330 Year 7 places</p>
<p>By 2020-21</p> <p>Primary 17.8FE permanent</p> <p>Secondary 18FE permanent 90 Year R</p>	<p>Between 2021-2024</p> <p>Primary 41.4FE permanent</p> <p>Secondary 34FE permanent 60 Year 7 places</p>

### Commissioning SEN Provision

A key part of our commissioning strategy has been to meet a wider range of special educational needs in mainstream schools, by increasing support and places for children in mainstream with Autism Spectrum Disorder (ASD), Behavioural, Emotional and Social Needs (BESN) and Speech and Language Needs (S&L).

We have established Specialist Resource Base Provisions in mainstream schools and satellite provision for Special schools in accommodation on mainstream school sites.

We are increasing the number of places in our Special schools through a substantial building programme.

There are approximately 9,100 Kent pupils in Kent with a Statement or Education Health and Care Plan. This accounts for 3.0% of the total school population for which the Local Authority is responsible for commissioning school provision.

The Service commissions just under 5,000 specialist places in Kent maintained schools and academies, provision for 500 High Needs students in Further Education and Independent Colleges and over 600 independent and non-maintained sector placements. It also commissions outreach and the Specialist Teaching and Learning Service (STLS) to support 3,000 pupils in mainstream schools.

The increasing roll is impacting on the places needed in Special schools, Specialist Resource Provisions (SRPs) and Satellite units. There are gaps in our current provision in these areas:

## **Profound, Severe and Complex Provision (PSCN)**

We are aware that for the most profound level of physical and cognitive difficulty there is no obvious provider within the non-maintained sector. Where placement difficulties occur, the nearest suitable school may be outside Kent with the daily distance sometimes requiring a boarding school placement. Provision is needed in Dover to ensure Secondary aged pupils can access a local provision.

## **Physical Disabilities (PD) and Accessible Schools**

Kent maintains 275 specialist places for physical disabilities, including sensory disabilities with 30% of these at Valence Special School. Valence is an all-age county wide specialist resource and it offers boarding. Pupils travel to Valence from 11 different authorities. Concentrations of children are travelling from the Dartford and Gravesend area.

## **Observation and Assessment Nursery Provision – Tunbridge Wells**

Oakley School is currently the only District Special school which does not admit children of pre-school age. Proposals to address this are already being taken forward.

## **ASD Secondary School Age Provision**

The number of pupils with ASD has increased by 54% in the last five years, and this trend looks set to continue. Provision is required to cater specifically for ASD for Secondary school age learners, and a new free school has been agreed in Maidstone to address this.

## **Specialist provision on the Isle of Sheppey**

There is no Special school on the Isle of Sheppey (Swale). Currently over 80 children living on the island are transported each day to a Special school or specialist provision off the island.

In order to address the gaps in provision above we will continue to commission SRPs or Satellite units linked to Special schools when new schools are opened. We will also encourage Free school applications for Special schools in Dover and on the Isle of Sheppey.

## **Early Education and Childcare**

Assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. Analysis of childcare places for 0-4 year olds shows that we have deficit shortfall in places in half the Districts across Kent (Dover, Gravesham, Sevenoaks, Swale, Tonbridge and Malling and Tunbridge Wells). Historically, there may be deficit places within individual planning areas in other Districts. In some cases, neighbourhood planning areas will have a surfeit of places. However, transport costs and availability may prevent access for families with lower household incomes.

We have been successful in securing Central Government funding, which we are adding to, in order to open new Early Years provision in New Romney.

## **Post-16 Education and Training in Kent**

We work closely with schools, colleges, training providers and workplaces offering apprenticeships to ensure that sufficient provision exists to enable all young people aged 16–19 years (up to 24 years for some pupils with SEND) to engage in education and training.

We recognise that attainment at age 16 is the single most important factor in securing participation, learning and achievement between the ages of 16 and 19 years, especially attainment in Maths and English. We recognise that this can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high quality learning pathways. Vulnerable learners, particularly those who do not have good GCSE qualifications in Maths or English should have opportunities to engage in personalised pathways which lead to sustained employment.

The Skills and Employability Service's annual review of provision supports the development of personalised pathways within redesigned Study Programmes to improve the outcomes and destinations for all young people.

In developing new Post-16 provision the Local Authority is working with providers to:

- Establish robust monitoring of Post-16 learning and teaching.
- Engage in systematic review of provision against local and national indicators and local employer sector needs.
- Work collaboratively with other Post-16 advisers.
- Make provision for English and Maths to ensure students can gain a GCSE level 4 or above qualification and to ensure levels of literacy and numeracy which are in accordance with ESFA guidelines
- Continue to look to align provision to local labour market trends and avoid duplication of courses.
- Offer a range of qualifications at all levels to ensure all young people can take a positive next step.
- Develop a technical offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the skills profile highlighted by LMI information.
- Develop a technical programme endorsed by employers and the Kent Employer Guilds.
- Develop an academic programme offer which leads to HE, degree apprenticeships and higher level apprenticeships.
- Deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience.
- Plan personalised post 16 pathways for vulnerable and disadvantaged learners.

- Assure the long term viability of the provision.

### **Conclusion and Future Priorities**

We have succeeded this year in delivering the school places required. We have some hot spots in the Primary sector, but these are fewer in number than in previous years, and we have achieved the overarching target of 5% surplus provision, which helps parents to have more choice. We continue to deliver the additional capacity needed to support pupils with SEN. Overall our forecasting remains very accurate. Looking forward, the focus has shifted to ensuring we have sufficient Secondary school capacity; ensuring that SEN specialist provision will continue to increase to address changes in need type and increases in future demand; and to identifying academy schools interested in sponsoring new schools in the mainstream and specialist sectors. Looking forward this work will continue to be challenging, to keep pace with demand and to secure the capital funding needed to deliver the required new provision.



# Early Help and Prevention

**The Early Help and Preventative Services (EHPS) Strategy and Three Year Plan 2015-18 sets out the priorities, targets and a new way of working in Kent to support better outcomes for vulnerable children and families.**

The priorities and vision remains the same, to provide early help for whole families in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes.

The plan outlines what we aim to achieve and describes how Early Help works with children, young people and their families to help them overcome difficulties, achieve positive outcomes and reach their full potential.

## **Vision and Approach to Early Help**

The task of Early Help and Preventative Services is to deliver effective early help and prevention and achieve better outcomes for vulnerable children and families, together with reduced demand for social care services. The benefits are improved life chances for children and young people and lower costs to the public purse by reducing the demand for high cost specialist social care.

We aim to ensure children, young people and families can access the right services at the right time in the right place. Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The Early Help and Preventative Service aims to make a significant difference by helping to 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, in a way in which it is safe to do so.

## **Range of Preventative Services**

The Early Help and Preventative Services have been organised to provide targeted support to vulnerable children, young people and families through an integrated service in each District. The components include:

- Early Help Units
- Children's Centres
- Troubled Families Programme
- Early Intervention and Family Support Workers
- Attendance and Inclusion
- Pupil Referral Units

- Education Health Needs Service
- Support for Gypsy, Roma and Traveller children
- Youth hubs and commissioned Youth Work
- Youth Offending
- Targeted Support for NEET young people
- Services for Young People's Substance Misuse
- Teenage pregnancy and sexual health
- Commissioned parenting and family support services
- Commissioned mental health support services.
- HeadStart Kent

There is also more joined up work with health services, including , a new commissioned service to support children and young people's mental health and emotional wellbeing , and on-going work to re-commission School Nursing and Health Visiting.

**Our approach is based on the following key elements to:**

- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services.
- Strengthen earlier intervention through universal settings and to deliver our Early Help services in families and in and around schools and other universal settings.
- Co-ordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have role in providing early help.
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved.

**Intensive Casework in 0-25 Early Help Units**

The Early Help Units (EHU) are in place to deliver intensive support for children, young people and families. They promote working together in small teams with high levels of responsibility to promote a culture of challenge and respect with an opportunity to learn from what went well, and what did not.

The EH Units undertake casework with a range of families requiring intensive early help support. These cases include out of court disposals, step-downs from Specialist Children's Services or prevention of the need for statutory social care intervention, children and young people experiencing persistent attendance or behaviour difficulties at school or older young people who are NEET. The Early Help Units work closely with open access services to ensure an integrated approach. Families supported by targeted casework in the units can

also benefit from open access support, and ongoing engagement with open access services will support the case closure in the units once outcomes have been achieved.

In the past year 79.6% of cases were closed with positive outcomes achieved, compared with 83.4% the previous year. This figure has reduced over the last year, mainly due to the increase of Domestic Abuse Notification cases coming into Early Help. These cases are more likely to close without an outcome being achieved due to parental disengagement as these families have not given their informed consent prior to the Police making the notification, and they do not always wish to receive support from Early Help. For cases initiated by Early Help Notifications, the percentage closed with outcomes achieved remains above 80%. There is close management oversight of cases, supported by the new case management system, and there is use of the outcomes tracker by staff and managers on a daily basis to keep a focus on throughput, effectiveness and the avoidance of drift.

In the past year 19.8% of cases closed in Specialist Children's Services were stepped down to Early Help, which is a reduction on the previous year's figure of 22.7%. Early Help is committed to ensuring a constant focus on case throughput and effectiveness, and is able to take more step-downs from SCS as this is a key way in which Early Help can support the demands within Social Care.

In 2016-17, 47% of Early Help notifications processed by Triage led to an Early Help plan. This figure is lower than last year's figure of 65%, is more in line with expected levels, due to increased clarity across the service around thresholds for intensive casework in Early Help units, and additional support and the universal offer in open access.

Early Help plans are in place for 31.7% of open cases within 6 weeks from allocation, a reduction on last year's figure of 53.1%, and below the target level of 80%. This is a concerning drop in service delivery. Work is taking place to improve the percentage of cases with a plan in place within 4 or 6 weeks, which is the service standard, as increased demand into the service has put pressure on performance in this area in recent months. It is expected that this figure will rise again in the next year as increased focus on worker, manager and system opportunities for improvement in this area are explored and implemented. Despite this figure being lower than hoped, the average duration of cases at the end of 2016-17 was 20 weeks, which is the expected service standard, with 77% of cases within this 20 week service standard.

Timescales and practice standards are closely monitored for all intensive support casework held in Early Help Units. This is to ensure that children, young people and families are supported with the right service at the right time, and to ensure a tight focus on planned outcomes to prevent cases from drifting. Whilst it is a service expectation that many cases can achieve their planned outcomes within 20 weeks, this is by no means fixed, and many cases will be open for longer than 20 weeks which is entirely appropriate.

Re-referrals into Early Help are measured in two different ways. The first looks at the percentage of re-referrals across the whole of Early Help within 12 months of a previous referral. These referrals may have been supported in a range of ways across Early Help, including Open Access, universal and commissioned services. The year-end figure for

March 2017 shows a re-referral rate of 19.3%. The second considers re-referrals for Unit casework where the 12-month re-referral rate for this cohort is 12.5%.

The internal unit casework audits show ongoing improvement, with the percentage rated as good or outstanding at 63%. A thematic audit of step-down cases found that 71% were good or outstanding. Key recommendations from audits include:

- Appropriate and regular management oversight with effective allocation of cases, unit/case discussion evidenced and any concerns followed up. Unit discussion should be reflective and needs to be appropriately recorded including for cases held by Unit Leads
- Improved timeliness of assessments for families ensuring they are comprehensive with even better application of Signs of Safety as practice is embedded further
- Better evidencing of impact with improved recording of Unit meetings showing reflection and impact of work. Plans to be more detailed with achievable goals and linked to recording of direct work
- More robust and timely reviews to be held and worry scales to be revisited at review
- The importance of the child, family and other professionals voice and involvement throughout and recorded effectively
- Full and complete case notes are essential to evidence the journey of the family and provide a clear audit trail. The ACORDS framework should be consistently applied in all Units

Early Help Workers regularly ask schools for feedback about cases. A more structured approach to the collection and collation of feedback, and the learning from that feedback has been developed and has been in place since September 2016. Recent examples of feedback are shown below.

*“The impact of Early Help is easy to see. Bed time routines and behaviour rewards have been set up and maintained. Due to suggestions from Early Help, support from the wider family is accessed more regularly, ensuring a more long-term support network for the family”*

*“I was very impressed with the way that the team supported a family in our school. The regular updates reassured us that the family were being supported and progress was being made. The team had clear steps to help the family make positive and sustainable changes”*

### **Working with Commissioned Services**

Both the Early Help Units and open access services have a critical link with commissioned services to ensure an appropriate district, multi-agency response to need. Ongoing monitoring and evaluation takes place to ensure that KCC and commissioned services are appropriately meeting the needs of those children, young people and families in need of early help services.

Early Help and Commissioning have been working together closely over the last year to re-design priorities and approaches to commissioning services across Kent. Emotional Health and Wellbeing, Family Support and Parenting and Young Carers Service and Youth work were identified as the key areas for commissioned services, and new Early Help commissioned services are now in place (most launched in December 2016).

These new commissioned services work alongside the Early Help Units and Universal Services to achieve the best possible outcome for Kent's children and young people.

New contractual arrangements are in place to ensure that outcomes, as well as the activity of commissioned services, are monitored and evaluated alongside internal service provision.

## **Working with Specialist Children's Services**

### **Safeguarding**

Early Help continues to work in close partnership with Specialist Children's Services to ensure robust processes for the safe management of cases and tracking of step-up, step-down and step-across referral pathways for children and young people at different interfaces of the safeguarding threshold.

Joint step-up and step-down guidance sets out the roles and responsibilities of both parts of the service, including the purpose of the step-down panels and best-practice arrangements regarding both practice (e.g. joint visits to families) and recording (e.g. the sharing of all relevant information between systems and services). The process is robust but we recognise the need for greater consistency, timeliness, and better performance reporting.

### **Missing Children**

During 2016-17 the management and reporting of processes in relation to children missing from home, care and education continued to be developed. Any missing and found notifications for children and young people not known to SCS are passed to Early Help. These are checked by Triage and then passed to the districts to undertake t with young people. Processes between SCS and Early Help have been more closely aligned, and Early Help districts are now recording Return Interviews (RIs) directly onto the SCS Liberi children's information system.

### **Child Sexual Exploitation (CSE)**

Good work has been taking place to ensure the workforce is fully aware of Child Sexual Exploitation and trained in so that staff understand their roles and responsibilities in relation to keeping children and young people safe from sexual exploitation and know how to respond appropriately when sexual exploitation is suspected.

Early Help continues to form an integral part of the police led multi-agency Child Sexual Exploitation Team (CSET). The team has been further extended in the past year and works in partnership to develop intelligence from a range of services and sources in order to tackle CSE in a more coordinated and effective way.

## **Joint Protocol for SCS and Youth Justice**

A protocol has been developed and agreed between SCS and Early Help that outlines how the services will work together around any young people who are known to both services. The protocol includes information about Out of Court disposals, young people in Police cells, those at risk of being remanded, or who are remanded, and also those who receive a community or custodial sentence. In addition, there is agreement on how often managers will meet and discuss young people who are in the Youth Justice system and open to SCS. The protocol also contains appendices with the legal requirements around remands into youth detention accommodation and the minimum requirements for meeting frequency. This has helped to ensure a more coordinated approach to supporting young people in the criminal justice system, many of whom are looked after by the local authority.

### **Young Carers**

The Children and Families Act 2014 and the Care Act 2015 both identified key statutory duties for the Local Authority and its partners in relation to the identification and assessment of young carers aged 5-18. The 2011 Census suggested that the number of young carers in Kent may be as high as 10,500, although our commissioned service has previously known of and worked with around 3000.

Early Help has worked with partners from Adult Social Care, SCS, other LA services and Health commissioners and GPs to develop a working protocol to outline key pathways and responsibilities. All services are expected to understand and ensure support for 'hidden carers' who often miss school and can become isolated from their peers and services as a consequence of caring for siblings, parents or other family members.

The engagement and support of partners, especially schools and health colleagues is central to success in tackling this issue. IMAGO run the young carers commissioned support service, and a key aspect of their role is training schools to better identify and support young carers.

### **Working with Health**

Work has taken place with Public Health to agree detailed specifications around how Early Help services work to promote and improve health outcomes for children and young people, and to integrate requirements across the 0-25 age-range. These have improved partnership working with clear shared vision and responsibility for how to give children and young people a healthy start in life, both physically and emotionally.

Quarterly meetings take place with Public Health to review activity and outcomes against these service specifications and these have proved very successful in developing and improving partnership working with Public Health. Early Help and Public Health jointly chair the Health Child Programme meetings.

## Children's Centres

Public Health is a key partner of Children's Centres, with health outcomes being at the forefront of most Children's Centres' priorities. Close partnership working takes place between Health Visitors and Children's Centres, with many of these services being co-located. Further work is underway to move this forward, and to make best use of buildings across Kent to provide a range of family services. This should be seen in the closer alignment between services around the universal health check for two year olds.

## Healthy Weight of 5-11 Year Olds

Weight issues amongst Reception age children have improved in the last few years which indicates the success of current strategies and interventions. However weight issues for 11 year olds remain a concern, with a significantly higher proportion of pupils in Year 6 classified as obese.

In 2015-16, 9.2% of Year Reception children were obese, up slightly from 9.1% the previous year. For 11 year olds the figures are much higher, 18.7% in 2015-16, which is higher than 2014-15's figure of 18.1%. Kent's figures are 0.1% below the national average for Year R children, and 1.1% below the national average for Year 6 children.

A new programme of work is underway with Public Health to address these issues, via our open access provision at both Children's Centres and Youth Hubs. Junior youth clubs are being set up to engage the 8-11 age group and focus on a range of issues including healthy weight.

## Emotional Health and Wellbeing

Early Help is working with partners to ensure a coordinated approach to joining up Kent's emotional health and wellbeing offer and pathways, including how best to communicate effectively between services and with partners and families wishing to access those services.

A number of new arrangements are in place, or will be in place over the coming year, and it is vital that there is clarity around referral pathways, when different services are most appropriate, and how to make movement between the system as seamless as possible for children and young people.

Within Early Help, a CAMHS worker will be based within every Early Help Unit, ensuring a more coordinated response to positive emotional health and wellbeing in children and young people. CAMHS workers will also be based in the Health Needs PRUs. This is a critical area of need as their cohort tends to be young people with significant mental health issues that prevent them attending mainstream education.

Early Help also includes the developing HeadStart Kent programme, designed to improve the emotional resilience of young people.

Health is providing emotional health and wellbeing support across two services: Kent Community Health NHS Foundation Trust (KCHFT) will provide support through the School Health Service, and use their targeted EWB service when young people need a counselling

service. Support for more complex needs will be provided by North East London Foundation Trust (NELFT) through their Children and Young People's Mental Health Services. Access to these services will be through a Single Point of Access (SPA) which was launched in September 2017.

## **Children's Centres**

Kent's Children's Centres are managed in 12 Districts. The Centres are an integral part of the 0-25 Early Help service. The work delivered through Open Access services such as Children's Centres, Youth Hubs and other settings is critical to achieving positive outcomes for children, young people and their families, and incorporates a range of key services.

Children's Centres continue to work with children and families to provide support and to improve outcomes, with particular focus on those in greatest need. They work to make sure all children are properly prepared for school, regardless of background or family circumstances. They also offer support to parents. Public Health is a critical partner for Children's Centres.

78.1% of children under 5 living in the 30% most deprived areas are registered with a Children's Centre, which is appropriately high, with 51.0% currently attending, a figure that has been slowly rising over the last year but is not yet where we expect to be in working with these families .

74% of children under 5 with current Social Services involvement are known to a Children Centre. This shows the close working relationship between Early Help and SCS, and Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to rise.

New arrangements with Health Visitors are now in place to register children as part of their role. This will increase the level of registrations across the board and will have a direct impact on our involvement with target groups, and will support the increase of the registration and reach figures going forward.

Children's Centres are no longer subject to an Ofsted inspection regime, and as a result we are ensuring an annual cycle of reviewing and monitoring their effectiveness in delivering universal and additional services that best meet the needs of its most vulnerable children and families. An ongoing series of district reviews ensures a focus on quality is maintained.

Feedback from families supports the difference that Children's Centres can make to people's lives:

*"Thank you for your support to facilitate my Nepalese client into a group running at the children's centre. I am sure the support will prevent any social isolation, encourage my client to use the children's centre with her child, and practice her expressive English language skills"*

*"Yaps for me isn't just a playgroup, it was support, friendship, discovering yourself, social outlet, and made you feel like part of a bigger picture, a family. They have given me the foundation to stay strong in life, and now means I can give my now 1 year old son the very best start in life development wise"*



## **Free for Two Childcare Entitlement**

Children Centres play a key role in identifying and supporting eligible families to take up their entitlement of a free early years childcare place for their two year olds. In Kent, the latest figure for the summer 2017 is 67%. The highest take up in Kent was in December 2016 when it reached 74%. This means that a significant number of eligible disadvantaged 2 year olds are not benefitting from the learning and development opportunities available in good quality childcare settings, hence we will continue to promote and support increased take up. 86% of those 2 year olds that are participating are in good or outstanding provision.

## **Open Access – Youth Hubs and the Youth Offer**

Youth Work enables young people to develop their personal, social and educational skills and attributes, to enable them to have a voice, influence and place in society and to reach their full potential.

An important element of the Early Help model is the establishment of twelve Youth Hubs, located across all districts in Kent:

North – Dartford, Gravesend, Swanley

East – Sittingbourne, Whitstable, Margate

South – Deal, Folkestone, Ashford

West – Tonbridge, Maidstone, Tunbridge Wells

These Hubs are the focus of service delivery to adolescents, managed by Youth Hub Delivery Managers. They provide a comprehensive programme of open access activities for all young people, and also play a vital role in delivering a targeted offer and additional support to identified young people, working very closely with the Early Help Units in their district (many of which are located in Youth Hubs across the county). Wider collaboration with other partner agencies, commissioned providers and local district and borough councils is central to the success of the Youth Hubs within the Early Help offer to young people. As well as this important building-based work, services to young people are also provided in a range of different settings across every district, thus extending the 'reach' of the Early Help service.

Youth Hubs also have a similar toolkit of guidance and processes for Youth Hub delivery, in line with the existing toolkit successfully in place for Children's Centres. There are many synergies with Children's Centres and they are working more closely together to provide open-access services across the 0-25 age range.

The content has been agreed for the universal youth offer, giving clarity to workers and managers in Youth Hubs, as they support a range of adolescent needs, including supporting and reducing young people who are Not in Education, Employment and Training (NEET). Youth Hubs are also key to the undertaking of Return Interviews for children and young people who have gone missing, who are not known to Specialist Children's Services.

## **Outdoor Education**

CYPE maintains an extensive range of Outdoor Education Centres, offering a breadth of experience and challenge to children and young people in a residential setting. The Swattenden Centre near Cranbrook and Bewl Water Outdoor Centre near Lamberhurst provide extensive land and water-based activities, whilst the Glyn Padarn Centre in North Wales delivers a programme of tougher challenges of outdoor learning and experiences against the backdrop of the Snowdonia National Park.

Following the rebranding of the centres into 'Adventure Kent' as a collective organisation for all the County's Outdoor Education Centres, staff and other resources have been utilised more productively across all the provision and the centres have been marketed consistently as a single entity. Staff from every centre and area of expertise have worked innovatively and collaboratively across sites to deliver an exciting programme of High Quality Outdoor Education.

All aspects of Outdoor Education are now integrated into one service under a new Head of Service. This decision brings the Horton Kirby Environmental Centre near Swanley into the existing suite of centres described above, along with the County Council's Outdoor Education Unit which provides advice and guidance to all schools on delivering high quality outdoor education and school visits. This helps to ensure schools and other education settings in Kent adhere to regulations and guidance regarding the safe practice of educational visits.

## **Duke of Edinburgh's Award**

Kent County Council holds one of the largest Duke of Edinburgh's (DofE) Award Operating Licences in the UK, supporting more than 120 registered centres (schools and youth projects) and more than 1000 adults helping to deliver the programme – the vast majority of whom are volunteers - across the county.

Enrolment figures onto the Programme remain consistently high, reaching 4400 across the county during the past year. A total of 2552 young people completed an award during the year at either Bronze (1888), Silver (521) or Gold (143).

During the latter part of the year, discussions have been held with the South East Regional Office for the Award with regard to the Council's Operating Licence in the future. It is likely that this will lead to schools holding a Direct Licence with individual Secondary schools across the county with effect from 2018, whilst the County Council focuses its efforts on delivering the Award in Special Schools, Pupil Referral Units and Youth Hubs across Kent.

## **Support for Young People Who Are NEET**

The percentage of 16 and 17 year olds that were NEET in 2016-17 was 2.9%. The national figure was 2.7%, showing that Kent is performing in line with national average. Significant work is taking place to ensure a wide range of services are engaged in the NEET agenda, and that education providers are also aware of their role, to jointly ensure that young people who are NEET are supported and engaged, and that their education or training provision is suitable and can be sustained.

Early Help plays a key role in the NEET Strategy. Young people who are supported in Early Help Units or Youth Justice teams may be NEET or at risk of becoming NEET. They may also require additional support from a Youth Hub. A significant number of young people, not already known to Early Help, are referred into Open Access centres via multi-agency District Participation Meetings. A light touch assessment is undertaken and then Early Help work with that young person to prepare them for education or training. There is good coordination with the Skills and Employability Service to engage them in suitable provision, and then maintain contact and support to ensure that provision is sustained. Young People who have been NEET for a sustained period of time or who do not sustain their engagement in learning are referred to the commissioned NEET support service for more intensive one to one support and mentoring.

## **Youth Participation**

Kent County Council is committed to supporting young people in their communities, helping them to develop the skills and confidence to have a voice about issues that affect their lives. One very important mechanism for this is the Kent Youth County Council (KYCC), which has existed for almost 20 years in Kent. Young people are elected every year during a week of voting held in schools, youth groups and other settings across Kent. In November 2016, just over 24,220 votes were cast across Kent to elect the members of the new KYCC.

Each year, KYCC Members decide on a number of key campaigns that they will actively work on, frequently with the engagement of both Officers and Elected Members from the County Council. Through the election process, voting young people have asked the new KYCC Members to focus on Mental Health, Curriculum for Life and Bullying.

A small representative group from KYCC also takes the voice of young people from Kent onto a national stage through their work with the British Youth Council and the UK Youth Parliament.

The Youth Participation Team is now working as part of the expanding HeadStart programme in Kent. This exciting development, funded by the Big Lottery Fund, is rolling out over the next few years into most districts of the county with a focus on helping young people to cope better when faced with emotionally difficult circumstances in their lives, preventing them from experiencing common mental health problems.

The Youth Participation Team is continuing to work with colleagues in all Districts to establish an effective network of local youth forums at district level, thus increasing the breadth and diversity of young people involved in issues affecting their lives and their local communities, and establishing a strong voice for young people in future service evaluation and development.

## **Youth Justice**

The Youth Justice service is responsible for assessing, planning and intervening with the 10-17 year age group who have come to the attention of the Police and receive either an out of court disposal or a sentence following prosecution. 10 years is the age of criminal responsibility and 18 years is when the majority of those subject to statutory supervision transfer to either the National Probation Service or the Community Rehabilitation Company

which is responsible for working with adult offenders. The principal aim of the youth justice system is to prevent offending and re-offending by children and young people.

Youth Justice is now embedded across the work of Early Help, and a new structure was implemented in April 2017. Five Youth Justice Units focus on court disposals, and the Early Help Units focus on out of court disposals.

The annual statutory Youth Justice Plan for the county outlines the key priorities and performance targets for the year. The Plan has been commanded by national Youth Justice Board. Three national indicators are included, focusing on reducing first time entrants to the criminal justice system, reducing custodial sentences and reducing re-offending. Additional targets are set in relation to education (both at school age and post statutory school age), suitable accommodation and remands to youth detention accommodation. These are all key contributory factors to reduce re-offending and assist in focusing on achieving positive outcomes for young offenders.

In 2016-17 the number of first time entrants into the Youth Justice system fell to 304 which is significantly below the target of 562. This compares with 426 in 2015-16 and 614 in 2014-15. The last two years have seen a significant reduction due to a focus on restorative approaches by the Police. A Community Resolution is a diversionary option for the Police while still holding the child or young person to account for their behaviour, and ensures that the victim's views are heard and that the young person is able to make an apology for the crime committed. Since April 2016 a new process has been operational between Early Help and Kent Police, which means that any complex cases are discussed at a multi-agency panel. These cases include all Children in Care as well as cases where there is gang involvement or other issues of concern. The aim is to ensure a well-informed decision is made which delivers the most appropriate outcome and support to both the victim and offender. This also forms part of the Early Help commitment to keeping Children in Care out of the Criminal Justice system whenever this is appropriate.

The number of remands to youth detention accommodation has reduced in the last year from 41 in 2015-16 to 35 in the last year, but the fall in the numbers of the youth offending population means that the percentage measure has increased from 8.0% to 8.9%.

The engagement of young offenders in full time education or training for those whose intervention ends in the year, for statutory school age is 56.4% (2015-16 58.9%) and post statutory school age is 47.1% (2015-16 53.0%). This is poor and continues to be a key priority. The performance has fallen compared to previous years for the post statutory school age group but there was a small improvement for those of school age. There is work to be done by Early Help and partner agencies to identify and secure and sustain appropriate education placements for both cohorts of young people.

In 2016-17, 100% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which is an improvement on the previous year when the figure was 89.9%.

In the remaining areas, the performance for the number of custodial sentences in 2016-17 was 5.3% of all court disposals, against a target of 3.5%. The target of 90% for suitable

accommodation of 16-17-year olds on community based interventions was met at 90.7%. This is an improvement when compared with 89.9%.in 2015-16 .

Kent's Youth Justice Plan for 2016-17 sets out the service priorities, which include:

- Working with criminal justice partners to continue the downward trend in reducing first time entrants by the use of restorative interventions. This will include considering new ways of working in order to significantly reduce first time entrants in Kent and as a consequence improve the life chances of our young people
- Working with all staff in Early Help to explore how the risk factors most commonly associated with the offending behaviour of children and young people can be most effectively addressed by preventative strategies.
- Reducing the disproportionate number of children in care in the youth justice system by increased co-ordination of decision-making between services
- Reducing the rate of re-offending. During 2016-17 a 'live cohort' of young offenders was using the National Youth Justice Board toolkit to allow staff and managers to understand the characteristics of the re-offending of young people. The findings will inform reviews of the interventions currently offered and of changes to their design to ensure they are appropriately focused on the key factors associated with re-offending and so that their effectiveness is increased.
- Increasing engagement of young offenders in education, employment and training.

### **The Prevent Strategy**

Children, Young People and Education has responded to the growing threat of radicalisation and violent extremism by being fully engaged with the Prevent Duty statutory requirements under the Counter Terrorism and Security Act 2015, ensuring schools are aware of their additional safeguarding responsibilities and the use of the Channel referral process for assessing and managing risk. The priority is to raise awareness and work with vulnerable groups who may be at risk of radicalisation or violent extremism.

Local authorities, schools, and childcare providers are under the duty to have due regard to the need to prevent people from being drawn into terrorism. To help schools, colleges and childcare providers keep children and young people safe from the risk of radicalisation and extremism the DfE issued practical Prevent Duty advice which complements statutory Prevent Duty guidance.

Kent has appointed a Prevent and Channel Strategic Manager, to focus on early intervention to reduce the chances of individuals who support extreme ideologies becoming terrorists. Early Help and Preventative Services are linking in with this corporate role to ensure that our work takes into account these requirements and always responds in the most appropriate and timely way.

## **Troubled Families Programme**

The Kent Troubled Families Programme has been successful in supporting families with multiple problems. In Kent the Troubled Families programme is fully integrated into the Early Help Units, and families receive intensive support through the Kent Family Support Framework. Some families are supported through our specialist family support commissioned services.

The Kent Troubled Families Programme began a five year Extended Phase in January 2015. The revised criteria for supporting families now include:

- Crime and anti-social behaviour
- Education attendance and inclusion
- Children in need
- Out of work or at risk of financial exclusion
- Domestic abuse
- Health

Families must meet the following four principles to be considered as 'worked with' under the Troubled Families programme:

1. There will have been an assessment that takes into account the needs of the whole family;
2. There is an action plan that takes account of all (relevant) family members;
3. There is a lead worker for the family that is recognised by the family and other professionals involved with the family; and
4. The objectives in the family action plan are aligned to those in the area's Troubled Families Outcomes plan.

The family is deemed to be 'turned around' when all the criteria have significantly improved for a sustained period, and at this point a claim for payment by results can be submitted to the Department of Communities and Local Government.

The programme now requires Kent to turn around 9,200 families over the five years of the programme. This was increased by the Department of Communities and Local Government in June 2016. In order to achieve this target the programme has to identify substantially more than 9,200 families. All families known to Early Help Units and family support commissioned services are assessed against these six criteria.

Significant progress was made during 2016-17 to further embed the work of Troubled Families into the Early Help Units. A series of area-based task-and-finish groups followed a 'maximising claims' action plan to ensure greater focus on quality assurance. This meant that Kent exceeded its stretch target from the DCLG and by the end of March 2017 has now

made 2273 claims within Phase 2 of the programme. Work is now developing to increase the volume of claims that can be made. This represents significant success in supporting these families to achieve positive improvements in their lives.

## **HeadStart Kent**

The Big Lottery Fund has awarded Kent County Council £9.9 million to improve young people's emotional wellbeing and resilience over the next 5 years.

The new funding is enabling our partners to support young people to develop their own resilience to cope with the everyday pressures they may face throughout their lives. It is also enabling them to help their friends and families. HeadStart Kent is promoting the message that if a young person needs help with their emotional wellbeing then *every conversation counts*. Through training, support services and a range of resources, families and staff working in schools and the local community can be better able to respond and support young people effectively. HeadStart Kent has been designed with young people, by young people and for young people with their needs at its heart.

The Project includes three levels:

Level 1: The Kent-wide offer includes the Kent Resilience Hub that is available to all young people, parents and those working in all schools and communities to increase knowledge and skills, promote evidence based best practice, and provide a range of tools and training resources

Level 2: Universal Plus – we are working with priority groupings of schools and their local communities. This level will provide a number of developmental and training programmes for staff, activities for young people and their families, schools and community services. The training includes Resilience, Mindfulness and Youth Mental Health First Aid.

Level 3: Additional – within the geographic areas covered by the groupings of schools, this level will systematically identify young people who are impacted by family domestic abuse, have experienced trauma or adversity or whose emotional wellbeing may be at risk. It will provide additional bespoke support to young people to build their resilience, recover from trauma or adversity and improve their emotional health and wellbeing. The new services include Intensive and Volunteer Mentoring, Family Focus School Transition and Online Counselling.

We are currently operating the programme in Gravesham, Swale, Ashford, Canterbury and Shepway. During the coming year the programme will begin to be rolled out to Maidstone and Thanet and in 1919 it will be rolled out to Dover and Tonbridge and Malling.

The Kent Resilience Hub can be found at [www.HeadStartKent.org.uk](http://www.HeadStartKent.org.uk)

Together with our re-commissioned health service for children's mental health, the renewed focus in School Nursing on emotional wellbeing and the work of our Education Health Needs Service, the Headstart programme is intended to make a very significant difference to promoting the emotional wellbeing and mental health of all children and young people in Kent.

## Education Safeguarding

The Education Safeguarding Team (EST) provides support, guidance and challenge to schools and early years settings, and services within the Directorate, to ensure that children are kept safe and their welfare is promoted, as required by Section 175 Education Act 2002 and Section 11 Children Act 2004. Statutory guidance, including Working Together to Safeguard Children 2015, the Early Years Foundation Stage 2017, Keeping Children Safe in Education 2016 and Kent Safeguarding Children Board (KSCB) procedures, help to inform the work of the team and any good practice guidance that is developed. The principles that underpin the Children Acts of 1989 and 2004 provide a framework for our service standards, with the needs of the child considered paramount at all times.

As part of its core functions, the team provides a consultation and advice service to schools and settings, with over 4000 enquiries during the 2016-17 academic year. These have been on a variety of subjects, including Prevent, online safety, policy and procedure alongside welfare concerns about specific children. The team also responds to Ofsted where safeguarding concerns about schools have been raised by members of the public.

A training programme for Designated Safeguarding Leads in schools and settings is rolled out centrally each year which meets both DfE and Ofsted requirements. In response to feedback, additional courses will be put on over the coming academic year to meet demand. The team has also recently developed a programme of conferences to enable Safeguarding Leads to meet the requirement of the *annual update*, as stipulated in Keeping Children Safe in Education 2016. Training days and twilight training sessions are delivered to schools and settings and there is a programme of training delivered to school governors. In the 2016-17 academic year, over 7,500 individuals were trained according to their roles and responsibilities.

The Education Safeguarding Team works closely with multi-agency partners and the Kent Safeguarding Children Board to ensure education interests are represented on various safeguarding groups and meetings held Countywide. The team is also responsible for writing reports exploring education involvement when statutory multi-agency serious case reviews take place. The Education and Early Help subgroup of the KSCB and the Team's Child Protection newsletter, published three times a year for schools, help to ensure education professionals are kept informed of any changes in statutory requirements and local and national procedures.

Commissioned work has continued to increase over the past year with reviews of safeguarding arrangements in schools, based on Ofsted's *Inspecting safeguarding in early years, education and skills settings* (updated August 2016) proving to be particularly popular with both the maintained and independent sectors. The work of the team in this regard has been recognised in several reports following Ofsted inspections across the County.



## **Specialist Children's Services**

Building on the good Ofsted Inspection in March 2017 of our Social Care and Early Help Services, we are now moving forward to achieve fuller integration of Children's Services into a single Children, Young People and Education Directorate. This is intended to achieve a more seamless approach to supporting all children, young people and families who need additional support, safeguarding and protection.

A key part of this is to integrate the 'Front Door' for all Early Help notifications and Social Care referrals, so that there is a more coherent whole system approach working in partnership with schools and other key services. The integrated 'Front Door' will be operational from autumn 2017, creating a single access point and one referral form and a single system of assessing referrals. This will also ensure a safe and efficient transfer of cases from Specialist Children's Services (SCS) to Early Help and more appropriate support for children and young people given their levels of need.

The recent 'Good' Ofsted judgement of our Children's Services made a number of recommendations and areas for improvement, particularly in respect of our services for Help and Protection. A Practice Development Plan has been produced, and work is underway to address the ten recommendations. The inspection represents significant progress since the last inspection and puts children's services in Kent among the top 30% of local authorities in the country.

Ofsted highlighted that staff have meaningful relationships with children, identified good quality social work with effective achievement of good outcomes for children, and noted appropriate step down panels with families experiencing a smooth transition. Our services were graded as 'good' across all areas, with the exception of help and protection and the Kent Safeguarding Children Board where improvements are required. The report's recommendations are being addressed in an ongoing practice development plan.

While the service is performing well in many respects, the national shortage of experienced children's social workers continues to have an impact on KCC's recruitment success and on our service delivery. We are not yet achieving our target of 85% of our case-holding posts being filled by permanent staff and while this problem is likely to continue into the future, we have an active recruitment campaign to attract the best people to work in Kent which is achieving some success.

A key challenge is the rise in demand for children's social care services particularly in relation to the high numbers of Unaccompanied Asylum Seeking Children which Kent supports. A significant number of these young people will become care leavers over the next year and we will be expected to support more of these young people up until the age of 25.

### **Children in Care and Care Leavers**

To help meet our corporate parent responsibilities and improve the outcomes for children we look after, we have reduced the Qualified Social Workers vacancy rate to 3.4%. Ofsted recognised our high aspirations for our care leavers, particularly the 'good' support and

outcomes they achieve and our clear focus on ensuring children achieve permanence at the earliest opportunity. We ensure children who are long-term fostered are carefully matched with the right foster carers to meet their needs and our foster care placement stability service provides short breaks and respite for fostering families. A newly commissioned service will provide emergency clinical psychology support at times of crisis for those with mental health difficulties. For those children for whom adoption is most suitable, we have provided timely adoption placements and orders to achieve permanent adoptions.

The Children in Care Council ensures children are involved in helping develop services. Children are engaged in attending council meetings, interview panels, and arranging events, such as activity days. To encourage young people to take part in their care reviews and express their aspirations for the future we have worked with the Young Adult Council to develop a short film highlighting how looked after child review meetings work and how young people can get their voices heard.

### **Progress in 2016-17**

- There has been continued development of best practice around Child Sexual Exploitation (CSE) and missing children at a strategic and operational level
- We have continued to make progress in tackling CSE in 2016. We have recruited two qualified social care practitioners to work in the multi-agency CSE Team that was set up in 2015 to follow up intelligence, identify people and places linked with CSE and to secure prosecutions. We have also set up and run more training workshops on the use of the CSE Toolkit and return interviews with young people who have gone missing to enable professionals to quickly and efficiently identify and act upon risk factors relating to exploitation.
- We have embedded Signs of Safety across the whole service, producing tangible benefits for families who appreciate the clarity of its approach. 'Signs of Safety' is our practice model, it supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.
- We have developed further the Corporate Parenting agenda, with well-attended Member briefings to ensure that our political leaders are aware of their duties towards Kent's Children in Care and care leavers, and developed Challenge Cards, which give Children in Care the opportunity to have their voices heard and to hold their corporate parents to account.
- We have improved recruitment and retention of Qualified Social Work staff. The majority of our case-holding posts (81.3%) are now filled by qualified, permanent staff. The average caseload levels in our Children in Care and fostering teams have been reduced and this has allowed social workers more time for direct work with families. Staff turnover has reduced and we have also encouraged significant numbers of Newly Qualified Social Workers (NQSWs) to join our organisation.

## **Fostering Service**

Kent's Fostering Service performs well. It seeks to provide stable and high quality foster care placements for children of all ages that value, support and encourage them to grow and develop as individuals. A key focus is ensuring appropriate matching is in place and there is support to enhance placement stability. In addition to promoting their health and general well-being, the service is also committed to ensuring that every foster carer recognises the importance of the educational achievement of Children in Care and work with KCC in raising the academic attainment for all Children in Care.

## **Adoption Service**

The Adoption service also performs well. It provides a comprehensive social work service under the Adoption and Children Act (2002) and offers expertise in adoption and permanency. There is placement choice, robust recruitment and assessment of adopters and decision making which reflects the individual needs of the children. Adopters are offered comprehensive post adoption support and the post adoption offer is supplemented with commissioned services which has supported the post adoption service development. The adoption service is responsive to national developments and new performance expectations.

## **The Care Leavers 18+ Service**

The Care Leavers service enables and assists care leavers to develop their skills and enhance life opportunities as they progress into adulthood. Ofsted rated this service positively. It works to guide young people through the complexities of adulthood and the transition from care into independence. The care leaving service is ambitious for young people and seeks to provide the support that any parent would want for their child in order that they achieve their full potential. The service supports all young people having the opportunities to remain in education or training aged between 18 to 24 years, working with the Skills and Employability Team to secure opportunities for young people to gain access to work experience, traineeships and apprenticeships.

## **Virtual School Kent (VSK)**

The VSK is the champion for education and ensuring it meets the needs of looked after children. The virtual school is successfully improving the educational attainment of Children in Care and Young Care Leavers. It has been promoting their educational achievement as if they were in a single school. Ensuring that they receive a high quality education is the foundation for improving their lives. There has been success in narrowing the attainment gap between children who are in care and those who are not, but attending Kent schools.

## **Performance and Targets 2017-18**

There are a number of key performance measures and milestones that we set out to achieve.

The figures below have been identified as the six measures which most closely align with, and allow us to monitor performance against our strategic priorities.

<b>Key Performance Indicators</b>		
	<b>2016-17</b>	<b>2017-18</b>
	<b>Actual</b>	<b>Target</b>
Children in Care placement stability: same placement for last 2 years	71%	70%
Percentage of current CIC Foster Care Placements that are either KCC Foster Care or Relatives and Friends	86%	85%
Average number of days between BLA and moving in with adoptive family (for children adopted)	310 days	426 days
Percentage of case holding posts filled by KCC Permanent qualified social workers	81%	85%
Percentage of children becoming child protection for a second or subsequent time	20%	<15 or >20
Percentage of online case file audits completed that were graded good or outstanding	67%	70%

## Our Future Targets and Priorities 2018-21

**As part of our continued improvement, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them.**

As part of our ongoing discussions and partnership with Early Years settings, Headteachers and governors in schools, and other stakeholders, there is a good level of shared ambition to achieve the following improvements in the period leading up to 2021.

By 2018, 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 9%.
- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 66% of pupils attaining age related expectations in Reading, Writing and Mathematics combined.
- **Improve** KS4 attainment to ensure at least 64% of pupils achieving a good pass in English and mathematics and achieve 52.0 in Attainment 8 and 0.02 in Progress 8.
- **Improve** the A-Level APS per entry to 35.0 and the percentage achieving AAB or better in at least two facilitating subjects to 22%.
- **Increase** the Tech Level average point score per entry to 39.
- **Reduce** the FSM gap at Key Stage 2 to 18% and reduce the GCSE Attainment 8 gap to 14%.
- **Increase** the percentage of good and better schools to at least 95%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better Early Years settings to 98%.
- **Increase** the percentage of families living in a deprived area who are registered with a Children's Centre to 85%.
- **Reduce** NEETS to 2% or below.
- **Reduce** permanent exclusions to no more than 40.
- **Reduce** the number of first time entrants to the youth justice system to no more than 350 young people, and the rate of re-offending will be no more than 28%.
- **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 further integrate Early Help and Preventative Services so that at least 86% of intensive support cases are closed with positive outcomes achieved, and work with Specialist Children's Services so that at least 25% of closed children in need cases are stepped down to Early Help.
- **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 (8,500), resulting in a further reduction in youth unemployment to no more than 2% by summer 2018.
- **Deliver 8,500 apprenticeships** for 16-24 year olds, including 4,000 for 16-18 year olds.
- **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 2018 we expect this to be 92%.
- **Improve the outcomes at Level 3** for 19 year olds to 70% by 2018.
- **Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers** 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.
- **Going forward** we recognise that there is still much to do, to deliver the priorities of the SEND Strategy, in order to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings to flourish.
- **Reduce the SEN gaps in achievement.** Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing. We know that SEN pupils will need good levels of attendance to benefit fully from inclusion in the classroom.
- **Improve support for children with autism and speech and language needs** across all schools, and improve our joint commissioning with the Health Service to ensure health inequalities and access to key services are addressed. In order to deliver further improvements we want to ensure teachers have the skills to support children, particularly those with autism, speech and language needs and behavioural needs. This is fundamental to their success in using their best endeavours to support the most vulnerable pupils.
- **Reduce reliance on statutory assessment.** Despite the introduction of High Needs funding, and significant increases in the amount of funding being allocated to schools to provide specialist support without the need for a statutory assessment and an

Education, Health and Care Plan (EHCP), we have yet to see a reduction in requests for statutory assessment. This is unsustainable and it must be a focus of the Strategy to ensure appropriate support is available in mainstream schools through High Needs funding.

- **Increase parents' levels of satisfaction with SEN provision.** We want the relationship between families and schools to positively support children's progress.
- **Improve SEN pupil's attendance and reduce their exclusions.** We know some pupils with SEN have poor levels of attendance and that they are over represented in exclusions. We want pupils with SEND to be socially and educationally included in the life of their schools.
- **Ensure better links between the resources available** for pre-school children with severe and complex needs and the support available in schools.
- **Create over 900 new specialist SEN places** through a mixture of new schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to address the forecast growth in pupil numbers alongside reducing the number of places presently commissioned in the independent and non-maintained sector.
- **Target our resources more effectively** and achieve even better value for money in the investments we make to improve pupil outcomes The Government is proposing to introduce a new National Funding Formula for schools in 2018-19 and in relation to High Needs, based on current proposals, we will not have any increases in the High Needs funding that Kent receives over the period 2018-2022.
- **Make further significant improvement to outcomes for Children in Care** and markedly reduce the number of CiC who are NEET and in the Youth Justice system.
- **Champion school leadership in Kent** through supporting the implementation of the 'Kent Leaders in Leadership' strategy co-produced with the Kent Association of Headteachers and other relevant stakeholders, which aims to ensure that school leaders in Kent are supported and developed for the future and that system leadership continues to grow across the county.
- **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 2018 we expect no schools to be inadequate.
- **Continue to support and develop more effective school to school support** through the Kent Association of Headteachers (KAH), and deliver the Kent Leadership Strategy in partnership with KAH so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.

- **Deliver the new Education Services Company and as part of that continue to develop** a successful trading organisation delivering good value support services to schools at competitive cost, which achieves the growth targets in the business plan.
- **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, and multi-academy trusts**, to increase their capacity to sponsor new schools and provide support for the improvement of other schools, through academy sponsorship, federation, trust, executive headship or other structural arrangements.
- **Continue to implement the Early Years and Childcare Strategy 2016 - 2019** to ensure there continues to be sufficient high quality free places for two year olds, robust plans are in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old children with effect from September 2017, 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.
- **Ensure 78% 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 2017, and ensure that improved parental choice and planned improvements for September 2017 are on target.
- **Deliver 17.1 new forms of entry in Primary and Secondary schools**, 30 Reception places in Primary schools, together with 340 Year 7 places in Secondary schools by September 2018.
- **Ensure that at least 87% of parents achieve** their first preference for their children when they start Primary school in 2018.
- **Ensure that at least 83% of parents achieve** their first preference for their children when they start Secondary school in 2018.
- **Deliver a new model of High Needs funding** that effectively targets resources to the pupils with the most complex needs and the budget is sustainable for the future, not exceeding the 2018-19 funding allocation.
- **Reduce rising costs of SEN Transport** through greater direct support from Special Schools in transport delivery and more streamline systems enabling efficient processing



of applications directing suitable learners to both Personal Transport Budgets (PTB) and Independent Travel Training (ITT) where appropriate.

- **Ensure the Community Learning and Skills Service is** delivering the improved outcomes in the Business Plan for adults and young people, especially those more vulnerable.
- **Deliver a more integrated working model across Early Help and Specialist Children's Services**, and adopt new working practices that reduce costs in line with agreed budget savings.

**To ensure all pupils meet their full potential, working in close partnership with schools and settings, we aim to achieve the following by 2020:**

- **Foundation Stage** outcomes for 5 year olds will continue to improve so that the percentage of children achieving a Good Level of Development will improve from 74% in 2016/17 to 81% in 2020.
- **Work to reduce the FSM achievement gap in the EYFS** from 10% in 2017 to 8% by 2020.
- **We aim to ensure 78% of eligible two year olds** will be taking up a free nursery place by 2018 and this should rise to 82% by 2020.
- The percentage of pupils attaining the expected standard at **Key Stage 1** will be amongst the best for our statistical neighbours and improve in Reading to 83 by 2020; in Writing to 76% by 2020; and in mathematics to 83% by 2020.
- **Key Stage 2 attainment** will be amongst the best for our statistical neighbours, above the national average and pupils achieving the expected standard in Reading, Writing and mathematics combined will improve to 69 by 2020.
- **Key Stage 4 attainment** will be amongst the best for our statistical neighbours and improve to at least 72% of pupils achieving a good pass in English and mathematics and achieving above national in Attainment and Progress 8 by 2020.
- **The FSM achievement gaps** at Key Stages 2 and 4 will continue to reduce from the 2017 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 15% by 2020. In Key Stage 4 the FSM gap in Attainment 8 will reduce to 11% by 2020.
- **There will be an increase in the number of good or better schools**, with at least 97% of all schools judged as good or outstanding by 2020. **We will reduce the number of KCC schools in an Ofsted category of concern year by year**, so that no school will be in this category.
- **We will increase the percentage of good and better Early Years settings to 98.5% in 2020.**

- **By 2020, 90% of Education, Health and Care plan (EHC) assessments will be completed** within a reduced timescale of 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks. **By 2020, we will reduce the number of Kent's children who are placed in independent and non-maintained Special school placements to 260.**
- **We will increase the number of Special school places by 426** to a total of 3,859 by 2020..
- **We will continue to help more parents** access a preferred school place for their child by increasing the number of online admission applications to 96% by 2020 and strive to enable parents to get their first preference Primary and Secondary school in the face of increased population growth.
- **We will maintain our surplus capacity in school places** to at least 5% and ensure we deliver additional school places in line with demand and parental preferences, each year, as set out in the Education Commissioning Plan to 2020.
- **As part of the Commissioning Plan, by the school year 2020-21**, we will expand school places by 74.9 permanent forms of entry, with 60 additional Reception places, 60 places in Year 2 Primary schools and 760 Year 7 places in Secondary schools.
- **By 2021 the Kent Educational Psychology Service** will be delivering services successfully to the LA and schools on a traded basis through the Education People Company. This will included all current core services.

**To improve outcomes for 16-19 year olds and shape education and skills around the needs of the Kent economy we will work with our partners to achieve the following by 2020:**

- **By 2020, we aim to ensure there will be no more than 1.5% of young people aged 16-17 (years 12 and 13 age group) who are NEET** and there will be full participation in education and work based training for this age group with year on year reductions in the NEET figures.
- **The employability skills of 19 year olds will have improved**, especially in English and Mathematics, so that Level 2 attainment at age 19 is well above the national average 92% of the cohort will achieve a Level 2 qualification by 2020.
- **We aim to improve the outcomes at Level 3 for 19 year olds** to at least 70% by 2020.
- **The Level 3 achievement gap for young people from disadvantaged backgrounds is a priority for improvement.** We aim to ensure this will be better than the national average and the gap between this group and other students will have reduced to 16% by 2020.

- **The KCC Apprenticeship Scheme will continue to recruit at least 100 apprentices** each year, totalling 1000 successful apprenticeships delivered by KCC by 2020. **By 2020 we aim to ensure the number of apprenticeships for 16-18 year olds** increases to 4,600.
- **By 2020** we aim to ensure at least 85% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. **There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce.** By 2020 youth unemployment will be no more than 1.6%, from 2.7% in 2017.
- **By 2020**, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 175 **By 2020**, we aim to ensure the percentage of young people achieving a Level 2 qualification by age 19 will improve to 92%.
- **We expect to see an improvement in A Level performance in Kent** to above the national average on all measures by 2020. The percentage of students achieving AAB or better in at least two facilitating subjects should improve to 20%.
- **Performance in technical and applied general qualifications post 16 should also improve more rapidly** and the gap between Kent's results and the national average should narrow progressively each year between now and 2020. By 2020, we expect the average point score per Tech Level student to be at least 38.5 by 2020. We also expect the average point score per Applied General student to be at least 39 by 2020.
- **All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges** so that their participation can be monitored, as required by statutory duty and participation rates improve year on year.

**Through Early Help and Preventative Services and Specialist Children's Services we aim to ensure we achieve the following and by 2020 we will:**

- Support vulnerable children and young people with complex needs so they can be school-ready, work-ready and life-ready, and support successful transition to adulthood and help develop families' resilience to be economically independent, responsible and able to instil well-being for future generations.
- Reduce the demand on Specialist Children's Services (SCS).
- Build resilience in children, young people and their families to improve their lives and to reduce future re-referrals to either EHPS or SCS.
- Manage the demand for our services so that we are able to provide the right service at the right time.
- Ensure safe and effective practice, evidenced through a robust integrated quality assurance framework and timely and accurate case recording.
- Provide continuity of worker wherever possible to model and build positive relationships with children, young people and their families.

- Deliver improved multi-agency support for children and families by working in a more integrated way in Districts to achieve better outcomes.
- Further develop joint working with Public Health and Kent's seven Clinical Commissioning Groups (CCGs) to ensure an integrated approach to health issues across the service, from the 0-5 population serviced by Children's Centres to those requiring adolescent mental health services. Ensure all of our Children's Centres support the best start in life, make good provision for children aged 0-5 and their families and work in an integrated way with health visitors to effectively reach and support vulnerable families to achieve good outcomes.
- Ensure that Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds to at least 82%, to ensure more disadvantaged children are school ready and develop well in the early years.
- Ensure we continue to achieve good outcomes through the Troubled Families programme as part of Early Help and KCC gains the maximum benefit from payment by results. Ensure that externally commissioned services work with Early Help and SCS services to provide a holistic and flexible response to the needs of children, young people and their families.
- Deliver a youth offer and programmes of support for vulnerable adolescents in a more integrated way across Early Help and SCS, so that we see few adolescents in care and we continue to reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment.
- Ensure our statutory Youth Justice work continues to reduce offending and re-offending and that more young people in the criminal justice system participate in and achieve good outcomes through education and training
- Support schools to improve the attendance of children and young people by raising the overall attendance rate and reducing persistent absence and fixed term exclusions.
- Ensure permanent exclusions continue to be reduced and no children and young people in care are excluded from school.
- Ensure that Pupil Referral Units work with a range of services to support young people into individualised pathways of education and training to improve their life chances and achieve positive post 16 destinations for all learners.
- **Deliver the Early Help Three Year Plan**, and further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 28% of closed cases for children in need are stepped down to Early Help, with a further proportion of closed Specialist Children's Services cases receiving ongoing support from Open Access.
- **Reduce the rate of re-referrals to Early Help Units** within 12 months of previous unit case closure by EHPS down to below 7% by 2020.
- **Reduce permanent exclusions** from no more than 55 in 2017 to 25 exclusions or less by 2020.

- **Work with schools on behaviour management strategies** and monitoring to reduce the levels of fixed term exclusions down to 1,051 in Primary schools and 5,048 in Secondary schools by 2020.
- **Reduce the number of first time entrants** to the youth justice system to 290 by 2020, and the rate of re-offending will be no more than 25%.
- **Work with services across Children, Young People and Education** to increase the education participation levels of young offenders, to ensure that by 2020, 76% of those who are statutory school age receive full time education and 76% of those aged 16 and 17 are in education or employment with training.
- **Ensure appropriate levels of early help support are given to children, young people and their families** in order to reduce the number of notifications leading to a plan down to 50% by 2020.
- **Increase the timeliness** of response for targeted casework to ensure that 90% of plans are in place within six weeks of allocation by 2020.
- **Work in an integrated way** with all services involved with vulnerable young people to reduce the percentage of young people aged 16-17 who are NEET down to 1% by 2020.
- **Improve the attendance of children and young people by supporting the reduction of persistent absence** and focusing on the new 10% threshold for persistent absence. The percentage of pupils who are persistently absent from Primary schools is currently 8.7%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14.2% and this will reduce to 9.5% by 2020.
- **Ensure all young people attending a PRU will have achieved qualifications at age 16** including English and Mathematics, and will have a positive learning or training destination at ages 16 and 17.
- **Deliver the Troubled Families Programme** to ensure that high numbers of families are 'turned around', up to 100% of the target cohort of 9,200 families.

## Getting There

**In order to bring about these improvements we will put continued effort into delivering and embedding well thought out strategies which:**

- Build on the work of the Kent Association of Headteachers and the development of collaborative approaches to school to school support, to achieve even better rates of improvement in Kent and a more sustainable model of school improvement and system leadership.
- Develop the Education Services Company for key elements of our service delivery and trading, jointly governed by schools, KCC and other stakeholders, to secure the services and ways of working that schools need for the future and KCC needs to discharge its statutory responsibilities.
- Develop a single Front Door into children's services across Specialist Children's Services and Early Help, to ensure families receive the right help from the right service at the right time
- Ensure more integrated working to support emotional health and wellbeing. Work has begun to draw together all emotional health and wellbeing services across KCC and Health and map their offers, pathways and interfaces to ensure a clear picture for professionals and families. This will ensure greater clarity for both partners and families to understand where support should come from in which circumstances.
- Ensure wider 0-25 integration and transformation between Early Help and Specialist Children's Services, and the development of a shared culture across the service to achieve improvements as part of our Children and Young People's Service Integration Programme (CYPSIP).
- Ensure that the Open Access offer delivered within Children's Centres and Youth Hubs delivers the right support to those families most in need of targeted support, whilst still ensuring the provision of a minimum universal offer.
- Integrate the work of Health Visitors and Children's Centres more closely with partners on the transformation project already underway.
- Ensure continuous practice improvement within Early Help through ongoing development of our Quality Assurance Framework, including a clear cycle of audits within Early Help alongside those conducted with KSCB and Internal Audit.
- Align performance reporting across Early Help and Specialist Children's Services to ensure an end-to-end view of activity and performance across the full breadth of children's services in Kent.
- Provide specialist Early Help input to KSCB as part of their review and updating of multi-agency training around thresholds and referral.

- Ensure that education, health and social care work closely together and are more integrated as one system for children, and commission services jointly, to bring about the necessary improvements in the quality of provision for all children and young people, especially the more vulnerable including those supported by Early Help and Social Care and those with special educational needs and disabilities, from the Early Years of childhood to early adulthood.
- Ensure we are a better commissioner of services, especially in Early Help and in other services that support vulnerable children and young people, and in relation to expanding educational provision in Early Years, schools, 14-19 and for SEND pupils, so that we meet demand with improved and more cost effective provision.
- Develop District based working so that there is more coordinated and integrated work between schools, Early Years settings, Early Help and Education, Health, Social Care services and other partners.
- Provide high quality performance data at school, district and county levels to monitor and evaluate what we do, challenge underperformance and produce more insightful analysis and intelligence gathering to sharply focus improvement and identify and learn from rapidly improving trends.
- Focus on improvement and innovation in the curriculum and qualifications pathways, and in teaching and learning, so that we address more effectively the challenges we face in delivering more successful transitions, progression pathways and better technical and vocational qualification routes for all young people to age 18.
- Work in effective partnership with schools, FE colleges, universities, training providers and employers to secure the best vocational and technical pathways, including apprenticeships, and improved outcomes for more young people so that they can access skilled employment and higher learning.
- Recognise the best Early Years providers, schools, teachers and school leaders and using them effectively across the system as System Leaders to develop and disseminate best practice and improve the quality of schools.
- Support Early Years collaborations to deliver a faster rate of improvement and developing similar approaches to system leadership in the Early Years.
- Support families' enhanced involvement in their children's learning, especially in the earliest years, by providing more effective parenting and family support through Early Help and the Early Years services.
- Encourage and promote more effective school partnerships and collaboration, and partnership working with academy sponsors, employers, health commissioners and providers and other key stakeholders, to build capacity for system wide improvements in Kent.

- Work in close cooperation with the Regional Schools Commissioner, developing more Kent schools as multi-academy trusts to sponsor new schools and support the improvement of underperforming schools.
- Support governors to carry out their role effectively, be more informed about best practice, use data constructively to plan for improvements in their schools and keep the performance of the school under review, taking prompt action to secure improvement where necessary.
- Develop ways to give parents, children and young people a greater say in the services that affect them and make better use of their views in designing and implementing new ways of working, especially in the way we deliver our SEND and Early Help services.
- Provide a range of quality information and advice for pupils and their parents so that they can make more informed choices. Our services will continue to improve the way we listen and engage with children, young people and their families so that they are influencing and shaping services and provision.

A key means of getting there is to integrate our services more effectively and to continue to promote a more self-improving school to school support system and system leadership. We should be able to make even more effective use of existing good capacity in Kent, in schools and settings and in our own services.

System leaders in schools and in the local authority build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. For example in world class systems 'poor to fair' schools become good schools quickly and performance gains are significant in a short time because the influence of the best performing schools is effectively spread around the system. In the highest performing local authorities there is a determined approach to using evidence based practice and to achieving the best outcomes.

A more effective and longer term sustainable strategy for improvement across the whole system is to recognise that children and families need joined up support and that this requires collaboration, more effective system leadership and more sustainable models of service delivery, including new models of school organisation and governance. It is a key role for the local authority to support and facilitate this transformation.

Our ambitions are supported by detailed service plans with year on year milestones and performance measures. A detailed performance framework is attached as an appendix to this document.

More detailed delivery plans have been set out in the School Improvement Strategy, the 14-24 Learning, Employment and Skills Strategy, the Adult Skills Strategy, the NEETs Strategy, the Early Years and Childcare Strategy, the SEND Strategy, the Vulnerable Learners' Strategy, the Education Commissioning Plan, the Youth Justice Plan, the Strategy and Three Year Plan for Early Help and the business plan for the Education Services Company.



To achieve our goals and the better outcomes set out in this document we rely on developing and working in ever more successful partnership with schools and settings, colleges and training providers, employers, social care, health and the police.

**Patrick Leeson**

Corporate Director for Children, Young People and Education

DRAFT

# Children, Young People and Education Performance Management

## Vision and Priorities for Improvement - Performance and Targets

Correct as at 3/11/2017

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
Early Years & Childcare	Percentage of pupils at EYFS achieving a Good Level of Development	F	DfE SFR - 19/10/17	74.2	70.7	81	77	79	81	83
	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	P	MI Vulnerable Groups analysis	10.1	N/A	17	9.5	9	8.5	8
	Percentage of pupils at EYFS achieving a Good Level of Development - lowest 20% / mean achievement gap	F	DfE SFR - 19/10/17	26.6	31.7	22	24	22	20	18
	Percentage of pupils at EYFS achieving a Good Level of Development - gender achievement gap	F	DfE SFR - 19/10/17	12.5	13.7	13	12	11.5	11	10.5
	Percentage of eligible children taking up FF2 place	P	End of summer term 2017. To be replaced with December 2017 once available.	67	N/A	78	78	80	82	84

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Percentage of EY providers working as part of a formal collaboration	F	End of June 2017	64.9	N/A	75	67	68	69	70
	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	P	Ofsted Data Dashboard - 08/09/17	97.2		97	98.5	98.5	99	99
	Percentage of EY settings with Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	P	Ofsted Data Dashboard - 08/09/17	21.9			22.5	24	26	28
	Percentage of FF2 placed in Good or Outstanding settings				N/A	92	89	91	93	95
School Improvement	Percentage of pupils at KS1 achieving age-related expectations in Reading	P	Nexus LA and National	78.8	75.8	80	81	82	83	85
	Percentage of pupils at KS1 achieving age-related expectations in Writing	P	Nexus LA and National	72.3	68.4	74	74	75	76	78
	Percentage of pupils at KS1 achieving age-related expectations in Mathematics	P	Nexus LA and National	78.4	75.3	80	81	82	83	85
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics	P	DfE SFR 31/08/17	64	61	66	66	68	69	70
	Percentage of pupils at KS2 exceeding age-related expectations in Reading, Writing &	P	DfE SFR 31/08/17	9	9	7	10	11	12	13

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Mathematics									
	KS1-KS2 progress score in Reading	P	DfE Performance Tables Checking Pupil Data	0.3	0.0	0.65	0.65	0.70	0.70	0.75
	KS1-KS2 progress score in Writing	P	DfE Performance Tables Checking Pupil Data	0.3	0.0	0.65	0.65	0.70	0.70	0.75
	KS1-KS2 progress score in Mathematics	P	DfE Performance Tables Checking Pupil Data	-0.2	0.0	0.25	0.25	0.30	0.30	0.35
	Average score at KS4 in Attainment 8	P	DfE SFR57_2017 12/10/17 (State Funded Schools)	46.0	46.1	52	53	54	55	56
	Average score at KS4 in Progress 8	P	DfE SFR57_2017 12/10/17 (State Funded Schools)	-0.11	-0.03	0	0.1	0.2	0.3	0.4
	Percentage at KS4 achieving English Baccalaureate	P	DfE SFR57_2017 12/10/17 (inc. 9-4 pass in English & Maths) (State Funded Schools)	26.8	23.7	31	32	33	35	37
	Percentage at KS4 achieving a good pass in English and Mathematics	P	DfE SFR57_2017 12/10/17 (9-4 pass in English & Maths) (State Funded Schools)	61.3	63.5	66	68	70	72	74
	Percentage of schools above floor standards at KS2	P	1st Pupil Datafeed July 2017. National not available until 14/12/17	95		98	98	100	100	100
	Percentage of schools above floor standards at KS4		Awaiting DfE SFR January 2018			93	95	97	97	97

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - FSM Eligible gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	25.4		18	18	16	15	14
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - CIC 12+ Months gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	29.5		= National average				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - SEN gap	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	53.0		45	50	48	46	44
	Average score at KS4 in Attainment 8 - FSM Eligible gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			14	13	12	11	10
	Average score at KS4 in Attainment 8 - CIC 12+ months gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			= National average				
	Average score at KS4 in Attainment 8 - SEN gap		Awaiting KS4 NPD (Unamended): Expected October / November 2017			20	19	18	17	16
	Number of schools in Ofsted Category (special measures or serious weakness)	P	Ofsted Data Dashboard - 08/09/17	1	N/A	0	0	0	0	0

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Number of primary schools in Ofsted Category (special measures or serious weakness)	P	Ofsted Data Dashboard - 08/09/17	1	N/A	0	0	0	0	0
	Number of secondary schools in Ofsted Category (special measures or with serious weakness)	P	Ofsted Data Dashboard - 08/09/17	0	N/A	0	0	0	0	0
	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	91.4		92	92	93	94	95
	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	92.4		92	93	94	94	95
	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	89.4		88	90	92	94	96
	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	P	Ofsted Data Dashboard - 08/09/17	95.5		100	100	100	100	100
	Percentage of pupils with Statements/ EHCPs at KS2 achieving age-related expectations in Reading, Writing and	P	MI Vulnerable Groups analysis. National not available until 14/12/2017	9.6		20	12	14	16	18

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Mathematics									
	Average score at KS4 in Attainment 8 for pupils with Statements/EHCPs		Awaiting KS4 NPD (Unamended): Expected October / November 2017			16	18	20	22	24
	Post-16 A Level APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	30.86	31.25	35	34	36	38	40
	Post 16 A level students - APS per entry, best 3 [schools only]	P	DfE SFR59 - 12/10/17	33.84	34.35	37.5	36	37	38	40
	Post 16 A level students - Percentage of students achieving 3 A*-A grades or better at A level [schools only]	P	DfE SFR59 - 12/10/17	11.5	11.7	15	12.5	13	13.5	14
	Post 16 A level students - Percentage of students achieving grades AAB or better at A level [schools only]	P	DfE SFR59 - 12/10/17	19.9	20.1	25.2	22	23	24	25
	Post 16 A level students -% of students entered for 1 or more A level [schools only]	P	DfE SFR59 - 12/10/17	52.7	59.7	53	59	60	61	62
	Post-16 A Level % AAB or better at A-Levels in at least 2 facilitating subjects [schools only]	P	DfE SFR59 - 12/10/17	15.2	15.6	18	16	17	18	19
	Post-16 Academic APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	32.11	31.45	33	33	34	35	36

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Post-16 Tech Level APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	37.38	38.60	38.5	39	40	41	42
	Post-16 Applied general APS per Entry [schools only]	P	DfE SFR59 - 12/10/17	39.33	39.55	39	40	41	42	43
	Post-16 Number of students achieving Technical Baccaalaureate [schools only]	P	DfE SFR59 - 12/10/17	36	140	30	40	50	60	70
SEND	Percentage of pupils with Statement/EHC Plan - Kent resident pupils (In Kent schools)			3.0	2.9	2.6	2.8	2.8	2.8	2.8
	Percentage of Statements/EHC Plans issued within 20 weeks			74	N/A	90	90	95	95	95
	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils				N/A	325	325	325	260	260
VSK	Number of permanent exclusions from schools - CIC	F	Impulse. Sep 16 to Aug 17 data. Exclusions data match to SCS MI OLA LAC cohort list.	1	N/A	0	0	0	0	0
	Percentage of pupils who are persistently absent - CIC					= National average				



		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	Percentage of admissions applications for school places made online			93.3	N/A	95	95.5	96	96	96
	Percentage of parents getting first preference of primary school		National data not yet available	89.1		87	90	91	91	92
	Percentage of parents getting first preference of secondary school		National data not yet available	80.5		83	78	77	76	75
	Percentage of parents getting first or second preference of primary school		National data not yet available	95.3		95	95	95	95	95
	Percentage of parents getting first or second preference of secondary school		National data not yet available	91.7		95	88	87	86	85
	Percentage of Children Missing Education cases closed within 30 school days (either offered a school place/moved out of Kent/moved out of country)	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	76.2	N/A	75	80	85	90	90
	Percentage of children offered a visit by the LA within 10 school days of the LA being informed of their decision to home educate	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	98.6	N/A	100	100	100	100	100
Fair Access	Percentage of registered EHE children that return to education or receive a visit from the LA within 60 school days	P	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data. Figure is currently being validated, final figure will be available end of Oct 17.	52.8	N/A	70	75	80	80	80

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of registered EHE children requiring a school place, offered a school within 60 school days	F	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data.	93.6	N/A	70	95	95	95	95
	Percentage of registered EHE children, who having engaged with the LA, present as in receipt of education within 90 school days of the initial visit	P	Sarah Saunter, Fair Access Team. Sep 16 to Aug 17 data. Figure is currently being validated, final figure will be available end of Oct 17.	84.7	N/A	84	86	88	90	90
Provision Planning	Percentage of surplus school places in Kent Primary schools	F	KCP 2017 operational capacity (school year 2016-17)	5	N/A	5	5	5	5	5
	Percentage of surplus school places in Kent Secondary schools	F	KCP 2017 operational capacity (school year 2016-17)	9	N/A	8	7	5	5	5
	The number of districts with at least 5% surplus Year R places	F	KCP 2017 operational capacity (school year 2016-17)	8	N/A	9	10	12	12	12
Skills & Employability	Percentage of young people with Level 2 attainment by age 19		Showing 2016 figures. 2017 not available until April 2018.	85.4	85.3	90				
	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap		Showing 2016 figures. 2017 not available until April 2018.	21.2	17.5	14				
	Percentage of young people with Level 3 attainment by age 19		Showing 2016 figures. 2017 not available until April 2018.	54.1	57.1	65				

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap		Showing 2016 figures. 2017 not available until April 2018.	32.5	24.5	18				
	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	F	Feb 2017 LA Tables	3.0	2.8	2.5				
	Number of apprenticeships 16-24 year olds				N/A	7,900				
	Number of apprenticeships 16-18 year olds				N/A	3,600				
	Number of apprenticeships 19-24 year olds				N/A	4,300				
	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors				N/A	1,700				
	Number of starts on the Kent Success Apprenticeship scheme				N/A	750				
	Percentage of schools offering L2, 3 or 4 apprenticeships				N/A	60				
	Percentage of unemployment among 18-24 year olds					2				
	Number of assisted employment opportunities for learners with learning				N/A	135				

		Data: Provisional (P) or Final (F)	Data Source/Reporting Period/MI Comments	Performance (Provisional)			Targets			
Service	Indicators			Kent 2017	National 2017	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
	difficulties and disabilities									
	Number of 14-19 year olds in Troubled Families programme participating in pre-apprenticeships or apprenticeships				N/A	100				
	Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils]				N/A	98				
	Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils]				N/A	80				
	Post-16 % of students end of KS5 moving to education, training or employment with training					97				
	Number of vulnerable learners on apprenticeships				N/A	170				
Early Help & Preventative Services	Percentage of Early Help cases stepped up to Specialist Children's Services	F	EH MI, Data for March 2017	8.3	N/A	5	7	6	5	5
	Percentage of closed Specialist Children's Services cases stepped down to Early Help Units	F	SCS MI, Data for March 2017	20.0	N/A	25	25	26	27	28

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of plans in place within 6 weeks of allocation	F	EH MI, Data for March 2017	31.7	N/A	80	60	65	70	75
	Percentage of cases closed with outcomes achieved	F	EH MI, Data for March 2017	79.6	N/A	86	80	82	84	86
	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case	F	EH MI, Data for March 2017	12.5	N/A	10	12	11	10	10
	Percentage of 0-5 living in the 30% most deprived LSOAs registered with a Children's Centre	P	eStart as at 08/09/17	79.3	N/A	85	84	86	88	90
	Percentage of 0-5 living in the 30% most deprived LSOAs attending a Children's Centre	P	eStart as at 08/09/17	51.6	N/A	60	65	65	70	70
	Percentage of 0-5 with current Social Services involvement known to a Children's Centre	P	eStart as at 08/09/17	73.8	N/A	90	88	90	92	94
	Number of first time entrants to the youth justice system	P	Annual figures published by YJB will not be available until end of January 2018. Kent period Apr16-Mar17	314	N/A	350	330	310	290	270

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Rate of proven re-offending by CYP (new definition as at Oct 17)	F	Figures published by the MOJ relate to cohorts - current cohort published 26/10/2017 is Oct15 to Dec15	34.2	41.8	N/A	33	32	31	30
	Percentage of young offenders of school age in full time education (25 hours)	F	No longer a National statistic so national figure not available. Kent period Apr16-Mar17.	59.5	N/A	70	70	72	74	76
	Percentage of young offenders post statutory school age in full time EET (16 hours)	F	No longer a National statistic so national figure not available. Kent period Apr16-Mar17.	52.1	N/A	70	70	72	74	76
	Cumulative number of Troubled Families 'turned around' in Phase 2	F	Cumulative audited turned around families from January 2016 - March 2017 (the figure does not include figures from FY 17/18)	2,273	N/A	1,602	4,610	7,190	9,200	N/A
	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold)	P	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	9.5	8.7	8.5	8.5	8.0	7.5	7.0
	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold)	P	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	13.7	12.8	12.5	12.5	12.0	11.5	11.0
	Percentage of pupils who are persistently absent from primary schools - SEND pupils (10% threshold)	F	This is data for 2015/16. 2016/17 is not available until January 2018 (Kent)	16.1	N/A	15	15	14	13	12

		<b>Data: Provisional (P) or Final (F)</b>	<b>Data Source/Reporting Period/MI Comments</b>	<b>Performance (Provisional)</b>			<b>Targets</b>			
<b>Service</b>	<b>Indicators</b>			<b>Kent 2017</b>	<b>National 2017</b>	<b>Target 2017</b>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Percentage of pupils who are persistently absent from secondary schools - SEND pupils (10% threshold)	F	This is data for 2015/16. 2016/17 is not available until January 2018 (Kent)	24.5	N/A	22	22	21	20	19
	Percentage of overall pupil attendance in primary schools	F	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	95.9	96.0	96.1	96.1	96.3	96.4	96.5
	Percentage of overall pupil attendance in secondary schools	F	Autumn/Spring data. Full year 2016/17 is not available until January 2018 (Kent) and March 2018 (National)	94.6	94.8	95.0	95.0	95.2	95.3	95.4
	Number of permanent exclusions from the primary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	19	N/A	15	15	12	9	5
	Number of permanent exclusions from the secondary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	49	N/A	40	40	35	30	20
	Percentage of pupils permanently excluded from school	F	Impulse. Sep 16 to Aug 17 data.	0.03	N/A	0.03	0.025	0.025	0.025	0.025
	Number of fixed term exclusions from the primary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	2,049	N/A	1,693	1,693	1,373	1,168	1,051
	Number of fixed term exclusions from the secondary phase - all pupils	F	Impulse. Sep 16 to Aug 17 data.	7,926	N/A	7,562	7,562	6,598	5,608	5,048