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To: Children's and Young People Cabinet Committee – 15 January 2021

Subject: The Education People - 2019-2020

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary: This report provides an overview of the performance of The Education People against the KCC Contract for the academic year 2019-20. The company met the majority of its Key Performance Indicators (KPIs) and Performance Indicators (PIs), improving performance in some areas, while responding to the additional demands faced by schools and Early Years settings as a result of the Coronavirus pandemic.

Recommendation(s):

The Children's and Young People Cabinet Committee is asked to note the contents of this report.

1. Introduction

1.1 The Education People (TEP) launched in September 2018 as a Kent County Council Local Authority Trading Company (LATCo), incorporated as a company limited by guarantee. The company supports the full age range from Early Years to young adults, offering a variety of services to help education professionals improve learning, wellbeing and children's development.

1.2 The core contract between KCC and Edseco Ltd, trading as The Education People, commenced on 1 September 2018 and runs for an initial period of five years and seven months. Subject to satisfactory completion of this initial period, as determined by the Authority through a full Contract Review, the contract will continue to run for a further period of four years and five months.

In December 2019, TEP's governance structure changed when ownership transferred to Kent Holding Company Limited (KCC HoldCo).

- 1.3 As outlined in the company Business Case, The Education People was established with the following aims:
- To continue to deliver services to improve educational outcomes and life chances for children and young people
 - To increase the resilience and long-term sustainability of education services
 - To continue to deliver strategic services to schools, providers, and other partners
 - To maintain and enhance strong partnership between KCC and schools, providers, and other partners
 - To realise the opportunities for growth in traded education services
 - To deliver, at least, an additional annual £1.2m surplus from traded services by year five and to support KCC in delivering its Medium-Term Financial Plan (MTFP) savings targets.
- 1.4 Company performance in line with the service specifications defined in the contract are measured by a series of indicators and reviewed on a monthly and quarterly basis by both parties.

2. Summary of Performance

- 2.1 The KCC contract with TEP currently contains 33 Performance Indicators (PIs) across six of the services provided and 12 of those are Key Performance Indicators (KPIs). The appendix to this report lists the indicators and records the monthly performance against target percentages from April 2020 to September 2020, as well as quarterly figures for the periods April to June 2020 and July to September 2020. The targets were discussed between the KCC and TEP contract teams in light of the Covid-19 pandemic and revised for the period April to September.
- 2.2 The resulting percentages are RAG rated and the direction of travel is recorded to indicate whether the performance is improving, there is no change or it is worsening. The most recent percentage figures show a level of stability, with all indicators currently recorded as no change or improving.
- 2.3 The most recent quarterly figures indicate that of the 12 KPIs, seven are currently Green, one is Amber and two are Red. Of the remaining two KPIs one is reported on annually, which is currently showing an improved percentage compared to the same time last year, and the other relates to a Department for Education return which is due to be produced by 31st May each year but which the DfE cancelled this year in the light of the pandemic.
- 2.4 The Performance Indicators have been subject to much discussion between the KCC and TEP contract teams in an effort to ensure that they reflect the statutory responsibilities of the Council and the capability of TEP to perform the functions necessary to be able to influence the outcome.

3. Scope of services provided

Education Safeguarding Service (ESS)

- 3.1 The service has overall responsibility for all Child safeguarding issues in Kent, including all child deaths (expected and unexpected), school support and emergency phone hotline. The hotline took 3,512 calls over the academic year 2019-20, giving advice and support on all matters related to safeguarding. It should be noted that these figures relate to initial calls, with some requiring significant further contact with schools and settings and multiagency colleagues.
- 3.2 The service continues to act as the Single Point of Contact for education services for all child deaths. In this period, there were 99 child deaths, with 34 being in education. The service support schools and settings in these difficult times, both through the statutory process and offering individual support and advice where necessary.
- 3.3 The service is commissioned by KCC to represent education services in functions related to the work of Kent Safeguarding Children Multiagency Partnership (KSCMP). As such, the service liaises with schools and settings in the event of the need for a wider multiagency review of events. This has recently included the independently authored Teenage Thematic Suicide review, the learning from which has been shared widely.
- 3.4 Recent activity has included working with colleagues in TEP and KCC to provide guidance to schools and Early Years and Childcare (EYC) settings on a range of issues such as curriculum, staffing and the safeguarding and emotional wellbeing of children and young people.
- 3.5 The service continues to work closely with multiagency colleagues to respond to the needs of all children in Kent together with those who have been identified as being particularly vulnerable.

Early Years and Childcare Service (EYC)

- 3.6 Early Years and Childcare provision in Kent continues to be rated by Ofsted as 98% good or outstanding with a breakdown as:

Setting Type	Good or Outstanding	Outstanding
Early years group providers	98.56%	20.70%
Out of school childcare providers	98.15%	19.20%
Childminders	98.70%	18.13%

- 3.7 These outcomes evidence the cumulative impact of the work of the Early Years and Childcare Service in leading, supporting and (where necessary) challenging the quality of provision. Activity this year has included the publication of the Early

- Years and Childcare Strategic Plan 2020 - 2023 as well as the continuation of compliance and business and sustainability visits to providers and childminders.
- 3.8 In the context of Covid-19 the Service continued to support the Sector by providing advice and guidance to service users and service providers, including co-ordinating efforts to ensure recompense for the additional costs associated with PPE, a brokerage service for parents, and supported providers through KCC's Financial Distress Payment applications.
- 3.9 The service will continue to closely monitor the Childcare Market in relation to supply and demand in order to assess its resilience to and recovery from the pandemic.
- 3.10 The Service has produced two products which have received acclaim. The Best Practice Guidance is a document providing an overview of the underpinning knowledge and understanding required to meet the needs of all children at universal, targeted and personalised levels. This is a finalist in the Nursery World Awards 2020. The Service's Early Years Education for Sustainable Development Award supports early education and childcare providers to introduce global sustainability awareness, attitudes and behaviours in an age-appropriate way in their preschool settings. This received an Honourable Mention at the OMEP World Awards 2020.
- 3.11 The Service provides advice, support and training to Kent's children's centres to ensure that they have an ethos and principles in line with the Early Years Foundation Stage (EYFS) and that all 'stay and play' type activities are based on effective practice. The Service assesses practice in the centres against the Good and Outstanding grade descriptors in the original Ofsted framework. In this context (and pre-Covid), all Kent's children's centres were assessed to be Good or better against the grade descriptors.

Primary School Improvement (SIP)

- 3.12 The Percentage of Local Authority maintained schools achieving a Good or Outstanding OFSTED report for the last academic year was 94.91% against a target of 93.59%. National outcomes for the same period, show that 88% of primary schools are Good or Outstanding with only 77% of schools nationally judged as Good or Outstanding within the academic year. This demonstrates the positive impact of the Primary School Improvement service.

NYI is not yet inspected	Totals	Good+	% Good+
All LA schools	275	261	94.91%
All Academies	183	157	85.79%
All Academies excluding NYI	174	157	90.23%
All schools	458	418	91.27%
All inspected schools	449	418	93.10%

- 3.13 During the academic year, 12% of Good schools inspected nationally, dropped in judgement to Requires Improvement and 3% became Inadequate. In Kent, 2.5 % of schools dropped from Good to Requires Improvement.
- 3.14 Nationally, 8% of schools that were previously Requires Improvement declined to an Inadequate judgement. In Kent primary schools, no maintained schools are judged to be Inadequate. This demonstrates our effectiveness in identifying vulnerable schools, holding schools to account and in delivering a range of comprehensive support to improve provision.
- 3.15 Over the academic year, the Covid pandemic has had a significant impact on schools, with a period of school closure and partial lockdown between March and September. Throughout this period, systematic support remained in place, with all primary schools having a named adviser to provide a direct link to support and advice around both the Covid situation and provision. This support was highly responsive, ensuring headteachers had access to weekly catch up calls (daily where needed), advice, guidance, and resources.
- 3.16 Subject specialists were quick to recognise and respond to the impact of Covid, producing a detailed offer of free, funded and traded training and guidance. All schools have received support and guidance around the recovery curriculum with an even more comprehensive offer to every maintained school. This demonstrates our ability to adapt to the needs of our schools, linking support and provision directly to national priorities.
- 3.17 Despite the additional pressures of Covid and lockdown, Senior Advisers have worked with all primary schools to identify those with the capacity to release staff for interim or executive leadership. As a result of this initiative all maintained primary schools continue to have a headteacher. The service has reviewed the headteacher recruitment processes to ensure senior staff are trained to support governors in the delivery of blended headteacher recruitment processes. This again has helped ensure sustained strategic leadership for all our schools.
- 3.18 School leaders have been overwhelmingly positive about the additional support and resources provided and this is reflected in headteacher comments on notes of visit and in school evaluations of our traded support. Where this support links to funded training, high course attendance provides evidence of high levels of engagement.
- 3.19 Fortnightly headteacher briefings and Q and A sessions continued throughout July, with the normal programme of termly headteacher information briefings returning in September. These briefings collate and summarise national advice and guidance for headteachers and provide senior leaders with the opportunity to discuss trends and issues within their districts. These sessions were well attended with very positive course evaluations.
- 3.20 Alongside pupil wellbeing, headteacher and staff wellbeing are key priorities. The service plans to secure funding to provide targeted coaching and support across our primary schools. Building leadership capacity and succession planning are additional leadership priorities to be addressed with trained

advisers offering a comprehensive package of coaching and support to school leaders and the service involvement in the rollout of DFE wellbeing for schools' support.

Secondary School Improvement, Specials and PRUs/ Skills and Employability Service (SSE)

3.21 Secondary School Improvement, Specials and PRUs

Good/Outstanding Ofsted Outcomes (by type)

	Secondary	Special	PRU	Total
Academies and Free Schools	(79) 93.70%	(1) 100.00%	(1) 0.00%	(81) 92.59%
LA Maintained	(22) 81.82%	(21) 95.24%	(5) 66.67%	(48) 87.50%
All Schools	(101) 86.70%	(22) 95.50%	(6) 66.67%	(129) 87.30%

- 3.22 The percentage of secondary schools achieving Good and Outstanding ratings have remained stable in Kent over the academic year 2019 – 2020, at 87.3% compared to 76% nationally. All schools that are currently judged as Requires Improvement are moving towards Good. Of the 22 maintained secondary schools there are currently seven receiving increased levels of support according to their particular need. The Covid suspension of Ofsted inspections means there are a number of secondary schools who are awaiting an inspection which should maintain the Good judgement or who expect to move towards Good. This demonstrates the effectiveness in identifying vulnerable schools, holding schools to account and in delivering a range of comprehensive support to improve provision.
- 3.23 Over the academic year, Covid has had a significant impact on secondary schools, with a period of school closure and partial lockdown between March and September. Throughout this period, enhanced support remained in place, with all secondary schools having a direct link to support and advice around both the Covid situation and provision. This ensured all headteachers had access to regular catch up calls (daily where needed), advice, guidance and resources.
- 3.24 Some Pupil Referral Units (PRUs) remained open throughout the Easter and summer holidays to provide the necessary advice and guidance needed to the most vulnerable students and telephone and virtual support was also available for those provisions as needed.
- 3.25 Subject specialists quickly recognised and responded to the impact of Covid producing an offer of free training and guidance. All schools have received support and guidance around the recovery curriculum with a free toolkit enhanced by a training offer for middle leaders in schools, to support them in delivery. This demonstrates our ability to adapt to the needs of our schools, linking support and provision directly to national and local priorities.

3.26 Looking ahead, it is believed that there will be an increase in school vulnerability for some schools. This links to the Covid impact on vulnerable and disadvantaged pupils which, the service believe, will be a future inspection focus as it is integral in the current inspection framework. The service aim is to maintain comprehensive inspection guidance and support for schools to ensure the best possible inspection outcomes.

Governor Services (GOV)

- 3.27 Governor Services has continued to ensure all Local Authority maintained schools are compliant with governance legislation. All schools have Chairs in post or are being supported in this process. All schools have a governance professional, clerk to the Board, in post.
- 3.28 Where Boards are being supported with Chair recruitment, Officers are ensuring succession planning is being promoted. Officers are also working in partnership with the National Governance Association in facilitating the Department for Education Leading Governance Chairs Development programme, ensuring that despite their volunteer status Chairs are upskilled and equipped for their school leadership role. During the last academic year 58 Chairs completed this programme and 54 are participating this year despite the pandemic.
- 3.29 Outside the KCC core contract Governor Services provides clerks to schools with over 150 maintained schools choosing to access clerking services in this way.
- 3.30 The Clerking Service Manager has produced standard agendas for schools to follow on the return to school. This was particularly pertinent this year to ensure Boards were aware of the most up to date position in relation to rapidly evolving legislation over the summer period.
- 3.31 Governor Services officers have supported schools judged to be 'causing concern' and the Head of Service has worked alongside KCC officers on the implementation of Interim Executive Boards.
- 3.32 Local Authority Governor vacancies have been monitored and nominations returned to Boards to appoint. A new process for the removal of Local Authority Governors has been drafted due to the change in how Boards appoint to these positions and is currently being agreed with the Interim Director of Education.
- 3.33 Governor Services' Governor Induction training was accredited by an outside body with training continuing during the pandemic. Demand for this has risen, resulting in greater numbers of being inducted.

Skills and Employability Service

NEET trends

- 3.34 The percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) has risen as per the table below. While there

was a rise which followed a usual pattern, it is anticipated that the full extent of the COVID crisis will manifest itself in the next two quarters.

	2018	2019	2020
July	3.1%	3.2%	3.7%
August	3.2%	3.4%	3.9%
September	1.92%	2.17%	3.30%

3.35 With the closure of schools in March and the subsequent reduction of visitors allowed onto school sites since September, a rapid and significant shift in how the Skills and Employability Service operated was necessary. This ensured communication with young people was maintained, supported them into quality destinations at post 16 and developed new pathways for a cohort of young people who, suddenly, are at higher risk of NEET than ever before.

3.36 The key developments have been:

- A social media campaign with blogs and webinars to communicate with young people and support them with making applications
- A booking system for young people to make appointments and have 1-1 support with a trained Engagement Officer
- Receiving online referrals from schools for young people who are at risk of NEET
- NEET, Participation and Careers meetings for schools being held virtually, which has resulted in almost full attendance as staff no longer have to travel long distances. This means that district wide approaches have the full support of all partner agencies.

3.37 The service invested in its applications website 'KentChoices'. This is the standard platform whereby Year 11 students applied for their post 16 destinations. This investment allows schools and the service to track what applications are being made, to give one to one support during the application process and conduct college interviews. It also allows schools and colleges to see the applications so they can plan rather than relying on face to face contact.

3.38 The service continued to collaborate with The Careers and Enterprise Company (CEC) to engage with schools across Kent providing focused careers education preparing young people for work. Since Covid new ways of delivery have been developed with the use of webinars, webchats and one to one telephone or remote interviews with schools and young people. The number of secondary schools which have a careers enterprise advisor has risen to 80 with schools receiving support from the service to ensure that it makes best use of their advisor.

- 3.39 The service continues to collaborate with five key sector Guilds covering Engineering, Construction, Hospitality, Finance and Healthcare. Since March, the guilds members have needed to concentrate on their own business interests so delaying the Guild agenda. Covid has had a devastating impact on apprenticeships resulting in many apprentices being furloughed and apprenticeship opportunities withdrawn. In some cases KCC school apprentices were furloughed, although none lost their positions. The service is now working with the Employment Task Force to renew and extend apprenticeship opportunities (among other pathways) for Kent young people.
- 3.40 The service is also exploring ways of working with large employers to use the apprenticeship levy to support small and medium business and increase apprenticeship opportunities across the county.
- 3.41 Comparative data for Apprenticeships in Kent by quarter is as follows up to the end of April 2020. Data for the final quarter up to August 2020 is not yet available for Apprenticeships.

	1st Quarter Aug/Oct	2nd Quarter Nov/Jan	3rd Quarter Feb/April
2018/19	3020	4960	7280
2019/20	2930	4680	3210

Professional Development Service (PDS)

- 3.42 On completion of Newly Qualified Teacher (NQT) Induction in July 2020 the service confirmed that 750 NQTs had been able to consistently demonstrate the ability to meet the teacher standards to a satisfactory level.
- 3.43 Each academic year the service undertakes visits to schools to quality assure their provision for NQTs. Between September 2019 and March 2020 ten visits were made to schools. Between March and July 2020 due to Covid restrictions the service switched to making this process virtual, reviewing every assessment made by a school and offering developmental feedback. By reviewing in this way and due to schools' closure, it allowed officers to assess the processes of all registered schools.
- 3.44 Between March 2020 and July 2020, the service was able to adapt quickly to meet the needs of all schools and ensured that schools, mentors and headteachers were kept informed and up to date with the frequently changing guidance. This included moving the training offer to online platforms and enhancing coverage with subject specific support which meant that NQTs, mentors and induction coordinators were not disadvantaged. Attendance was good and remains so as we move into this academic year. The service has also been able to offer guidance to schools regarding recruitment techniques.

Specialist Employment Service (SES)

- 3.45 The Specialist Employment Service delivers the Kent Supported Employment Adult Social Care and Education Contract and provides professional support to clients with learning difficulties, Autism, physical difficulties, and sensory conditions to help them move into employment. The service does this using the Supported Employment Model through professional careers guidance, Training in Systematic Instruction (TSI), vocational profiling, job coaching and independent travel training. There is also a need to provide retention support to clients and re-referrals if for example a client is made redundant or their job role changes.
- 3.46 The service receives referrals from schools, colleges, social care, other professionals, parents and self-referrals, covering clients from 14 to 70 years old. Support is available to those that meet the Care Act 2014 criteria. Over the last academic year, the service has received 367 new referrals with a further 181 clients having moved into paid work, 93 clients moved into supported work placements before employment and 34 moved into further education to gain the skills they need to progress into the workplace. The service works at a pace suitable for each individual and progression to employment can take between 10 weeks to 18 months depending on personal circumstances including the need for travel training and professional coaching in the workplace.
- 3.47 As part of the contract, the service also supports employers across Kent to recruit from this untapped talent pool using techniques such as job carving and job analysis, and Disability Confident Level 3 training. The service helps employers to recruit staff using alternative recruitment practices and continues to support the staff member until they are embedded into the workplace. Over 400 employers are supported across Kent and Medway including Kent Police and NHS Trusts.
- 3.48 In the last two years the number of referrals to the service has doubled, amounting to over 400 referrals each year. This is due, in part, to the ability of clients to now self-refer, along with work taking place with schools to identify clients as they transition from education. As 70% of clients are now under 25, they are benefitting from intervention at an early stage, so preventing possible poor future outcomes.
- 3.49 The proportion of clients referred to the service who move into paid work is 68% against a target 35%. This offers a significant cost saving to the public purse with 98% of those clients sustaining their job role for over 6 months. Those who do not sustain employment may return to education to gain a qualification to enable them to follow their chosen career.
- 3.50 The service was awarded 100% in the Supported Employment Quality Framework by the British Association of Supported Employment, the only service in the country to do so.
- 3.51 Since the outbreak of Covid, referrals have increased as clients have lost jobs, changed roles, or have left school or social care and needed support to take the next step into employment. The success rate of finding employment remains

high with bespoke work taking place with individuals on recognising their transferable skills and helping them to understand the changing job market and labour market information. Job outcomes remain high due to the quality of relationships with employers and the reputation of the service.

- 3.52 The DWP nationally are working with the service to explore good practice across the sector, looking at the access to work requirements and reasonable adjustments that need to take place to make the workplace more accessible for disabled people.

Schools Financial Services (SFS)

- 3.53 The DfE directs all Local Authorities to have a Schools Finance Scheme that provides a set of financial controls that Local Authority schools must comply with to ensure the good financial health of its schools.
- 3.54 The longstanding traded offer to schools helps to generate the financial resource necessary to meet this statutory requirement.
- 3.55 The service has a team of staff that produces financial monitoring and returns purchased by 100 schools, to meet their statutory obligations. Historically this service has been provided through on site visits to schools. Owing to Covid a new remote delivery model was introduced at short notice. Some onsite visits were able to take place in July.

Returns and Compliance (R&C)

- 3.56 The workload of the R&C team is split into two areas.
- 3.57 In accordance with the Schools Finance Scheme, LA schools must complete a number of annual financial returns. 100% of schools submitted six month (October 2019) and nine month (January 2020) financial monitoring returns. Year End closedown of school accounts and three-year budgets were all collected, this took place during Covid and was administered remotely.
- 3.58 Up until March the compliance team were on target to complete 100 school visits for the financial year April 2019 to March 2020. As a result of schools closing 99 out of the 100 schools were visited. Each school annually submits a Schools Financial Value Standard (SFVS) at year end: this with other evidence is used to support the Section 151 officer's schools' financial assurance statement.
- 3.59 In acknowledgement of the restrictions caused by Covid, the DfE relaxed some statutory returns. One such return was the Section 151 schools' financial assurance statement and SFVS individual school returns. Despite this return not being required, all schools still submitted their SFVS return for the period ending 31st March 2020.

Core Delivery

- 3.60 The main function of the Core Delivery team is to provide a help desk to schools, providing financial advice across a number of different areas. Schools

pay a subscription to access this service with around 440 schools subscribing, including maintained and academy schools in both Kent and Medway.

School Support

3.61 The team provides support to schools in financial difficulties. This supports schools in drawing up an action plan to balance its budget by recovering from a deficit position, and to provide a wide range of measures to proactively prevent schools going into deficit. At the 2019-20 year-end (31st March 2020), 2% of primary schools, 32% of secondary schools and 0% of special schools in Kent were in deficit. Nationally the numbers of maintained schools in deficit are Primary 8%, Secondary 32% and Special 10%. The percentage of Kent schools in deficit generally reflects favourably with the national average, especially in primary schools where nationally it is four times the number of Kent schools.

Outdoor Learning Service (OLS)

3.62 The academic year began extremely well for the Outdoor Learning Service, with record numbers of groups visiting the Swattenden Centre and Horton Kirby in the Autumn of 2019, after an extremely busy Spring and Summer across all centres. It also built on its strong foundations to take on its highest level of SLA contracts for outdoor education support and advice and provided training for over 200 teachers and school staff.

3.63 Recent service redesign and efficiencies resulted in increased bookings, which were then severely impacted by the pandemic with the initial restrictions effectively stopping all centre-based activity.

3.64 All centres apart from Bewl Water Outdoor Centre were closed in March and remain in 'hibernation'. The majority of staff have been furloughed. Bewl Water Outdoor Centre reopened in July for school day visits and water sports courses for children and individuals, operating to Government Covid safety guidelines. The self-catering 'Lodge' accommodation at the Kent Mountain Centre (KMC) in Wales was also opened for families to stay in over the summer.

3.65 Horton Kirby Environmental Centre opened in September for day visits and outreach activities in school and has seen some encouraging signs of schools wanting to return.

3.66 Schools are struggling to maintain core education support for their pupils and as a result they are not booking educational day visits at present and continue to prioritise mainstream education and continuity of provision. This situation is unfortunately likely to last throughout the 2021 Spring terms, and potentially into the Summer terms, depending on the progress of the pandemic and vaccinations programme.

3.67 Under the terms of the contract KCC exercised its right from May onwards to make use of the Swattenden Centre to provide much needed accommodation for Unaccompanied Asylum Seeker Children (UASCs).

Inclusion Support Service

- 3.68 The Inclusion Support Service (ISS) provides consultancy, support, and training to Kent schools and settings and for professionals working with children and young people including those working across KCC directorates regarding the public sector equality duties under the Equality Act 2010.
- 3.69 Between September 2019 and the start of the pandemic over 200 referrals were received from schools, parents, and professionals working within Education regarding Equality and Inclusion.
- 3.70 Most of the work delivered against the KCC contract has been advice, support, and training on Local Authority duties under the Equality Act. This has included contributing to the SEND County Working Group and delivering advice and training on GRT and Trans inclusion to Social Workers, Early Help Workers, Specialist Teachers Service, Out of Hours team, Headstart, Early Years and Child Care team, Early Years Setting Managers, and the Kent Health Needs Education Schools.
- 3.71 Since March, most of the work undertaken by the service has involved responding to concerns about learners who had been unable to access learning, those suffering from isolation and those at risk of not returning to school following the Summer break. Referrals have included calls from schools, parents, and colleagues in CYPE and were mostly concerning children and young people with the protected characteristics of Race (including those with English as an additional Language, Gypsy, Roma and Travellers (GRT) and New Arrivals), Gender reassignment and Sexual orientation.
- 3.72 The Service offered advice and strategies to support these vulnerable and often disadvantaged pupils, signposting pupils, parents and schools to research, agencies and resources where appropriate.
- 3.73 In response to Black Lives Matter, the team worked with colleagues in the Early Years and Child Care Service, Libraries and Archives and Children's University to produce a Black Lives Matter resource for schools, which was launched to coincide with Black History Month.

4. Conclusions

- 4.1 The Education People has maintained the level of performance against the majority of KPIs/PIs, with improvement in some areas. This year has clearly been extraordinary, but service leaders in TEP have worked with KCC staff to shift their support and ways of working to adjust to the circumstances faced. Delivery in 2020-21 will continue to be compromised, with some performance indicators, such as Ofsted ratings, being impacted by the decisions of others.
- 4.2 The effect of the Covid-19 pandemic has been felt across all services and the KPIs currently recorded as Red have been indirectly affected, however TEP are working to improve the current performance of those KPIs. The Secondary School Improvement team has been working closely with the four maintained schools currently judged by Ofsted as not Good or Outstanding. The team has

provided additional support, both through the core contract and through the newly formed dedicated Response Team, and good progress is being made. It is expected that the schools will improve their judgements when they receive their scheduled Ofsted inspection.

- 4.3 The KPI related to Skills and Employability, which aims to reduce the number of Not Knowns to below the National average of 3.3%, is currently at 4.1% against a target of 3.3%. This is due to students leaving school in July and not following expected educational/work pathways. The service has a dedicated team to track and trace these young people and on contact offer advice, guidance and assistance in relation to education, work and training.
- 4.4 The fee payable to TEP for delivery of the KCC contract was established on the basis that profitable traded services to schools and Early Years settings would subsidise delivery of the contract. This TEP contribution to the cost of delivering the KCC specification is in the region of £2.25m per annum (£1.3m in 2018-19 due to company launch in September). This compares to circa £2m income generation in 2017/18 by the services while in KCC. In addition to this, the company has supported KCC with MTFP savings of £622k in 2018-19, a further £300k in 2019-20 and a further £400k in 2020-21. As the company achieved an operational surplus in 2018-19 then a further £890k set aside in the CYPE budget for covering company losses was retained within the directorate.

5. Recommendation(s)

Recommendation(s):

- 5.1 The Children's and Young People Cabinet Committee is asked to note the contents of the report.

6. Background Documents

- a. KPI PI return – April-Sept 2020 (attached as appendix).

7. Contact details

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