

EDUCATION CABINET COMMITTEE

Friday, 18th January, 2013

9.30 am

Darent Room, Sessions House, County Hall, Maidstone





AGENDA

EDUCATION CABINET COMMITTEE

Friday, 18 January 2013, at 9.30 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Christine Singh**
Telephone: **01622 694334**

Tea/Coffee will be available 15 minutes before the start of the meeting

Membership (13)

Conservative (11): Mr G Cooke (Chairman), Mr L B Ridings, MBE (Vice-Chairman),
Mr R B Burgess, Mr A R Chell, Mrs P T Cole, Mr H J Craske,
Mr J M Cubitt, Mr J A Davies, Mr K Smith, Mrs P A V Stockell and
Mr R Tolputt

Liberal Democrat (1): Mr M J Vye

Labour (1) Mr L Christie

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

Webcasting Notice

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A. COMMITTEE BUSINESS

- A1 Introduction/Webcasting
- A2 Declarations of Members' Interest relating to items on today's Agenda
- A3 Substitutes
- A4 Minutes of the meeting held on 21 November 2012 (Pages 1 - 28)
- A5 Verbal update by the Cabinet Member and Corporate Director (Pages 29 - 30)

B. Key or Significant Cabinet/Cabinet Member Decision(s) for Recommendation or Endorsement

GENERAL

- B1a Decision number: 02/02007 - Proposed change of status of Watringbury Church of England Primary School from Voluntary Controlled to Voluntary Aided (Pages 31 - 46)
- B1b Decision number: 12/ 01975(a) - SEN Phase 1 Approval to Plan - The relocation of The Foreland School (Community Special) (Pages 47 - 56)

B2. Proposed District Primary Commissioning Plans - EAST KENT

THANET

- B2a Decision number: 12/02024 - Proposal to expand Palm Bay Primary School (Community) (Pages 57 - 62)

B3. Proposed District Commissioning Plans - MID KENT

ASHFORD

- B3a Decision Number: 12/01961 - Proposal to expand Repton Manor Primary School (Pages 63 - 64)

SHEPWAY

- B3b Decision number: 12/02001 - Proposal to expand Hawkinge Primary School (Pages 65 - 70)

TONBRIDGE AND MALLING

- B3c Decision number: 12/01962 - Proposal to expand The Discovery School, Kings Hill (Pages 71 - 86)

B4. Proposed District Primary Commissioning Plans - WEST KENT

DARTFORD

- B4a Decision number 12/02011 - Proposal to expand Stone St Mary's Church of England Primary School (Pages 87 - 96)

GRAVESHAM

- B4b Decision number: 02/02007 - Proposal to expand St Botolph's Church of England Primary School (Aided) (Pages 97 - 102)

SEVENOAKS

- B4c Decision number: 12/02006 - Proposal to expand Sevenoaks Primary School (Pages 103 - 108)
- B4d Decision number: 12/02008 - Proposal to expand Lady Boswell's Church of England Primary School (Aided) (Pages 109 - 118)

TUNBRIDGE WELLS

- B4e Decision number: 12/02009 - Proposal to expand Southborough Church of England Primary School (Pages 119 - 126)
- B4f Decision number: 12/02010 - Proposal to expand St Mark's Church of England Primary School (Pages 127 - 134)

- B4g Decision No.12/02005 - Proposal to expand St James' Church of England Infant School (Aided) (Pages 135 - 140)
- B4h Decision number: 12/02004 - Proposal to expand St James' Church of England Junior School (Pages 141 - 148)

C. Monitoring of Performance

- C1 Education Learning & Skills Directorate Financial Monitoring 2012/13 (Pages 149 - 166)
- C2 Ofsted Inspection Outcome - Progress of Schools in Kent Challenge in 2012 and their performance in an Ofsted inspection (Pages 167 - 174)
- C3 ELS Bold Steps Business Planning 2013-14 (Pages 175 - 354)

D. Other Items for Comment/Recommendation to the Leader/Cabinet Member/Cabinet or Officers

- D1 2013/14 Final Draft Budget (Pages 355 - 368)
- D2 Education, Learning and Skills Performance Scorecard (Pages 369 - 408)
- D3 Recruitment and Retention of Teachers and Headteachers (Pages 409 - 412)

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Peter Sass
Head of Democratic Services
(01622) 694002

Thursday, 10 January 2013

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KENT COUNTY COUNCIL

EDUCATION CABINET COMMITTEE

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 21 November 2012.

PRESENT: Mr G Cooke (Chairman), Mr L B Ridings, MBE (Vice-Chairman), Mr A R Chell, Mrs P T Cole, Mr H J Craske, Mr L Christie, Mr J M Cubitt, Mr J A Davies, Mr R J Parry, Mr K Smith, Mr R Tolputt and Mr M J Vye

ALSO PRESENT: Mr M J Whiting and Mr P B Carter

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Abbott (Finance Business Partner, ELS Directorate), Mr D Adams (Area Education Officer - Mid kent), Ms S Dunn (Head of Skills and Employability), Mrs Rogers (Director, Quality and Standards), Mrs M White (Area Education Officer - East Kent), Mrs Kitto (Customer Care Manager), Mrs Nolan (Manager - Early Years Childcare) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

37. Future Meeting dates for 2013

(Item A4)

RESOLVED that the Education Cabinet Committee meeting dates for 2013 be noted as follows:

Friday, 18 January
Tuesday, 19 March
Friday, 21 June

Friday, 27 September
Wednesday, 20 November

(All Meetings will commence at 10.00am)

38. Minutes of the meeting held on 21 September 2012

(Item A5)

RESOLVED that the Minutes of the meeting held on 21 September are correctly recorded and that they be signed by the Chairman.

39. Verbal Update by Cabinet Member and Corporate Director

(Item A6)

(Report by Mr M Whiting, Cabinet Member for Education, Learning and Skills (ELS) and Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. The Chairman invited Mr Whiting and Mr Leeson to give their verbal updates. Mr Whiting began by advising Members on the following:

- *Academies* - 100 Kent schools had now converted to academy status and a further 25 schools were in the process of converting.
- *Kent Test* - Work was progressing on the Kent Test Consultations. Earlier this year a review of the Kent Test was carried out by Headteachers at the request of the Cabinet Member for ELS. A range of proposals had come forward that may form the basis for change. KCC would be consulting with schools in Kent and with neighbouring authorities shortly before a formal tendering process for delivering any new testing arrangements. The successful company would supply the Kent testing material to those students sitting the test in September 2014. Further information would be provided to the Cabinet Committee as the procurement process continued.
- *Commissioning Plan* – The Cabinet Member for ELS had written to the District Leaders to request that Locality Boards and Member Panels to take an active interest in reviewing that part of the Commissioning Plan pertaining to their district to gain vital local knowledge to meet the needs of the locality. KCC had published the first reiteration of the Kent Commissioning Plan for Education. It was planned that the Commissioning Plan be reviewed every 6 months and updated fully and reissued each October. The progress of the meetings in the districts and Locality Boards would be reported back to this Cabinet Committee. The first meeting would be held with Sevenoaks District Council.
- *Kent Special Educational Needs Strategy* – Work was being carried out to produce a new Kent SEN Strategy and this would be submitted to this Cabinet Committee in the Spring of 2013. The Kent SEN Strategy was timely as KCC faced an increase in referrals for special provision and funding for places in independent schools. The aim was to look where capacity could be created in Kent schools through commissioning additional special school places. The new SEN Code of Practise was expected shortly following the publication of the government's green paper in 2011.
- *Kent Schools Admission Codes* – The Admissions Codes for Primary and Secondary schools for September 2014 were going out for consultation next week. The Cabinet Member would welcome comments from Members and all sections of the community during the consultation.

2. Mr Leeson gave his verbal update and advised Members on the following:-

- *Ofsted Inspections* – [Since September 2012 a revised Ofsted inspection Framework was implemented]. 22 schools in Kent had been inspected, 17 primary and 3 secondary, 1 special school and 1 Pupil Referral Unit. Only 56% of Kent's primary schools were good or outstanding, which needed to improve significantly for the future. Approximately 70% of secondary schools were good or outstanding. Nearly all special schools were judged to be good or outstanding and approximately half of the Pupil Referral Units were good or outstanding. Recent inspections show a good improvement rate from what was called "satisfactory" [now called "requiring improvement"] to good.
- Of the 17 primary schools that were inspected since September; 10 were rated as "good schools, 5 were judged as requiring improvement and 2 were placed in special measures. The 3 secondary schools

inspected under the Pupil Referral Unit improved from satisfactory to be judged as good. The special school inspection was also judged as a good school. Mr Leeson said that this was a good trend of schools moving from satisfactory to being good schools. He explained that the journey from “requiring improvement” to being judged a good school had happened with the schools working with KCC. This had been achieved through a range of training opportunities being offered to schools on the new Inspection Framework used by Ofsted. Also the quality of teaching had been improved and was consistent. The schools were tracking and monitoring their pupils’ progress to demonstrate to Ofsted, when being inspected, the progress being made by their pupils. This would continue to be monitored and reported back to this Cabinet Committee on a regular basis.

- *“Closing achievement Gaps” and the use of the Pupil Premium* - The Pupil Premium was worth over £80 million, which was £18 million worth of additional funding going to schools to support strategies to raise attainment of under achieving pupils. There would be more money for those schools with significant pupils receiving free school meals or Children in Care. Mr Leeson advised that all schools were aware that to be judged a good school they had to show evidence of closing those gaps and of making a difference to the progress rates for pupils who were eligible for free school meals and Children in Care. In Kent the picture was encouraging there was a continuing closing of the gap at foundation stage, which was important and had been closing progressively for 5-6 years and was well below the national attainment gap for 5 year olds, when assessed against the Early Years Foundation stage profile. In 2012, the gap in Kent was 24% between the bottom 20% and other children aged 5 years, compared to the national gap of 30%. The outcomes overall for Foundation Stage in Kent were well above the national average. Kent was doing well against the national picture to establish the early foundations of learning. A detailed report would be submitted to the 18 January meeting.
- *Key Stage 1(KS1)* - There was a narrowing of the gap at level 2 and above at KS1 in 2012. Kent was still above the national average figure or wider than the national gap at KS1. The gaps became wider as the children got older if the right strategies were not employed. KCC had to do all that it could to ensure that that gap was minimised and decreased over time.
- *Key Stage 2 (KS2)* – There was a significant narrowing of the gap at KS2 in 2012. The national gap at KS2 was 20% between level 4 outcomes in English and Maths for pupils on free school meals and other pupils. In Kent that had narrowed to 22%, close to the national gap. Kent needed to ensure that it was less than the national gap, meaning that Kent would be able to say that Kent was doing better for children in Kent on free school meals than was the case nationally. In 2012 the gap has narrowed from 27% in 2011 to 22% in 2012, which Mr Leeson considered a significant reduction in the gap overall for Kent at KS2. This was the result of a number of focussed pieces of work in most schools in Kent using nationally recognised tools including the Sutton Trust Learning that helped schools to understand what the most effective strategies were for narrowing gaps between groups of pupils. Those strategies included focused teaching in small groups, one to one

support, a determination to focus on literacy, good assessment practise with good monitoring and tracking of progress in schools which helped the schools to know better what was happening for different pupils and what more could be done for them to support their progress.

- *Key Stage 4 (KS4)* - The gap at KS4 remained very wide and had barely move in 2012. At KS4 the national gap at GCSE including English and maths was 27%. In Kent it was 33%. Mr Leeson said that this was a clear concern. Looking at the reduction in that gap by district most districts in Kent had reduced the gap. Although it was patchy there were significant issues in some places and in certain schools but overall there was an encouraging reduction in the free school meals gap at KS4 in a number of districts in Kent and in a great number of schools.
- Every school had to publish on its website what it was doing with the Pupil Premium (PP) and Kent schools were doing that. A number of discussions had taken place with Headteachers on how the PP was being used and encouraging them to share their most effective practises in the way in which they were using the PP. Officers in the School Improvement Service were doing all they could to ensure that the schools were using things like the Sutton Trust Learning Tool Kit that was recognised nationally as a way of focusing schools on the most high impact but low cost strategies in order to effect a greater closing of the gap. Mr Leeson advised that a detailed report would be submitted to the 18 January meeting.
- Mr Leeson advised that there was significant catch up work being undertaken by the secondary schools to ensure that those pupils that started secondary school with achievement below level 4 that their needs were addressed, that the catch up was effectively tackled and many secondary schools could point to significant increases and accelerated rates of progress for pupils in years 7 and 8. Those secondary schools to focus on those particular progress rates for those pupils in order to accelerate them further.

3. Members were given the opportunity to make comments and ask questions which included the following:-

- a) In response to a question regarding siblings, Mr Leeson advised that there was a National Admissions Code that KCC had to abide by. One of the priorities in the Code was that siblings were given priority in the admission to school. However, there was also local discretion given on distance travelled to school and those change overtime depending on what was happening with local demography and travel patterns to the school etc. Those were issues that could be looked at during a local review but the local authority had to abide by the Admissions Code.
- b) In reply to a question, Mr Leeson advised that of those schools that had already converted to academy status; 69 were secondary schools and 31 were primary schools. 27 primary schools were in the process of converting to academy status. Mr Leeson agreed to supply a list of those schools converting to academy status.
- c) In response to a question, Mr Leeson advised that the improvements Kent was seeing in standards across primary and secondary schools was the result of a systematic, clearly thought out,

well targeted, School Improvement Strategy for Kent. The services were being effective about change, supporting schools to focus on the right strategies to improve teaching and pupil progress and the kind of school leadership that needed to be in place in order to bring that about. The Strategy was considered to be challenging in the right way; about best practise, expectations and the most effective kind of school leadership needed in all schools to bring around educational outcomes. He considered that it was about improving progress for every pupil in every school.

- d) In reply to a comment, Mr Leeson agreed to investigate whether some Kent schools had increase their Published Admission Number in the recently published School Admissions Code book before the consultations had been completed and the decisions taken.
- e) Members welcomed the 6 monthly review of the Commissioning Plan.
- f) In response to a request, Mr Leeson agreed to provide information to the Cabinet Committee on the number of apprenticeships and data on the destinations of apprentices on a regular basis. The Leader of the County Council, Mr Carter, added that a time limited Select Committee was due to be set up to look at the outcomes of apprenticeships.
- g) Concern was raised on the cost of school converting to academy status. Members were advised that nationally the County Councils could not recoup the money paid out to convert a school. The school received £25 000 to convert. KCC continued to protest about the considerable cost regarding the property, staffing and budget to the Secretary of State.
- h) In reply to a question, Mr Leeson advised that there were County Councillors who sat on academies governing boards. He agreed to forward a list of those Members outside of the meeting. Mr Leeson also agreed to circulate the list of academies that KCC was co sponsor for.
- i) In response to a request, Mr Whiting agreed to submit a report to the 18 January meeting of this Cabinet Committee on the proposals for the Kent Test.
- j) In reply to a question, Mr Leeson advised that there was data to prove that there was no correlation between the state of a school building and the quality of learning. Overall it was the quality of teaching which was key and this could not be achieved without good leadership and attention to the individual pupils. Evidence on what accelerates progress for pupils was to be shared.

4. RESOLVED that the responses to comments and requests by Members and the verbal updates be noted.

40. Decision 12/01977 - Amalgamation of Walmer Science College (community School) and Castle Community College (Academy)
(Item B1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

1. The Chairman invited the Corporate Director, Mr Leeson to introduce the report. Points raised included the following:-

- Since 2009 the governing bodies wished to amalgamate the schools but the proposals were put into abeyance with the withdrawal of the programme, Building Schools for the Future.
- The projected number of pupils would not sustain two schools.
- The two governing bodies want to assure a better quality of school that was viable and secure to improve outcomes.
- This report provided the results of the consultation regarding the proposal from the governing bodies of Walmer Science College and Castle Community College, together with KCC to bring together the schools to form one secondary school which would be an academy.

2. The Chairman gave Mr Ridings the opportunity to speak.

- a) Mr Ridings advised that he chaired both public consultation meetings. The first was at Walmer Science College and the second at Castle Community College. At both meetings there was an audience of over 150 people in attendance. There were 4 clear factors that were raised; (i) the quality of education and making sure the pupils had the opportunity to meet their plans for options at year 9 and year 11, (ii) there was concern with the original forecast of the number of pupils in the schools; (iii) there were concerns on what would happen to the Walmer site and how the facilities would be use in the future, in particular for the 6th Form which had gone well, the Maritime Section and Adult Education, if it continued to go well; and (iv) Staff at Walmer considered that Castle Community College staff would receive precedence. Mr Ridings considered that schools that were too small did not provide the breath of education necessary for pupils to achieve their future plans. As a governor of academies, he advised that where they were small they struggled to attract the right number of pupils for the future to provide the teacher base and requisite scope of education for the pupils. He expressed his concerns on the number of redundancies which he had seen in small schools because of the inability to attract pupils.
- b) Mr Ridings advised that the rolls between the two schools had remained static over the past 5 years and there was no sign of any significant increases or decreases. Looking at Castle Community and Walmer Science schools combined there was little difference over the 5 years.
- c) Referring to Primary numbers in Deal. Mr Ridings stated that in 2011/12 there were 310 pupils in reception. In 2016/17 the forecast was 256 pupils in reception. Beyond 2016 there was a small increase in the number of students but not sufficient in his opinion, there would still be surplus capacity.
- d) Referring to Secondary school pupil roll in Dover in 2011/12 and advised that there were 1183 pupils [234 surplus places] that increased in 2016/17 to 1319 pupils [74 surplus places]. He considered that some of this increase would be due to new housing. Pupil forecasting indicates 25 to 30 new pupils in Primary schools for every 100 houses and for Secondary School a few less at 25+ pupils.

- e) Mr Ridings advised that the building programme for Dover was behind schedule. If the situation changed dramatically KCC would look at this closely. Currently there were 6000 new houses in Whitfield and 1100 in Aylesham.
- f) Mr Ridings concluded that the Walmer site should be retained for educational purposes. This was being protected through a short term lease to Castle from KCC. It would be impossible to predict what the situation would be in 5 years time but if the Walmer site was used properly for educational purposes that would remain and the best that could be done is to ensure the quality of education from the Maritime section and Adult education and 6th Form is maintained.
- g) There was a question regarding staffing. There were a lot of comments regarding there not being a level playing field with the staffing at Walmer Science College and the staffing at Castle Community College. Mr Ridings gave his assurance that every attempt would be made to ensure that there was a level playing field subject to any legal constraints.

3. Mr Ridings moved the recommendation, seconded by Mr Craske, that Walmer Science College (Community School) and Castle Community College (Academy) be amalgamated to form one school for the Walmer and Deal Community, which would be an academy.

4. Members were given the opportunity to make comments and ask questions which included the following:-

- a) The issues raised throughout the consultation need to be address regarding the numbers quoted and whether the Walmer site would be retained. Mr Leeson explained that the numbers referred to in the consultation were accurate and that there had been a further reduction in the schools' roll. A case can be made on the numbers alone they were not sufficient for the schools to be viable. Mr Whiting added that the numbers in the Commissioning Plan looked at the Dover area as a whole. He referred to Hornbeam Primary which was an amalgamation of 2 schools Hornbeam Primary had been asked to take an additional form of entry in the particular bulge year either side of that remained flat. During that bulge year KCC looked at the housing developments and looked at the Primary schools there was no sign looking at the birth rate that this was an increasing trend. The figures dipped again.
- b) The Cabinet Member advised that he was present to listen to the Cabinet Committees comments on the future of the 2 schools. The decision on the Walmer site would form part of a separate decision that would be taken at a later date.
- c) A Member commented that the 2 schools worked together using the Walmer site for the joint 6th Form.
- d) A Member raised concerns that included (a) the Cabinet Committee process did not give Members the opportunity to question the Chairman of Governors, (b) Figures should have been included in the report for the district as well as the comments provided; and (c) that a new name be given to the new school in consultation with the pupils and parents as referred to by local Member, Mrs Rook, on page 15 of the report. The Chairman reminded Members that the Education Cabinet Committee had a similar advisory function as the former School

Organisation Advisory Board and the scrutiny function was solely with the Scrutiny Committee therefore it was unable to call in witnesses.

- e) The Local Member for Deal, Mr Smith was given the opportunity to speak. Mr Smith stated that the focus was about the pupils of Walmer and Deal. He considered that the decision regarding the schools should have been made earlier. He stated that there had been a huge response to the consultation and he was grateful to those that took the time to respond. He had spent many hours on this proposal. He did this by meeting people face to face, meetings with the district and with the Walmer Science Group, through phone calls and speaking with people in the street. He concluded that there were three issues, (i) Site – There was a reassurance that if the site was prospering in 3 years time it would carry on with; adult education, a 6th Form and Maritime. (ii) Maritime Section – Princess Anne opened. This needed to be nurtured. (iii) Student numbers are at the heart of the issue. Any project can not be 100%. The direction of travel was toward an amalgamation. The question was “Were there enough pupils coming through?” The answer was within whether the birth rate, housing development, immigration and new jobs would produce more students. He considered that this would produce some more students but not enough. He said that he could not put the pupils’ future at risk and was certain that the amalgamation of the 2 schools was right for the future. He hoped that the passion, of those who took part in the consultation, would go into the rebuilding of the schooling in Walmer and Deal.

5. The Cabinet Member, Mr Whiting, thanked the parents, local Members and the Cabinet Committee for their comments which he would consider when making his decision on the proposal to amalgamate Walmer Science College and Castle Community College.

6. The Chairman asked the Cabinet Committee to vote on the recommendation, which was unanimous.

7. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the responses to the public consultation be noted; and
- c) the Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to; (1) Merge Walmer Science College and Castle Community College to form one Academy from September 2013 (2) Issue a Public Notice to close Walmer Science College with effect from 31 August, conditional upon the Secretary of State’s agreement to the enlargement of Castle Community College, (3) the Walmer site be retained for education purposes at least in the short term on a lease. (4) There is a level playing field for teacher recruitment in the newly merged school; and (5) that there be a new name for the school and a new uniform funded by the school.

41. Decision 12/01976 - Proposed expansion of St John's CEPS, Maidstone
(Item B2)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mr D Adams, Area Education Officer, was present for this item)

8. Mr Adams then gave an update on the figures in the report and a broad indication on the comments given in the consultation which included the following:-

- 99 respondents were in favour.
- Those in favour were saying that there was a need for additional capacity in the locality. There was a need for further local schools places for children to come into. There was also positive affirmation for the work that the school undertook and the ability of the school to be able to manage an expansion.
- 30 respondents were undecided about the proposals.
- 102 respondents were opposed the proposal.
- Those that were in opposition to the proposals predominantly had concerns about; traffic congestion in the locality, the disruption when the building works took place. Concerns by some were that St John's Church of England Primary School was currently a small school and enlarging the school would lose its family feel. Some commented that there was a pressure to increase capacity this year and did not support the local authority's view that there would be pressures in the future and perhaps this was an overreaction to the problem.
- Work had been carried out regarding the issue of traffic congestion with the Highways Authority as part of the early planning process. At this time the preference was to create an in out drop off area within the school, which would reduce the traffic outside the school. A fundamental aspect of this proposal was to ensure that the children of this community did not have to be schooled outside that community. When an analysis was carried out, which was reported to County Council in July, there were 404 children within the community that were in the St John's Church of England Primary School catchment area, only 178 of those children were able to attend St John's, which was equivalent to more than 50% of the children travelling outside the community to attend school. This proposal would potentially enable more children to walk to school and produce capacity in other schools which those children would otherwise have attended. St John's Church of England Primary School had a Platinum Award for its Travel Plan and was doing a great deal to reduce traffic congestion. With regard to the management of the build KCC was very experienced in managing this and would work closely with the school and local residents to ensure there was minimal disruption.
- The governing body of St John's Church of England Primary School had confirmed that it wished to proceed with the expansion proposal. KCC had reached agreement with them on the nature of accommodation. A legal agreement had been drafted, which would ensure that both parties would honour the commitments made, should the proposal go ahead.

- Assuming that there was a positive decision from KCC to mirror that of the governing body, the governing body would need to submit a business case to the Education Funding Agency. The Agency would then make a recommendation to the Secretary of State, who then made the final decision on whether he was willing to enter into a new funding agreement with the academy for a larger provision [This was all still conditional on this decision].
- 300 documents were distributed and received 231 responses.

9. Members were given the opportunity to make comments and ask questions which included the following:-

- a) In reply to a question, Mr Leeson explained that when the local authority requests the academy to expand the local authority was expected to support the expansion through the basic need funding.
- b) In reply to a question, Mr Adams advised that St John's Church of England Primary School had 2 elements to its oversubscription criteria. The first was; priority was given to practising Members of 3 named churches. The second was; the residence within a defined geographical area which was bordered by Ware Street, nr Notcutts, New Cut Road and along the Ashford Road running up through the railway line between Grove Green and Bearsted. Currently the school can only take from 0.83 miles, which was only half of the Grove Green area. This expansion would mean the school would expand more by its geographical intake than its Church intake.

10. The Chairman asked the Cabinet Committee to vote on the recommendation. Mr Christie abstained, all other Members present voted for.

11. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education, Learning and Skills to release capital funding to enable the permanent expansion, by one form of entry, of St John's Church of England School.

42. Decision 12/01982 - Early Years Paediatric First Aid Approval

(Item B3)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills that Kent County Council adopts option (C), by introducing a full approval system for training providers to not only fully safeguard children being looked after by professionals expected to deliver first aid, but also protect the council from legal challenge from providers.

43. Decision 12/01963 - DfE School Funding Reforms for April 2013

(Item B4)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mr K Abbott Director, School Resources and ELS Finance Business Partner was present for this item)

12. The Chairman invited the Corporate Director, Mr Leeson to introduce the report. He advised that there were significant changes proposed for school funding that had important implications for the future potential for a wider variation in the levels of funding available to Kent schools. The effect of the government's proposals and create significant challenges to KCC on how it funds these pupil places, mainly pupils with Special Educational Needs (SEN) and those that attend Pupil Referral Units (PRUs).

13. Mr Abbott advised that the changes were the most significant since Local Management was introduced for schools over 20 years ago. The changes being introduced would remove a lot of local discretion and was a concern for KCC, Kent schools and academies. The concerns were included in the responses to three separate consultations that took place last year and this year regarding the changes that had to be implemented from April 2013.

14. Mr Abbott explained the that there were three parts to the changes as follows:

(1) Simplification of the Primary and Secondary Schools Formula. Nationally, local authorities would be restricted to no more that 12 factors, KCC currently used 21 factors. Among the key changes were premises factors. KCC currently distributed £44 million to schools and to academies by looking at floor area and using a condition survey. This would no longer be allowed. Some specific parts of KCC formula came through a local need and the funding was targeting specifically; supporting traveller children and those schools that were specifically supporting services families. This was not sustained in the new model formula as from April 2013. The Deprivation Funding, which was put out though KCC funding using Mosaic would no longer be allowed. KCC would have the choice of using either Free School Meals data, or Income Deprivation Affecting Children Index (IDACI), which was considered better than the Free School Meals data but did not target the deprivation of funding as well as MOSAIC, which would create turbulence.

(2) Further delegation of the dedicated schools grant budgets as specified by the Secretary of State. This was welcomed as it would bring to an end the vex issue of the academy top up. Discussions had taken place with the Funding Forum and there was an agreed way forward. There were a number of budgets that the Secretary of State had decided to freeze at the current budget levels. This meant that there would be issues on the way that the budgets were managed.

(3) The reform of the funding for SEN [pupils in special schools, mainstream schools SEN Units, PRUs and other settings]. This area caused most concern. This would be a completely different approach and the funding for the high needs pupils would comprise 3 elements; (1) and (2) a core and support element, which gives the school a guaranteed £10k; and (3) the top up which could range from £80,000 for a place in

a residential special school or £100 to £200 in a mainstream school. There was still work to be carried on this. Other changes that come with this included; SEN recoupment, KCC was still recovering funding from other authorities' whose children were placed in Kent's Special Schools. This would be removed and it would be up to the individual schools to recoup the money from the placing local authority. Another concern was the core and support funding at £10,000 per annum. The top up funding had to be moved in real time. This built in instability, especially for schools with built up funds. The movement of one or two pupils and the funding then being taken away the following month would have a big impact because the school would not be able to reduce its cost in terms of staffing in that time scale. This would have an impact on all schools. Cash flows would be impacted with money going in and out of the school on a monthly basis and trying to recoup money from other local authorities. The impact for KCC would be dealing with individual schools rather than a local authority.

15. Mr Abbott advised that KCC Officers had been working with a Working Group of Headteachers looking at transitional arrangements, as these changes would take place mid term, to get schools through next year.

16. Throughout the formula changes whilst the minimum funding remained in place at minus 1.5% per pupil next year and the year after, there were no guarantees beyond that on what may happen with the funding guarantee. The schools had been asked to look at the long term consequences of these changes. Models had been given to the schools in September 2012 to aid their projections for their budgets in the medium term as all of the changes unwind.

17. Mr Abbott advised that a decision would be submitted to Cabinet on 3 December 2012 seeking formal approval on whether KCC used Free School Meals data, or Income Deprivation Affecting Children Index (IDACI), accompanied by the work from the Working Group of Headteachers on High Needs Funding.

18. Members made comments and asked questions that included the following:

- a) In reply to a question, Mr Leeson agreed to advise Members outside the meeting on whether the School Admissions Code would be changed to give priority to children in service families.
- b) In response to a question, Mr Abbott advised that formally the 3 consultations had finished. The last consultation closed in September and Kent responded to those robustly. There was a letter to be sent to the DfE with the significant concerns Kent had on the consequences of the changes to the school formula for Kent schools' budgets. The report highlights the directed changes made by the DfE and there was little scope to do anything different. The only areas where there was a choice of using either IDACI or Free schools Meals data for deprivation funding and how we deal with pupil growth, all of which had to be implemented in April 2013.
- c) Mr Christie suggested that the Cabinet be recommended to endorse the decision to lobby the government on Kent's concerns on the changes to the school formula.

19. RESOLVED that:-

- a) the responses to the comments and questions made by Members be noted;
- b) the Education Cabinet Committee recommends that the Cabinet endorses the decision of the Education, Learning and Skills Directorate to lobby the government on Kent's concerns on the changes to the school formula; and
- c) the Education Cabinet Committee endorses the decision to be taken by the Cabinet to change the school formula as set out in the report.

44. Decision 12/01897 - Draft 14-24 Learning, Employment & Skills Strategy
(Item B5)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills, Mr J Cubitt, Deputy Cabinet Member and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Ms S Dunn, Head of Skills and Employability, was present for this item)

20. The Chairman invited the Corporate Director, Mr Leeson to introduce the report. Points raised included the following:-

- Members considered the draft 14 -24 Strategy at its meeting on 12 October.
- The Cabinet Committees comments were incorporated to the draft strategy and the consultation was launched on 11 October.
- The report updated Members on the responses from the consultation.
- Broadly the Strategy was welcomed. There was an expectation that the targets could be reduced.
- The success of the strategy depended on the partnership working of KCC, Kent schools, colleges; work based learning providers, employers and other stakeholders such as Job Centre Plus. There was a strong response to developing more local partnership arrangements as a way of delivering this Strategy.
- Respondents were clear that the local authority should strengthen the way it carried out certain functions set out in the strategy including; the local authorities role in strategic mapping linked to employers needs, doing more to help employers to employ and offer apprenticeships by having a matching service and actively encouraging apprenticeships across KCC and Kent Schools.
- There was concern in the responses to the strategy that the local authority supports the more vulnerable groups of young people. This required clear links on what we do for vulnerable adolescents.
- A pilot was being held on integrating business support services for districts in Kent, which was designed to provide a more targeted support for vulnerable young people to keep them on track and help to keep them in the system to help provide opportunities that would enable them to continue to engage, to ensure better pathways for them.

- There was strong support for the work in the strategy on apprenticeships and a recognition that the positive trends need to continue.

21. Mr Leeson explained that the draft Strategy that was considered by Members on 12 October required little changing it as it had the right priorities and was going in the right directions and was generally well received by Kent's partners and stakeholders. The Strategy would have some additional clarifications added in some sections before it was submitted to the Cabinet Committee on 3 December 2012.

22. The Chairman invited Ms Dunn to speak on the report. Ms Dunn explained that the Strategy was a different approach in looking at the continuum of education to employment and high level of learning. This was not an area that the local authority had focused on in this way before. There were significant changes to the post 16 funding arrangements which included the introduction of the destination measure for schools, colleges and work base learning providers at 18 years, to declare where young people move onto following their full time education. The 14-24 Strategy underpinned the national changes. Kent now had to look at the implementation of the Strategy to produce the outcomes for local young people.

23. The Chairman stated that from the figures provided to the Cabinet Committee, Kent was a lead in this area nationally. The Committee thanked Ms Dunn and her Team for all of the work undertaken.

24. Members were given the opportunity to make comments and ask questions which included the following:-

- a) In reply to questions, Ms Dunn advised that the University Technology College Programme was an academy for 14-19 year olds. Its focus was predominately for pupils that could achieve level 2 in English and maths. There was a proposal to open a UTC in conjunction with Leigh Academy, North West Kent College and Greenwich University in Dartford. KCC supported the principles of the UTC but would need to monitor those developments to consider whether the UTC was the best and appropriate way to deliver those programmes in Kent and whether separate schools needed to be developed to achieve that programme.
- b) In terms of travel, the post 16+ travel pass was developed and Kent was due to carry out an evaluation of that form with a group of Head teachers from the FE sector. The outcome of this would be brought back to a future meeting of this Cabinet Committee.
- c) Ms Dunn advised that work was being carried out regarding all young people in vulnerable groups but there was particular concern with NEET young parents. It was considered that there was urgent and considered work that needed to be carried out on this vulnerable group. Ms Dunn explained that NEET young parents were able to access a grant called "Care To Learn" and Kent had the lowest uptake of that additional finance to support those young people to go back into learning.

- d) In reply to questions, Ms Dunn explained that the government was leaving the legislation open as a permissive piece of legislation on young people continuing learning and training post 16. The Government Department would monitor whether this worked. If it did not work there would be consideration given to sanctions. Through the Raising Participation Pilot, KCC was supporting young people to make positive choices at the age of 16 years that would enable them to progress to higher levels of learning or employment. It was hoped that the young people would not need that sanction if their pathways were clear from 14 to 19 years. Ms Dunn stated that there was a misunderstanding this was not about raising the school leaving age. It was about engaging young people in skills training or apprenticeships or employment training up to 18 years.
- e) A Member suggested that the Locality Boards could be tasked with looking at the issues in their areas.
- f) In reply to a comment, Ms Dunn agreed to keep Local Members informed on any changes to the Vocational Centres in their electoral division.

25. RESOLVED that:-

- a) the responses to comments and questions by Members be noted ; and
- b) the interim responses to the consultation prior to Cabinet considering the final version of the 14 -24 Learning and Employment and Skills Strategy be noted.

45. Education, Learning and Skills Performance Scorecard

(Item C1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mrs S Rogers, Director, Education Quality and Standards was present for this Item)

1. The Chairman invited Mrs Rogers to introduce the report. Mrs Rogers highlighted that in parallel to the development of the ELS Scorecard, work had been undertaken to produce twelve District Scorecards which were consulted on through the last two meetings of the District Headteachers. This had been helpful to Headteachers in understanding their District and creating valuable collaborations.
2. Mr Leeson explained that this report included all of the Bold Steps Targets that were in the Strategic Plans for Education Learning and Skills in which to monitor progress.
3. Members raised the following points:-
 - a) A Member raised the following concerns and asked questions on the indicators with red RAG status including; (1) the large number of areas with persistently absent primary and secondary pupils, (2) Was CAM

involved in the percentage of statements of Special Education Needs being issued in the correct timescale? (3) There were no statistical neighbouring averages or national averages quoted and (4) Were resources being directed to pupils from ethnic minorities with no English, in particular, Dartford and Gravesham?

- b) In response to (1), Mrs Rogers advised that the Head of Inclusion was looking at this carefully and ensuring that resources are directed to those particularly red areas. In the collaboration plans received, a number of collaboratives had highlighted attendance as a major area for development as a group of school to identify what they could do together to improve the situation.
 - c) In response to (2) Mrs Rogers advised that the newly appointed Head of SEN, Julie Ely, submitted a report to the Performance Evaluation Board that looked at the issue of Kent not receiving statements within the 26 weeks as it should. One of the reasons for the delay in the preparation of the Statements was the involvement of Health in the production of the Statements. Discussions with Health would need to take place to overcome this. It was a top priority to resolve the delay.
 - d) In reply to (3) Mrs Rogers explained that the national indicator on Ofsted category was nationally 2.6-2.7% and Kent was above the national average at 3.4-3.5%. There was no comparison with the neighbouring authorities but there had been an increase across the country generally of schools going into an Ofsted category. Mrs Rogers agreed to submit this information to a future meeting.
 - e) In reply to (4) Mrs Rogers advised that My Child at School (MCAS), a bought back service, would need to look at how much time they were supporting the schools in Dartford and Gravesham. Some schools with high levels of English as an Additional Language (EAL) were often performing well and it was not the EAL groups that were causing significant problems it was often other vulnerable groups in the school.
 - f) A Member commented that it was good to see the links that had been made with education and employability in the education report.
4. RESOLVED that the responses to comments and questions by Members and the current performance indicated in the ELS performance management framework be noted.

46. Education Learning and Skills - Annual Complaints report 2011/12

(Item C2)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Ms A Kitto, Customer Care Manager, was present for this Item)

1. The Cabinet Committee considered a report that provided information on the complaints and representations received in 2011/12 about the services provided by the Education, Learning and Skills Directorate.

2. Members were given the opportunity to make comments and ask questions which included the following:-

- a) In reply to a question, Ms Kitto advised that one of the ways to judge whether complainants were satisfied with the outcomes of their complaints was by the number of complaints to the Ombudsman. There had been no complaints that went on to the Ombudsman. Satisfaction surveys had been tried in the past and overwhelmingly the respondents were satisfied if their complaint was upheld and dissatisfied if it was not upheld.
- b) In reply to a question, Ms Kitto advised that there were 8 complaints in 2011, which went up to 11 in 2012.
- c) In response to a comment, Ms Kitto advised that she would enquire how Hampshire and Surrey recorded their complaints, which were being used as a comparison in the report. Ms Kitto explained that there were no national standards to monitor complaints because there were no statutory requirements.

3. RESOLVED that the responses to comments and questions by Members and the information on the complaints and representations received in 2011/12 about the services provided by Education Learning and Skills be noted.

47. School Performance 2012 - National Curriculum Test and Public Examination - Confirmed Results
(Item C3)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mrs S Rogers, Director, Education Quality and Standards was present for this Item)

1. The Chairman asked Mrs Rogers to introduce the report. Mrs Rogers highlighted the following points:-

Key Stage1

- This was the 6th year in succession that the Early Years provision had improved.
- **Key Stage1 (KS1)** - Level 2b for girls and level 2b+ for boys had improved from 2011 [Level 2b was the measure at KS1, which was a secure position for 7 year olds to be in, in order to ensure that they gain level 4 at the end of KS2].
- **High Achievers** - There were issues in making sure that there was acceleration for higher achievers because there was more expectation that more children would achieve level 6 by the end of KS2.
- **Vulnerable Groups** – The gap was closing in reading and maths for free school meals children at level 2+ and faster than the national picture.
- **Priorities for KS1** – To ensure that the direction takes Kent schools above the national average and achieves an upward trajectory. By KS4 it was difficult to close those gaps. The sooner the gaps could be

closed the better. This would need to be tackled from the preschool and Children Centres stage, so that as soon as the gaps appeared, those children had a better experience of school.

2. Members were given the opportunity to make comments and ask questions which included the following:-

- a) In reply to a question, Mrs Rogers advised that there were six Senior Improvement Advisors who oversaw the Districts. A new Improvement Strategy was launch at the beginning of September 2012 in which the needs were identified of every Kent school. Each school's early years data at KS1 and KS2 was looked at and on that evidence it was decided; which schools needed the most intensive support, which schools needed a "light touch" support, which schools, with KCC support, would work with others and which schools would work well within a collaborative.
- b) KCC was aware of the Kent primary schools that needed support at KS1 to raise their standards. Members of the Improvement Team were working alongside those schools supporting and commissioning appropriate support for reading, writing or maths. They were also having challenging conversations with Headteachers to ensure that the KS1 results were as robust as possible to ensure that the vast majority of children were achieving level 2b+. This year 74% of 7 year olds gained a level 2b. However, 26% of 7 year olds had gone up to year 3 without that solid base. Mrs Rogers stated that this was not just an issue about raising the level at year 2 it was about what was going to be done for those children [26%] in year 3 to ensure that those gaps were closed quickly within year 3 and 4.
- c) In response to a question, Mrs Rogers explained that there were good examples of Children Centres and Private Voluntary Independent provisions working closely with the primary schools that the children feed into. She considered that the connection with children before going to preschool and then going to school needed to be strengthened in terms of understanding when children arrived at school what gaps had already opened and where the focus needed to be. The Early Years Team was working closely with Children Centres and Families and Social Care to take this forward.
- d) In reply to a comment, Mrs Rogers advised that there were different education systems across the world. In countries where children started formal schooling at a later age there was significant investment in pre school education and children were engaged in a lot of formal learning. She considered that if the education provision was right for 5 year olds they did not realise they were learning but were enjoying being at school.
- e) In reply to a question, Mrs Rogers explained that intensive work was being carried out with some Kent primary schools where their data suggested that there were issues. A lot of those Kent primary schools were responding well. When Kent primary schools were considered

vulnerable other solutions were being look at, which included a Federation, formal partnership to strengthen them to ensure that the primary schools standard of education improved as quickly as possible and avoided the school going into category. She explained that schools became vulnerable to academy when they failed their Ofsted inspection and when they went into category they would automatically become an academy.

- f) In reply to a question, Mrs Rogers advised that data showed that Summer born boys, in terms of learning, tended to develop at a lower rate than the rest of the cohort. Some Kent primary schools were good at being able to provide the right kind of learning experiences even for Summer born boys and they did well. However, some primary schools had not grasped this issue and were receiving help with this. There was a question on whether holding those boys back a year would help but evidence on this was not strong enough to keep them back a year. This option would also create issues with peer grouping.
- g) In reply to a question, Mrs Rogers explained that in terms of the drop in performance at KS1 there had been a focus on reading and writing for some time, although she considered that the provision provided for numeracy at KS1 needed to be revisited. At KS2 there was an intense focus on maths. This was due to the judgement on English and maths combined performance, maths had to keep pace. Mrs Rogers reflected that looking at Kent's 5 year data, against the national picture Kent was doing well over the same period of time.

Key Stage 2

- Mrs Rogers then spoke on Key Stage 2. Mrs Rogers referred to the Statistical Neighbour headline in the report advising that Kent's top statistical neighbour achieved 81% in 2012, where Kent achieved 78%. Last year Kent was at 74% and its top statistical neighbour achieved 81%. The statistical neighbour at the top of the table had not made any further progress where Kent had. This was important to show that Kent was closing the gap, by accelerating its progress against its top statistical neighbour. She considered that the progress was encouraging but Kent should be achieving a percentage in the high eighties by 2015.

Floor Standards

- In 2010 there were 95+ schools below the floor standard in English and maths combined and in 2011 this reduced to 70 schools. In 2012 this had been reduced to only 23 schools. Mrs Rogers considered that for a County the size of Kent to have only 23 of its schools below the 60% level 4 in English and maths was a significant achievement by Kent schools. This had been achieved by bringing the lowest performance up a level. Mrs Rogers assured Members that this year the agenda would be pushed further and that the improvement in the Ofsted grades was moving in the right direction to reach the ambitious targets.
- In 2012 there were 17 schools below the 40%. 10 were maintained schools and 7 were academies. There were 99 Kent schools above the 50% future floor standard [The new floor standard would be in place in

2015]. It was expected that an announcement would be made by the Secretary of State for Education that the floor standard would be raised in July 2013-14 to 45% 5A* including English and maths. There had been improvement as 26 schools were below the 40% in 2011. Those schools were receiving intensive support from the Secondary Team with the aim of increase those above 40%.

GCSE

- There had been an increase in; the number of students pursuing A levels and those achieving grades A* to C.

3. Members were given the opportunity to ask questions and make comments which included the following:-

- a) In reply to a question, Mrs Rogers explained that attainment and progress needed to be considered separately. It was important that every child made progress. Kent schools were encouraged to look at 3 stages of progress as a minimum at KS1 and KS2. Mrs Rogers considered that there would always be children that had particular difficulty in achieving level 4 at English and maths combined but if they had made the progress they should have made then the school would have done its job. For schools it was not just about attainment they had to close the gaps. If the school was focused on the individual child on how to take them forward the school would get close to achieving 100% at KS2. Mrs Rogers said that the aspiration should be that every child can achieve this.
- b) In response to a question, Mrs Rogers advised that the Quality and Assurance Team would have failed if the school was not sustainable and able to maintain the level for themselves. This rested on the leadership being right in the schools and ensuring that all the teaching was good or better and getting the assessments right. She considered that the collaboratives, the school to school partnerships work was where the sustainability laid in the future. Mrs Rogers reflected that in any local authority there would be schools where there would continue to be significant issues and this was about leadership and the local authority had to support the governing bodies in making those decisions.
- c) When working with schools with SEN Units Kent always disaggregated the data for the Units and the mainstream school.

4. Mr Leeson commented on the ideal of sustainable improvement. He advised that there was still long way to go in achieving this ideal. There were still only 56% of schools that were good or outstanding. There were a number of schools in category that was slightly above the national average, which put Kent at the bottom quartile nationally. Kent would be in the top quartile nationally if we had an above average number of schools that were good or outstanding and no schools in an Ofsted category. It was Kent's intention to ensure that schools were on a track or trajectory of improvement which would mean that they could support their own efforts through collaboration and partnership work with other schools and that should be Kent's goal. The aim was to build a sustainable self improving school system in Kent where there is less variable between schools and less likelihood of schools slipping back when they had been on an improving trend. There were important risk indicators including;

change of headteacher, not continuing to pay attention to the quality of teaching and the individual progress of the pupils, not recruiting the right staff who can do the job and can be developed to be promoted and those schools that do not collaborate or participate or work in partnership, come to meetings or continue to stay “plugged in” to the kind of professional thinking and learning of the heads and other leaders and the staff to keep ahead as education did not stand still. It was the local authority’s role to ensure that the Kent schools were properly informed and sharing good practise. He stated that he would like to say at meetings of this Cabinet Committee that “we are getting a more self sustainable system in schools in Kent”. There was no reason why Kent should not be among the top performing local authorities in the country. He advise that this would take Kent to 90%+ at level 4 and above in English and maths combined.

5. Mr Whiting added that there were ambitious targets in place which were reviewed and raised from time to time. He appreciated the honesty of the officers to this Cabinet Committee and thanked Mrs Rogers and her Team for all that they were achieving through working with Kent schools. He reminded Members that academies were buying in the expertise of Mrs Rogers Team and other Education Teams through EduKent.

6. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the significant improvement in many areas of school performance in 2012 be noted; and
- c) the areas that still require significant improvement and the priorities for action to ensure that improvement was achieved be noted.

48. Education Learning and Skills Directorate - Half Yearly Financial Monitoring 2012/13

(Item C4)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mr K Abbott, Director School Resources and ELS Financial Business Partner, was present for this item)

1. The Chairman invited the Director of School Resources and ELS Financial Business Partner, Mr Abbott, to introduce the report. Points raised included the following:-

- Members received the detailed 1st quarterly monitoring report in September. This report was the interim update before the Cabinet Committee received the 2nd quarterly report at its next meeting in January 2013.
- There had been no change in the Capital programme and it remained on target as reported in September 2012. There were two underspends

in the revenue budget that were identified by managers. The Directorate in terms of revenue would be forecasting an underspend of £162,000. Work was being undertaken to see whether the underspend would impact next year and the need to be reflected in next years budget.

2. RESOLVED that the revenue and capital forecast variances from budget for 2012/13 for the Education, Learning & Skills Portfolio based on the first quarter's full monitoring to Cabinet and the subsequent exception report be noted.

49. Consultation on 2013/14 Revenue Budget

(Item D1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills, Mr P Leeson, Corporate Director, Education, Learning and Skills and Mr A Wood Corporate Director of Finance and Procurement)

(Mr K Abbott, Director School Resources and ELS Financial Business Partner, was present for this item)

1. The Chairman invited the Director of School Resources and ELS Financial Business Partner, Mr Abbott, to introduce the report. Mr Abbott highlighted the following:

- The consultation on the Budget 2013/14 had been launched on 6 September and closed on 1 November 2012. This report would be submitted to all Cabinet Committees to summarize for Members the consultation process which had been undertaken on the budget for 2013/14.
- The intention had been for all the Cabinet Committees to receive the results of the Ipsos Mori consultation with the meeting papers but this had not been finalised. This information would now go directly to Cabinet.
- The report included the work carried out by the ECC Budget IMG which met twice to consider the Education Learning and Skills Directorate's Budget position.

2. The Chairman asked Members to vote on each recommendation separately by the Budget IMG (a) to (d). Mr Christie voted against and Mr Vye abstained on recommendation (a) which was carried. The votes for recommendations (b) to (d) were unanimous.

3. RESOLVED that:-

- (a) the proposals for the Education, Learning and Skills portfolio as set out in the publish budget consultation be endorsed;
- (b) there be a more detailed consideration of the longer term consequences of the Home to School Transport Policy and the ongoing review of Special Educational Needs Transport be endorsed;

- (c) the Education Cabinet Committee has a monitoring role regarding the Education Directorates ability to deliver savings through income generated by EduKent related services or more widely be endorsed; and
- (d) Members would not want to see any reduction in staffing levels in the Education Directorate unless they have been provided with a genuine case that demonstrates the level of service to be provided be endorsed.

50. ELS Bold Steps Business Plan Mid - Year Monitoring 2012-13 and ELS Bold Steps Business Planning 2013-14
(Item D2)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

1. The Corporate Director ELS, Mr Leeson, introduce the report. He advised that the report sets out the progress on the 2012/13 priorities in Bold Steps for Education, Learning and Skills, which was first submitted to this Cabinet Committee in May 2012. The report indicated the key priorities and the achievements to services in relation to those priorities and provided a RAG rating on progress to date. The report sought Members views on next year's ongoing business planning priorities. There was an agreement that the Directorate would publish Bold Steps for Education, Learning and Skills on an annual basis. The document was currently being redrafted and part of the annual business planning process. This would include existing and introduce additional targets and priorities for 2016.

2. The redrafted Bold Steps for Education, Learning and Skills would be submitted to the January meeting.

3. Members were given the opportunity to make comments and ask questions which included the following:

- a) In response to a question, Mr Leeson advised that where in 2012 the targets had already reached the targets set for 2015 the redrafted Bold Steps would reflect this and raise the expectations further especially on KS2 outcomes.
- b) In reply to a comment, Mr Leeson advised that the widening of the gap with children in public care was disappointing. Part of the explanation was that when standards rising incrementally some of those children's outcomes could look further behind. The virtual school in Kent was very well led and received a very positive Ofsted visit. There was significant focused work taking place in schools to address the needs of Children in Care to improve their progress at school. Mr Leeson suggested that it was a RAG rating of amber. He suggested that the Members Monitoring Group could look at the issue of Children in Care in more detail to look at the patterns across the County.
- c) In response to a comment, Mr Leeson advised that it was difficult to use national comparisons about gaps for pupils with SEN. It was important to look at the data but because SEN were identified and assessed in very different ways in different local authorities to make meaningful comparisons was difficult. Kent did not want those gaps to get wider and using the national comparison was a less helpful indicator. Kent

wanted to see those gaps narrow. Both nationally and in Kent the outcomes for pupils with SEN was not good enough although, pupils with SEN were making satisfactory or often good progress in Kent schools. Mr Leeson agreed to forward a detailed note outside the meeting.

4. RESOLVED that:-

- a) the responses to the comments and questions by Members be noted;
- b) the progress being made in delivering Education, Learning and Skills Bold Steps from the Mid-term monitoring sheets of the 2012/13 Education, Learning and Skills Business Plans, attached as Appendix 1 to the report be noted; and
- c) the redrafted Bold Steps for Education, Learning and Skills be submitted to the Cabinet Committee meeting in January 2013.

51. Review of PRUs and Alternative Provision

(Item D3)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

1. The Chairman invited the Corporate Director, Mr Leeson, to introduce the report. Mr Leeson highlighted the following:

- A review of the Pupil Referral Units (PRUs) and alternative provisions began in the Spring of 2012.
- There were 18 PRUs and alternative curriculum provision for pupils at Key Stage 3 and Key Stage 4 in Kent. Just over half of that provision was good or outstanding.
- There had been variable quality of alternative curriculum provision in different parts of Kent.
- The outcomes for pupils in alternative curriculum provision and PRUs was not good. Many of those young people had gone on to become not in education, employment or training (NEET) because they had not been following pathways that offered progression or achieve qualifications level that would give them good enough pathways post 16.
- The provision was offering different quality and flexibility in different parts of the Kent. In some parts of Kent there were good models of PRU provision, offering good reintegration into mainstream schools, good support for mainstream pupils behavioural needs and opportunities for young people to have managed moves between schools if relationships had broken down in one school and a fresh start in another school was the appropriate option. However in other parts of Kent that protocol and way of working was not so in evidence.
- All Districts had opted for a new model of working from the 4 options within the consultation document. Schools were taking more responsibility on managing pupils at risk of exclusion or who were excluded and were agreeing with the local authority that the number of exclusions needed to be significantly reduced.

- Kent had a very high level of permanent exclusion at present and 75% of permanently excluded pupils in Kent had SEN which was the 8th highest figure nationally and had to be improved.
 - A second phase of the consultation was due to begin and run through to the Spring 2013.
 - Each District in Kent would work on the practical details of their models, in terms of staffing, governance arrangements, funding, methodology and new ways of working from April 2013 onwards.
 - The government had brought forward national policy which enabled all PRUs to become schools from April 2013 with governing bodies rather than management committees with fully delegated budgets so Kent would need to align what it was doing with this shift in national policy in how PRUs operate in the future.
 - The intention was to bring the new models of PRUs in place by September 2013.
2. A final report would be submitted to the meeting in March 2013 and the decision on the changes to the funding arrangements etc would be submitted to Cabinet.
3. RESOLVED that:-
- a) the Cabinet Committee notes the progress on the review of the PRUs and alternative curriculum provision to date and supports the undertaking to extend the consultation on the proposed options for change for PRU/AC provision in each District; and
 - b) the final report on the PRUs and alternative provisions be presented to this Cabinet Committee before being submitted to the Cabinet for decision in March 2013.

52. A Strategy report on the retirement and recruitment of Headteachers and Teachers
(Item D4)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mrs S Rogers, Director, Education Quality and Standards, was present for this Item)

1. The Director of Education Quality and Standards, Mrs Rogers, introduced the report. The following points were made:
- A Recruitment and Retention Group (RRG) was set up following discussions with the Members Monitoring Group which had developed strategies for supporting and recruiting Headteachers as well as retaining them.
 - Work had been undertaken to attract teachers and Headteachers into Kent.
 - Mrs Rogers clarified the opening words in paragraph 1.2 of the report explaining that there were not 55 Kent schools without Headteachers. She stated that no Kent school was without an Acting Headteacher, Executive Headteacher or Head of School or a combination of all 3 who were

covering the Headteacher position while the appointments of the new Headteachers were being made. Ms Rogers advised that the Headteacher appointments were ongoing and appointments had been made and the number of schools with a Headteacher vacancy was now 19.

2. Mr Whiting considered that the report was misleading due to the terminology that was used to describe the Headteacher vacancies in Kent Schools which had led to misleading press coverage. He assured the Cabinet Committee that every school in Kent, whether it was Maintained, Church, academies or Free school, had appropriate leadership in place. He stated that there was a good Core Development Programme in Kent identifying potential and new leaders. There was a good campaign on recruitment, 50 places sat on Kent's Aspiring Leaders Team working with Medway and the National College to train new leaders and Headteachers of the future. The Primary Deputy Heads Conference identified a further cohort of aspiring leaders and 55 deputies registered for that programme. He considered that Kent was in a far better place than the report suggested. Mr Whiting suggested that a revised report be resubmitted to the January meeting of this Cabinet Committee.

3. Mr Leeson advised that the key indicators were vacancy rates in Kent. The Headteacher turnover rate in Kent needed to be explained and the numbers of schools that had gone through to second and third adverts in order to recruit a Headteacher were the issues that should indicate concerns.

4. Members were given the opportunity to make comments and ask questions:-

- a) A Member suggested that information, such as good collaborative ventures between schools could be mentioned in the literature when trying to attract Headteachers to Kent.
- b) In reply to a question, Mr Leeson explained that the difficulty of recruiting Headteachers was a national issue. It was a national issue that more than half of the existing Headteachers would be retiring in the next 2-3 years. Kent needed to be able to carry out its succession planning for the next cohort of senior leaders to be prepared well enough to take on Headships. There was a general concern that it was becoming harder to recruit Headteachers. He explained that many Deputy Headteachers viewed how hard and pressured the Headteacher's role was and did not want to pursue that role although, at the same time, there were many who were keen for the role.
- c) In reply to a comment, Mr Leeson advised that he had regular meetings with all of the professional associations and Trade Unions in Kent to discuss current issues and plans.
- d) A Member commented that the role of Headteacher had been rundown over many years, even by Headteachers themselves and suggested that the Advance Skills Teachers should be considered for the Headteacher role.
- e) The Chairman asked for a report back to explore whether Kent was missing out on recruiting good teachers because of its close proximity to London where teachers would receive London weighting.

5. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) a revised report be resubmitted to the next meeting in January 2013.

**53. Proposed enlargement of Harrietsham Church of England Primary School
(Item D5)**

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

(Mr D Adams, Area Education Officer (Mid Kent), was present for the Item)

1. The Chairman invited the Area Education Officer, Mr Adams, to introduce the report. Mr Adams highlighted that the planning application had been agreed and the section 106 had been signed off in the last few weeks.

2. Members raised the following points:-

- a) In reply to a question, Mr Adams advised that the school was inspected under the previous Ofsted Framework when it was judged satisfactory. It was disappointing that it narrowly missed a good Ofsted judgement. From KCC's perspective, Harrietsham Church of England school was doing well and as it was in a village community it was hoped that the children would go to their local school, accepting that quality of teaching was an important consideration.
- b) The Chairman advised that the housing development was immediately opposite the school.
- c) A Member questioned as Harrietsham Church of England school had been built recently whether it was designed to be expanded. Mr Adams advised that the school was designed to take additional classrooms, which was why it was a cost effective solution.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the ECC endorses the officers' intention to consult on the significant enlargement of Harrietsham CEP School.

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By: Mike Whiting, Cabinet Member for Education, Learning and Skills
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 18 January 2013

Subject: Verbal update by the Cabinet Member and Corporate Director

Classification: Unrestricted

The Cabinet Member and Corporate Director will verbally update Members of the Committee on: -

- Commissioning Plan
- Sevenoaks Grammar Provision
- Kent Test Proposals
- Development of Schools Partnerships and Collaboration
- District Based Working

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 02/02007 - Proposed change of status of Watringbury Church of England Primary School from Voluntary Controlled to Voluntary Aided
Classification:	Unrestricted

Summary:	<p>The Governing Body of Watringbury CEPS has made a proposal to change the status of the school from Voluntary Controlled to Voluntary Aided.</p> <p>Kent County Council is the decision maker must approve, or otherwise, within two months of the expiry of the Public Notice.</p>
Recommendations:	<p>The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to:</p> <p>a) approve the proposal from Watringbury CEPS to change status from 'Voluntary Controlled' to 'Voluntary Aided' School with effect from 1 April 2013 and</p> <p>b) Authorises the notification of the change to the DfE.</p>

1. Introduction

1.1 The Governing Body of Watringbury CEPS has consulted on a proposal to change the status of the school from Voluntary Controlled to Voluntary Aided.

2. Background

2.1 The school has a strong church ethos and strong connections with St John the Baptist Church at Watringbury. The Governing Body believes that Government policy of requiring some schools to become academies threatens that link and therefore the school ethos.

2.2 For many years Watringbury School has operated a split class system due to its Published Admission Number (PAN) of 36. That number often increases through appeals decisions. During 2011, an Ofsted inspection showed that the school needed to look at the early years provision as it was felt that the split class system was not supporting the reception class children and enabling them to benefit fully from the Early Years curriculum.

3. The Proposal

3.1 The Governing Body proposes that the status of the school is changed from Voluntary Controlled to Voluntary Aided on 1 April 2013. Becoming a Voluntary Aided school would change the constitution of the Governing Body to increase the formal church presence on it. If, at a later stage the school was compelled to become an academy that change could not remove the distinctive Church ethos and character of the school.

3.2 The Governing Body of a Voluntary Aided school is its own admissions authority and thus sets its own admissions arrangements and arranges for any appeals to be heard by an Independent Appeal Panel. The Governors believe that having greater control of these processes would benefit the school. However,

currently the Governing Body have no proposals to change the oversubscription criteria from that used by Voluntary Controlled schools.

3.3 The Published Admission Number of the school would become 30 with effect from September 2014.

3.4 On becoming a Voluntary Aided school the Governing Body would be liable for 10% contribution to capital projects at any time in the future. The Governing Body has confirmed that the school currently have a surplus budget and can make the contributions. A Form 18 will need to be sent to the DfE containing this declaration.

3.5 The Public Notice expired on 17 December 2012. Within two months the Local Authority must determine whether to:

- reject the proposal
- approve the proposal
- approve the proposal with a modification (e.g. implementation date)
- approve the proposal subject to it meeting a specific condition

3.6 The Governing Body would have the right of appeal, to be heard by the Schools Adjudicator, if the Local Authority rejects the proposal.

4. Outcomes of the School's Consultation

4.1 A consultation document was published on 22 March 2012 and sent to all families of the school and to all persons listed under Appendix 1. Meetings for staff and the public were held on 21 May 2012 at the school.

4.2 82% of the 122 respondents agreed with the proposal; 16% were not sure and 2% disagreed.

4.3 Positive support was received from Watlington Church PCC, Nettleton Parish Council and Rochester Diocese. (One letter from a member of the public was received objecting strongly both to the proposal and the consultation process).

4.4 At the staff meeting there were questions about the effect of possible changes. A number of staff members voiced strong support for the change; no member of staff objected to the proposal.

4.5 Questions raised at the public meeting are given at Appendix 2. A couple of people were concerned that the change would exclude local families, or might make the school a school for Christians only. More people were generally concerned about how the change might affect the school's ability to improve. The majority were supportive or did not object to the change.

5. Responses to the Public Notice

5.1 Three letters were received in response to the Public Notice. These were very supportive, expressing views that this proposal, if approved, would strengthen and encourage the school's links with the community and Parish Church.

6. Views

6.1 The local County Council Member is Richard Long and he is supportive of the proposal.

6.2 The Area Education Officer has met several times with the Governing Body to discuss this proposal and admissions arrangements. The school has taken time to consider the proposal before taking it forward. The Governing Body has strong reason for wishing to make the change and I support the proposal.

7. Equality Impact Assessment

7.1 An Equality Impact Assessment has been completed and can be found at http://www.kent.gov.uk/education_and_learning/plans_and_consultations/school_consultations.aspx

8. Recommendations

8.1 The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to:

- a) approve the proposal from Watringbury CEPS to change status from 'Voluntary Controlled' to 'Voluntary Aided' School with effect from 1 April 2013 and
- b) Authorises the notification of the change to the DfE.

Background documents

Watringbury Church of England Primary School public notice document on proposed change of status from Voluntary Controlled to Voluntary Aided

http://www.kent.gov.uk/education_and_learning/plans_and_consultations/school_consultations.aspx

Lead Officer Contact details

David Adams

Area Education Officer – Mid Kent

01233 898559

David.adams@kent.gov.uk

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Appendix 1 – Who we wrote to

The detailed consultation survey along with a specific letter asking for feedback was sent to each of the following bodies and individuals in March 2011

a) Local Schools:

- a. Yalding CoE school,
- b. Mereworth school,
- c. Kings Hill
- d. Discovery
- e. Barming
- f. East Peckham
- g. East Farleigh

b) Local families:

Village newsletters for:

- i. Wateringbury
- ii. Nettlestead
- iii. Teston
- iv. Yalding
- v. Kings Hill
- vi. East Peckham
- vii. East Farleigh
- viii. Mereworth

Notices were placed in many local locations (see appendix c for full list) referring to where the consultation document may be found, in the school office and on the school website.

c) All staff including the trade union representatives

d) the Diocesan Board of Education;

a. Email to Rochester via John Constanti

e) the LA that maintains the school;

a. Email and Letter to David Adams, Area Education Officer (Mid Kent)

f) any neighbouring LA where there may be significant cross-border movement of pupils; [NA]

g) the trustees of the school; covered by John Constanti /Rochester letter-

Wateringbury School Consultation Documentation

h) MPs whose constituencies include the school or whose constituents are likely to be affected by the proposals;

The two local MPS:

John Stanley MP
House of Commons, London, SW1A 0AA
john.stanley.mp@parliament.uk

Helen Grant MP
helen.grant.mp@parliament.uk , House of Commons, London
SW1A 0AA

i)

The local district or parish council where the school or proposed school that is the subject of the proposals is situated;

- a. Wateringbury,
- b. Nettlestead,
- c. Teston,
- d. West Farleigh
- e. Yalding

j) Any other interested party,

- i. Wateringbury and Nettlestead preschool
- ii. Teston and Wateringbury preschool
- iii. Baby/toddler group at Wateringbury village hall

k) The PCC (Church) councils of the Benefice coving St John the Baptist Church and St Peter and St Paul Church and St Mary the Virgin Nettlestead Church, as well as the wider congregations. Of the Churches of the Benefice

Voluntary Aided Status Consultation Evening of Monday 17th June
Feedback to questions asked from the Governing Body (GB hereafter)

Governance

1.1	Q	I want to be a church Governor – how do I go about this?
	A	Write to the incumbent and the Parochial Church Council and express your wish.
1.2	Q	How many religious governors could we have as a maximum?
	A	If you mean Foundations governors nominated by the Church, then as a VA school we could have 6.
1.3	Q	Better control will possibly increase responsibility on GB (still positive)
	A	Yes. We will be able to more effectively tackle some of the issues which we find most challenging. The GB take their roles seriously and more control means that we can be more effective and proactive as opposed to potentially reacting, which can in itself be more time consuming and onerous.
1.4	Q	I'm happy that we will have control over our own governance.
	A	We are pleased to note this and agree as this is important and something that the Governors feel is more secure through the VA route.
1.5	Q	Governor selection and voting – who monitors workload and priorities?
	A	Responsibility is shared by the GB, priorities are agreed by the GB informed by school performance, the Headteacher and inspection reports.
1.6	Q	Would VA change criteria for parent/governor selection?
	A	The elected governors are required to be parents but that is the only criteria to stand. In addition Foundation Governors could be designated as parent Foundation Governors to increase parent representation overall, something not possible as a VC school. (links to 1.2)
1.7	Q	Will this result in more work for GB in form of overseeing more aspects currently overseen by LEA?
	A	In one or two areas yes but not significantly as there has already been such a shift as a result of Government policy and reduction in support from LEA.
1.8	Q	How will it be ensured that capable governors are recruited?

	A	In recent years the incumbent has worked to bring in expertise to the GB and it remains a priority and shared responsibility for Governors. New Governors receive induction training and all governors receive on-going training and this is monitored by the GB.
1.9	Q	If we're going to collaborate with other schools (even VA), won't we lose control at governor level anyway?
	A	No. Rochester Diocese has made it clear that it does not view the model of increased centralised Governance as desirable.
1.10	Q	Shame that the makeup of the GB has to change when it seems to work so well as it is now
	A	At present there are people we would like to bring onto the GB which we can't currently do due to the rules of the VC system. GB's do change over time and this is important to keep the team fresh and also to allow for long serving members to step back when appropriate and new members to join.
1.11	Q	Does the figure of the 2 Church Governors include the Vicar?
	A	This is the current model - yes it does include the Vicar
1.12	Q	Who checks Governors proposals?
	A	The Local Authority and Diocese, and nationally Ofsted. In addition we are required to undergo a statutory 6 week public consultation which is fed into these bodies in respect of this proposed change (we are not yet into this period as no decision has yet been made).
1.13	Q	How is the quality of those appointing the governors ensured?
	A	The GB is responsible for monitoring its own practice and effectiveness. This is also monitored by the local authority, the diocese and Ofsted.
1.14	Q	Needs to be a defined process for the governor selection if going for VA as otherwise the community could lose it's input.
	A	Currently most Governors are parents and staff, and this is unlikely to change, but it will remain important that the local community interests are considered.
1.15	Q	Are all the members of the board in favour?
	A	A decision has not yet been made, but all see the benefits and risks as outlined in the publically available information and no Governor has formally indicated opposition. Unanimous decision to proceed to this stage.

1.16	Q	How will the GB change if it has to have a church governor majority of 2?
	A	Initially it need not change but in time the designated roles would change and new elected governors would join the body so that 6 would be nominated by the Church. See answer 1.14 and 1.2
1.17	Q	Will more Governors be required as workload increases?
	A	No
1.18	Q	Will governors' attention be diverted into fundraising the extra 10% for maintenance?
	A	No. All maintenance funding remains the same. It is only the capital grant that is affected and this is so small that any mayor projects would require fundraising irrespective of school status. We do not foresee such projects in the short to medium term.
1.19	Q	Recruiting governors can be challenging. With greater responsibilities will recruitment become more challenging?
	A	Currently the parent governor positions are contested by election suggesting there are more people willing to be Governor than current serving members.
1.20	Q	How will the GB change if it has to have a church governor majority of 2?
	A	It need not change straight away. See answer to 1.10, 1.2 and 1.14

Curriculum

2.2	Q	How would GB decide on the RE curriculum?
	A	By taking advice from the Diocese, the local council for RE, a community representative body and the published national guidelines and following the legal requirements. The current curriculum is determined in virtually the same way and no change is envisaged.
2.2	Q	The presentation mentioned no change to curriculum, however, is that set in stone or could it change?
	A	Only if the Government changed Primary legislation (the law about the curriculum) which would have an impact irrespective of school status.
2.2	Q	I would not wish too much religion into lessons

	A	RE is compulsory in all maintained schools in England to an appropriate level. Parents retain the right to withdraw their child from RE.
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3 Church Ethos

3.1	Q	How do you ensure the GB does not take radical decisions on religious education (don't want to squeeze out multi-faith education)?
	A	This is something the GB feel very strongly about. There are a number of measures that can prevent a 'wayward' group of Governors include inspections from Ofsted and the Diocese (the diocese promotes multifaith RE as does the Church of England nationally). One way parents can get involved in governance is by butting themselves forward for election.
3.2	Q	How would other faiths be catered for?
	A	School policies always stress the importance of every child and this requires the school to take account of their individual need and differences. This would continue, as would the multifaith RE curriculum, and the work done as part of the SEAL programme to help support all children's moral, spiritual, social and cultural development. This provision is something Ofsted is very interested in and it continue to be a concern for this school.
3.3	Q	Concern over faiths/mix will not be adversely impacted
	A	It is not the wish of the GB to make the school a school for Christians only. Nor is it the wish for children of other faiths or no faiths to be excluded.
3.4	Q	Is the main concern losing the church ethos or having control over admissions as more was made of the church ethos in the presentation.
	A	Both are areas the GB are concerned about. Because status change is such a key Government policy at the moment the ethos element was discussed in detail at the presentation. The over admissions issue is of long standing concern for the GB.

4.0 Admissions and Appeals

4.1	Q	Could VA preclude non practising Christian children in the village now and in the future?
	A	Potentially but only if the school admissions is over subscribed. However the subscription criteria have not been agreed and there is strong feeling within the GB to ensure local school for local community.
4.2	Q	Good benefits to being VA and would negate split classes but what would criteria be?

	A	A change to VA status would not eliminate split classes only a change in admission numbers can achieve this over time. VA gives the GB more power in admission numbers but current year PAN numbers can not be retrospectively be changed.
4.3	Q	GB of school knows what sort of numbers are good for the school.
	A	Noted.
4.4	Q	More control over admission numbers – a move away from split year group classes a definitive positive.
	A	Noted. Refer to 4.2
4.5	Q	Does that mean most years all families in village, Wateringbury, Nettlestead and Teston will get children into Wateringbury School?
	A	Ideally and based on the numbers for future years intake we have been given from LEA, yes. If the school is over subscribed the admissions criteria (yet to be determined as a VA) will apply.
4.6	Q	Positive to hear about control within the school, the admission number to hopefully give 1 class, 1 year.
	A	Noted. Refer to 4.2 regarding split year groups.
4.7	Q	Will there be greater control over the PAN under VA status?
	A	Yes, for years 2014 onwards
4.8	Q	How do we ensure that we maintain the community school while maintaining our moral, Christian ethos? Admissions should not exclude non church going local children. We must maintain community school. Church attendance does not = Christian. Would not want to see buses coming in to fill places over local children.
	A	It is the governors objective for the school to serve the community and strengthen the church ethos. The governors want the school to continue to serve the local community.
4.9	Q	What change will be made to admissions policy favouring children of church goes above children of those who do not attend church?
	A	This issue will be debated and negotiated by the governors if a decision to change to VA status is agreed. At present the governors have not discussed the admission policy.

4.10	Q	Will you set admissions to 30 children per year group? Concerned with continued split classes.
	A	The published admissions number is not part of the proposed change to the VA status. Split year groups are a function of the admissions number. It has historically not been possible to serve the community and limit year groups to 30.
4.11	Q	Will forms have admission criteria to have vicar sign off school applications?
	A	Possibly. The criteria/requirements will be debated and negotiated by the governors if we change to the VA status.
4.12	Q	Is there a likelihood that numbers could be reduced to 30 and therefore create 1 class per year group in the school?
	A	It is possible the PAN could change in the future. Refer to 4.10 also.
4.13	Q	I would wish that the admission number is made 30 to avoid need for split classes.
	A	Noted.
4.14	Q	No info re admission criteria if aided school church goes preference.
	A	Refer to 4.9
4.15	Q	What do you envisage admission criteria to be?
	A	Refer to 4.9
4.16	Q	Can you envisage how the admission and appeals rules would change?
	A	Refer to 4.9
4.17	Q	Will pupil numbers increase due to funding?
	A	No. The school receives a significant proportion of its funding based on the number of children who attend the school. The only scenario where it may be advantageous to increase pupil numbers is if the school were regularly undersubscribed.
4.18	Q	Siblings coming through the school?
	A	The presence of siblings at the school will be a consideration if/when the

		admissions criteria are debated. Refer to 4.9 also.
4.19	Q	What foreseen changes to admissions criteria are under consideration to aid the community?
	A	Refer to 4.9
4.20	Q	How will the admissions criteria affect families with no faith?
	A	The potential effects on all elements of the community will be a consideration if/when the admissions criteria are debated.
4.21	Q	Neutral question – under VA status the appeals process is set up by governors – Who would be involved in the panel and how would it be independent?
	A	The appeals policy/process would be set by the Governing body. The independent panel would be appointed by the Governing body. The panel would have responsibilities to the implement appeals process itself, not to the governors.
4.22	Q	Will families have to prove they attend church in order to get a place?
	A	Refer to 4.11

5. Other

5.1	Q	If we don't do this what do we do?
	A	We carry on as we are and risk that Academy status is imposed upon us. Moving to an Academy would mean we would lose control of our school and its ethos. It is felt this move would not be in the best interest of our school and the community we serve.
5.2	Q	In initial info we were told no major capital expenditure expected in next 5 years. What about in 10 years?
	A	It is unlikely that there will be any major expense in the next 10 years, however refurbishment and maintenance is likely. This expenditure doesn't form part of the capital expenditure and would be part of the annual budget setting process routinely agreed.
5.3	Q	Would the change take place during a school year or would we have to wait till September?
	A	The change of status can take place during the school year and doesn't have to wait till September (the start of the school year).

5.4	Q	Why were parents of prospective pupils not consulted? When the next consultation takes place could these individuals not be included?
	A	The information pamphlet has been distributed to the pre-schools and a dedicated consultation has taken place for parents of local preschools. The proposed change of status and associated consultation has been advertised throughout the village and neighbouring villages via posters, Parish Council notifications and invitation to attend meetings, the church. An additional statutory 6 week period for final concerns to be raised will be held should a decision to change status be reached formally. We are not in that period as yet.
5.5	Q	Focus not just short term. What about impact longer term, e.g. 10 years consider repairs to building.
	A	It is unlikely that there will be any major expense in the next 10 years, however refurbishment and maintenance is likely. This expenditure doesn't form part of the capital expenditure. Currently repairs are covered under a contract we have with KCC. We are constantly reviewing best value of such contracts and this forms part of the normal school budget management process.
5.6	Q	The 2% who said no to the change – do we know why?
	A	Concerns were raised about the Christian ethos and admissions.
5.7	Q	Will parents be expected to donate/fundraise more? Is there a scenario where you may expect a direct debit payment from families like secondary school?
	A	There may be a situation where we will have to raise some funds however the amount is not expected to be significant. Any contribution from parents would be voluntary.
5.8	Q	What are other schools doing? Is there a proven model, similar to proposals, in practice?
	A	There are a number of models currently. Some primary schools are VA and some have moved to academies. In the case of academies in some cases this has been enforced. Some schools also do not mirror our own school situation and ethos and this is a key aspect for Wateringbury. Some schools have made the transition from a Voluntary Controlled to a Voluntary Aided school. We are visiting primary schools that have made this move however we are very eager to ensure we develop and pursue a model that best reflects <u>our</u> needs and ensures our school vision and ethos. Learning from others is a great advantage however we must pursue the model that ticks as many, if not all, of our boxes!
5.9	Q	What happens if PTA is not active in the future?
	A	Firstly it's hard to imagine a school without an active PTA and we feel the

		FOWPS will be active for the life of Wateringbury Primary school in one form or another. If the PTA wasn't active then of course their support would be missed.
5.10	Q	Would we maintain close links with other VA schools?
	A	Yes - maintaining links with other related schools provides a valuable learning and support platform.
5.11	Q	Will there continue to be split classes under VA status?
	A	The current per year numbers can not be changed and so they will continue until the PAN number changes. If the PAN (published admission number) stays at 36 then yes, however it is envisaged that there will be more control over the appeals. If the PAN reduces to 30 then no, although this will take time to work through the school.

**Questions from preschool Parents from the Preschool consultation evening on Weds
30th June 2012**

6.1	Q	If the school becomes VA and is pressured to become an Academy would there be a Head to oversee 3 or 4 schools?
	A	We think the chance of this is very remote once we are a VA school. It is a greater risk as a VC school as we could easily be integrated into some of the large multi school academy trusts where this goes on.
6.2	Q	Will the sibling rule still apply if there is no evidence of faith?
	A	Decisions about the admissions policy have not been made but in almost all examples of admissions policies in VA schools in the area, the sibling rule appears very high up the criteria list.
6.3	Q	Where would the 10% (for capital) come from?
	A	Fundraising as a school not through FOWPS but assessment is short to medium term requirement very low. Capital allocation as a VC virtually nil under the current forecast budget for the next 3 years anyway.
6.4	Q	What would prevent the school becoming VA?
	A	A number of factors might: If the Governors were not convinced of the merits; an absence of local support; changing circumstances from a change in law (there is a new Education Bill planned);
6.5	Q	Will the admissions criteria be decided before the final decision?

	A	We could not publish an admissions criteria until we had the powers to do so, so we must become a VA school first. However the GB has planned to discuss this issue before making a final decision.
6.6	Q	Could the school still be pressured into becoming an Academy despite being VA?
	A	The school could be pressured, as a result of a poor Ofsted inspection report, but the kind of Academy it could become would be different. It would retain its foundation and admissions powers.
6.7	Q	Church participation included for local parish or Benefice?
	A	The school has historically largely served Wateringbury and the surrounding areas (principally Nettlestead and Teston). The Benefice as an entity is not relevant.
6.8	Q	Will Pan ever be reduced to remove split classes (assuming high numbers of applications)?
	A	It is not possible to make an undertaking about future decision-making. The GB have to balance the quality of education provided by the school and the surrounding population needs. At present the general trend for the local area and local schools is a declining birth rate so this is not an immediate concern.
6.9	Q	How likely are admissions criteria to change for Sept 2013?
	A	The exact timing of the admissions criteria change is yet to be debated and negotiated with the LEA and Diocese.
6.10	Q	On admission would being an active participant in the community be a consideration if a child lives out of the parish?
	A	There are many different possible criteria but note that the Governors are conscious of answer 6.7 and have already stated that they wish the school to continue to serve the community. However, no final decisions about future admissions criteria have been made.

By:	Patrick Leeson, Corporate Director, Education Learning and Skills
	Kevin Shovelton, Director of Education Planning and Access
To:	Education Committee – 18 January 2013
Subject	Decision number: 12/ 01975(a) - SEN Phase 1 Approval to Plan - The relocation of The Foreland School (Community Special)
Classification:	Unrestricted

:

Summary:	This report informs Members of the project to relocate The Foreland School (Community Special), Lanthorne Road, Broadstairs to a site at Pysons Road, Broadstairs adjacent to the Ellington and Hereson School, in new buildings.
Recommendations:	5.1 The Education Cabinet Committee is asked to (i) consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to change the location cited in the original decision (ii) endorse the recommendation to hold a public information sharing meeting.

1. Introduction.

1.1 On 16 July 2009 a report was presented to the School Organisation Advisory Board on the outcome of the public consultation on the proposal to relocate Foreland School to the Hartsdown Technology School site. The proposal was to rebuild both schools together but with separate defined areas within the Hartsdown site, utilising BSF funding. A public notice (attached as appendix 1) was issued on 3 September 2009 and on 19 October 2009, Sarah Hohler, Cabinet Member for Children, Families and Education took the decision (attached as appendix 2) to implement the proposal.

1.2 The proposal however was not implemented as during the planning phase for the new school buildings, the Building Schools for the Future programme was stopped following a change of government. This withdrawal of funding impacted on a number of Special School Review projects and it has now become necessary to amend the original decision to reflect the change in the site.

2. Financial Implications

2.1 £30m was formally approved by Members at the meeting of the County Council on 9 February 2012, for the delivery of the final phase of the Special School Review which began in May 2005. The Foreland School is one of the

ten Special Schools within the final phase and will be included in the first stage of the programme.

2.2 The Foreland School will be procured through the Local Education Partnership and the assigned contractor will develop designs in consultation with KCC and the school.

3. The Proposal

3.1 It is planned for The Foreland School to relocate the school to a site at Pysons Road, Broadstairs in new school buildings with a target date for occupation of September 2015. The new school buildings will accommodate up to 200 pupils including nursery. Attached as appendix 3 is a plan showing the location of the site at Pysons Road.

3.2 The Headteacher and Governing Body of The Foreland School fully support the project to relocate the school to the Pyson's Road site.

3.3 The site at Pysons Road is large and The Hereson and Ellington School also occupies part of the site. It is envisaged that there will be opportunities for sharing facilities and for student integration.

3.4 The distance between the current Foreland School site and the Pyson's Road site is 1.8 miles as the crow flies. This means that a statutory consultation and the issuing of a public notice are not required by legislation. It is however proposed to hold a public information sharing meeting at the current site to make parents and other interested parties aware of the project and the plans for the new building. Residents close to the Pyson's Road site will be consulted as part of the planning process. Information will also be provided for parents/carers of students attending The Hereson and Ellington School.

4. Conclusions

4.1 The school's current buildings have evolved over the last 40 years and are now too small, outdated and largely unsuitable for meeting their current purpose. The size of the school has grown over recent years and it is essential that the school is now provided with buildings that will meet future need and provide accommodation that will greatly enhance the educational experience and improve outcomes for the students.

5. Recommendations

- 5.1 The Education Cabinet Committee is asked to
- (i) consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on making a modification to the original decision (09-01292) made on 29 July 2009 by changing the location sited in the original decision
 - (ii) endorse the recommendation to hold a public information sharing meeting.

Background Documents

Report to School Organisation Advisory Board of 12 March 2009
Report to School Organisation Advisory Board of 16 July 2009

Lead Officer Contact details

Marisa White,
Area Education Officer – East Kent
 01227 284407
 marisa.white@kent.gov.uk

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PUBLIC NOTICE

KENT COUNTY COUNCIL AS LOCAL AUTHORITY

The Relocation of The Foreland (Community Special) School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Kent County Council intends to make a prescribed alteration to The Foreland (Community Special) School, Lanthorne Road, Broadstairs, Kent CT10 3NX from 1st September 2012.

The Foreland School is a mixed day special school designated to provide for pupils with Profound, Severe and Complex Needs, and in addition for pupils with learning difficulties with communication and/or interaction needs. It is proposed to transfer The Foreland School to the site at George V Avenue, Margate, Kent CT9 5RE occupied by Hartsdown Technology College. The government funded Building Schools for the Future programme will enable both schools to be completely rebuilt in a single building, creating a fully inclusive learning community for pupils aged 2 to 19 years.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from Martyn Doole at the address below, telephone 01227 284614 or from the following website address:

www.kent.gov.uk/education-and-learning/about-education-service/consultations/

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Martyn Doole, Area Children's Services Officer, East Kent Education Office, Clover House, John Wilson Business Park, Thanet Way, Whitstable, Kent CT5 3QZ.

Signed: Rosalind Turner
Managing Director
Children, Families and Education
Kent County Council

Publication Date: 3 September 2009

Explanatory Notes

1. Although the proposal is to co-locate The Foreland School and Hartsdown Technology College in a single building the schools would continue to operate as separate schools.
2. The new building would be designed with specific areas for each school as well as areas for shared learning and socialisation. All necessary safeguards would be built in.



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KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Mrs Sarah Hohler, Cabinet Member for Children, Families and Education

DECISION NO.

09/01292

If decision is likely to disclose exempt information please specify the relevant paragraph(s) of Part 1 of Schedule 12A of the Local Government Act 1972

Subject:

THE PROPOSED RELOCATION OF THE FORELAND (COMMUNITY SPECIAL) SCHOOL, BROADSTAIRS TO THE HARTSDOWN TECHNOLOGY COLLEGE, MARGATE SITE

Decision:

AGREED to:

- (1) the issuing of a public notice to relocate The Foreland School from its existing site to the proposed site at Hartsdown Technology College
- (2) subject to approval of the proposal following the end of the objection period, the resources necessary to implement the scheme being provided on the basis identified in the report

Any Interest Declared when the Decision was Taken

None.

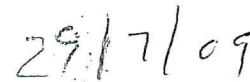
Reason(s) for decision, including alternatives considered and any additional information

The public, headteachers, governors and local members support this idea. The relocation will positively impact on both schools' buildings. For these reasons, I support the decision.

Background Documents:

None.





Signed

date

FOR LEGAL AND DEMOCRATIC SERVICES USE ONLY

Decision Referred to Cabinet Scrutiny				Cabinet Scrutiny Decision to Refer Back for Reconsideration				Reconsideration Record Sheet Issued				Reconsideration of Decision Published			
YES		NO		YES		NO		YES		NO					

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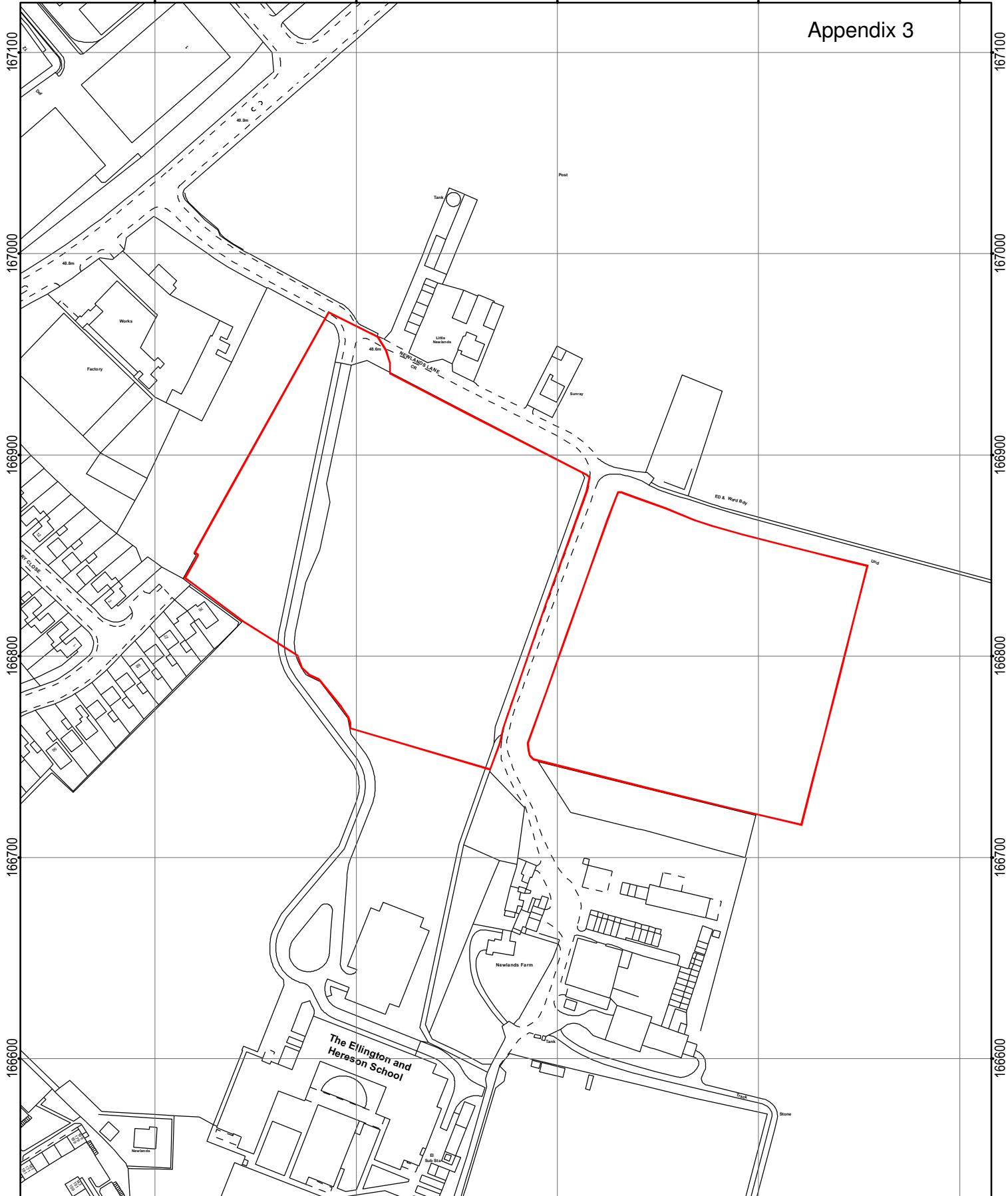
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Appendix 3



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**KCC LAND AT
 PYSONS ROAD
 RAMSGATE**

**PROPOSED SITE FOR
 THE FORELAND**

MasterMap



**PROPERTY AND
 INFRASTRUCTURE SUPPORT**
 County Hall, Maidstone
 Kent ME14 1XQ
 Tel:08458 247247

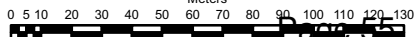
Drawn By

MTD

Date

OCT 2012

Meters



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@ A4

Drawing No.

TR3766/3N

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 18 January 2013
Subject	Decision number: 12/02024 - Proposal to expand Palm Bay Primary School (Community)
Classification:	Unrestricted

Summary:	This report informs members of the results of the public consultation.
Recommendation	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Palm Bay Primary School by issuing a public notice to expand the school.

1. Introduction

1.1 The Thanet District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Margate area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation take place on the proposal to expand the Palm Bay Primary School.

1.3 This report sets out the results of the public consultation, which took place between 15 October 2012 and 28 November 2012. A public meeting was held on 6 November 2012.

2. Proposal

2.1 It is proposed to enlarge Palm Bay primary school by 15 reception year places, taking their PAN to 60 (2FE) for the September 2015 intake. Successive Reception Year intake will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition, "to ensure every child can go to a good school where they make good progress and can have fair access to school places" as set out in Bold steps for Kent.

3.2 The Thanet section of the Commissioning Plan indicates a need to commission additional primary capacity in the Margate, Garlinge and Westgate-on-Sea planning area.

4. Outcomes of the Public Consultation

4.1 The majority of respondents support the proposal.

4.2 A summary of the comments received during the consultation period are give in appendix 1.

4.3 A summary of the questions asked at the public consultation meeting and the responses given, is attached as Appendix 2.

5. Views

5.1 Local Members

The Local Members for the Margate and Cliftonville division are Mr Michael Jarvis and Mr Chris Wells and their views are as follows: Mr Jarvis welcomes the proposal to increase the capacity for Palm Bay Primary School. *“The school is very popular with parents and it is often their first preference for placements since the school provides good education and activities.”* Mr Wells’ views have been sought but to date no response has been received.

5.2 Governing Body

The Governing Body does not object to this proposal. They accept that the Local Authority has an urgent need to provide school places for the increasing number of school age children in Thanet. *“As a good school, which is always over-subscribed, we recognise that we are in a position to support the local community and assist the Local Authority by expanding our school (via a phased transition) to a full two-form entry of 60 pupils per year.”* The school is working with the Local Authority to ensure that:

- the school’s teaching and caring ethos remains unaffected through the transition
- future premises arrangements are optimised
- the impact on the school’s management practices and day-to-day operations are minimised.

5.3 Pupils

School Council members talked to their classes about what the school would be like if it had more children. The positive and negative comments from the pupils are set out in Appendix 3 attached.

5.4 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Cliftonville and Margate area, including in the vicinity of Palm Bay, mean that expansion is necessary to ensure sufficient school places for local children. We are working closely with the school on the design and positioning of the new buildings and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Palm Bay primary School and provides for a permanent solution for September 2013. Highways will be consulted as part of the planning for the new accommodation should the proposal go ahead. The school at that time would also produce a new travel plan in liaison with Highways.

6. Equality Impact Assessment

6.3 An Equality Impact Assessment has been completed and is available via the following link: <http://consultations.kent.gov.uk/gf2.ti/f/321794/8101829.1/DOC/-/EIA%20Equality%20Impact%20Assessment%20Report%20August%202012.doc>

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Palm Bay Primary School by issuing a public notice to expand the school.

Background Documents

Commissioning Plan For Education Provision 2012-17

<http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf>

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning –East Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

The public consultation document is available via the following link:

<http://consultations.kent.gov.uk/consult.ti/PalmBay/consultationHome>

Lead Officer contact details

Marisa White,

Area Education Officer

01227 284407

marisa.white@kent.gov.uk

**The Proposed Expansion of Palm Bay Primary School
from 315 pupil places to 420, increasing the PAN from 45 to 60**

Summary of written responses

Consultation documents (hard copies) distributed: 600
Responses received: 40

	Support	Against	Undecided	Total
Parents/Carers	11	10	0	21
Governors	2	1	1	4
Members of staff	12	1	1	14
Interested parties	1	0	0	1
Total responses received *	26	12	2	40

Parents

In support of the proposal

- If Reception had not increased its numbers for September 2012, I don't think my son would have got a place

Against the proposal

- There would be less time available for each pupil
- Whole school activities would no longer be possible
- Surely it makes sense to build new schools to cope with the increase in population levels, not to impose further problems on schools already struggling to cope to maintain standards.

Staff

In support the proposal

- A positive move to two form entry which will benefit the community of Palm Bay
- I support the proposal subject to suitable accommodation being built which does not compromise the current running of the school.
- I am in agreement with the proposal, but am concerned that the increase in roll will have an impact on school life in as much as our current hall will not accommodate all the children for whole school assemblies, there will be an impact on lunchtimes and the current playground would not provide enough space for the children to play.

Governors

In support of the proposal

- It would have been beneficial to have had sight of proposed plans of enhancements to help us make a more informed decision.

Against the proposal

- The additional children would bring an end to whole school assemblies and children with packed lunches would have to eat them in the classroom.

Other Interested Parties

In support of the proposal

- Thanet District Council responded saying that the Council fully supported the proposal.

**The Proposed Expansion of Palm Bay Primary School
from 315 pupil places to 420, increasing the PAN from 45 to 60**

**Summary of the Public Meetings held on Tuesday 6 November
at Palm Bay Primary School**

The meeting was chaired by Mr Robert Burgess and was attended by approximately 25 people, including parents, governors, members of staff and other interested parties.

The key issues raised are summarised below.

Parents

Would the catchment area change for the school?

- Mr Mark Cowell, headteacher responded that the oversubscription criteria would not change and therefore it was envisaged that the school would continue to serve the children in the locality. Under the distance criteria, the furthest child offered a place lived one mile away from the school, but if the school expands permanently, this may stretch further.

Would parents be able to view the plans for the new buildings and what would happen if building work over-ran?

- Mr Mark Cowell, headteacher responded that the school was working closely with KCC Property on the planning process to ensure that should the proposal go ahead, the accommodation would be in place for September 2013. The school would display the plans in the reception area as soon as they were available.

Would parking be adequate?

- Mr Mark Cowell, headteacher responded that additional parking for staff would be considered during the planning stage, but there was not a requirement to include parking for parents.
- Mr Robert Burgess suggested that a Walking Bus could be considered and there was already a large parking area outside the school.

Would the school be able to continue to hold whole school assemblies?

- Mr Mark Cowell, headteacher responded that although the hall was considered large enough for a two form entry school, it was unlikely that they would be able to hold whole school assemblies.

How would the expansion of the school be managed?

- Mr Mark Cowell, headteacher responded that should the expansion go ahead it would be phased and initially only the Key Stage One classrooms would be resourced and operated.

**The Proposed Expansion of Palm Bay Primary School
from 315 pupil places to 420, increasing the PAN from 45 to 60**

Summary of the Pupils at Palm Bay Primary School

Positives	Negatives
<ul style="list-style-type: none"> ▪ More friends ▪ More equipment for the classes ▪ More teachers ▪ No mixed classes ▪ More school councillors so more ideas ▪ More books and toys ▪ More money collected on non-school uniform days ▪ More toilets ▪ We might get a bigger hall ▪ It's nice and fair to let children come to our school ▪ We will get more cleaners and other staff ▪ More clubs ▪ Better school teams ▪ More friends and family members getting into Palm Bay ▪ More children means more money for the school ▪ Children who don't have a school get the chance to come to Palm Bay ▪ We will get to meet people from different cultures and who have different beliefs ▪ It's nice that Palm Bay is popular 	<ul style="list-style-type: none"> ▪ More people – too crowded on the playground which is dangerous ▪ It will be noisier around the school ▪ The library and computer room might not be big enough ▪ Take longer to get people together on the playground if the fire alarm goes off – where will we go? ▪ Too squashed in assembly ▪ Not enough days to each have a turn on the climbing frame ▪ Too many children to have the stage up in the hall ▪ The people might not be good friends ▪ Not enough playground equipment ▪ More bullies ▪ We will need to find money to build a bigger hall ▪ Longer waiting lists for clubs ▪ Three lunch slots will be needed so people will be hungry ▪ No more whole school assemblies ▪ We will need to cut down trees for the new building ▪ Too many people for celebration shows, e.g. year 6 production and nativity ▪ Less PE slots

By:	Patrick Leeson, Corporate Director, Education, Learning & Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision Number: 12/01961 - Proposal to expand Repton Manor Primary School
Classification:	Unrestricted

Summary:	This report informs Members of the results of the Public Consultation.
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand Repton Manor Primary School

1. Introduction

1.1 The Ashford District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Godinton area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Repton Manor Primary School.

1.3 This report sets out the results of the public consultation, which took place between 8 November and 19 December 2012. A public meeting was held on 4 December 2012

2. The proposal

2.1 It is proposed to enlarge Repton Manor Primary School by 30 Reception Year places taking their PAN to 60 for the September 2013 intake. Successive Reception Year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 places.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

3.2 The Ashford section of the Kent Commissioning Plan indicates the need to enlarge Repton Manor Primary School to formalise the second form of entry.

4. Outcomes of the Public Consultation

4.1 No responses were received to the Public Consultation. This is not unsurprising as the school’s community are aware that it has opened with a 2FE intake and has been designed and built to accommodate this number of pupils.

4.2 A public meeting was arranged for Tuesday 4 December. However, no one attended.

5. Views

5.1 Local Member

The Local Member is Mrs Elizabeth Tweed who is very much in favour of the proposal. Ashford is still considered to be a growth area and these places are definitely needed.

5.2 Area Education Officer

The AEO fully supports this proposal and believes that this enlargement is a cost-effective and sustainable solution to help meet the increased demand in the Ashford area.

5.3 The Governing Body

The Governing Body of Repton Manor Primary School is supportive of the proposal.

5.4 Headteacher

The Headteacher, Senior Management Team and Staff of the school have been fully consulted and are supportive.

5.5 Pupils

The pupils have been offered the opportunity to comment on the proposal.

6. **Equality Impact Assessment**

6.1 An Equality Impact Assessment has been completed and can be found at:

<http://consultations.kent.gov.uk/consult.ti/ReptonManor/consultationHome>. No changes needed to be made to the Equality Impact Assessment following the Consultation period.

7. **Recommendations**

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand Repton Manor Primary School

8. **Background Documents**

Repton Manor Primary School expansion consultation document

<http://consultations.kent.gov.uk/consult.ti/ReptonManor/consultationHome>

Bold Steps for Kent and Policy Framework

<http://www.ab-consulting.co.uk/Delivering%20Bold%20Steps%20For%20Kent,%20Education%20Learn%20ing%20and%20Skills.pdf>

Kent Commissioning Plan for Education Provision 2012-2017

<http://kent590w3:9070/documents/b11518/FINAL%20Version%20Kent%20Commissioning%20Plan%20Education%20Provision%202012-2017%20-%20Published%2020%20September%202012%201.pdf?T=9>

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Ashford District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

David Adams

Area Education Officer - Mid Kent

01233 898559

david.adams@kent.gov.uk

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 12/02001 - Proposal to expand Hawkinge Primary School
Classification:	Unrestricted

Summary:	This report informs Members of the results of the Public Consultation.
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand Hawkinge Primary School

1. Introduction

1.1 The Shepway District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Folkestone area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Hawkinge School.

1.3 This report sets out the results of the public consultation, which took place between 14 November and 21 December 2012. A public meeting was held on 3 December 2012.

2. The proposal

2.1 It is proposed to enlarge Hawkinge Primary School by 15 Reception Year places taking their PAN to 60 (2FE) for the September 2013 intake. Successive reception year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 places.

3. Bold Steps and The Kent Commissioning Plan

3.1 This proposal will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

3.2 The Shepway section of the Kent Commissioning Plan indicates the need to enlarge Hawkinge Primary School to 2FE.

4. Outcomes of the Public Consultation

4.1 The majority of respondents support the proposal.

4.2 A summary of the comments received during the consultation period are given at Appendix 1.

4.3 A copy of the questions, comments and responses made during the public meeting are given at Appendix 2.

5. Views

5.1 Local Member

The Local Member is Ms Susan Carey who has a high opinion of the staff, pupils and governors at Hawkinge Primary School and is supportive of the proposal.

5.2 Area Education Officer

The AEO fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is the most cost-effective and sustainable solution to increased demand in the Hawkinge area. The proposal conforms to the Authority's commissioning principles of expanding good, popular provision when places are needed. However, importantly the proposal seeks to ensure that children from Hawkinge Town do not have to be driven to neighbouring communities for education. The AEO is confident that the school will retain its ethos as it grows. The school is well led, with experienced staff who will work tirelessly to ensure high standards of academic progress and personal development. There is some concern about class sizes rising because historically the 45 pupils in Year R have been split across two classes. However the disadvantages of increasing to 30 pupils per class are outweighed by the advantages of single age group teaching through years 1 – 6, and allowing additional local children access to the school.

5.3 Governing Body

The Governing Body of Hawkinge Primary School is supportive of the proposal.

5.4 Headteacher

The Headteacher, Senior Management Team and Staff of the school have been fully consulted and are supportive.

5.5 Pupils

The pupils have been offered the opportunity to comment on the proposal.

6. **Equality Impact Assessment**

6.1 An Equality Impact Assessment has been completed and can be found at: <http://consultations.kent.gov.uk/consult.ti/Hawkinge/consultationHome>. No changes needed to be made to the Equality Impact Assessment following the Consultation period.

7. **Recommendations**

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand Hawkinge Primary School

8. **Background Documents**

Hawkinge Primary School consultation document

<http://consultations.kent.gov.uk/consult.ti/Hawkinge/consultationHome>

Bold Steps for Kent and Policy Framework

[\[consulting.co.uk/Delivering%20Bold%20Steps%20For%20Kent,%20Education%20Learn%20ing%20and%20Skills.pdf\]\(http://www.ab-consulting.co.uk/Delivering%20Bold%20Steps%20For%20Kent,%20Education%20Learn%20ing%20and%20Skills.pdf\)](http://www.ab-</p></div><div data-bbox=)

Kent Commissioning Plan for Education Provision 2012-2017

<http://kent590w3:9070/documents/b11518/FINAL%20Version%20Kent%20Commissioning%20Plan%20Education%20Provision%202012-2017%20-%20Published%2020%20September%202012%201.pdf?T=9>

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Shepway District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

David Adams

Area Education Officer - Mid Kent

01233 898559

david.adams@kent.gov.uk

Proposal to expand Hawkinge Primary School

Summary of Written Responses

Printed Consultation Documents distributed:	400
Consultation responses received:	34

A summary of the responses received showed that:

	In Favour	Undecided	Opposed	Totals
Governors				
Staff	3			3
Parents	20		9	29
Pupils				
Other	1		1	2
Totals	24		10	34

Comments in favour of the proposal:

- It is right to seek to accommodate all local children. (3)
- I believe this is a fantastic school and works hard to give its pupils the best education. Other children should have a chance to secure a place here.
- I believe that the three primary schools need to expand with the growth of Hawkinge. (Maybe now KCC will realise that a secondary school is also needed in here. This would save our children having to take long, expensive bus trips to and from school.)
- It is difficult and uneconomical to have split classes in any school and the sooner this expansion happens the better for our community.
- In favour but concerned as to how the school will accommodate the additional children year on year. Will classes still be split? Does the school have the classrooms and the staff to accommodate this? (2)
- In favour but concerned at traffic congestion worsening and the loss of outdoor space.

Comments against the proposal:

- One of the reasons we chose this school was because of the smaller class sizes. Having 30 in a class will have an impact on learning and resources. (4)
- The quality of education and proven success of pupils will suffer.
- The school is already oversubscribed. Numbers should be reduced not increased.
- The school is already quite small and there is not capacity to take more pupils. (3)
- The capacity to take on more children has not been fully risk assessed and current pupils are not being given proper consideration.
- Any growth in numbers will need additional supporting infrastructure upgrades. (2)
- Parking will be even harder than it is already. (3)
- There should be another new school in the area not more new homes.
- Churchill School has been constructed in such a way as to facilitate growth; Elham is just a short drive away; Selsted CEPS should be increased first. (2)
- A school such as Elham CEPS cannot rely on the village to sustain numbers and always looks for pupils from surrounding areas to fill places. Increasing capacities of other schools means that Elham will not be able to recruit as many pupils from out of the village as they will go to the school closest to them.
- Hawkinge is a wonderful school but in 2014 there will be 20 surplus places. 20 children could come from outside the area possibly changing the community feel.
- Hawkinge was built over 100 years ago; has been expanded haphazardly over the years and is now inefficient to maintain and environmentally and ergonomically poor.

**Public Consultation Meeting
Hawkinge Primary School
3 December 2012**

In Attendance:	
Mr Gary Cooke (Chair)	Chair – Education Cabinet Committee
Mr David Adams	Area Education Officer – Mid Kent

Purpose of the Meeting

- To explain our proposal to enlarge Hawkinge Primary School from 315 places to 420 places.

Gary Cooke introduced himself and explained the role of the Education Cabinet Committee. Very few people attended the meeting (8 in total – including school staff and governors). Gary Cooke suggested a more informal presentation, which was agreed by all.

David Adams gave a brief overview of the proposal, how the extra numbers admitted in reception would work through the school and where the additional accommodation would be added.

The Headteacher Aly Ward confirmed that the school was completely in favour of the proposal. It was hard to say to a parent in Hawkinge that their child could not attend their local school and it was this that drove the school to move forward. There would be benefits as well, for example, straight age group classes and it would create further opportunities for team working.

The Chair of Governors – Penny Stephens agreed with the Headteacher particularly on the point of local children being able to attend their local school. There would be further benefits, a brand new kitchen which would be very welcome. The Chair emphasised her confidence in the current management team and noted that Hawkinge would have two evenly matched primary schools which could only be a positive step forward for the town.

Question	Answer
<p>Parent: I have a reception child due to start and I must be honest and say that currently the two reception classes with low numbers in each are attractive. This may be an issue for some parents. A further concern is the outside space that will be lost especially for wet play when children are restricted to the hard area. I am pleased that the hall will be enlarged. My main concern is the traffic. Mill Lane is already a nightmare in the morning and I think something needs to be done to make this safer. In the afternoons there</p>	<p>David Adams - The hard play area will be replaced by taking the playground across to the adventure trail area. Also there are some areas that are not being used as well as they could be and we will have a look to see how these can be better utilised. The traffic issue is more challenging. It is debatable if a one way system is best for the community. Another option is for parents to use different entrances. We will be looking in the planning stages to see what solutions there may be. There is the car park across the road by the village hall and perhaps we need to encourage parents to think of those options.</p>

are lots of parents waiting, there will be less space and this surely must be more dangerous.	<p>Aly Ward (H/T) - rainy days are worst for traffic congestion as might be expected.</p> <p>David Adams - we will look at the Travel Plan to encourage different options for parents.</p> <p>Aly Ward (B/T) – lots of people walk on Wednesday mornings and this may be something that could be encouraged.</p>
Parent: Will space in the car park be lost when you expand the kitchen?	David Adams – No, the kitchen will be expanded into the parents waiting area rather than the car park. Again, we will look at parents using different entrances to better utilise the space in the waiting area.
Parent: Will there be more staff, more TAs?	Gary Cooke - Funding relates directly to the number of children on roll so there will be extra funding to assist with more staff. It will be a decision for the school as to how it will utilise the extra funding.
Parent: How do the staff feel about the expansion?	Aly Ward (H/T) - Yes staff are pleased. This is an opportunity to build on the staff's individual strengths and already some staff are enquiring whether there will be an opportunity for a head of KS1 and KS2.
	Gary Cooke – This will not be rapid growth, it will be steady and take its time to work through the school. New staff will have the opportunity to absorb the ethos of the school and grow with it.
Neighbouring Headteacher: We as a school totally acknowledge the need for Hawkinge Primary School to expand. Selsted CEPS does take over 50% of its children from Hawkinge and we would like to re-affirm our commitment that we are here for the community of Hawkinge.	Gary Cooke - I realise this is a concern but thank you for your comment.

5 people attended the meeting.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 12/01962 - Proposal to expand The Discovery School, Kings Hill
Classification:	Unrestricted

Summary:	This report informs Members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand The Discovery School.

1. Introduction

The Tonbridge and Malling District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Kings Hill area.

1.1 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation take place on the proposal to expand The Discovery School.

1.2 This report sets out the results of the public consultation, which took place between 8 November and 19 December 2012. A public meeting was held on 27 November 2012.

2. The proposal

2.1 It is proposed to enlarge The Discovery School by 30 Reception Year places, taking their Pan to 90 (3FE) for the September 2013 intake. Successive Reception Year intakes will offer 90 places each year and the school will eventually have a total capacity of 630 places.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

3.2 The Tonbridge and Malling section of the Kent Commissioning Plan indicates a need to enlarge The Discovery School by 1FE.

4. Outcomes of the Public Consultation

4.1 While there appears to be widespread support for the need for further school capacity in Kings Hill, the majority of respondents expressed the view that Discovery School should not be expanded. A smaller number of respondents supported the proposal, primarily on the grounds of meeting community need. A significant number felt a new school was the right solution.

4.2 A summary of the questions, comments and responses received during the consultation period are given at Appendix 1.

4.3 A copy of the notes made during the public meeting are given at Appendix 2.

5. Views

5.1 Local Member of Parliament

The Local MP, The Rt. Hon. Sir John Stanley strongly supports KCC's expansion of primary school places at Kings Hill the objective of which should be to ensure that there are a sufficient number of primary schools and primary school places at Kings Hill to enable all parents who are resident at Kings Hill to send their children to the Kings Hill primary school of their choice if they so wish.

5.2 Local Member

The Local Member, Mr Richard Long is supportive of the proposal. His view is that we need a third primary school for Kings Hill and he has been pushing for one for some years now. We also need more capacity now; otherwise families expecting to get a place at a Kings Hill school in 2013 will be allocated places at one of the outlying villages.

5.3 Area Education Officer

The Area Education Officer (Mid Kent) fully supports this proposal and in response to the public concerns makes the following comments:

- The highways and traffic issues have been considered as part of the planning application for the modular buildings.
- The school's car park has been redesigned to enable an in-out drop off process to operate which should significantly ease traffic flows.
- Pedestrian and vehicle segregation has been improved by fencing.
- The modular units are providing high quality class bases and toilet facilities. Some aspects of the school, for example the hall, already conform to the space requirements of a 3FE school.
- We continue to work with the school's leadership to ensure suitable SEN space and hard play areas are provided.
- Use of neighbouring public sports pitches has been agreed in principle with the land owner, to ensure the PE curriculum can be delivered.
- The school is led by a National Leader in Education, and a strong staff team supports her. I have every confidence the school has the capacity to grow and maintain its high standards. Other local schools do not have surplus capacity to provide an alternative to enlarging Discovery School. The proposal conforms with the Authority's commissioning principles of expanding good, popular provision when places are needed. Whilst it is anticipated that a planning application may be received shortly by Tonbridge & Malling Borough Council for another 850 – 950 homes in Kings Hill, and this would result in a third school becoming available, the earliest it could open is September 2015. It would not, therefore address the current issues.

5.4 Governing Body

While supportive of a temporary expansion of the school, to ensure places are available for local children. The Governing Body does not support a permanent expansion.

However, the Governors wish to emphasise the following points:-

- (i) They are willing and able to continue to work with KCC to accommodate the severe short term need for primary school places on Kings Hill.
- (ii) This current academic year (2012/13) there were some 20 children not offered places on Kings Hill. This is before construction of approximately 250 further dwellings for which the developers already have planning permission.

- (iii) The planning permission for the three pavilions (six additional classrooms) at The Discovery School is temporary for five years only. Covered walkways joining the pavilions to the school were refused on the basis that it would make the installation “too permanent”.
- (iv) The current school infrastructure, access and parking was not designed for 3FE.
- (v) There is an opportunity with the imminent submission of plans by Liberty Property Trust UK Ltd to convert land currently earmarked for commercial development to a further 950 residences, to rethink the overall approach to primary school education on Kings Hill.
- (vi) That a sensible approach would be to review the overall current and forecast demand for primary school places on Kings Hill and make adequate provision through a combination of supporting the current two schools and provision of a third school. The new third school should be completed and ready to operate within the five year temporary planning window granted for the temporary pavilions with a clear plan to revert The Discovery School to 2 FE at or before the end of that time.

5.5 Headteacher

The Headteacher, Senior Management Team and Staff of the school have been fully consulted and are supportive of the proposal. Primarily the school needs stability so it can plan effectively.

5.6 Pupils

The pupils of the school have been consulted and their views are included in this report.

5.7 Kings Hill Parish Council

- The school was designed as 2FE and both internal and external infrastructure are not suited to further expansion.
- Temporary buildings should be considered as a short term solution as playing fields will be compromised by adding mobile classrooms.
- The current parking at the school is dangerous. The parking provision and surrounding roads are insufficient to cope with increased numbers.
- The proposed expansion could degrade the quality of education at the school.
- KCC should consider effective medium/long term proposals for Kings Hill primary schools including provision of a third school.
- The pressure on schools in surrounding areas will continue to increase as further new housing development takes places in areas such as Leybourne Chase.
- Further expansion proposed at Kings Hill School highlights the dire need for additional school places on Kings Hill.
- The proposed expansions at both schools show the current significant demand for primary school places. This does not take into account the 250 houses still to be built in Phase 2 and the 800-900 homes proposed in Phase 3. It is imperative that KCC develops an effective strategy for education on Kings Hill to cope with the likely additional primary school children arising from these additional homes.
- KCC has admitted that the demand for primary school places far exceeded the expected numbers for which it provided two 2FE primary schools. With houses continuing to be built on Kings Hill the problem will only be exacerbated.

KHPC urge KCC to reconsider its proposal to cram additional children into the current schools. The ill-planned expansions will compromise the education of children. There is overwhelming evidence to support the provision of at least one more school on Kings Hill.

5.8 Tonbridge and Malling Borough Council

- The evidence provided in support of the proposed expansion clearly establishes the justification for the proposal based upon the rather unusual population and demographic characteristics that have been experienced in recent years at Kings Hill. This has given rise to unexpectedly high demand for local primary school places and seems set to continue for the foreseeable future. The evidence is supported by more anecdotal experience and frustration locally about the availability of school places. On that basis it seems that the short term expansion proposals can be fully and properly justified and the Borough Council would wish to support the project in principle.
- The consultation document refers to further potential development at Kings Hill. These will bring additional future demands for school places and that will need to be fully assessed in the new context and it is right to adopt the view at this stage that a third primary school will be required if the emerging proposals are to be successfully realised and the local community need addressed.

6. **Equality Impact Assessment**

6.1 An Equality Impact Assessment has been completed and can be found at: <http://consultations.kent.gov.uk/consult.ti/Discovery/consultationHome>. No changes needed to be made to the Equality Impact Assessment following the Consultation period.

7. **Recommendations**

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to issue a public notice to expand The Discovery School.

8. **Background Documents**

Discovery School Consultation Document

<http://consultations.kent.gov.uk/consult.ti/Discovery/consultationHome>

Bold Steps for Kent and Policy Framework

<http://www.ab-consulting.co.uk/Delivering%20Bold%20Steps%20For%20Kent,%20Education%20Learn%20ing%20and%20Skills.pdf>

Kent Commissioning Plan for Education Provision 2012-2017

<http://kent590w3:9070/documents/b11518/FINAL%20Version%20Kent%20Commissioning%20Plan%20Education%20Provision%202012-2017%20-%20Published%2020%20September%202012%201.pdf?T=9>

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Ashford District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

David Adams

Area Education Officer - Mid Kent

01233 898559

david.adams@kent.gov.uk

Proposal to expand The Discovery School, Kings Hill

Summary of Written Responses

Printed Consultation Documents distributed: 600
 Consultation responses received: 61

A summary of the responses received showed that:

	In Favour	Undecided	Opposed	Totals
Governors				
Staff				
Parents	8	2	40	50
Pupils			1	1
Other	1		9	10
Totals	9	2	50	61

Pupils' comments in favour of the proposal:

- Some pupils were not aware that the school had been admitting 90 pupils each year for the last 3 years. As far as they were concerned there are 30 children in a class with a teacher and a teaching assistant and what was the problem as long as that continued.
- I think it will be better for us all as new teachers always bring lots of new ideas and talents to our school.
- Eating in the classrooms is better than eating in the hall – it's quiet and we get out quicker.
- Parking – only the parents can make a difference.
- We think the pavilions look good and can't wait to get into them.
- We think the wireless laptop trolleys are the way to go. If we still only had the ICT suite there would be less time in there per class and per child.

Pupils' comments against the proposal:

- Assembly will be very cramped and this will cause a lot of moaning.
- We would need more dinner ladies because some of us eat in our classrooms.

Comments in favour of the proposal:

- Support the proposed expansion to respond to the needs of the community. (2)
- I support any plans that allow children on Kings Hill to attend a school they can walk to, whether that is by extending Discovery School or building a new school.
- Fully support the expansion of Discovery School and would also support a third school if it was to be built.
- The proposed expansion seems fine to me. Having been schooled in damp creaky portacabins with no long term damage to my health or education the Discovery School expansion looks like luxury compared.
- Our child entered the school in the 2011 intake after the school had expanded to meet high demand. We have since enjoyed and benefited from being able to walk our child to an outstanding local school. How could we now demand that the school revert to 2fe and deprive new parents on Kings Hill of the same opportunity? (2)
- We are concerned about the school's ability to maintain its high standards but if the school had not offered 90 places in 2011 our son would not have got in and we also have a younger child who will need a place at the school. To vote against the proposal would be hypocritical.

- Some of the problems (loss of IT, cramped assemblies, chaotic parking etc) could be solved – or at least improved – by different planning solutions. For example, the piece of land opposite the school could be used as a car park and the current car park could be used to extend the school and provide an extension to the hall, an IT room etc.
- The school hall is separated from a smaller hall by a set of door. If these were replaced with a folding partition, then it could be opened when a larger space is needed.
- We believe that the headteacher would not be prepared to take on this expansion if she didn't believe it could work, and we trust she will do everything in her power to not let her high standards slip.
- I would hope that the school would be able to expand and then contract if/when the third school is built.
- Whilst it is understandable that siblings of pupils from outside Kings Hill are given priority for places I would be interested in knowing how the numbers impact on the current demand for places for local children.
- I think increased transparency about the ideas and plans would be much appreciated and would help alleviate concerns amongst the parents who would perhaps be more appreciative of the efforts behind the planning.

Comments against the proposal:

- The infrastructure is not large enough – main hall, school grounds, entrance, dining facilities etc. (26)
- I am in favour of the temporary arrangement using temporary accommodation continuing. How can you make a decision to permanently increase the size of the school when the planning committee has only supported a temporary arrangement?
- I understand the need for more places, but The Discovery School has already grown beyond its capacity.
- There is not enough internal space for PE at the moment. (7)
- There will be more accidents and less space in the playground. (4)
- Children should not have to go off site to use sports facilities.
- The school will not have unlimited use of the new all weather pitches at Heath Farm as this is a commercial business and will need to be rented.
- The hall is packed now. Some children eat packed lunches in their classrooms. (10)
- The school can no longer benefit from school assembly. (3)
- A school of 630 places would cease to be a “village” school. Personal knowledge and daily interaction between staff and pupils would become virtually impossible to maintain. (3)
- Building upwards would be a far better solution (assuming the ground is of sufficient strength to withstand the future load).
- The school has already lost its SEN rooms and ICT suite. (7)
- I am massively concerned about the lack of SEN space in the school. Intervention groups and therapy sessions take place in a corridor. This may be solved for a while but as the mobile classrooms fill up the corridor sessions will start again. As an LEA you are all about inclusion – do the plans reflect this? I don't think so.
- I am pleased to see 3 disabled bays have now been painted in but I am still not convinced this is enough for the school.
- There are currently children in mixed year groups yet nothing is being done to address this situation.
- The increase in traffic and bad parking is potentially dangerous. (16)
- Cars are currently parking on pavements, a private road and in a private car park in Monroe Way.
- I live locally and there is a lot of noise from children and parents as they go through the walk ways. There is mess, ie crisp packets in our gardens. Parents also leave dogs barking outside the school while they take their children into school.

- Why can't Kings Hill School take some of the children as well?
- We need a third school. (12)
- A third school should be built now, ahead of but linked to the planning application for more houses on Kings Hill. (8)
- The Local Authority has known about the higher inward migration rate for a number of years – more than enough time to build a third school.
- This consultation should really have been undertaken three years ago when the decision to increase the intake to 90 was initially taken. (2)
- Planning permission for pavilions was submitted almost a year before any members of the public were aware of a formal expansion proposal.
- The pavilions have air conditioning for one reason only – lack of insulation. We do not otherwise require air-con in a UK environment.
- Not happy that my children will be learning in a mobile classroom. (2)
- I believe that the educational needs of some children nowadays are greater and they need more one to one help. Increasing the intake will put further pressure on staff.
- The proposed expansion will degrade the quality of education currently provided. (11)
- Children going to Discovery School only get one chance at education. KCC plans to make this school 3FE will be depriving children of the only chance they have of a good education.
- The safety of my children could be compromised and their personal, social and emotional well-being are not going to be met in the future.
- More pupils means more struggling to find more teachers and the children's education will suffer.
- Discovery is an outstanding school. This is based on an Ofsted report from 2008. Recent results show that results are slipping compared to other local schools. (4)
- The school has grown and changed so much in five years I don't feel the "outstanding" Ofsted report is current. (2)
- A school expansion cannot be based on a headteacher who is near retirement age. If the headteacher were to leave the school could be left with a replacement headteacher who is not as able. (2)
- I have heard that one parent has already removed their child from the school as a result of the existing expansion.
- Details of the consultation should have gone to every house on Kings Hill.
- The only members of the public who received forms were parents of children at the school.
- Discovery School has had years of disruption and expansion whilst Kings Hill School has not suffered any of this. I do not think it is fair on the pupils of Discovery or local residents to keep putting up with disruptions and an oversized primary school.
- The consultation meeting was held during the busiest few weeks of the school calendar, making it difficult for parents to attend. Many working parents have to commute back from London.
- Every parent that attended the public consultation was unanimous that Discovery should not be extended.
- Although it is ideal, nobody on Kings Hill has a "legal right" to walk to school in Kings Hill. If this was the case why was it acceptable for some children to be offered places at schools outside Kings Hill? There will never be a time that all children on Kings Hill will be guaranteed a place in a Kings Hill school and it will always be "tough luck" for those that do not get a place.
- Stop the property developer building more houses. (3)
- Why did KCC release land for residential development which you knew would exacerbate the current problem with school places in Kings Hill?
- Existing children in both schools should not be made to suffer. Families moving in are fully aware of the restricted school places.

- There will be parents moving into the area who will be concerned if they will get their children into the school.
- Parents are concerned as to the effect this will have on their house prices.
- Having such a large school will negatively affect the character of the area.
- Facilities on Kings Hill are not being kept in line with the increasing population. Inadequate primary school places, no secondary school and very little in the way of leisure amenities for the growing number of children.
- Has KCC considered the need for secondary school places that will be needed? (3)

Proposal to expand The Discovery School, Tonbridge & Malling

Public Consultation Meeting – 27 November 2012

Panel:	Gary Cooke	Chairman – Education Cabinet Committee
	David Adams	Area Education Officer - Mid Kent

Introduction

Gary Cooke welcomed parents, staff and members of the public to the meeting.

Purpose of the Meeting

- To explain the proposal to expand The Discovery School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Kent County Council is undertaking a public consultation to seek the views of the wider community on the proposal to expand The Discovery School from 420 places to 630 places.

A short presentation outlining the proposal for expansion was given by David Adams.

Mark Wardle, Chair of Governors: This is KCC consultation. KCC set the PAN, not the GB. The Governing Body manages the school and resources with the numbers we are sent. In 2010 we considered 2.5FE, but decided this would be very difficult thing to manage and we would rather have 3 FE. We asked KCC for stability. We are much better off with 2FE or 3FE that is planned ahead.

The expansion so far has been a temporary process. Planning permission is for 5 years. We are already committed to 90 pupils in Year R for 2013. This consultation is for beyond 2014.

Alison Farrall, Headteacher: The school opened in 2003 with 88 pupils. We had an outstanding Ofsted result in 2008 and became a popular choice for the local community. We have grown to accommodate the families on Kings Hill. When we expanded to 2FE I was worried we would lose our ethos, but I don't think that's happened. The ratio of staff to children has not changed. Being a larger school we can improve opportunities, for example offer a wider range of before and after school clubs.

We already have plans to develop other areas of the school for play and SEN space. Please put your trust in the school, the Governing Body and the Local Authority and offer others the opportunities your children have had.

Gary Cooke: In terms of how the numbers work, we as Members try to build in a little (5%) surplus capacity to enhance choice. This has not been possible in the past on Kings Hill. Richard Long has been trying for several years to create additional places.

Question / Comment	Answer
Parent - Back in 2010 I was in correspondence with the LA. I was told that this was a 2FE school, the site can only accommodate two mobiles and the LA was actively seeking a third school on	David Adams – In 2010 KCC actively pursued new school options. However, it was found to be not viable. There is not a 3 rd school option available at the moment. The DFE produces a design guide where it sets out

Question / Comment	Answer
<p>Kings Hill. We are in exactly that state now. The school is designed to accommodate 420 children; not 630 children.</p> <p>In addition, the new school building regulations state a requirement for SEN, ICT and multi-purpose rooms. We don't have those here.</p> <p>It's bad now. What will it be like with another 200 children?</p>	<p>what a school should have, eg, ICT suite. However, this gives a footprint guide. Schools have flexibility. For example, a lot of schools have moved away from an ICT suite, they use lap top trolleys, notebooks, etc. Indeed, we funded this school to provide laptops when the ICT room was converted. Core elements of this school fit the 3FE brief – for example, this hall is a 3FE size, although other elements of the school do not fit.</p> <p>Government has recently reduced the space requirements for schools. There are adjacent sports pitches for PE space that the school could use.</p>
<p>Parent – You mention the Ofsted result (Outstanding in 2008) and you are using this to show the school has the ability to change. I fully understand that the Senior Management Team and the Governing Body do a great job, but that Ofsted result was around a PAN of 60 not 90.</p> <p>Ofsted have since significantly changed the criteria of what they judge a school on.</p> <p>Where we say the performance is good - 11+ etc – that is on a 60 year group not on 90. We have not yet had the 90 year group going through 11+.</p> <p>Back in 2008 there was money for schools.</p>	<p>Gary Cooke –We had money under BSF, but not for primary schools. We offered to deliver schools at the size the Government wanted but more cost-effective. We would then have been able to spend the savings on primary schools. The Government declined.</p> <p>Allison Farrall - Re attainment. The pupil / teacher ratio has not changed. When we had great results – which we still do – we were doing that at 0.5FE, then at 1FE then at 2FE. This will continue. The expansion will not be a negative impact it will be a positive impact.</p>
<p>Parish Council - Earlier this year parents came to lobby the Parish Council re additional school places.</p> <p>The Parish Council did not receive the Public Consultation Document until last Thursday.</p> <p>What do you propose to do about asking future parents for their view?</p> <p>Re parking – it is a known fact it's a problem. We do get a lot of complaints. I think that needs to be looked at.</p> <p>I take on board your comment re consultation on playing fields. Please be actively involved when the Parish Council signs the lease.</p> <p>The whole community should be consulted. The consultation should be extended or something put in the newspaper.</p>	<p>Gary Cooke - in terms of range of consultation - future parents and local residents - this question crops up regularly. I have instructed officers to instigate a review of how we do these consultations. We cannot go back and undo these consultations and redo them.</p> <p>David Adams – We send documents out to schools, nurseries etc. Apologies to Parish Council that they did not get theirs in time.</p> <p>Re parking –There will be double parking for staff and a designated area for parents to come in, drop off children and leave. The process has been agreed with Highways. The school has a travel plan and has had to review this as part of the planning application.</p> <p>The school asks parents to park and stride, use drop off areas and to park considerately. Part of this proposal is about trying to make sure that as many youngsters as possible in this community can come here and walk here.</p>
<p>Parent – I don't believe the quality of teaching and learning will be impacted by expansion.</p> <p>We had to appeal for my child to come here. We live very close. Appeals argument was that there was not enough space, not enough toilets etc – that was</p>	<p>David Adams – Re the pavilions. These are double classroom bases, with toilets. In terms of other facilities, some facilities are already 3FE, and we are addressing others, e.g. hard play space and SEN provision within the school.</p> <p>Re appeals. The majority of your child's time in school is spent in a classroom with another 29</p>

Question / Comment	Answer
<p>their reason for trying not to let in one child. The appeal was 1.5 years ago. I'd like to know how the Local Authority are going to support the school re accommodation?</p>	<p>children. Only at certain times will there be pressure points. Appeal may well have been for a child above 30 in the class, and therefore needing an extra desk etc.</p>
<p>Parent - You say the hall is correct size for 3FE. Why are our children eating their packed lunch in their classrooms?</p>	<p>Allison Farrall – This has been caused by the temporary delay for the pavilions. The small hall was used for packed lunches but is currently a class base. We have extended the lunch time and now have three sittings. We do not want more than three sittings as this impacts on PE so we have put some of the children in their classrooms for lunch. The children say they enjoy it. It is quieter, it's calm and they can talk to their friends.</p>
<p>Parent - What if all or even half of our children wanted school dinners; could the hall cope?</p>	<p>Gary Cooke – Yes. And a proper hot lunch aids learning.</p>
<p>Planning and Transport sub committee rep – The Planning and Transport sub committee has not had any discussions with the Education department re a permanent 3FE expansion. We had a debate over temporary classrooms and agreed to the temporary placement of classrooms. This year the LA produced its Commissioning Plan. In it there were no medium or long term plans for Kings Hill. The short term plan confirmed temporary accommodation at Kings Hill. Plan also confirmed ideal size for a primary school is 2FE.</p>	<p>Gary Cooke – There has been no mention of permanent planning application as this has not been submitted. When it has been submitted you will be consulted – along with other statutory consultees. The Commissioning Plan (p58) includes medium and long term commissioning on Kings Hill. It is expected that a planning application for 950 houses is going in. We will tell the planners what is needed in the way of a school. The long term plan is the expansion of that school. David Adams - Although the LA's preference is for 2FE primary schools, we have 0.5FE schools to 4FE schools. We have a variety. We don't always have the option; children don't come in nice round packages of 30.</p>
<p>Parent - I have visited most schools in Kent in my previous career. Kings Hill has a model school here. Pavilions, mobiles – failed drastically. KCC got rid of the mobiles. You have taken a model school and are adding mobiles. It will be a shanty town – no better than any other school. Expansion should be permanent or expand Kings Hill school. You had mobile classrooms out there that were 25 years old. In 25 years you will have a mobile out the back of this school. Children trekking across the playground in all weathers.</p>	<p>Gary Cooke – failing schools do not fail because of buildings, but because of teaching. If children receive quality teaching – such as here – the school will not fail. There are numerous schools in the county in excellent buildings that are not as good as they should be. We do not want to have permanent “temporary” solutions. Part of the solution of making the PAN 90 is to provide stability and then we can provide the permanence. David Adams – The pavilions could equally be deemed permanent. Proper foundations, potentially permanent, 60 year lifespan, drainage etc. It could have a permanent planning permission. It is intended to blend in better with the school - pitched roof etc. The key question is what is the long term provision needed in Kings Hill? Normally we expect more children to come forward from a development during the early part of the development and then it settles down as children move to secondary school. You need stability, which we can provide. In 15-20 years' time there may be less demand so we can</p>

Question / Comment	Answer
	consider taking this school back to 2FE. You will all have views, and parents at that time will have views. We want to ensure we can meet current and future demand.
<p>Resident - Two points: Under BB99 each child should have 2.2sqm inside and Xm outside. Have requirements diminished to meet new sizing. The MORI poll was inaccurate. Pupil Product Ratio of 0.28 per house and 0.07 per flat is KCC ratio not Kings Hill ratio. Kings Hill has extra bedrooms. Tonbridge & Malling Borough Council do not know current population and do not know population in 5 years. Going forward how can we be sure it's correct?</p>	<p>David Adams - BB99 is now superseded. Kent always had more luxurious building brief than BB99 – generally classrooms were larger. BB99 sets out what government defined in the past. Government said to just use this as a starting point. The School Premises Regulations 2012 are now two sides of paper. "Suitable outdoor space ..." is the definition of how much green space a school needs. Classroom sizes are now smaller in the EFA's exemplar design. The MORI survey showed how many children might come out of a development. We found on Kings Hill that it's running about 0.42 primary aged children per house as opposed to an expected 0.28. Agreed with Liberty to use the Kings Hill model in the future so 950 houses will use that model. Fine for phase 3, but still have debate over how to correct current issue. Liberty have no legal obligation to do anything but it is in all our best interests to work together.</p>
<p>Parent – This was a scripted delivery. I am very angry about the things you have said about parents here tonight. It's already been decided. It's a given. How do we know you will listen?</p>	<p>Gary Cooke – ECC Members try to ensure that education is provided in Kent for children in the best possible way. Re scripted delivery by Headteacher and Chair of Governors – that is their view; they are not the LA's view. I fully expect David to recommend expansion. ECC committee will consider responses received. It's very important that you all respond.</p>
<p>Parent - Discovery should be a 2FE. It's not about whether this building can cope. It's about wear and tear of outside space. I've spent a couple of years with Reception children – 90 of them. There is no time for individual attention in outside activities – they are wearing and tearing their environment. All done very quickly, should be rich learning.</p>	<p>Allison Farrall - Thank you for the work you have done. It is still the same ratio. The outside learning environment is probably 6, 8 times bigger than other schools. Wear and tear – yes a huge amount but we have a budget for this. If we have the use of the all weather pitches this will be a luxury for a primary school. We are going to lose a small amount of space. We have looked at converting soft play into hard play and developing rough area at front into KS1 area. We call them pavilions – not mobiles. Visited Challock PS – they call them lodges, Ryarsh PS call them pods. My staff are fighting to get into them. They are bigger, lighter, they have air-conditioning.</p>
<p>Local Member - Three years ago we fought to get an expansion at this school. 30 very anxious parents wanting a place at a school on Kings Hill. I have been fighting for 3 years for a 3rd school. The ideal solution would be a new school 300 yards up the road. We don't have it now. Therefore the best solution is to expand this school. What I'm really pleased</p>	

Question / Comment	Answer
<p>about is how this school has taken it in a very positive way. The Headteacher can do it, the staff can do it.</p> <p>We still need that 3rd primary school and I will be speaking to David Adams and Gary Cooke to make sure we do get it. If we don't get it we will continue to have 30 anxious parents every year. I would ask you to support the proposal here tonight.</p>	
<p>Parent – This is focussing on reception intake. With all the families moving into the area there will be older children. What guarantees will we have that KS2 classes won't go to 35 children?</p>	<p>David Adams – Our strategy focuses on YR as that's when the majority of children enter school. We cannot easily accommodate older cohorts. Far fewer families move with children of school age. But that's no different here to anywhere else – Tonbridge town, Maidstone etc. We will only be admitting 90 into the school. We will not ask the school to take in 91 or 92.</p> <p>Appeal panels will look at each case individually and may let additional children in but that is outside my control.</p> <p>Allison Farrall – if a family does appeal they are nothing to do with the Education Department. We send in papers defending our situation. For some families it is not good news. We do not want more than 30 in a class. I know in years 3 and 4 we have a few additional children but it is not my choice.</p>
<p>Parent - My concern is that it seems a lot of piecemeal activity and no cohesive activity. Why is the lean on Discovery why not on Kings Hill School?</p> <p>I also have concerns over consultation process in terms of non parent residents being approached.</p> <p>I have heard rumours about older children being displaced. Will this happen to my daughter?</p> <p>I feel sorry for parents sending their children to a 90 intake school. Not the same experience as some children have had.</p>	<p>David Adams - Part of the rationale of looking at this school is that it is more popular, the Ofsted grade is higher. Kent Commissioning Plan talks of expanding popular and successful schools. Plus, the majority of new housing was at this end of Kings Hill so more parents seek places here.</p> <p>Why not Kings Hill School? We are looking at Kings Hill School as well. 175 children this year. At least 175 in 2013 coming in. We have done some feasibility work and are looking at whether we can add additional accommodation to take a bulge in 2013 and 2014 and if needs be beyond that.</p> <p>The strategy is for a 3rd school. No planning application has been submitted, but there will be one. Probably in planning terms it will be successful. If 3rd school does go ahead it could be open by September 2015.</p>
<p>Resident - I was one of the 20 displaced parents and my child goes to Watlingtonbury. If Kings Hill School is expanded will the displaced children be brought back and how will this be managed? If 3rd school is going to be built you will learn from Discovery and will build as 2FE able to expand to 3FE if required. And it will have sufficient outdoor space.</p>	<p>David Adams – 3rd school will be funded by Developer Contributions. The developer will give as little as they can, we will ask for as much as we can justify. It is in everyone's interest here to get it right.</p> <p>There is a two year time lag between building and paying out. Liberty are builders as well as site agents so are more reasonable. 1,000 houses – do I need it to be 3FE to meet existing demand? How long will that demand last? I can make a case around 2FE – not sure if I can make a case around 3FE. Liberty want to work with us to make sure we</p>

Question / Comment	Answer
	<p>have future proofed the issue and I am optimistic about it.</p> <p>Open with YR and then smaller half year classes. When we opened Goat Lees, Ashford we asked whether parents wanted just YR or all ages. We had overwhelming support for all ages to be able to accommodate siblings.</p>
<p>Parent – My child is at Mereworth as could not get into Kings Hill Primary School. Ask all Kings Hill residents who have children whether they want permanent 3FE at Discovery. I am happy with temporary accommodation to get over the hump, but not comfortable with 3FE permanently. I would be happier with Mereworth as 1FE. You need to have widespread consultation with all residents before permanent issues are discussed.</p>	<p>Gary Cooke – Mereworth is satisfactory so we would not look to expand Mereworth.</p> <p>David Adams - PAN has changed. Looked originally at 1 year expansion then 2 year. I don't have a 3rd school site but there are 175 children who need provision this year, next year and probably the year after.</p> <p>If we expand by more than 25% we need to go through a statutory consultation, a significant enlargement.</p> <p>Experience suggests that once the development is built out things settle down. At some point we will be able to scale Discovery School back to 2FE. The question is when?</p>
<p>It costs just over £120k for a new classroom. If you spent the money on mobiles why did you not spend it on a new school? You own the land not Liberty.</p>	<p>David Adams – We do not have control over that land. We are in partnership with Liberty and we cannot legally take land away from the partnership. We want to deliver places for the community.</p>
<p>Parent – I have a question around SEN. If you are bringing more children into the school, it will be 90 children per year for ever. The SEN space has gone. There are many children with AEN coming in. I want to see that SEN space is put back or at least provided in the same way. The plans for the new car park now show fewer disabled car parking spaces Long-term we will run out of space – what will happen then? You can't have a private consultation with someone in a corridor. By the time my child is in Year 6 there will not be a single room left for SEN</p>	<p>David Adams –Discussing SEN are with school. Easy solution is to put in some accommodation early to be able to use in different way.</p> <p>Allison Farrall: Parking - on the original plans no disabled bays were marked out. We had the bays marked out ourselves. The number put down now is the official number.</p> <p>The SEN room was small and dark and nobody wanted to work there. We are waiting to hear when the second pavilion will be on site. We could use this for SEN, or could put Yrs 5 and 6 outside and SEN inside. We are looking at ways of creating additional space in the building.</p> <p>Mark Wardle –There have been delays putting the classrooms in. Not the fault of the LA. Foundations have gone in for 2 of the classrooms, we have permission for 6. Regardless of what you decide now, we already have or have agreed to accommodate 4 additional years.</p>
<p>Parent - If you're going to add classrooms add them all at the same time.</p>	
<p>Parent - We are here today because of previous short-sightedness. The free school was rejected as it was not different enough. I'm pleading with planning authorities. Please look at what a mess has already been caused here. People are spending money on houses in a</p>	<p>Gary Cooke –Generally we agree with you. The funding for a new school will come from Developer Contributions. That will be from the new housing, not from the current housing. We do not have the money otherwise to build a new school. If we don't expand here the children will have to go to schools in adjoining parishes and villages.</p>

Question / Comment	Answer
<p>dream to walk their children to school. I know that Liberty will say if you give us permission to build these houses we will provide a 3rd school, but we need the 3rd school now.</p> <p>Re the free school application. We were looking at 6FE on Kings Hill and that was a year ago. You are looking at an extra need for 2013 but there is a need now.</p>	
<p>Parent - Looking to the future every school is getting bigger. Are there plans to extend secondary schools? Why wasn't this consultation done three years ago when you knew there were problems?</p>	<p>David Adams – Planning for secondary is a little easier as there are 10 years worth of children in the system. Looking at where children go to school - 43% go to grammar schools in Maidstone or Tonbridge. That is unlikely to change. About 10% go to church schools in Maidstone and Tunbridge Wells. In essence, over half go to those provisions. The remainder go to a range of schools, particularly Mascalls. Assuming Kings Hill ends up with 8FE of primary places, these figures show there would be 4FE of pupils seeking non-selective, non-denominational school places.</p> <p>6FE is the minimum size of secondary. Don't see a stand alone school here being viable on that basis and Malling school has spaces. There are references in the Commissioning Plan re opening selective provision to support Sevenoaks. If that goes ahead, capacity will be freed up in Tonbridge. Some local schools are planning to increase their intakes already.</p>
<p>Parent – You said that if the school expands by more than 25% we need a statutory consultation. That worries me as it implies things have gone wrong in the past. By growing to 630 how will we compare to other schools of that size?</p>	<p>Gary Cooke – Allison Farrall is an outstanding leader. She is one of the best headteachers in Kent not just in the Tonbridge & Malling District. We have a range of schools. Some of our 3FE schools are outstanding. We even have 4FE.</p> <p>David Adams - Woodlands JS is 3FE and it outstanding. But just because you are another 3FE does not mean you will be the same. Difficult to compare.</p> <p>Allison Farrall - We have astonishing and outstanding staff here. We are lucky – we attract very high quality teachers here. The Governing Body are hot on questioning us. That is part of their role. They question – they do not just expect. Hand on heart, given the choice of 2FE or 3FE I would say 2FE. That is what the school was built as. But, there is a great need out there. We have done a fantastic job in supporting the community. Standards have not fallen.</p>
<p>Parent - from what I can see in a simplistic way there is mismanagement going on here. Everything going on here exacerbates the problems – mismanagement. Did the planning department not speak to you? The general public, the buyers need to be able</p>	<p>David Adams – We meet regularly with Tonbridge & Malling planners. This situation arises from what I said earlier. If you build this number of houses, you will expect to have that number of children. You have to have a defensible model when seeking contributions. However, the reality for every site will be different. We know the Kings Hill demographics</p>

Question / Comment	Answer
to make a decision. A lot more people need to understand what's going on to prevent this happening again. I don't know how you can allay those fears. I'd like to know what goes on between KCC and the planners.	are different and we also want to correct the problem we have now. Lack of places does not help Liberty sell properties. Commercially it's in everyone's interests to get it right. Liberty paid what we asked them to pay at the time.
Parent - I've been sold a dud. I came here thinking it would be a great place to live. My son is 2 years old. I don't know what school he will go to.	
Parent - if we have plans for 630 children why was an application for a Road Crossing Patrol turned down this year?	David Adams - I manage that service. The criteria used will look at traffic movement. Traffic here is generated mainly by parents. Road Crossing Patrols are for fast moving roads not residential streets outside a school.
Parent - we may be able to cope, we have coped over the past couple of years, but that does not necessarily make it the best outcome for pupils. Headteacher said this school should ideally be 2FE. It may cope for a few more years but it should be 2FE. Do you have any schools that have gone up to 3FE and then gone back to 2FE?	David Adams – part of the aim is to have some surplus capacity but not too much. Willesborough IS and JS in Ashford reduced from 5FE to 4FE. A number of schools dropped from 2FE to 1FE. St Mary's in Folkestone went from 2FE to 3FE, back to 2FE and we may ask them to go back up again.

112 people attended the meeting.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number 12/02011 - Proposal to expand Stone St Mary's Church of England Primary School
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Stone St Mary's Church of England Primary School by issuing a public notice to expand the school

1. Introduction

1.1 The Dartford District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Stone and Fleetdown areas.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Stone St Mary's' Church of England Primary School.

1.3 This report sets out the results of the public consultation, which took place between 5 November 2012 and 17 December 2012. A public meeting was held on 8 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Stone St Mary's Church of England Primary School by 30 reception year places taking their PAN to 90 (3FE) for the September 2013 intake. Successive reception year intakes will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'.

3.2 The Dartford section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Stone planning area.

4. Outcomes of the Public Consultation

4.1 A summary of the comments received during the consultation period are given at appendix 1.

4.2 The number of respondents to the consultation who were in favour of the proposal was equally balanced by those against. The Comments and questions raised at the public meeting are explored in paragraph 5.2 below.

4.3 A copy of the questions, comments and responses made during the public meeting are given in appendix 2.

5. Views

5.1 Local Member

Mrs Penny Cole is a governor of the school and has provided the following comments: "I know the parents are not generally happy about the enlargement, and as a parent I can understand that but I think the overriding factor in this is the demand for places at the school and the sudden increase in the number of families coming into the area from London boroughs and this is a concern which we have to address and I think Stone, St Mary's is the best school in the area to do that. Again there is the parking issue which I would like to be considered at the planning stage if the enlargement is approved."

5.2 The following issues were raised at the public consultation meeting:

Concern over the potential for a dilution in ethos or standards at the school.

The responsibility for maintenance of standards at the school is vested in the Head teacher, Mrs Susan Taylor and the Governing body. Both made it clear during the public meeting that they believed that neither performance standards nor ethos were at risk.

The Chair of Governors, Mr Alaric Bonthron, delivered a clear and focussed speech in which he assured parents that he would not let the ethos or standards of the school deteriorate and that the governing body were fully supportive of the proposal to enlarge the school.

Concern over the potential for an increase in traffic or local parking issues.

Access to the school is via Hayes Road. It and the surrounding roads are largely residential, and drop off and pick up parking can cause traffic issues. These issues would need to be considered in the wider planning, following a survey by Kent Highways. Possible solutions include additional parking/stopping restrictions, installation of a turning area inside the school and walking buses.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. The head teacher will have access to the project manager and will be able to exercise complete control over any work being done, particularly if it is felt that health and safety may be compromised.

Concerns over staff parking.

There is limited capacity on the site and an increase in car parking spaces is an issue. Part of the feasibility study will consider what options there are to increase the car parking capacity.

Concerns about the need for additional places that would require Stone St Mary's to expand.

The local authority has a statutory duty to ensure that sufficient school places are provided. The case for the expansion is predicated on the forecasting methodology in use. Forecasts clearly indicate a significant and sustained increase of school age children in the Stone planning area.

5.3 Area Education Officer

Following careful consideration of the above issues, the AEO fully supports this proposal. This enlargement is one of three proposals for the Stone/ Greenhithe/ Swanscombe area, due for September 2013. Demand in this part of Dartford district has currently outstripped capacity and forecasts indicate that this increasing demand is likely to continue. The AEO is of the belief that this enlargement is not only

necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of Stone St Mary's Church of England Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding, as indicated above. The AEO believes that these conditions are reasonable and can be incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to certain conditions and caveats.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been offered the opportunity to contribute.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Stone St Mary's Church of England Primary School by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your_council/priorities, policies and plans/priorities and plans/bold_steps_for_kent.aspx](http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Dartford District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

9. Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

Simon.webb@kent.gov.uk

Proposal to expand Stone St Mary's Church of England Primary, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 157

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	3		1
Staff	40		
Parents	28	3	65
Pupils		5	5
Other	3	1	3
Totals	74	9	74

Comments in favour of the proposal:

- Good school which could be available to wider community.
- Need for more school places in area.
- Benefits local community and local children.
- Allow for school hall to be extended.
- Could alleviate parking issues by changing school start & finish times.
- Opportunity for children & local community to get involved with design/layout of new building.
- Would be nice for siblings to be at same school.

Comments against the proposal:

- Provision for existing pupils may be compromised.
- Disruption to children whilst building works undertaken.
- Lose Christian/family ethos.
- Traffic congestion.
- Lack of car parking.
- Speeding cars and lack of consideration for residents.
- Health & safety concerns.
- Possible loss of play areas.
- School will be unable to cope with additional pupils.
- Feel consultation period insufficient – should be 12 week consultation period
- Insufficient information available to make informed opinion.
- Loss of special garden for Taylor Joel Stockford (pupil who died)
- Li`- 111e our school just the way it is.
- No access to public transport.

Proposal to expand Stone St Mary's, Dartford

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to enlarge Stone St Mary's CoE (VC) Primary School
- To give you an opportunity to ask questions
- To listen to your views and opinions

Kent County Council is proposing that Stone St Mary's CE Primary School increase its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places.

A short presentation outlining the proposal for expansion was given by Simon Webb.

Stone St Mary's has an outstanding headteacher, staff and governing body and KCC are confident to enlarge the school.

Building work will be agreed with school to ensure the health & safety of the children on site. It is hoped that the majority of the building work takes place during the summer holiday period.

Statement from the Headteacher, Susan Taylor

- Our staff are committed to providing a friendly, caring learning environment in which all children are encouraged to achieve their potential.
- We also a Rights Respecting school – support UNICEF charity for children.
- Is it a morale obligation to provide more places for children?
- Have received responses from parents, staff, governors and children – one being from a child who says, children need to have the chance to have a school near their home.
- A lot of responses have been positive because of morale obligation, however not everyone is in favour and need to think very carefully.
- Vast majority are in favour but everyone has questions.
- We are a family school and I know most of the children's names but if we go to 600 can we maintain this – we will endeavour to do so.
- Having a larger community means we have greater diversity, offering more opportunities.
- One of biggest reservations people have is the traffic. County Council have installed zig zag lines and would like more but it is a real concern.
- Could develop walking buses – encourage more children to walk to school, choosing the healthier option.
- See as exciting opportunity for young staff to develop leadership skills and remain at the school.
- How is the building going to work – where can we put 7 more class rooms. A lot of work and a lot of disruption.

In 2005 had less than 250 children was an inadequate school, made tough decisions but always maintained our focus to keep improving the quality of our education for the children.

We are now an outstanding church school, looking forward to Ofsted coming and hopefully they will say we are a good school moving upwards.

Speaking to a Y6 he said, 'I think we should then hopefully more children can come here and enjoy the school as much as I do'.

Whatever the decision, can see for's and against like everybody. You as parents need to know that I, the staff and governors will keep our focus and passion of every child having the best education we can offer.

Statement from the Chair of Governors, Alaric Bonthron

- Staff doing a tremendous job to raise standards within the school. As governors, it is our duty to make sure that everything we do is to the benefit of the children.
- Finances, maintaining the staff is difficult as there a few opportunities for them. If the school enlarges it will give us the opportunity to attract more staff.
- If bigger school transition to secondary easier for the children.
- Major issue is the car parking – make sure your issues are raised as part of the consultation process so can take into account.
- Opportunity for the children in the area as school has gone from having spaces to a waiting list – people who are slightly further away want to come to the school.
- CoG urged the parents to take part in the consultation process.

Rochester Diocese Representative, John Constanti

Apologies were received from John Constanti of Rochester Diocese.

<p>Thanks for the presentation. Not so concerned about the logistics – major concern is levels of attainment. Are you going to maintain same class sizes? Will the school be able to recruit new staff in time?</p>	<p>In terms of class room sizes, ratios of children to teachers – that will not change and will remain a class of 30. No matter how many children in a class we will do our best to maintain the progress we are making. KS2 results are fantastic and want to keep this going. In terms of recruitment it gives one term to recruit.</p>
<p>Tick on box – do you agree or do you disagree, how many ticks will it take for you to make a decision one way or another. What is the percentage?</p>	<p>No minimum or maximum number – everyone’s views will be equally considered. You are not actually voting on this – it is a consultation and you are providing us with your opinion and we make a considered judgement.</p>
<p>How can we agree without seeing a plan of the final building and at what stage will this be available?</p>	<p>A feasibility study will be carried out and I encourage the governors of the school to have an open evening for parents and local to view.</p>
<p>I understand you take into consideration the traffic situation but there is a problem with construction vehicles around here. The school was originally built as a 2FE school and I feel does not allow expansion to 3FE.</p>	<p>There is no spare land around this immediate area (where the children live as priority of the County is to ensure that local children get to their local school).</p>

<p>If the County Council are proposing to expand this school and also Knockhall does this not demonstrate the need for a new primary school?</p>	<p>We were anticipating the need for a new school near the Ingress Park development but there was no pupil product coming from that site so no demand for a new school. Two years on we have more children coming off that development so that is why we are expanding Knockhall.</p>
<p>In Bluewater the Borough Council are planning to build over 3,000 houses so shouldn't you be anticipating this increased demand and build a new school rather than trying to accommodate the children at Knockhall and Stone.</p>	<p>There going to be about 7,000 units across the Ebbsfleet Valley – the distance between the new development and demand at Stone is too far for a 5 year child to travel. KCC policy is to try to ensure young children do not have to travel far too local school.</p>
<p>Can you clarify which schools expanding in the area, is it just Stone St Mary's.</p> <p>You are not expanding Cray lands, as they are only a 1FE school.</p> <p>Is this building work going to be subject to any kind of PFI involvement.</p> <p>Obviously we want to protect standards because the school has made great strides in the last few years. Would it not be the wisest thing to have people distracted from ensuring that standards remain high?</p>	<p>As well as Stone St Mary's, the following schools are being considered, Knockhall – from 2014 and Fleetdown.</p> <p>I am not sure the site is big enough to house a 2FE school but also it is the only PFI (Public Finance Initiative) school and to put more buildings on the site will probably cost two or three times more enlarging a maintained school.</p> <p>No.</p> <p>Want Ofsted to come tomorrow as we think they will see a difference. I do agree during things like this we can lose our focus – if proposal did go ahead need to look at staffing, including someone to project manage that side of it, so my focus remains on standards.</p> <p>It is up to the governing body to ensure that focus is not lost and hold people to account about that drive and performance.</p> <p>The aim of the County Council is to improve standards in all its schools and actually in last two years we are starting to drive standards up in primary schools across Kent. To be a good school requires good teaching and good leadership and that is what you have got here.</p> <p>The County will provide you with a Project Manager and will work with the school to make sure standards are maintained and the headteacher and teachers not distracted.</p>

<p>We have been aware this might happen for a number of months and our budget for example to renew our ICT suite has been put on hold. If this proposal doesn't happen until next summer, will you allow us to have a bigger roll over?</p>	<p>As a primary school you are allowed to have reserves up to 8% before the claw back occurs. The answer is yes but it needs to be associated with a specific programme. If the reserves had just built up it would not be allowed.</p>
<p>What you are going to do about those 27 children that have been taxied out to schools like Temple Hill. What happens to Y1 next year – are you planning to put an extra class in for those children that want to go to the local school?</p> <p>The County did put an extra class of Y1 in my present school rather than putting them in taxis to travel to another school.</p>	<p>We will leave the children where they are in their current schools; as if we removed them it could cause a lot of turbulence in those schools.</p> <p>We could consider placing those 27 children in the school if the expansion takes place. Not ruling it out but preference is not to move the children.</p> <p>Am very keen to minimise the disruption to the children in their existing schools. To minimise disruption means probably doing it one year group at a time. Each school needs to be looked at on individual merits.</p> <p>Lovely idea to try to accommodate the children who have to travel but have morale obligation to children and other local schools and do not want to upset the schools because we have opened up an extra class.</p>
<p>Surely if you don't start building a new school because of future developments you are going to have the same situation as Ingress Park, you may find yourselves in a situation of constantly expanding existing schools</p>	<p>When new development comes on stream a S106 agreement is signed and developer contributions are awarded to the local authority to help fund the building of a new school. The funding is not released to build a new school until a certain number of housing units are built. The local authority will need that new school, of that we are sure because all the primary schools will be full.</p>
<p>Have concerns that not all the children can fit into the school hall, if it is being expanded will the children eating their lunches in the classroom be brought back into eat with their friends.</p>	<p>We want a hall, size appropriate to accommodate all the children for worship and all the other activities. As governors we feel it is really important to have all the children mix and it will double up as a dining room as well.</p>
<p>Worried about how long the disruption will carry on for.</p>	<p>Wish would be for foundation work for large buildings, i.e. school hall, class rooms will be undertaken during the summer holidays – estimation of when likely to finish March 2014 and then from September everyone one of the classrooms fitted out.</p>

<p>As school gets bigger, gradually by 30 per year, will the support be there for the school, i.e. dinner ladies, administration staff, and you need necessary staff in situ to make sure the transition is smooth.</p>	<p>Members took decision 3 years if expanding a school, the schools budget will increase in September 2013 by 30 lots of money for reception age children from Sept to March so in next financial funding will continue for those children for that year. In the past we use to expand school and give no money until following April but now forward fund to enable headteacher to ensure sufficient staff and resources in place.</p> <p>The amount of money each child gets as they pas through school is enough to secure support staff – heating/lighting money will also increase in the budget.</p>
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40 people attended

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 02/02007 - Proposal to expand St Botolph's Church of England Primary School (Aided)
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St Botolph's Church of England Primary School by issuing a public notice to expand the school

1. Introduction

1.1 The Gravesham District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the West Gravesham and Northfleet areas.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand St Botolph's Church of England Primary School.

1.3 This report sets out the results of the public consultation, which took place between 8 October 2012 and 26 November 2012. A public meeting was held on 10 October 2012.

2. The Proposal

2.1 It is proposed to enlarge St Botolph's Church of England Primary School (Aided) by 30 Reception Year places taking their PAN to 60 (2 FE) for the September 2013 intake. Successive Reception year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'.

3.2 The Gravesham section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the West Gravesend planning area.

4. Outcomes of the Public Consultation

4.1 Of the 14 responses received, 12 opposed the proposal. Comments and questions raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Members are Mr Harold Craske and Mr Leslie Christie.

Mr Christie:

"I am opposed to dealing with the problems in Northfleet by using a Church School with restrictive admissions policy. This did not serve the needs of the local community when the pupil next door to the school could be refused admission in favour of any faith believer 2 miles away. I believe the problem would be best overcome by getting Dover Road Community School out of category or expanding Rosherville earlier than currently planned."

Mr Craske has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public meeting

Concern over the potential for a dilution in standards or the spiritual ethos of the school.

The responsibility for maintenance of standards and the spirituality of the school is vested in the Head teacher, Mrs Sharon Smith and the Governing body. Mrs Smith made it clear during the public meeting that she was committed to ensuring that neither performance standards nor ethos were at risk and that the enlargement would be a source of enrichment for the school.

Concern over the potential for an increase in traffic or local parking issues.

There is currently a single access onto Dover Road, which is at that point, quiet narrow with residential parking, sometimes on both sides.

The access to the school may need to be considered as part of any redevelopment of the site and Property Group have factored this in to their feasibility studies. A possibility under consideration is the opening of a second entrance and the creation of a drop off area, inside the school grounds.

There are concerns about the roads around the school, with walking buses being a possible solution. A new traffic survey will be sought in parallel to the planning process, in order to clearly define the impact of traffic resultant from this proposal. Once full information is available, the School Travel Plan will be updated.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. A project manager will be appointed and Mrs Smith will maintain complete control over any work being done, particularly ensuring that health and safety issues are not compromised.

Concerns over staff parking

There is limited capacity on the site and an increase in car parking spaces is an issue. This will need to be looked at and if deemed necessary, incorporated into the planning for the new build.

5.3 Area Education Officer

The AEO fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

All other schools in the planning area were considered. No other schools in the planning area can be enlarged without a full rebuild. Such rebuilds would provide a poor return on public funds. It would also likely take much up to two years longer, by which time; the local authority would be at serious risk of failing in its statutory duty to provide sufficient school places.

5.4 Governing Body

The Governing Body of St Botolph's Church of England Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding. These conditions have been incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to certain conditions and caveats.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been offered the opportunity to comment on the proposal.

6. Equality Impact Assessment

An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St Botolph's Church of England Primary School by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

<https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic->

[plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Gravesham District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

Proposal to expand St Botolph's Church of England Primary School (Aided), Gravesham

Summary of Written Responses

Printed Consultation Documents distributed: 500
 Consultation responses received: 14

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	1		1
Parents	1		9
Pupils			
Other			2
Totals	2		12

Comments in favour of the proposal:

- All children have a right to be educated and the population in Northfleet has greatly increased.

Comments against the proposal:

- We are concerned that such a dramatic expansion on pupil numbers could compromise the unique ethos and pastoral strengths of the school which were a key factor in our selection of St Botolph's.
- To expand would destroy the intimacy, quality of teaching, safe feeling and also spoil the reputation of the school.
- The family/community feel would be lost as children from other areas would come to the school.
- Parents have historically chosen this school precisely because of the single form
- The grounds are not big enough to cope with double the amount of pupils.
- Existing green space will be lost to accommodate the extra building size and additional staff parking.
- Children entering 11+ year will be exposed to disruption at this crucial point of their primary education.
- Unfair that the existing children are going to be subjected to disruption for the benefit of future children and new families moving into the area.
- Severe traffic problems already exist. Dover Road outside school is already a bottle neck for traffic in both directions which will only worsen with the increase of pupils/parents creating safety issues for the children.
- Building work raises concerns about Health and Safety issues.
- Loss of residents parking if drop off/pick up area created.
- The Gravesend West Planning Area Forecast shows the only potential shortfall of available places, if the proposal does not go ahead, is for 2015-16. This shows a forecasted shortfall of 1. It seems the disruption to existing children, the impact on traffic and massive change to the school community is not justified.
- The possibility of staggered play times to accommodate increased pupils is not conducive to learning as the noise of other children playing is disruptive.
- Why not get housing developers to build new schools as part of their developments.

Proposal to expand St Botolph's CoE (VA) Primary School, Gravesend

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand St Botolph's Primary School.
- To give members of the public an opportunity to ask questions and comment.
- To listen to views and opinions.

Simon Webb delivered a short presentation outlining the proposal for expansion.

Statement from Headteacher

Population within Northfleet is growing and as the headteacher felt the children deserve a decent education has agreed, in principle, to the proposal to increase St Botolph's to a 2FE Primary School, subject to caveats already forwarded to KCC.

Statement from Chair of Governors

School is heavily oversubscribed with 130 applying for 30 places. The expansion proposal has the full support of the Governing Body. St Botolph's delivers an excellent standard of education, with a Christian ethos and the links formed with the local church will remain.

Question	Response
Have concerns about the safety of the children whilst construction works undertaken and the impact it may have on their education.	<p>The local authority understands parental concerns.</p> <p>Most of the heavy construction work will be carried out during the summer holidays but the local authority cannot guarantee this.</p> <p>Could be used as a positive learning experience for the children.</p>
Part of the ethos of the school is attendance at Church services by the children. Will this still continue, given the increase in pupil numbers to 420?	<p>Attendance of Church services at St Botolph's, will continue, with the help of additional staff and parent helpers.</p> <p>The statutory ratio of adults to children will be adhered to and wherever the children travel within the school environment a detailed risk assessment is undertaken.</p>
Parking and access to the school is very limited. If children from the Springhead development decide to come to St Botolph's the traffic will increase significantly, so can the local authority ensure parking and access at the school will be looked at.	<p>A full feasibility study will be undertaken and KCC Planners, Highways and Borough Council representatives will be heavily involved in these consultations.</p> <p>Parents are discouraged from parking outside the school but the message may need to be reinforced with the assistance from the local police and traffic wardens.</p>

<p>Dover Road junction at traffic lights is very hazardous, especially for children walking to school alone. Feel a pelican crossing is essential in terms of health & safety of the children if the school wishes to develop further.</p>	<p>Both the headteacher and governors are adamant that the road network is looked at during these consultations.</p> <p>A lollipop person could be appointed to ensure the children cross the road safely.</p> <p>All highway requirements will have to be satisfied before this proposal can progress further.</p>
<p>As a parent I am excited and apprehensive about the proposals to expand the school and would like to encourage parental participation. Would also like reassurances that funding is in place to see building work through.</p>	<p>Have a six week consultation period to allow for parents, staff, local residents, children to comment on the proposals.</p> <p>The consultation would not have reached this stage if funding was not in place. Basic Need Funding comes from the government when there is indigenous growth. If the proposals are agreed it is expected that the formal cabinet decision will be made around March 2013, then the tendering process will begin.</p>
<p>Would like to remain positive about the expansion proposals and accept there may be some disruption to the children. However, would like more detail as to what facilities will be provided.</p>	<p>The Manor Primary school has gone through extensive improvement which you are welcome to visit.</p> <p>The planners and architects will determine the footprint for the school site but it is up to the headteacher and governors to be creative in how they use the space provided. Improvements are likely to be made to the school hall, kitchen, toilet, play space facilities.</p> <p>In the interim demountables of excellent quality can temporarily accommodate the extra children. They are steel framed, air conditioned, carpeted modular builds.</p>

20 people attended

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 18 January 2013
Subject	Decision number: 12/02006 - Proposal to expand Sevenoaks Primary School
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Sevenoaks Primary School by issuing a public notice to expand the school.

1. Introduction

1.1 The Sevenoaks District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Sevenoaks Town area. This proposal is one of several in the area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation take place on the proposal to expand the Sevenoaks Primary School.

1.3 This report sets out the results of the public consultation, which took place between 8 October 2012 and 26 November 2012. A public meeting was held on 9 October 2012.

1.4 It should be noted that Sevenoaks Primary School has been identified through the Priority School Building Programme to have a rebuild by 2016/2017.

2. The Proposal

2.1 It is proposed to enlarge Sevenoaks Primary School by 30 Reception Year places taking their PAN to 90 (3FE) for the September 2013 intake. Successive Reception year intakes will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

3.2 The Sevenoaks District section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Sevenoaks planning area.

4. Outcomes of the Public Consultation

4.1 Of the 18 responses received, a slight majority were in favour of the proposal. The comments and questions raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr John London who has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public consultation meeting:

Concern over the potential for a dilution in standards at the school.

The responsibility for maintenance of standards of the school is vested in the Head teacher and Chair of Governors. Mr Duffy, the headteacher delivered a very robust speech during the public meeting stating that he was completely confident that performance and standards would not be allowed to deteriorate and that the enlargement would be a source of enrichment for the school, providing additional flexibility and versatility to the teaching complement.

Concern over the potential for an increase in traffic or local parking issues.

The school is an old secondary school with two entrances. The roads that provide access are residential and off street parking is readily available, although busy during drop off and pick up.

A new traffic survey will be sought in parallel to the planning process in order to clearly define the impact (if any) of additional traffic resultant from this proposal. Walking buses become more viable as the school expands. Once full information is available from Highways, the School Travel Plan will be updated to incorporate recommendations from KCC Highways.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. A project manager will be appointed and the head teacher will retain complete control over any work being done, particularly if it is felt that health and safety may be compromised.

Concerns over staff parking

There is limited capacity on the site and an increase in car parking spaces is an issue. This will need to be incorporated into the planning for the new build.

5.3 Area Education Officer

Notwithstanding the above, the AEO fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of Sevenoaks Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding. The school believes that there is a clear need for enlargements to infrastructure, with which, the local authority will largely concur.

The AEO believes that these conditions are reasonable and can be incorporated into the planning for the school, including incorporating the Priority School Building Programme requirement.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to conditions and caveats listed above.

5.6 Parents

The majority of parents who responded, support the proposal.

5.7 Pupils

The pupils of the school have been offered the opportunity to comment on the proposal.

5.8 Other respondents

Local residents and the town council have responded and listed their concerns about the increase in traffic in Bradbourne Park Road and some of the surrounding private roads. Their comments also highlight the difficulties in parking and movement during drop off and pick up times.

6. Equality Impact Assessment

An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to comment and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Sevenoaks Primary School by issuing a public notice to expand the school.

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Sevenoaks District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

Proposal to expand Sevenoaks Primary, Sevenoaks

Summary of Written Responses

Printed Consultation Documents distributed: 700
 Consultation responses received: 18

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff			
Parents	8	1	5
Pupils			
Other	1	2	1
Totals	9	3	6

Comments in favour of the proposal:

- We support the increase in size because of the projected rise in requirements for places.

Comments against the proposal:

- Expansion of the school will only make the anti social problems that the residents are experiencing worse.
- School and facilities are already pushed, free space/playground etc. (clubs oversubscribed).
- The school buildings are dated and not designed with a primary school in mind, it is also currently at capacity.
- The infrastructure cannot accommodate the increase.
- Unless the buildings/school were to be expanded separately to the existing buildings we cannot see how this would not have a detrimental effect on the pupils at the time.
- Severe traffic problems will be exacerbated by further expansion.
- Without further details about how road safety issues will be managed, we cannot support these proposals.
- Smaller schools provide a better community feel and school experience for children.
- Other schools in the area could be used, close to the so called new developments, ie. Dunton Green.
- Successful schools should not have to expand, money should be offered to under subscribed schools to attract new teachers/facilities.

Proposal to expand Sevenoaks Primary School, Sevenoaks

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Sevenoaks Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Simon Webb delivered a short presentation outlining the proposal for expansion.

Statement from Chair of Governors – Steve Collins

School expansion has been considered by GB for a number of years. The popularity of the school has grown – appreciate there are a lot of risks involved but also huge benefits and opportunities. The Governing Body are supportive of the proposals and seek the views of parents and staff.

Statement from Headteacher – Alan Duffy

School have not been forced into proposals by the local authority but see it as an opportunity to increase the facilities offered at Sevenoaks Primary School to the wider community. With the benefit of funding from the Priority Schools Building programme a new 3FE primary school can be built, hopefully addressing issues such as parking and access onto school site.

Question	Response
Projections on graph are significantly higher than previously forecasted so ask for clarification as to accuracy of figures.	There are discrepancies as a result of the old forecasting methodology used which was largely based on population and live birth data. New Edge forecasting is much more accurate as it takes residential base and projects forward.
What involvement will the school have with KCC Highways as Bradbourne Park Road is already heavily congested?	Full consultation with KCC Highways, Planners, and Sevenoaks District Council will take place before a formal planning application submitted.
As a parent I am excited about the proposals to expand the school but would like reassurances that funding is in place to see building work to completion.	Have a six week consultation period to allow for parents, staff, local residents, children to comment on the proposals. The consultation would not have reached this stage if funding not in place. Basic Need Funding comes from Central Government when there is indigenous growth. If the proposals are agreed, it is expected that the formal cabinet decision will be made around March 2013, after which a tendering process will begin.
Raised concerns about the safety of the children whilst construction works	The local authority understands parental concerns. It is hoped that most of the heavy

<p>undertaken and the impact it may have on their education.</p>	<p>construction work is carried out during the summer holidays but the local authority could not guarantee this.</p>
<p>Two other users on site, Bradbourne Pre School and ACORNs – how are they affected by potential changes?</p>	<p>Headteacher hoped that they could be incorporated into the master plan. The local authority confirmed the current provision would be maintained.</p>
<p>Have any studies been conducted comparing the academic achievements of children in larger schools? Also queried the suitability of temporary accommodation long term.</p>	<p>The local authority tends not to look at case studies as variables too great. The growth from 420 to 630 will be gradual, year on year and will be closely monitored. Proposed enlargements are only ever considered where school is good or outstanding.</p> <p>The planners and architects will determine the footprint for the school site. It is up to the headteacher and governors to be creative in using the space provided. In the meantime demountables of excellent quality can temporarily accommodate the extra children. They are steel framed, air conditioned, carpeted modular builds.</p> <p>Headteacher The headteacher added one of the benefits of going to 3FE was the potential to employ outstanding teachings to ensure teaching and learning standards maintained.</p> <p>Any improvements, temporary or otherwise will be better than what is currently in situ</p>
<p>Will any land be sold off to fund proposals?</p>	<p>No.</p>

55 people attended

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 18 January 2013
Subject	Decision number: 12/02008 - Proposal to expand Lady Boswell's Church of England Primary School (Aided)
Classification:	Unrestricted

Summary:	This report informs members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Lady Boswell's Church of England Primary School by issuing a public notice to expand the school

1. Introduction

1.1 The Sevenoaks District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places for in the Sevenoaks Town area. This proposal is one of several in the Sevenoaks area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand the Lady Boswell's Church of England Primary School.

1.3 This report sets out the results of the public consultation, which took place between 8 October 2012 and 26 November 2012. A public meeting was held on 11 October 2012.

2. The Proposal

2.1 It is proposed to enlarge Lady Boswell's Church of England Primary School (Aided) by 30 Reception Year places taking their PAN to 60 (2 FE) for the September 2013 intake. Successive Reception year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'

3.2 The Sevenoaks section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Sevenoaks planning area. This proposal is one of three in that district.

4. Outcomes of the Public Consultation

4.1 The majority of respondents were opposed to the proposal. The concerns raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr John London who has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public consultation meeting:

Concern over the potential for a dilution in standards, spiritual ethos, or 'village/small' school character of Lady Boswell's school.

The responsibility for maintenance of standards and the spirituality of the school is vested in the Head teacher, Mrs Sharon Saunders and the Governing body. Mrs Saunders gave a very compassionate, spirited and robust opening during the public meeting, saying that she believed that neither performance standards nor religious ethos were at risk and that she had full confidence in her staff. The Chair of Governors, Mrs Clare Whittaker reiterated that support and asserted that enlargement would be a source of enrichment for the school.

This issue has caused considerable contention amongst many existing parents who feel that the school would be harmed by an expansion. This is balanced by the view put forward by the Governors and particularly Mrs Saunders who believe very strongly that to share the caring and spiritual ethos and outstanding education provided by Lady Boswell's, is the Christian thing to do.

Concern over the potential for an increase in traffic or local parking issues.

It is acknowledged that the access to the school may need to be considered as part of any redevelopment of the site and Property Group have factored this in to their feasibility studies.

There is potential to look at the second pedestrian entrance that allows access from the nearby car park, with walking buses being a possible solution.

A new traffic survey will be sought in parallel to the planning process, in order to clearly define the impact (if any) of additional traffic resultant from this proposal. Once full information is available, the School Travel Plan will be updated.

Concerns about the need for additional places in the Sevenoaks Planning Area that would require Lady Boswell's to expand.

The case for the expansion is predicated on the forecasting methodology in use. Forecasts clearly indicate a significant and sustained increase in the planning area. Two other expansions (a total of 75 additional reception places) are proposed in the planning area. Forecasts indicate that all three enlargements are required.

A new school is not a viable alternative because it would take a minimum of three years for a new school to open.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. A project manager would be appointed and the head teacher will maintain complete control over any work being done, particularly if it is felt that health and safety may be compromised.

Concerns over staff parking

There is limited capacity on the site and an increase in car parking spaces is an issue. This will need to be looked at and if deemed necessary, incorporated into the planning for the new build.

5.3 The Area Education Offer

Notwithstanding the above, the AEO fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but is the most cost-effective and sustainable solution to increased demand in the immediate area.

All primary schools in the Sevenoaks planning area were considered and proposals have been put forward for three schools. No other schools in the planning area can be enlarged without a full rebuild. Such rebuilds would be unaffordable using Basic Need funding, as well as a poor return on public funds. It would also likely take much up to two years longer, by which time, the local authority would be at serious risk of failing in its statutory duty to provide sufficient school places.

5.4 Governing Body

The Governing Body of Lady Boswell's Church of England Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding. The building must be fully integrated with the existing school accommodation and there must be no loss of existing facilities. The AEO believes that these conditions are reasonable and within cost parameters and can therefore be incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to the conditions and caveats put forward by the governors.

5.6 Staff

All the school staff who responded, support the proposal.

5.7 Parents

The vast majority of existing parents do not support the proposal for the reason listed above.

5.8 Pupils

The pupils of the school have been consulted and their views are included in this report. A significant majority of pupils support the enlargement.

5.9 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.10 Other respondents

Local residents and the town council have responded and listed their concerns about the increase in traffic in the area and the difficulties in parking and movement during drop off and pick up times.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Lady Boswell's Church of England Primary School by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Sevenoaks District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

Proposal to expand Lady Boswell's Church of England Primary School, Sevenoaks

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 127

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	11		
Parents	10		74
Pupils	19		4
Other	1	3	5
Totals	41	3	83

Comments in favour of the proposal:

- Great opportunity for more children to experience excellent teaching in a wonderful caring environment and to receive a Christian education.
- I can only see the proposal as positive because there are not enough school places available in the Sevenoaks area.
- More spaces for siblings and friends.
- Bigger classrooms and more equipment.
- Better that one of the more successful schools takes up this challenge as it is more likely to be successful in the long-run.
- The increased number of children allows for more friendships and spreading of the Christian message which is surely imperative for a Christian school.
- More clubs for the children, brand new facilities, more parents for the PTA and help with trips, reading etc.
- This is a successful happy school delivering good results and there is an obligation to do what can be done to increase the number of children who can benefit. We think this factor alone is overwhelmingly in favour of expansion.

Comments against the proposal:

- We feel that to build a whole new school when there is only insufficient capacity for one year is unnecessary expense.
- The "Sevenoaks Planning Area Forecast" graph presented on the KCC Public Consultation Document does not in our opinion clearly demonstrate the need for an additional class.
- Lady Boswell's is a very special place, with a warm, friendly, Christian and family atmosphere which would be watered down, if not lost, with this expansion.
- The most worrying part of the proposal is that the character of the school would undoubtedly change.
- Many parents chose the school partly because it was only one form entry.
- I believe there would be a health hazard from the dust and noise from a massive and possibly prolonged building project.
- There is no safe place to turn a car outside the school when dropping off children. This will only become an even greater problem if the size of the school increases.

- Doubling the size of the school would require a major rethink on the severe traffic, parking and access problems.
- The scheme would be a major distraction to the children.
- The children's education would suffer because staff would become preoccupied by the enormous upheaval involved in the building project and expansion of pupil numbers.
- I am concerned by the 'proportional' expansion of communal areas such as the hall and the 'proportional' less outside space available to each child.
- How can 420 children play safely on playgrounds which will be made smaller according to the proposed plans.
- I am totally against reduction in the existing beautiful green fields.
- Concern expressed about the ICT suite and maths area being made into a classroom.
- If there is a real need for additional spaces (which is not proved by the planning forecast), it would make sense to build a new school rather than destroying a number of popular schools.
- Because of the increase the many activities involving the whole school, including services at St Nicholas Church, performances at the Stag could no longer be done in the same format.
- This proposal has been rushed through without enough thought to the potential impact it will have in a number of areas.
- I feel that very careful consideration must be given to the residential surroundings of the school when balancing the needs of both school and residents.

Proposal to expand Lady Boswell's CoE (VA) Primary School, Sevenoaks

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Lady Boswell's CoE Primary School.
- To give members of the public an opportunity to ask questions and comment.
- To listen to views and opinions.

Simon Webb delivered a short presentation outlining the proposal for expansion.

Statement from Chair of Governors, Clare Whittaker

The Governing Body and Trustees are supporting this proposal because it allows us to offer more children the special education here at Lady Boswells.

The school have conditions attached to this proposal.

- Not required to change the admissions criteria, keeping commitment to local churches and vulnerable groups.
- School expanded on a permanent basis, not mobiles.
- Building work phased.
- School hall extended.
- Guaranteed funding
- Access from top gate considered to improve movement of traffic
- Christian ethos sustained.

Statement from Headteacher, Sharon Saunders

I understand many parents are concerned about the Christian ethos of the school being diluted through expansion but it is not about numbers, it's about leadership of staff, the parents and everything being embedded in our lives. Wish to widen the opportunity of children receiving an excellent education in an outstanding Christian school and role of the headteacher is to ensure each achieves their full potential. Becoming a 2FE brings many benefits, allowing teachers to share ideas and plan together and what we achieve should be shared with our neighbours, and therefore I support the proposal, subject to caveats.

Statement from Deputy Director of Education, Rochester Diocese

Christian outreach welcomes opportunity to expand VA Church Schools to the wider community. Local circumstances have to be considered and worked through with the Governing Body, Trustees and Local Authority to overcome and move forward.

Purpose of the Meeting

Kent County Council is proposing that Lady Boswell's Church of England Primary School increase its Year R intake to 60, taking the proposed total capacity of the school from 210 to 420 places.

Question	Response
Agree that the Christian ethos of this school should be shared within the local community, therefore are the Governing	School's admission criteria does have a commitment to the surrounding churches in Sevenoaks, however, the Governing Body will

Body looking to change the admissions criteria in the future.	review it, not for this year though.
As school expanding the number of staff will increase. Am concerned that standards might slip.	Children's education will not be disrupted – previous advertisements for teaching staff have generated interest from high calibre applicants. Appointment of new staff will be gradual, over 7 years.
Am pro expansion but feel agreement has already been reached. Will there a report reflecting all the responses to the consultation available?	This is a genuine consultation and the local authority is happy to listen to all arguments, for and against.
Concerned about the practical issues like disruption caused by building works and traffic congestion.	<p>Headteacher said the two reception classes would parallel with internal configuration works using ICT suite and moving new class into early years unit to be in place for September 2013. Long term the classrooms will be extended out toward the rugby club and rest of school fenced off.</p> <p>School has been working on travel plans, walking buses and how to improve the facilities at top gate. Working with Parish Council and local residents to explore ways of lessening impact.</p>
How is the expansion going to be managed? Will there be two Deputy Headteachers?	<p>Headteacher has worked previously in a 2FE so understands the dynamics associated with it. Expansion gives layers of leadership; every teacher in this school is a leader of learning. It gives lots of opportunities for staff to create and build layers of leadership and coaching.</p> <p>Part of the role of the Governing Body was to challenge the headteacher to ensure the senior leadership team is right and reviewed regularly. Chair of Governors said they have started to look at structures on how the school will be managed.</p>
Committed to Christian ethos of school and small class sizes but can you reassure parents that standards will not fall.	It is not about the number of children, it is about how we look after them, how we educate them and how involved in the school they are. Families come in different numbers, with different needs.
Schools' actual budget depends on how many children attend the school. If funding guaranteed for 30 children and only 25 starts, who will that affect the budget?	Lady Boswells is an outstanding school so if only 25 children on roll, the other places will be taken up by casual admissions. Following April numbers on roll from January determine

	the following years. Funding will be guaranteed for 7 years.
Concerned we are rushing into this as looking at Sevenoaks in isolation there appears to be a dip this year.	Forecasting methodology used by local authority for the last three years has proved inaccurate. New forecasts from Edge show an upward trend due to indigenous growth and inward migration. The demand for capacity within the Sevenoaks town centre area is heavy.

70 people attended

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2012
Subject	Decision number: 12/02009 - Proposal to expand Southborough Church of England Primary School
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Southborough Church of England Primary School by issuing a public notice to expand the school

1. Introduction

1.1 The Tunbridge Wells District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Southborough area. This proposal is one of several for this district.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Southborough Church of England Primary School.

1.3 This report sets out the results of the public consultation, which took place between 15 October 2012 and 3 December 2012. A public meeting was held on 16 October 2012.

2. The Proposal

2.1 It is proposed to enlarge Southborough Church of England Primary School by 30 reception year places taking their PAN to 90 (3FE) for the September 2013 intake. Successive reception year intakes will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’

3.2 The Tunbridge Wells section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Southborough planning area.

4. Outcomes of the Public Consultation

4.1 A significant majority of respondents were in favour of the proposal. The comments and questions raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the the public meeting are given in appendix 1.

5. Views

5.1 Local Member

The Local Member is Mr Roy Bullock.

“I am convinced by the present statistics that there is a need for additional places in this area of Tunbridge Wells. Due to the sibling rule I have seen children on the West Side of London Road Southborough not able to access this school and that is not tolerable. I am aware that the site is not over crowded and I am certain by careful design the whole school could be enhanced due to this expansion. I fully support the plan to increase the capacity of Southborough CEPS”

5.2 The following issues were raised at the public consultation meeting:

Concern over the potential for a dilution in ethos or standards at the school.

The responsibility for maintenance of standards at the school is vested in Mrs Emma Savage, the Head teacher and Chair of Governors. Both made it clear during the public meeting that they believed that neither performance standards nor ethos were at risk.

Concern over the potential for an increase in traffic or local parking issues.

There are two sets of access to the school that are in use, but both open onto the same road, Broomhill Park Road. Consideration of the access to the school, including surrounding roads may need to be considered as part of any redevelopment of the site and Property Group are factoring this in to their feasibility studies.

A new traffic survey will be sought in parallel to the planning process in order to clearly define the impact (if any) of additional traffic resultant from this proposal is needed. Solutions such as an off-road drop-off/pick-up area, walking buses and off site drop offs may form part of the solution and the School Travel Plan will be updated.

Concerns about disruption to learning during build.

A project manager will be appointed who will liaise closely with the head teacher. In this way, the head teacher will maintain complete control over any work being done, particularly if it is felt that health and safety may be compromised

Where possible, disruptive building work will be limited to times when the school is closed.

Concerns over staff parking.

There is limited capacity on the site and an increase in car parking spaces is an issue that will need to be considered and incorporated into the eventual plan.

5.3 Area Education Officer

The Area Education Officer, Simon Webb fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

Other school sites in the northern part of urban Tunbridge Wells have been considered, but Southborough CE Primary School remains the single most suitable solution to increasing local demand.

5.4 Governing Body

The Governing Body of Southborough Church of England Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding. The school comprises a Junior and an Infant block and it is the schools preference that these two parts are joined.

A second feasibility study has been commissioned to ensure that the future learning environment is appropriate for the children.

The AEO believes that with the more detailed feasibility study, the new accommodation will meet both the governors and the local authority requirement.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to the above conditions and caveats.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been consulted and their views are included within this report.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand Southborough Church of England Primary School by issuing a public notice to expand the school

8. Background Documents

8.1 Bold Steps for Kent and Policy Framework

8.2 Kent Commissioning Plan for Education Provision 2012-2017

8.3 Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Tunbridge Wells District

9. Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

Proposal to expand Southborough CE Primary School Tunbridge Wells

Summary of Written Responses

Printed Consultation Documents distributed: 600

Consultation responses received: 50

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	2		
Staff	19	1	
Parents	6		4
Pupils	14		
Other	1		
Totals	42	1	4

Comments in favour of the proposal:

- A great opportunity for both the school staff and pupils
- Great opportunity for Southborough school to expand to enable it to serve the local community
- It will be lovely to see the whole school refreshed
- This is very exciting
- Reassurance that the school grounds will remain as pleasant and wildlife friendly as at present.
- It is important to provide primary school provision for all of our community
- I agree that there are more children in Southborough who need school places
- Southborough primary has space to expand so I have no objections
- The expansion will enhance provision for our current pupils
- My hope is that the expansion will provide current and future children with improved facilities and access to more opportunities
- It would be good to offer school places to local children so that they do not have to travel away from Southborough for schools elsewhere

Comments against the proposal:

- Increasing numbers will change the ethos or worse
- The head teacher is fairly new and does not understand how it has always been small
- Parents who move away should be made to go to their local school
- When collecting children, it is a free for all.
- It gets very busy at the infants entrance
- The school will need more space and this means losing the green/recreational space
- I believe that Southborough School will lose its community feel
- Huge reduction and loss of play space for the children
- The school will become far too large and lose its familiar feel
- It is already gridlocked and will affect neighbours and the children
- It is unconscionable that the council continue to address this issue by compelling Southborough and many other schools in Tunbridge wells to absorb extra capacity
- Southborough does not have the space or the facilities

Comments from the School Council:

- I think it would be good for new children to come here.
- Good because we can get to know lots of new people. We can help new people settle in.
- It will be nice to look after new people coming to the school.
- It will be harder for teachers to do first aid and other work for the children.
- School trips might cost more money.
- More clubs is a good idea and more staff to look after us.
- We won't be as lonely.
- Good opportunity for people to come but disadvantage would be more people on the playgrounds.
- It might be hard to get new teachers.
- Good opportunity for others to join Southborough.
- Catering for more might be difficult. Older children might have to wait longer for lunch.
- Opportunities for new friendships is good.
- Reception will have a totally different experience.
- Field might not be as big with more children.
- Good to have more children in the school.
- Need more facilities for this and this will cost more.
- Worried about crowding on playground i.e. where football is played would be hard for 3 classes.
- Good for us because more sports games might happen.
- Worried about the cost of new tables and laptops.
- People need to learn and this is a good school for learning so it is a good idea.
- A good idea because it encourages more people to learn here and they won't have to go too far to school.
- Helping other people is a good idea.
- Pupils who come here won't be late because they are coming to a nearby school.
- A good idea for us to make new friends and we can buy new equipment that we can't afford at the moment.
- A good idea because more people can come to the school and it will help our school.
- A good plan for people in Southborough – they can walk to school and not have to use the car.
- There will be games to play – new pupils will teach us new games.

Proposal to expand Southborough Primary School, Tunbridge Wells

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to enlarge Southborough CofE Primary School
- To give you an opportunity to ask questions
- To listen to your views and opinions

Kent County Council is proposing that Southborough CofE Primary School increase its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places.

A short presentation outlining the proposal for expansion was given by Simon Webb.

Statement from Archdeacon of Tonbridge, Clive Mansell

Apologies were received from Alex Tear and John Constanti who were unable attend the meeting. In principle the Diocese are happy to support the enlargement of church schools and hope to work closely with the headteacher and governors with this proposal at Southborough Primary School.

Statement from Chair of Governors, Rob Crumie

The governors welcome the opportunity to improve the attainment and achievements of the children at Southborough Primary School. Governors have debated the pros and cons of this proposal and believe there are benefits and challenges which through negotiation can have a positive outcome for the school.

Statement from Headteacher, Emma Savage

Southborough Primary School did not seek to expand the approach came from the local authority. Broadly the school are supportive of the proposals to increase to a 3FE primary school and have talked to larger schools and those who have temporarily enlarged. The proposals are dependent upon the outcome of a feasibility report but give us an opportunity to build on what we already have, a successful school.

Question	Response
By expanding the school to take an additional 30 pupils, how many of those children are likely to be local and how many from schools farther away? Because if more children are coming from other schools it will increase traffic flow and quite frankly why isn't the local authority investing money in schools which have surplus capacity to help raise standards and encourage parents to use.	<p>A huge amount of investment is being put into underperforming schools to help try and raise standards but it does not matter how much you improve a school, there is parental choice.</p> <p>Currently some of the more local parents will not apply for Southborough as they feel they will not get in. With the increase the concentric circle will widen to take in children nearer to the Southborough town centre to ensure parents get first preference.</p>
Southborough School is a successful school with happy children, strong leadership, high teaching standards and over subscribed year on year. With a distance criteria of a 1/3 rd of a mile the schools responsibility is to the local community and not taking children from farther afield.	Reassurance was given by the headteacher that standards would not drop if the school expanded as staff will continue to maintain high levels of teaching. With expansion comes improved resources which will benefit the pupils

<p>What exactly are the benefits to children already attending the school?</p>	<p>The headteacher added that although Southborough Primary School was one school it was housed in two separate buildings and it would help with transition if they were physically joined in some way. In order for the school to enjoy whole school activities the hall will have to be extended, there will be improved IST facilities, improved areas, such as break out rooms. As a result of any expansion the classrooms would have to be reorganised but the headteacher hoped the small, family feel of the school remained.</p>
<p>Asked whether the capital investment was incremental and whether timing was dependent on affordability.</p>	<p>The local authority confirmed the spend is incremental and money will be available as and when required during the different phases of build. The funding is guaranteed but unfortunately the local authority cannot guarantee the amount as those costs will be determined once feasibility undertaken.</p>
<p>The school will be taking an additional 30 children next September but you do not anticipate the building works to start later, with a completion date around March 2014 so will we have temporary accommodation in the meantime?</p>	<p>If the proposal is accepted, it is hoped that the major building works are carried out during the school holidays. Demountable, steel framed, air conditioned units will be used temporarily. Once building work is completed, the children will move out of the demountable into new school accommodation.</p>
<p>I am concerned about the parking and road access and there will be 50% more parents driving to school. Also the playground area is quite small so will expansion of the outside play areas is considered?</p>	<p>The new infrastructure includes all the hard play areas so there will be expansion to accommodate the extra children, which will impact on the green spaces.</p> <p>Parking will be part of a two stage planning process. Full consultations will take place with KCC Highways, Planners and Tunbridge Wells Borough Council before a formal planning application is submitted.</p>
<p>I am concerned as the concentric circle moves out it will create more traffic around the local road network and houses so how will the school manage this?</p>	<p>Traffic is a very emotive subject and the school will have a travel plan to consider possibly the use of walking buses and other initiatives to try and keep volume of traffic down. This may involve talking to the Police and Local Community Liaison Officer.</p>

29 people attended

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 12/02010 - Proposal to expand St Mark's Church of England Primary School
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St Mark's Church of England Primary School should proceed by issuing a public notice to expand the school

1. Introduction

1.1 The Tunbridge Wells District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Tunbridge Wells area. This is one of several proposals in that district

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand St Mark's' Church of England Primary School.

1.3 This report sets out the results of the public consultation, which took place between 5 November 2012 and 17 December 2012. A public meeting was held on 6 November 2012

2. The Proposal

2.1 It is proposed to enlarge St Mark's Church of England Primary School by 30 reception year places taking their PAN to 60 (2FE) for the September 2013 intake. Successive reception year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'

3.2 The Tunbridge Wells section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Broadwater planning area.

4. Outcomes of the Public Consultation

4.1 The majority of respondents to the consultation (32 out of 38) were in favour of the proposal. A summary of the comments received during the consultation period are given at appendix 1.

4.2 The comments and questions raised at the public meeting are explored in paragraph 5.2 below

4.3 A copy of the questions, comments and responses made during the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr James Scholes who has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public consultation meeting:

Concern over the potential for a dilution in ethos or standards at the school.

The Head teacher, Mr Robin Dungate and the Chair of Governors both made it clear during the public meeting that they believed that neither performance standards nor ethos were at risk. Mr Dungate delivered a firm commitment to parents at the meeting that he believed that the enlargement was a positive move and would benefit the school and local community.

Concern over the potential for an increase in traffic or local parking issues.

It is acknowledged that the access from the surrounding roads may need to be considered as part of any redevelopment of the site and Property Group are factoring this in to their feasibility studies.

A new traffic survey will be sought in parallel to the planning process in order to clearly define the impact (if any) of additional traffic resultant from this proposal is needed. Once full information is available, the School Travel Plan will be updated.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. The head teacher will maintain complete control over any work being done, particularly if it is felt that health and safety may be compromised.

Concerns over staff parking.

There is limited capacity on the site and an increase in car parking spaces is an issue. One solution offered was to look into off-site parking.

Concerns about the need for additional places that would require St Mark's to expand.

The local authority has a statutory duty to ensure that sufficient school places are provided. The case for the expansion is predicated on the forecasting methodology in use. Forecasts clearly indicate a significant and sustained increase of school age children in the Broadwater planning area.

5.3. Area Education Officer

Simon Webb, the Area Education Officer fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of St Mark's Church of England Primary School are supportive of the proposal subject to certain conditions and caveats over building and funding. The AEO believes that these conditions are reasonable and can be incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to certain conditions and caveats.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been offered the opportunity to contribute to the consultation.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St Mark's Church of England Primary School should proceed by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plan/s/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

[plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Tunbridge Wells District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

9. Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

**Proposal to expand St Mark's Church of England Primary,
Tunbridge Wells**

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 38

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	4		
Staff	3		
Parents	12	2	2
Pupils	12	1	1
Other	1		
Totals	32	3	3

Comments in favour of the proposal:

- Redevelopment of Ramslye Estate will justify reasons for expansion.
- Expansion will be of benefit to local community.
- Secure future of St Mark's CEP School.
- Provide more flexibility for increased educational opportunities in terms of extra curricular activities.
- Enrichment to the staff, with scope for peer mentoring and coaching.
- Refurbishment of classrooms.
- Under the leadership of present headteacher, school has excelled so welcome expansion so more children can enjoy Christian ethos.
- Believe expansion will have positive impact on school.
- Bigger school hall and more sports equipment.
- Make more friends.

Comments against the proposal:

- School not oversubscribed so cannot understand why expanding.
- Concerned the standards of teaching may fall.
- Roads are narrow and congested so parking a problem.
- Don't want school to get bigger as will split up friends and may take some of green field.
- Feel the justification for expansion not secure – will cost money and cause unnecessary disruption if figures are inaccurate.
- Noise and more children

Proposal to expand St Mark's C of E Primary School, Tunbridge Wells

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand St Mark's C of E Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

The increased demand for primary places across Tunbridge Wells continues for September 2013. Kent County Council are therefore proposing that St Marks C of E Primary School increase its Year R intake to 60, taking the total proposed capacity of the school from 210 places to 420.

The school would admit 60 Year R pupils from September 2013 and subsequent years.

St Mark's is a popular school and is ideally placed to accommodate the forecasted increase.

A short presentation outlining the proposal for expansion was given by Simon Webb.

Statement from the Headteacher, Robin Dungate

The headteacher was in support of the proposal as it:

- Secured the future of St Mark's on this site.
- Provides more flexibility for educational opportunities, extra curricular activities
- Offers more opportunities for staff development, coaching and mentoring
- As a Christian headteacher looks forward to welcoming more children under the church umbrella.

Caveats included:

- Concern for health & safety of children during building works (although aware that it is also KCC's priority).
- Seeks assurances that during the planning stage necessary arrangement and improvements to the infrastructure of the school, i.e. the catering facilities, the heating, the school hall, parking facilities, staff room is made good and that interior and exterior is matching and fit to purpose.
- First phase likely to be Early Years classroom – interested in ensuring that appropriate provision is made as it was raised when Ofsted visited the school.

Statement from the Chair of Governors, Mrs Karen Stevenson

Agree with proposal as good for the school, both for the children presently and those who will attend in the future.

By investing in the school I feel it demonstrates to the local community that KCC has faith in the school in what it achieves. Investment has been decidedly lacking in this area of Tunbridge Wells and it is nice to see the school rewarded in this way.

Will ensure that the plans are fit for purpose for our children and our community.

Statement on behalf of Rochester Diocese Representative, John Constanti

Apologies were received from John Constanti of Rochester Diocese. Mr Dungate

confirmed the Diocese were in agreement to the expansion of St Mark's C of E Primary School.

<p>The forecasts depicted in the graph do not seem to match the provision you are offering – will you be able to fill the two classes and if not will that have an impact on the budget of the school?</p>	<p>We know what the pupil numbers are in Tunbridge Wells and we know that we need to put extra provision in. I would expect the school to receive between 48 and 56 applications, dependent on parental preference. Since Mr Dungate has been in post the school has become more popular and I am convinced that it will fill up.</p> <p>In terms of the budget, for the first year of every entry, we will provide funding for 30 pupils. After that year it will be based on per pupil head in the school.</p>
<p>You are effectively increasing the catchment area of the school so children will be travelling to St Mark's from a wider area. Have the local authority considered what impact that is likely to have on the infrastructure, roads etc.</p>	<p>The first two years will be turbulent because you will have a greater number of children travelling to the school and then two years on you will probably get the siblings coming through.</p>
<p>What about the issues concerning the infrastructure around the school. I assume as we are increasing the area from which the children are coming, there will be an increase in traffic and how will the local road network cope?</p>	<p>There are two stages to an enlargement of a school; this stage where we ask generally of parent and residents whether a good idea. If proposal proceeds KCC planning & highways will be approached to look at the road network, parking and access.</p>
<p>Understand there is no feasibility report yet but am concerned about the amount of green space being used to accommodate this proposal.</p>	<p>Can understand the concern that the local authority is consulting without the benefit of a feasibility study. Internal infrastructure will be increased by 7 class room, tastefully added to what exists at present. In consultation with the parents, the school will decide how to proceed.</p>
<p>Concern that the children will be put into mobile accommodation and that KCC may not deliver what it promises.</p>	<p>It is more than likely that for reception class in September will be put in a demountable on site. Please do not be concerned they are steel built double classrooms with air conditioning and in some cases are better than the current buildings at the school.</p>
<p>What could stop this proposal from going ahead? For example, another school in Tunbridge Wells taking 60 but at the last minute getting pressured to take 90 - would this impact on St Mark's.</p>	<p>Local authority would be delighted if there was another school to enlarge to 60. There are 7 expansion proposals being consulted on and we have no further options.</p> <p>If the general consensus was no and there are substantive reasons, we would not recommend.</p>

Budget question – funding for 30 children initially and that is increased by the number of children actually in the school?	Currently the school budget is determined by number of children who are on roll. Kent is prepared to forward fund the proposal in September in addition to normal funding for academic year.
If building programme going on year by year – are children coming in next year effectively going to be on a building site for the next 7 years.	The whole school is likely to be a building site for the first year. The class rooms will be in place but they will not be fitted out to avoid being forced to take casual admissions.
Would the communal areas of the new development, extra hall etc be that be fitted out in first tranche. Also would the budget be ring fenced as we do not want to be left with empty classrooms we cannot use.	In law once public notice enacted KCC has to enlarge school to 2FE. The Bridge PS in Dartford is still incomplete in that respect – willing to visit if you wish.
Expresses ambivalence as can see the benefits like extended curriculum but like the fact that the school is small.	Every effort will be made to ensure the small school ethos will remain, with strong links to the church. Think the school will be small enough to keep Christian pastoral ethos.
Agree with those comments. Worried about land issue. How much land is going to be taken? Would there be a possibility of going to a second storey building to save on land space.	Whatever the planning options are – I know the residents will be very concerned about a double storey building. Let's see what the feasibility says.
Broad water Down – on planning area – really small school, surely if St Mark's increases from 30 – 60 it are going to be swallowed up.	Broad water Down will still fill up. Need 5% surplus places to accommodate future needs as inward migration and new developments continue? Also try to reduce driving distances to schools to alleviate traffic problems as congestion is very bad around Tunbridge Wells.
Bishops Down is in review as well. Says 30 but if they do H&S could go to 60.	Bishops Down – needed places there for last 2 – 3 years and would have enlarged to 2FE if possible. A second feasibility study showed the site was not big enough and the access routes were inadequate. Cannot regulate traffic flows by making a turning circle in the grounds of the private school. We are taking forward a planning application to enlarge to 60 – it will fail so legally we cannot enlarge the school.

15 people attended

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 12/02005 - Proposal to expand St James' Church of England Infant School (Aided)
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St James' Church of England Infant School by issuing a public notice to expand the school

1. Introduction

1.1 The Tunbridge Wells District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Tunbridge Wells area. This proposal is one of several in that district.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand St James' Church of England Infant School.

1.3 This report sets out the results of the public consultation, which took place between 1 October 2012 and 19 November 2012. A public meeting was held on 4 October 2012.

2. The Proposal

2.1 It is proposed to enlarge St James' Church of England Infant School (Aided) by 20 Reception Year places taking their PAN to 90 (3 FE) for the September 2013 intake. Successive Reception year intakes will offer 90 places each year and the school will eventually have a total capacity of 270 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'.

3.2 The Tunbridge Wells section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Tunbridge Wells planning area.

4. Outcomes of the Public Consultation

4.1 A significant majority of respondents were in favour of the proposal. The concerns and questions raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr James Scholes who has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public consultation meeting

Concern over the potential for a dilution in standards or the spiritual ethos of the school.

The responsibility for maintenance of standards and the spirituality of the school is vested in the Head teacher, and the Governing body. The Headteacher made it clear in her speech during the public meeting that she believed that neither performance standards nor ethos were at risk and that she had full confidence in her staff.

Concern over the potential for an increase in traffic or local parking issues.

It is acknowledged that the single, shared entrance to the school may need to be considered as part of any redevelopment of the site and Property Group have factored this in to their feasibility studies. It must be pointed out, however, that the infant school has between 85 and 90 pupils in all three year groups, so there will no practical increase in traffic generated by the infant school.

A new traffic survey will be sought in parallel to the planning process in order to clearly define the impact (if any) of additional traffic resultant from this proposal is needed and an off-road drop-off/pick-up area may be favoured. Once full information is available, the School Travel Plan will be updated.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. The head teacher will maintain complete control over any work being done, particularly if it is felt that health and safety may be compromised.

The build at St James' Church of England Infant School is likely to be limited to the adaptation and updating of facilities and access routes. The teaching areas are likely to be largely unaffected by building work.

Concerns over staff parking.

There is limited capacity on the site and an increase in car parking spaces is an issue. One solution offered was to look into off-site parking and to explore the possibility of staff sharing their journeys.

5.3 Area Education Officer

Notwithstanding the above, the AEO Simon Webb fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but is the most cost-effective and sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of St James' Church of England Infant School are supportive of the proposal subject to certain conditions and caveats over building and funding. The kitchens need to be redesigned as they provide for both the infant and junior schools. Infrastructure adaptations are likely to be needed and will be considered during the planning processes. The AEO believes that these conditions are reasonable and can be incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is fully supportive.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been consulted and their views are included in this report.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St James' Church of England Infant School by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Tunbridge Wells District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

**Proposal to expand St James' Church of England (VA) Infant,
Tunbridge Wells**

Summary of Written Responses

Printed Consultation Documents distributed: 500
Consultation responses received: 39

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	2		
Parents	30	3	4
Pupils			
Other	1		
Totals	33	3	4

Comments in favour of the proposal:

- It is easier to teach just one school year!
- Hope to see expansion of Junior School to enable smooth transition.
- Enquire if all new development work is granted subject to fairly hefty Section 26 payments targeted specifically at the increased education requirements that will be created.
- Consideration for additional access to infant school possibly by forging more paths through the woods.

Comments against the proposal:

- Inadequate parking and access problems will be exacerbated.
- Bigger catchment/bigger intake has led to more traffic/parking problems and unhappy neighbours. The inevitable increase in traffic would cause chaos to a major road into Tunbridge Wells.
- Increased intake will also impact on Junior School and be detrimental to pupils being taught in overcrowded classrooms. Suggestion to combine Infants and Junior and build across the link way between the schools creating communal areas, i.e. auditorium, gym, music room, science.
- Increasing class sizes will be detrimental, especially children requiring more attention.
- Will extra funding be available for additional teachers and equipment?
- Is expansion going to be counteracted by building new classrooms or using a part of the school that isn't used?
- Loss of space surrounding schools.
- Mobile classroom taken up most of infant playground, large chunk of paying field now used up for a hard surface area to compensate.
- Already have a negative impact of accepting 90 children for the last 3 years – Please no more. It will have a further detrimental impact on current children.
- More information required on building works and possible disruption to the children.
- Catering capacity is insufficient, i.e. multiple sittings. Some pupils have to eat packed lunches in the class room.

Proposal to expand St James CoE (VA) Infant, Tunbridge Wells

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand St James CoE (VA) Primary School.
- To give members of the public an opportunity to ask questions and comment.
- To listen to views and opinions.

The local authority are currently undertaking a public consultation to seek views on the proposal to enlarge St James' CoE Infant School by 20 places, taking the PAN from 70 to 90. The proposed new capacity for the school will increase from 210 to 270 pupils.

Statement from the Headteacher, Melanie Shackleton

An additional 20 children joined through appeal process and although communal space limited school had managed well. Now up to staff and governors to consider new proposals.

Statement from Edward Peacock, Chair of Governors

Governors have agreed 'in principle' to the proposed increase. Feasibility study would be scrutinized once received as it impacted on both schools.

Statement from Rochester Diocesan Deputy Director of Education, John

Constanti, Diocese would want to support all church aided schools in their development but local circumstances need to be considered.

Question	Response
Can either school refuse?	As St James' Infants is a church aided school they can refuse. St James' Junior is a LA controlled school and so authority could insist they enlarge.
Concern over standards as resources stretched further. Sought reassurances from the local authority that this would not be the case.	Each school receives funding (APU) equivalent to the number of children on school roll. Headteacher & governors decide how money apportioned.
Will anyone be able to see the consultation responses?	LA assured parent that both the Governing Body and Diocesan will be able to view consultation responses.
What will Basic Need Funding mean in terms of improvements at the school?	Improvements will be sympathetic to the existing school buildings but are likely to be made to toilets, staff room and school hall facilities.
There is concern over access to school site.	Feasibility Study will have to include elements such as a Travel Plan.

<p>Will staff be involved in the details of the permanent build? Also, if building works are due to start in summer holidays how will they impact on children.</p>	<p>There are areas of concern within the school which need to be addressed, including the hall, kitchen and integration of mobile classrooms with main school building. Have to ensure that the building is fit for purpose and disruption kept to a minimum so it does not impact on education of children.</p>
<p>Both Governing Bodies have decisions to make that will impact on the schools for the next 10-15 years so how can parents, governors and staff be involved in the process.</p>	<p>Local authority assured governors that consultation will be clear and transparent and contact can be made to Deputy Cabinet Member, County Councillor or Area Education Officer if need be.</p>
<p>How were people notified of meeting as many residents/neighbours were unaware?</p>	<p>The local authority has followed due process and circulated details to all the schools included in the expansion proposals along with the statutory consultees. It is not required to consult with neighbours.</p>
<p>Will the children be consulted regarding proposed expansion plans?</p>	<p>The children have every right to comment and the local authority would be pleased to receive their views.</p>
<p>Could children be involved in the design of new school, perhaps they could meet Architect and give a wish list.</p> <p>Will the After Schools Club be factored into new proposals?</p>	<p>Local authority agreed this would be possible.</p> <p>Governors at the school will make the decisions.</p>

45 people attended

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Decision number: 12/02004 - Proposal to expand St James' Church of England Junior School
Classification:	Unrestricted

Summary:	This report seeks to inform members of the results of the Public Consultation
Recommendations:	The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St James' Church of England Junior School by issuing a public notice to expand the school

1. Introduction

1.1 The Tunbridge Wells District section of the Kent Commissioning Plan 2012-17 indicates a need to commission additional primary school places in the Tunbridge Wells area. This is one of several proposals in this area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand St James' Church of England Junior School.

1.3 This report sets out the results of the public consultation, which took place between 15 October 2012 and 3 December 2012. A public meeting was held on 17 October 2012.

2. The Proposal

2.1 It is proposed to enlarge St James' Church of England Junior School by 22 Year 3 places taking their PAN to 90 (3FE) for the September 2013 intake. Successive Year 3 intakes will offer 90 places each year and the school will eventually have a total capacity of 360 pupils.

3. Bold Steps and the Kent Commissioning Plan

3.1 This proposal will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'.

3.2 The Tunbridge Wells section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Tunbridge Wells planning area.

4. Outcomes of the Public Consultation

4.1 The majority of respondents were in favour of the proposal. The concerns raised at the public meeting are explored in paragraph 5.2 below.

4.2 A summary of the comments received during the consultation period are given at appendix 1.

4.3 A copy of the questions, comments and responses made during the the public meeting are given in appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr James Scholes who has not yet indicated whether he supports the proposal.

5.2 The following issues were raised at the public consultation meeting:

Concern over the site issues and potential loss of existing facilities.

The site is very tight for space, but feasibility studies have concluded that a physical enlargement to the school is possible. It is anticipated that the building work will necessitate a period when pupils are decanted into temporary accommodation for a period estimated to be less than twelve months. Once building work is concluded, the temporary classrooms would be removed and any hard or soft play areas would be fully restored.

Concern over the potential for a dilution in ethos or standards at the school.

The responsibility for maintenance of standards at the school is vested in Mr John Tutt, the Head teacher and the Governing Body. Both made it clear during the public meeting that they believed that neither performance standards nor ethos were at risk.

Concern over the potential for an increase in traffic or local parking issues.

The Junior school shares a single access with the Infant school. It is acknowledged that the single entrance to the school will need to be considered as part of any redevelopment of the site and Property Group are factoring this in to their feasibility studies.

A new traffic survey will be sought in parallel to the planning process in order to clearly define the impact (if any) of additional traffic resultant from this proposal is needed and an off-road drop-off/pick-up area may be favoured. Once full information is available, the School Travel Plan will be updated.

Concerns about disruption to learning during build.

Where possible, disruptive building work will be limited to times when the school is closed. The head teacher will maintain complete control over any work being done, particularly if it is felt that health and safety may be compromised.

Concerns over staff parking.

There is limited capacity on the site and an increase in car parking spaces is an issue. One solution offered was to look into off-site parking.

5.3 Area Education Officer

Having considered the above, the AEO fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area.

All primary schools in the Tunbridge Wells planning area were considered and proposals have been put forward for schools. No other schools in the planning area can be enlarged without a full rebuild.

Such rebuilds would be unaffordable using Basic Need funding, as well as a poor return on public funds. It would also likely take much up to two years longer, by which time, the local authority would be at serious risk of failing in its statutory duty to provide sufficient school places.

5.4 Governing Body

The Governing Body of St James' Church of England Junior School are supportive of the proposal subject to certain conditions and caveats over building and funding. The Local authority consider that these conditions are reasonable and will be incorporated into the planning for the school.

5.5 Headteacher

The head teacher of the school has been fully consulted and is supportive, subject to certain conditions and caveats.

5.6 Diocese

The Diocese of Rochester has been consulted and are happy to support the enlargement of church schools.

5.7 Pupils

The pupils of the school have been consulted and their views are included in this report.

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

7. Recommendations

7.1 The Education Cabinet Committee is asked to consider and either endorse or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to expand St James' Church of England Junior School by issuing a public notice to expand the school

8. Background Documents

Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

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Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – Tunbridge Wells District

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Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

**Proposal to expand St James' Church of England Junior,
Tunbridge Wells**

Summary of Written Responses

Printed Consultation Documents distributed: 500
 Consultation responses received: 28

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	1	1	
Staff			1
Parents	15	3	1
Pupils			4
Other		2	
Totals	16	6	6

Comments in favour of the proposal:

- I welcome the fact that the class size will be 30.
- Any plans to increase the intake needs to take into account the inadequate facilities and the increase in traffic/parking problems along Sandrock Road.
- Populations are rising and people are constantly on the move necessitating more places for our children.
- I want to raise my kids on a Christian ethos and believe this school does exactly that.

Comments against the proposal:

- I am concerned that more of the 'green space' will be lost.
- Possible loss of green area for building would impact upon the children's already restricted use of the playing area and be detrimental to their health and well-being.
- The premises seems to struggle with the existing number of children attending the school.
- Traffic congestion is another real concern and I am worried about child safety.
- A wider catchment would increase traffic further with a huge impact on the wider community
- There is a bottleneck to exit the school, the pathway unable to cope with the number of parents and children already there.
- I feel that KCC are neglecting the task of improving under-subscribed schools instead of over-loading schools that are seen to be doing well.
- The expansion would inevitable broaden the catchment area of what is supposed to be a community school.

Proposal to expand St James Junior School, Tunbridge Wells Summary of Public Consultation

Purpose of the Meeting

- To explain the proposal to expand St James CoE Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Kent County Council is undertaking a public consultation to seek the views of the wider community on the proposal to expand St James' Church of England Junior School increase in Year 3 to 90, taking the proposed total capacity of the school from 272 places to 360.

A short presentation outlining the proposal for expansion was given by Simon Webb.

A full feasibility study will be undertaken but as it is a small school site it is likely to recommend a two storey build across the back of the existing classrooms. Whilst construction work is undertaken the children will be placed in demountable units, possibly utilizing space on the Infant site.

Approval has been given for a 1FE Free School on the West Kent Hospital site which will be run by parents. KCC supports this application as there is identified need for additional school places in the area, giving greater parental choice.

There are two stages to the consultation process, this one which is purely as far as the school is concerned followed by stage two, involving the wider community and results once the planning process begins.

Statement from Chair of Governors, Stephen Francis

KCC has identified the need for additional school places in Tunbridge Wells Town Centre and has approached St James Junior about expansion. This consultation is being held without the benefit of a feasibility study so the details are very abstract. The school have been assured that funding is available and that the building will be fit for purpose.

The Governors can see the advantages and are in favour, conditional to:

- No increase in footprint of the building and that outdoor space isn't decreased
- On completion of building works in subsequent years class sizes remain at 30
- Size of classrooms at least statutory minimum
- Existing non classroom teaching rooms are retained for current purposes
- Non teaching areas, i.e. hall, staffroom, kitchen, toilets increase in size proportionally
- Adequate provision made for teaching the children whilst building works continue
- Whole school complaint with statutory requirements, DDA regulations

Statement from Headteacher, John Tutt

Feel it could be very positive for the school. Classes could be managed more effectively. The infants already have a PAN of 90 and under strong leadership and management deliver an outstanding level of education and I am sure the Junior School

can do the same.

Have yet to see further details as a feasibility study has not been carried out so am unsure where the extra classrooms will go but envisage we may need to build a second storey. Not sure how it will impact on the local residents and children but the school, with the support of the local authority, will try to keep disruption to a minimum. Without seeing detailed plans it is difficult to give support. I support this proposal in principle but this will depend entirely on the details, as stated by the Chair of Governors.

The County Council shares the school’s determination to continue producing outstanding standards for both the Infant and Juniors schools here.

A further meeting can be arrange for the parents once detailed feasibility plans are available which the local authority would support, if required.

Unfortunately the local authority cannot guarantee that class sizes will remain at 30 in subsequent years as both schools are outstanding and parents may seek to appeal to gain entry into the schools.

Question	Response
<p>The access and road outside the school is a real concern. Am concerned about the safety of the children and want to know whether a reduction in speed limit has been considered. Are there any examples of where expansion has taken place that we could look at?</p>	<p>The highways and road network will be looked at as part of the planning consultation process. Speed limits can be reduced to 20mph around schools so pressure from the local community/residents would help.</p> <p>In Dartford & Gravesham there have been a number of schools that have gone from 2FE to 3FE which have been successful. The local authority offered to give details of the governing bodies and headteachers so the parents (or school) could discuss the incremental growth and how the schools’ have managed.</p> <p>Advantages of a 3FE school include; larger class rooms; extra staff offering a wider range of expertise; workload can be shared; additional resources and more funding are a few.</p>
<p>Obviously the accommodation of the children has the highest priority but as a member of staff I am concerned that with the extra staff there will be limited parking for us, so just want to ensure that it will be a consideration.</p>	<p>The local authority were confident that during discussions with KCC Highways, Planners and Tunbridge Wells Borough Council, there will be a requirement for the car park to be enlarged, if deemed necessary.</p>
<p>I am concerned about the level of SEN support after expansion.</p>	<p>The headteacher and governors are responsible for any children with additional educational needs and how the resources allocated. If the school enlarges to a 3FE it gives more flexibility in managing the school’s budget.</p>

<p>Understand the priority for Kent County Council is to increase the number of places at St James', either by temporary accommodation or permanent. School is concerned that if proposal to expand is agreed, we will be forced to accept temporary classrooms for several years whilst the permanent expansion can be accommodated. What impacts will the temporary accommodation have on the existing infrastructure?</p>	<p>If the expansion proposals do not go ahead the school will have demountables and they could be for a long period of time. The local authority need to provide additional places and have the resources to carry this out. The feasibility report is not available yet but parents have the local authority's assurance that the money is in place for permanent enlargement. It was agreed that the feasibility report would be available to parents before any final decisions made.</p>
<p>The local authority are consulting with 7 schools in Tunbridge Wells, do they need all 7 schools? The Wells Free School is being built on West Kent Hospital site, how many places will it provide?</p>	<p>The Wells Free School has first stage approval from the DfE and will open in September 2013 with 24 spaces in YR, Y1 and Y2. It will naturally suck out spaces from some of the surrounding schools.</p> <p>Yes, the local authority need to enlarge all of the 7 schools in Tunbridge Wells town centre.</p>
<p>The school does not have extra floor space available so how will the classes be managed during the disruption?</p>	<p>The children will be displaced into demountables. These are steel framed, self contained units with toilets, heating, and air conditioning included and far superior to some of the existing accommodation at the school.</p>
<p>Where will the demountables be placed? Will the school playing fields be utilized to take the pressure?</p>	<p>School playing fields are for educational use only and Sports England is adamant about that. It is hoped that agreement between the two schools can be reached to accommodate them.</p>
<p>Would it be possible to hold another meeting for both sets of parents to attend so we can be updated as to the proposals?</p>	<p>Governing Bodies of both schools were in agreement.</p>
<p>What about the noise and disruption, who will be responsible for managing?</p>	<p>The school will be liaising closely with the contractors and project managers to ensure minimal disruption. The construction area will be fenced off and managed in accordance with health & safety regulations but it will be done to the headteacher, staff and governors to manage the site in conjunction with the contractors.</p>
<p>I am confused as to how funding allocated to the school.</p> <p>Is it funding per pupil or based on infrastructure at the school.</p> <p>Also I am appalled to think that there are classrooms in this school without doors</p>	<p>Revenue funding is provided per pupil. Capital funding is based on the number of classrooms.</p> <p>How the funding is allocated is the responsibility of the headteacher and governors.</p> <p>The enlargement proposals may present an opportunity for the school to rectify those issues.</p>

and walls.	
Am concerned about the practicalities at the moment. Where will the modular units be placed? Am concerned that the outdoor space will be affected and if school hall out of action there will be no communal space for worship and lunch.	Until the full feasibility has been carried out the placement of demountables cannot be decided. Health & safety requirements will need to be met as current legislation dictates the units cannot be placed on hard surface play areas. Perhaps the school could liaise with the infants to stagger lunch and breaks.
There are no plans available yet regarding the expansion proposals – I assume the architects will look at the whole school footprint to bring in line with current curriculum requirements to ensure top quality build. When is feasibility report likely to be available? Priority for the local authority should be to address imbalance throughout the school to bring the building up to a first class standard.	Feasibility studies will be undertaken shortly. The local authority understands the concerns of the parents and acknowledges the comments made here tonight regarding standard of the buildings. Unfortunately there is no money available to build a new school so it will be up to the schools senior management team to work closely with the contractors to ensure best value through value engineering and make savings wherever possible.
I taught at a school that went from 3FE to 4FE and it meant a huge amount of work for the staff on a practical level, so what will the local authority do to support the staff at St James' with the extra workload?	Have previously identified schools where expansion has been successful so could put the school in touch with them to see how situation managed. It is hard work but results have shown well worth it.
The consultation ends in December but when the decision be made to continue with the process?	The Public Consultation closes in December, after which all views received will be reported to the Education Committee. The Cabinet Member then decides whether to continue with the proposal. If so, a Public Notice will be placed in a local newspaper, at the school and in the public library. Implementation is likely to be in March 2013.
The local authority are spending a lot of money on both St James Infant and St James Junior schools, have the local authority considered amalgamating the two schools?	Can understand the thinking behind this but the local authority feel amalgamation would not be a consideration for these two outstanding schools. Amalgamation usually occurs where one of the headteachers wishes to leave or school is failing.
What happens if expansion plans go ahead in the Infant School but not the Juniors? What will happen to children expecting to come to the Juniors?	There are variables for the three year groups through put. At the end of the process if the junior school decides not to enlarge, demountables will be required to cater for extra children from the infants as it is right of passage.

40 people attended

TO: Education Cabinet Committee – 18 January 2013

BY: Mike Whiting, Cabinet Member for Education, Learning & Skills
Patrick Leeson, Corporate Director for Education, Learning & Skills

SUBJECT: Education Learning & Skills Directorate Financial Monitoring
2012/13

Classification: Unrestricted

Summary:

Members of the Cabinet Committee are asked to note the second quarter's full budget monitoring report for 2012/13 reported to Cabinet on 3 December 2012.

FOR INFORMATION

1. Introduction:

1.1 This is a regular report to this Committee on the forecast outturn for Education, Learning & Skills Directorate.

2. Background:

2.1 A detailed quarterly monitoring report is presented to Cabinet, usually in September, December and March and a draft final outturn report in either June or July. These reports outline the full financial position for each portfolio and will be reported to Cabinet Committees after they have been considered by Cabinet. In the intervening months an exception report is made to Cabinet outlining any significant variations from the quarterly report. The second quarter's monitoring report for 2012/13 is attached. The Early Years and Childcare budget in Families and Social Care is not included within Annex 1 and it should be noted that there is currently an underspend of £300k on this budget line.

3. Education, Learning & Skills Directorate 2012/13 Financial Forecast - Revenue

3.1 There are no exceptional revenue changes since the writing of the attached quarter 2 report.

4. Education, Learning & Skills Directorate/Portfolio 2012/13 Financial Forecast - Capital

4.1 There are no capital movements from the attached quarter 2 report.

5. Recommendations

- 5.1 Members of the Education Cabinet Committee are asked to note the revenue and capital forecast variances from budget for 2012/13 for the Education, Learning & Skills Portfolio based on the second quarter's full monitoring to Cabinet.

Keith Abbott
Education, Learning & Skills Finance Business Partner
Tel 01622 696588
Email keith.abbott@kent.gov.uk

EDUCATION, LEARNING & SKILLS DIRECTORATE SUMMARY SEPTEMBER 2012-13 FULL MONITORING REPORT

1. FINANCE

1.1 REVENUE

1.1.1 All changes to cash limits are in accordance with the virement rules contained within the constitution, with the exception of those cash limit adjustments which are considered “technical adjustments” ie where there is no change in policy, including:

- Allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.
- Cash limits for the A-Z service analysis have been adjusted since the quarter 1 monitoring report to reflect the agreed split of the Early Years and Childcare budget, with a transfer of £3.192m from the SCS portfolio within the FSC directorate (reported in annex 2), to the ELS portfolio/directorate, leaving budget only for Childrens Centre Development within the SCS portfolio within FSC directorate. There have also been a number of other technical adjustments to budget.
- The inclusion of new 100% grants (ie grants which fully fund the additional costs) awarded since the budget was set. These are detailed in Appendix 1 of the executive summary and include a net increase of £1.9m in DSG as a result of the final settlement and schools converting to academies.

1.1.2 **Table 1** below details the revenue position by A-Z budget:

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
Education, Learning & Skills portfolio							
Delegated Budget:							
Schools Delegated Budgets	746,533	-746,533	0	2,286	0	2,286	Drawdown for expected academy converters
TOTAL DELEGATED	746,533	-746,533	0	2,286	0	2,286	
Non Delegated Budget:							
ELS Strategic Management & directorate support budgets	11,084	-7,660	3,424	-1,011	23	-988	Restructure contingency not required; legal costs pressure; participation by rights underspend
Services for Schools:							
- PFI Schools Schemes	23,810	-23,810	0	0	0	0	
- Schools' Meals	566	-566	0	23	-23	0	
- Schools' Non Delegated Staff Costs	2,692	-2,589	103	-557	571	14	Reduced traded service with schools for excepted items (gross and income)
- Schools' Other Services	7,113	-6,646	467	619	-713	-94	Increased cleaning and refuse contracts (gross and income)
- Schools' Redundancy Costs	1,232	-1,232	0	0	0	0	
- School Improvement Services	18,292	-13,579	4,713	-51	240	189	Unachievable income target
- Special School & Hospital Recoupment	1,660	-2,460	-800	56	-712	-656	Additional recoupment from OLA pupils in Kent schools
- Schools' Teachers Pension Costs	7,829	-2,684	5,145	336	-21	315	Increased capitalisation costs
	63,194	-53,566	9,628	426	-658	-232	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
Education, Learning & Skills portfolio							
<u>Children's Services</u>							
<u>- Education & Personal</u>							
- 14 - 19 year olds	5,270	-1,650	3,620	-1,878	-51	-1,929	Kent Employment project costs to span more than one year
- Attendance & Behaviour	19,723	-18,909	814	935	-385	550	Unachievable contract saving; Additional spend and income for PRU places
- Connexions	6,787	0	6,787	0	0	0	
- Early Years & Childcare	8,932	-5,335	3,597	-49	-140	-189	Income from schools and academies
- Education Psychology Service	2,915	-13	2,902	-140	-517	-657	Vacancies & reduced TRP costs; additional income for traded service
- Free School Meals	1,288	-1,288	0	0	0	0	
- Individual Learner Support	10,378	-9,182	1,196	-1,560	1,347	-213	Early Years training provided elsewhere within existing resources; Reduced traded service with schools for MCAS
- Statemented Pupils	7,618	-7,618	0	-313	313	0	Reduced costs and income from other local authorities placements
- Independent Special School Placements	12,324	-12,324	0	-290	290	0	Reduced costs and income from joint funded places
	75,235	-56,319	18,916	-3,295	857	-2,438	
<u>Transport Services</u>							
- Home to College Transport	1,973	-367	1,606			0	
- Mainstream HTST	13,600	-584	13,016			0	
- SEN HTST	17,272	0	17,272			0	
	32,845	-951	31,894	0	0	0	
<u>Assessment Services</u>							
- Assessment of Children's Educational Needs	1,727	-581	1,146	35		35	
TOTAL NON DELEGATED	184,085	-119,077	65,008	-3,845	222	-3,623	
Total ELS portfolio	930,618	-865,610	65,008	-1,559	222	-1,337	
Specialist Children's Services portfolio							
Early Years Education	42,276	-40,500	1,776			0	
Total SCS portfolio	42,276	-40,500	1,776	0	0	0	
Total ELS directorate controllable	972,894	-906,110	66,784	-1,559	222	-1,337	
Assumed Mgmt Action							
- ELS portfolio						0	
- SCS portfolio						0	
Total ELS after mgmt action	972,894	-906,110	66,784	-1,559	222	-1,337	

Table 2, at the end of this section, details all forecast revenue variances over £100k. Each of these variances is explained further below:

Education, Learning & Skills portfolio:

Delegated Budgets

1.1.3.1 Schools Delegated Budgets: Gross +£2,286k

The forecast £2.286m drawdown of schools reserves shown in table 1 represents the estimated reduction in reserves resulting from 39 schools converting to academies, including 23 schools which converted to academies by the end of September 2012 and a further 16 expected to convert before the end of March 2013. The six monthly monitoring information is currently being collected from schools and the forecast movement on school reserves arising from this will be included in the next exception report.

Non Delegated Budgets

1.1.3.2 ELS Strategic Management & Directorate Support Budgets: Gross -£1,011k, Income +£23k, Net -£988k

The ELS Strategic Management & Directorate Support budget is reporting a gross underspend of £1,011k. However within this there is a pressure of £285k for Legal Services due to the legal costs incurred when schools convert to academies. It had been anticipated that academy legal costs would reduce significantly in 2012-13 as approximately 2/3rds of secondary schools had already converted or were in the process of converting during 2011-12. However there is an increase in the number of primary schools converting which contributes towards the overall pressure.

As reported in the last exception report there is an underspend of £222k on the Participation by Rights budget within the Advocacy and Entitlement Unit. This budget will not be spent in 2012-13 and will, in part, offset the pressure on the Attendance and Behaviour service due to an unachievable contract saving reported in the first quarter. In addition there is a reported underspend on the contingency budget of £800k. Savings attributed to the ELS restructure were phased over three years in the MTFP (2011-12 to 2013-14) but as the new structures took effect from early 2012-13 most of the savings will be achieved by the end of year two with the balance of the cash limit held to fund any in year contingencies that arise as a result of the restructure. This has not been required as yet and the declared underspend will also partly off set the pressure on the Attendance and Behaviour service as well as the pressure, mentioned above, on legal services. There are a number of other gross variances totalling -£274k, all of which are less than £100k in value, including -£173k for staff vacancies across several different units and -£79k for Choice Advisers.

1.1.3.3 **Services for Schools:**

a. Schools' Non Delegated Staff Costs: Gross -£557k, Income +£571k, Net Nil

The budget for excepted items (maternity, public duties and suspensions) was delegated to schools from April 2012 as part of the further delegation exercise. This service was offered to schools under buy back arrangements and at the time the budget was set the levels of buy back from schools was unknown so gross and income cash limits were set for the total value of the delegation. However the level of buy back is less than the level of budget delegated leading to a gross underspend of -£571k and an under recovery of income of +£571k. There are minor other gross variances totalling +£14k.

b. Schools' Other Services: Gross +£619k, Income -£713k, Net -£94k

The gross pressure on this budget is mainly due to an increase in school cleaning and refuse contract costs (+£689k) which as a traded service has generated an additional £772k of income. All other variances are less than £100k in value.

c. School Improvement Services: Gross -£51k, Income +£240k, Net +£189k

The Workforce and Development budget was set an ambitious income target to become self funded during 2012-13 and whilst it is making significant strides to achieve this, the service is still struggling to achieve the necessary income to cover the costs of the team resulting in a +£189k under-recovery of income.

- d. Special School & Hospital Recoupment: Gross +£56k, Income -£712k, Net -£656k
This service is forecasting additional income from other local authorities for their pupils in our special schools of -£712k.
- e. Schools' Teachers Pension Costs: Gross +£336k, Income -£21k, Net +£315k
There is a forecast pressure of +£336k due to additional annual pension capitalisation costs.

1.1.3.4 **Children's Services – Education & Personal:**

- a. 14 – 19 Year Olds: Gross -£1,878k, Income -£51k, Net -£1,929k
A roll over of £2m from 2011-12 to 2012-13 was agreed for the Kent Youth Employment programme from the Big Society Fund which was launched at the end of the 2011-12 financial year and its purpose is to encourage Kent businesses to recruit unemployed young people who have been unemployed for a significant period. The scheme involves the payment of grants to employers but as the payments are only made following completion of 6 months and 12 months in placements, a significant amount of the gross budget (£1,930k) will not be spent in 2012-13. (Any underspend on this budget, which is a strategic priority of the Council, will need to be rolled forward to be spent on placements which straddle the financial year but it should be noted that the scheme will continue to run until 2015-16).
- b. Attendance & Behaviour: Gross +£935k, Income -£385k, Net +£550k
As part of the overall ELS savings target for 2012-13, a savings target was assigned to an Attendance and Behaviour contract which it has subsequently not been possible to generate, leading to a £550k pressure on this budget line. The remaining gross pressure of +£385k and the income variance of -£385k relate to additional spend for staffing and premises costs at Pupil Referral Units (PRU), offset by income from schools and academies for PRU places.
- c. Early Years & Childcare: Gross -£49k, Income -£140k, Net -£189k
Additional income of £140k has been generated on this budget line from courses fees from schools and academies, charges to academies and other organisations for training and support from Early Years staff and cancellation charges for non attendance at free courses.
- d. Education Psychology Service: Gross -£140k, Income -£547k, Net -£657k
During 2012-13 the Kent Educational Psychology Service has begun to offer a range of traded services – as part of EduKent – that schools and other customers can purchase whilst continuing to provide statutory services to schools which are not chargeable. The income variance of £547k reflects the current level of buy back for the traded services. The gross underspend is due to a number of variances all less than £100k including staff vacancies and delays on the Technology Refresh Programme.
- e. Individual Learner Support: Gross -£1,560k, Income +£1,347k, Net -£213k
The budget for Minority Communities Achievement Service (MCAS) was delegated to schools from April 2012 as part of the further delegation exercise. This service was offered to schools under buy back arrangements and at the time the budget was set the levels of buy back from schools was unknown so gross and income cash limits were set for the total value of the delegation. However the level of buy back is less than the level of budget delegated and whilst some income has been secured from other sources there is a gross underspend of -£1,347k and an under recovery of income of +£1,347k.

In addition there is a forecast gross underspend on this budget line of -£215k, due to early years training previously supported by the Early Years Inclusion and Equalities budget being provided elsewhere in the directorate, within existing resources.

- f. Statemented Pupils: Gross -£313k, Income +£313k, Net Nil

The forecast income from other local authorities for Statemented support of their children in our schools has reduced by £313k. There is a corresponding gross underspend of -£313k.

- g. Independent Special School Placements: Gross -£290k, Income +£290k, Net Nil
The number of placements for which the Council is lead partner and receives funding from other agencies has reduced by £290k. This has a corresponding impact on gross spend which is now showing an underspend of the same value.

1.1.3.5 Transport Services:

a. Mainstream HTST

An underspend is expected on the Mainstream Home to School Transport budget based on numbers requiring transport in the new academic year, as reported in section 2.2 below. Transport Integration Unit are currently working to assess the financial impact of this and until this exercise is complete a balanced position is currently included within the overall forecast. Any saving resulting from this exercise will be reflected in the 2013-16 MTFP.

Specialist Children's Services portfolio:

1.1.3.6 Early Years Education

The latest forecast suggests an overspend of around £0.3m on payments to PVI providers for 3 and 4 year olds as overall the actual hours provided exceeds the budgeted number of hours for summer and autumn terms as per section 2.3. As this budget is funded entirely from DSG, any deficit will be carried forward to the next financial year in accordance with the regulations.

Table 2: REVENUE VARIANCES OVER £100K IN SIZE ORDER

(shading denotes that a pressure has an offsetting saving, which is directly related, or vice versa)

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
ELS	Schools delegated budgets (gross) - estimated drawdown of reserves following 39 schools converting to academies	+2,286	ELS	14-19 year olds (gross) - Kent Employment project	-1,930
ELS	Individual Learner Support (income) - Minority Communities Achievement Service reduced buy back from schools	+1,347	ELS	Individual Learner Support (gross) - Minority Communities Achievement Service reduced buy back from schools	-1,347
ELS	Schools' Other Services (gross) - cleaning and refuse contracts	+689	ELS	ELS Strategic Management & Directorate budgets (gross) - release of restructure contingency	-800
ELS	Schools' Non Delegated Staff costs (income) - excepted items reduced buy back from schools	+571	ELS	Schools' Other Services (income) - cleaning and refuse contracts	-772
ELS	Attendance & Behaviour (gross) - unachievable contract saving	+550	ELS	Special School & Hospital Recoupment (income) - additional income from other local authorities for places at our special schools	-712
ELS	Attendance & Behaviour (gross) - PRUs additional staffing & premises costs (matched by income from schools & academies)	+385	ELS	Schools' Non Delegated Staff costs (gross) - excepted items reduced buy back from schools	-571
ELS	Schools' Teachers Pensions costs - capitalisation costs	+336	ELS	Education Psychology Service (income) - income from traded service with schools and other	-547
ELS	Statemented Pupils (income) - reduced income from other local authorities for statemented support in our schools	+313	ELS	Attendance & Behaviour (income) - PRUs additional income from schools & academies	-385
ELS	Independent Special School Placements (income) - reduction in joint funded places income	+290	ELS	Statemented Pupils (gross) - reduced spend on statemented support for other local authority pupils in our schools	-313
ELS	ELS Strategic Management & Directorate budgets (gross) - academy converter legal costs	+285	ELS	Independent Special School Placements (gross) - reduction in joint funded places spend	-290
ELS	School Improvement Service (income) - under recovery of expected income	+189	ELS	ELS Strategic Management & Directorate budgets (gross) - Participation by Rights	-222
			ELS	Individual Learner Support (gross) - Early Years training	-215
			ELS	Early Years & Childcare (income) - income from course fees, training and support	-140
		+7,241			-8,244

1.1.4 Actions required to achieve this position:

None

1.1.5 Implications for MTFP:

The failure to achieve savings against the Attendance and Behaviour contract in 2012-13 has an implication for the 2013-16 MTFP of £583k and therefore alternative savings will need to be identified.

The pressure on the legal services budget of £285k will also need to be addressed as the number of schools converting to academy status continues to increase.

The current numbers of pupils travelling suggest that Mainstream Home to School Transport savings will be achieved in excess of those attributed to changes in denominational and selective transport. The Transport Integration Unit is currently working to assess the financial impact of this and the outcome of this exercise will be included in the 2013-16 MTFP.

It should be noted that the underspend on special school recoupment is for 2012-13 only as the Department for Education is changing the way that recoupment is dealt with and the income will no longer be collected by the local authority.

1.1.6 Details of re-phasing of revenue projects:

The Kent Youth Employment Programme funded from the Big Society Fund involves the payment of grants to employers for placements for unemployed young people but as the payments are only made following completion of 6 months and 12 months in placements it is forecast that £1,930k will need to be re-phased into 2013-14 (and beyond).

1.1.7 Details of proposals for residual variance: *[eg roll forward proposals; mgmt action outstanding]*

None

1.2 CAPITAL

1.2.1 All changes to cash limits are in accordance with the virement rules contained within the constitution and have received the appropriate approval via the Leader, or relevant delegated authority.

1.2.2 The Education Learning & Skills Directorate has an approved budget for 2012-15 of £274.096m excluding schools (see table 1 below). The forecast outturn against this budget is £275.700m, giving a variance of +£1.604m. After adjustments for funded variances and reductions in funding, the revised variance comes to nil (see table 3).

1.2.3 Tables 1 to 3 summaries the Directorate's approved budget and forecast.

1.2.4 Table 1 – Revised approved budget

	£m
Approved budget last reported to Cabinet	274.096
Approvals made since last reported to Cabinet	
Revised approved budget	274.096

1.2.5 Table 2 – Funded and Revenue Funded Variances

Scheme	Portfolio	Amount £m	Reason
Cabinet to approve cash limit changes			
Academies	ELS	1.564	Academy Grant
No cash limit changes to be made			
Archbishop Courtenay - Primary Improvement Programme	ELS	0.040	Highways Revenue Contribution
Primary Improvement Programme - Other Projects	ELS	0.024	Minor changes across the programme
Basic Need Programme	ELS	-0.073	Minor changes across the programme
Modernisation Programme	ELS	0.049	Minor changes across the programme
Total		1.604	

1.2.6 Table 3 – Summary of Variance

	£m
Unfunded variance	
Funded variance (from table 2)	1.564
Variance to be funded from revenue (from table 2)	0.040
Rephasing (beyond 2012-15)	
Total variance	1.604

Main reasons for variance

1.2.7 Table 4 below, details each scheme indicating all variances and the status of the scheme. Each scheme with a Red or Amber status will be explained including what is being done to get the scheme back to budget/on time.

Table 4 Scheme Name	Total Cost £m	Previous Spend £m	2012-15 approved budget £m	Later Years approved budget £m	2012-15 Forecast Spend £m	Later Years Forecast Spend £m	2012-15 Variance £m	Total Project Variance	Status
Annual Planned Enhancement Programme	26.496	0.000	26.496	0.000	26.496	0.000	0.000	0.000	Green
Non Delegated Devolved Capital (PRU's)	0.653	0.000	0.653	0.000	0.653	0.000	0.000	0.000	Green
Ryarsh Primary School	0.169	0.000	0.169	0.000	0.169	0.000	0.000	0.000	Green
Archbishop Courteney (Site Purchase)	5.001	4.854	0.147	0.000	0.147	0.000	0.000	0.000	Green
Modernisation Programme 2008/09/10	0.500	0.000	0.500	0.000	0.500	0.000	0.000	0.000	Green
Specialist Schools Programme 2009/10	0.350	0.013	0.337	0.000	0.337	0.000	0.000	0.000	Green
Other Residual Projects	-0.001	-0.001	0.000	0.000	0.000	0.000	0.000	0.000	Green
Special Schools Review - Phase 1	47.556	46.836	0.720	0.000	0.688	0.000	-0.032	-0.032	Green
Special Schools Review - Phase 2	3.000	1.677	1.323	0.000	1.355	0.000	0.032	0.032	Green
Vocational Education Programme	1.542	1.393	0.149	0.000	0.149	0.000	0.000	0.000	Green
Primary Improvement Programme	31.606	30.020	1.586	0.000	1.650	0.000	0.064	0.064	Green
Unit Review	3.500	0.816	2.684	0.000	2.684	0.000	0.000	0.000	Green
Dev Opps - Whitstable Community College	0.681	0.673	0.008	0.000	0.008	0.000	0.000	0.000	Green
Dev Opps - Swadlands	0.400	0.385	0.015	0.000	0.015	0.000	0.000	0.000	Green
Self Funded Projects	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Building Schools for the Future - Wave 3	138.438	133.154	5.284	0.000	5.284	0.000	0.000	0.000	Green
BSF Unit Costs	0.693	0.000	0.693	0.000	0.693	0.000	0.000	0.000	Green
Practical Cooking Spaces	3.695	3.693	0.002	0.000	0.002	0.000	0.000	0.000	Green
Academy Unit Costs	4.680	2.862	1.818	0.000	1.818	0.000	0.000	0.000	Green
Academy - New Line Learning	28.599	28.309	0.290	0.000	0.397	0.000	0.107	0.107	Green
Academy - Cornwallis Academy	35.328	33.460	1.868	0.000	1.934	0.000	0.066	0.066	Green
Academy - Longfield Academy	24.597	24.578	0.019	0.000	0.378	0.000	0.359	0.359	Green
Academy - Spires	13.694	10.440	3.254	0.000	3.254	0.000	0.000	0.000	Green
Academy - Sheppey	49.578	25.683	23.895	0.000	24.895	0.000	1.000	1.000	Green
Academy - Marsh	16.627	13.905	2.722	0.000	2.722	0.000	0.000	0.000	Green
Academy - Skinners	20.399	5.963	14.436	0.000	14.436	0.000	0.000	0.000	Green
Goat Lees Primary School	2.685	0.246	2.439	0.000	2.439	0.000	0.000	0.000	Green
Repton Park (Templar Barracks)	6.100	1.789	4.311	0.000	4.311	0.000	0.000	0.000	Green

Annex 1

Scheme Name	Total approved budget	Previous Years Spend	2012-15 approved budget	Later Years approved budget	2012-15 Forecast Spend	Later Years Forecast Spend	2012-15 Variance	Total Project Variance	Status
Dunton Green Primary School	0.800	0.000	0.800	0.000	0.800	0.000	0.000	0.000	Green
Lansdowne Primary School	2.500	0.000	0.000	2.500	0.000	2.500	0.000	0.000	Green
Cheesemans Green PS	4.300	0.000	0.000	4.300	0.000	4.300	0.000	0.000	Green
Rushenden Primary School	3.000	0.000	0.000	3.000	0.000	3.000	0.000	0.000	Green
Leybourne Primary School	2.000	0.000	0.000	2.000	0.000	2.000	0.000	0.000	Green
John Wesley, Ashford	2.500	0.000	0.000	2.500	0.000	2.500	0.000	0.000	Green
Aylesham Primary School	1.000	0.000	0.000	1.000	0.000	1.000	0.000	0.000	Green
Ebbsfleet	5.100	0.000	0.000	5.100	0.000	5.100	0.000	0.000	Green
BN Other	31.987	0.000	31.987	0.000	31.914	0.000	-0.073	-0.073	Green
Modernisation Programme 2008/09/10	3.000	0.389	2.611	0.000	2.611	0.000	0.000	0.000	Green
Modernisation Programme 2011/12	6.512	3.590	2.922	0.000	2.971	0.000	0.049	0.049	Green
Modernisation Programme Future Years	19.873	0.076	19.797	0.000	19.797	0.000	0.000	0.000	Green
Dev Opps - St Johns PS/Kingsmead	2.017	0.030	1.987	0.000	1.987	0.000	0.000	0.000	Green
Dev Opps - Platt CEPS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Academy - John Wallis	7.615	0.032	7.583	0.000	7.615	0.000	0.032	0.032	Green
Academy -- Wilmington Enterprise	13.056	0.200	12.856	0.000	12.856	0.000	0.000	0.000	Green
Academy - The Knole	16.947	0.000	16.947	0.000	16.946	0.000	-0.001	-0.001	Green
Academy - Dover Christchurch	10.252	0.134	10.118	0.000	10.119	0.000	0.001	0.001	Green
Academy - Astor of Hever	11.545	0.000	11.545	0.000	11.545	0.000	0.000	0.000	Green
Academy - Duke of York	24.240	0.000	24.240	0.000	24.240	0.000	0.000	0.000	Green
Special Schools Review - Phase 2	30.000	0.065	29.935	0.000	29.935	0.000	0.000	0.000	Green
Folkestone Academy Playing Fields	2.256	2.256	0.000	0.000	0.000	0.000	0.000	0.000	Green
£5m DSG Revenue Grant - Schools Mtce	5.000	0.050	4.950	0.000	4.950	0.000	0.000	0.000	Green
Dev Opps - Headcorn Primary School	1.184	0.000	0.000	1.184	0.000	1.184	0.000	0.000	Green
Dev Opps - Bromstone Primary	3.088	0.000	0.000	3.088	0.000	3.088	0.000	0.000	Green
Dev Opps - Highworth Grammar	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Dev Opps - Istead Rise	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Dev Opps - Paddock Wood	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Dev Opps - Sevenoaks Primary	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Green
Dev Opps - Whitehill Primary	0.950	0.000	0.000	0.950	0.000	0.950	0.000	0.000	Green
Total Education, Learning and Skills	677.288	377.570	274.096	25.622	275.700	25.622	1.604	1.604	

- 1.2.8 Status:
Green – Projects on time and budget
Amber – Projects either delayed or over budget
Red – Projects both delayed and over budget

1.2.9 Assignment of Green/Amber/Red Status

- 1.2.10 Projects with variances to budget will only show as amber if the variance is unfunded, i.e. there is no additional grant, external or other funding available to fund.
- 1.2.11 Projects are deemed to be delayed if the forecast completion date is later than what is in the current project plan.

Amber and Red Projects – variances to cost/delivery date and why.

- 1.2.12 No projects currently have been assigned the red or amber status.

Key issues and Risks

- 1.2.13 There are a number of large programmes of work within the approval to plan section of the monitoring where we continue to forecast at cash limit until individual projects have been submitted for approval to spend & have individual cash limits. These major programmes of work are Basic Need for Future years (£26.608m), Special Schools Review Phase 2 (£29.805m) & Modernisation Programme for Future Years (£19.698m).
- 1.2.14 There is significant rephasing within the 2012-15 budget (2012/13 -£25.612m, 2013/14 +£22.365m & 2014/15 +£3.247m). Most of the re phasing relates to the BSF & Academy Schools programmes. In particular the Batch 2 Academies where estimated expenditure has either been re-profiled in accordance with the contracted payment schedule or in line with revised dates for contract signature. The Batch 1 Academies are now all substantially complete and the new build at the Isle of Sheppey Academy, which has suffered some delay, is also nearing completion. The exit from the BSF ICT contract is scheduled to take place within the next few days which will crystallise the outstanding BSF ICT payments.
- 1.2.15 DSG Maintenance Programme – the rephasing of £1.881m from 2012/13 to 2013/14 is due to the nature of some works & the schools ability to fund their contribution. The £5m budget has yet to be fully allocated. The Schools Capital Group agreed to extend the completion date to 31st March 2014 to allow the unallocated balance, to continue to be available throughout 2013/14. This will allow the opportunity to take advantage of school holidays for works to be undertaken minimising the disruption & give schools an additional years funding towards their contributions.
- 1.2.16 Non Delegated Devolved Capital (Pupil Referral Units) – there is rephasing of £0.273m from 2012/13 to 2013/14. The commissioning of improvement works has been put on hold until the PRU review has completed.
- 1.2.17 Schools Access Initiative – the rephasing of £0.256m from 2012/13 to 2013/14 is due to the nature of the programme. This is a reactive programme which must respond to the needs of children with specific needs. It is dependent upon specific ad-hoc school demands. The work is often programmed to be carried out during school holiday periods to avoid disruption to the operations of the schools.
- 1.2.18 Modular Classrooms – there is rephasing of £0.751m from 2012/13 to 2013/14. Previous assumptions had been made based on the average spend per classroom as well as assuming that in all instances additional classrooms would be needed. In some instances we have been able to adapt existing accommodation rather than provide new classrooms and one project (Ethelbert Road) did not proceed as a result of further negotiations with the school and agreement that any additional accommodation would not be needed until a later date, this scheme will now be part of the 2013-15 BN programme.

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

2.1 Number of schools with deficit budgets compared with the total number of schools:

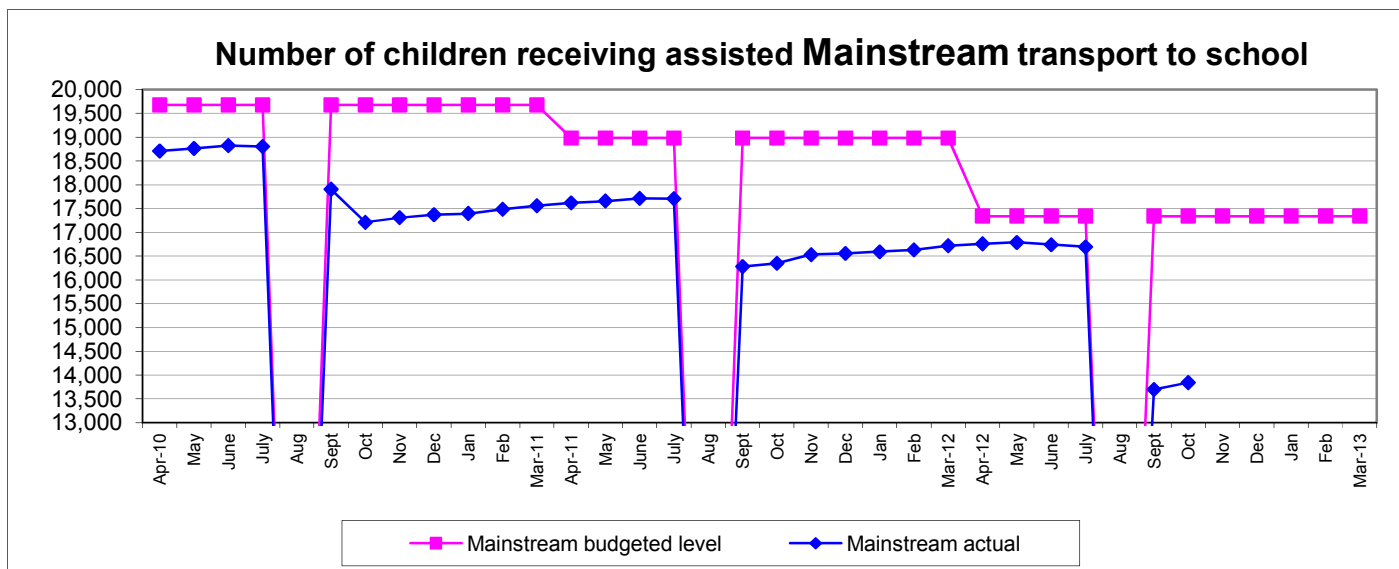
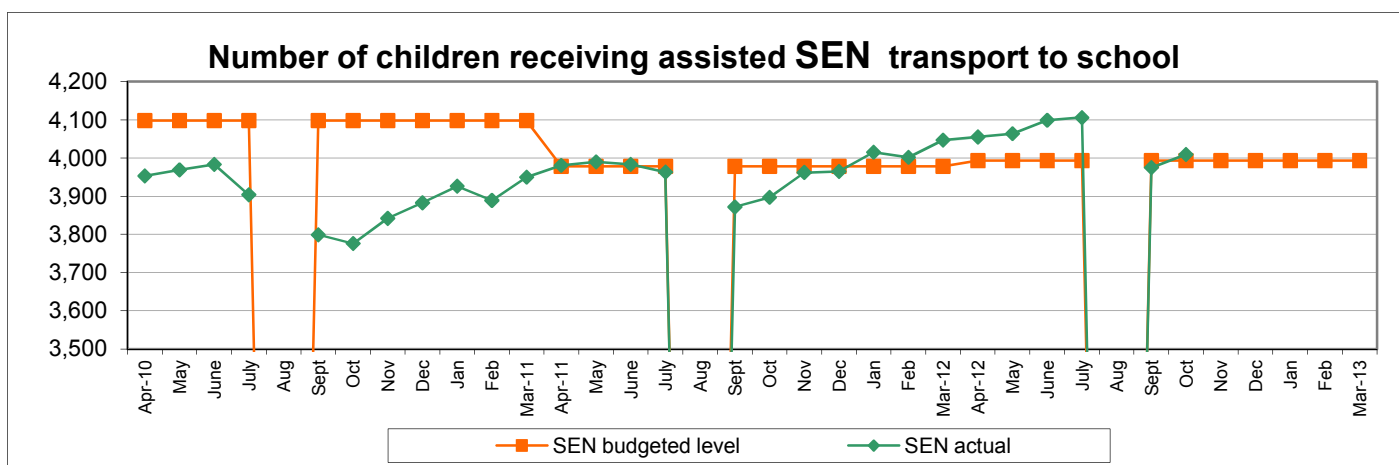
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	as at 31-3-07	as at 31-3-08	as at 31-3-09	as at 31-3-10	as at 31-3-11	as at 31-3-12	projection
Total number of schools	596	575	570	564	538	497	458
Total value of school reserves	£74,376k	£79,360k	£63,184k	£51,753k	£55,190k	£59,088k	£56,802k
Number of deficit schools	15	15	13	23	17	7	11
Total value of deficits	£1,426k	£1,068k	£1,775k	£2,409k	£2,002k	£833k	£330k

Comments:

- The information on deficit schools for 2012-13 has been obtained from the schools budget submissions. The Local Authority receives updates from schools through budget monitoring returns from all schools after 6 months, and 9 months as well as an outturn report at year end.
- KCC has a “no deficit” policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year’s budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the Local Authority. School’s Financial Services are working with all schools currently reporting a deficit with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.
- The number of schools is based on the assumption that 39 schools (including 7 secondary schools and 32 primary schools) will convert to academies before the 31st March 2013 in line with the government’s decision to fast track outstanding schools to academy status.
- The estimated drawdown from schools reserves of £2,286k represents the estimated reduction in reserves resulting from 39 schools converting to academy status, however the value of school reserves and deficits are very difficult to predict at this stage in the year and further updates will be provided in future monitoring reports once we have collated the first monitoring returns from schools.

2.2 Numbers of children receiving assisted SEN and Mainstream transport to school:

	2010-11				2011-12				2012-13			
	SEN		Mainstream		SEN		Mainstream		SEN		Mainstream	
	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual
April	4,098	3,953	19,679	18,711	3,978	3,981	18,982	17,620	3,993	4,055	17,342	16,757
May	4,098	3,969	19,679	18,763	3,978	3,990	18,982	17,658	3,993	4,064	17,342	16,788
June	4,098	3,983	19,679	18,821	3,978	3,983	18,982	17,715	3,993	4,099	17,342	16,741
July	4,098	3,904	19,679	18,804	3,978	3,963	18,982	17,708	3,993	4,106	17,342	16,695
Aug	0	0	0	0	0	0	0	0	0	0	0	0
Sept	4,098	3,799	19,679	17,906	3,978	3,872	18,982	16,282	3,993	3,975	17,342	13,698
Oct	4,098	3,776	19,679	17,211	3,978	3,897	18,982	16,348	3,993	4,009	17,342	13,844
Nov	4,098	3,842	19,679	17,309	3,978	3,962	18,982	16,533	3,993		17,342	
Dec	4,098	3,883	19,679	17,373	3,978	3,965	18,982	16,556	3,993		17,342	
Jan	4,098	3,926	19,679	17,396	3,978	4,015	18,982	16,593	3,993		17,342	
Feb	4,098	3,889	19,679	17,485	3,978	4,002	18,982	16,632	3,993		17,342	
Mar	4,098	3,950	19,679	17,559	3,978	4,047	18,982	16,720	3,993		17,342	



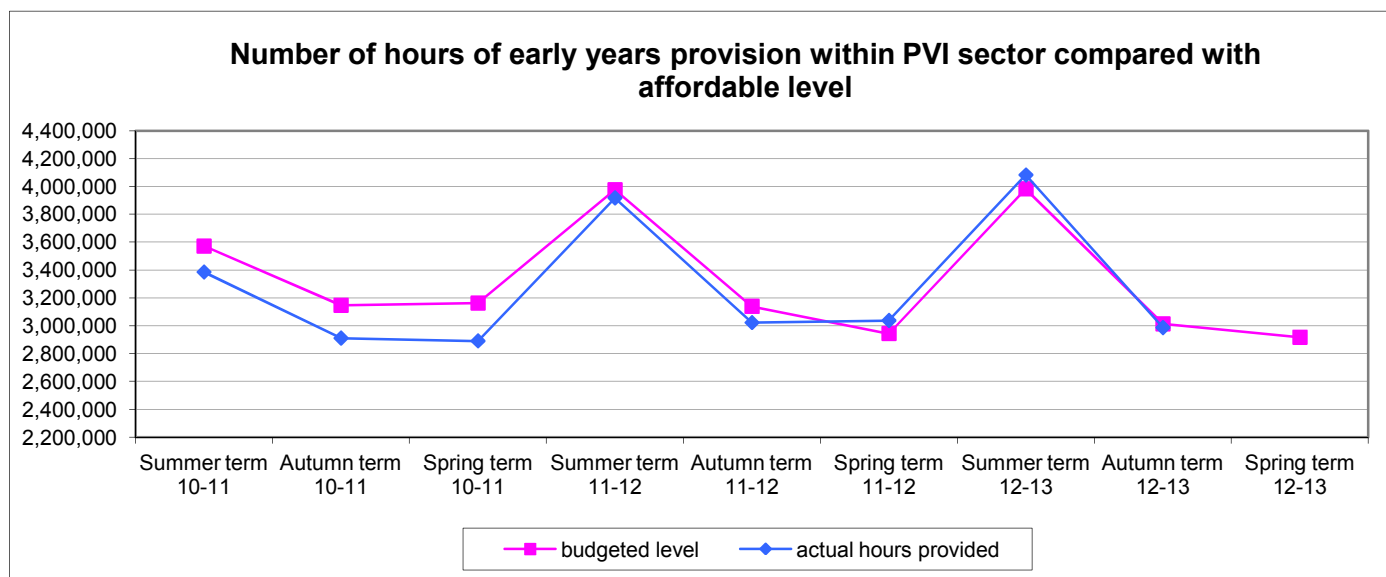
Comments:

- **SEN HTST** – Although the number of children travelling is higher than the budgeted level, there are a number of other factors which contribute to the overall cost of the provision of transport such as distance travelled and type of travel, and therefore no variance is being declared on this budget at this stage.
- **Mainstream HTST** - An underspend is expected on the Mainstream Home to School Transport budget based on the current numbers requiring transport in the new academic year and Transport

Integration Unit are currently working to assess the financial impact of this. Any saving resulting from this exercise will be reflected in the 2013-16 MTFP.

2.3 **Number of hours of early years provision provided to 3 & 4 year olds within the Private, Voluntary & Independent Sector compared with the affordable level:**

	2010-11		2011-12		2012-13	
	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided
Summer term	3,572,444	3,385,199	3,976,344	3,917,710	3,982,605	4,082,870
Autumn term	3,147,387	2,910,935	3,138,583	3,022,381	3,012,602	2,986,620
Spring term	3,161,965	2,890,423	2,943,439	3,037,408	2,917,560	
	9,881,796	9,186,557	10,058,366	9,977,499	9,912,767	7,069,490



Comments:

- The budgeted number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity shows 74,283 hours above the affordable level for the summer and autumn terms, which suggests an overspend of £0.301m on this budget which has been mentioned in section 1.1.3.6 of this annex. As this budget is funded entirely from DSG, any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations and cannot be used to offset over or underspending elsewhere in the directorate budget, therefore this overspend will be transferred to the schools unallocated DSG reserve at year end.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

The figures for actual hours provided are constantly reviewed and updated, so will always be subject to change

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Ofsted Inspection Outcome - Progress of Schools in Kent Challenge in 2012 and their performance in an Ofsted inspection
Classification:	Unrestricted

Summary	This report summarises the progress of schools in the Kent Challenge School Improvement Strategy in 2012 and performance in Ofsted inspections
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1. Kent Challenge School Improvement Strategy

1.1 The Kent Challenge School Improvement Strategy has been effective in ensuring that only 23 schools fell below the Government's floor standard of 60% of pupils attaining Level 4 in English and Maths at Key Stage 2 in 2012. This is a significant reduction from 95 schools in 2010. The School Improvement Team will continue to work with the 23 schools that remain below the floor standards. The Team will also work with the middle band of schools to drive their performance closer to the national average of 80% English and Maths at Level 4.

1.2 The team focused support intensively in 134 schools.

- In 2012, 126 of these schools improved their results compared to 2011.
- 113 of the 134 schools were above the floor standard in 2012 compared with 64 in 2011 and 51 in 2010.
- 111 schools improved their performance with 2 levels of progress in English from 2011.
- 104 schools improved their performance with 2 levels of progress in Maths from 2011.
- 85 of these schools were above the national average for 2 levels of progress in English compared with 39 in 2011 and 33 in 2010.
- 76 schools were above the national average for 2 levels of progress in Maths compared with 27 in 2011 and 24 in 2010.

The strategies that made the most difference in terms of school improvement are:

- a detailed and ongoing analysis of the school's performance data and quality of teaching to identify the key priorities and to ensure the most effective targeting of support, challenge and intervention
- early and rigorous intervention and action for those schools where leadership and/or the quality of teaching needed significant improvement, including the procurement of new leadership capacity where necessary

- a support programme to rapidly improve the quality of teaching and assessment and appropriate action to address poor teaching
- a clear plan for improvement, six weekly progress meetings with the School Improvement Team to identify the impact of the support in place for the school and to monitor the achievement of clearly defined targets for improvement
- attention to accountability and clarifying the expectations of the key stakeholders in improving the school, including the Headteacher and staff, the Governing body and the school improvement team linked to the school
- brokering of support from other schools and facilitation for the school(s) to be part of a collaborative partnership with good or outstanding schools
- if schools do not make the expected progress the following actions are considered: the serving of a Warning Notice; introduction of an Interim Executive Board; changes to the leadership structure; federation or amalgamation; or conversion to an academy.

2. Ofsted Inspections

2.1 Kent has 19 (3% of all schools) in an Ofsted category of concern. Nationally the current number of schools in an Ofsted category is 3%.

2.2 There are 6 schools in the serious weaknesses category and 13 in special measures. In serious weaknesses there are 2 secondary schools and 4 primary schools. In special measures there are 12 primary schools and 1 special school. A number of the schools are being sponsored as academies.

2.3 There has been an increase in the number of early years settings judged good or outstanding by Ofsted to 87% from 82 % in 2011.

2.4 Overall there has also been an increase in the number of schools judged good or outstanding by **Ofsted** from 57% to 62% overall. The national average for all schools is 70%.

2.5 At present 73% of Secondary schools in Kent and nearly all Special schools are good or outstanding. 59% of Primary schools are good or outstanding. The national average is 69% for Primary schools and 66% for Secondary schools.

2.6 There are positive indications that school inspection outcomes are improving. There have been 45 inspections since the beginning of the 2012 school year, 30 schools (66%) were rated as good or outstanding and among these 25 schools (55%) improved from a previous satisfactory judgement. This is very encouraging.

2.7 We also know that many 'satisfactory' or 'requires improvement' schools are well led and making good progress. A good number of these schools significantly improved their Key Stage 2 and Key Stage 4 results in 2012 and are well above the floor standard, so that we can be more confident of a future good inspection outcome.

2.8 We expect this positive trend to continue and to gather pace towards our ambitious target of at least 85% of primary and secondary schools and 100% of special schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better very soon.

2.9 While there is improvement in the outcomes of Ofsted inspection since September 2012, there are still a number of schools at risk. The school improvement strategy is well focused on targeting improvement in these schools but it may not be sufficient in the short timescales available to prevent some failing their Ofsted inspection. However the risk is decreasing as the school improvement strategy becomes more effective.

3. Turning schools around: Making the difference

3.1 There are three critical factors in improving schools: ensuring good and outstanding leadership, good or outstanding teaching and learning, and good or outstanding assessment and monitoring of all pupils' progress. Our improvement strategy is focused on these key characteristics.

4. High Risk Schools and High FSM correlation both positively and negatively (Appendix 1)

4.1 Attached to this report is data showing the performance of those schools in each district with High FSM and how they are performing against the floor standard measure of Level 4 in English and Maths at Key Stage 2. What is clear is that a number of schools achieve high standards with higher than average levels of deprivation.

5 Recommendation

5.1 Education Cabinet Committee is invited to comment on the progress achieved to date in improving school results and Ofsted inspection outcomes.

Lead Officer
Sue Rogers
Director Standards and Improvement
Sue.rogers@kent.gov.uk
01622 694983

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Appendix 1 - Data from MIU showing the performance of those schools in each district with High FSM and how they are performing against the floor standard KS2 measure of Level 4+ English and Maths combined

	District	School	Total Y6 Roll May 2012	% of Y6 Pupils with FSM	Pupils Eligible For FSM	
					Number of Pupils	% Attaining L4+ E&M
1	Ashford	Phoenix Community Primary School	24	29.2	7	71.4
2	Ashford	Charing Church of England Aided Primary School	11	36.4	4	75
3	Canterbury	Kingsmead Primary School	13	38.5	5	80
4	Canterbury	The Canterbury Primary School	28	39.3	11	72.7
5	Dartford	Westgate Primary School	30	26.7	8	75
6	Dartford	Dartford Bridge Community Primary School	13	38.5	5	80
7	Dover	Barton Junior School	38	39.5	15	80
8	Dover	Hornbeam Primary School	26	42.3	11	81.8
9	Dover	White Cliffs Primary College for the Arts	23	52.2	12	83.3
10	Dover	Green Park Community Primary School	31	64.5	20	85
11	Gravesham	Whitehill Primary School	48	39.6	19	89.5
12	Gravesham	Lawn Primary School	17	58.8	10	80
13	Gravesham	Kings Farm Primary School	33	60.6	20	70
14	Maidstone	Laddingford St Mary's Church of England Voluntary	9	33.3	3	66.7
15	Maidstone	Greenfields Community Primary School	27	33.3	9	66.7
16 ^T	Maidstone	Holy Family RC Primary School	17	35.3	6	83.3
17 ^{AB}	Sevenoaks	St Mary's Church of England Voluntary Aided Primar	18	38.9	7	71.4
18 ^D	Sevenoaks	St John's Church of England Primary School, Seveno	11	45.5	5	100
19 ^N	Shepway	Palmarsch Primary School	12	25	3	100
20	Shepway	Seabrook Church of England Primary School	15	26.7	4	75
21	Shepway	Cheriton Primary School	51	27.5	14	71.4
22	Shepway	Harcourt Primary School	18	38.9	7	71.4
23	Shepway	Folkestone Christ Church CofE Primary School	60	45	27	70.4
24	Swale	South Avenue Junior School	46	28.3	13	69.2
25	Swale	Regis Manor Community Primary School	35	31.4	11	72.7
26	Swale	St Mary of Charity CofE (Aided) Primary School	28	32.1	9	66.7
27	Swale	Queenborough School and Nursery	48	33.3	16	68.8
28	Swale	Rose Street Primary School	30	33.3	10	80
29	Swale	Murston Junior School	26	50	13	92.3
30	Swale	Bysing Wood Primary School	13	53.8	7	100
31	Thanet	Newlands Primary School	53	37.7	20	65
32	Thanet	Northdown Primary School	41	54.8	23	69.6
33	Tonbridge and Malling	St Peter's Church of England Primary School	19	31.6	6	83.3
34	Tonbridge and Malling	Long Mead Community Primary School	11	36.4	4	75
35	Tonbridge and Malling	Stansted Church of England Primary School	13	38.5	5	100
36	Tonbridge and Malling	St James the Great Academy	24	70.8	17	82.4
37	Tunbridge Wells	St Barnabas CofE VA Primary School	15	26.7	4	100
38	Tunbridge Wells	Broadwater Primary School	11	27.3	3	100

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Appendix 1 - Data from MIU showing the performance of those schools in each district with High FSM and how they are performing against the floor standard KS2 measure of Level 4+ English and Maths combined.

Points to note about the correlation between High FSM and High Performance in Kent schools

- It is important to note the total % of FSM children in Year 6 and the % who achieved the Level 4 combined. Folkestone Christchurch did exceptionally well in getting 70.4% of the 27 children who were eligible for FSM to this benchmark.
- St. James the Great, Green Park and Whitehill should be noted for high performance with a reasonably sized FSM cohort.
- It is interesting to note that those schools 100% of FSM had only 3, 4, 5 or 7 pupils.
- There are some small schools with 75% for example but in a cohort of only 4 each pupil was worth 25% and therefore only 1 pupil did not achieve out of the 4. Lawn for example with 80% - 8 out of the 10 pupils who are on FSM made the achievement.

The children who do not make the actual attainment may still have made the two levels of progress.

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By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Education, Learning & Skills Bold Steps Business Plan 2013-14
Classification:	Unrestricted

Summary:	<p>The purpose of this report is to enable Members to:</p> <ul style="list-style-type: none"> (i) Consider an updated Education, Learning & Skills Bold Steps Priorities for Improvement 2013-2016 document (Appendix A). This paper details progress made since the publication of the original document and provides the headline business planning priorities for the ELS Directorate for 2013/14 and beyond. (ii) Consider and comment upon the proposed priorities and targets in the draft 2013/14 ELS Service Business Plans (Appendix B), which have been informed by Education Bold Steps and other legislative, policy and financial constraints. (iii) Consider and comment upon the ELS draft Directorate Risk Register (Appendix C).
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1. Introduction

1.1 Effective strategic planning for improvement is a pre-requisite for any organisation to ensure a clear focus on delivering agreed organisational priorities and outcomes. Education Cabinet Committee plays an important role in shaping and influencing business plans, before they are formally approved by Cabinet in March 2013.

2 Education Bold Steps Business Planning 2013-14

2.1 A revised Education Bold Steps document (attached as Appendix A) sets out Kent County Council's (KCC), Education, Learning and Skills (ELS) vision, priorities and improvement targets from 2013 - 2016. This refreshed set of priorities and targets to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in the country to be educated, builds upon the progress that has been made since the document was published in May 2012.

2.2 There are positive indicators that the situation is improving. Schools' and early years settings' results continue to improve at each key stage, with significant improvement at key Stage 2 in 2012. Performance in the Early Years Foundation Stage and GCSE is above the national average and improving. There have been 45 inspections since the beginning of this school year, 30 schools (66%) were rated as good and among these 25 schools improved from a previous satisfactory judgement. This is very encouraging. Other indicators, such as the the narrowing of the FSM achievement gap, suggest we are going in the right direction. We also know that many 'satisfactory' or 'requires improvement' schools are well led and making good progress, and a good number of these schools significantly improved their Key Stage 2 results in 2012, so that we can be more confident of a future good inspection outcome. It is expected that this positive trend will continue and gather pace.

2.3 As a result of this progress and to ensure appropriate stretch and challenge, Education Bold Steps priorities and targets have been reviewed and revised, in light of progress to date. Accordingly, Education Cabinet Committee is invited to consider the updated Education Bold Steps priorities and targets document, attached to this report.

2.4 The Bold Steps for Education plan sets a series of ambitious targets for 2016 to help ensure a significant improvement in education in Kent. Good or outstanding leadership and teaching are at the heart of the plan, which aims for at least 85% of primary and secondary schools and 100% of special schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better very soon.

2.5 KCC's approach is driven by moral purpose. Good education is life enhancing but poor provision is damaging to children's life chances, and where poor provision is made for disadvantaged children the damage to their progress is greater. We are taking a very systematic approach, therefore, to school improvement in Kent focusing greatest effort where most improvement is needed. All schools currently rated as inadequate (19 schools) and as 'requires improvement' are working closely with the Kent Challenge programme. There are 194 schools requiring improvement, including 165 Primary schools, 20 Secondary schools, 5 Special schools and 4 Pupil Referral Units.

2.6 More importantly, good practice, greater consistency of expectations and increased capacity in leadership and teaching will spread more rapidly across the education system in Kent through effective school collaboration and well designed partnerships. We are doing this to make sure that the best schools, teachers and leaders share their skills across the county and there is stronger commitment to schools working together to focus on improvement. This work has made rapid progress, which is very encouraging. There are now nearly 50 collaborative improvement hubs of schools with clear partnership agreements funded by the grant from the Schools Forum. In some cases improvement is being delivered through hard federations and sponsored academy arrangements but the common factor across all the models of collaboration we are seeing develop is the commitment of headteachers and other senior leaders to the improvement of other schools beyond their own school. School to school support works well when brokered helpfully by the local authority, and it is our strong commitment to do this properly in Kent working closely with all partner schools, including academies, teaching schools and the headteachers who are our National and Local Leaders of Education.

3. Business Planning, Performance Management and Risk

3.1 The Bold Steps document is the overarching strategic plan for Education, Learning and Skills. It is supported by more detailed business plans for each service area. There are seven strategic services in ELS: Standards and School Improvement; Skills and Employability; Inclusion (formerly Advocacy and Entitlement); Fair Access; Educational Psychology; Provision Planning and Operations and Special Educational Needs and Placement. Each service area's draft Business Plan is attached as Appendix B of this report.

3.2 The emphasis for the 2013/14 draft business plans is identifying clear, tangible actions. Actions are underpinned by annual milestones to check activity progress. They are further complemented by meaningful Key Performance Indicators (KPIs) and Activity Indicators that enable the organisation to monitor and manage performance, and to demonstrate progress against the delivery of Education Bold Steps for Kent. High level risks relating to the delivery of the actions are set out in the business plans, supported by a Directorate Risk Register (Appendix C).

3.3 Key risks and mitigating actions faced by each service in ELS in delivering their 2013/14 business plans are outlined in Section E of each Business Plan. In addition, the key risks from across the Directorate that threaten the achievement of business objectives are listed in the Directorate Risk Register

3.4 It is important that the business planning process closely complements and supports the work already underway to improve the quality and consistency of performance and risk management across the organisation. As such, the draft business plans draw on the existing work to develop the Directorate Performance Scorecard and Divisional Risk Registers. This will enable business planning to become a meaningful tool to influence day to day business whilst ensuring that KCC's strategic priorities are met. Cabinet Committees play an important role in

providing oversight and assurance through the bi-annual business plan outturn monitoring process and regular oversight of the scorecard performance data.

4. Business Planning Timetable 2013/14

4.1 Business plans are approved by Cabinet. From 2013/14 business plans will be made as an annual Key Decision, with Cabinet Committees playing a key role in considering and shaping the draft plans prior to approval as part of pre-scrutiny.

4.2 As a result the timetable for the development of business plans has been brought forward so Committees have an earlier opportunity to comment on draft plans. As such, this will be the last opportunity for Cabinet Committees to formally consider draft plans before approval by Cabinet in March 2013.

4.3 It is not possible to include detailed financial information, as the 2013/14 budget has not yet been approved by County Council. As such, the plans have some incomplete sections and will require further development and refinement.

4.4 Following feedback from the Cabinet Committee, the ELS Corporate Director, Directors and Cabinet Member will further develop and refine the draft plans.

4.5 The approved plans will go live and be published online in April 2013.

5. Recommendations

5.1 Education Cabinet Committee is invited to:

- (i) Note and comment upon the updated Education Bold Steps 2013-16 document, attached as Appendix A which sets out the priorities and targets, with more detailed actions and milestones in the draft 2013/14 ELS service area business plans.
- (ii) Consider and comment on the draft ELS service area business plans set out in Appendix B.
- (iii) Note the key headline Directorate risks set out in Appendix C.

Appendices

Appendix A: Updated ELS Bold Steps for Kent Vision and Priorities for Improvement 2013-16

Appendix B: ELS service draft business plans 2013-14

Appendix C: ELS Directorate draft Risk Register 2013-14

Lead Officer Contact details

John Reilly

Acting Strategic Business Advisor (ELS)

01622 696671

John.reilly@kent.gov.uk

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MASTER DRAFT

Delivering Bold Steps for Kent

Education, Learning and Skills Vision and Priorities for Improvement

2013 - 2016



Education, Learning and Skills Vision and Priorities for Improvement

Vision:

Our vision is for Kent to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve.

Kent should 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.

In Kent we should have the same 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 go to a good or outstanding 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.

Our strategic priorities in Kent Bold Steps are to ensure all pupils meet their full potential, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable young people in Kent.

Our Ambition

Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' 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 want 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 will do this by focusing relentlessly on improving standards and the quality of education and learning so that excellence is promoted across the system. We will 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 our Children's Centres, so that we promote the highest quality early learning and childcare in the Foundation Stage. We will work tirelessly to ensure every child can go to a good school where they make good progress and can have fair access to school places. And we will 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.

We will achieve this by learning from and spreading the influence of the best, whether locally, nationally or internationally and through working in partnership across all types of school and

phases of education and learning and 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 support the best schools and school leaders to lead the system and drive improvement through collaboration across all schools, settings and education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people more rapidly. We will promote innovation and creativity in teaching and learning and the curriculum, so that Kent achieves a world class education system, greater social mobility and reverses the national trends of under performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

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 will give particular priority to improving the skills and employability of 14 - 24 year olds, so that they make a good start to adult life and their potential is not lost to the Kent economy.

The Challenges for the Future:

The world is changing fast, expectations are rising rapidly and a more diverse education system is developing quickly. The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense and too much provision that is less than good damages the life chances of children and young people. In this mix the role of the Local Authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner with schools and other providers.

In particular our priorities are to:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system
- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
- Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
- Make the most effective and efficient use of the available resources to support improved outcomes
- Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
- Support vulnerable pupils, including children in care and pupils with special educational needs and disabilities, so that they achieve well and make good progress
- Ensure every child has fair access to all schools

- Deliver an effective school improvement strategy and procure effective support and advice services for schools
- Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision;
- Promote and champion a school, education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
- Promote and champion educational excellence and provide vision and drive for a world class system

New ways of working are key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and networks in which there can be pooled effort and shared priorities, to achieve better outcomes, to increase capacity in the system and to create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent will see the emergence of new vehicles for joint working and partnership. Our priority will therefore be to ensure success for:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District school forums that have strong and purposeful working relationships with the Local Children and Young People's Partnership Boards and Locality Boards in order to deliver the best opportunities and outcomes for their children and young people
- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent
- The local authority to deliver a school improvement strategy based on evidence based best practice and strong school collaborations and the development of a school to school support system
- Locality based working and commissioning to pool and target resources to local needs in Districts
- Our key strategic partnerships to maximise effort and increase our capacity to transform early learning, education in schools, and post 16 learning and training so that they are truly excellent.

Key Strategic Developments in 2012

In quickening the pace of improvement we have focused attention on transforming the way we work and the delivery of services. During 2012 we have:

- Devolved the Specialist Teaching Service to a lead Special School in each District to improve support to mainstream schools for special educational needs and achieve better progress and outcomes for pupils at School Action Plus. This model is intended to improve partnership between Special schools and Mainstream schools and spread the expertise in different aspects of SEND.

- Developed a system of school to school collaboration, so that there are now 40 improvement hubs of schools with clear partnership agreements sharply focused on improving leadership, the quality of teaching and standards of attainment. This work is supported by funding from the School Funding Forum.
- Reviewed the Pupil Referral Units and developed proposals for new models of delivery in each District designed to reduce exclusions, improve support for pupils at risk of exclusion and achieve better quality of alternative provision so that pupil outcomes improve.
- Piloted a new Integrated Adolescent Support Service in four districts aimed at delivering more coordinated and targeted support and better outcomes for vulnerable adolescents. We intend to expand this approach across the whole of Kent in 2013.
- Developed the 14-24 Strategy aimed at supporting all young people to stay in education or training to age 18 and gain employment, by improving vocational pathways and qualifications, raising attainment for all 16-19 year olds, increasing apprenticeships and developing skills and employment partnerships between schools, colleges, work based learning providers and employers.
- Developed the SEND Pathfinder which is focused on delivering single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs. This is also enabling us to pilot the use of personal budgets for families to use on transport, equipment and therapy services.
- Developed the SEND Strategy which is aimed at improving the local offer in Special and mainstream schools, providing better support for parents, improving early intervention and prevention, delivering more integrated services and joint commissioning across education, health and social care and achieving better progress and outcomes for all children and young people with a disability or special educational needs.
- Developed our approach to District based working, allocating resources and staff more clearly to district teams so that service delivery can be more coordinated and early help and earlier intervention for vulnerable children can be more accessible for schools and families.
- Developed the Education Commissioning Plan which sets out the need for new early years and school provision and identifies where capital funding will be used to provide new schools and additional classes up to 2014. The Plan will be revised and updated on an annual basis.
- Developed Edukent so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools.

Progress in 2012 and where are we now?

We have set very challenging and aspirational improvement targets and in 2012 there were positive indications that we are achieving progress.

In 2012 we achieved progress in the following areas:

- Improved results for Kent children at every key stage of education from pre-school age to 19 years.
- Kent is **top** of its statistical neighbour group in the **Early Years Foundation Stage**, and results are now well above the national average. 72% of children achieve a good level of development, up from 46%. The Free School Meal (FSM) achievement gap has reduced year on year and is now significantly less than the national figure.
- At **Key Stage 1**, in reading, writing and mathematics, results are now in line with the national average and the FSM achievement gap is narrowing at a **faster rate** than nationally.
- At **Key Stage 2** we have seen the numbers getting Level 4 in both English and Maths **rise substantially** from 72% in 2011 to 78% in 2012. The FSM achievement gap has narrowed significantly from 29% to 22%, close to the national figure of 20%.
- There has been an **impressive reduction** in the number of schools below the **floor standard**, from 90 primary schools in 2010 to 23 schools in 2012 and from 36 secondary schools in 2010 to 18 schools in 2012.
- At **GCSE** the number of children gaining five GCSEs at A*-C including English and Maths, has risen from 50% in 2008 to 61% in 2012. Outcomes for young people in Kent are **above the national average**, and Kent is ranked second in our statistical neighbour group.
- There has been steady narrowing of the **SEN achievement gap** at Key Stage 2 by 6% between 2010 and 2012 narrowed from 54% to 48% of children achieving Level 4 in English and maths.
- Between 2010 and 2012 **outcomes for children in care** improved at Key Stage 4 by 8.5% with 13.1% achieving at least five GCSEs at A*-C including English and maths. **Kent is above the national average** at Key Stage 4.
- Twenty-five schools have **improved** from a previous satisfactory Ofsted judgement to good since September 2012.

- The number of schools in Kent **judged good or outstanding** by Ofsted rose to 62% from 57% last year.
- The number of **early years settings** in Kent judged good or outstanding by Ofsted rose to 87%, 5% up on 2011.
- **Ofsted** has judged 73% of secondary schools in Kent and 80% of Special Schools as good or outstanding. 59% of primary schools are now good or outstanding.
- The quality of Pupil Referral Units and Alternative Provision improved to 73% good or outstanding from 56% in 2011.
- A good number of satisfactory schools **significantly improved** their Key Stage 2 and Key Stage 4 results in 2012, and are above the government's floor standard.
- There has been a reduction in the number of permanent exclusions, down to 192 in 2012 from 252 the previous year.
- Persistent absence rates have reduced quite significantly from last year. The percentage of pupils who are persistently absent in primary schools has dropped from 4.8% in 2010/11 to 3.5% in 2011/12. Secondary schools have again shown a sharper reduction, from 9.8% in 2010/11 to 7.0% in 2011/12.
- The number of apprenticeships has risen, and Kent is **outperforming** the South East for the number of people starting apprenticeships, particularly for 16-18 year olds. Official figures from the National Apprentice Service for 2012 are as follows:

16 – 18 year olds	2,715 – an increase of 16% from 2011
18-24 year olds	3,355 – an increase of 13% from 2011
24 years +	4,742 – an increase of 39% from 2011

- The number of **SEN statements** completed within the required timeframes has risen to 85%.
- We created **2140** new primary school places in September 2012 to meet the growing demand.
- We have opened **2** new primary schools and rebuilt **5** secondary schools, all at a total cost of **£82 million**.

These are positive trends in the right direction. However, we need to continue to be very ambitious because there is much to do to bring about the necessary improvement. Kent has a mixed economy of provision in the early years, schools and the skills and training sector, serving diverse communities with many challenges. This ranges from outstanding and good provision to a significant amount of provision (38% of schools) that is not yet good, which is

letting down children and communities some of whom are the most disadvantaged in Kent. We do not compare well with the national picture or with statistical neighbours in some key areas of our performance and this must improve more quickly.

Kent is among the lowest performing local authorities for the number of good and outstanding schools; we continue to perform poorly in our statistical neighbour groups for standards at key stages 1 and 2; our Key Stage 2 results are still below the national average; and the achievement gaps for pupils eligible for the pupil premium at Key Stages 2 and 4 are still wider than the national gaps. Kent is in the bottom quartile nationally for standards at Key Stage 2 and for the attainment levels of pupils eligible for free school meals at Key Stages 2 and 4. Disadvantaged 19 year olds in Kent also do less well than the national average. Children in care achieve below the national average for this group at Key Stage 2 and the achievement gaps for them are wider in Kent.

In 2011-12, there was a slight increase in the number of schools in an Ofsted category of concern and the number of young people aged 16-19 who are not in education, employment or training increased from 6.2% to 7.5%. The number of SEN statements completed on time is still unacceptably below target, often because there are delays with health assessments. These issues present significant challenges and impact directly on the progress and achievement of children and young people.

Early Years and School Standards

In 2012 the Foundation Stage, Key Stage 1 and 2, GCSE and A level results for Kent all improved and this upward trend is very positive. A number of schools made very significant gains in performance, among them many schools that were previously below the floor standard.

Once again there were good improvements for children in the **Early Years Foundation Stage**, with 72% of children achieving a good level of development which is well above the national average. The results improved by 7% compared to 2011, and this includes very welcome gains in early reading, writing and emotional development, and a reduction in the achievement gap between the lowest achieving 20% and other children to well below the national achievement gap. These results place Kent in the top quartile nationally, and first place when judged against our statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex, and Worcestershire.

At **Key Stage 1** the results for children attaining level 2b in reading, writing and mathematics improved by several percentage points. Standards are mostly in line with the national average but below the national average in writing and among the lowest for our statistical neighbours. The improvement is very welcome as it continues to build a stronger base for securing good progress in subsequent key stages. However performance at level 3 is no better than it was in 2007, which is very disappointing.

At **Key Stage 2** the results showed good improvement (6%) compared to previous years, with 78% of pupils attaining level 4 in both English and mathematics. Attainment at level 5 for

English and maths combined also improved by 5.6% to 27%, after five years of no improvement. These were the first signs of a significant shift in Primary school performance overall since 2008. However we are in the bottom quartile and we should be in the top quartile for local authority performance in Primary education.

Significant improvement was achieved by many of the Primary schools that were below the floor standard, which is 60% of pupils attaining level 4 in English and mathematics. Through the work of Kent Challenge, more effective school leadership and meticulous attention to improving the quality of teaching and assessment, and accelerating the progress rates of pupils, there has been a very significant reduction in the number of schools performing below the floor standard. The improved results for these schools mean that in 2012 there are 23 schools below the floor compared to 70 schools in 2011. This is excellent progress.

At **Key Stage 4**, GCSE results at 5 A*-C grades including English and mathematics improved to 61%, compared to 59% in 2011. This is above the national average. Sixty four secondary schools improved their performance, and eight schools improved their results by more than 10%.

Maths results at A*-C grades improved by 3% to 70% and English results overall were down slightly by 1% to 67%. The floor standard for secondary school performance at 5 or more GCSE grades at A*-C, including English and mathematics, increased this year to 40%. Eighteen secondary schools performed below the floor standard, compared to 29 schools that performed below the 40% benchmark in 2011. The overall 5 A*-C result for Kent improved by 4.6% to 85.6%, which is very positive.

At **A level** the proportion of students achieving 2 or more A*-E passes increased by 1.5% to 95.6%. However attainment overall at level 3 is still below the national average and below our statistical neighbours.

Closing Achievement Gaps and the Pupil Premium

Closing achievement gaps is one of the key priorities in Bold Steps, especially the gaps in outcomes between boys and girls and, compared to all pupils, the gaps for pupils with SEN and those in receipt of pupil premium funding.

School performance in Kent would be much improved if boys achieved as well as girls, in literacy especially, and the achievement gaps between FSM pupils and other pupils at each key stage were narrower than the national figures. In the 2012 results there was some very welcome progress.

In the **Early Years Foundation Stage** there was further continuous improvement. As achievement gaps tend to widen as children get older, it is particularly important to reduce the gap in the early years, so that we see a trend of improving outcomes for children in the lowest achieving 20%. In 2012 Kent continued the six year downward trend to reduce the gap between this 20% and other children, from 25.5% in 2011 to 24.8% in 2012, compared to the national gap of 30.1%. This ranks Kent in first place against statistical neighbours. It is

particularly significant to see year on year improvement for the lowest achieving 20% at the same time as outcomes overall in the early years continue to increase.

At **Key Stage 1** the attainment gap widened between boys and girls in reading to 10%, in writing to 16% and in maths to 5%. More positively, the gaps for free school meals pupils narrowed in attainment at level 2 and above, to 17% in reading, 20% in writing and 12% in maths. While these are still slightly wider than the national figures it is encouraging to see that the gap is narrowing in Kent at a faster rate than nationally in reading and mathematics. For pupils with SEN statements the gaps are wider in Kent, compared to the national figures, for attainment in reading, writing and maths.

At **Key Stage 2**, the achievement gap between boys and girls narrowed to 5%, (from 7% in 2011) which is in line with the national gender gap figure. The gap also narrowed between boys and girls in writing, although it remains wide at 12%. The gap for FSM pupils narrowed from 27% in 2011 to 22% in 2012, compared to the 2011 national gap of 20%. This is very welcome improvement. However 34% of children on free school meals did not reach level 4 in English and 33% did not reach this level in mathematics. The national figures are 26% and 27% respectively, which means Kent is in the bottom quartile for both subjects. For pupils with SEN statements the gap widened by 2% and is greater in Kent, compared to the national figures.

At **Key Stage 4**, the gender gap remains wide with 56% of boys attaining five or more GCSE A*-C grades with English and maths compared to 65% of girls. This is similar to 2011. The gap between pupils eligible for FSM only fell slightly by 0.8% to 32.9%, and this continues to be significantly greater than the national figure of 25.8%. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other pupils.

Gaps in Rates of Progress

The percentage of FSM pupils making the expected rates of progress between key stages is better in primary schools than in secondary schools.

Many more FSM pupils make the expected progress in English and Maths between Key Stages 1 and 2 (80.8% and 75.6% respectively) than between key stages 2 and 4 (45% and 46%). The gap between FSM pupils and their peers in making the expected progress in English and Maths is much smaller between key stages 1 and 2 (7.5% and 11.1%) than between key stages 2 and 4 (26% and 27%). And a greater number of primary schools have a proportion of FSM pupils making progress in excess of the national rates in English and Maths. (40.6% and 35.1%) than secondary schools (22.7% and 21.8%).

The proportion of primary schools that have 100% of FSM pupils making the expected rates of progress in English and Maths is 35.1% and 30.9% respectively. The proportion of secondary schools is smaller, 15.1% and 16.0% respectively.

The wide variations between schools highlight aspects of good practice that need to be more widely disseminated as part of the developing collaborations 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, to accelerate the progress of these pupils. We will build on this good practice.

Pupil Premium

In Kent £18,304,000 is in schools' budgets for the pupil premium to make more of a difference to closing achievement gaps for 2,260 less advantaged pupils. The schools where there is greatest impact in narrowing achievement gaps use the additional funding provided by the pupil premium, and other school resources, to ensure that all groups of pupils are taught to a good standard and the lowest attaining groups of pupils receive the best teaching to accelerate their progress.

Priority is given to detailed monitoring of every pupil's progress and other effective strategies including targeted small group and individual tuition to improve progress in literacy and mathematics, with a strong emphasis on the systematic development of phonics as part of a well developed approach to teaching reading and writing. More generally 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. In addition 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. The fundamental issue in any school is to ensure all groups of pupils receive consistently good teaching and where pupils are taught by teaching assistants to ensure that provision is also high quality and monitored carefully by teachers and senior leaders. There is abundant evidence nationally, and in local schools, to show that significant narrowing of the achievement gaps is possible and we aim to achieve greater impact on this key priority in the near future.

Provision and Outcomes for 14-24 Year Olds

The quality of education for 14-19 year olds in Kent is very variable, and while most young people do well and have very clear progression pathways to successful further and higher education and employment, too many young people experience failure early on and do not have access to the kinds of learning they need to progress to better skills and qualifications. Key Stage 4 standards have improved year on year and are above similar areas and the national average. However the variation in Secondary school performance at GCSE is wide, and achievement gaps are significant for those young people who face the greatest disadvantage. The range in performance at GCSE, five or more A*-C grades with English and mathematics, is from 20% in the lowest performing non-selective school to 79% in the highest performing school. The range for selective schools is from 86% to 100%.

It is a significant challenge for the Kent economy and the education system in the county if, for example, nearly half of all 16 year old boys are not educated to a standard that would enable them to access an apprenticeship or progress to many of the vocational and academic pathways that are available post 16.

The participation rate for 16 and 17 year olds in Kent is 88%, compared to 93% nationally. Of these 83% are in full time education, a small number are in work based learning or training and the remainder are in jobs without training or they are NEET (not in education, employment or training). In the early months of 2012 there were 2577 16-18 year olds (6.3%) who are NEET. This has now increased to 7.5%. If we are to improve this situation and achieve full participation by 2015, over 6000 more young people aged 16-18 will need to be engaged in education or employment with training over the next 3 years.

Most 16-18 year olds (62%) are in school sixth forms and the quality of provision is mostly good or better (73%) as judged by Ofsted. A-Level results have steadily improved, although on a number of measures Kent is below the national average. The number of young people attending school sixth forms or FE college achieving level 2 qualifications by the age of 19 is in line with similar areas, but too many 16-19 year olds (13.6%) spend two years on courses and achieve no improvement in their level 2 qualification. This is unacceptable.

As with every other area of education in the County the standards and skills achieved by young people aged 19 from low income backgrounds, while improved post 16, are below the national average and the gaps (33% in Kent compared to 25% nationally) between outcomes for the most vulnerable 19 year olds and their peers are not closing quickly enough. This significantly reduces their employability and access to apprenticeships and other vocational qualifications, compared to young people from more advantaged backgrounds.

As the NEET figures increase and earlier success does not carry through to the 18 to 24 year olds, more effective action is needed. Youth unemployment figures for Kent reinforce the need for further action with 18 to 24 year olds accounting for 30% of all unemployment in Kent. Many younger people are still choosing to look for employment at 16, 17 and 18 despite rising youth unemployment, in sectors that have seen the most contraction and with lower skills requirements.

At present in Kent there are real gaps in what is needed to support young people to access employment. There is no part time employment with training for 16-19 year olds, there are no pre-apprenticeship programmes, no vocational and technical qualifications with meaningful work experience and no academic courses with meaningful work experience. These are significant gaps in our provision. A key priority, therefore, is to increase work based learning to secure better routes to employment and to improve outcomes for this age group by improving learning pathways 16-19 and the quality and range of vocational education and training, including enabling more young people to take up apprenticeships.

We are seeing good progress in increasing the number of apprenticeships, which is very positive. Kent is outperforming the South East for the number of young people starting apprenticeships, particularly for 16-18 year olds. Official figures from the National Apprentice

Service for 2012 are as follows. Apprenticeships for 16 – 18 year olds have increased to 2,715, an increase of 16% from 2011. There are 3,355 apprenticeships for 18-24 year olds, which is an increase of 13% from 2011. For 24 year olds and older adults there are 4,742 apprenticeships, an increase of 39% from 2011.

Unemployment among young people is a real concern, and tackling this is one of our top priorities. Nearly 10,000 18-24 year olds in Kent are unemployed, with more than half out of work for more than three months. Kent has five of the national youth employment hotspots where youth unemployment among 18-24 year olds exceeds 20%, in Thanet, Swale, Shepway, Gravesham and Dover. We believe this requires a more targeted and intensive response as part of our improvement strategy.

The 14 to 24 Learning, Employment and Skills Strategy was launched for consultation in October 2012. In developing this Strategy with partners, we intend to enable young people in Kent to become better qualified and more employable; to be able to participate and achieve success in education and work based training at least until the age of 18. A key area of work within the strategy will be to bring together the world of learning to the world of work more successfully through developing high quality employability skills programmes, improving the vocational offer at ages 14 and 16, and continuing to expand apprenticeship opportunities for 16 to 24 year olds.

Ofsted Inspection Outcomes

At present 73% of Secondary schools in Kent and 80% of Special schools are good or outstanding. Only 59% of Primary schools are good or outstanding and we know this must improve quickly. Overall 62% of Kent schools are good or better, compared to the national average of 70%.

In Ofsted's latest Annual Report, Kent is placed tenth from the bottom of the list of local authorities, with 55% of pupils attending a good or outstanding Primary school. In the top performing local authorities 90% of primary age pupils attend a good or better school. This is clearly unacceptable. It means 50,496 for primary age do not attend a good school. This is one of the top priorities in our school improvement programme and we have set ambitious targets for increasing the number of good schools by 2016.

There are positive indications that the situation is improving. There have been 45 inspections since the beginning of the 2012 school year, 30 schools (66%) were rated as good and among these 25 schools improved from a previous satisfactory judgement. This is very encouraging. We also know that many 'satisfactory' or 'requires improvement' schools are well led and making good progress, and a good number of these schools significantly improved their Key Stage 2 results in 2012, so that we can be more confident of a future good inspection outcome. We expect this positive trend to continue and to gather pace towards our ambitious target of at least 85% of primary and secondary schools and 100% of special schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better very soon.

All schools currently rated as inadequate (19 schools) and as 'requires improvement' are working closely with the Kent Challenge school improvement programme. There are 189 schools requiring improvement, including 160 Primary schools, 20 Secondary schools, 5 Special schools and 4 Pupil Referral Units.

The Ofsted Annual Report is rightly critical of some local authorities for not taking their school improvement responsibilities seriously enough and for not using the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent.

Exclusions

During the 2012 academic year permanent exclusions in Kent reduced by 16%, to 192 from 252 in 2011. The new target by 2016 is to reduce the number of permanent exclusions to no more than 40. The strategy to reduce exclusions includes the review of the Pupil Referral Units and Alternative provision, to improve more inclusive and collaborative work between schools in each District. It also includes better monitoring of fixed-term exclusions, and more targeted earlier intervention to support pupils at risk of exclusion. Some of this will be provided by the new PRU models of delivery and the new Integrated Adolescent Support Service. .

The PRU review is well underway with new delivery models for PRUs being developed in all of the districts to meet local need. Overall there has been a strong consensus for increased local management of PRU provision which are expected to lead to significant reductions in permanent exclusions, stronger shared responsibility for some of our most vulnerable learners and the further development of local solutions. Our aim is to have more flexible provision, fewer exclusions, better support for reintegration into mainstream schools and improved outcomes for the pupils who follow alternative curriculum pathways. We also intend to develop high quality appropriate progression pathways for these young people at 16.

Attendance

Attendance rates for Kent pupils have improved in the last year. Figures released by the DfE that combine Autumn 2011 and Spring 2012 absence data indicate that primary schools overall absence has reduced by 0.6% from 2010/11. Secondary schools have seen a bigger reduction of 0.8% from 6.7% in 2010/11 to 5.9% in 2011/12.

Persistent absence rates have reduced quite significantly from last year. The percentage of pupils who are persistently absent in primary schools has dropped from 4.8% in 2011 to 3.5% in 2012. Secondary schools have again shown a sharper reduction, from 9.8% in 2011 to 7.0% in 2012. These figures are for the new DfE Persistent Absence indicator, which means a pupil is classed as persistently absent if they miss 15% or more of possible sessions. All data published by the DfE includes academies.

To achieve further improvements in attendance we will work with schools to identify and implement earlier intervention measures which encourage pupil re-engagement and the reduction of persistent absenteeism.

Commissioning Education Provision

We are seeing a significant increase in pupil numbers requiring substantial expansion of school places. In 2012 we published the Education Commissioning Plan, which sets out forecasts in each area of Kent to 2017, with more detailed plans for new school places to 2014. We will keep this under constant review and publish a revised Plan in autumn 2013.

To illustrate this, since 2002 the birth rate in Kent has increased from 56 births per 1000 women aged 15-44 years to 65.5 in 2011. Consequently, cohort sizes have increased from 14,600 in 2002 to 17,600 in 2011. In order to meet this need we have added 2140 primary school places in the period 2010 to 2012 and a small amount of additional secondary provision. We plan to add a further 2000 Year Reception places across 50 schools in order to meet the need between 2013 and September 2016.

For September 2013 there are clear plans to increase school places in ten Districts to meet demand. There are public consultation processes relating to 33 schools, which if agreed will add 820 Reception class places for 2013.

Secondary school rolls in Kent will fall until 2016, then rise during the period 2016/17 to 2019/20. The profile will be different in specific localities.

In 2011-2012 the Local Authority has opened 2 new primary schools and completed the rebuilding of 5 secondary schools, at a total cost of £82 million. We have also made progress in taking forward plans to improve 9 Special school buildings, to complete the capital programme for these schools.

Our Future Targets and Priorities:

As there is much to do we are aiming for outcomes that are very 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 Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2016.

In 2013-14 we will:

- Develop school to school collaboration further to achieve a faster rate of improvement in the quality of schools and the outcomes for pupils, including reducing achievement gaps.
- Work with outstanding and good schools to increase their capacity to sponsor schools requiring improvement, through academy or other arrangements
- Deliver a new and improved model in each District for Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of provision and outcomes for pupils.
- Extend the Integrated Adolescent Support Service across the whole of Kent and as a result achieve more coordinated and targeted support and better outcomes for vulnerable adolescents.
- Deliver the improvements set out in the 14-24 strategy, including fewer NEETs, more young people staying in education or training to age 17 and 18, improved youth employment, a better vocational offer, improved attainment for all 16-19 year olds, a further increase in apprenticeships and more effective partnerships between schools, colleges, work based learning providers and employers.
- Expand the SEND Pathfinder and deliver a Kent version of single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs, together with personal budgets for families to use on transport, equipment and therapy services.
- Deliver the SEND Strategy to achieve improvements in Special and mainstream schools, better support for parents leading to fewer tribunals, improving early intervention and prevention so that there is a reduction in statutory referrals, and delivery of more integrated services and joint commissioning across education, health and social care. The overarching goal is to achieve better progress and outcomes for all children and young people with a disability or special educational needs.
- Improve the efficiency and reduce the rising costs of SEN transport
- Continue to improve District based working, so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care. A key development will be the successful establishment of local Children and Young People's Partnership Boards.

- Revise and update the Education Commissioning Plan so that it includes clear plans for additional early years, SEN and school place provision in detail up to 2015, with reliable forecasts for provision up to 2018.
- Develop the Kent Association of Headteachers further to support school to school improvement and partnerships.
- Develop the Kent Employment, Learning and Skills Partnership Board to oversee and drive the implementation of the 14-24 Strategy, monitor its progress and commission new activity and provision to ensure its success.
- Develop Edukent further to procure better services for schools to improve outcomes, at competitive cost and expand the trading of services to more schools in and beyond Kent.

To ensure all pupils meet their full potential, we will achieve the following by 2016

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving the expected level of development in all aspects of learning will improve by 8%, compared to the 2012 baseline, especially in language and literacy and in emotional and social development.
- In the Foundation Stage the number of children achieving at least 78 points will improve to 75 % of children in Kent working at the expected level, which is above the current national average.
- Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
- Key stage 2 attainment will be amongst the best for our statistical neighbours, above the national average and improve to at least 87% of pupils attaining level 4 in English and mathematics, and 90% pupils achieving 2 levels of progress.
- Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics
- The achievement gaps at key stages 2 and 4 will continue to reduce from the 2012 baseline, and be less than the national gap figures for pupils from low income backgrounds, children in care and pupils with special educational needs and disabilities.

- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2015 no schools will be in this category. We will maintain this for 2016.
- There will be more good schools, with at least 85% of primary and secondary schools judged as good or outstanding. All special schools will be good or outstanding.
- At least 95% of secondary schools will be performing above the floor standard and no primary schools will be performing below the current 60% level 4 floor standard.
- All schools will either be succeeding, by achieving good outcomes for all groups of pupils, and where there has been a history of underperformance the schools will be improving and performing above the floor standards as part of a sponsored academy arrangement or federation with good leadership capacity.
- In nearly all schools (90%) teaching will be consistently good.
- We will have fully implemented the requirements of the Children and Families Bill to have in place integrated education, health and care plans.
- We will have reduced the number of pupils requiring a statutory response to their special educational needs by developing more effective early intervention.
- 95% of SEN statutory assessments will be completed within timescales and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- We will reduce the number of independent and non maintained special school placements by 15% to ensure the needs of more Kent children are met in their locality, by developing our SEN strategy to provide more local and cost effective provision.
- Every child and young person will be on the roll of a school, academy or pupil referral unit.
- **We will improve** children and young people's attendance by supporting the reduction of persistent absence to 2% in primary and 5.5% in secondary by 2014 and to 1.5% in primary and 4.5% in secondary by 2016.
- No children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2012 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the delivery of new models for PRUs and Alternative Curriculum provision for pupils aged 14-19, there will be fewer than 40 pupils permanently excluded from school by 2016 and outcomes for pupils following alternative curriculum programmes will have increased year on year from the 2012 baseline.

- All young people attending a PRU will have a positive learning or training destination at ages 16 and 17.
- We will help parents to access a preferred school place for their child by increasing online admission applications to 95% and increase the number of parents who get their first preference of school to above 90%. First and second preferences combined will improve to 95%.
- Children Missing Education will be identified, tracked and monitored, with 70% being placed in suitable education within 30 days of becoming known.
- We will maintain between 5% and 7% surplus capacity in school places 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 2016.

To shape education and skills around the needs of the Kent economy we will achieve the following by 2016:

- There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.
- 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
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 5%.
- The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.
- We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.
- The uptake of level 2 and 3 vocational training in skills shortage areas will increase by 10%
- The Kent Apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 successful apprenticeships delivered by KCC by 2016
- At least 50% 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 4000 to below 2008 levels
- The number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase by 15%
- Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.
- Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain level 2 will achieve the qualification by age 17.
- The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%.
- The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.
- Advanced level performance in Kent will be above the national average on all measures.
- There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special Schools will have access to appropriate provision.
- 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.
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.

Getting There

In order to bring about these rapid improvements we will put most of our effort into delivering well thought out strategies which deliver systematic and sharply focused work to:

- Commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision.
- Develop District based working so that there is more coordinated and integrated work between schools, early years settings, education services, health, social care and other partners.
- Continue to strengthen the Early Years Foundation Stage and Key Stage 1 so that outcomes in the early years of learning perform above average, with year on year reductions in achievement gaps
- Work with schools and other providers to raise standards at Key Stages 2, 4 and 5 and ensure no schools are below floor standards.
- Support all schools to achieve well in the basics of literacy and mathematics, especially in reading and writing by age 6
- Support schools in a targeted way to be rapidly improving so that all schools are at least good schools
- Provide high quality performance data at school, district and county levels to sharply focus improvement and identify and learn from rapidly improving trends
- Focus on improvement and innovation in teaching and learning and expand the use of the 'Every Lesson Counts' programme so that satisfactory teaching improves to good very quickly
- Recognise the best schools, teachers and leaders and use them effectively across the system to spread best practice
- Encourage and promote more effective school partnerships and collaboration, and sponsored academy arrangements by more Kent outstanding schools where that will bring about more rapid improvement
- Work in close cooperation with the National College, teaching school alliances and Kent NLEs and LLEs to support school improvement in a coordinated way across the county
- Continue to develop the SEN pathfinder, and integrated services for disabled children and those with complex learning needs, so that we are well prepared to deliver improvements in SEND and integrated education, health and care plans by 2014
- Support and disseminate system wide innovation and experimentation, especially in the design of the curriculum, the development of new provision and better models of support for vulnerable learners

A key means of getting there is to promote system leadership and maximise the use of existing good capacity in Kent. System leaders build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. 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.

A more effective and longer term sustainable strategy for school improvement and developments in teaching quality and leadership capacity requires these kinds of collaboration within and between schools, and it is a key role for the local authority to support and facilitate this way of working.

These ambitious improvements in children and young people's educational outcomes and employability, and in the quality of Kent schools, early years providers and post 16 learning and skills providers, 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.

Delivery plans have been set out in the 14-24 Strategy, the Early Years and School Improvement plans, the Education Commissioning Plan, the development plan for the Kent Association of Headteachers, the business plan for Edukent, the SEN strategy and the improvement plan for the PRUs.

Patrick Leeson
Corporate Director
Education, Learning and Skills

Education, Learning & Skills Performance Management

Bold Steps Performance & Targets

Indicators	Performance		Target				Lead Officer	NEW?
	Kent Outturn	Kent Outturn	Target 2012/13	Target 2013/14	Target 2014/15	Target 2015/16		
	2010-11	2011-12						
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning			74	76	78	80	Sue Rogers	
Percentage of pupils at KS1 achieving L2B+ in Reading	73.2	76	77	79	81	82	Sue Rogers	
Percentage of pupils at KS1 achieving L2B+ in Writing	59.5	62	67	72	77	82	Sue Rogers	
Percentage of pupils at KS1 achieving L2B+ in mathematics	74	77	78	79	81	82	Sue Rogers	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	72	78	81	83	85	87	Sue Rogers	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	81	87	88	89	90	90	Sue Rogers	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	81	85	86	87	88	90	Sue Rogers	
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	59.4	60.6	64.0	66.0	68.0	70.0	Sue Rogers	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	27.0	22.8	22.0	21.0	19.0	17.0	Sue Rogers	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	39.0	41.7	37.0	35.0	33.0	31.0	Sue Rogers	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	53.0	48.5	47.0	46.0	45.0	43.0	Sue Rogers	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	33.7	32.9	31.7	29.7	27.7	25.7	Sue Rogers	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	49.0	49.3	46.0	44.0	42.5	41.0	Sue Rogers	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	47.0	46.4	44.0	42.5	41.0	39.0	Sue Rogers	
Number of schools in Ofsted Category (special measures or with notice to improve)	17.0	19.0	10.0	7.0	4.0	0.0	Sue Rogers	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	56.0	58.5	64	70	76	85	Sue Rogers	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	68.8	73.0	77	81	85	85	Sue Rogers	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	87.5	80.0	85	90	95	100	Sue Rogers	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	86.0	91.4	93	94	95	100	Sue Rogers	
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	75.8	81.0	83	85	90	95	Sue Rogers	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	58.0	60.0	68	75	82	90	Sue Rogers	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	67.7	73.0	77	81	85	90	Sue Rogers	
Number of pupils with a statement of Special Educational Needs	6581	6766	6500	6200	6000	5800	Julie Ely	
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	88.0	78.8	87	90	95	95	Julie Ely	
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	13	13	19.0	22.0	25.0	28.0	Sue Rogers	

Education, Learning & Skills Performance Management

Bold Steps Performance & Targets

Indicators	Performance		Target				Lead Officer	NEW?
	Kent Outturn	Kent Outturn	Target 2012/13	Target 2013/14	Target 2014/15	Target 2015/16		
	2010-11	2011-12						
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	8.2	8.4	14.0	17.0	20.0	23.0	Sue Rogers	
Number of pupils being placed in independent or out-of-county special schools	422	472	460	353	317	300	Julie Ely	
Percentage of pupils who are persistently absent from primary schools - all pupils	4.1	3.8	3.0	2.0	1.5	1.4	Alex Gamby	
Percentage of pupils who are persistently absent from secondary schools - all pupils	9.7	9.2	8.0	6.0	5.0	4.8	Alex Gamby	
Number of permanent exclusions from schools - LAC	19	14	11	7	3	0	Tony Doran	
Percentage of pupils who are persistently absent - LAC	12.0	TBC	10.5	10.5	10.0	10.0	Tony Doran	
Number of permanent exclusions from schools - all pupils	252	210	200	150	50	40	Alex Gamby	
Percentage of admissions applications for school places made online	88.3	91.0	92.0	93.0	94.0	95.0	Scott Bagshaw	
Percentage of parents getting first preference of school	85.9	85.0	84.6	86.0	87.0	85.0	Scott Bagshaw	
Percentage of parents getting first or second preference of school	92.9	92.0	93.0	93.5	94.0	95.0	Scott Bagshaw	
Percentage of Children Missing Education placed in suitable education within 30 days of becoming known		49.2	55.0	56.5	58.0	60.0	Alex Gamby	NEW
Percentage of surplus school places in Kent Primary Schools	8.1	8.2	8.0	7.0	6.0	6.0	David Adams	
The number of districts with at least 5% surplus Year R places		8.0	6.0	5.0	8.0	12.0	David Adams	NEW
Percentage of young people with Level 2 attainment by age 19	80.9	79.4	80	83	86	87	Sue Dunn	
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	24.0	TBC	21	18	16	15	Sue Dunn	
Percentage of young people with Level 3 attainment by age 19	52.7	51.2	53	55	57	60	Sue Dunn	
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	33.0	TBC	30	27	23	20	Sue Dunn	
Percentage of 16-18 year olds not in education, employment or training (NEET)	5.1	6.2	4.3	2.5	1.0	0.0	Sue Dunn	
Percentage of pupils achieving no improvement in qualifications between 16 and 19	13.6	TBC	11	9	7	5	Sue Dunn	NEW
Number of apprenticeships 16-24 year olds	4137	4757	6000	7000	8000	9000	Sue Dunn	NEW
Percentage successful completion of apprenticeships 16-24 year olds	70	74	76	79	82	85	Sue Dunn	NEW
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	1465	TBC	1524	1569	1612	1662	Sue Dunn	
Number of Level 2 & 3 vocational training places offered in skills shortage areas	22813	TBC	23725	24350	25100	25675	Sue Dunn	
Number of starts on the Kent Success Apprenticeship scheme	86	113	250	300	350	400	Sue Dunn	
Percentage of schools offering L2/3/4 apprenticeships			25	35	44	50	Sue Dunn	

Education, Learning & Skills Performance Management

Bold Steps Performance & Targets

Indicators	Performance		Target				Lead Officer	NEW?
	Kent Outturn	Kent Outturn	Target 2012/13	Target 2013/14	Target 2014/15	Target 2015/16		
	2010-11	2011-12						
Percentage of unemployment among 18-24 year olds	6.4	7.9	6.4	5.8	5.2	4.4	Sue Dunn	
Number of assisted employment opportunities for learners with learning difficulties and disabilities	102	105	107	110	113	116	Sue Dunn	NEW
Percentage of those not achieving a L2 qualification in English & maths by age 16 that do go on to achieve by age 17	Baseline data unavailable so not possible to set targets						Sue Dunn	NEW
Number of FSM pupils with skills below L2 by age 16 who achieve L2 and progress to L3 by age 18	Baseline data unavailable so not possible to set targets						Sue Dunn	NEW
Percentage of 14-19 year olds in Troubled Families programme participating in learning or training to age 18	Baseline data unavailable so not possible to set targets						Sue Dunn	NEW
Percentage of those achieving a L2 qualification with English & maths by age 17 who go on to achieve L3 by age 19	Baseline data unavailable so not possible to set targets						Sue Dunn	NEW
Percentage of 16-19 year olds who follow courses but do not improve their qualification level	13.6	TBC	11	9	7	5	Sue Dunn	NEW
Post-16 APS per Entry (All L3)	214.2	209.9	211	212	213	214	Sue Rogers	NEW
Post-16 APS per Student (All L3)	741.1	728.0	731	734	737	740	Sue Rogers	NEW
Post-16 % 2+ A*-E (All L3)	91.2	91.2	92	93	94	95	Sue Rogers	NEW
Post-16 % AAB or above (All L3)		8.5	9	10	11	12	Sue Rogers	NEW
Post-16 % 3+ A*-A grades (A level only)		11.6	12	13	14	15	Sue Rogers	NEW
Percentage of Learners with LLDD able to participate aged 16-19	96.2	100.0	100	100	100	100	Sue Dunn	

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Divisional Business Plan 2013-14

Directorate Name: ELS

Division/Business Unit Name: Standards and School Improvement
(ELS)

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EXECUTIVE SUMMARY:

Cabinet Portfolio: Mike Whiting

Responsible Corporate Director: Patrick Leeson

Responsible Director: Sue Rogers

Gross Expenditure:

FTE: 173.9



**Education, Learning and Skills Directorate: Education, Quality & Standards Team: School Improvement Service
Core Purpose**

Implementation of the revised 'Bold Steps for Education 2013-2016'.

The core function of the Service is to raise standards in schools. Our vision for improvement derives its energy from the following two drivers...

- i) In 2009 NFER undertook research into LA strategies for school improvement. The eight Cs identified (Appendix A) as representing 'best practice' in LA interventions to support school improvement remain - as valid today as they were then.
- ii) In May 2012 Kent County Council launched its vision for the future of education in the county to help improve the lives of thousands of children and young people. Called Bold Steps for Education 2013-2016, it sets out aspirations for Kent to be the best place for children and young people to grow up, learn, develop and achieve. In this digital age and with the world changing at a rapid pace, the countries that are developing fastest are achieving their growth through education and by giving young people the skills for life and employment.

These two key drivers provide the main vehicle for providing challenge and support to Kent school improvement. They include activities to monitor and evaluate the progress of children and young people in Kent schools and settings. In addition, there is a rigorous process to support and strengthen schools' own systems of self-evaluation through our school categorisation programme. A key part of the activity programme is aimed at enabling schools and settings to set challenging but realistic targets for improvement and to provide rigorous and helpful data to underpin this process. In order to bring about permanent and far reaching changes in school performance, the Local Authority will identify programmes of activities to further engage parents and the community in their children's learning. This is aimed at creating a positive culture which values learning highly. In turn, this should lead to greater expectations and support for children and young people and greater aspirations in the young people themselves.

Advice and Consultancy to schools

The School Improvement Service provides challenge; support and development work on the school's own improvement agenda. The Service provides a wide-ranging programme of consultancy for schools - both through entitlement and for those wishing to purchase it. This is to enable schools to have individually tailored consultancy matched to the school's stage of development and the priorities in its school development plan.

Brokerage

The School Improvement Service provides support to ensure schools have access to a mixed provision of good value, high quality support and to improve their skills of procurement.

Where the Local Authority cannot provide exactly what a school or group of schools requires, it undertakes to broker alternative provision.

Professional development programme

The School Improvement Service provides a high quality programme of professional development for all those working in and with schools. The Service provides a comprehensive programme of professional support to school staff (including governing bodies) for those wishing to purchase it. This is designed to complement school's own provision for the professional development of staff and includes both external and internal providers. We are also actively working with our Teaching Schools and their CPD programmes.

Support for schools with priorities for improvement

The Local Authority has a statutory responsibility to ensure that all schools causing concern, whether that has been identified by the Office for Standards in Education (OfSTED), or by the Local Authority (or both), have well-targeted, intensive programmes of support in order to improve rapidly.

OfSTED Inspections

The Service offers support to schools in the preparation for OfSTED inspections through Advisers and bespoke support. The Service is able to moderate self-evaluation, moderate the quality of learning and overall provision, in addition to conducting themed or whole school reviews. Most Advisers have received Ofsted training and can support the process of inspection.

The leadership of learning

The Service has a number of strategies to support the leadership of learning at all levels through bespoke and targeted training. The Service is actively engaging in several national strategies with the National College of School Leadership around succession planning as well as Specialist, Local and National Leaders in Education.

Final thoughts...The LA as the 'middle layer'

Jonathan Crossley Holland, an independent consultant recently commissioned by the Association of Directors of Children's Services to produce a report on the future role of local authorities in school improvement, says the evidence is clear that all successful school improvement models require a middle layer

"Local authorities are uniquely placed to play this role. Many do so effectively, but too many do not. The challenge to those LAs is to restore confidence by raising their game, sharing good practice and being prepared to move to radically different models, such as regionally based commissioning of licensed school-improvement services, which may include academy chains and school-led partnerships.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The School Improvement and Standards service, through the delivery of its core service and wider support for all schools will deliver the Bold Steps Priority 3: **To ensure that all pupils meet their full potential**

In addition within the ELS Vision and priorities for Improvement we will:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system
 - Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
 - Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
 - Make the most effective and efficient use of the available resources to support improved outcomes
 - Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
 - Support vulnerable pupils, including children in care and pupils with special educational needs and disabilities, so that they achieve well and make good progress
 - Ensure every child has fair access to all schools
 - Deliver an effective school improvement strategy and procure effective support and advice services for schools
 - Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision;
 - Promote and champion a school, education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
 - Promote and champion educational excellence and provide vision and drive for a world class system
- **to grow the economy** - for Kent to be 'open for business' with a growing and successful economy and jobs for all
- **to tackle disadvantage** - for Kent to be a county of opportunity, where aspiration rather than dependency is supported and quality of life is high for everyone

- **to put citizens in control** - for power and influence to be in the hands of local people so they are able to take responsibility for themselves, their families and their communities

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:	DESCRIPTION OF PRIORITY: Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
PRIORITY 2:	DESCRIPTION OF PRIORITY: Key stage 2 attainment will be amongst the best for our statistical neighbours and improve to at least 87% of pupils attaining level 4 in English and mathematics by 2016
PRIORITY 3:	DESCRIPTION OF PRIORITY: Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics by 2016
PRIORITY 4:	DESCRIPTION OF PRIORITY: At least 90% of secondary schools and 95% of primary schools will be performing above the floor standards
PRIORITY 5:	DESCRIPTION OF PRIORITY: The achievement gaps at key stages 2 and 4 will be less than the national gap figures and pupils from low income backgrounds, CiC (Kent & OLA) and pupils with SEND in Kent will be achieving better progress and outcomes than similar groups nationally. (Please see links with the Inclusion team and the 14-24 team plans)
PRIORITY 6:	DESCRIPTION OF PRIORITY: No KCC schools will be in an Ofsted Category
PRIORITY 7:	DESCRIPTION OF PRIORITY: There will be more good schools, with at least 85% of primary and secondary schools and PRUs judged as good or outstanding. All special schools will be good or outstanding.

PRIORITY 8:	DESCRIPTION OF PRIORITY: In 90% schools teaching will be consistently good or outstanding.
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ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
<i>Note: each of the following actions supports all the priorities listed on the previous page</i>				
1	<p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the KAHT to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. 	Senior Improvement Adviser Commissioning	April 2013	March 2014
2	<p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> - Use of District score cards – ensuring collaboratives are aware of impact - e-bulletin, Headteacher briefings, conferences, network meetings 	Director	April 2013	March 2014
3	<p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> - county wide P scale moderation events - facilitation of special school agreement trailing events - Full programme of events to update schools on moderation and assessment. - Ensure events are well attended by those schools who would most benefit. 	Moderation Manager	April 2013	March 2014

4	Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy	Director	April 2013	March 2014
5	<p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of NLP for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources 	<p>Senior Improvement Adviser (Teaching & Learning)</p> <p>Senior Improvement Adviser (Leadership & Management)</p>	April 2013	March 2014
6	<p>Brokering of various activity to support teaching, learning and leadership</p> <ul style="list-style-type: none"> - ELC for teachers satisfactory to good, good to outstanding and for TAs commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the EYFS by Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives. - use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) - develop strategic links with key partners eg Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing oof practice; engaging senior leaders in LA review teams) - Work with Teaching Schools and other alliances to support schools. - Full ELC programme on offer. - Use the procurement framework to support schools when required with external consultants. 	Senior Improvement Adviser Commissioning	April 2013	March 2014
7	<p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of T&L with measurable outcomes. Collaborations have regular meetings to review impact of collaboration work.</p>	Senior Improvement Advisers - all phases	April 2013	March 2014
8	Ensure the effective use of resources in particular Teaching Schools, facilitation schools,	Principal	April 2013	March 2014

	NCSL, CCCU & other providers	Advisers		
9	Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted Notes: looking at different modes of training (Val thought some training is already available electronically). To support challenge in order to achieve priority	Head of Governance	April 2013	March 2014
10	Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams? who meet regularly and respond to local needs as eg identified in the scorecards, to identify and commission support	Director	April 2013	March 2014

KEY MILESTONES

PLEASE SEE MONITORING GRID AT THE END OF THE DOCUMENT

ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THE PRIORITIES?

ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No

1	None at present	No
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SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
S & S I	Sue Rogers	£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
173.9	173.9	n/a

Contracts likely to be renewed in 2013/14:

These are posts in our structure that are currently being filled by consultants and it is likely that we will continue to fill them in this way next year:

Principal Adviser (Secondary) x 1 fte – estimated cost for 2013/14 =£106,000

Senior Improvement Adviser x 3 fte – estimated cost for 2013/14 = £182,800

Improvement Adviser x 5 – estimated cost for 2013/14 = £310,128

Total cost: £598,928

SECTION E: RISK & BUSINESS CONTINUITY

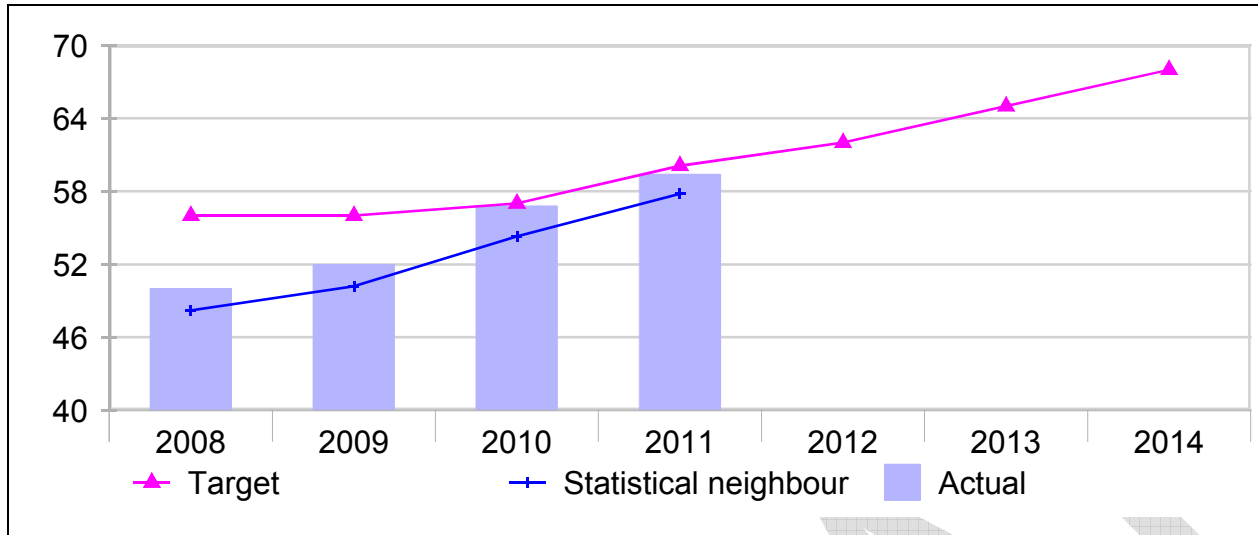
RISKS	
RISKS	MITIGATION
Impact of the new Ofsted inspection schedule	Establish all schools who may be at risk Institute Ofsted Health Checks Commission appropriate support
Increase in the floor standards for both primary and secondary which will then identify more schools for intervention criteria	Support for schools likely to be between 60 and 65% in KS2 combined to ensure they are above a predicted 5% rise in floor standards
Ability to maintain excellent relationships with our schools	Develop school to school collaborations to maximise the working capacity of LA personnel
Our statistical neighbours and the national picture will accelerate faster than Kent's performance	Ensure that we set ambitious targets that allow for a rise in SN performance

Financial capacity to deploy either sufficient central staff or commission external capacity	Good budget management to offset any potential savings targets in 2013-2014 plus developing the school to school collaborations for greater autonomy and independence
Impact of the new Ofsted inspection schedule if more schools go into category	Increase preventative work with schools to avoid greater spend if schools go into an Ofsted category
Skill levels of retained staff following restructure	Ensure that the diminution and appointment processes are robust
- Teacher recruitment and retention issues -Leadership capacity in schools reduces through difficulty in recruiting appropriate capacity of Headship	Support all schools with Leadership appointments to ensure good or better appointments. Develop an effective leadership strategy for Kent
Acceleration of the academies agenda	Supporting strong school to school collaborations to strengthen partnership working as a preferred model for sustainable school improvement
Weaknesses in school to school collaboration models	Ensuring that the school to school collaborations include outstanding, good and satisfactory schools
Difficulties in gaining sufficient data from schools and settings to support and challenge and monitor progress against objectives	Agree protocols with schools for data and information sharing to ensure we continue to know our schools.

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Percentage of pupils achieving 5+ GCSE A* to C including English and maths

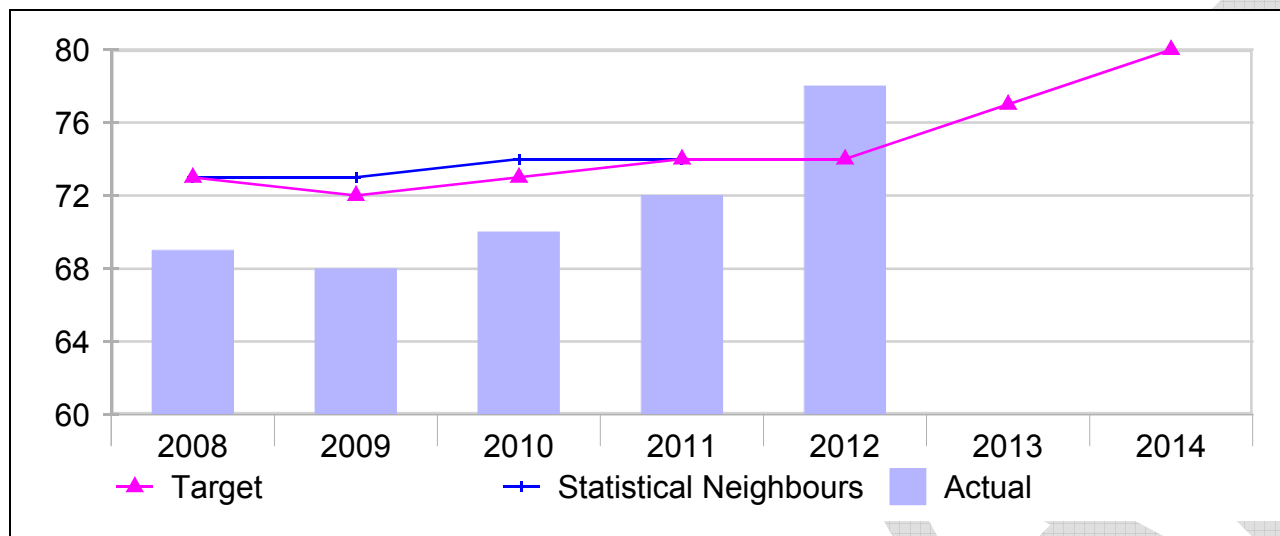
AMBER
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Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	50.0%	52.0%	56.8%	59.4%	60.5%				
Target		56.0%	57.0%	60.1%	62.0%	64.0%	66.0%	68%	70%
RAG Rating		Amber	Amber	Amber	Amber				
Stat. N.	48.2%	50.2%	54.3%	57.8%					

Percentage of pupils achieving level 4 and above in both English and Maths at Key Stage 2

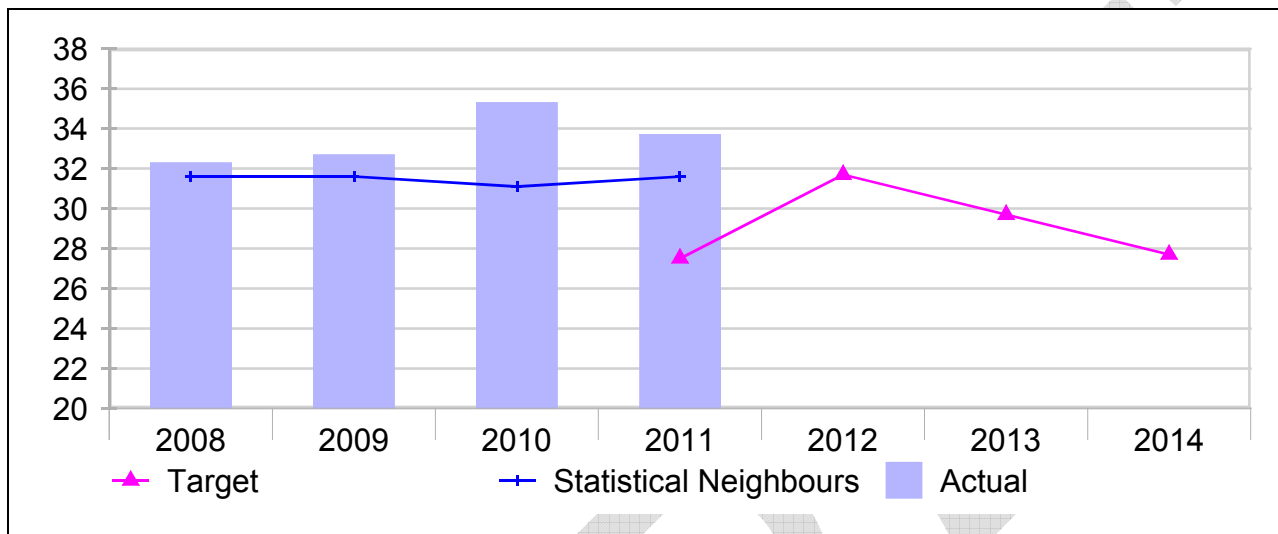
GREEN
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Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	69%	68%	70%	72%	77.5%				
Target	73%	72%	73%	74%	74%	81%	83%	85%	87%
RAG Rating	Red	Red	Red	Amber	Green				
Stat. N.	73%	73%	74%	74%	78.7%				

Percentage achievement gap between children with Free Schools Meals (FSM) and other children at GCSE

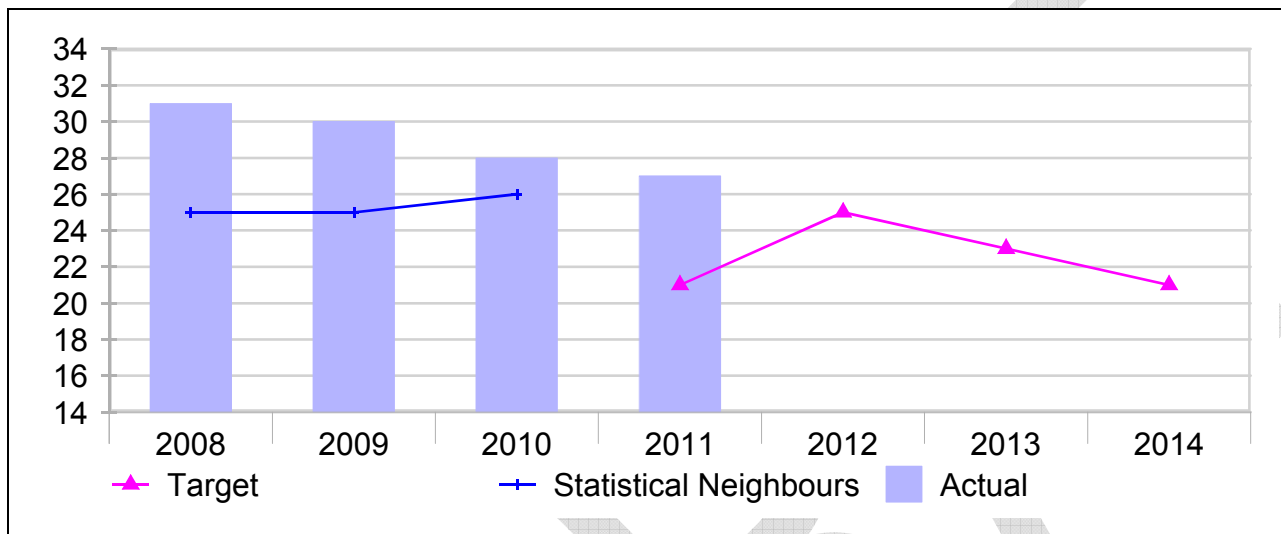
RED



Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	32.3%	32.7%	35.3%	33.7%	32.9%				
Target				27.5%	31.7%	31.7%	29.7%	27.7%	25.7%
RAG Rating				Red	Red				
Stat. N.	31.6%	31.6%	31.1%	31.6%					

Percentage achievement gap between children with Free Schools Meals (FSM) and other children at Key Stage 2

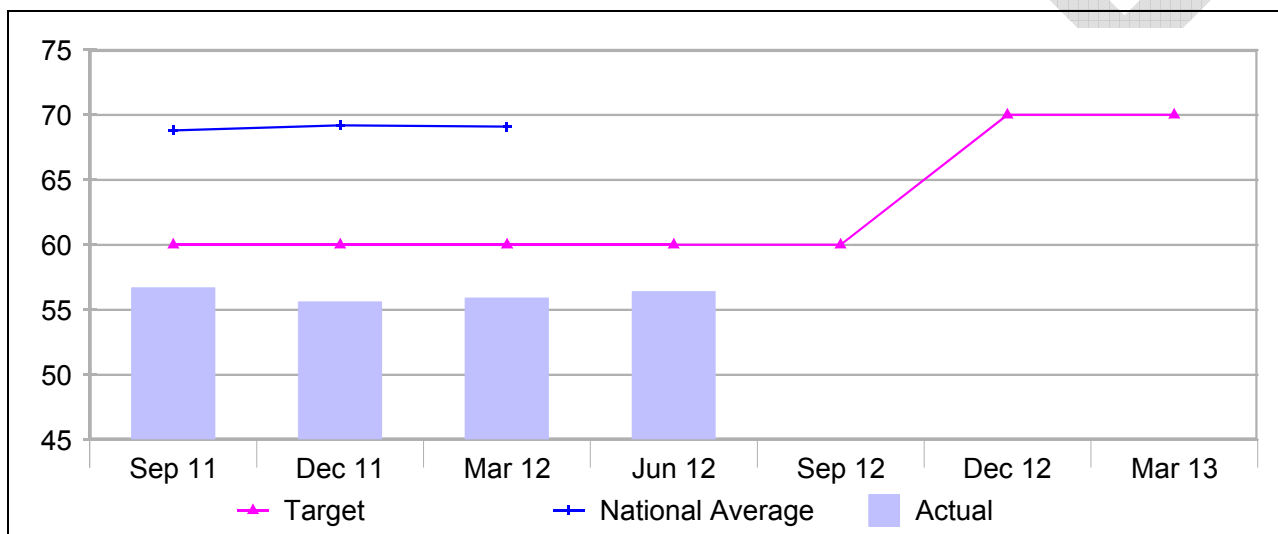
GREEN
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Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	31%	30%	28%	27%	22.8%				
Target				21%	25%	22%	21%	19%	17%
RAG Rating				Red	Green				
Stat. N.	25%	25%	26%	25%					

Percentage of primary schools with Good or Outstanding Ofsted inspection judgements for overall effectiveness

AMBER
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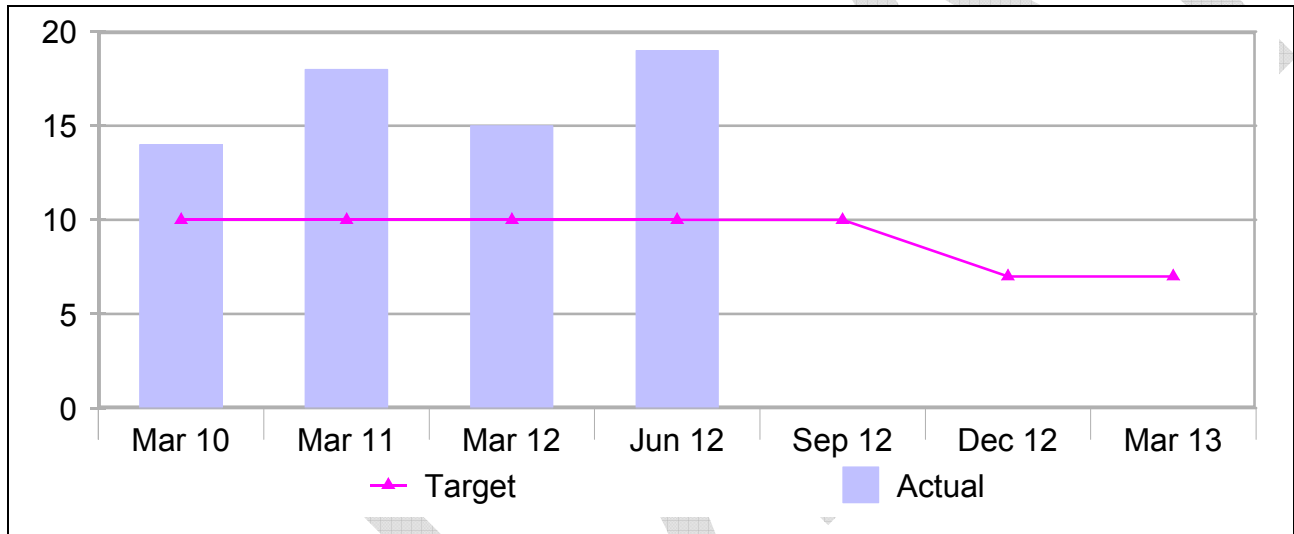


Trend Data – quarter end	Previous Year			Current Financial Year				Next Financial Year			
	Sep 11	Dec 11	Mar 12	Jun 12	Sep 12	Dec 12	Mar 13	Jun 13	Sep 13	Dec 13	Mar 14
Actual	56.7%	55.6%	55.9%	56.4%	57.2%						
Target	60%	60%	60%	60%	60%	64%	64%	64%	64%	64%	70%
RAG Rating	Amber	Red	Red	Amber	Amber						

Nat. Ave.	68.8%	69.2%	69.1%								
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Number of schools in Ofsted category (special measures or with notice to improve) **RED** ↔

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Trend Data – quarter-end	Previous Years			Current Financial Year				Next Financial Year			
	Mar 10	Mar 11	Mar 12	Jun 12	Sep 12	Dec 12	Mar 13	Jun 13	Sep 13	Dec 13	Mar 14
Actual	14	18	15	19	19						

Target	10	10	10	10	10	10	10	10	10	10	7
RAG Rating	Amber	Red	Red	Red	Red						
SM	9	11	10	13	13						

Table for PERFORMANCE indicators measurable annually by academic year

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 1a	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading	73%	76%	n/a	77%	79%	81%	82%
Priority 1b	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in writing.	59%	62%	n/a	67%	72%	77%	82%
Priority 1c	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in mathematics.	74%	77%	n/a	78%	79%	80%	82%
Priority 2	Percentage of pupils achieving level 4 and above at Key Stage 2 in both English and Maths (as per DfE performance table definition – i.e. includes academies)	72	78	79	81%	83%	85%	87%
Priority 3	Percentage of pupils 5+ GCSE A* to C, including English and mathematics (as per DfE performance table definition)	59.4	60.6	58.6	64%	66%	68%	70%
Priority 4a	Percentage of primary schools performing above floor standards (floor is 60% of pupils achieving level 4 and above in both English and Maths combined with below median progress)	86	94.5	96.3	93%	94%	95%	100%

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 4b	Percentage of secondary schools performing above 2012-14 floor standards (floor is 40% of pupils achieving 5+ GCSE A* to C including English and Maths combined with below median progress)	75.8	81	Not available until Jan 2013	83%	85%	90%	95%
Priority 5a.1	Achievement gap for children with free school meals compared to other children at KS2	27	22.8	16.8	22%	21%	19%	17%
Priority 5a.2	Achievement gap for children in care compared to all children at Key Stage 2	39	40	29	37%	35%	33%	31%
Priority 5a.3	Achievement gap for children with SEN compared to non-SEN children at Key Stage 2	53	48.5	48	47%	46%	45%	43%
Priority 5b.1	Achievement gap for children with free school meals compared to other children at Key Stage 4	33.7	32.9	Not available until Jan 13	31.7%	29.7%	27.7%	25.7%
Priority 5b.2	Achievement gap for children in care compared to all children at Key Stage 4	49	47.5	43.5	46%	44%	42.5%	41%
Priority 5b.3	Achievement gap for children with SEN compared to non-SEN children at Key Stage 4	47	46.2	Not available until Jan 13	44%	42.5%	41%	39%
Priority 6	Number of schools in an OFSTED category : special measures or notice to improve (excludes academies)	17	19	Not applicable	10	7	4	0
Priority 7a	Percentage of primary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	56.0	58.5	69	64%	70%	76%	85%
Priority 7b	Percentage of secondary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	68.8	73	66	77%	81%	85%	90%
Priority 7c	Percentage of special schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	87.5	80	81	85%	90%	95%	100%

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 7d	Percentage of PRUs judged by OFSTED as good or outstanding for overall effectiveness at last inspection	59	59	68	70%	78%	85%	93%
Priority 8a	Percentage of primary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection	58.0	60	70	68%	75%	82%	90%
Priority 8b	Percentage of secondary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection	67.7	73	67	77%	81%	85%	90%

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES
 (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Working with colleagues in FSC to embed district based working	Achievement of identified priorities (Link to actions: 4, 10)	April 2014
Managers receiving support from the finance team to help embed collaborative planning work	The team is able to meet its financial responsibilities (General – no specific links)	Ongoing
HR supporting recruitment exercises in respect of Headteacher appointments	More substantive Headteachers in post resulting in improved standard in Kent schools (Link: underpins all priorities & therefore actions)	Ongoing

<p>Governance & law providing help & advice with regards to Freedom of Information (FOI) requests</p>	<p>The team is able to respond appropriately & in a timely fashion to FOI requests (General – no specific links)</p>	<p>Ongoing</p>
<p>Communications & Community: receiving support from the Digital Services team with regards to publishing of information on the web, ebulletin etc; receiving support from the Press Officer with regards to press enquiries.</p>	<p>Improved communication & information sharing (Link to actions: 2, 5) & the team is able to respond appropriately & in a timely fashion to press enquiries (General – no specific links)</p>	<p>Ongoing</p>
<p>ICT: receiving ongoing support from ISG with regards to the teams IT requirements.</p>	<p>The team has the necessary equipment to enable them to carry out their work (Link: underpins all actions)</p>	<p>Ongoing</p>

DRAFT

Divisional Business Plan 2013-14

Directorate Name: Education, Learning and Skills

Division/Business Unit Name: Skills & Employability Service

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EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Sue Rogers
Head(s) of Service: Sue Dunn
Gross Expenditure:
FTE: 33



SECTION A: ROLE/PURPOSE OF FUNCTION

The economic downturn has sharpened our perception of the underlying trends and structural changes that need to be made to improve our prosperity, and the growth and international competitiveness of the UK economy. Education plays a vital part in this. It is the role of the Skills & Employability Service to support providers in Kent to respond to the challenge.

The ambition for the Service is, by 2015, that all young people in Kent will be able to access education and training that is appropriate to their needs and relevant to the local and national economy. They will all follow a learning pathway that will enable them to progress to employment with training or higher levels of learning.

The education and skills agenda in Kent has significantly changed over the last 12 months in line with national government policy. There has been a particular shift towards directly addressing the high rates of youth unemployment. The Skills and Employability Service will deliver the KCC priorities of raising attainment and skill levels, improving vocational education, training and apprenticeships, increasing participation and employment and targeted support to vulnerable young people.

The Skills and Employability Service will:

- Deliver the 4 key Kent strategies: Kent 14-24 Strategy; Raising the Participation Age Strategy, PRUs / Alternative Curriculum Review and SEN Review.
- Focus on positive progression and destinations up to age 18 for all learners across Schools, PRUs, Colleges and Work based learning providers
- Strengthen links with employers across Kent, to enhance the transition between education and work, and to develop the skills of young people in Kent in line with local economic development priorities
- Deliver national Raised Participation Age (RPA) targets to ensure that every young person to age 18 is engaged in purposeful education and training, to narrow the achievement gap, and prepare them for skilled employment and higher learning
- Through co-ordinated strategic planning, commissioning and contracting ensure the highest quality of provision for all 14-24 year old learners to support full participation
- Work with providers to develop the new Study Programmes to develop the employability skills of young people

- Support the development of high quality careers services and targeted support for young people, particularly vulnerable learners or those learners who are not in learning or employment with training, to meet Local Authority Statutory Duties
- Focus on the development and delivery of pre-apprenticeships and apprenticeship programmes to help reduce youth unemployment.
- Work with partners to develop and deliver the Adult and Community Learning Strategy
- Work with partners to ensure all 18-24 year olds who do not have a level 2 English and Mathematics qualification will have this opportunity.
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will be established to reduce unemployment for 16-24 year olds to below the national average.
- All young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored as part of the LA statutory duty.
- Review, evaluate and challenge all activities that it carries out

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Skills and Employability Team has a clear remit to support the Bold Steps for Kent ambition: To Help the Kent Economy to Grow. The Team is specifically tasked with delivering the Bold Steps Priority 4 – “Shape education and skills provision around the needs of the Kent economy” and supporting Priority 3 “Ensure all pupils meet their full potential”.

The Team’s contribution to Bold Steps Priority 4 has been defined by the following Key Performance Indicators, to be achieved by 2015:

Help The Economy Grow:

- Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining good GCSEs including English and mathematics.
- The achievement gaps at key stages 4 and 5 will be less than the national gap figures and students from low income backgrounds, young people in care and students with special educational needs and disabilities in Kent will be achieving better progress and outcomes than similar groups nationally
- There will be full participation in education and training for all 16-18 year olds following year on year reductions in the NEET figures, decreasing to 1%
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is above the national average
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number is less than 5%
- The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline
- More young people will be offered and able to access apprenticeships through a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship
- The number of level 3 and 4 apprenticeships offered in Kent key sectors will increase by 10%

- The uptake of apprenticeships and level 2 and 3 vocational training in skills shortage areas will increase by 10%
- The Kent County Council Apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 successful apprenticeships delivered by KCC by 2015
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels
- Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies
- The percentage of 17 year olds will increase by 20% who achieve a level 2 qualification with English and mathematics and who go on to achieve a level 3 qualification by age 19
- Through Skills Plus the number of adults with basic employability skills will have improved year on year and participation in basic skills training will have increased by 20%
- Participation in higher education and higher level apprenticeships will mean that the percentage of 19+ year olds engaged in continuing education and training will increase to above 60%.
- At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by the young people
- The Kent Employment Programme will have created 900 Apprenticeships and 100 Graduate placements by 2015.
- Advanced level performance in Kent will be above the national average on all measures
- 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

Tackling Disadvantage:

- There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special Schools will have access to appropriate provision
- The number of young people from low income background aged 16 with skills below level 2, to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%
- The number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase by 15%
- All learners with learning difficulties and disabilities aged 16-19 will be able to participate in education and training, with year on year increases in the number of vulnerable learners supported into work based learning
- All looked after children and care leavers will be in education and training, with assisted employment opportunities for those that need them
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average

The Skills and Employability Service will achieve all relevant targets in the updated Education Bold Steps Plan 2013-2016.

The establishment of Skills and Employability Team has contributed to delivering the “One Council” approach. It will continue to reduce KCC overheads by providing increased efficiency through the amalgamation of resources focused on the key 4 priorities delivering the same outcomes, whilst managing the continuing budget pressures.

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1: 1. To raise attainment and skill levels		DESCRIPTION OF PRIORITY: By 2016, working with schools, training providers, Further and Higher Education, Employers and the Voluntary Sector in Kent to deliver a curriculum that supports improved educational outcomes and skill levels in readiness for employment.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	By April 2013 an Employment Learning and Skills Board established to oversee implementation and monitor progress of the 14-24 Learning, Skills and Employment Strategy	M Blincow	04/13	03/14
1.1	ELS Board agrees Terms of Reference and Priorities	M Blincow	04/13	04/13
1.2	In each District local partnerships involving all stakeholders agree local priorities	M Blincow	04/13	03/14
2	Promote a coherent 14-19 programme across Kent	M Blincow	04/13	03/14

2.1	Undertake a gap analysis of the local offer by District	M Blincow	04/13	07/14
3	Use the new 16-19 Study Programme to deliver new opportunities for young people, focussing on maths, English and employability skills, including entrepreneurship. Explore the development of personalised learning pathways. Determine effective quality assurance standards	M Blincow	04/13	03/14
3.1	English and Maths Support programme works with targeted schools through the Teaching Schools	M Blincow	04/13	03/14
3.2	Disseminate best practice methodologies in teaching and learning maths and English in KS4 and KS5 through teaching school partnerships	M Blincow	04/13	03/14
3.3	Employability Health Check is designed and carried out in 50% of schools in Kent	M Blincow	04/13	04/13
3.4	Skills Centres offer 500 Post 16 learners opportunities to develop employability skills	M Blincow	04/13	03/14
KEY MILESTONES				DATE (month/year)
A	Purposeful work experience is offered in 16-19 Study Programmes in 20 schools and 3 Skills Centres			09/13
B	Part time employment with training available to 16-19 year olds in the 5 Youth Employment Zones			09/13
C	2000 young people on employability programmes			12/13
D	Employability Health Check launched for use in schools			06/13
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	Not envisaged at present		No	

PRIORITY 2: 2. To improve vocational education, training and apprenticeships		DESCRIPTION OF PRIORITY: By 2015, working with schools, training providers, Further and Higher Education, Employers and the Voluntary Sector in Kent to develop greater access to more Levels and greater quality of vocational education, training and apprenticeships		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Make Apprenticeships the skill option of choice for employers and young people	R Little	04/13	03/14
1.1	Deliver a KCC Apprenticeship programme to recruit 400 Apprenticeships internally by 2016	R Little	04/13	03/14
1.2	Comprehensive marketing campaign to communicate the up to date information about Apprenticeships	R Little	04/13	03/14
1.3	Kent Employment Programme contacts 300 employers to recruit Apprenticeship roles	R Little	04/13	03/14
1.4	The Area teams support 50% of schools in Kent to recruit an Apprentice	R Little	04/13	03/14
2	Skills Centres offer a 16-19 Curriculum to meet the new Study Programme requirements	R Little	04/13	03/14
2.1	Review of existing Skills Centres curriculum informs new curriculum and used in all Centres	R Little	06/13	06/13
2.2	New 16-19 curriculum in place for delivery September 2013 in all Kent Schools	RLittle	09/13	03/14
3	Respond to the recommendations of the Select Committee Review of Apprenticeships	R Little	04/13	03/14
3.1	Key actions implemented from the Select Committee Apprenticeship Review	R Little	04/13	03/14
KEY MILESTONES				DATE (month/year)
A	88 KCC Apprentices recruited in 2013/14			03/14

B	300 Apprentices recruited by KEP	03/14
C	Skills Centre review used to design new 16-19 curriculum	06/13
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	None envisaged at this time	No

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PRIORITY 3: 3. To increase participation and employment		DESCRIPTION OF PRIORITY: Ensure more 18 to 24 year olds can access higher learning or sustained employment that is appropriate to their needs and relevant to the local and national economy.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Raising the Participation Age Strategy reviewed and updated	A Baillie	04/13	05/13
1.1	RPA trials are evaluated and used to update the strategy.	A Baillie	04/13	05/13
1.2	Review of Tracking to Age 19 carried out, new process in place September 2013	A Baillie	04/13	05/13
1.3	Destination Measures data used to target support for schools. RPA plans produced for 20 individual schools.	A Baillie	04/13	09/13
1.4	Hidden Patterns data is refreshed. Used with 50 schools to identify targeted support for learners.	A Baillie	04/13	04/14
1.5	16-17 Youth Contract providers work in targeted school with 300 learners to ensure participation post 16	M Blincow	04/13	03/14
2	Youth Employment Learning zones designed and launched	A Baillie	04/13	06/13
2.1	Each zone produces an action plan and supports 100 young people into employment	A Baillie	04/13	03/14
3	KCC provides support for Careers Education, Information, Advice and Guidance	M Blincow	04/13	03/14
3.1	Extend the use of the Kentchoices4u website to 17 and 18 year olds and to Graduates	M Blincow	11/13	03/14
3.2	Kentchoices4uLive offers 6000 young people over 2 days an interactive opportunity to raise aspirations and explore career opportunities	M Blincow	04/13	03/14
KEY MILESTONES				DATE

		(month/year)
A	RPA Strategy review completed	05/13
B	Youth Contract Steering Group meetings co-ordinate referral process	04/13
C	Kentchoices4u launched	11/13
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Not envisaged at this time	No

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PRIORITY 4: To target support to vulnerable young people		DESCRIPTION OF PRIORITY: Improving participation, provision and outcomes for young people with learning difficulties and disabilities, including better integrated support for them as they move towards adult life		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Virtual Sixth Form established	N Holmes	04/13	09/13
1.1	Working group to implement, co-ordinate and oversee the collaboration with key stakeholders and post 16 providers.	N Holmes	04/13	03/14
1.2	YR 11 students have the opportunity to progress into a 6th form learning environment, which includes innovative learning and work experience opportunities within a framework of individual learner support and mentoring	N Holmes	04/13	03/14
1.3	By Spring 2013 strategy and TOR for working practice between participating schools and post 16 providers published.	N Holmes	04/13	04/13
1.4	Every Vulnerable young person (LDD, LAC/Care leavers, YOT and Teenage Parents) to have a Progression Plan	N Holmes	04/13	03/14
1.5	Collaborate with VSK, IYS, key stakeholders to support 4 targeted cohorts transition to the world of work and training in all 12 Districts	N Holmes	04/13	03/14
2	Vulnerable Learner Project Phase 3 Launched	N Holmes	04/13	04/13
2.1	Work with 3 specific cohorts, LLDD / CIC / YOS / Teenage Parents to support 40 young people into Apprenticeships or Apprenticeship type programmes	N Holmes	04/13	03/14

3	PRU / AC Review recommendations are implemented	N Holmes		
3.1	PRU / AC provision is in place in all Districts in partnership with local providers	N Holmes	04/13	03/14
KEY MILESTONES				DATE (month/year)
A	Launch of Virtual Sixth Form			09/13
B	Progression plans completed for vulnerable learners			03/14
C	100 students enrol in the Virtual Sixth Form			09/13
D	Operations Group for Vulnerable Learner Project meets 4 times			03/14
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	Contract with CXK Ltd for provision of targeted support for vulnerable Learners ends Aug 13. Members need to determine the future provision of this Statutory Duty for the LA.			Yes

SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
	Sue Dunn	£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
33	33	n/a

SECTION E: RISK & BUSINESS CONTINUITY

RISKS	
RISKS	MITIGATION
Budgets devolved for PRU provision in Spring 2013 - potential for budget issues.	Budgets reconciled at source and overseen by central finance.
Funding reductions will reduce the amount of support for schools.	All budgets monitored monthly to ensure vfm in the use of funds
PRU review outcomes could impact adversely on the quality of provision.	Overseen by ELS director and heads of service to monitor quality
CXK Contract ends Aug 31st 2013. The provision of targeted support and tracking to age 19 of all young people will need to be redesigned with the potential for a reduction in the quality of provision.	Review of Vulnerable Learner provision and tracking process to be carried out by Spring 2013 to allow for planning of new provision to commence Autumn 2013.
Apprentice programme redesigned which could lead to a dislocation of provision in the short term	Review Apprenticeship strategy and criteria for Kent Employment Programme to ensure that the quality of provision is not undermined.

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Kent Employment Programme – loss of communication with employers, young people and JCP.	1 day	Telephone line to respond to customers
Kentchoices4U – loss of communication with schools, young people and parents.	1 day	Access to website for information and applications

Pupil Referral Unit provision – loss of provision due to damage to buildings	1 day	Alternative provision in place to support excluded students
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SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2012/2013 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Percentage of 16-18 Year old NEETs as a proportion of the total 16-18 cohort	4.3%	6.52%	tbc	6.0%	5.5%	5.0%	5.0%
Percentage of secondary schools offering L2/3/4 Apprenticeships	50%	25%	n/a	28%	32%	35%	38%

Table for PERFORMANCE indicators measurable on a termly basis by academic year

PERFORMANCE INDICATOR – TERMLY BY ACADEMIC YEAR	Floor Performance Standard	Aut 12 Outturn	Comparative Benchmark	Target – terms end dates			
				Spr 13	Sum 13	Aut 13	Spr 14
Number of Level 3 & 4 apprenticeships offered in Kent key sectors will increase by 10%	325	325	tbc	80	170	270	345
Number of assisted employment opportunities for learners with learning difficulties & disabilities (LLDD)	105	67	n/a	10	20	30	40
Number of starts on the Kent Success Apprenticeship scheme	88	86	n/a	22	44	66	88
Number of Learners on Kent Employability Programme Pilots	2000	n/a	n/a	0	0	2000	2000

Table for PERFORMANCE indicators measurable annually by financial year

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15
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PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15
The uptake of apprenticeships and level 2 and 3 vocational training in skills shortage areas will increase by 10%	15%	15%	tbc	905	956
Percentage of learners from Year 11 with a statement in appropriate Post 16 provision or employment with training	96%	96%	tbc	100%	100%
Number of adults on Skills Plus courses	2200	2200	tbc	3000	3500
Number of adults with an NVQ Level 4 or equivalent qualification	279,100	31.6%	tbc	284,000	289,000

Table for PERFORMANCE indicators measurable annually by academic year

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2012 Outturn	Comparative Benchmark	Target 2013	Target 2014
Level 2 attainment at age 19	79.4%	Awaiting Jan 13 publication	tbc	tbc	tbc
Level 3 attainment at age 19	51.2%	Ditto	tbc	tbc	tbc
Learners achieving no further qualifications by age 19	13.6%	Ditto	tbc	tbc	tbc
Achievement gap at Level 3 at age 19 (Free School meals)	32%	Ditto	tbc	tbc	tbc

Table for ACTIVITY indicators measurable on a quarterly basis by financial year

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
Usage of Kentchoices4u.com by young people	12,918	n/a	Upper	4000	2000	8000	6000
			Lower	3000	1000	7000	5000

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
Kent Employment Programme contact with employers	127	n/a	Upper	300	300	300	300
			Lower	180	180	180	180

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES
 (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Renewing of UCAS Licence for the Area Prospectus will require guidance on procurement process to gain best value – Finance & Procurement	To obtain best value to deliver the Area Prospectus and Application process	April 13

Commissioning of new CCIS System for Tracking to support the Statutory Duty to track all young people to Age 19 - Finance & Procurement	Obtain best value to meet Statutory Duty	Spring 13
CXK Contract ends August 2013, will need the support of Governance & Law to manage the termination of the contract	To oversee the transition of the provision of targeted support and tracking to age 19.	August 13
Edukent – to develop traded services through the BSS Finance team.	Generate traded income	Spring 14
Implement the Learning, Skills and Employment 14-24 Strategy through the regeneration team, Locality Boards, LEP, Business Advisory Board and the Kent Economic Board.	Achieve the Ambition / Priorities of the 14-24 Strategy.	From March 2013

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Divisional Business Plan 2013-14

Directorate Name: Education, Learning and Skills
Division/Business Unit Name: Inclusion

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EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Sue Rogers
Head of Service: Alex Gamby
Gross Expenditure:
FTE: 140.96



SECTION A: ROLE/PURPOSE OF FUNCTION

The main purpose of the Inclusion Service is to improve outcomes for children and young people by promoting and supporting greater inclusion on a full time basis in high quality education provision. We do this by working as advocates for and champions of children and young people universally, but with a particular focus on those who may be vulnerable (short or long term or permanently) to not aspiring to, progressing towards and achieving their full potential. Integral to this is the identification and overcoming of barriers. This is all based on the premise that:

- All children and young people are entitled to have access to and remain included in full time, suitable education;
- Inclusion is everyone's business and responsibility;
- Partnership and collaborative working across and between all relevant agencies is crucial.

Particular functions and responsibilities within the Inclusion Service are:

- To ensure that every child and young person of statutory school age remains on roll at a school, academy or pupil referral unit;
- Statutory and (the development of) traded functions relating to pupil attendance, supporting schools, academies and pupil referral units to increase attendance and reduce persistent absence;
- A dedicated focus on issues relating to inclusion, particularly aiming ensure that as many children and young people of statutory school age are enabled and supported to attend education provision on a full time basis;
- The identification, tracking, placement and monitoring of Children Missing from (suitable) Education;
- The safeguarding of Children in Employment and Entertainment;
- Support for and the monitoring of education for children and young people registered for Elective Home Education;
- Aiming to ensure that all young people known to the Integrated Youth Offending Service meet their full potential;
- Through the Parent Partnership Service, offering support to families where a child/young person is going through the statementing process;
- The coordination of support for young parents;
- Supporting children and young people from minority ethnic groups, either individually or through working with early years providers and schools, including on a traded basis;

The Inclusion Service is committed to working in full partnership and collaboration with all relevant agencies and partners and will make this range of contributions (and others as required) to ensure the best possible outcomes for children and young people in Kent by:

- Working in a district based and district focused way, including senior managers within Inclusion taking an area (three district) lead on all Inclusion functions, bringing together Inclusion staff on an area basis in order to get more effective integration of services;
- Working as equal and integral partners with Kent Troubled Families and the Kent Integrated Adolescent Support Service.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Inclusion Service supports **KCC Bold Steps** as follows:

Helping the economy to grow

A thriving economy needs children and young people who aspire to and do become economically active. This starts with good attendance at school, facilitating learning opportunities that lead to good progress and achievement, hence opening up pathways for employment and/or training. The Inclusion Service universally supports this, but with a particular role in identifying and aiming to overcome barriers for those who may be vulnerable and disadvantaged. The Inclusion Service also helps the economy to grow by operating some of its services on a traded basis, offering these principally to Kent schools and academies.

Putting the citizen in control

Seeking the views and listening to the voice of children, young people and their families is essential to putting the citizen in control. At the heart of the responsibilities of the Inclusion Service is to work in partnership with children, young people and families in the development and delivery of the services that support them. Examples of this include:

- The community outreach work of the Minority Communities Achievement Service;
- Working with parents through the Parent Partnership Service;
- The parent and child orientated approach that characterises Portage;
- The provision of advice and support for particularly young (and often teenage) parents;
- Support for families (direct and indirect) to improve their child(ren)'s attendance at school;
- Support for parents in relation to school exclusions issues;
- Advice and support for parents who choose to educate their child(ren) at home.

Tackling disadvantage

Tackling disadvantage is fundamentally what the Inclusion Service is about. For the widest range of reasons, certain groups in the community start from a point of disadvantage. The Inclusion Service aims to ameliorate this disadvantage through the Bold Steps priority to "*ensure that all pupils to meet their full potential*" by:

- Aiming to raise aspirations;
- Keep children and young people in full time education provision;
- Provide support for learning and development, both directly and indirectly;
- Challenging discrimination as and when this presents itself.

Additionally, in the context of the **Education Bold Steps 2013-2016 Vision and Priorities for Improvement**, the Inclusion Service will "*promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision*" Within this, specific priorities are:

- That every child and young person will be on the roll of a school, academy or pupil referral unit;
- Improve children and young people's attendance by supporting the reduction of persistent absence;
- Reducing the numbers of permanent exclusions;
- Identifying, tracking and monitoring Children Missing Education;
- Supporting individual pupils and minority groups at risk of under achievement to aspire, progress and achieve to their full potential.

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

PRIORITY 1 Children and young people on roll		DESCRIPTION OF PRIORITY: Ensure that 100% of children and young people of statutory school age known to the local authority are on the roll of a school, academy or Pupil Referral Unit (PRU). (Excludes children and young people educated at home (EHE) and those between permanent exclusion and 6 day provision)		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Establish a system for ensuring that all children and young people are on the roll of a school, academy of PRU	Alex Gamby	April 2013	March 2014
1.1	Review current systems	Alex Gamby	January 2013	March 2013
1.2	Investigate incidences where children and young have been discovered to not be on roll, to ascertain the reasons for this	Alex Gamby	January 2013	March 2013
1.3	Scope and consult on a proposed new system	Alex Gamby	May 2013	July 2013
1.4	Introduce and embed a system to ensure that all children and young people are and remain on roll, including tracking and monitoring	Alex Gamby	September 2013	March 2014
1.5	Review and monitor impact	Alex Gamby	January 2014	March 2014
2	Reduce the level of illegal off rolling	Alex Gamby	April 2013	March 2014
2.1	Gather information on illegal off rolling activity	Rob Comber	May 2013	July 2013
2.2	Introduce systems and processes for tracking, monitoring and challenging	Rob Comber	September 2013	March 2014
3	Children Missing Education (CME)	Heather Goodacre		
3.1	All cases to be reviewed (as a minimum) on a monthly basis.	Nick Moor	April 2013	March 2014
3.2	Review the CME protocol in view of changing education climate – In Year Applications Sept. 2013 and the Raising of the Participation Age.	Nick Moor / Heather Goodacre	May 2013	September 2013
3.3	60% of identified CME to be placed within 30 days.	Heather Goodacre	April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	Proposals for a new system to get and keep all children and young people on roll	May 2013
B	Introduce a new system to get and keep all children and young people on roll	September 2013
C	Introduce a new system to track illegal off rolling activity	September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time		ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 2. Attendance		DESCRIPTION OF PRIORITY: Increase attendance to 95% in primary and secondary schools and reduce Persistent Absence (PA) to 2% in primary and 6% in secondary schools.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Support & enable <u>all</u> schools and PRUs in early identification of pupils on track to becoming PA and those already PA	Lindy Whitfield	April 2013	March 2014
1.1	Introduce programme for three annual advisory visits to each schools and PRU	Lindy Whitfield	April 2013	March 2014
1.2	Produce and publish via E-Bulletin series of Specific Issues Guidance relating to legal responsibilities for attendance, holidays in term time, off rolling criteria etc	Lindy Whitfield	April 2013	December 2013
1.3	Develop Rapid Response framework to provide intensive time limited support to all schools and PRUs where attendance identified as a concern e.g. OfSTED, Standards & School Improvement	Lindy Whitfield	April 2013	March 2014
2	Establish mechanism for collating termly attendance data from special schools in addition to established annual data collection	Lindy Whitfield	April 2013	September 2013
3	Establish mechanism for collating termly attendance data from PRUs and Alternative Curriculum provision	Lindy Whitfield	April 2013	September 2013

4	Ensure safeguarding of children & young people in employment & entertainment by issuing 750 work permits, 1200 performance licences and 800 chaperone licences	Lindy Whitfield	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	System for collecting attendance data from special schools and PRUs in place			September 2013
A	Primary & secondary schools' overall absence and PA data published			Autumn, Spring and Summer
B	Special Schools, PRU and AC PRU overall absence and PA data analysis			Autumn, Spring and Summer
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	

PRIORITY 3: Inclusion		DESCRIPTION OF PRIORITY: Ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full time basis		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Introduce an <u>Inclusion Protocol</u> which will secure maximum support for a culture of inclusivity.	Alex Gamby	April 2013	March 2014
1.1	Develop and consult on an Inclusion Protocol	Alex Gamby	April 2013	June 2013
1.2	Launch Inclusion Protocol	Alex Gamby	Sept 2013	March 2014
2	Introduce a <u>Primary Inclusion Framework</u> to support a reduction in fixed term and permanent exclusions in the primary phase	Alex Gamby/Louise Simpson	April 2013	March 2014
2.1	Gather information about existing good practice in relation to collaborative inclusive practice in the primary phase	Louise Simpson	April 2013	April 2013
2.2	Facilitate discussions with primary head teachers about the most efficient and effective ways to achieve this	Alex Gamby/Louise Simpson	May 2013	June 2013

2.3	Introduce agreed way(s) of working	Alex Gamby/Louise Simpson	Sept 2013	March 2014
2.4	Monitor impact	Alex Gamby/Louise Simpson	January 2014	March 2014
3	Support the ongoing reduction in permanent exclusions	Louise Simpson	April 2013	March 2014
3.1	Continue to track and monitor 6 day provision for permanently excluded pupils	Louise Simpson	April 2013	March 2014
3.2	Develop a system to demonstrate impact of interventions that have prevented exclusion, then roll out accordingly	Louise Simpson	May 2013	March 2014
4	Fixed term exclusions Embed the system to flag pupils who have had three fixed term exclusions, with the aim of preventing subsequent permanent exclusion by referring on as necessary	Louise Simpson	April 2013	March 2014
5	Part time time-tables	Louise Simpson	April 2013	March 2014
5.1	Collect data and other information about the current use of part time time-tables, including where these are being used, by and for whom and for what reasons	Louise Simpson	April 2013	June 2013
5.2	Make recommendations about under what circumstances a part time time-table is appropriate and for how long	Louise Simpson	September 2013	March 2014
5.3	Introduce a system for tracking and monitoring the use of part time time-tables	Louise Simpson	September 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	System established that will flag pupils who have had three fixed term exclusions			April 2013
A	System introduced to demonstrate impact of interventions that have prevented permanent exclusion			May 2013
C	Launch the Inclusion Protocol			September 2013
D	Introduce the Primary Inclusion Framework			September 2013
E	Introduce recommendations about part time time-tabling			September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	

PRIORITY 4. Narrowing the Gaps		DESCRIPTION OF PRIORITY: Support the improvement of outcomes for particular groups of pupils who are vulnerable, through the provision of a range of services and interventions, incorporating work with individual pupils, small groups of pupils and through whole school/setting improvement.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Young Offenders	Louise Simpson/James Barber	April 2013	March 2014
1.1	Maintain the established data base providing information about education related issues for young offenders	Louise Simpson/James Barber	April 2013	March 2014
1.2	Implement a plan to improve education related outcomes for young offenders	Louise Simpson/James Barber	April 2013	March 2014
1.3	Improve the attendance of young offenders	Lindy Whitfield/James Barber	April 2013	March 2014
1.4	Improve the progress and achievement of young offenders	Louise Simpson/James Barber (including working with and through School Improvement Advisers SIAs)	April 2013	March 2014
1.5	Reduce permanent exclusions for young offenders	Louise Simpson/James Barber	April 2013	March 2014
2.	Children in Need	Alex Gamby	April 2013	March 2014
2.1	Ensure and maintain secure information about Children in Need (CiN), including where they are on roll	Rob Comber	April 2013	March 2014
2.2	Identify an ELS lead officer for each CIN	Alex Gamby	April 2013	March 2014
2.3	Introduce a process and system to track and monitor the attendance, progress and achievement and any fixed term and/or permanent exclusion(s) of CiN	Rob Comber	September 2014	March 2014
3	Other Local Authority Children in Care (OLA CiC)	Alex Gamby	April 2013	March 2014
3.1	Maintain the established data base providing information about education related issues for OLA CiC	Rob Comber	April 2013	March 2014
3.2	Implement a plan to support the improvement of education related outcomes for OLA CiC	Alex Gamby	April 2013	March 2014

3.3	Monitor the attendance of OLA CiC	Lindy Whitfield	April 2013	March 2014
3.4	Monitor the progress and achievement of OLA CiC	Alex Gamby (including working with and through SIAs)	April 2013	March 2014
3.5	Reduce permanent exclusions for OLC CiC	Louise Simpson	April 2013	April 2013
4	Minority Community Achievement	Marion Aglony	April 2013	March 2014
4.1	Implement revised and improved traded services package to schools	Marion Aglony	April 2013	March 2014
4.2	Proactively market the service to schools / settings and other Local Authorities.	Heather Goodacre / Marion Aglony	April 2013	December 2013
5	Gypsy Roma Traveller (GRT) Pupils. through the work of the GRT Virtual School:	Gillie Heath	April 2013	March 2014
5.1	Improve the data set and other information about GRT pupils.	Gillie Heath	April 2013	March 2014
5.2	Work with School Improvement Advisors to ensure GRT agenda is part of School Improvement Plans.	Heather Goodacre / Gillie Heath	April 2013	March 2014
5.2	Improve the attendance of GRT pupils	Gillie Heath/Lindy Whitfield	April 2013	March 2014
5.3	Improve the progress and achievement of GRT pupils	Gillie Heath (including working with and through SIAs)	April 2013	March 2014
5.4	Reduce permanent exclusions for GRT pupils	Gillie Heath/Louise Simpson	April 2013	March 2014
6	Portage	Tracy Harvey	April 2013	March 2014
6.1	Continue to provide home visiting educational and support service for young children with additional needs and their families	Tracy Harvey	April 2013	March 2014
6.2	Revise quarterly monitoring reports to reflect district figures in line with Health partners.	Tracy Harvey	April 2013	September 2013
6.3	Develop partnership working with Children's Centres.	Tracy Harvey	April 2013	March 2014

KEY MILESTONES		DATE (month/year)		
A	Young Offenders Plan implemented	April 2013		
B	Information about CiN in place and an ELS lead officer identified	April 2013		
C	System for tracking information about CiN in place	September 2013		
D	Information about Children in Care in place (inc identification of an ELS Lead Officer)	April 2013		
E	GRT mid pilot report for the DfE	July 2013		
F	2013/14 NHS Standard Contract for Community Services to reflect district quarterly monitoring reports	September 2013		
G	Joint training and work with Children's Centres in Ashford, Shepway and Maidstone.	September 2013		
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	
PRIORITY 5. Elective Home Education (EHE)		DESCRIPTION OF PRIORITY: Provide advice and support to parents/carers who choose to educate their child(ren) at home in order to ensure that these children receive a suitable education.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Review KCC's EHE policy and implement renewed guidance	Louise Simpson, Tim Fox	April 2013	September 2013
2	Ensure all new EHE referrals made contact with within one month and offered an initial visit within 3 months	Tim Fox	April 2013	March 2014
3	Ensure all EHE pupils wishing to return to school are supported in accessing a place	Tim Fox	April 2013	March 2014
4	Collate, analyse and report on 2012-2013 data	Louise Simpson	April 2013	September 2014
KEY MILESTONES		DATE (month/year)		
A	EHE policy and revised guidance implemented	April 2013		

B	2012/13 activity reported on	September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time		ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 6: Tuition		DESCRIPTION OF PRIORITY: Ensure that where pupils are in receipt of tuition, this is in line with statutory requirements and agreed local strategy and plan		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Implement a strategy and plan for the provision of tuition to children and young people in Kent	Alex Gamby/Margot Clarkson Bennett	April 2013	March 2014
2	Maintain the data base holding information about children and young people on tuition	Rob Comber	April 2013	March 2014
3	Track and monitor children and young people on tuition to ensure that:	Rob Comber/ Margot Clarkson Bennett	April 2013	March 2014
3.1	They are and remain on the roll of a school, academy or pupil referral unit (cross reference with Priority 1)	Margot Clarkson Bennett	April 2013	March 2014
3.2	There is support and challenge for their attendance and/or participation (cross reference with Priority 2)	Lindy Whitfield	April 2013	March 2014
3.3	Their progress and achievement is monitored and supported	Margot Clarkson Bennett	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Implementation of the agreed Tuition Strategy and Plan			April 2013
B	Monitoring reports on the Tuition Strategy and Plan			Sept 2013 January 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time				ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 7: Parents and Carers		DESCRIPTION OF PRIORITY: Provide information, advice and support to parents and carers in order to support the KCC aim to reduce the number of children and young people needing to be issued with a statement of special educational need.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Through the Parent Partnership Service (PPS), provide information, advice and support to <u>all</u> requesting parents within an appropriate time frame and meeting the PPS national standards	Kerry Miles	April 2013	March 2014
1.1	Develop the Help Line to meet increased demands.	Kerry Miles	April 2013	March 2014
1.2	Ongoing provision of Family Involvement Worker support	Kerry Miles	April 2013	March 2014
1.3	Recruit and train volunteers to support the service	Kerry Miles	April 2013	March 2014
2	Review the PPS in order to inform a decision about outsourcing	Alex Gamby/Heather Goodacre	April 2013	
2	Provide support for young parents through sign posting to relevant services	Lauraine Wood	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Induction of PPS volunteers			Sept 2013
B	Core Offer for Young Parents agreed by the local authority and relevant agencies.			Sept 2013
C	Decision made about the outsourcing of the PPS			July 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? YES			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	Outsourcing of the PPS (if agreed)		NO	

SECTION D: FINANCIAL AND HUMAN RESOURCES

FINANCIAL RESOURCES

Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
Inclusion	Alex Gamby							

HUMAN RESOURCES

FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
140.96	140.96	N/A

SECTION E: RISK & BUSINESS CONTINUITY

RISKS

RISKS	MITIGATION
In the context of a reduced workforce, compromised ability to meet statutory duties in relation to attendance	Review of the referral process and systems undertaken. EWO Duty Officer system in place for urgent issues. Secondary schools and PRUs have an allocated officer. Every school being offered a visit in terms 1,3 and 5
Level of trade for the Minority Communities Achievement Service may compromise the economic viability of the service	Full review of the service on offer has been carried out. Price per school has been reviewed to operate on a "full cost recovery" basis. Marketing package developed.
Level of permanent exclusions does not reduce at the rate required to meet the 2016 target of 40	In addition to monitoring the SLAs for the STS and PRUs: <ul style="list-style-type: none"> Introducing of Inclusion Protocol; Introducing primary inclusion framework; System of monitoring of alerts to three fixed term exclusions, to inform earlier intervention to prevent permanent exclusion
The offer of 3 EWO advisory visits per academic year will not be taken up by academies when charged.	Transition period prior to charging to ensure effective communication regarding charges.
Potential to not be able to offer support to the increasing number of children and young people being registered as EHE	Better understand the reasons for EHE and take remedial action where these might be inappropriate
Lack of appropriate education provision impacts on percentage of permanently excluded pupils accessing 6 day provision	Ensure monitoring and tracking information feeds into forums providing provision

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Safeguarding CME / EHE	5 days	Identify action to be taken and refer as necessary
Permanent Exclusions - Ensuring 6th Day provision	3 days	Identify provision
Penalty Notice Administration	7 days	Issuing of notice within 7 days

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

NB Data sets in development and performance indicators (**where required**) to be confirmed in relation to:

Young Offenders (April):

- Improving attendance leading up to the last five days of their order:
- Progress and achievement;
- Reducing permanent exclusions.

Children in Need (September):

- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

GRT pupils (April)

- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

Other Local Authority Children in Care (April)

- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2012/2013 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Young offenders attendance in the last five days of their order	90%	75.8%	N/A	90%	90%	90%	90%

Table for PERFORMANCE indicators measurable on a termly basis by academic year

PERFORMANCE INDICATOR – TERMLY BY ACADEMIC YEAR	Floor Performance Standard	Aut 12 Outturn	Comparative Benchmark	Target – terms end dates			
				Spr 13	Sum 13	Aut 13	Spr 14
Percentage of children and young people on roll at a school, academy or PRU	100%	New indicator	TBC	100%	100%	100%	100%
Level of tuition being offered to children and young people in receipt of this	TBC	New indicator	TBC	TBC	TBC	TBC	
Permanently excluded pupils being placed within the statutory six day time frame	100%	71%	N/A	100%	100%	100%	100%

Table for PERFORMANCE indicators measurable annually by financial year

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
MCAS income generation	216k	216k	N/A	300k	325k	350k

Table for PERFORMANCE indicators measurable annually by academic year

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2011 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
Attendance in primary schools	95%	95.1%	95.2%	95.5%	96%	96.5%
Attendance in secondary schools	95%	93.1%	93.3%	95%	95.5%	96%
Attendance in special school	90%	89.8%	90.5%	90%	92%	95%
Attendance in pupil referral units	90%	N/A	N/A	90%	92%	95%
Persistent Absence in primary schools	2%	3.8%	3.4%	2%	1.5%	1.4%

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2011 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
Persistent Absence in secondary schools	6%	9.2%	8.5%	6%	5%	4.8%
Persistent Absence in special schools	18%	18.6%	15.8%	18%	17.5%	17%
Reduce permanent exclusions to 50 by the end of 2014/15 and 40 by the end of 2015/16	150	211	N/A	150	50	40
Found (identified) Children Missing Education to be placed within 30 days	60%	49.2%	N/A	55%	60%	65%

Table for ACTIVITY indicators measurable on a quarterly basis by financial year

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
100% of Attendance referrals to be assessed and responded to within 10 days of receipt of the referral	100%	100%	100%	100%	100%	100%	100%
Kent schools (excluding Academies) to receive a visit from the Attendance Team in terms 1, 3 and 5	N/A	new target	100%	100%	100%	-	100%
Families electing to home educate being offered a support visit within three months of registration	N/A	new target	N/A	100%	100%	100%	100%

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES
 (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Priority 1: Children and young people on roll Interdependencies with ELS Fair Access and SEN Police in relation to Children Missing Education	All children and young people known to the local authority on roll	September 2013
Priority 2: Attendance Interdependencies with schools and PRUs Support from Governance and Law in relation to Penalty Notices and prosecutions	Improved attendance and less persistent absence	March 2014
Priority 3.1: Inclusion Protocol. Interdependencies across the whole of ELS	A more inclusive education system	March 2014
Priority 3.2: Primary Inclusion Framework Interdependencies across the whole of ELS, but with a particular role for Area Education Officers and Head of Fair Access	A more inclusive education system	March 2014
Priority 3.3: Permanent Exclusions Support from Governance and Law in relation to appeals	Fewer permanent exclusions	March 2014
Priority 3.4: Fixed Term Exclusions Contributing to the KiASS agenda	Fewer permanent exclusions	March 2014
Priority 3.5: Part time time-tables Interdependencies with schools	Less inappropriate use of part-time time-tables	March 2014
Priority 4:Narrowing the Gaps Interdependencies across the whole of ELS, plus FSC, Customers and Communities, EduKent, Health, schools and PRUs	Gaps in progress and achievement for vulnerable groups narrowed	March 2014
Priority 6:Tuition Interdependencies with PRUs	Improved access to level and quality of tuition	September 2013
Priority 7: Parent Partnership Service Support from Finance and Procurement re potential outsourcing	Added value to the current PPS	April 2014
Cross cutting support from Governance and Law in relation to Freedom of Information requests	Timely and validated responses	April 2013 – March 2014

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Divisional Business Plan 2013-14

Directorate Name: Education Learning and Skills
Division/Business Unit Name: Fair Access

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EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Kevin Shovelton
Head(s) of Service: Scott Bagshaw
Gross Expenditure: £33,708,600
FTE: 31.6



SECTION A: ROLE/PURPOSE OF FUNCTION

PURPOSE OF THE SERVICE

The Fair Access Unit is responsible for two key areas of work, School Admissions and establishing eligibility for Home to school transport. The unit is charged with ensuring fairness and equity in the allocation of school places and ensuring that Admissions Authorities within Kent meet their legal obligation with regard to school admissions.

Transport to school can be a barrier to some parents and the Transport team ensure the County's transport policy is applied appropriately and in line with legislation relating to home to school transport. The team ensure that all eligible pupils receive appropriate transport to and from school.

KEY FUNCTIONS OF TEAMS WITHIN THE UNIT

Secondary Admissions

- Co-ordinating testing and marking arrangements for 11,500+ pupils seeking a grammar school places in the county.
- Producing and distributing the Secondary Admissions Booklet.
- Ensuring up to 18,000 pupils going through the transfer each year to any one of the 99 secondary schools in the county can apply to a school of their preference.
- Managing the in year admissions process for secondary age pupils seeking a place in Kent schools including Hard to Place pupils.
- Presenting Community & Voluntary Controlled School defences where parents appeal against admission decisions.
- Monitoring the admissions arrangements for own admission authority secondary schools to ensure compliance with the code.

Primary Admissions

- Producing and distributing the Primary Admissions Booklet to the 449 Infant, Junior and Primary schools in the county.
- Ensuring the 17,000 pupils can successfully apply for a school of their preference.

- Managing the in year admissions process for primary age pupils seeking a place in Kent schools.
- Presenting school defences where parents appeal against admission decisions.
- Monitoring the admissions arrangements for own admission authority primary schools to ensure compliance with the code.

Transport

- Assessing eligibility of pupils who request home to school transport support (21,000 children currently transported daily).
- Assessing safety of school walking routes where this impacts on transport provision.
- Applying transport policy and assisting in the development of home to school transport initiatives.
- Presenting transport appeals where decisions are contested by parents.
- Producing and publicising all information in relation to home to school transport.
- Working with Members to develop transport policies that meet the needs of Kent pupils in a fair and equitable way.

Scheme Coordination and Process Development Team

- Co-ordinating the entrance to primary and infant schools and transfer to junior and secondary schools by collating paper and online applications and by electronically managing, sorting and allocating school places.
- Producing admissions reports and maintaining the admissions database.
- Quality assuring school returns and pupil ranking data.
- Managing and supporting Online Admissions. Over 90% of the cohort now applies in this way.
- Managing and supporting school admission and geographical information systems.

CONTEXT AND PRIORITIES

The Admissions and Transport team have delegated authority to act on behalf of the LA to administer the legal duties which require Kent LA to act in accordance with the School Admissions Code 2012.

Our aim for 2013/14 is to ensure Kent meet its legal obligations in regard to admissions and transport legislation and where possible support parents to access their preferred education provision. To enable this to happen, our priorities are to:

- Consult on Admissions Arrangements, administer a co-ordinated admissions scheme and publish details for parents

- Monitor and ensure fairness and equity in the admission arrangements of schools in Kent.
- Work with colleagues in Provision Planning to deliver increased numbers of children securing their preferred schools.
- Ensure children and young people out of school secure places without undue delay, employing the Fair Access Protocol.
- Ensure Kent LA meet its legal duties in regard to Home to School Transport.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Fair Access team, through the delivery of its core functions help to ensure fairness in the admissions system and allow pupils to attend their preferred schools. The administration of the selection process and the assessing of transport eligibility, will be contributing to Bold Steps Priority 3 - **To ensure all Pupils meet their full potential.**

In carrying out the LA's legal duties the Fair Access Team will ensure the most vulnerable children are given priority in oversubscription criteria of schools (other than where legal exceptions apply). We will do this by:

- Monitoring the admissions arrangements set by all Kent schools, ensuring they are lawful and administered in accordance with the School Admissions Code 2012.
- Provide high quality advice and support to parents and clear information easily accessible though the KCC website and local schools.
- Working with schools to develop admissions arrangements that meet the needs of parents children and schools

It is intended that this will contribute to the 2016 Bold Steps for Education Targets:

- Increase online admissions applications from 91% in 2011 to 92% in 2012 with a view to achieving 95% by 2016.
- In light of the rising numbers of children seeking school places by 2016, the LA will seek to maintain current performance of 85% of children securing their first preference school.
- First and second preferences combined will improve to 95% by 2016 from 92% currently

The service will prioritise target groups for support, including children in local authority care. The service will also support district based

working in order to facilitate swift access to schools in localities, contribute to the Single Point of Access process and the development of key strategies, particularly SEN, 14 to 24 Employment Learning and Skills Strategy and the Commissioning Plan for Education Provision.

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:		DESCRIPTION OF PRIORITY: Consult on Admissions Arrangements, administer a coordinated admissions scheme and publish details for parents		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Prepare an admission scheme for consultation ensuring effective related processes are operating.	Scheme Co-ordination and Process Development Manager	September 2013	November 2013
1.1	Prepare a report to secure Cabinet Member approval for a proposed admissions scheme for consultation.	Head of Fair Access	October 2013	November 2013
1.2	Consult all relevant parties for a period of not less than 8 weeks at the appropriate time of year.	Head of Consultation and Engagement	November 2013	January 2014
1.3	Re-tender and commission a test supplier to provide materials for the Process for Entry to Secondary Education.	PESE Manager	February 2013	June 2013
1.4	Seek agreement from all schools to act in accordance with	Head of Fair Access	January 2014	February 2014

	the scheme, resolving any conflicts that may arise as necessary.			
2	Set out admissions arrangements for Kent Community and VC schools.	Head of Fair Access	September 2013	October 2013
2.1	Prepare a report to secure Cabinet Member approval for proposed admissions arrangements to go out for consultation.	Head of Fair Access	October 2013	November 2013
2.2	Consult all relevant parties for a period of not less than 8 weeks at the appropriate time of year.	Head of Consultation and Engagement	November 2013	January 2014
2.3	Prepare a report to KCC Cabinet to feedback responses to the consultation and make recommendations for the arrangements to be determined for Community and VC schools in Kent.	Head of Fair Access	January 2014	February 2014
KEY MILESTONES				DATE (month/year)
A	Consultation documents ready for formal consultation and distributed to all relevant parties			Nov 2013
B	Cabinet determine admissions arrangements in light of consultation feedback.			Mar 2014
C	Details of determined admissions arrangements published in the schools prospectus			Apr 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	Determination of Co-ordinated Scheme		Yes	
2	Determination of Admissions Arrangements for Community and VC Schools		Yes	

PRIORITY 2:		DESCRIPTION OF PRIORITY:		
		Monitor to ensure fairness and equity in the admission arrangements of schools in Kent.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)

1	Engage with schools to provide updates on legislative changes to assist them in developing admissions arrangements in line with changes to the School Admissions Code 2012.	Head of Fair Access	September 2013	November 2013
1.1	Prepare timely e-bulletin messages to engage schools and raise awareness about their admissions duties.	Head of Fair Access	September 2013	October 2013
1.2	Prepare articles in Governor Magazine drawing attention to the legal responsibilities placed on governors in relation to setting admissions arrangements.	Head of Fair Access	July 2013	November 2013
1.3	Conduct Headteacher briefings across the county to raise awareness of process changes and provide examples of best practise.	Head of Fair Access	September 2013	September 2013
2	Review all consultations and determined arrangements presented by own admissions authority schools in Kent.	Head of Fair Access	November 2013	March 2013
2.1	Monitor arrangements as they come into the LA and contact schools where proposals appear unlawful.	Scheme Co-ordination and Process Development Manager	November 2013	March 2013
2.2	Where schools determine unlawful arrangements or have failed to adapt existing arrangements in line with legislation – advise them of the requirement for amendment	Head of Fair Access	March 2013	June 2013
2.3	Schools, failing to amend arrangements in line with their legal requirements must be referred to the Office of the Schools Adjudicator.	Head of Fair Access	June 2013	July 2013
KEY MILESTONES				DATE (month/year)
A	Fewer schools year on year present arrangements for consultation that appear unlawful than for the same period in 2012/13			March 2014
B	No school will need to have arrangements referred to the Office of the Schools Adjudicator (other than where they disagree with the LA's observations)			July 2013
C	All own admission authority schools provide detailed and legal admissions arrangements for publication by the LA			August 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	

1	No	N/A
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PRIORITY 3:		DESCRIPTION OF PRIORITY: Work with colleagues in Provision Planning to deliver increased numbers of children securing their preferred schools.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Provide Key admissions data at relevant times of the year to assist with planning	Head of Fair Access	December 2013	May 2014
1.1	Provide School Preference data by District to AEO colleagues in order to assess capacity demands.	Head of Fair Access	December 2013	February 2013
1.2	Provide Secondary Round admissions reports from National Offer Day to AEO colleagues and review school admission trends for future planning needs.	Head of Fair Access	March 2013	November 2013
1.3	Provide Primary Round reports from National Offer Day to AEO colleagues and review school admission trends for future planning needs.	Head of Fair Access	April 2013	November 2013
KEY MILESTONES				DATE (month/year)
A	Ensure all school applications for each round are inputted and data cleansed in time for reporting			February 2014
B	Collect and process all admissions applications and deliver the coordinated admissions process in order to deliver the school place allocation reports at the end of the admissions round.			May 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	Nothing anticipated at this time.		No	

PRIORITY 4 :	DESCRIPTION OF PRIORITY: Ensure children and young people out of school secure places without
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		undue delay, employing the Fair Access Protocol (FAP).		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Ensure a consistent county wide framework for Fair Access Protocol is communicated to all schools and is adopted by Fair Access panels in each locality.	Head of Service (supported by Fair Access locality chairs)	April 2013	Ongoing
1.1	Monitor Fair Access panels in their decision taking to ensure accordance with the protocols resulting in swift allocation of suitable education provision for hard to place pupils.	Senior Admissions Officers	April 2013	Ongoing
KEY MILESTONES				DATE (month/year)
A	All districts will have an agreed protocol that has been developed using the countywide framework.			May 2013
B	Consistent protocols operating effectively in each district resulting prompt placement of pupils out of school.			January 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	None anticipated at this time		No	

PRIORITY 5:		DESCRIPTION OF PRIORITY:		
		<ul style="list-style-type: none"> Ensure Kent LA meet its legal duties in regard to Home to School Transport and manages future demand more effectively. 		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Consult on Post 16 Transport Policy	Head of Fair Access	April 2013	Ongoing

1.1	Consult in retaining existing arrangements designed around the Kent 16+ Travel Card.	Head of Consultation and Engagement	March 2013	April 2013
1.2	Secure member approval for annual Post 16 Transport Policy taking account of consultation feedback.	Head of Fair Access	April 2013	May 2013
1.3	Publish Post 16 Travel Policy	Head of Fair Access	June 2013	Ongoing
2.	Review Home to School Transport Policy to assess impact of the significant changes to eligibility.	Head of Consultation and Engagement	July 2013	July 2013
2.1	Consult stakeholders on Home to School Transport Policy and prepare a report to members on the impact of the changes.	Head of Fair Access	June 2013	July 2013
3.	Trail Online applications for Home to School Transport.	Head of Fair Access	March 2013	May 2013
3.1	Open live access and monitor customer satisfaction with process.	Transport Manager	May 2013	Ongoing
4.	Manage a project to influence behavioural change by parents in favour of independent modes of travel and flexible transport arrangements.	Head of Fair Access/Supported by Head of SEN	April 2013	Ongoing
4.1	Project to generate savings of £750k from SEN Transport Budget securing an overall budget saving of £1.5m by 2016.	Head of Fair Access	April 2013	Ongoing
KEY MILESTONES				DATE (month/year)
A	Secure approval for published policy			May 2013
B	User survey informs the review			TBC
C	Finalise development of online application system following user acceptance testing			May 2013
D	Working practices changed to ensure SEN Officers make broader transport offers to parents when finalising or reviewing SEN statements.			January 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	None anticipated at this time		No	

SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
		£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
31.6	31.6	N/A

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SECTION E: RISK & BUSINESS CONTINUITY

RISKS	
RISKS	MITIGATION
Failure to send out school offer information in line with legal requirements.	Close monitoring of systems and other agencies involved in the processing. Ensuring key elements are completed within pre agreed timescales to allow the next stage of the process to progress. Contingency plans that allow for results to be sent both on line and in hard copy.

Schools fail to follow process and admit additional pupils	Schools are advised in advance that failing to follow the agreed process could lead to financial and operational difficulties if as a result they have to admit additional pupils that may have been disadvantaged. Monitoring takes also place.
Issues with Kent test results in parental challenge to the administration of the system.	Training sessions are in place for invigilators conducting the testing. Clear instruction manuals for test administrators. Pro-forma paperwork to be completed. Cross invigilation between schools. 2 persons together when tests are opened and resealed.
There is a risk that loss of IT programs will cause significant disruption to the services provided by this department. Programs that would affect service most would be: Central Pupil Database (Impulse), Web Portal for applications for parent's preferences, and GIS software.	A System Co-Ordination Manager and a System Team have been appointed and located within the service and are able to maintain and monitor the system.

BUISNESS CONTINUITY

In terms of Business Continuity, the greatest threat to the Fair Access Team is the risk of losing the necessary data or systems needed to deliver its core functions. As a result of this risk, the Scheme Co-ordination and Process Development Team and Manager were appointed in order to maintain day-to-day monitoring of the systems, and ensuring that liaison is maintained with the system providers CACI. In the event that these systems should fail we are confident that they could be resumed in a relatively short space of time.

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SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable annually by academic year

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2012 Outturn	Comparative Benchmark	Target 2013	Target 2014
Increase online admissions applications from	Yr R = 92.82% Yr 3 = 86.84%	92%	67% National measured by	93%	94%

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2012 Outturn	Comparative Benchmark	Target 2013	Target 2014
91% in 2011 to 92% in 2012 with a view to achieving 95% by 2016.	Year 7 = 90.28% Combined = 91.24%		DfE for Secondary applications in 2012		
In light of the rising number of children seeking school places by 2016, the LA will seek to maintain current performance of 85% of children securing their first preference school.	First Pref Yr R = 85.18% Yr 3 = 96.37% Year 7 = 82.84% Combined = 84.96%	TBC	The rich and diverse mix of school type in Kent make comparative data illegitimate.	Combined 86%	Combined 87%
First and second preferences combined will improve to 95% by 2016 from 92% currently	First or Second Pref Yr R = 92.21% Year 3 = 98.6% Year 7 = 92.57% Combined = 92.84%	TBC	The rich and diverse mix of school type in Kent make comparative data illegitimate.	Combined 93%	Combined 94%

Table for ACTIVITY indicators measurable on a quarterly basis by financial year

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity
			Annual Comparison
Reduce the number of paper applications received for admissions	10% currently paper forms	N/A	7% Paper applications by May 2013
Number of parents approaching the LA for assistance with in year admissions when turned away from 3 or more schools.	Baseline data being gathered	N/A	Changes in legislation affecting in year admissions is due to come into force in September 2013, When baseline data is know targets will be set accordingly.

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
ICT – Finalise development of the online application process for home to school transport / renewal of software licences / Database Administration	Reduction in paper applications	March 2013
HR – Support for recruitment and development of Organisational Development Plan	Full compliment of skilled and able staff.	Ongoing
Customer Services – Support for development of improvements to the customer journey and effective signposting of service users. Contact Centre support with phone and email enquiries.	Improved customer experience, reduction in workload volume, improved channel shift.	Ongoing
Corporate Communications – Support with media enquiries and press releases / publication of public notices and updating of web based information. Support for the formal consultation processes undertaken annually. Support for design and publication of prospectuses and information leaflets	Improved customer experience and leading to more efficient operations	Ongoing
Governance and Law – support with legal advice on transport and admissions related policy challenges and processing of FOI requests.	Less legal challenge and potential for liability claims – open and transparent information sharing.	Ongoing
Community Engagement – Support for Equality Impact Assessments and wider analysis of consultation feedback.	Meeting legal requirements and engaging all key stakeholders.	Ongoing
Environment, Enforcement Highways and Transport - Commissioning of Transport via Service Level Agreement from Transport Integration.	Cost reductions resulting from application of service level agreement.	Ongoing

Divisional Business Plan 2013-14

Directorate Name: Education Learning and Skills

Division/Business Unit Name: Kent Educational Psychology Service

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EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Kevin Shovelton
Head(s) of Service: Andrew Heather
Gross Expenditure:
FTE:



SECTION A: ROLE/PURPOSE OF FUNCTION

The purpose of the Kent Educational Psychology Service (KEPS) is to support improved outcomes for vulnerable children, young people and their families in Kent. The Service aims to enhance understanding of child development and the relationship between thought, feeling and behaviour, through the application of evidenced based or informed psychological practice.

All Kent Educational Psychologists are registered with the Health Professional Council (HPC) which is the national regulatory body for the profession. This mandates an ongoing programme of Continual Professional Development (CPD) and regular professional practice supervision by an HPC registered EP.

The Kent Educational Psychology Service works to improve outcomes for children and young people who are vulnerable because they have special educational needs or other barriers to their learning and development.

The Service seeks to:-

- Build capacity, resource and resilience in the organisations that support children and young people's learning
- Promote understanding of children's psychological development and the relationship between thought, feeling and behaviour and encourage reflective practice within the children's workforce
- Support the social and emotional well-being and improved learning outcomes of vulnerable children and young people in settings, schools and the wider community
- Work collaboratively to improve outcomes in educational settings, in particular to schools in challenging circumstances and with significant development needs
- Provide support in dealing with crisis and/or critical incidents in schools / settings
- Work collaboratively with education professionals, parents/carers, the wider community and other agencies to provide efficient, effective and timely support for vulnerable children and young people
- Enable children and young people to express their own views and perspectives on their needs and how these might be best met
- Continuously improve accountability and communication with all relevant partners and stakeholders

The draft Legislation on the "Reform of provision for children and young people with Special Educational Needs" (September 2012) is now under consideration. The implications for the delivery of educational psychological services are being explored through the Kent Pathfinder which is part of the South East Seven Consortium (SE7) Special Educational Needs and Disability Pathfinder.

Bold Steps for Education reflects the national and local emphasis on the delivery of services and decision making at a local level. We are committed to the delivery of services in an integrated way supporting the development of local decision making processes at a district level.

KEPS provides core services including statutory work and prioritises early intervention and preventative approaches purchased on a traded basis through EduKent. This enables schools to access a guaranteed level of delivery from the service in addition to statutory functions.

As part of core delivery the service provides:

- Psychological advice to the Local Authority for children and young people undergoing the statutory action assessment process of their special educational needs (SEN).
- Participation and contribution to the Local Authority SEN decision making and associated processes (e.g. SEN tribunals and annual reviews).
- Support to schools and settings in dealing with crisis and/or critical incidents.
- Consultation with schools through Local Inclusion Forum Teams (LIFTs)
- Support for multiagency processes for children, young people and their families through the Single Point of Access and associated processes (Team around the Child/Family)

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Kent Educational Psychology Service, through the delivery of its core service and enhanced traded services to schools supports the achievement of Bold Steps Priority 3 - **To ensure all pupils meet their full potential which seeks to tackle disadvantage within the county of Kent.**

This is complemented by Delivering Bold Steps for Kent – Education, Learning and Skills Visions and Priorities for Improvement (2012). This details how ELS will support the ambitions and priorities of Bold Steps.

Detailed below are the key priorities and targets that relate to the delivery of the Kent Educational Psychology Service:

- Prioritising the completion of statutory action assessment advice as its contribution to the 2016 outcome of 95% of SEN statutory assessments being completed within timescales
- Providing high quality psychological services that schools are able to procure through EduKent

It is intended that this will contribute to the 2016 outcomes of

- Reducing the number of pupils requiring a statement of special educational needs through effective early intervention
- There being no children and young people in care being excluded from school

It is intended that :

- That the service will prioritise children in care and children in need for the targeting of any available discretionary core time if there is a severe risk of permanent exclusion and EP involvement is needed to promote inclusion.
- The service will contribute to the Single Point of Access process and the development of Local Authority strategies including; SEN, the promotion of a culture of inclusion, the improvement of District based working, support for and promotion of school collaboration alongside better integrated working between education, health and social care.
- The service will contribute to the expansion and development of the Special Educational Needs and Disability (SEND) Pathfinder, the Kent single assessment process and the new Educational Health and Care plans.
- The service will utilize technological opportunities to improve the efficiency of service delivery. Examples include tele and video conferencing, use of smart phones, and the application of technology to support evidence based interventions (including the adoption of web based support).

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:	DESCRIPTION OF PRIORITY: Provision of Statutory Action psychological advice within expected time scales and support for the SEN Assessment decision making process
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Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Provision of Statutory Action psychological advice within expected time scales and support for the SEN Assessment decision making process	Andy Heather	April 2013	March 2014
1.1	Work will be undertaken as a priority as part of the statutory assessment process from the point of the statutory assessment being agreed.	Andy Heather	April 2013	March 2014
1.2	All psychological advice undertaken and compiled in accordance with Kent Educational Psychology Service policy guidelines to ensure that timescales and quality assurance are met.	Andy Heather	April 2013	March 2014
1.3	Flexible deployment of Educational Psychology resource within and across quadrants to take account of variable demand to ensure statutory timescales are met.	Andy Heather	April 2013	March 2014
1.4	Contribute to the development, formulation and implementation of the SEN strategy and engagement with relevant associated pilots, including the further development and expansion of the Special Educational Needs and Disability Pathfinder.	Andy Heather	April 2013	March 2014
2	Engagement with statutory processes for effective decision making as part of the SEN assessment/placement process for children	Andy Heather	April 2013	March 2014

	with severe and complex needs.			
2.1	Case preparation and participation in no less than 95% of LA SEN decision making forums and processes to support effective decision making for children with severe and complex needs.	Andy Heather	April 2013	March 2014
2.2	Psychological advice and support for the SEN tribunal process, where involvement is agreed, in accordance with timescales and psychology service procedures.	Andy Heather	April 2013	March 2014
2.3	Planning meetings for special schools, PRUs and Alternative Curriculum provision for the prioritisation of annual reviews (see 2.4)	Andy Heather	April 2013	March 2014
2.4	Contribution to the Annual Review process of children/young people where schools, LA and/or parents have significant concerns, including out of county placements where appropriate from available core time.	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Monthly monitoring demonstrates that at least 95% of statutory action assessment advice is completed within agreed time scales.			Monthly monitoring April 2013 to March 2014
B	Implementation of regular monitoring processes ensures flexible deployment of Educational Psychologists to meet demand, supplemented by use of associates/locums where appropriate.			Monthly and Quarterly from April 2013 to March 2014
C	6 monthly internal quality reviews of supervision and performance management processes indicate			Twice Yearly

	maintenance of high quality and consistency of statutory advice, promote good practice and ensure any concerns are addressed in a timely way.	monitoring September 2013 March 2014
D	Six monthly and annual monitoring indicate that EPs respond to requests (where appropriate) for professional contribution the SEN tribunal process.	Twice Yearly monitoring September 2013 & March 2014
E	95% support for SEN decision making processes-monitored quarterly.	Quarterly June 2013 September 2013 December 2013 March 2014
F	3 monthly reviews undertaken with Head of SEN Assessment and Placement, the Principal Educational Psychologist and the Service Management Team to review the involvement, engagement and contribution of EPs with key Pathfinder and SEND strategic and operational/implementation groups.	Quarterly June 2013 September 2013 December 2013 March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
There are no key decisions that we anticipate following on from this work in 2013 -2014		N/A

PRIORITY 2:		DESCRIPTION OF PRIORITY: The delivery of a core offer of support for vulnerable children and young people in order to promote their learning and development through consultation and intervention.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	To ensure that all maintained schools and Academies have access to the core offer which will be “free at the point of delivery”?	Andy Heather	April 2013	March 2014

1.1	Collaborative problem-solving with schools and partners at the district based Local Inclusion Forum Teams (LIFTs).	Andy Heather	April 2013	March 2014
1.2	Delivery of Crisis support (see priority 5 below) where it is deemed that a school is in need of support at a result of a critical incident.	Andy Heather	April 2013	March 2014
1.3	Contributions to Single Point of Access meetings prioritising for follow up children who meet core discretionary criteria* (see 1.4 and 1.6) within the constraints of available resource.	Andy Heather	April 2013	March 2014
1.4	Support for children with no school place including preschool children commissioned through appropriate routes and to include EP contribution to supervision for Portage Home Visitors.	Andy Heather	April 2013	March 2014
1.5	<p>Attendance at Children in Care and Child in Need meetings where the service has had relevant contact with the child/young person during the last two years.</p> <ul style="list-style-type: none"> ➤ Consultative support to complex case discussion for children in care in support of VSK. ➤ Support for the 'attachment friendly school' in support of VSK. 	Andy Heather	April 2013	March 2014
1.6	Follow up work from LIFTs and SPA will primarily be supported through traded	Andy Heather	April 2013	March 2014

	<p>services. However where there is sufficient capacity from “core discretionary time” consideration of exceptions that will be prioritised are:</p> <ul style="list-style-type: none"> ➤ Children in Care to complement VSK support ➤ Children at high risk of permanent exclusion or school refusal, where EP involvement is needed to promote inclusion ➤ Children with no school place including preschool children 			
KEY MILESTONES				DATE (month/year)
A	Local Inclusion Forum Teams (LIFTs) are embedded with EP attendance (bi annual monitoring) and contribution established and valued by participating schools (annual monitoring).			Twice Yearly monitoring September 2013 and March 2014
B	Monitor and review service activity (core offer) to inform future business planning.			Twice Yearly monitoring October 2013 March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	There are no key decisions that we anticipate following on from this work in 2013 -2014		N/A	

PRIORITY 3:	DESCRIPTION OF PRIORITY: To address the needs of vulnerable children who have barriers to learning and to prevent these from entrenching or escalating through the offer of additional traded services.
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Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Increase capacity of schools and settings to meet the needs of vulnerable children and young people in an effective and timely fashion.	Andy Heather	April 2013	March 2014
1.1	To deliver enhanced psychological services to schools commissioned through traded service agreements.	Andy Heather	April 2013	March 2014
1.2	To review the Service Practice Framework within the context of traded and core service delivery models.	Andy Heather	April 2013	March 2014
1.3	To provide psychological consultation, support and capacity building for teaching and learning issues, based on current evidence with regard to quality of feedback, peer mentoring and meta cognition.	Andy Heather	April 2013	March 2014
1.4	Consultation and advice to parents, carers and other professionals in relation to vulnerable children.	Andy Heather	April 2013	March 2014
1.5	Direct intervention with children and young people individually and in groups.	Andy Heather	April 2013	March 2014
1.6	Work at a whole school level where there is an identified developmental need.	Andy Heather	April 2013	March 2014
1.7	Psychological assessments and inquiry to enhance understanding, inform interventions, promote psychological well being and contribute to improved educational outcomes.	Andy Heather	April 2013	March 2014

1.8	To support and enable opportunities for the development of trainee Educational Psychologists (through professionally supervised and supported practice) to contribute to service delivery in collaboration with accredited training courses.	Andy Heather	April 2013	March 2014
2	To maintain and develop traded services			
2.1	To deliver and review through feedback, commissioned traded services to all customers.	Andy Heather	April 2013	March 2014
2.2	Further development of effective prevention/early intervention through service level agreements with Kent schools.	Andy Heather	April 2013	March 2014
2.3	Development and delivery of bespoke commissions to schools and settings on a traded/commissioned basis.	Andy Heather	April 2013	March 2014
2.4	Develop and deliver a wider range of centrally delivered county wide training.	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	100% delivery of all SLAs to Kent Schools.			Quarterly review from April 2013 to March 2014
B	Refine commissioning and trading processes in collaboration with EduKent and establish baseline for customer satisfaction (95% completely satisfied/will continue to purchase.)			January 2014
C	The market development of traded services reviewed and adjusted as appropriate. To explore new and effective ways of delivering joined up services with associated partners and relevant EduKent Services.			March 2014
D	Additional schools commissioning traded services through an SLA.			March 2014

E	Review the SLA processes for KEPS.	November 2014
F	Refine and review customer evaluation process	November 2013 and March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
There are no key decisions that we anticipate following on from this work in 2013 -2014		N/A

PRIORITY 4:		DESCRIPTION OF PRIORITY: Timely and effective support to schools who experience critical incidents in order to minimise disruption to learning and teaching.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	To enable schools to meet and address immediate the psychological and emotional needs of children and staff in the event of a critical incident.	Andy Heather	April 2013	March 2014
1.1	Respond to critical incidents through the designated coordinating EPs (the countywide crisis support team) and the First Contact Group in accordance with KEPS policy and guidance.	Andy Heather	April 2013	March 2014
1.2	Provision of strategic/management support for schools as identified in the Kent Educational Psychology Service procedures.	Andy Heather	April 2013	March 2014
1.3	Monitoring the quality and outcomes of service delivery to critical incidents through evaluative	Andy Heather	April 2013	March 2014

	feedback.			
1.4	Regular audit of psychological skills to ensure adequate capacity to respond to need.	Andy Heather	April 2013	March 2014
1.5	Development of links with regional and national Educational Psychology Services Crisis Support Teams to promote good practice and strengthen KEPS response.	Andy Heather	April 2013	March 2014
2	To enable schools to be prepared for critical incidents when they occur.	Andy Heather	April 2013	March 2014
2.1	The delivery of county wide training on a traded basis to enhance schools' capacity to respond appropriately to critical incidents.	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Crisis Support Group to review practice, delivery, training, evaluation feedback and materials three times a year			Quarterly April 2013 August 2013- December 2013 March 2014
B	Key contacts system for critical incidents is reviewed and published.			September 2013
C	1. Produce skills audit to establish training requirements. 2. Undertake follow up skills assessment reviewing and adjusting training to ensure effective skill set.			Twice Yearly October 2013 March 2014
D	County wide training reviewed and delivered to at least 30 delegates.			March 2014
E	National network of Educational Psychology Crisis Support services established.			March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	

	There are no key decisions that we anticipate following on from this work in 2013 -2014	N/A
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PRIORITY 5:		DESCRIPTION OF PRIORITY: To broaden the range of innovative evidence based psychological skills delivered through core and traded work.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Ability of KEPS to maintain and develop the capacity to meet needs through the application of evidenced based and appropriate psychological intervention.	Andy Heather	April 2013	March 2014
1.1	Further development, implementation and application of Video Interactive Guidance (VIG), Cognitive Behavioural Approaches, Coaching and meta cognition (Mindfulness)	Andy Heather	April 2013	March 2014
1.2	Application of Coaching and Mentoring Approaches within service and contribution to Kent Coaching and Mentoring Network	Andy Heather	April 2013	March 2014
1.3	The development of psychological skills to further support specialist provision, utilising research to provide knowledge and evaluations of intervention approaches which are demonstrably able to provide good outcomes for children with specific need types: <ul style="list-style-type: none"> • Service network to support children with ASD. • Strategic contribution to Kent Literacy Strategy. Refreshing Kent policy for children with specific literacy difficulties. • Exploring frameworks with ELS partners the delivery of coordinated training in the areas of ASD and Specific Learning Difficulties (Literacy). 	Andy Heather	April 2013	March 2014

1.4	Explore an Assistant Psychologist programme to provide direct support for traded services	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Audit use of specific psychological approaches twice yearly across quadrants.			Twice Yearly September 2012 March 2014
B	Revision of the Psychology Service Traded Brochure			September to November 2013
C	Review of KEPS guidelines for advice and training for pupils with ASD completed			March 2014
D	Review of KEPS guidelines for advice and training for pupils with specific learning difficulties completed			March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?				ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
There are no key decisions that we anticipate following on from this work in 2013 -2014				N/A

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SECTION D: FINANCIAL AND HUMAN RESOURCES

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
		£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance

SECTION E: RISK & BUSINESS CONTINUITY

RISKS	MITIGATION
Not delivering on traded services due to staffing capacity and/or not being able to meet increased requests for SLAs (Service Level Agreements) from schools.	Improving recruitment and retention. Looking to recruit further trainee Educational Psychologists and/or exploring the use of Assistant Psychologists.
That the service has sufficient capacity and flexibility to respond to critical incidents as part of its core service, including its designated Educational Psychologists and a First Contact Group.	Ensuring that this is a prioritised function and that required skills are audited regularly.
Not meeting statutory time scales due to staffing capacity and/or increased demand due to further increase in the number of statutory assessments started.	Close monitoring of statutory demands and ensuring that these are prioritised pieces of work.
An increase in SEN tribunals and there being sufficient Educational Psychologist capacity to meet demand.	Identifying where there is a priority need for Educational Psychology involvement.
Continued increase in the demands to support the statutory assessment decision making process and fewer Senior Educational Psychologists.	Enabling a limited number of county panels to be supported from other Educational Psychologists following training and support.
Core and traded demands not being evenly distributed across districts at different times.	Flexibility of Educational Psychologists to work across districts in and across quadrants to meet demand variation.
Retention and Recruitment of highly qualified and experienced Educational Psychologists	Ensuring that there continues to be high quality CPD and opportunities for the development of specific psychological skills and their implementation. More creative recruitment approaches. Use of trainee and possibly Assistant Psychologists. More effective use of the reward strategy. Ensuring that posts are advertised early.

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Send Educational Psychologists to educational establishments in the event of traumatic incident.	5 days	Clearly identified Educational Psychologists who would be able to deal with enquiry and arrive at the scene (if required)
Provide telephone advice and support in regards to educational psychology.	7 days	1 person with mobile phone /blackberry and email in order to respond to enquiries

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2011 - 2012 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Completion of Statutory Assessment Advice in 6 weeks (Appendix Ds)	95%	98%	96%	96%	96%	96%	96%

Table for PERFORMANCE indicators measurable annually by financial year

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2011-2012 Outturn *	Comparative Benchmark	Target 2013/14	Target 2014/15
Average School Quality Rating (5 point scale) – KEPS Service User Annual Survey September 2011 – March	4.0	4.3	N/A	4.4	4.5

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2011-2012 Outturn *	Comparative Benchmark	Target 2013/14	Target 2014/15
2012					
Average School Outcome Rating (5 Point scale) – KEPS Service User Annual Survey September 2011 –March 2012	4.2	4.4	N/A	4.4	4.5
Average Parent Rating	90%	91%	N/A	92%	92%

* Note: 2011-2012 historic data used as 2012-2013 survey data is not available to October 2013.

The service has collated some volume data which will form the baseline for future comparisons.

EP to child/young person ration: (0-19) - 1: 10606 (based on 33ft equivalent- core funded)

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ACTIVITY INDICATOR	2011/12 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
Direct case work including provision of statutory action advice.	1981	Available when measured next year	N/A	N/A	N/A	N/A	NA
Number of training courses delivered to schools and multi-agency professional development April 2011 – March 2012.	173	Available when measured next year	N/A	N/A	N/A	N/A	N/A
		Available	N/A	N/A	N/A	N/A	N/A

ACTIVITY INDICATOR	2011/12 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
Numbers of school staff and multi-agency professionals in receipt of training.	3969	when measured next year					
Number of multiagency meetings attended excluding SEN decision making.	2595	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Number of sessions (½ day) provided for Special Educational Needs and Disability (SEND) tribunals.	119	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Number of SEN decision making County Panels supported with Educational Psychology attendance (September 2011-August 2012.)	205 (minimum of 620 sessions)	Available when measured next year	N/A	N/A	N/A	N/A	N/A

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Working with HR Assistance to develop an improved recruitment and retention strategy for Educational Psychologists.	That the service is able to recruit and retain high quality Educational Psychologists	During the whole of 2013-2014

Working with BSS Finance colleagues to support the implementation of Collaborative Planning and associated financial and budget issues.	That accountable and responsible budget managers have the competence and confidence in to use Collaborative Planning independently.	Throughout the financial Year 2013-2014
Working with BSS Property Support to determine appropriate accommodation, in accordance with the New Work Spaces strategy, to enable the effective delivery of psychological services within localities.	That EPs feel supported and are able to deliver their service in the most effective way. This needs to support the recruitment and retention of EPs.	During the whole of 2013-2014 and in accordance with the New Work Spaces strategy.
Working with Communications and Community Engagement regarding design requirements for brochure , marketing materials orders and advice for regarding consultation.	That the service is able to communicate effectively its traded offer in an accessible, informative way in line with corporative policy and with EduKent expectations	Throughout the financial year 2013-2014
Working with Business Strategy and Support developing traded work through EduKent..	To ensure that the service is able to deliver traded work through EduKent	Throughout the financial Year 2013-2014.
Liaise with Governance and Law in respect of Freedom on Information Requests and exceptionally any legal related work.	That the service is supported in the management and response of Freedom of Information requests.	Throughout the financial Year 2013-2014.
Work with ITC to utilise and maximise technological opportunities to improve the efficiency of service delivery.	Efficient operation of IT equipment and processes throughout the service to ensure service delivery	Throughout the financial Year 2013-2014

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Divisional Business Plan 2013-14

Directorate Name: Education, Learning and Skills
Division/Business Unit Name: Provision Planning

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EXECUTIVE SUMMARY:
Cabinet Portfolio: Education, Learning and Skills
Responsible Corporate Director: Patrick Leeson
Responsible Director: Kevin Shovelton
Head(s) of Service: David Adams, Marisa White, Karl Limbert
Gross Expenditure: £5.1m
FTE: 53.8 FTE (includes 34.5FTE Road Crossing Patrol Officers)

SECTION A: ROLE/PURPOSE OF FUNCTION

This Service is responsible for ensuring that Kent County Council carries out its strategic responsibilities for the provision of school places across the county for both mainstream schools and those serving children with additional educational needs. As the strategic commissioner of school places, the Service will liaise with a range of external agencies and educational providers to develop the diversity of provision and secure the supply of places in terms of both quality and capacity.

This Service has a responsibility for providing schools with operational advice and guidance in relation to leadership and governance issues, admissions and complaints.

The Service has a lead role in coordinating the delivery of services provided by the Directorate at a local (District) level.

The Outdoor Education Unit provides advice and guidance to all establishments on delivering high quality outdoor education and ensures schools and education settings in Kent adhere to regulations and guidance regarding the safe practice of educational visits. The Unit part trades through Edukent.

Client Services operate on a trading basis through EduKent managing County contracts on school meals, cleaning and waste collection.

Overall responsibility for the Road Crossing Patrol service also sits within this Service, although day to day line management is discharged by the headteachers of the schools outside which the patrols operates.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The actions and priorities of this function contribute to the following Bold Steps and Bold Steps for Education (2013-16) priorities and targets:

Priority 3 - Ensure all pupils meet their full potential

Delivering Bold Steps Aim: By 2015/16 – to support a school system with greater choice and fair access for all pupils and families

Aims and objectives: To develop a competitive education system for Kent, making use of autonomous providers to deliver choice and diversity

Benefits to be achieved:

1. On Offer Days in 2015, 85% of parents to be offered their first preference of school, and 95% to receive either their first or second preference of schools and in future years maintain this level.
2. By 2015, there is at least 5% surplus capacity in the primary school sector in each district of Kent. By 2016, maintain between 5% and 7% surplus capacity.
3. By 2015, there will be at least 5% surplus capacity in the secondary school sector in the following travel to learn areas (Dartford, Gravesham and North Sevenoaks; South Sevenoaks, Tonbridge, and Tunbridge Wells; Maidstone and Malling; Swale; Canterbury; Thanet; Dover, Shepway, and Ashford). By 2016, maintain between 5% and 7% surplus capacity.

Priority 3 - Ensure all pupils meet their full potential

Delivering Bold Steps Aim: By 2015/16 – to support a school system with greater choice and fair access for all pupils and families

Aims and objectives: To ensure high quality specialist provision is available locally to meet the needs of Kent's pupils

Benefits to be achieved: By 2015, to have reduced the number of children in independent and non-state maintained special school provision by 10%, from the base figure of 293. (Nb this excludes Looked After Children placed in Kent by other Local Authorities. Academies and Free schools are state maintained).

Priority 9 - Support new housing growth that is affordable, sustainable and with the appropriate infrastructure

Delivering Bold Steps Aim: To help the Kent economy grow

Aims and objectives: To ensure that the right infrastructure is in place in areas of housing growth in order to maintain the high quality of life for all Kent's residents, and that the cost of this infrastructure is proportionately provided by the developers

Benefits to be achieved: High quality education provision is available locally to families.

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:		DESCRIPTION OF PRIORITY: Improve school choice and access		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Further improve the school place forecasting system			
1.1	Improve the accuracy of forecasts by enhancing the use of feedback from the QA of historic accuracy of forecasts.	Matthew Nye	April 2013	September 2013
1.2	Improve scenario based forecasting methodology, based on 1.1 above	Matthew Nye	September 2013	December 2013
1.3	Integrate corporate long term population forecasts into our processes to develop a primary phase long term forecasting methodology	Matthew Nye	September 2013	December 2013
2	Produce the Commissioning Plan for Education Provision 2013-18			
2.1	Data collation to complete district by district analysis	Matthew Nye	January 2013 and July 2013	January 2013 and July 2013
2.2	District analysis completed	AEOs	March 2013 and August 2013	March 2013 and December 2013
2.3	Provision Forward Plan completed and linked to capital programme	AEOs/Bruce Macquarrie	March 2013	April 2013
2.4	Develop the SEN, Early Years and Post 16 provision planning sections of the Plan.	David Adams/Sue Dunn/Pam Rawlings	January 2013	April 2013
2.5	Consultation on Commissioning Plan for Education Provision	Kevin Shovelton	April 2013	July 2013

2.6	Cabinet sign off	Patrick Leeson	September 2013	September 2013
3	Commission provision in order to: a) ensure a greater percentage of parents secure a place at their preferred school (By 2015 ensure at least 85% of families secure school places at their first preference school, and 95% secure either their first or second preference, and in future years maintain this level) b) maintain at least 5% surplus capacity by district/travel to learn area by 2015, and between 5% and 7% by 2016 c) raise standards and remove inadequate existing provision			
3.1	Incorporate analysis of the 2012 admissions round data (parents securing preferred school) in to the district analysis section of the Commissioning Plan for Education Provision.	AEOs	March 2013	March 2013
3.2	Develop proposals to address identified need (capacity, parental preference and standards)	AEOs	January 2013	Initially for April 2013, but ongoing
3.3	Discuss proposals in localities, involving education providers and Councillors	AEOs	April 2013	August 2013
3.4	To commission appropriate high quality provision	AEOs	September 2013	March 2014
4	Reduce the Number of Independent and Non-Maintained Special School Placements by 10% (from 293) by 2015			
4.1	Undertake significant enlargement procedures affecting 10 Kent maintained special schools	AEOs	January 2013	September 2013
4.2	In light of the final SEN Strategy, review the needs of the current pupils placed in the independent sector to determine "gap" in the current maintained sector provision.	AEOs	April 2013	August 2013
4.3	Develop action plans to address the gaps and commission Kent based, state maintained local provision.	AEOs	September 2013	October 2013
5	Deliver primary school places that are being commissioned for September 2013 and September 2014			
5.1	Complete statutory proposals that are currently being consulted upon.	AEOs	January 2013	May 2013
5.2	Work with property colleagues and schools to ensure accommodation, staff and resources are in place to support additional pupils	AEOs	January 2013	September 2013 and September 2014
KEY MILESTONES				DATE (month/year)
A	Commissioning Plan for Education Provision 2013-18 drafted and out for consultation			April 2013
B	Draft Capital Programme arising from 2013-18 Commissioning Plan produced			May 2013
C	Additional primary and secondary school places commissioned to meet the forecast demand for September 2015, following locality discussion			31 December 2013
D	Education Cabinet Committee consulted on significant enlargement proposals for special schools			March 2013
E	Action plans developed to commission specialist provision to support Kent pupils in Kent provision			October 2013
F	Specialist provision commissioned for 10 pupils who would otherwise go out of County for placement in September 2014			December 2013

G	See Performance indicators below for detailed, measurable targets.	
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ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Expansion or creation of new schools (mainstream and special schools)	Yes

PRIORITY 2:		DESCRIPTION OF PRIORITY: Lead the delivery of “district based working” for ELS		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
2	To provide strategic oversight of the implementation of District based working	Kevin Shovelton	January 2013	March 2014
2.1	Establish district focused forums to provide strategic oversight and coordinate and develop District based working by ELS staff, and colleagues in other KCC Directorates	AEOs	January 2013	April 2013
2.2	Develop and agree Terms of Reference for forums in 1.1	Kevin Shovelton	January 2013	April 2013
2.3	Develop District priority plans	AEOs	January 2013	May 2013
2.4	Ensure a sense of common purpose amongst District facing staff	AEOs	April 2013	September 2013
2.5	Monitor and evaluate aspects of service delivery in Districts and drive forward improvements	AEOs	April 2013	Ongoing
KEY MILESTONES				DATE (month/year)
A	District coordination forums established			April 2013
B	District priority plans developed and shared			May 2013
C	Sense of common purpose and direction established			September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No		
1	None	No		

PRIORITY 3:**DESCRIPTION OF PRIORITY: Road Crossing Patrols**

ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
3	Improve the Safety and Management of the Road Crossing Patrol Service			
3.1	Ensure uniform complies with forthcoming legislation and budget provision is made	David Adams	June 2013	August 2013
3.2	Review necessity for RCPOs where local circumstances have changed, to ensure value for money	David Adams	ongoing	
Key Milestones			Date (month/year)	
A	Schools clear about amended legislation regarding uniform		September 2013	
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	None		No	

PRIORITY 4:**DESCRIPTION OF PRIORITY: Ensure schools are compliant with guidance and regulations regarding off-site educational visits and activities**

ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
4.1	To provide teachers and staff in other educational settings with high quality professional support and opportunities for continuing professional development that reflects the skills needed in their jobs and in particular learning outside the classroom.	Richard Hayden	April 2013	March 2014
4.2	To ensure that all educational visits that fall within scope of the approval policy and are submitted within stated timescales are dealt with in a timely fashion and approved/not approved.	Richard Hayden	April 2013	March 2014
4.3	To increase the number of educational visits that can be approved by Headteachers and/or Educational Visit Co-ordinators, i.e. increase delegated responsibility.	Richard Hayden	April 2013	March 2014

4.4	To provide teachers and staff in other educational settings with high quality professional support and opportunities for continuing professional development that reflects the skills needed in their jobs and in particular learning outside the classroom.	Richard Hayden	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Appropriate training courses delivered to meet need. Review quarterly			ongoing
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	None			No

Priority 5		DESCRIPTION OF PRIORITY: Secure sufficient developer contributions to provide the necessary high quality education provision required as a consequence of housing development, and influence Local Development Frameworks to ensure sufficient provision in the long term.		
Ref	1. Actions (and)	Lead Officer	Start Date (month/year)	End Date (month/year)
5	Ensure that District Council Local Plans and developing Local Development Frameworks (LDF) incorporate sufficient schools provision to correspond with Kent's future housing strategy, and secure developer contributions for school provision			
5.1	Working with BSS Property and Infrastructure colleagues provide direction to KCC Enterprise & Environment and the 12 Districts re education requirements arising out of the LDF process, meeting the Districts' strict timetables for consultation	Bryan Fitzgerald	April 2013	Ongoing
5.2	Ensure KCC's Integrated Infrastructure & Finance Model (the IIFM) and our pupil place forecasting systems are aligned	Kevin Shovelton	April 2013	August 2013
5.3	Liaise with the Schools Capital and Premises Development Manager re the strategic need for new or expanded school facilities arising the Districts current housing trajectories	AEOs	April 2013	Ongoing
5.4	Ensure that contributions (including land where appropriate) are sought and secured from house builders to help meet the demand for additional pupil provision	Bryan Fitzgerald	April 2013	Ongoing
5.5	Working with colleagues within BSS Property and Infrastructure Services colleagues using delegated authority to re-negotiate existing Section 106 Agreements when legally initiated by either the developer or the District under the terms of the Town and Country Planning Act 1990	Bryan Fitzgerald	April 2013	Ongoing

KEY MILESTONES		DATE (month/year)
A	KCC's responses to District Councils clearly articulate the school provision needed to support growth	Ongoing
B	IIFM and EDGE systems aligned	May 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	None	No

PRIORITY 6:		DESCRIPTION OF PRIORITY: Client Services: manage, develop and monitor contracted out services for Premises Cleaning, School Meals and Refuse Collection		
ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
6	Procure, award, monitor and manage related contracts.	Janet Stein	On going	On going
6.1	Work with KCC Procurement and Legal teams to start the procurement process for the refuse collection contract to commence 2014			August 2016
6.2	For all 4 contracts, collate and analyse information and statistics from monitoring to ensure contract compliance and service delivery.			
6.3	Manage poor performance.			
6.4	Positively promote the use of the Framework Agreements			August 2016
6.5	Start the procurement process for premises cleaning for a contract to commence 1 st August 2015		January 2013	August 2015
6.6	Start the procurement process for school meals for a contract to commence 1 st August 2016		January 2014	August 2016
6.7	Start the procurement process for a County wide refuse collection contract to commence 1 st August 2016		January 2014	August 2016
6.8	Monitor and advise establishments where a package has been purchased through EduKent	Janet Stein	On going	On going
6.9	Maintain industry knowledge in related subjects, Government policy and legislation			
KEY MILESTONES		DATE (month/year)		
A	Advertise refuse collection contract Ashford/Folkestone			September 13
B	Award refuse collection contract Ashford/Folkestone			March 14

C	Refuse collection contract Ashford/Folkestone go live	1 st August 14
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ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Yes	Yes

PRIORITY 7:	DESCRIPTION OF PRIORITY: Client Services: develop service delivery through Edukent
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ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
7	Raise income from schools and academies	Janet Stein	On going	On going
7.1	Develop a comprehensive range of support packages available through EduKent			
7.2	Market these services to schools and academies			
7.3	Develop and deliver a suitable training offer	Janet Stein / Jenny Wood	On going	On going
7.4	Identify needs and promote a comprehensive range of courses			
7.5	Raise income, set targets, manage budget and use the CPD online booking system			

KEY MILESTONES			DATE (month/year)
A	Set budget, forecast income and expenditure		Dec 12
B	Manage staffing levels within the Client Services team to match income generated		On going
C	EduKent Expo		October 13
D	Prepare and promote 13/14 training programme		January 13

ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	None	No

SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
		£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance

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SECTION E: RISK & BUSINESS CONTINUITY

RISKS	
RISKS	MITIGATION

<p>Erroneous forecasting data leads to poor decision making in school place planning</p>	<ol style="list-style-type: none"> 1. continue to lobby for geo-coded data. 2. undertake deep dive where variance in data is statistically significant. 3. senior analyst to develop methodology to moderate previous data and current data. 4. develop new forecasting process which produces resident and school based forecasts. 5. develop a methodology for long term forecasting of Primary school needs. 6. Business case required for more analytical capacity. 7. develop improved linkages with the Corporate system.
<p>Level of Basic Need grant available from the DFE, single year government budget planning, changes to method to secure developer contributions and site/land constraints prevent the LA from achieving the surplus capacity it seeks to maintain.</p>	<ol style="list-style-type: none"> 1. consideration to be given by Members to the realignment of the Capital Programme to achieve this priority over school modernisation programmes. 2. Kent's school design brief to be amended in line with new school premises regulations and building bulletins. 3. Members to agree taking a robust stance to seeking developer contributions. 4. Further consideration of KCC portfolio needs
<p>The free market approach to school place planning (Free Schools, Academies etc) inhibits the LA's ability to address demand in a timely and efficient manner.</p>	<ol style="list-style-type: none"> 1. Involve all stakeholders in debates about future needs to secure a consensus. 2. Locality Boards to set up task and finish groups to inform review of plan and ensure local knowledge is reflected. 3. Expand current plan to include Post 16, Early Years and Special Schools and Units.
<p>The priority of ensuring that 85% of parents secure their first preference school (as set out in Bold Steps for Education) cannot be delivered.</p>	<p>Identify localities most at risk of not achieving this target and develop plans with Standards colleagues to address quality concerns and to review options for increasing capacity at more popular schools.</p>
<p>Financial claims made against the LA, delays in contract delivery impacting on schools</p>	<ol style="list-style-type: none"> 1. Ensure Legal and Procurement agree on process and advice given. 2. Ensure contingency in place to manage potential delays in contract delivery.
<p>Contract providers going into administration/unable to deliver</p>	<ol style="list-style-type: none"> 1. Robust contract management.

contracts	2. on-going relationship with providers 3. Regular feedback from schools.
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BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Act as first point of contact for schools during an emergency, offering information and advice on services and support	4 hours	1 AEO responding via phone, and liaising with ELS Directors and Heads of service as the need arises
Provide child death notification	12 hours	Relevant AEO completing appropriate paperwork and liaising with FSC colleagues and relevant Directors in ELS

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SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR

Target	Baseline	2012 Outturn	2013	2014	2015	2016
On Offer Days in 2015, 85% of parents to be offered their first preference of school, and 95% to receive either their first or second preference of schools.	First Pref Yr R = 85.95% Yr 3 = 96.62% Year 7 = 82.66% Combined = 85%	First Pref Yr R = 85.18% Yr 3 = 96.41% Year 7 = 82.84% Combined = 85%	Combined 85%	Combined 85%	85%	At least 85%
Baseline Data Source: Admissions Data Pack 2011	First or Second Pref Yr R = 95.18%	First or Second Pref Yr R = 92.21%	Combined	Combined	95%	At least 95%

Note: The primary and secondary school cohorts are both forecast to rise over this period. Normally this would result in fewer families obtaining their first preference schools. The targets are set against this backdrop.	Yr 3 = 98.33% Year 7 = 92.86% Combined = 93%	Year 3 = 98.59% Year 7 = 92.57% Combined = 92%	93.4%	94.2%		
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Target By 2015, there is at least 5% surplus capacity in the primary school sector in each district of Kent.	Baseline			2012		2013		2014		2015	
	District	Year R Surplus %	All Years Surplus %	Year R Surplus %	All Years Surplus %	Yr R	All	Yr R	All	Yr R	All
Baseline Data Source: School organisation Plan 2011-16	Canterbury	9.9%	12.5%	6%	11%	5%	10%	9%	9%	3%	8%
	Swale	2.1%	6.8%	2%	5%	6%	4%	3%	5%	5%	5%
	Dover	8.2%	16.1%	10%	14%	2%	9%	6%	8%	7%	6%
	Thanet	2.3%	5.7%	2%	4%	3%	2%	6%	1%	5%	5%
	Ashford	1.9%	3.7%	4%	5%	4%	3%	3%	3%	5%	3%
	Shepway	6.1%	11.6%	3%	7%	3%	6%	5%	4%	5%	5%
	Maidstone	5.7%	8.8%	6%	8%	7%	6%	7%	6%	5%	5%
	T & Malling	5.3%	9.3%	5%	8%	8%	7%	12%	7%	8%	7%
	Dartford	5.1%	6.8%	3%	5%	4%	1%	3%	1%	5%	5%
	Gravesham	4.8%	4.7%	5%	4%	7%	3%	9%	4%	8%	7%
	Sevenoaks	7.2%	15.0 %	10%	9%	1 %	9%	7%	8%	7%	9%
	T Wells	8.4%	8.3%	3%	8%	2%	6%	4%	6%	5%	6%

Target	Baseline			2012		2013		2014		2015	
By 2015, there will be at least 5% surplus capacity in the secondary school sector in the following travel to learn areas	Area	Year 7 Surplus %	All Years Surplus % (Years 7-11)	Yr 7	All (Years 7-11)	Yr 7	All (Years 7-11)	Yr 7	All (Years 7-11)	Yr 7	All (Years 7-11)
	D, G & N.	9%	5%	9%	6%	11%	8%	7%	9%	4%	8%

(Dartford, Gravesham and North Sevenoaks; South Sevenoaks, Tonbridge, and Tunbridge Wells; Maidstone and Malling; Swale; Canterbury; Thanet; Dover, Shepway, and Ashford) Baseline Data Source: School organisation Plan 2011-16.	7oaks										
	S. 7oaks, Tonb' & T.Wells	13%	7%	6%	8%	6%	9%	3%	8%	5%	7%
	M'stone & Malling	9%	10%	10%	11%	14%	11%	12%	12%	10%	13%
	Swale	4%	3%	9%	4%	8%	8%	11%	10%	8%	11%
	Canterbury	14%	8%	16%	11%	14%	12%	12%	12%	15%	14%
	Thanet	5%	5%	12%	6%	11%	7%	13%	9%	6%	9%
	Dover	17%	10%	15%	10%	14%	11%	10%	12%	10%	11%
	Shepway	16%	12%	21%	14%	22%	17%	25%	20%	21%	21%
	Ashford	7%	6%	8%	6%	6%	4%	4%	4%	5%	5%

Target	Baseline	2012 outturn	2013	2014	2015	2016
To Reduce the Number of Independent and Non-Maintained Special School Placements by 10% by 2015 Baseline Data Source: Impulse Database. This relates to Kent, and excludes Looked After children placed in Kent independent schools by their home LA.	293	364	283	273	263	253

Target	Baseline	2012 outturn	2013	2014	2015
To reduce by 5% the average crow flies distance travelled by pupils with statements of SEN from home to specialist provision	Current average mileage: 8.4	tbd	Reduce by 1%	Reduce by 3%	Reduce by 5%

Target	Baseline	2012 outturn	2013	2014	2015
Increase the percentage of pupils attending state maintained mainstream schools in Kent schools rated good or better to 85% NB: Kent has a target that all Kent state maintained special schools will be rated good by 2015; thus all pupils with SSEN attending these schools will be in provision rated good or	61.3% (as at January 2012)	tbd	65%	75%	85%

better					
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SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES
 (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Link long term population forecasts to EDGE forecast – with BSS	Close alignment and consistency	12/13
Integrate IIFM and EDGE – with BSS and E&E	Close alignment and consistency	4/13
Delivery of school accommodation – with Property	Children educated in appropriate buildings, on time.	9/13 and 9/14
Respond to District Councils on infrastructure needs – with BSS, E&E	Education infrastructure needed to support Kent’s growth is secured	ongoing
Undertake public consultations – with C&C	Effective opportunity for members of the public to respond to school organisation consultations	ongoing

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Divisional Business Plan 2013-14

Directorate Name: Education, Learning & Skills

Division/Business Unit Name: Special Educational Needs
Assessment & Placement

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EXECUTIVE SUMMARY:

Cabinet Portfolio: Mike Whiting

Responsible Corporate Director: Patrick Leeson

Responsible Director: Kevin Shovelton

Head(s) of Service: Julie Ely

Gross Expenditure:

FTE: 81.03



SECTION A: ROLE/PURPOSE OF FUNCTION

The role of SEN Assessment & Placement Service is to fulfil the Council's statutory obligations (Education Act 1996, SENDA 2001) to receive referrals for statutory assessment of special educational needs (SEN), to carry out its assessment within prescribed timescales and to issue a Statement of SEN specifying the additional and extra educational help required, or a notice in lieu of a Statement which confirms support is ordinarily available in school. The Service is responsible for securing an appropriate school placement, for reviewing the progress of pupils with a Statement (annual review); reassessing when necessary, and for ensuring provision it efficient and effective value for money.

Kent's school population exceeds 230,000 of whom 6620 are pupils subject to a Statement; equivalent to 2.8% . 100 new assessments are initiated each month. The number of children and young people subject to a Statement includes 520 who are in the care of other Local Authorities but placed with carers in Kent. 55% of Kent's children subject to a Statement are placed in one of Kent's 24 maintained special schools; half of Kent's special schools are designated for children with Profound, Severe and Complex Needs (PSCN) and have intake. 40% are placed in a local mainstream school, with fewer included wholly in their mainstream class than those in units. 4% of Kent's children subject to a Statement of SEN are placed in independent/ non-maintained special schools as their needs cannot be met in a Kent school.

The Service includes a specialist Communication Assistive Technology team (CAT) providing direct support to children with profound and complex physical disabilities. The CAT team receives referrals for augmentative communication technology advice from mainstream and special school. It supports pupils and their teachers to test drive technology which can remove barriers to their learning, providing specialist advice to their teachers. It comprises teachers, therapy staff and technologists. It is jointly funded with the NHS.

During the academic year 2012-13 the Service became responsible for

- (i) Undertaking learning disability assessments (LDA) known as S139A assessments, for young people with SEN and disabilities moving from schools into further education. Officers from the Connexions Service transferred, via TUPE, to this Service.
- (ii) Quality assurance of the Specialist Teaching & Learning Service (STLS), devolved to 12 Special Schools through a Service Level Agreement, working collaboratively with the Headteachers of those schools.

The Local Authority has a duty to ensure that the provision specified in each individual child's Statement is delivered and that an appropriate school placement is identified. The service must balance the legal duties and finite financial resources whilst ensuring that the needs of each individual child remain at the core of its procedures and processes.

The key objective for SEN Assessment & Placement Service is to ensure that all children & young people with Statements have appropriate and timely educational provision, working in partnership with them, their parents and carers, their schools and other stakeholders.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Assessment & Placement Service delivers a statutory service to vulnerable and complex pupils experiencing greatest difficulty learning which contributes to Bold Steps Priority 3 - **To ensure all Pupils meet their full potential.** The service manages the resources to fulfil the statutory assessment process for pupils with special educational needs, ensuring appropriate provision is in place to enable pupils with the greatest difficulty to make good progress.

It will do this by:

- Reducing the number of pupils requiring a Statement of SEN
- Improving the percentage of statutory assessments completed within 26 weeks
- Reducing the number of Kent's children & young people placed in independent/non maintained sector provision
- Developing a systematic and strategic approach to planning of places and improving the range of specialist provision in mainstream for children & young people aged 0-24
- Effectively managing increasing demand by instituting robust financial monitoring arrangements
- Developing an action plan to implement the key provisions of the Children & Families Bill

It is intended that this will contribute to the 2016 outcomes rehearsed in Bold Steps for Education:

- Pupils with Statements (and those subject of Statutory Plan) will be making good progress
- More Kent children will have their needs met in their locality, in cost effective provision
- Fewer pupils requiring a statutory response to their special educational needs; more effective early intervention
- 95% of assessments completed with timescales
- Fully implement the requirements of the Children & Families Bill to have in place integrated Education, Health

and Care Plans

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:		DESCRIPTION OF PRIORITY: Reducing the number of pupils requiring a Statement of SEN		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.1	Ensure SEN teams promote core standards; school to school support; Specialist Teaching (STLS) input & Local Inclusion Forums (LIFTs)	Julie Ely	June 2013	October 2013
1.2	Receive intelligence from Educational Psychology regarding commissioning by schools	Andy Heather	May 2013	March 2014
1.3	Publicise for parents details of Core Standards and funding arrangements to schools. Seek feedback.	County SEN Manager	May 2013	September 2013
1.4	Use data on STLS referrals and ongoing caseloads to influence service targeting and LIFTs	Julie Ely		
2	Pilot local decision making to robustly challenge and support schools assessment requests	Julie Ely	February 2013	December 2013

KEY MILESTONES		DATE (month/year)
A	Schools understand their responsibilities in relation to the Core Standards and County Panel are able to see school based stages of intervention evidenced in requests for assessment	September 2013
B	Where assessments are agreed, schools have evidenced Core Standards within their advice	December 2013
C	A reduction in the number of Statements from 6633 in October 2012, to 6518 as a result of effective STS and teaching school support and intervention	January 2013

D	Feedback confirms that a parent accessible version of Core standards is readily available.	December 2013		
E	The impact of the statutory assessment pilot is monitored through a working group and Reviewed by ELS DMT	March 2014		
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?				ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Not envisaged at this time.	No		
PRIORITY 2:		DESCRIPTION OF PRIORITY: Improve the percentage of statutory assessments completed within 26 weeks.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.1	Use district 'best' performance to model effective ways of working and challenge lowest quartile	County SEN Manager Julie Ely	February 2013	December 2013
1.2	Set specific improvement targets for each district to reduce timescales taken	Julie Ely	February 2013	December 2013
1.3	Complete a review of procedures to validate and assure the quality of ICT (Impulse) input and records in relation to mandatory exceptions.	SEN Area Managers: DH, KF, JB, NT, JEG, ZG	April 2013	July 2013
1.4	Ensure that NHS and Social Care managers are aware of persistent late advice from their services.	Julie Ely	April 2013	March 2014
2	Review pilot approaches to EHC assessments and identify action to make timescale changes needed to comply with anticipated new regulations.	County SEN Manager	March 2013	October 2013
3	Ensure the capacity of our special schools is kept under review the to minimise placement pressure delay in Finalising Statements	Julie Ely	March 2013	January 2014
KEY MILESTONES				DATE (month/year)
A	Case Management Quality Assurance group have completed a review of practice in each area office and identified any changes needed to staff and case allocation across area offices.			September 2013
B	90% of SEN statutory assessments are completed within 26 weeks			December 2013
C	All Designated Medical Officers have been engaged in reviewing NHS performance data			September 2013

D	Plans will be in place for 95% of equivalent Education, Health & Care Plans produced in the financial year 2014/15 to be completed within the statutory timescale	March 2014
E	Monitoring of Area SEN Office performance by district is taking place on a monthly basis and the % gap between draft and Final Statement reduces to less than 5%	September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Not envisaged. This indicator was subject to Performance Evaluation Board scrutiny Nov 12. PEB review due Jan 2013	No

PRIORITY 3:		DESCRIPTION OF PRIORITY: Reducing the number of Kent children & young people placed in independent and non maintained sector provision		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.1	Ensure schools have online access to Core Standards guidance about interventions they should exhaust firstly	County SEN Manager	April 2013	June 2013
1.2	Ensure recommendations for specialist provision arising from reviews demonstrate an exceptional transfer case	County SEN Manager	April 2013	March 2014
2.1	Analyse referrals, assessment outcomes and placements to inform placement pressures, planning and commissioning	Julie Ely	April 2013	March 2014
2.2	Ensure learning from Tribunal appeals influences service delivery in SEN Area teams.	Julie Care	April 2013	March 2014
3.1	Increase Kent schools' capacity to support /retain pupils through Communicative Assistive Technology (CAT) service	Sarah Lloyd-Cocks	April 2013	March 2014
3.2	Ensure CAT direct assessment pathway commences within 18 weeks of allocation	Sarah Lloyd-Cocks	April 2013	March 2014
3.3	Pupils receive assistive technology and initial training within 14 weeks of assessment	Sarah Lloyd-Cocks	April 2013	March 2014
4.1	Develop regional links to inform commissioning practice and explore commissioning frameworks	Julie Ely	April 2013	September 2013
4.2	Participate in CIPFA Benchmarking to compare cost and ensure placement value for money is evident	Julie Ely	September 2013	December 2013
KEY MILESTONES				DATE (month/year)

A	Use of the Core Standards is evidenced in schools requests for placement change	September 2013
B	Placements in non maintained provision have fallen by 10%, from 415 in October 2012 to 353.	December 2013
C	Schools are more confidence using assistive technology and CAT pupils have improved communication skills	March 2014
D	Regional discussions have informed commissioning arrangements	March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Not envisaged at this time	No

PRIORITY 4:		DESCRIPTION OF PRIORITY: Developing a systematic and strategic approach to planning of places and improve the range of specialist provision in mainstream for children & Young people aged 0-25		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.1	Implement the recommendations of the task and finish group review of existing mainstream specialist provision	Julie Ely	April 2013	July 2013
1.2	Identify resource implications from the working group and develop a business case to increase capacity in mainstream	Julie Ely	April 2013	July 2013
1.3	Remodel existing provision and create new specialist provision where recommended by the review via a commissioning exercise	Julie Ely	May 2013	September 2013
1.4	Institute a systematic review mechanism for monitoring capacity and use specialist places	Julie Ely	September 2013	March 2014
2.1	Increase the capacity of mainstream schools through access to specialist advice delivered by the special schools in accordance with a Service level Agreement	Julie Ely	April 2013	July 2013
2.2	Quality Assure the work of the Specialist Teaching & Learning Service (STLS)	Louise Langley	April 2013	March 2014
2.3	Review outreach arrangements to align the work of the STLS and special schools	Julie Ely	September 2013	March 2014

KEY MILESTONES				DATE (month/year)
A	Establish a monitoring system to collect and analyse pupil progress data to ensure outreach is operating effectively			April 2013
B	The increase mainstream school expertise is reflected by a fall in requests for assessment and special school placement			March 2014
C	We are maintaining an effective balance of provision in the areas of the County where it is needed and making best use of available resources.			March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?				ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	This will be an integral element of the SEN Strategy which will be considered by Members through the usual democratic processes Spring 2013.			Yes
PRIORITY 5:		DESCRIPTION OF PRIORITY: Effectively manage increasing demand by instituting robust financial monitoring arrangements		
Actions	Accountable Officer		Start Date (month/year)	End Date (month/year)
1.1	Ensure financial monitoring is part of monthly Case Management meetings for the whole service		April 2013	March 2014
1.2	Review service capacity to monitor delegated SEN funding for children in mainstream schools		April 2013	July 2013
1.3	Report annually on the Provision Evaluation Officers (PEO) activity; good practice or concerns and analysis of the need and frequency of future visiting arrangement		April 2013	September 2013
1.4	Ensure robust monitoring of 16+ Independent Specialist Providers and clear policy criteria for funding new placements		April 2013	September 2013
2.1	Review, monitor and increase staffing related information (where funded from LA SEN) received from schools.		April 2013	September 2013
2.2	Ensure that information provided to SENCOs by all staff engaged in supporting schools promotes awareness of the Audit Commission VFM tool		April 2013	March 2014
3	Monitor the effectiveness of our SLAs with special schools to measure value for delegated outreach resources		April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	SEN Area Managers and LDA Officers have been trained to challenge schools to demonstrate effective use of delegated resources	September 2013
B	An Annual Report of PEO activity is produced	September 2013
C	Schools' recommendations for a change of placement are supported by robust evidence of how existing resources have been deployed and exhausted	March 2014
D	Reviewed the Service Level Agreement for outreach resources	March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	This will be an integral element of the SEN Strategy which will be considered by Members through the usual democratic processes Spring 2013	Yes

PRIORITY 6:		DESCRIPTION OF PRIORITY: Developing an action plan to implement the key provisions of the Children & Families Bill		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.1	Establish a task and finish group to assess impact of the changes required by the legislation and trial the new ways of working to develop a whole service action plan.	Julie Ely	March 2013	August 2013
1.2	The action plan will put in place a route map to move from current to future operational state.	Julie Ely	September 2013	March 2014
2.1	Contribute and support the work of the SEN & disabilities Pathfinder which is trialling aspects of the proposed statutory changes, ensuring information provided for all stakeholders is easily accessible	Julie Ely	April 2013	July 2014 (end of the Pathfinder)
2.2	Developing the local offer (SEN entitlement) in Thanet Schools as a pilot to clarify the local offer in all Kent schools	Julie Ely	April 2013	October 2013
2.3	Skill up existing staff to be tour guides to help parents	Julie Ely	September	January 2014

	navigate the published local offer		2013	
2.4	Identify how SEN caseworkers can use a key working approach in their relationship with families	County SEN Manager	July 2013	January 2014
2.5	Ensure support and guidance for young people 16 - 24 with SEN & disabilities to access education or training	Tiffany Sonnex	April 2013	March 2014
3	Develop and trial a single assessment process and Education, Health & Care (EHC) plan	Julie Ely	September 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	A clear action plan detailing activity and timeframes is in place			December 2013
B	New ways of working in Thanet have been evaluated , modified where necessary and rolled out across Kent			December 2013
C	Parents who are part of the delivery of the Pathfinder are informed and engaged in co-production of services			March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1	No specific decision envisaged at this time as statutory changes impact in September 2014 . SEN Strategy report to Members Spring 2013 will identify some Pathfinder developments.		No	

SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
		£	£	£	£	£	£	£

HUMAN RESOURCES

FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
81.03	81.03	None

SECTION E: RISK & BUSINESS CONTINUITY

Statutory Assessment Process : Lack of parental confidence in mainstream schools leading to an increase in requests for statutory assessment which increases demand for advice from schools, NHS and Social Care. Political and Operational	Policy - Development of better universal provision and Pathfinder work on local offer to increase confidence through transparency.
	MITIGATION

Insufficient staffing to manage the statutory assessment process Reduced performance against NI 103. Risk of LGO complaint and compensation. Political and Operational	Case Management Quality Assurance group put in place (CMQA) to scrutinise and carry out monthly monitoring. Feedback to NHS Designated Medical Officer.
Lack of health funded services to support not only the statutory assessment process but also specialist intervention	Monthly monitoring. Annual Review of Statements. Multi-agency liaison.
Tribunal and Legal action Increased pressure on Kent Special School Places could lead to statutory breach, appeal or Judicial Review. Risk of direction to fund placement in independent school. Demand exceeds budget	Commission extra places. Policy - revising SEN Strategy. Decision making - Complex Case Panel
Tribunal and Legal action. Increase in the number of SEN appeals lodged against refusal to assess. Limited alternatives reducing value for money options. Demand exceeds budget. Financial/ Reputational	Bold Steps and targets monitoring/review Launch of LIFTs
Finance and data input: Late payment of invoices could lead to penalty payments and budget deficit. Reconciliation/budget monitoring delay could reduce capacity to take Corrective action. Risk of fraud by payment recipient. Financial/ Reputational	Implementing recommendations of audit review October 2012.

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Contractual requirement to pay fees for pupil placements on time. This relies on finance system working effectively and sufficient staff expertise.	7-10 days	Finance system working effectively and sufficient staff expertise. Temporary arrangements to ensure cheques can be produced by another team/service
Major disruption to Sessions, Kroner, Gibson Drive, Clover House	3-5 days	Staff located temporarily at other Centres 'hot desk'.

Lower risks which could affect statutory timescales: Photocopiers/printers out of action for 3 or more days		Home work using laptop A2K computers. Work in schools could continue.
Transport difficulties e.g. extreme weather or industrial action	3-5 days	Work from home would provide a good interim solution.
Unusually high levels of staff absence e.g. sickness	3-5 days	Staff relocated temporarily from other Centres. Tribunal casework with statutory timescales may need to be passed for external legal representation via in house legal team.

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

- The indicator for Percentage of Statements issued in 26 weeks is a National Indicator. Performance is measured annually on a financial year basis. Performance is measured at a district level on a monthly

- CAT is a locally developed indicator.

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2012/2013 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Percentage of Statements issued in 26 weeks: Ni103a) excluding exceptions Ni103b) all cases	100% 95%	88%	93% 86%	87% 82%	87% 82%	87% 82%	87% 82%
Children with complex communication needs who are open to the Kent CAT service will have achieved 3* targets	65%	90%*	NA	65%	65%	65%	65%
Children with complex communication needs, open to the Kent CAT service, remain in Kent schools	90%	100%	NA	90%	90%	90%	90%

*This is a stretch target; 2011/12 measured against a 70% target for children to achieve 2 targets.

This service does not have any specific performance indicators measurable on a termly basis by academic year

Table for PERFORMANCE indicators measurable annually by financial year

Note: These are local indicator; national benchmarks are not published. Floor Standard is March 2012 outturn.

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15
SEN Referrals for statutory assessment	1198	N/a	TBC	1138	1078
Number of children with SEN Statement	6833	N/a	TBC	6518	6355

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Finance support priority 4; identifying resource implications, collaborative business planning	An effective well costed business plan supports proposed changes	July 2013
Property support with priority 3; addressing placement pressure	capital improvements to special school	March 2014
FSC commissioning support with priority 3; commissioning framework in place for independent school placements	Robust commissioning of non maintained placements	December 2013
Legal Services support for judicial review, case precedents, Tribunals	Ensuring practice remains lawful	ongoing
ICT support for priority 2; validating the quality of data input (Impulse)	Accurate data on Ni103a/b	September 2013
ICT support for priority 6; ensuring the Local Offer is accessible online and skilling up staff as tour guides to help parents navigate the	Pathfinder is fully developed and rolled out across Kent	January 2014
Communications support for priority 6; publicising the Local Offer	Readiness for Children & Families Bill	January 2014

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Divisional Business Plan 2013-14

Directorate Name: ELS

Division/Business Unit Name: Kent Integrated Adolescent Support Services

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EXECUTIVE SUMMARY:
Cabinet Portfolio:
Responsible Corporate Director: Patrick Leeson
Responsible Director: Patrick Leeson
Head(s) of Service: Sharon Dodd
Gross Expenditure:
FTE:



SECTION A: ROLE/PURPOSE OF FUNCTION

The development of the Integrated Adolescent Support Service is a major piece of service transformation that is intended to improve service delivery and outcomes for vulnerable young people, while providing the opportunity to streamline services and avoid future duplication. The proposal is to pilot the new service model in four districts: Dartford, Thanet, Ashford and Tunbridge Wells, starting in October 2012. The Multiagency Task Group, chaired by the Corporate Director ELS, has developed the programme to be piloted in the four districts. The Task Group identified the following key outcomes for the pilot programme:

- ✚ Adolescents will get the right service at the right time in the right place.
- ✚ Young people will be provided with a tailored personalised programme that will support their learning and progress, and their personal and social development, so that they develop the capabilities they need for the world of work and the transition to employment and adulthood.
- ✚ Young people's aspirations, engagement and participation will be improved, so that they become more resilient and focused on a positive pathway for learning and employment, they contribute to their community and are kept safe from harm.
- ✚ Young people are fully engaged in the design, delivery, commissioning and evaluation of the Integrated Adolescent Support Service

The Kent Early Intervention and Prevention Strategy sets out how we will deliver better, earlier support to children, young people and families with additional needs. The Integrated Adolescent Support Service provides the model for early intervention and prevention services for young people aged 11-19 in the four pilot areas. The model is multi-agency and involves the integration of the work of professionals working with young people in the following agencies: health, education, social care, Connexions, the youth service and youth offending service, the police and schools.

The new service delivery model will align professionals and integrate activity through a Framework of Integrated Adolescent Support along an adolescent pathway so that young people access the right services, at the right time, in the right place

The Framework of Adolescent Support Services will provide:

- District Integrated Adolescent Support Units. Each of the pilot Districts will have an Integrated Adolescent Support Unit. This will facilitate a pathway to and from universal provision into and out of targeted and specialist provision. It will enable swift access to specific additional and early help, particularly for the most disadvantaged and vulnerable young people, to meet their needs quickly and flexibly. During the pilot phase the District Units are being managed by staff deployed from across the County and from partner organizations.
- The Kent 'Offer' for young people, which is an integrated district level programme of services that pulls together multi-agency support that

can be tailored to the needs of individual young people

- Kent Adolescent Dashboard and performance and outcomes framework, which will monitor progress and identify what's working well and where progress is being achieved in relation to the outcomes for young people
- Kent management information unit will support this work by ensuring we understand and can respond to needs of young people by the intelligent use of available data
- Joint commissioning of adolescent support provision by making more innovative use of the available resources and funding
- Kent Skills Ladder – supporting the professional development of those who work with young people drawing on and sharing the expert knowledge and professional skill mix required to support young people.

Within each district KLIASS will:

- Provide a coordinated rapid response to the needs of young people, raising aspirations, building their resilience, reducing high risk taking behaviour, preventing offending, improving behaviour, attendance and achievement in education, employment and training, and contributing to the reduction of family breakdown within this age group
- Provide oversight, management and coordination of the workflow for local adolescent services ensuring effective liaison, better targeting and joint working across agencies according to the needs of young people in the area
- Provide a single access point for schools and other organisations, so that there is a rapid response to addressing the needs of young people
- Ensure effective liaison and joint working with schools and colleges, so that there is clear communication and procedures for referral, assessment, tracking of progress and feedback
- Develop the lead professional role, or key worker role, through supportive case management and supervision, and training to support continuous improvement in collaborative practice
- Communicate a clear picture of emerging needs, advising on priorities, analysing trends, outcomes, identifying needs and gaps in provision and devising new innovative solutions to supporting young people
- Provide a central primary point of access for organisations, young people their parents and carers so that there is a rapid response to addressing the needs of young people. Whilst services will be delivered on an outreach basis in schools and places where young people want to meet, each district will have a hub for staff to be collocated, or to operate from.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

Within Bold Steps the key strategic priorities we are working towards are to ensure that all pupils meet their full potential and to improve services for the most vulnerable young people in Kent.

However, as the focus of achieving these aims is by integrating tier 2 services across Kent, inclusive of those commissioned and non commissioned services by KCC and its partners. The significant intended consequence is that there will be a medium and long term impact on the extent of young people requiring higher needs or more intensive support and as a consequence the level of investment funding and activity provided by those higher resource intensive services.

To achieve this ambition, there will need to be a shared ownership of the change agenda including:

- a) A refocus of work undertaken by practitioners and managers under the scope of early help at a district level
- b) A reshaping of the functions and roles of front line professionals so that there is a level of para- professional activity inclusive of tier 1 and in some cases tier 2 interventions
- c) Consideration and review of how resources are delivered at a district level to meet current and emerging trends – and therefore a level of flexibility within service delivery.
- d) All service working with vulnerable young people across the Council including public health
- e) A level of investment in supporting the transformational model through skills and practice development, the collocation of professionals, and 12-18 month period of transforming service delivery

Measuring impact of the model will be dependent up on the agreement of key performance indicators that can be benchmarked against a level of stretch. The impact assessment will consider additional activities underway within the districts, and will look to measuring the positive feedback from young people and their parents and carers and positive feedback from schools to triangulate any quantitative

measures

The following indicators have been identified as those which KIASS will work towards.

The vulnerable young people, including looked after young people, supported through the programme there is an expectation that there will be improved outcomes as follows:

- Improved educational outcomes and progress at ages 16 and 19
- Improved participation in 14-19 vocational pathways and take up of employment with training, including apprenticeships

It is expected that the contribution of KIASS to the above indicators will be via:

- Reductions in exclusion and absence from school
- Reductions in NEETS
- Improved stability of accommodation and foster placement
- Improved ability to manage transitions and relationships
- Improved mental health and emotional well being
- Increased engagement in positive activities
- Reduced levels of offending, re-offending and anti-social behaviour
- Reduced levels of drug and alcohol abuse
- Reduction in teenage conception and pregnancy

This will be achieved by increasing the use of CAF, broadening the lead professional community, reducing the rates of young people escalating into specialist children's services and reduction in the re-referral of young people into targeted and specialist need.

Within the 12- 18 month period there is the expectation that this work will be a joining up with the 0-11 agenda.

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1: To improve service for the most vulnerable young people in Kent so they achieve well and make good progress		DESCRIPTION OF PRIORITY: Extend KIIASS across Kent and as a result achieve more coordinated and targeted support with better outcomes for vulnerable adolescents		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Establish KIIASS in each district across Kent	Programme Manager	04/13	03/14
1.1	Agree and implement a phased expansion across Kent with county and district partners including schools.	Programme Manager	04/13	05/13
1.2	Establish branded access points, both offline and on line, to ensure a single point of access for young people, parents/carers and professionals to Kent Offer and services for adolescents	Programme manager & District Managers	11/12	10/13
2	Establish a local delivery plan to ensure that vulnerable groups of adolescents are targeted through integrated prevention and intervention services	Programme manager	05/13	08/13
2.1	Establish effective integrated pathways of support across the continuum of needs,	Programme manager	06/13	12/13
2.2	Ensure a consistent approach to systems and processes for identifying and supporting vulnerable adolescents including young people attending PRUs/AC provision, NEETs, CMEs, young offenders, and those engaged in risky behaviour,	Programme manager	10/12	5/13
2.3	Increase and improve the use of CAFs and	Programme manager	10/12	12/13

	delivery of TAFs across Kent, and step down, and transfer, including longer 1-1 support in tier 1. With District managers and Integrated Working team and FSC			
2.4	Integrated Management information systems in place at a district level, supporting service manager discussion and service delivery	Management Information manager		
3	Develop and implement the Kent Skills Ladder - Workforce development framework to enable better integrated and multiagency working - with KIAS team, Integrated Working processes team, KSCB and FSC	Learning and development manager,	09/13	03/14
KEY MILESTONES				DATE (month/year)
A	Delivery and governance structures in place in all Kent districts. Including District Managers, local strategic and operational groups			07/13
B	KIAS delivery plan in all districts with key performance indicators agreed, benchmarks in place , pathways of support for targeted groups identified with appropriate service and resource modelling to facilitate increased targeted support			08/13
C	Kent offer for adolescents in place across Kent			08/13
D	Practitioners from across services identified and collocated into KIAS HUBs and outreach points			09/13
E	Increased numbers of practitioners being trained in CAFS and as lead professionals			06/13
F	Quality assessments of CAFs			
G	Practice development frameworks in place in each district – practitioner forums (on and off line), facilitated case management sessions, Kent skills ladder skills audit and core framework for practitioners and managers			09/13
H	Consistent procedures in place across Kent for vulnerable groups – quarterly check point reports include transfer of PRU/AC; in year fair access; re-referral rates			04/13
I	Communications strategy underway – to young people and parents – including branded provision, social media			
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	

1	Relocation of staff into HUBs	Y
2	Review of workforce development of practitioners working with adolescents	Y
3	Review of roles of staff and delivery of key functions	Y

PRIORITY 2:		DESCRIPTION OF PRIORITY: Make the most effective and efficient use of the available resources to support improved outcomes		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1.	Mapping targeted services for vulnerable adolescents in pilot areas, identify overlaps and gaps against needs	Programme manager & district Managers	12/12	2/13
1.1	Review function and roles of staff against priorities and needs- extrapolated across Kent	Programme manager	1/13	2/13
2	Kent Joint commissioning strategy for adolescents published	JCB strategic commissioning manager & Programme manager	11/12	06/13
2.1	Delivery plan to support pooling and targeting of resources to meet needs of vulnerable adolescents	JCB strategic commissioning manager & Programme manager	03/13	06/13
2.2	Medium and long term efficiencies identified from strategy– lead in time for reshaping services from 2014	JCB strategic commissioning manager & Programme manager	05/13	09/13
3	Early intervention and Prevention Dashboard and outcomes framework in place across Kent	Programme manager and Management Information Manager	11/12	08/13
3.1	Quarterly impact assessments on the use of resources to meet improved outcomes including cost/benefit analysis	Programme Manager and finance officer	07/13	03/14
KEY MILESTONES				DATE (month/year)

A	Mapping of services at district, school based and community based level in pilots. Resources identified in each district – commissioned and non-commissioned – and reshaped according to needs and priorities of each district - pilot	2/13
B	Invest to save proposal submitted – reduction in service costs, refocus of service delivery options and accommodation	2/13
C	JCB considers and agrees strategy and delivery plan	08/13
D	Mapping of services at district, school based and community based level across Kent. Resources reviewed against invest to save proposal	08/13
E	Impact assessment framework in place including stakeholder feedback and quantitative targets in place for each district and measured quarterly	02/13
F	New commissioning plan for 2014 submitted	10/13
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Re-allocation of resources to meet needs of young people through shared outcomes	Y
2	reconfiguration of roles and functions of practitioners and managers according to needs and priorities and shared outcomes	Y
3		

PRIORITY 3:		DESCRIPTION OF PRIORITY:		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1				
1.1				
1.2				
2				
2.1				
KEY MILESTONES				DATE (month/year)
A				
B				
C				
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1				
2				
3				

PRIORITY 4:		DESCRIPTION OF PRIORITY:		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1				
1.1				
1.2				
2				
2.1				
KEY MILESTONES				DATE (month/year)
A				
B				
C				
D				
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
1				
2				
3				

SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
		£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance

SECTION E: RISK & BUSINESS CONTINUITY

RISKS	
RISKS	MITIGATION
Insufficient capacity to support relocation of staff to lead districts	Engage with schools and VSC Forward planning on potential refocusing of roles and functions for staff deployment Consider double district approach in some cases
Co-ownership of invest to save proposal across KCC	Discussions with corporate management team by PL – small cross Kent senior team to engage in the proposal to ensure co-ownership, service review across all services, and review inclusive of integrated solutions for moving forward
Sufficient time to enable co-ownership of the agenda – including developing a collaborative co-owned implementation plan – 2 year plan for reshaping and commissioning of services	Consider longer term reshaping of services to be undertaken after implementation of KIAS – move the reshape to begin Autumn 2013
Alignment of other activities around district working, early intervention and prevention, joint commissioning – can be competing provision – tension in alignments	Clear integrated delivery plans that include Troubled families and Health, 0-11 review and further FSC review, public health transformation – county and district level
Increased unforeseen public sector cuts	Sufficient support to implement swift changes over 2013
Gaining access to monitoring and management information and engagement in quality assurance of CAFs and TAFs	FSC enable joint working to the early intervention agenda – its removed from FSC

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Access to full time provision for vulnerable young people including those who are excluded		
Ensuring improved safeguarding for vulnerable adolescents		

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2012/2013 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Reduction in NEET							
Reduction in numbers becoming CIN							
Reduction in first time offenders							
Reduction in numbers of young people under 18 who become pregnant							
Numbers of young people being referred to CAMHS							
Numbers of CAFs undertaken per 1000 population							
Numbers of re-referrals into CIN							

Table for PERFORMANCE indicators measurable on a termly basis by academic year

PERFORMANCE INDICATOR – TERMLY BY ACADEMIC YEAR	Floor Performance Standard	Aut 12 Outturn	Comparative Benchmark	Target – terms end dates			
				Spr 13	Sum 13	Aut 13	Spr 14
Reduced exclusions							
Improved attendance							

Table for PERFORMANCE indicators measurable annually by financial year

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15

Table for PERFORMANCE indicators measurable annually by academic year

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2012 Outturn	Comparative Benchmark	Target 2013	Target 2014
Narrowing gap for GCSE achievement for FSM					

Table for ACTIVITY indicators measurable on a quarterly basis by financial year

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity

			Threshold	Q1	Q2	Q3	Q4
			Upper				
			Lower				
			Upper				
			Lower				

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Collocation – property – coincide with accommodation review	Relocation of staff	2013
Workforce development – learning and development team	Improved professional capacity	2013-14
Workforce review - HR	Meetings with unions – Potential shift in service delivery to commissioned services	03/2013
IT – sufficient provision for multiagency working through unified communications	More efficient delivery of integrated multiagency working	2013
Service review and refocus and commissioning review and refocus – including multiagency district managers across Kent FSC, C&C and Public Health senior managers and heads of service, finance teams	Reshaping of roles and functions More effective and efficient use of resources in the delivery of services to vulnerable young people	01-03/13

Branding of KIASS and delivery of multimedia comms strategy - communication team	Better engagement with young people, parents and professionals	01/13

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Kent County Council

Education, Learning and Skills Directorate Risk Register

Education, Learning and Skills

Directorate Risk Register: Summary Risk Profile

Risk No	Title	Current Risk Rating	Target Risk Rating
ELS 1	Support and Intervention to schools	9	4
ELS 2	SEN Transport Funding	9	6
ELS 3	SEN Provision and Places	12	6
ELS 4	Academies Independence from KCC	9	4
ELS 5	School Provision Planning	16	9
ELS 6	Schools with potential Deficit Budgets	15	8

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Risk Rating Matrix

Rag Rating Key

1-6 Green
8-15 Amber
16 -25 Red

Likelihood	Very likely	5	5 Low	10 Medium	15 Medium	20 High	25 High
	Likely	4	4 Low	8 Medium	12 Medium	16 High	20 High
	Possible	3	3 Low	6 Low	9 Medium	12 Medium	15 Medium
	Unlikely	2	2 Low	4 Low	6 Low	8 Medium	10 Medium
	Very Unlikely	1	1 Low	2 Low	3 Low	4 Low	5 Low
RISK RATING MATRIX			1	2	3	4	5
			Minor	Moderate	Significant	Serious	Major
			Impact				

Risk ID	ELS 1	Risk Title	Support and Intervention to Schools			
Source / Cause of Risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
Financial consequence of school restructuring and the impact on schools not significantly improving to good or outstanding		Schools cannot afford the costs of redundancy payments following restructure. If schools do not become good they will increasingly be required to become a sponsored academy. This has restructure implications for the school and the LA.	Budgetary pressure on KCC as a consequence of redundancy payments. Budget implications for KCC as a result of more sponsored academies.	Corporate Director Education, Learning & Skills	Possible 3 Target Residual Likelihood Unlikely 2	Possible 3 Target Residual Impact Moderate 2
Control Title					Control Owner	
The potential of restructures resulting from sponsored academy status has been considered					Corporate director ELS	
A school improvement strategy is in place to reduce the risk of schools going into an Ofsted category and to ensure that more schools attain a judgement of good.					Director of Education, Quality and Standards	
Action Title			Action Owner		Planned Completion Date	
Consider how to support schools that have been judged in category by Ofsted in the future as LA resources diminish			Director - Education, Quality and Standards		Ongoing	

Risk ID	ELS 2	Risk Title	SEN Transport Funding			
Source / Cause of Risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
A £750k saving in the SEN Transport Budget in 2013/14 and a further £750k in 2014/15 has been identified - to be delivered by personalising budgets and creating behavioural changes in parental practice.		Insufficient parents chose to manage their own transport arrangements, resulting savings not being realised.	Budgetary pressure on KCC as a consequence of legal requirement to transport named SEN pupils	Corporate Director Education, Learning & Skills	Possible (3) Target Residual Likelihood Unlikely (2)	Significant (3) Target Residual Impact Significant (3)
Control Title					Control Owner	
Revision of working practice to develop a parental approach not reliant on LA intervention.					Head of SEN/Head of Fair Access	
Action Title			Action Owner		Planned Completion Date	
Engage specialist consultants to work with SEN Teams and parental groups to review and pilot new working practices which will develop behavioural change. Introduce flexibility for parents that enables self help and encourages more pupils, supported by their parents, to develop independent travel skills.			Head of SEN / Head of Fair Access		Ongoing	

Risk ID	ELS 3	Risk Title	SEN Provision and Places				
Source / Cause of Risk		Risk Event		Consequence	Risk Owner	Current Likelihood	Current Impact
The demand for specialist provision and placement for pupils with Statements of SEN exceeds the availability of places in Kent maintained schools. There are limited alternative placement options other than within the specialist independent sector.		SEN pupils continue to be placed in the specialist independent sector due to lack of local maintained school places, pressure from parents to place their children in independent schools and an increase in the number of parental appeals to the SEND Tribunal		Budgetary pressure on KCC as a consequence of legal duty to make specialist provision and continued placement in costly specialist independent schools	Corporate Director Education, Learning & Skills	Likely (4)	Significant (3)
						Target Residual Likelihood	Target Residual Impact
						Possible (3)	Moderate (2)
Control Title					Control Owner		
Kent SEN Strategy review and implementation					Head of SEN		
Action Title				Action Owner	Planned Completion Date		
Increase capacity in Kent's mainstream schools; raise awareness of core standards to increase the number of pupils who can be included in a local mainstream school and develop a pilot for local decision making to reduce requests for assessment.				Head of SEN	March 2014		
Develop a co-ordinated strategy for outreach to up-skill mainstream school staff and increase retention of pupils with SEN; implement a service level agreement with special schools to deliver school to school support and align this to the work of the specialist teaching service (STS).							
Implement recommendations of a task and finish group reviewing specialist provision in mainstream schools.							
Commission additional places in Kent special schools to maximise use of existing accommodation; target capital resources to improving and increasing physical environment and places in special schools..							

Risk ID	ELS 4	Risk Title	Academies independence from KCC			
Source / Cause of Risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
The Academies Act 2010 enabled schools to become independent from KCC.		Schools seek to covert to Academy status without a 3 way Commercial Transfer Agreement.	Budgetary pressure on KCC as a consequence of liabilities left with Kent.	Corporate Director Education, Learning & Skills	Possible (3)	Significant (3)
The transfer arrangements require the completion of Commercial Transfer Agreement (CTA) but DfE guidance does not require schools and Academy Trusts to include KCC in that. To date with 100 conversions we have negotiated a 3 way CTA involving Kent for all bar a handful of schools.					Target Residual Likelihood	Target Residual Impact
					Unlikely (2)	Moderate (2)
Control Title					Control Owner	
The potential implications of the Act have been identified and mapped					Corporate Director ELS	
Commercial Transfer Agreement (CTA) templates have been devised (the DfE “model” version is not adequate) that limit KCC’s liability, although these are subject to individual negotiation with converting schools and their legal advisers – as we need to avoid the position where schools convert without a CTA – which schools can do with DfE support					Director - School Resources	
Action Title			Action Owner		Planned Completion Date	
Continue constructive dialogue with the DfE regarding the rationale for Kent’s CTA template and maintain our position on Kent’s requirement to be party to a 3 way agreement.			Director - School Resources		Ongoing	

Risk ID	ELS 5	Risk Title	School Provision Planning			
Source / Cause of Risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
A significant expansion of schools is required to accommodate major population growth in the short to medium term (primary age) and long term (secondary age).		The “Basic Need” capital grant from DfE is insufficient to fund the expansion required	The expansion required may not be delivered, putting KCC at risk of not fulfilling its duty to provide sufficient school places.	Corporate Director, Education, Learning and Skills	Likely (4)	Serious (4)
					Target Residual Likelihood	Target Residual Impact
					Possible (3)	Significant (3)
Control Title					Control Owner	
The Kent Commissioning Plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped and costed					Director, Education Planning and Access	
The school expansion programme is under member scrutiny and review by relevant Education and Property programme boards/forums/committees					Director, Education Planning and Access	
Action Title			Action Owner		Planned Completion Date	
A new Director Level Basic Need Programme Board has mapped and costed the school expansion in detail to 2019 and is exploring more cost effective delivery solutions			Director - Education , Planning and Access		On-going	

Risk ID ELS 6 Risk Title Schools with potential deficit budgets					
Source / Cause of Risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
The third year of a “flat cash” DSG settlement for schools coupled with major national changes to school funding and the formula will put serious pressure on the budgets of a number of schools – especially those with falling rolls – in the short to medium term	More schools will move into a potentially deficit budget position.	There will be pressure on school budgets with knock-on consequences as they make budget savings to balance the budget. There will be increased pressure on the central redundancy budget and also increased demands upon Schools Financial Services. There may also be a negative impact upon standards in some schools.	Corporate Director ELS	5	3
				Target Residual Likelihood	Target Residual Impact
				4	2
Control Title			Control Owner		
The potential implications of all the changes to school funding have been identified and DfE have been lobbied. Indicative revised budgets for 2013/14 were issued to schools in September 2012 and the issues raised at all subsequent Headteacher and Bursar meetings.			Director, School Resources		
Action Title		Action Owner		Planned Completion Date	
We continue to raise the issues with the DfE, Schools and Governors. Joint work is underway with school improvement colleagues to identify those schools at most risk as a result of the financial changes so that we can develop a joint Finance/School Improvement approach to supporting these schools.		Director - School Resources Director – Education, Quality and Standards		Ongoing	

By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills Keith Abbott Director for School Resources
To:	Education Cabinet Committee –18 January 2013
Subject	2013/14 Final Draft Budget
Classification:	Unrestricted

Summary :	The late announcement of the Local Government Finance arrangements for 2013/14 means that final draft budget could not be available in time to include in this report. The Director School Resources will provide a verbal update on the proposals affecting the Education, Learning & Skills portfolio for the Committee to consider.
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1. Introduction

1.1 At the last meeting the Committee was given an update on the consultation on the draft budget launched in September 2012. The consultation closed on 1st November. A report was presented to Cabinet on 3rd December and analysis from the independent MORI research and responses to KCC consultation document were published at the same time. These reports are available at http://www.kent.gov.uk/your_council/council_spending/budget_proposals.aspx

1.2 The consultation identified that the Council faced estimated reductions in government grant/council tax collection of £28m (excluding Dedicated Schools Grant) and estimated additional spending demands of £32m. Together these required savings and income of £60m to balance the budget. The consultation also identified that for schools we estimated no change in the value of DSG funding per pupil but there would be an increase due to rising rolls and a reduction to reflect academy conversions. For simplicity we did not include any other changes affecting schools such as pupil premium or the transfer of funding for the expansion of free early years places for 2 year olds into DSG. The potential impact of the national funding changes on schools and the LA was reported in detail to the previous meeting of this Committee and to Cabinet on 3rd December 2012, but did not form part of the Public Consultation.

1.3 Since the KCC consultation was launched there have been a number of funding changes announced by central government and details of the new business rates arrangements are still to be resolved. These were reported to Cabinet on 3rd December and Cabinet was asked to note the likely overall detrimental impact. Cabinet resolved that the impact would only be quantified after the provisional local government grant is announced in December.

2. Consultation Responses

2.1 There were a number of issues affecting the Education, Learning & Skills portfolio in the consultation as reported to Cabinet on 3rd December. Cabinet's response was included in the report and is set out below for Cabinet Committee to comment.

Schools

2.2 In principle, participants at the MORI workshops were keen to see greater responsibility for school improvement by schools, reducing Council spend. They felt that there should be increased responsibility from individuals and communities. They also felt that schools should share best practice and that underperforming schools should learn from better performing ones. However some participants were concerned about whether this would work in practice. Participants also felt that parents would be more likely to try to get their children into a better school rather than play a role in improving their local under-performing school.

2.3 Cabinet agreed with the participants' view that responsibility and financial autonomy should be devolved to schools wherever possible. KCC has already put this into practice and is committed to devolving responsibility as the best way for schools to meet the needs of their pupils and achieve excellent outcomes. However, whilst schools should be financially autonomous, it is important that the total investment into Kent schools is sustained. Cabinet will work with schools to ensure that the changes to schools funding being proposed by the Government are fair, and do not reduce the comparative level of funding available for Kent schools..

2.4 In response to the changing landscape, Cabinet is ensuring that a new transactional relationship is developed in the way that KCC supports schools. EduKent allows schools and academies to buy the support services they need from KCC to run their school effectively. Cabinet also agrees that schools are best placed to help each other improve and the Kent Association of Head Teachers is focused on schools working together to support each other in collaborative partnerships.

Transport

2.5 Respondents thought that the community could get more involved in running transport services. In the case of SEN transport, participants welcomed more control and responsibility for parents in getting their children to school, but felt that some vulnerable families would still need support. People felt that given the existing costs of running a car and using public transport, they would not be willing to pay more to use transport services. The exception was the Freedom Pass, which participants felt was offering an exceptional deal. Views were mixed on increasing council tax to support this service or reducing service levels.

2.6 The increase in SEN transport costs over recent years is unsustainable, and KCC must do everything we can to bring costs down. Cabinet agreed with participants that it is good for parents to have more say in how their child is transported to school, and the more personalised approach will be a positive change. However, the needs of the child are a priority, and parental involvement would only be on a voluntary basis. Cabinet will also oversee the renegotiation of SEN transport contracts to get maximum value from them, including working with other South East region councils through SE7 to see whether larger scale commissioning and procurement of SEN transport can deliver better value.

2.7 Cabinet is pleased that participants think the Freedom Pass offers such a good deal. The Freedom Pass supports Kent's young people to make the most of education, employment, social and cultural opportunities, and is a service that many other Councils do not provide. Cabinet realises that increasing the individual contribution would only be a short-term solution, and therefore we are considering how we can make changes to the offer in future years to make it more financially sustainable.

2.8 However, we need to be clear that it is a parent's responsibility to get their children to school and they should consider this when choosing a school. We only have to provide transport assistance where a child lives beyond the statutory distance from their nearest school. The Freedom Pass means KCC already goes much further in its support for children and families beyond the statutory minimum and invests upward of £10m on subsidy for the Kent Freedom Pass and the Post 16 Travel Card. These enable Kent's young people to access public transport not just to and from school and places of education, but also for use at evenings and weekends. Cabinet believes it is essential that all young people should be able to access schools and other facilities best suited to their learning needs.

2.9 Cabinet also agreed with participants' views that subsidy of bus routes could be reduced. In the current financial climate, it will not always be viable or fair to continue to subsidise individual routes which are hardly used. Cabinet will ensure that this is reviewed on a case by case basis, taking into account the needs of users in the area and local alternatives. Where a bus route is supporting a vital need, for example, helping people to get to a hospital, Cabinet will seek to maintain funding for it.

3. Medium Term Financial Plan and Budget Book

3.1 The published Medium Term Financial Plan (MTFP) 2012/15 set out the main changes between 2011/12 and 2012/13 budget for each portfolio. The published plan included an overall three year plan for the whole Council setting out the anticipated funding reductions and additional spending demands and the broad areas where the authority anticipated identifying savings to balance the budget. The 2012/13 plan for the Education, Learning & Skills portfolio is included as Appendix 1.

3.2 The Budget Book continued to be produced in an A to Z service format rather than portfolio basis. This change was introduced in 2011/12 and has generally been well received as it focuses attention on the services KCC provides rather than how the authority is organised. In 2012/13 KCC introduced detailed variation statements for each line in the A to Z to explain movements between 2011/12 and 2012/13. The final version of the Budget Book published in March included details of individual directorate/service unit budgets and an extract of the A to Z for each portfolio. This extract of the 2012/13 A to Z for the Education, Learning & Skills portfolio is included as Appendix 2.

3.3 The Budget Book included a revised presentation of the capital programme. This set out the overall capital investments under each portfolio and how expenditure in 2012/15 was planned to be funded. This revised presentation provided a more appropriate focus on overall spending and funding rather than concentrating on the phasing of expenditure. The 2012/15 investment plan for the Education, Learning & Skills portfolio is included as appendix 3.

3.4 The final draft MTFP and Budget Book 2013/14 adopts these same principles. In order to be compatible with the spending Review we have only included a 2 year overall plan for the whole council. The MTFP also includes more detail on the national and local economic context and revised revenue and capital budget strategies.

3.5 The timing of the local government provisional settlement (expected 22 December 2012) means that Committees have had little opportunity to consider the final draft proposals in advance of the meeting. Committees are invited to consider whether individual Informal Member Groups (IMGs) should be convened to consider the draft proposals prior to final consideration at County Council on 14th February. The final proposals have been launched with a very short period for comments.

4. Recommendations

4.1 Members are asked TO:

- (a) NOTE the late announcement of the provisional local government finance settlement and the impact on budget timetable;
- (b) COMMENT on the issues affecting the Education, Learning & Skills portfolio raised in consultation and Cabinet's response; and
- (c) CONSIDER convening an IMG to consider the final budget proposals affecting the Education, Learning & Skills portfolio in advance of County Council meeting on 14th February

Keith Abbott

Director, School Resources
ELS Finance Business Partner
Tel: (01622) 696588
Keith.abbott@kent.gov.uk

Dave Shipton

Head of Financial Strategy
Finance & Procurement
Business Strategy & Support Directorate
Tel (01622) 694597

Education, Learning & Skills Portfolio Revenue Budget

	New / Existing	2012/13 £'000
Base Budget		57,336
Base Budget Adjustments - Internal		107
Transfer EIG income budget and hold centrally		12,535
Base Budget Adjustments- External		12,535
Total Base Adjustments		12,642
Revised Base Budget		69,978
<u>ADDITIONAL SPENDING PRESSURES</u>		
Pay:		
All	Staff Travel	N 135
All	Employers National Insurance increase	N 50
All	Kent Scheme Pay Award	N 233
All	Total Contribution Pay	N 125
		543
Prices:		
Fair Access	Transport	E 467
Strat Mgmt	Pensions	N 200
		667
Demand/Demographic Led:		
School Resources	Legal Services	N 250
		250
Total Pressures		1,460
<u>SAVINGS AND INCOME:</u>		
Income Generation:		
Fair Access	Introduction of a parental contribution for denominational and selective transport for pupils	E -200
		-200
<u>Savings and Mitigations:</u>		
Removal of one-off funding		
All	Removal of EIG Transitional protection	E -2,079
		-2,079
New Efficiency Savings:		
All	Reduction in staff travel	E -9
Fair Access	Reduction in demand for Mainstream Home to School transport	E -900
		-909
Service Reforms:		
Skills and Employability	Connexions	E -3,000
All	ELS restructure	E -5,730
		-8,730
Total Savings and Mitigations		-11,718
Total Savings and Income		-11,918
Budget controlled by this portfolio		59,520

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Appendix 2 - Portfolio Revenue Budgets

Education, Learning and Skills

	2011/12 Revised Base	Portfolio	Service	2012/13 Approved Budget							
	Net Cost £000s			Staffing £000s	Non staffing £000s	Gross Expenditure £000s	Service Income £000s	Net Expenditure £000s	Govt. Grants £000s	Net Cost £000s	Affordable Activity
			Children's Services								
			<i>Education and Personal</i>								
1	2,553	ELS	14 to 19 year olds	1,234	1,846	3,080	-534	2,546	-1,006	1,540	A range of services for young people including preparation for employment, vocational training, apprenticeships, and Skills Force
2	1,492	ELS	Attendance & Behaviour	10,284	8,568	18,852	-349	18,503	-17,689	814	Investigation of overall attendance issues, particularly unauthorised absence and persistent absenteeism from school, and provision of alternative education services for those excluded or at risk of exclusion from school, or missing school for health reasons.
3	9,787	ELS	Connexions	0	6,787	6,787	0	6,787	0	6,787	Contract with Connexions service for the provision of information, advice and guidance to young people
4	2,933	ELS	Early Years and Childcare	2,368	3,080	5,448	0	5,448	-5,043	405	Provision of advice, support, challenge and training to over 1,100 childcare providers and 1,600 childminders in the private and voluntary sector and staff in local authority maintained schools with nursery and reception classes
5	3,315	ELS	Education Psychology Service	2,599	316	2,915	-13	2,902	0	2,902	Statutory assessment of children with special educational needs
6	0	ELS	Free School Meals	0	1,288	1,288	0	1,288	-1,288	0	Provision of free school meals for primary schools who had decided not to take delegation of this budget. This budget will be fully delegated to schools from August 2012

Appendix 2 - Portfolio Revenue Budgets

Education, Learning and Skills

	2011/12 Revised Base	Portfolio	Service	2012/13 Approved Budget							Affordable Activity
	Net Cost £000s			Staffing £000s	Non staffing £000s	Gross Expenditure £000s	Service Income £000s	Net Expenditure £000s	Govt. Grants £000s	Net Cost £000s	
7	1,363	ELS	Individual Learner Support (incl. Minority Communities Achievement and Partnership with Parents services)	8,720	1,461	10,181	-2,330	7,851	-6,653	1,198	A range of specialist services to support children with learning difficulties and disabilities in local authority maintained schools, to provide advice and support on meeting the needs and raising the achievement of minority ethnic children and young people including those that don't speak English as a main language and the provision of support to parents of disabled children and children with Special Educational Needs.
8	0	ELS	Statemented Pupils	929	6,515	7,444	-3,680	3,764	-3,764	0	Support for pupils with Statements of Special Educational Needs (SEN) which has not been delegated to individual schools or SEN units
Schools Budgets											
9	0	ELS	Independent Special School placements	0	12,549	12,549	-2,993	9,556	-9,556	0	Placements for over 290 children with severe special educational needs whose needs cannot be met within maintained schools
10	0	ELS	PFI Schools Scheme	0	23,871	23,871	-9,012	14,859	-14,859	0	Service charges for 11 PFI schools
11	0	ELS	Schools Delegated budgets	566,645	187,317	753,962	-113,146	640,816	-640,816	0	Budgets managed directly by almost 500 local authority maintained schools
Schools Services											
12	0	ELS	Meals	21	442	463	0	463	-463	0	Contribution to the cost of school meals to improve quality and take up. This budget will be delegated to schools from August 2012
13	102	ELS	Non delegated staff costs	0	2,644	2,644	-2,310	334	-231	103	Reimbursement of schools' costs for maternity leave, public duties, trade union representatives, suspended staff and tribunals
14	485	ELS	Other Services	722	6,391	7,113	-3,141	3,972	-3,505	467	Crossing Patrols, collective licences, provision of temporary mobile classrooms, tree safety, coordination of cleaning and refuse contracts and various other minor non delegated budgets

Appendix 2 - Portfolio Revenue Budgets

Education, Learning and Skills

	2011/12 Revised Base	Portfolio	Service	2012/13 Approved Budget							Affordable Activity
	Net Cost £000s			Staffing £000s	Non staffing £000s	Gross Expenditure £000s	Service Income £000s	Net Expenditure £000s	Govt. Grants £000s	Net Cost £000s	
15	0	ELS	Redundancy costs	0	1,232	1,232	0	1,232	-1,232	0	Redundancy costs for school staff
16	6,251	ELS	School Improvement	3,689	1,892	5,581	-828	4,753	-250	4,503	Providing advice, guidance and challenge to primary, secondary and special schools and PRUs to raise standards of pupil achievement, and to implement national and local strategies. Support and training for 7,000 school governors
17	-431	ELS	Special School and Hospital recoupment	0	1,660	1,660	-4,880	-3,220	2,420	-800	Payments to other local authorities for Kent pupils educated in other local authority special schools and hospitals. Income from other local authorities for pupils educated in KCC maintained special schools
18	4,945	ELS	Teachers Pension costs	0	7,829	7,829	-684	7,145	-2,000	5,145	Cost of teacher early retirements
			Transport Services								
19	1,570	ELS	Home to College Transport	0	1,973	1,973	-367	1,606	0	1,606	Transport to and from further education colleges for 2,000 post 16 students
20	13,917	ELS	Home to School Transport (Mainstream)	0	13,600	13,600	-584	13,016	0	13,016	Transport to and from school for 17,000 eligible children
21	17,039	ELS	Home to School Transport (Special Educational Need)	26	17,246	17,272	0	17,272	0	17,272	Specialist transport arrangements for 3,900 children with special educational needs
22	65,321		Total Direct Services to the Public	597,237	308,507	905,744	-144,851	760,893	-705,935	54,958	
			Assessment Services								
23	1,851	ELS	Assessment of SEN Children	1,660	0	1,660	0	1,660	-514	1,146	Assessment of children with Special Educational Needs
24	1,851		Total Assessment Services	1,660	0	1,660	0	1,660	-514	1,146	
			Management, Support Services and Overheads								

Appendix 2 - Portfolio Revenue Budgets

Education, Learning and Skills

	2011/12 Revised Base	Portfolio	Service	2012/13 Approved Budget							
	Net Cost £000s			Staffing £000s	Non staffing £000s	Gross Expenditure £000s	Service Income £000s	Net Expenditure £000s	Govt. Grants £000s	Net Cost £000s	Affordable Activity
25	2,806	ELS	Directorate Management & Support Education, Learning and Skills (ELS)	3,825	8,933	12,758	-3,303	9,455	-6,039	3,416	
26	2,806		Total Management, Support Services and Overheads	3,825	8,933	12,758	-3,303	9,455	-6,039	3,416	Overheads no longer sit with the Directorates so 2012/13 costs are not directly comparable with 2011/12. They have been stripped out, slimmed down and transferred to the centre.
27	69,978		TOTAL	602,722	317,440	920,162	-148,154	772,008	-712,488	59,520	

Row ref	EDUCATION, LEARNING & SKILLS											
SECTION 3 - CAPITAL INVESTMENT PLANS 2012/13 TO 2014/15												
				2012/15 Funded By:								
		Three year budget		Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	
		£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
	ROLLING PROGRAMMES											
1	<i>Annual Planned Enhancement Programme*</i>	23,199				23,199						
2	Devolved Formula Capital Grants for Schools for Pupil Referral Units	270				270						
3	Devolved Formula Capital Grants for Schools	11,748				11,748						
4	Schools Revenue Contribution to Capital	26,000							26,000			
5	Total Rolling Programmes	61,217				35,217			26,000			
		Total cost of scheme	Previous Spend	Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	Later Years
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
	INDIVIDUAL PROJECTS											
	Basic Need Schemes - to provide additional pupil places:											
6	<i>Future Basic Need Schemes*</i>	31,987				27,544				4,443		
7	Basic Needs Projects under £1m	969					969					
8	Goat Lees Primary School, Ashford	2,685	210	2,241		186	48					
9	Repton Park Primary School, Ashford	6,100	2,941	815			2,344					
10	<i>Aylesham Primary School, Dover</i>	1,000										1,000
11	<i>Cheesemans Green Primary School, Ashford</i>	4,300										4,300
12	<i>Ebbfleet Station Primary School, Gravesham</i>	5,100										5,100
13	<i>John Wesley Primary School, Ashford</i>	2,500										2,500
14	<i>Lansdowne Primary School, Sittingbourne</i>	2,500										2,500
15	<i>Rushenden Primary School, Queenborough</i>	3,000										3,000
16	<i>St Peter & St Paul Primary School, Leybourne</i>	2,000										2,000

Row ref	EDUCATION, LEARNING & SKILLS											
SECTION 3 - CAPITAL INVESTMENT PLANS 2012/13 TO 2014/15												
				2012/15 Funded By:								
		Total cost of scheme	Previous Spend	Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	Later Years
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
	INDIVIDUAL PROJECTS											
	Modernisation Programme - Improving & upgrading school buildings including removal of temporary classrooms:											
1	Frittenden Primary School, Tunbridge Wells	755	705			50						
2	Halfway House Primary School, Sheerness	2,378	858			1,520						
3	Kingsmead Primary School, Canterbury	2,017	218	1,799								
4	Wrotham School, Sevenoaks	3,000	509	600		1,891						
5	Modernisation Programme	20,005				20,005						
	Special Schools Review - major projects supporting the special schools review:											
6	The Wyvern School, Ashford (Buxford Site)	3,000	1,801	1,199								
7	Special Schools Review - Phase 2	30,000	195	29,805								
8	Special Schools Review projects under £1m	1,137	1,048	89								
	Development Opportunities - projects partly/entirely funded by income from land disposal:											
9	Bromstone Primary School, Thanet	3,088										3,088
10	Headcorn Primary School, Maidstone	1,184										1,184
11	Whitehill Primary School, Gravesend	950										950
	Primary Improvement Programme Projects (PCP):											
12	Archbishops Courtney Primary School, Maidstone	3,257	3,180			77						
13	Beaver Green Primary School, Ashford	2,903	2,897			6						
14	Eastchurch CE Primary School, Sheerness	4,710	4,700			10						
15	Richmond Primary School, Sheerness	1,300	1,142			158						
16	Rose Street Primary School, Sheerness	1,383	1,378			5						
17	West Minster Primary School, Sheerness	1,300	373			927						
18	Primary Improvement Programme Projects under £1m	1,576	1,568			8						

Row ref	EDUCATION, LEARNING & SKILLS											
SECTION 3 - CAPITAL INVESTMENT PLANS 2012/13 TO 2014/15												
				2012/15 Funded By:								
	Total cost of scheme	Previous Spend	Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	Later Years	
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
INDIVIDUAL PROJECTS												
Academy Projects:												
1	Academies Unit Costs Other Projects	4,680	3,235	1,445								
2	Cornwallis Academy, Maidstone	35,328	34,167	178					983			
3	Dover Christ Church Academy	10,252	134			10,118						
4	Duke of York Academy, Deal	24,240				24,240						
5	Isle of Sheppey Academy, Sheerness	49,578	27,531	2,624		19,423						
6	John Wallis Academy, Ashford	7,615	32			7,583						
7	Knole Academy, Sevenoaks	16,947	170			16,777						
8	Longfield Academy, Dartford	24,597	23,797	130		670						
9	Marsh Academy, New Romney	16,627	15,014	217		689			707			
10	Skinners Kent Academy, Tunbridge Wells	20,399	6,805	44		13,394			156			
11	Spires Academy, Canterbury	13,694	11,026	525		743			1,400			
12	St Augustines Academy, Maidstone	11,545				11,545						
13	Wilmington Enterprise Academy, Dartford	13,056	200			12,856						
Building Schools for the Future Projects:												
14	BSF Wave 3 Build Costs	208,045	204,545	1,363					2,137			
15	BSF Unit Costs (including SecTT)	12,820	12,720	100								
16	BSF Wave 5 unit costs	1,750	1,250	500								
Other Projects:												
17	One-off Schools Revenue to Capital	5,000	105					4,895				
18	Unit Review	3,500	1,195	2,305								
19	Ursuline College (Specialist Schools)	350	108			242						
20	Total Individual Projects	626,107	365,757	45,979		170,667	3,361	4,895	9,826		25,622	
21	TOTAL CASH LIMIT	687,324	365,757	45,979		205,884	3,361	30,895	9,826		25,622	

Italic font: these are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved

* only the 2012/13 allocation has been announced. Estimates have been included for 13/14 and 14/15. Individual projects are to be identified and prioritised prior to approved programmes being announced.

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By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Cabinet Committee – 18 January 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

:

Summary:	The Education, Learning and Skills performance management framework is provided by the targets for 2015 and the milestones for each year up to 2015, set out in Bold Steps for Education. The scorecard provides the Directorate and Members with data on progress against all the targets set out in the Bold Steps business plans for key performance and activity indicators.
Recommendations:	Members are asked to note and comment on current performance.

1. Introduction

1.1 Each Cabinet Committee is receiving a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Bold Steps for Education document and related business plans.

2. Education, Learning and Skills (ELS) Performance Management Framework

2.1 The performance management framework is provided by the targets and milestones set out in Bold Steps. Much development of the scorecard has taken place since June 2012, and there are now very few indicators awaiting baseline data. Attached to this report is the November version of the ELS scorecard, reporting on data as at the end of October 2012.

2.2 The scorecard contains a range of monthly, termly and annual indicators (as indicated in the Frequency column as M, T or A).

2.3 For some indicators it is good for performance to be high, (for example school attainment data) whilst for others it is good to be low (for example exclusions and persistent absence data). Detailed descriptions are available to show clearly what criteria have been applied to produce the data against each indicator.

2.4 For nationally published indicators, comparative data at national and statistical neighbour average level is provided.

2.5 Performance is highlighted as red, amber or green. Red indicates current performance is below the Kent outturn for 2010-11, amber indicates it is between the Kent outturn for 2010-11 and the target for 2013 (or 2015 if no target for 2013 has been set), and green indicates it has reached or exceeded the target.

2.6 Direction of travel is also shown. This indicates whether figures have gone up, down or remained the same since the previous reported figure and whether this movement is rated as red, amber or green.

2.7 A data definitions section has been included to ensure that all users of the ELS scorecard are clear about what the indicators actually report on. Given the complex nature of education reporting timescales, a data sources section provides detail as to the latest data source for each indicator i.e. whether it is provisional or final, latest month or last term etc.

2.8 A small number of indicators are still awaiting data or targets. For example, for some of the Bold Steps targets that have been expressed as a required percentage improvement, baseline data has to be produced and used to model and agree targets for each year up to 2015.

3. District Scorecards

3.1 In parallel to the development of the ELS scorecard, work has been undertaken to produce 12 District scorecards which were consulted on through the last two rounds of District Headteacher meetings with the Corporate Director and other senior Officers. Feedback led to the inclusion of district level context data such as proportions of Free School Meals and Children in Care to support the interpretation of district performance. These are intended to support performance management at a locality level, but will also be vital at County level for informing the targeting of appropriate support in different districts. The District scorecards are also being used to focus the improvement activity of groups of schools working in partnership.

4. Recommendations

Members are asked to note and comment on current performance.


Background Documents


ELS Performance Scorecard: Appendix 1

Lead Officer Contact details

Name: Katherine Atkinson

Title: Performance and Information Manager (ELS)

 01622 696202

 katherine.atkinson@kent.gov.uk

Education, Learning & Skills Performance Management Scorecards November 2012 Release (October 2012 Data)

Produced by: Management Information, ELS, KCC

Publication Date: 04 December 2012

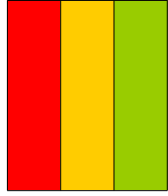
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Guidance Notes

POLARITY

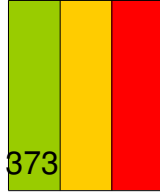
- H** The aim of this indicator is to achieve the highest number/percentage possible.
- L** The aim of this indicator is to achieve the lowest number/percentage possible.
- T** The aim of this indicator is to stay close to the target that has been set.

RAG RATINGS



- A red rating indicates that the current performance is below the 2010/11 outturn.
- An amber rating indicates that the current performance is between 2010/11 outturn and the target.
- A green rating indicates that the current performance has met the target.

DIRECTION OF TRAVEL (DOT)



- Green indicates
- Amber indicates that latest performance has remained the same as previous performance.
- Red indicates that latest performance has worsened when compared to previous performance. Depending on the polarity of the indicator, a worsening in performance could either be a reduction or increase in numbers/percentage. This is indicated by the arrows.

KEY TO ABBREVIATIONS

LAC	Looked After Children
FSM	Free School Meals
SEN	Special Educational Needs
SSEN	Statement of Special Educational Needs
M	Monthly
T	Termly
A	Annually
NEET	Not in Education, Employment or Training
Persistent Absence	Proportion of pupils absent for >15% of sessions

Guidance Notes

MANAGEMENT INFORMATION CONTACT DETAILS

Katherine Atkinson 7000 6202
Matt Ashman 7000 4644
Jan Bennett 7000 6001
Cheryl Prentice 7000 1289
Abi Maunders 7000 4683
Gavin Breedon 7000 1795

management.information@kent.gov.uk

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
PROVISION				
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	The total number of pupils that have been permanently excluded from a Kent maintained school or an academy during the last 12 months.
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	The total number of LAC, both Kent and OLA, that have been permanently excluded from a Kent maintained school or an academy during the last 12 months. This figure will also be included in the All Pupils indicator above.
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	The percentage of pupils that have been persistently absent from a Kent maintained primary school or a primary academy for 15% or more of their expected sessions over the reported time period.
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	The percentage of pupils that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	The percentage of LAC, both Kent and OLA, that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	The percentage of sessions missed by pupils due to authorised or unauthorised absence, as a proportion of their expected sessions over the reported time period.
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	The number of pupils at PRUs that are not dually registered at mainstream schools or academies.
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	<i>To be confirmed</i>
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued during the last 12 months.
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	The number of pupils in Kent maintained schools or academies, both mainstream and special, that have a statement of Special Educational Needs.
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	The number of pupils with statements of special educational needs that are placed in independent special schools or out-of-county special schools.
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	The average home-to-school distance, in 'as the crow flies' miles, for special school pupils with a statement of Special Educational Needs.
Percentage of admissions applications for school places made online	H	Snapshot	A	The percentage of applications for admission to primary or secondary school that parents made online, rather than submitting paper application forms.
Percentage of parents getting first preference of school	H	Snapshot	A	The percentage of parents who got their first preference of primary or secondary school (out of their three ordered preferences) for their child.
Percentage of parents getting first or second preference of school	H	Snapshot	A	The percentage of parents who got their first or second preference of primary or secondary school (out of their three ordered preferences) for their child.
Percentage of surplus school places in each district	T	Snapshot	A	The percentage of spare school places: current school rolls calculated as a proportion of schools' Published Admission Numbers.
Average number of days taken to allocate a school place	L	Snapshot	T	The average number of days taken to allocate a school place, for casual admissions made outside of the formal annual admissions process.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS				
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	Number of Kent maintained schools judged inadequate for overall effectiveness by Ofsted in their latest inspection. Excludes academies.
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained special schools and special academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of private, voluntary and independent early years settings judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent Early Years settings.
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	Percentage of pupils assessed as achieving 78 points or more at the end of reception year, including 6 or more points in each area of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL), based on the Early Years Foundation Stage Framework that ended in Summer 2012.
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding at the end of reception year, based on the new Early Years Foundation Stage framework. This indicator is subject to change depending on what performance measures the DfE introduces for end of EYFS assessment in summer/autumn 2013.
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in reading.
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in writing.
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in maths.
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in both English & maths at KS2 exceeds 60%.
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in English.
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in mathematics.
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. Includes Kent maintained schools and academies.
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS continued				
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in both English & maths, at both mainstream and special schools and academies.
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies.
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	The percentage of mainstream secondary schools or academies whose percentage achieving 5+ A*-C including English & maths exceeds 40%.
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in English, based on National Curriculum levels and GCSE equivalent grade outcomes.
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in mathematics based on National Curriculum levels and GCSE equivalent grade outcomes.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved 5+ A*-C including English & maths, at both mainstream and special schools and academies.
EMPLOYABILITY				
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CKX (Connexions).
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	The percentage of young people, under the care or supervision of the Families and Social Care Directorate who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CKX (Connexions).
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	The number of maintained schools and academies in Kent who have employed a young person, aged 16-24, as an apprentice, expressed as a percentage of all maintained schools and academies in Kent. Collected from Skills and Employability database.
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	The number of starts by Kent resident young people on an advanced or higher level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from national Apprenticeship Service data.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	The number of starts by Kent resident young people (16 - 24) on an intermediate or advanced level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from national Apprenticeship Service data.
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	The number of starts by Kent resident young people (16-24) on the KCC apprenticeship scheme - that is employed by KCC departments. Source Skills and Employability database.
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	The number of young people completing the KCC Apprenticeship scheme, as a percentage of starts. Source Skills and Employability Service database.
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	The number of 18-24 year old Kent residents who are claiming unemployment benefits, as a proportion of the total population of 18-24 year olds. Source KCC Research Team unemployment report.
EMPLOYABILITY continued				
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Percentage of LLDD Learners aged 16-19 participating in education and training, increasing the number of vulnerable learners supported into work based learning.
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	The number of care leavers, LLDD students, young offenders and young parents (vulnerable learners) who are participating in the KCC vulnerable learners project.
Adult participation in basic skills training	H	Snapshot	A	TBA - source still to be determined that includes all basic skills provision available in the county.
Adults with Skills Plus	H	Snapshot	T	The number of adults (19+) participating on a Kent Adult Education Service Skills Plus course. Source CLS.
Adults with NVQ Level 4	H	Snapshot	A	The proportion of Kent residents adults (19+) who have achieved a Level 4 qualification, as determined by the NOMIS workforce qualification data.
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A	Percentage of learners 19+ who continue in full-time education as a destination, as a percentage of 18-24 year olds. Numerator = DfE destinations analysis. Denominator = ONS mid-year population estimates. (This still needs to be refined as destination data has only been available for the first time this year.)
CONTEXTUAL DATA				
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	The percentage of pupils known to be eligible for Free School Meals due to the fact they have successfully applied for FSM and met the criteria and been recorded as such on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	The percentage of pupils with a statement of SEN, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	The percentage of pupils with a SEN level of School Action or School Action Plus, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils from an Ethnic Minority		Snapshot	A	The percentage of pupils whose ethnicity is non-White British, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	The percentage of pupils whose home language is not English, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Number of Kent Children in Care		Snapshot	M	The number of children currently looked after by Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.
Number of children with a Child Protection plan		Snapshot	M	The number of children subject to a Child Protection order from Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.

Education, Learning & Skills Performance Management Scorecard - Data Sources for Current Report

Indicators		Data used in current report		Latest data description		Latest data release date	
		Source Description		Latest data description		Latest data release date	
PROVISION							
Number of permanent exclusions from schools - all pupils		Impulse database - monthly reported data		Rolling 12 months up to October 2012		As at November 2012	
Number of permanent exclusions from schools - LAC		Impulse database - monthly reported data		Rolling 12 months up to October 2012		As at November 2012	
Percentage of pupils who are persistently absent from primary schools - all pupils		School Census - attendance data reported one term in arrears		Spring Term 2012 School Census attendance data		As at Summer 2012 School Census	
Percentage of pupils who are persistently absent from secondary schools - all pupils		School Census - attendance data reported one term in arrears		Spring Term 2012 School Census attendance data		As at Summer 2012 School Census	
Percentage of pupils who are persistently absent - LAC		School Census - attendance data reported one term in arrears		Autumn Term 2012 School Census attendance data		As at Spring 2012 School Census	
Percentage total absence from Pupil Referral Units (PRUs)		PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms		Term 5 - B2B report		As at September 2012	
Number of pupils in PRUs not also on a school roll		PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms		Term 5 - B2B report		As at July 2012	
Percentage of pupils in PRUs reintegrated into mainstream schooling			Data not currently available				
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]		Impulse database - monthly reported data		Snapshot as at October 2012		As at November 2012	
Number of pupils with a statement of Special Educational Needs		Impulse database - monthly reported data		Snapshot as at October 2012		As at November 2012	
Number of pupils being placed in independent or out-of-county special schools			Data not currently available				
Average home-to-school distance for special school pupils with a statement of Special Educational Needs		School Census data matched to ArcGIS mapping		Spring 2012		Spring 2012	
Percentage of admissions applications for school places made online		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of parents getting first preference of school		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of parents getting first or second preference of school		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of surplus school places in each district		DfE SCAP Return via ELS Provision Planning Analyst		Surplus Places for 2010-11		As at June 2012	
Average number of days taken to allocate a school place		Admissions school places offered for latest term		Spring Term 2012 offers		As at June 2012	
QUALITY AND STANDARDS							
Number of schools in Ofsted Category (special measures or with notice to improve)		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness		Latest Early Years settings inspection outcomes up to end of current month		Inspections up to end of October 2012		As at November 2012	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL		End of year assessments based on previous EYFSP framework		2011-12 data from Keyphas online dataset		August 2012	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning			Data not available until end of 2012-13 academic year				
Percentage of pupils at KS1 achieving L2B+ in Reading		Teacher assessed results for end academic year		2011-12 results from Keyphas online dataset		August 2012	
Percentage of pupils at KS1 achieving L2B+ in Writing		Teacher assessed results for end academic year		2011-12 results from Keyphas online dataset		August 2012	
Percentage of pupils at KS1 achieving L2B+ in mathematics		Teacher assessed results for end academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving L5+ in English & mathematics		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English		Test/TA results for end of academic year matched to previous KS1 attainment		2011-12 DfE Provisional results (MT Calculations)		August 2012	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics		Test/TA results for end of academic year matched to previous KS1 attainment		2011-12 DfE Provisional results (MT Calculations)		August 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap		Test results for end of academic year		2011-12 DfE Provisional results (MT Calculations)		September 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap		Test results for end of academic year		2011-12 DfE Provisional results (MT Calculations)		October 2012	

Education, Learning & Skills Performance Management Scorecard - Data Sources for Current Report

Indicators		Data used in current report		Latest data description	Latest data release date
		Source Description			
QUALITY AND STANDARDS continued					
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap		Test results for end of academic year		2011-12 DfE Provisional results (MI Calculations)	September 2012
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics		Test results for end of academic year		2011-12 DfE Provisional results (MI Calculations)	September 2012
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics		Test results for end of academic year		2011-12 NCER Provisional Results	September 2012
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)		Test results for end of academic year		2011-12 NCER Provisional Results	September 2012
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English		Test results for end of academic year matched to previous KS2 attainment		2011-12 NCER Provisional Results	September 2012
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics		Test results for end of academic year matched to previous KS2 attainment		2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap		Test results for end of academic year		2011-12 NCER Provisional results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap		Test results for end of academic year		2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap		Test results for end of academic year		2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics		Test results for end of academic year		2011-12 NCER Provisional Results (MI Calculations)	October 2012
EMPLOYABILITY					
Percentage of 16-18 year olds not in education, employment or training (NEET)		Connexions monthly bulletin		October 2012 data	November 2012
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers		Connexions monthly bulletin		October 2012 data	November 2012
Percentage of young people with Level 2 attainment by age 19		14-19 year olds annual reporting (EPAS online 14-19 dataset)		2010-11 results	January 2012
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap		14-19 year olds annual reporting (EPAS online 14-19 dataset)		2010-11 results	January 2012
Percentage of young people with Level 3 attainment by age 19		14-19 year olds annual reporting (EPAS online 14-19 dataset)		2010-11 results	January 2012
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap		14-19 year olds annual reporting (EPAS online 14-19 dataset)		2010-11 results	January 2012
Percentage of secondary schools offering L2/3/4 apprenticeships		Provider Gateway		Data not currently available	
Number of Level 3 & 4 apprenticeships offered in Kent key sectors		Provider Gateway		2010-11 outturn	September 2012
Number of Level 2 & 3 vocational training in skills shortage areas		Skills and Employability database		2010-11 outturn	September 2012
Number of starts on the Kent Success Apprenticeship scheme		Skills and Employability database		Rolling 12 months up to October 2012	November 2012
Percentage successfully completing the Kent Success Apprenticeship scheme		Skills and Employability database		Rolling 12 months up to October 2012	November 2012
Percentage of unemployment among 18-24 year olds		NOMIS / ONS Monthly employment statistics presented by KCC Business Intelligence Research & Evaluation		October 2012 data	November 2012
Percentage of learners with LLDD able to participate aged 16-19		Skills and Employability database		August 2012 data	September 2012
Number of vulnerable learners supported into work-based learning		Skills and Employability database		Rolling 12 months up to October 2012	November 2012
Adult participation in basic skills training				Data not currently available	
Adults with Skills Plus		Skills Funding Agency		August 2012 data	September 2012
Adults with NVQ Level 4		NOMIS		August 2011 data	September 2012
Percentage of 19+ year olds engaged in continuing education and training				Data not currently available	
CONTEXTUAL DATA					
Percentage of pupils eligible for Free School Meals (FSM)		School census - termly snapshot of pupils eligible for FSM		Summer Term 2012 snapshot data	July 2012
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		School census - termly snapshot of pupils with SEN statement		Summer Term 2012 snapshot data	July 2012
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		School census - termly snapshot of pupils with SEN A or P		Summer Term 2012 snapshot data	July 2012
Percentage of pupils from an Ethnic Minority		School census - termly snapshot of pupil ethnicity		Spring Term 2012 snapshot data	March 2012
Percentage of pupils with English as an Additional Language (EAL)		School census - termly snapshot of pupils eligible for FSM		Summer Term 2012 snapshot data	July 2012
Number of Kent Children in Care		Management Information SCS Monthly Scorecard		Snapshot as at October 2012	November 2012
Number of children with a Child Protection plan		Management Information SCS Monthly Scorecard		Snapshot as at October 2012	November 2012

Indicators	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Severoads		Shepway		Swale		Thanet		Tonbridge and Malling		Tunbridge Wells		
	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	
PROVISION																											
Number of permanent exclusions from schools - all pupils	L	G	↓	G	↓	A	↑	G	→	R	↑	G	→	G	↓	G	→	R	↑	A	↑	A	↓	G	↓	G	→
Number of permanent exclusions from schools - LAC	L	A	→	G	→	R	↑	G	→	G	→	A	→	G	→	A	→	A	→	A	→	A	→	G	→	G	→
Percentage of pupils who are persistently absent from primary schools - all pupils	L	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils who are persistently absent - LAC	L	G	↑	R	↑	G	↓	R	↓	G	↓	G	↓	G	↓	R	↓	R	↓	G	↓	G	↓	G	↓	G	↓
Percentage total absence from Pupil Referral Units (PRUs)	L	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑
Number of pupils in PRUs not also on a school roll	L	A	↓	A	↓	A	↓	A	↓	G	→	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓
Percentage of pupils in PRUs reintegrated into mainstream schooling	H																										
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	R	↓	R	↓	R	↓	G	↑	G	↑	R	↓	R	↓	G	↑	A	→	R	↓	G	↑	R	↓	R	↓
Number of pupils with a statement of Special Educational Needs	L	R	↓	R	↓	G	↑	G	↑	G	↑	A	↓	R	↓	R	↓	R	↓	A	↓	A	↓	R	↓	R	↓
Number of pupils being placed in independent or out-of-county special schools	L	R																									
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	A																									
Percentage of admissions applications for school places made online	H	G	↑																								
Percentage of parents getting first preference of school	H	G	↑																								
Percentage of parents getting first or second preference of school	H	R	↓																								
Percentage of surplus school places in each district	T	↑																									
Average number of days taken to allocate a school place	L	↓																									
QUALITY AND STANDARDS																											
Number of schools in Ofsted Category (special measures or with notice to improve)	L	R	→																								
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	A	↑	A	↑	A	↑	R	→	A	↑	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	A	↑	R	→	R	→	R	→	A	↑	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	R	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	↑	R	→	A	↑	R	→	G	↑	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	↑	R	→	R	→	R	→	A	↑	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	↑																									
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H																										
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H																										
Percentage of pupils at KS1 achieving L2B+ in Reading	H	A	↑	G	↑	A	↑	G	↑	A	↑	R	→	A	↑	G	↑	G	↑	R	→	R	→	R	→	R	→
Percentage of pupils at KS1 achieving L2B+ in Writing	H	A	↑	A	↑	A	↑	G	↑	G	↑	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	A	↑	A	↑	A	↑	A	↑	A	↑	R	→	A	↑	A	↑	A	↑	R	→	R	→	R	→	R	→
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	G	↑	A	↑	A	↑	G	↑	G	↑	A	↑	A	↑	G	↑	G	↑	A	↑	A	↑	G	↑	G	↑
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	↑																									
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	G	↑	G	↑	A	↑	A	↓	G	↑	R	→	A	↑	G	↑	G	↑	A	↓	A	↑	G	↑	G	↑
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H																										
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H																										
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	G	↓	G	↓	A	↓	R	↓	G	↓	G	↓	A	↓	A	↓	A	↓	G	↓	G	↓	A	↓	A	↓
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	A	→																								

Indicators	Priority	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Severoads		Shepway		Swale		Thanet		Tonbridge and Malling		Tunbridge Wells			
		Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel		
QUALITY AND STANDARDS continued																													
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	A	↑	A	↑	A	↑	A	↑
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	A	→	R	↑	A	↑	A	↑	R	↓	A	↑	A	↑	R	↓	R	↓	A	↑	R	↓	A	↑	A	↑	A	↑
Percentage of pupils with SEN at KS2 achieving L4+ in English & mathematics	H	A	↑	G	↓	R	↑	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	A	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	A	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	A	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	↓	R	↑	G	↓	R	↑	G	↓	R	↑	A	↑	R	↓	G	↓	A	↑	R	↓	G	↓	R	↓	R	↓
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	A	↓	R	↑	A	↑	A	↑	A	↑	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	A	↓	R	↑	A	↑	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of pupils with SEN at KS4 5+ A*-C including GCSE English & mathematics	H	A	↑	A	↑	R	↑	R	↑	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
EMPLOYABILITY																													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	R	↓	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Percentage of young people with Level 2 attainment by age 19	H	G	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	A	↓	R	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Percentage of young people with Level 3 attainment by age 19	H	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	A	↓	R	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Percentage of secondary schools offering L2/3/4 apprenticeships	H	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Number of Level 2 & 3 vocational training in skills shortage areas	H	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Number of starts on the Kent Success Apprenticeship scheme	H	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑
Percentage successfully completing the Kent Success Apprenticeship scheme	H	G	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of unemployment among 18-24 year olds	L	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of Learners with LLDD able to participate aged 16-19	H	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Number of vulnerable learners supported into work-based learning	H	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Adult participation in basic skills training	H	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Adults with Skills Plus	H	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Adults with NVQ Level 4	H	G	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of 19+ year olds engaged in continuing education and training	H	G	↑	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓

Indicators	Polarity	Data Period	Frequency	Current		Previous		Target			Comparative Data	
				Latest Result and RAG Status	Direction of Travel (Dot)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	192	G	193	50	200	ELS Bold Steps	252		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	12	A	12	0		ELS Bold Steps	19		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.3	R	2.1	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	10.0	R	5.3	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.2	G	6.0	10		ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	49.1	R	41.4	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	592	A	612	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T						ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	74.1	R	85.4	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6633	R	6654	5800	6500	ELS Bold Steps	6581		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	364	R	Awaiting Previous Data	263	283	ELS DMT	293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	7.7	A	Awaiting Previous Data	7.3	7.6	ELS DMT	7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A	90.4	G	88.3	90		ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A	88.2	G	85.9	85	84.6	ELS Bold Steps	85.9	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A	90.8	R	92.9	95	93.4	ELS Bold Steps	92.9	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	8.2		8.1	5		ELS Bold Steps	8.1	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T	12		20	Awaiting Targets		ELS DMT	16		
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	19	R	19	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	58.0	A	56.4	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	71.7	A	69.6	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	R	75.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.8	A	59.4	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	71.7	A	69.6	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	87.3		87.2	85		ELS DMT	80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	64.9		65.0			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A						ELS DMT			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.7	A	73.2	81	77	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.3	A	59.5	70	64	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	74.0	82	78	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.5	G	72.0	82	77	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.1		22.0	Awaiting Targets		ELS Bold Steps	22.0	21	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	91.4	G	86.0	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	87		81	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85		81	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.8	G	27	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	39.0	A	39	31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.5	G	53	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13	A	13	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	60.5	A	59.4	70	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	81.0	A	75.8	90	83	ELS Bold Steps	75.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	68.1		71.2	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	70.6		67.2	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	32.9	A	33.7	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	47.4	A	49.0	41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.2	A	47.0	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.4	A	8.2	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.69	R	7.45	1.0	4.3	ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	17.78		14.66	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	80.9	G	78.3		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	24		28	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	52.7		51.6	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33		33	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data	50	25	ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	1465	A	Awaiting Data	1612	1524	ELS Bold Steps	1465		
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	11159	A	Awaiting Data	12275	11605	ELS Bold Steps	11159		
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	99	A	95	350	250	ELS Bold Steps	86		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	76	G	86	75	75	ELS Bold Steps	86		
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.7	R	6.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	96.2	A	91.0	100.0	100.0	ELS Bold Steps	96.2		
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	65	R	67		100	ELS Bold Steps	69		
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data	20		ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T	2510	G	Awaiting Data		2650	ELS DMT	2510		
Adults with INVQ Level 4	H	Snapshot	A	31.6	G	30.0	32	31	ELS DMT	31.6	36.2	
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.7		13.5				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8		2.7				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	21.7		20.6				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	14.5		14.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	7.6		7.7				7.0		
Number of Kent Children in Care		Snapshot	M	1826		1832				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	847		802				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Direction of Travel (DoT)	Previously Reported Result	Target		Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)			Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	↓	6	4	17	ELS Bold Steps	5	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	0	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.6	R	↑	1.7		3	ELS Bold Steps	4.1	3.9
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	↑	5.8		8	ELS Bold Steps	9.7	8.4
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	16.1	R	↑	12.5	10	11	ELS Bold Steps	12	6.5
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.5		↓	54.3	Awaiting Targets		ELS DMT	51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	125	A	↓	131	0		ELS DMT	613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T							ELS DMT		
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	72.7	R	↓	85.7	95		ELS Bold Steps	88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	468	R	↓	470	413	466	ELS Bold Steps	459	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M							ELS DMT	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T					263	283	ELS DMT	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A					7.3	7.6	ELS DMT		
Percentage of parents getting first preference of school	H	Snapshot	A					90		ELS Bold Steps	88.3	67.3
Percentage of parents getting first or second preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3
Percentage of surplus school places in each district	T	Snapshot	A	5.4		↓	5.5	5	93.4	ELS Bold Steps	92.6	93.1
Average number of days taken to allocate a school place	L	Snapshot	T						Awaiting Targets	ELS DMT	9.4	10.7
										ELS DMT	16	
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	56.4	A	↑	53.8	85	70	ELS Bold Steps	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	40.0	R	→	40.0	85	77	ELS Bold Steps	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	56.4	R	↑	53.8	85	70	ELS DMT	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	40.0	R	↓	60.0	85	77	ELS DMT	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	92.9		→	92.9	85		ELS DMT	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.5			63.9			ELS DMT	65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A							ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.6	G	↑	73.6	79	75	ELS DMT	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	60.3	A	↑	57.9	68	63	ELS DMT	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.8	A	↑	74.5	81	76	ELS DMT	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.8	A	↑	71.4	83	79	ELS Bold Steps	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.5		↑	21.0		Awaiting Targets		22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	91.9	G	↑	83.8	95	90	ELS Bold Steps	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.1		↑	82.3		Awaiting Targets		81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	83.7		↑	82.6		Awaiting Targets		81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.3	G	↓	32.4	19	23	< National 2011	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous		Target			Comparative Data	
				Latest Result and RAG Status	Direction of Travel (Dot)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.3	G	55.3	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	12.5	R	10.5	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	53.3	G	54.9	65	53	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	66.7	R	66.7	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	57.7		68.9	Awaiting Targets	Awaiting Targets		71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	69.5		63.4	Awaiting Targets	Awaiting Targets		67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.4	R	35.1	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	49.7	R	48.5	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.9	A	8.9	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.56		9.00	Awaiting Targets	Awaiting Targets	ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	17.91		12.35	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	76.4	R	79.2		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27		32	Awaiting Targets	Awaiting Targets	< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	47.6		49.3	Awaiting Targets	Awaiting Targets	> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27		26	Awaiting Targets	Awaiting Targets	< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.6	R	6.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	20.3			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	13.9		13.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.2		2.2				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	20.8		19.8				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	15.2		15.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.2		8.4				7.0		
Number of Kent Children in Care		Snapshot	M	100		99				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	75		59				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	42	A	41	5	18	ELS Bold Steps	49		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	5	R	5	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.4	R	2.2	3		ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	11.9	R	5.4	8		ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	5.2	G	5.8	10	11	ELS Bold Steps	12	5.9	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	61.3		56.5	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	112	A	118	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets								
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	87.5	R	80.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	612	G	599	545	615	ELS Bold Steps	617		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data								293
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data								7.7
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	10.5		8.7	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets								16
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		2	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	64.7	A	64.7	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	60.0	R	60.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	0.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	67.6	A	67.6	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.0	R	60.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	86.4		86.4	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.2		66.3			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	76.2	A	74.1	81	77	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.8	A	59.9	70	64	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.1	G	76.0	83	78	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.0	A	74.7	81	76	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.8		21.2	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	87.5	A	81.3	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.9		78.6	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	80.5		79.8	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	23.5	A	30.1	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	52.4	A	47.4	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.6	A	8.8	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	56.6	R	53.8	70	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	50.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	65.1		67.6	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	66.6		61.5	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	23.2	G	32.2	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	44.7	A	40.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	5.1	R	14.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.99		5.35	Awaiting Targets			5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	16.19		15.24	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	79.8	R	79.3		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22		17	Awaiting Targets			24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.0		50.2	Awaiting Targets			52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32		28	Awaiting Targets			33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data			ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.0	G	3.1	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	26.6		Awaiting Data		32.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data		60	ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.4		13.1				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.1		2.9				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	21.8		20.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	11.6		12.1				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.5		6.9				7.0		
Number of Kent Children in Care		Snapshot	M	132		124				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	89		79				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	3	G	→	3	4	16	ELS Bold Steps	6	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	1	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.8	R	↑	3.0	3		ELS Bold Steps	4.1	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	7.9	G	↑	6.2	8		ELS Bold Steps	9.7	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	12.5	R	↓	15.8	10	11	ELS Bold Steps	12	6.5
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0		→	0.0	Awaiting Targets		ELS DMT	51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	11	A	↓	17	0		ELS DMT	613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets								
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	↑	0.0	95		ELS Bold Steps	88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	372	G	↓	394	339	383	ELS Bold Steps	385	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data								
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data								
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	96.4
Percentage of surplus school places in each district	T	Snapshot	A	4.9		↓	7.0	5		ELS Bold Steps	9.4	11.1
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets								
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0		↓	1	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	46.2	R	→	46.2	85	70	ELS Bold Steps	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	62.5	R	→	62.5	85	77	ELS Bold Steps	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	→	0.0	100	94	ELS Bold Steps	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	46.2	R	→	46.2	85	70	ELS DMT	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	62.5	R	→	62.5	85	77	ELS DMT	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	87.5		→	87.5	85		ELS DMT	80	80
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	68.2			62.6			ELS DMT	65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.1	G	↑	73.7	80	76	ELS DMT	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.1	G	↑	58.7	69	63	ELS DMT	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	A	↑	74.4	81	77	ELS DMT	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.3	G	↑	76.4	84	77	ELS Bold Steps	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.2		↑	21.8	Awaiting Targets			22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.0	A	↓	96.0	95	90	ELS Bold Steps	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.7		↓	84.5	Awaiting Targets			81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86.3		↑	83.9	Awaiting Targets			81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	27.8	R	↓	36.0	19	23	< National 2011	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.6	G	52.5	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	14.3	A	27.3	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	70.5	A	67.4	83	81	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	77.8	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	76.0	↑	67.4	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	80.1	↑	72.3	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	43.1	R	40.1	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	48.4	R	44.2	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	11.1	A	10.8	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.70	↓	6.98	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	12.00	↓	15.00	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.2	G	87.3		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28	↑	25	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	57.2	↓	59.9	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	39	↑	33	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.2	A	6.1	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	33.3		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	12.6		11.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.2		1.9				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.5		17.0				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	23.1		24.0				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	10.6		10.6				7.0		
Number of Kent Children in Care		Snapshot	M	64		65				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	41		41				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	25	R	22	4	15	ELS Bold Steps	22		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	0	0		ELS Bold Steps	1		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.6	R	2.0	3		ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	1.9	G	5.1	8		ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	2.0	G	6.0	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0		0.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	0	G	0	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets								
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	0.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	490	G	489	434	491	ELS Bold Steps	528		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data								293
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data								7.7
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	13.0		10.9	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets								16
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		3	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	68.3	A	63.4	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	75.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	70.7	G	65.9	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.0	A	75.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	90.9	A	90.9	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	76.4		63.6			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	73.2	A	68.3	78	74	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	61.0	G	53.2	66	61	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	G	70.4	80	76	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	78.5	G	70.6	81	77	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.7		19.1	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.3	G	82.1	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	89.1		84.2	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.8		81.6	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.3	G	15.9	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	42.6	G	55.6	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	15.4	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	56.2	R	52.1	70	63	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	55.6	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	63.0		66.9	Awaiting Targets		ELS Bold Steps	71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	65.8		59.3	Awaiting Targets		ELS Bold Steps	67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	G	26.2	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	45.2	A	46.8	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.8	R	6.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.88		7.46	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	12.50		12.68	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.4	R	83.6		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23		18	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	48.1		50.4	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28		26	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.1	R	8.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	29.7		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	16.7		14.9				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.7		2.5				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	22.4		21.7				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	10.8		11.4				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.4		6.4				7.0		
Number of Kent Children in Care		Snapshot	M	101		93				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	56		54				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data			
				Latest Result and RAG Status	Direction of Travel (Dot)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	7	G	→	7	4	15	ELS Bold Steps	19		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	1	A	→	1	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	7.6	R	↑	2.4	3		ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	↑	4.7	8		ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.9	G	↓	8.3	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0		↓	35.3	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	83	A	↓	84	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets								ELS DMT	
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	66.7	R	↓	100.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	351	A	↓	356	305	345	ELS Bold Steps	367		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data								ELS DMT	293
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data								ELS DMT	7.7
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	5.1		↓	5.3	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets								ELS DMT	16
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		→	3	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	40.7	R	↑	37.0	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	↑	37.5	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	48.1	R	↑	44.4	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	↑	37.5	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	96.4		→	96.4	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	62.9			53.2			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								ELS DMT	
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	72.0	R	↑	69.4	80	76	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.6	R	↑	52.6	68	63	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.8	R	↑	68.3	82	77	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.6	A	↑	70.1	77	77	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.2		↑	20.7	Awaiting Targets		ELS DMT	22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	84.0	R	→	84.0	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.7		↑	82.3	Awaiting Targets		ELS DMT	81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.5		↑	83.9	Awaiting Targets		ELS DMT	81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	18.5	G	↓	29.6	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	47.8	G	52.9	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.8	A	17.2	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	57.1	R	56.9	69	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	75.0	R	75.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	67.1		71.2	Awaiting Targets		71.2	71.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	69.5		66.0	Awaiting Targets		67.2	64.8		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.6	A	27.8	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.6	R	39.1	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	3.0	R	9.8	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.72		7.60	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.15		13.64	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.0	R	72.5		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26		30	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.7		46.3	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28		35	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	8.9	R	9.0	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	25.6		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	15.9		14.3				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.1		2.0				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	22.2		21.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	29.9		30.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	18.8		19.2				7.0		
Number of Kent Children in Care		Snapshot	M	113		111				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	82		76				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data	
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11
PROVISION											
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	18	G	21	5	21	ELS Bold Steps	33	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	0	0		ELS Bold Steps	2	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.4	R	2.0	3		ELS Bold Steps	4.1	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.5	A	4.3	8		ELS Bold Steps	9.7	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.2	G	0.0	10	11	ELS Bold Steps	12	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	33.9		28.1	Awaiting Targets		ELS DMT	51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	47	A	47	0		ELS DMT	613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T			Awaiting Data and Targets					
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	0.0	R	87.5	95		ELS Bold Steps	88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	644	R	649	538	608	ELS Bold Steps	623	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M			Awaiting Data					
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T			Awaiting Data					
Percentage of admissions applications for school places made online	H	Snapshot	A			90			ELS Bold Steps	88.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A			85		84.6	ELS Bold Steps	84.2	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A			95		93.4	ELS Bold Steps	92.6	96.4
Percentage of surplus school places in each district	T	Snapshot	A	8.6		9.1	5		ELS Bold Steps	9.4	11.1
Average number of days taken to allocate a school place	L	Snapshot	T			Awaiting Targets					
QUALITY AND STANDARDS											
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0		1	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	50.0	85	70	ELS Bold Steps	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	90.0	G	80.0	85	77	ELS Bold Steps	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	100	94	ELS Bold Steps	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	56.8	R	56.8	85	70	ELS DMT	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	90.0	G	80.0	85	77	ELS DMT	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	84.5		84.3	85		ELS DMT	80	80
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.9		65.2			ELS DMT	65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A			Data not available until 2013					
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.6	A	75.3	82	78	ELS DMT	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.5	A	61.1	71	65	ELS DMT	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	75.1	84	80	ELS DMT	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.2	G	71.8	83	77	ELS Bold Steps	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.6		21.9	Awaiting Targets			22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.1	A	83.3	95	90	ELS Bold Steps	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	82.3		77.7	Awaiting Targets			81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.6		78.0	Awaiting Targets			81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	33.8	R	42.0	19	23	< National 2011	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A			31	35	< National 2011		39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	55.0	R	55.5	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.4	A	17.0	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	68.8	G	66.8	75	67	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	81.8	A	81.8	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	75.8		76.0	Awaiting Targets		ELS Bold Steps	71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	76.3		71.6	Awaiting Targets		ELS Bold Steps	67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.0	R	37.7	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.7	A	42.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	10.2	A	6.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.63		7.00	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.38		11.11	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.4	G	82.1		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31		30	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	58.7		58.5	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	40		30	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.0	A	6.0	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	34.3			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	11.4		10.7				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8		2.7				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.0		17.4				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.2		13.3				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.8		6.8				7.0		
Number of Kent Children in Care		Snapshot	M	127		133				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	84		85				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	→	5	3	11	ELS Bold Steps	15		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	0		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.7	R	↑	1.6		3	ELS Bold Steps	4.1	3.9	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.2	R	↑	6.5		8	ELS Bold Steps	9.7	8.4	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.8	G	↓	5.3	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0		→	0.0	Awaiting Targets			51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	5	A	↑	4	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets									
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	525	R	↓	526	455	515	ELS Bold Steps	520		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data								293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data								7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	67.3	
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	12.6		↓	12.9	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets								16	
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	73.2	G	↑	73.2	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.7	R	↑	66.7	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.6	G	↓	75.6	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	→	50.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.9		→	88.9	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	80.2		→	71.5				65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013									
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	83.2	G	↑	80.8	85	81	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	72.1	G	↑	71.2	75	69	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	81.5	A	↑	79.4	86	82	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	83.7	G	↑	78.2	86	79	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.5		↑	27.5	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.7	G	→	92.7	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	87.9		↑	79.5	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.3		↑	83.1	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.8	G	↓	29.6	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	46.4	G	48.7	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	3.7	R	13.5	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	42.4	G	42.4	35	37	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	66.7	R	66.7	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	54.7		62.9	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	52.2		51.0	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	19.9	G	20.9	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	49.2	R	52.6	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	2.6	R	0.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.69		7.17	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	27.27		15.00	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	61.5	R	58.8		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	44		32	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	23.1		29.9	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	16		19	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.3	G	4.3	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	35.4		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	12.2		11.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.1		4.6				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.6		20.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	15.3		15.3				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	5.0		4.8				7.0		
Number of Kent Children in Care		Snapshot	M	53		57				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	32		32				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (Dot)		Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	17	R	15	3	14	ELS Bold Steps	11		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	1	A	0	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.8	R	2.1	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.0	R	8.4	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	14.5	R	16.7	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	28.7		21.5	Awaiting Targets			51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	32	A	28	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T			Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	88.9	A	0.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	453	R	447	373	421	ELS Bold Steps	451		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M			Awaiting Data						
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T			Awaiting Data						
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	11.6		10.2	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T			Awaiting Targets						16
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1			1	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	52.9	R	52.9	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	50.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	50.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	55.9	R	55.9	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	50.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	87.7		87.7	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.2		62.5			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A			Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	74.0	G	71.1	78	74	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.8	R	57.9	66	61	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	75.2	A	71.8	80	76	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.0	G	70.4	79	76	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.6		20.6	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	94.3	G	82.9	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.2		80.4	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.8		81.5	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	26.1	A	17.9	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
													Frequency
QUALITY AND STANDARDS <i>continued</i>													
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.4	G	↓	50.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	17.5	A	↑	11.9	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	59.5	G	↑	57.3	61	57	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	100.0	G	→	100.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	71.5		↓	73.9	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	63.6		↑	63.5	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	24.0	G	↓	25.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.8	R	↑	43.9	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.9	R	↑	5.4	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.20		↑	6.32	Awaiting Targets			5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	20.51		↑	14.46	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.5	R	↑	76.9		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21		↓	23	Awaiting Targets			24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	42.3		↑	42.0	Awaiting Targets			52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21		↓	30	Awaiting Targets			33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.4	R	↓	9.9	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	25.4			Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA													
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	19.0			17.2				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.0			2.8				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	26.2			25.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.8			13.9				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.8			8.9				7.0		
Number of Kent Children in Care		Snapshot	M	132			135				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	61			53				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data	
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11
PROVISION										
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	27	A	25	5	20	38	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	3	A	3	0		4	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.3	R	2.2	3	3	4.1	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	5.2	8	8	9.7	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	9.9	G	11.0	10	11	12	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	32.9		40.1	Awaiting Targets		51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	25	A	20	0		613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	80.0	R	100.0	95		88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	567	A	558	500	565	582	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				263	283	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				7.3	7.6	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A				90		88.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	84.2	85.3
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	92.6	96.4
Percentage of surplus school places in each district	T	Snapshot	A	5.3		6.3	5		9.4	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets		16	
QUALITY AND STANDARDS										
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		3	0	7	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	46.9	85	70	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	85.7	G	85.7	85	77	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	100	94	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	55.1	R	53.1	85	70	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	85.7	G	85.7	85	77	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.9		88.9	85		80	80
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.0		66.6			65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	70.4	79	75	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.4	R	57.2	67	61	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.2	R	72.3	81	76	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.3	A	67.4	82	76	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	20.9		18.3	Awaiting Targets		22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.5	G	73.3	95	90	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	82.3		79.5	Awaiting Targets		81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.8		76.9	Awaiting Targets		81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.6	G	26.4	19	23	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	50.7	A	49.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	9.8	R	15.2	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	58.1	R	57.0	77	71	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	87.5	G	87.5	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	67.6		70.4	Awaiting Targets		ELS Bold Steps	71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	68.5		67.5	Awaiting Targets		ELS Bold Steps	67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.3	A	31.5	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	45.0	A	45.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.9	A	5.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	8.14		8.34	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	14.44		10.42	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	75.5	R	72.4		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22		28	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	46.2		46.1	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32		31	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.6	R	9.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	27.7		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	18.5		16.8				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4		2.4				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	27.5		26.3				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	10.2		10.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.1		3.0				7.0		
Number of Kent Children in Care		Snapshot	M	124		118				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	81		82				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	22	A	↓	24	5	19	ELS Bold Steps	31		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	2	A	↓	3	0		ELS Bold Steps	5		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	8.9	R	↑	2.5	3		ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.1	R	↑	7.0	8		ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	8.8	G	↓	13.2	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.4		↓	49.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	61	A	↓	66	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets							ELS DMT		
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	794	G	↑	793	713	806	ELS Bold Steps	853		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data							ELS DMT	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data							ELS DMT	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	5.7		↑	4.5	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets							ELS DMT	16	
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		→	1	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	57.1	A	→	57.1	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	↑	70.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	57.1	R	→	57.1	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	80.0	G	↑	70.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	82.1		→	82.1	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.2			58.0			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013							ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	67.4	78	74	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.5	R	↑	56.2	66	61	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	71.7	R	↑	67.7	80	75	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	72.4	G	↑	66.0	76	72	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	20.7		↑	16.7	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.0	A	↑	72.0	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.0		↑	81.4	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85.2		↑	78.4	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	19.8	G	↑	18.3	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	49.2	A	46.2	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	7.8	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	51.5	G	51.3	55	51	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	80.0	A	70.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	59.7		61.3	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	64.4		60.9	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	23.6	G	27.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	41.1	G	44.3	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.1	R	9.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	10.12		15.32	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	22.68		19.40	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	75.9	R	73.2		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23		22	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.3		48.3	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	29		28	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	13.7	R	14.2	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	24.5		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	22.2		20.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.0		3.8				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	27.0		26.5				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.3		13.6				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.4		8.4				7.0		
Number of Kent Children in Care		Snapshot	M	222		224				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	100		95				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	16	G	↓	19	5	18	ELS Bold Steps	17		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	0		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	4.5	R	↑	1.5	3	3	ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.8	R	↑	4.1	8	8	ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.4	G	↑	5.6	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	55.6		↑	20.2	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	5	A	↑	4	0	0	ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets							ELS DMT		
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	57.1	R	↓	100.0	95	95	ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	502	R	↓	509	424	479	ELS Bold Steps	479		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data							ELS DMT	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data							ELS DMT	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A					90	90	ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	7.6		↓	8.1	5	5	ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets							ELS DMT	16	
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		↑	0	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	59.5	A	↑	54.8	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	→	80.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	57.1	R	↑	54.8	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	80.0	G	→	80.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	79.5		→	79.5	85	85	ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	74.6			70.3			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013							ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	80.0	G	↑	76.2	84	80	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	68.5	G	↑	64.6	74	68	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	82.6	G	↑	77.3	85	81	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	82.8	G	↑	77.6	85	78	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	34.2		↑	26.0	Awaiting Targets		ELS DMT	22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	97.5	G	↑	80.0	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	90.0		↑	84.5	Awaiting Targets		ELS DMT	81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.2		↑	84.0	Awaiting Targets		ELS DMT	81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.2	G	↓	26.9	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.2	G	47.3	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	16.0	A	3.3	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	62.0	A	63.1	73	70	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	90.0	G	80.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	68.7		71.2	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	72.9		71.6	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.6	R	30.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	40.6	G	42.0	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	14.9	G	11.3	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.78		5.32	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	23.81		16.00	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.0	G	79.3		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18		42	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	57.2		55.1	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34		38	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.5	A	4.7	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	37.9		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	10.4		9.8				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.5		2.5				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.5		17.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	9.0		9.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.5		3.4				7.0		
Number of Kent Children in Care		Snapshot	M	81		87				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	71		65				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	→	5	4	15	ELS Bold Steps	5		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	→	0	0		ELS Bold Steps	0		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.6	↑	1.9		3	ELS Bold Steps	4.1	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	7.5	↑	2.8		8	ELS Bold Steps	9.7	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.7	↑	5.6	10	11	ELS Bold Steps	12	6.5	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	35.5	↑	30.1	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	86	↓	93	0		ELS DMT	61.3		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets							ELS DMT	
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	33.3	↑	0.0	95		ELS Bold Steps	88	95	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	449	↑	447	361	407	ELS Bold Steps	427		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data							ELS DMT	293
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data							ELS DMT	7.7
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	85.3	
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	10.3	↓	10.4	5		ELS Bold Steps	9.4	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets							ELS DMT	16
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0	→	0	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	74.2	↑	74.2	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	→	100.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	77.4	↓	77.4	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	100.0	→	100.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	85.5	→	85.5	85		ELS DMT	80	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	77.7		73.1			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013							ELS DMT	
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.7	↑	77.5	85	81	ELS DMT	73.2	74	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.7	↑	61.8	75	69	ELS DMT	59.5	61	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	77.6	↑	77.0	86	82	ELS DMT	74.0	74	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	80.0	↑	73.9	85	79	ELS Bold Steps	72.0	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.3	↑	25.6	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.3	↑	83.3	95	90	ELS Bold Steps	86	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	88.4	↑	85.4	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.5	↑	84.0	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	24.3	↓	25.8	19	23	< National 2011	27	20	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	51.2	A	54.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.0	A	13.6	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	75.0	G	74.9	77	73	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	88.9	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	78.6		80.6	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	81.8		83.3	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	44.3	R	44.1	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	41.3	G	46.9	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	12.5	A	8.9	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.36		4.72	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	10.00		15.15	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.9	G	85.3	80	80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31		31	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	71.1		66.8	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	42		48	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M						ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.6	G	3.7	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets		ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets		ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	41.3			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	8.1		7.6				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.3		2.4				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	15.8		14.7				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	12.4		12.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.6		6.4				7.0		
Number of Kent Children in Care		Snapshot	M	61		63				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	62		65				51.6	38.3	34.5

By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee –18 January 2013
Subject	Recruitment and Retention of Teachers and Headteachers
Classification:	Unrestricted

Summary:	The purpose of this report is to provide an update on the strategy to improve the retention and recruitment of Headteachers and teachers in Kent
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1. Introduction

1.1 On 15 March 2012, Education, Learning and Skills Policy Overview and Scrutiny Committee discussed a report on the recruitment and retention of Headteachers in Kent. This report provides an update on the progress to date.

1.2 In the previous report of March 2012 a figure of 49 Headteacher vacancies was quoted. The term 'Headteacher' is no longer a relevant one. Having an effective leader in a school is the measure, and those leaders can have very many job titles; including head teacher, executive principle, head of school etc. The new report recognises this and includes all school leaders, regardless of their job title. By definition, therefore, the previous report was not as specific as it should have been and this new report corrects that position.

At present there are no schools without appropriate senior leadership in place. There are twenty five schools that have an Acting Headteacher. Three of these have appointed a new Headteacher who will start on 1 January 2013. Four have final interviews taking place this month. In the other 18 schools Governing Bodies are working with KCC to take forward the Headship Appointment process during this academic year.

2. Leadership Development

2.1 The Local Authority Core programme is now operating a targeted approach to leadership development. As part of our strategy to recruit and retain both teachers and Headteachers, KCC has developed a comprehensive leadership development programme for teachers from the end of their first year of teaching through to Executive Headship. Examples of these programmes are outlined below:

- The **Medway - Kent Project** is funded by the National College with 50 places for the development of Aspiring Leaders and Aspiring Headteachers. There were 119 applications from staff in secondary, special and primary schools. The LA is in discussion with the National College to develop a shortened programme for the best candidates who did not gain a place on the Aspiring Leaders programme to maintain the momentum of leadership development across the county.
- Following the **Primary Deputy Headteacher Conference** this year where Deputies were offered an individual career consultation, 55 deputy headteachers responded indicating their wish to have a robust professional development conversations.

- Each **Double District is also working on a comprehensive action plan** to support the development of teachers at all levels with targeted support for Newly Qualified teachers (NQTs), middle leaders and senior leaders in schools. In many cases, **Districts (based on ELS definition of a district) are working in partnership with the Teaching Schools**, Christ Church Canterbury University (CCCU) and other agencies to ensure that teachers are able to access high quality Continuing Professional Development for maintained schools and academies.
- The Local Authority now funds the **Headteacher Induction Programme** (previously funded by the National College) and the evaluation of this year's programme revealed that 79% of Heads thought it had had an outstanding impact on their role with 100% judging it to be good to outstanding.
- This school year will see the start of several new programmes funded by the LA to support Headteachers, as follows:
 - The **Strategic Headship Programme** is aimed at Heads in their second to fourth year of Headship. The programme is designed to support the development of strategic and reflective practitioners who are able to lead 21st century schools with high expectations for standards of attainment and the quality of education
 - The **Long Headship Programme** – 'Maintaining the Momentum' - is designed to support Headteachers and Deputy Headteachers from 30 targeted schools with the aim of moving the school from satisfactory to good in their Ofsted inspection judgements.
 - The **Short Headship Programme** – 'Every Head Counts' - involves Heads from 24 schools in a short 6 week programme where the last two Ofsted inspection judgements have been Satisfactory.
- To aid access to these and the other leadership and curriculum training on offer in Kent a new website KELSI (Kent Education, Learning and Skills Information) is currently being developed.

3. Headteacher recruitment

3.1 To ensure Kent is one of the best local authorities to work for, we are committed to ensuring that newly recruited teachers and Headteachers are provided with high quality career development and support.

3.2 The Teacher Recruitment and Retention (TR&R) team within KCC supports recruitment in schools by supplying the main advertising platform– www.kent-teach.com . Schools can buy into via various packages and the service has 95% of the primary school market and just over 50% of the secondary market for teacher recruitment. On 25 October 2012, there were 34 teaching, 83 support and 12 leadership jobs on the site.

3.3 The majority of job searches start on the kent-teach website, which has been completely updated. Feedback from schools on the new website has been very positive.

3.4 There is also an on-line advertising campaign to enable Kent schools to attract teachers and leaders from outside the County. The scheme is called “Your Perfect Kent Day” and was launched on the internet on 1st November 2012. In addition some short films have been commissioned and three Kent Headteachers will appear on Kent-teach to applaud the benefits of headship, and of living and working in Kent.

3.5 The TR&R team works closely with colleagues in the Schools Personnel Service and the Education, Learning and Skills Directorate to support schools recruiting new Headteachers. All the information required by potential applicants is made available on a microsite on the KCC website, and this is highly popular with schools. Over the past 12 months 211 leadership adverts have been placed on Kent-teach (including repeat adverts). These have been supported by 70 microsites. All leadership adverts on Kent-teach are repeated free to the schools in The Guardian’s Education Jobs web pages and in the classified listing in the newspaper. Using Kent-teach instead of the TES saves schools significant amounts of money in advertising costs

3.6 Our statistics indicate schools have a better chance of a first time appointment if they use a microsite. Around 50% of secondary schools in Kent use Kent-teach for adverts but only a few have ever used a microsite. Our aim is to ensure School Improvement Advisors and LA officers increase this by advising governing bodies accordingly.

3.7 Kent has a problem attracting teachers from outside its own boundaries, sometimes called “the Insular Peninsular.” Recognising this, we have built a programme to recruit teachers from Ireland where there is a very large surplus of well-qualified teachers. The programme will be based in Thanet and we plan to offer “central KCC contracts” to 20 Irish teachers next year who will take up their places in July.

3.8 To raise the profile of Kent to potential and existing teachers as a career choice we have launched a ground-breaking ‘On-line community’ initiative using a social media site. This went live in November and received media attention from as far away as Scotland.

4. Retention

4.1 The TR&R team has run a wellness programme in schools since 2005. From this we see that Headteachers in Kent schools report high levels of life and work satisfaction, feel financially well and have a good understanding of wellness behaviours. We are currently preparing a tender for a new wellness programme for schools and will look to continue this work.

4.2 A large number of school staff complete our on-line exit survey but only a few Headteachers do so. The major sources of dissatisfaction in their jobs were: excessive hours, poor work/life balance, excessive workload and job stress, while level of pay, job satisfaction and job security were rated as strengths.

4.3 Representatives of the major Teaching Unions and The Kent Association of Headteachers are represented on the Recruitment and Retention Strategy Group and are supportive of the actions being taken.

5. Recommendations

5.1 Members of the committee are invited to comment on the actions taken to monitor and improve Headteacher and teacher recruitment and retention in Kent.

Background Documents:

Education, Learning and Skills Policy Overview and Scrutiny Committee report:

<http://kent590w3:9070/documents/s30618/Recruitment%20and%20Retention%20Paper.pdf>

Lead Officer

Sue Rogers

Director Education Quality and Standards

01622 694983

Sue.rogers@kent.gov.uk