

EDUCATION CABINET COMMITTEE

Tuesday, 19th March, 2013

10.00 am

**Darent Room, Sessions House,
County Hall, Maidstone**





AGENDA

EDUCATION CABINET COMMITTEE

Tuesday, 19 March 2013, at 10.00 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

Please note: this meeting may be filmed for live or subsequent broadcast via the Council's internet site – at the start of the meeting the Chairman will confirm if all or part of the meeting is being filmed.

By entering the meeting room you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes. If you do not wish to have your image captured then you should make the Clerk of the meeting aware.

A. COMMITTEE BUSINESS

A1 Introduction/Webcasting

A2 Substitutes

A3 Declarations of Members' Interest relating to items on today's Agenda

A4 Minutes of the meeting held on 18 January 2013 (Pages 1 - 22)

A5 Verbal update by the Cabinet Member and Corporate Director (Pages 23 - 24)

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

Endorsement

GENERAL

- B1 Decisions Number 12/02025 - PRU / Alternative Provision / review of current services. The outcomes of the PRU Review and proposed new delivery models for Key Stage 3 and Key Stage 4 Pupil Referral Units and Alternative Curriculum Provision (Pages 25 - 48)
- B2 Decision No. 01/02002 - Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2014 /1 (Pages 49 - 120)

PROPOSED DISTRICT PRIMARY COMMISSIONING PLANS - MID KENT

MAIDSTONE

- B3a Decision No.12/02000 - Proposed expansion of Harrietsham CE Primary School, Maidstone (Pages 121 - 128)

PROPOSED DISTRICT PRIMARY COMMISSIONING PLANS - WEST KENT

DARTFORD

- B4a Decision No. 12/02012 - Proposed expansion of Fleetdown Primary School, Dartford (Pages 129 - 136)
- B4b Decision No. 12/02013 - Proposed expansion of Dartford Bridge Primary School (Pages 137 - 144)
- B4c Decision No. 12/02016 - Proposed expansion of Oakfield Community Primary School, Dartford (Pages 145 - 154)
- B4d Decision No. 12/02020 - Proposed expansion of Knockhall Community Primary School, Dartford (Pages 155 - 164)
- B4e Decision No. 12/02014 - Proposed expansion Manor Community Primary School, Swanscombe (Pages 165 - 172)

GRAVESHAM

- B5a Decision No. 12/02019 - Proposed expansion of Whitehill Primary School, Gravesend (Pages 173 - 180)

SEVENOAKS

- B6a Decision No. 12/02017 - Proposed expansion of St John's Church of England Primary School, Sevenoaks (Pages 181 - 188)

TUNBRIDGE WELLS

- B7a Decision No. 12/02015 - Proposed expansion of Langton Green Primary School, Tunbridge Wells (Pages 189 - 204)
- B7b Decision No. 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells (Pages 205 - 212)
- B7c Decision No. 12/02018 - Proposed expansion of Pembury Primary School, Tunbridge Wells (Pages 213 - 226)

DOVER

- B8a Decision number: 12/01977/2 Closure of Walmer Science College (Community) from September 2013 (Pages 227 - 230)

PROPOSED DISTRICT COMMISSIONING PLANS - EAST KENT: PERMISSION TO CONSULT

- B9a Primary Commissioning and relocation of Special Schools (Special School Review)- Thanet District (Pages 231 - 234)
- B9b Primary Commissioning - Swale District (Pages 235 - 238)

OUTCOMES OF PUBLIC NOTICES

- B10 Decision number: 12/01962/2 - Proposal to expand The Discovery School, Kings Hill, Decision number: 12/02024/2 - Proposal to expand Palm Bay Primary School (Community), Decision number: 12/02001/2 - Proposal to expand Hawkinge Primary School, Decision Number: 12/01961/2 - Proposal to expand Repton Manor Primary School, (Pages 239 - 242)

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

- C1 Post 16 Transport Policy (Pages 243 - 250)
- C2 Priorities for the Strategy for Special Education Needs and Disabilities (Pages 251 - 256)
- C3 Update on the Kent Test Procurement Process (Pages 257 - 264)
- C4 St Philip Howard RC Primary School, Herne Bay (Pages 265 - 266)

D. Other Items for Monitoring and Performance

- D1 Education, Learning & Skills Directorate Financial Monitoring 2012/13 (Pages 267 - 284)
- D2 Education Learning and Skills Performance Scorecard (Pages 285 - 324)
- D3 Ofsted Inspection Outcome Up-date September 2012 - February 2013 (Pages 325 - 332)

E. FOR INFORMATION ONLY - Key or significant Cabinet Member Decisions - taken under the Urgency procedures.

Members are asked to note that the following decisions were taken under the urgency procedures as the decision could not reasonably be deferred to the next diarised Education Cabinet Committee meeting, as there would be insufficient time to procure and deliver works, leading to a deficit in local school places in September 2013.

- E1 Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks (Pages 333 - 352)
- E2 Decision No. 12/02021 - Proposed expansion of Maypole Primary School, Dartford (Pages 353 - 370)

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

Monday, 11 March 2013

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 Friday, 18 January 2013.

PRESENT: Mr G Cooke (Chairman), Mr R B Burgess, Mr L Christie, Mrs P T Cole, Mr H J Craske, Mr J M Cubitt, Mr J A Davies, Mr K Smith, Mrs P A V Stockell, Mr R Tolputt and Mr M J Vye

ALSO PRESENT: Mr M J Whiting

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Shovelton (Director of Education Planning and Access), Mr K Abbott (Finance Business Partner, ELS Directorate), Mr D Adams (Area Education Officer - Mid kent), Mr S Webb (Area Education Officer - West Kent), Mrs M White (Area Education Officer - East Kent), Mr J Reilly (Principal Policy Officer), Mrs Robinson (Principal Adviser Special and PRU), Mr Wood (Teacher Recruitment and Retention Manager) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS**54. Declarations of Members' Interest relating to items on today's Agenda**
(Item A2)

Mr Davies made a declaration of interest advising that he was the Chairman of Kent County Council's Planning Application Committee. He wanted to make it clear that he would be considering the decision items on the expansion of schools across Kent as education issues.

55. Minutes of the meeting held on 21 November 2012
(Item A4)

1. It was agreed that the information requested by Members noted in the Minutes would be forwarded outside the meeting.
2. RESOLVED that the Minutes of the meeting held on 10 July 2012 are correctly recorded and that they be signed by the Chairman.

56. Verbal update by the Cabinet Member and Corporate Director
(Item A5)

(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 the Cabinet Member for Education, Learning and Skills, Mr Whiting and the Corporate Director, Mr Leeson, to give their verbal updates. Mr Whiting began by advising Members of the following:-

- *Commissioning Plan* - Letters had been sent to each of the Districts making a request for their Locality Board or Local Member Panel to take an active interest in the Commissioning Plan that pertained to their individual district. The request was to the local District and County Council Members supported by the County Planning and District officers to familiarise themselves with the information of their local pressures including; new housing, developments, changes to migrations populations and feedback into this Cabinet Committee and to Mr Whiting to inform the interim review of the Commissioning Plan in April and the revised Commissioning Plan published annually in October. To date, Mr Whiting had met with seven of the Locality Boards and Local Member Panels all had agreed to participate. Further meetings were in the diary
- *Grammar School Provision in Sevenoaks* – The preferred site had been identified and named as the old Wilderness School site in Seal High Road, Sevenoaks owned by the County Council and currently leased by the Knole Academy. A detailed proposal would be submitted to the government in the near future in line with the County Councils mandate agreed at the County Council meeting in March 2012.
- *Kent Test* - A review of the Kent Selective process was undertaken by Headteachers at the request of Mr Whiting. The request was drive by The Cabinet Member wish to combat the increased level of coaching and to maintain the viable universal test across the County and where possible to align it better with neighbouring authorities. The Headteachers' Review Group wished to be included in any new test arrangements and Headteachers' were sent a survey for their views the deadline had closed and the feedback was being analysed. The proposal was for KCC in 2013 to tender for suppliers for tests for 2014 and onwards, the analysis would inform the tendering process.
- Secretary of State, Mr Gove, would be visiting two schools in East Kent and Local Members had been advised. Mr Gove would be visiting; the Castle Community College (Academy) to witness year 8 lessons and then Cliftonville Primary School.

2. Mr Leeson make the following comments:-

- *Development of Schools Partnerships and Collaboration* - A school to school collaborative support system was being developed. £5.2 million had been allocated to support the schools' improvements by the Schools Funding Forum. There were now 50 collaborative groups of schools in Kent covering more that 360 schools. As work was ongoing it was expected that those numbers would increase through the Spring. The aim was for every school that required improvement to be in a strong school partnership [the partnerships would be formal longer term partnerships] with good and outstanding schools in order to bring about rapid improvement in the quality of teaching and learning and ultimately pupils learning and achievement. The partnership working included; maintained and academy schools, primary and secondary and mainstream and SEND schools working together.
- A report had been submitted to the School Funding Forum before Christmas 2012 and the decision of the Funding Forum was to allocate £2.5 million in the next financial year to support further collaborative work between schools to further embed and strengthen that work.

- District Base Working* – Underpinning the partnership and collaborative work was the district base working. The majority of this work was taking place within districts. Work had been undertaken to strengthen district base working. The Education, Learning and Skills Directorate and the Families Social Care Directorate and Customer and Communities Directorate (where relevant) had intentionally set out to ensure that there were clearly identified staff appointed to each district for the particular jobs that they did. So that the schools were clear who the key managers were in each district. Those cross directorate teams in each district would work together in a coordinated way especially when dealing with vulnerable children and young people. The Area Education Officers were the overseers of coordinating that work under the direction of the Director of Planning and Access with the Managers within Social Care, the District Early Intervention and Prevention Team Manager and the Senior School Improvement Advisor for both secondary and primary schools within each District.

District based working was also being strengthened by service transformation. The special teaching services which supported children in need were devolved to a lead special school in each district from September 2012. This was moving forward well. There was a clearer relationship between the lead special school and other special schools in the district and other maintained schools to support pupils with special educational needs and a local executive group of headteachers oversaw that work.
- Review of Pupil Referral Units (PRUs)* - A report would be submitted to the March meeting of this Cabinet Committee. The report would set out how the management of the PRUs would be better managed locally overseen by headteachers working together to manage the provision of children at risk of exclusion.

A pilot had been carried out on integrated adolescent support services in four districts; Thanet Ashford, Dartford and Tunbridge Wells which would now be rolled out to work in other districts in Kent.

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

- A comment was made on the review of the PRUs that narrowing the gap must be the main objective of the County Council. It was encouraging to note that there would be closer working between the Directorates of Education, Learning and Skills and Families Social Care at a local. It was suggested that there also needed to be monitored at a local level and that the Locality Boards although in their early stages of development could do this work. The Chairman advised that the locality Boards may not be the right vehicle as they set their own priorities and it was for this Cabinet Committee to ensure that there was a strategic overview and monitoring role that was consistent.

Mr Whiting added that there was a Joint Working Group, which he and the Cabinet Member, Mrs Whittle, sat on, which oversaw the work educationally and within Social Services for young people. There were also discussions being held following the consultation regarding the restructuring of the Local Children's Trust Boards and realigning their

responsibilities and the monitoring could be held there, feeding back to this Cabinet Committee.

- b) A further comment was made that there was a role for the Locality Boards. There was a distinctive role for the County Council to set the strategic agenda. Dover Locality Board was already looking at progression within the area and would be reporting its findings and progress in February/March. The Chairman advised that not all of the Locality Boards were as involved as Dover's was. The Locality Boards would be involved with the Commissioning Plan but any support would be welcomed from the Locality Boards. The monitoring role would be with the Cabinet Committee.
 - c) A comment was made on the Budget of the School Improvement Service and how improvements would be made if that budget was reduced. Mr Leeson advised that the County Council was challenged with making further savings following the reductions in the Central Government funding. The County Council had been able to significantly increase the amount of buyback from schools to sustain our services, which was welcomed. Mr Leeson was confident, looking to the future, that the Education Learning and Skills Directorate would be able to maintain a significant enough resource to support school improvement.
 - d) A comment was made that there was no indication within the Capital Investment Scheme for the provision of the Sevenoaks Grammar School within the meeting papers although there had been £1.5 million set aside in the recently published Budget Book and challenged whether this was a priority. Mr Leeson advised that there was an amount of money in the Capital Budget to support the development of accommodation on a site in Sevenoaks for new satellite provision for selective school education in Sevenoaks. This fund was not enough money required to build new accommodation or refurbish an existing building to accommodate 4 form or 6 form entry provision. The funding for this would be available through capital receipts and disposal and new money when it became available from the Capital Budget.
 - e) In reply to a question, Mr Whiting advised that the Free School that had been interested in the Wilderness School site was progressing with another site through the EFA.
4. RESOLVED that the responses to comments and questions by Members and the verbal updates be noted with thanks.

57. Decision number: 02/02007 - Proposed change of status of Watringbury Church of England Primary School from Voluntary Controlled to Voluntary Aided
(Item B1a)

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

(Mr K Shovelton Director of Planning and Access and Mr D Adams, Area Education Officer, were present for this item)

1. Mr Tolputt moved the recommendations, seconded by Mr K Smith that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member to approve the proposal from Waterringbury CEPS to change status from Voluntary Controlled to Voluntary Aided School with effect from 1 April 2013 and authorises the notification of the change to the DfE.

2. The Chairman took the opportunity to pay tribute to the Area Education Officers for the work that they had undertaken in supporting the public meetings held in the evenings as part of the consultation on the proposed school expansions across Kent.

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

- a) A Member commented that under the new governance arrangements the Education Cabinet Committee membership did not include Church Representatives which he considered would have been helpful to seek their views as seven of the decisions were about Church school expansions.
- b) In reply to questions, Mr Adams advised that he had had a number of discussions with Members of the Governing Body and they were concerned about being able to take all of the children from their community (Waterringbury and Nettlestead) and being able to continue to serve the families from Teston. As a Church school they would ultimately like to have first; practising children who lived in the local Parishes and then children in the Parishes. This was why they viewed Voluntary Aided status as an advantage to them. The new status would enable the Governing Body to put in place arrangements in the school that they considered best served their community.
- c) In reply to a question, Mr Leeson gave his assurance that the Diocesan bodies were concerned about school improvement and the standards being provided in Church schools. KCC liaised with the Diocese effectively to ensure that all schools in Kent were supported to improve their standards. At present the Kent School Improvement Service worked with Church schools as much as it did with non denominational schools. The Diocese traditionally had not had a school improvement service of its own. School improvement services had always been with the local authority. Mr Leeson advised that there was a proposal by the Archdiocese of Southwark to create a Multi Academy Trust for all Catholic schools in Kent. The proposals would include providing school improvement support for those schools. The Archdiocese had confirmed to Mr Leeson the schools would be able to continue to be involved with Kent County Council's School Improvement activity and buy in services from the County Council. Mr Leeson added that the Anglican Dioceses of Rochester and Canterbury were also having discussions about their schools joining academy trust arrangements in the future.
- d) The local Member, Mrs Stockell, advised that she had not received any negative comments regarding the proposal.

4. The Chairman asked Members to vote on the recommendations. The vote was as follows: 6 votes for and 2 abstained, the vote was carried.

5. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the Education Cabinet Committee endorses the decision to be taken by that the Cabinet Member for Education, Learning and Skills to change the status of Wateringbury, Church of England, Primary School, Tonbridge from Voluntary Controlled to Voluntary Aided; and
- c) the Cabinet Member for Education, Learning and Skills sends notification of the change to the Department for Education.

58. Decision number: 12/ 01975(a) - SEN Phase 1 Approval to Plan - The relocation of The Foreland School (Community Special)

(Item B1b)

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

(Mr K Shovelton, Director, Education Planning and Access and Mrs M White, Area Education Officer - East Kent, were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by 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 as set out in the report and the recommendation to hold a public information sharing meeting.

59. Decision number: 12/02024 - Proposal to expand Palm Bay Primary School (Community)

(Item B2a)

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

(Mr K Shovelton, Director, Education Planning and Access and Mrs M White, Area Education Officer - East Kent, were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Palm Bay Margate School by issuing a public notice to expand the school.

60. Decision Number: 12/01961 - Proposal to expand Repton Manor Primary School
(Item B3a)

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

(Mr K Shovelton, Director, Education Planning and Access and Mr D Adams, Area Education Officer - Mid Kent, were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Repton Manor Primary School, Ashford, by issuing a public notice to expand the school.

61. Decision number: 12/02001 - Proposal to expand Hawkinge Primary School
(Item B3b)

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

(Mr K Shovelton Director of Planning and Access and Mr D Adams Area Education Officer – Mid Kent were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Committee Member for Education, Learning and Skills to expand Hawkinge Primary School, Folkestone, by issuing a public notice to expand the school.

62. Decision number: 12/01962 - Proposal to expand The Discovery School, Kings Hill
(Item B3c)

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

(Mr K Shovelton, Director of Planning and Access, and Mr D Adams, Area Education Officer – Mid Kent, were present for this item)

1. The Chairman invited the Director of Planning and Access, Mr Shovelton and Mr Adams to introduce the report. The following points were raised:
 - The proposal was to enlarge the Discovery School by 30 places thereby admitting 90 Year R pupils for September 2013 and each year thereafter.
 - The need for additional capacity in Kings Hill was generally accepted, however a number of the respondents to the consultation expressed a view that a third school was required in Kings Hill. The County Council's view was that if the anticipated expansion of housing in the Kings Hill area was realised a third school would be required and a firm proposal would be brought to this Cabinet Committee at that time.

- Additional places were required for September 2013. If those places were not provided children living in Kings Hill would continue to travel to schools further away.
 - Whether the expansion was temporary or permanent was a technical issue. For the past 3 years The Discovery School had admitted 90 Year R pupils, and currently has a Published Admissions Number of 90, thus the Local Authority was legally bound to admit 90 children in 2013. Until September 2012, the additional Year R pupils had been accommodated within the existing building, due to smaller cohorts further up the school. One cohort will be able to remain in the school as the use of an existing space has been changed to a class base. The School Organisation Regulations define a significant enlargement as expansion of the school's physical premises by at least 30 places and 25% or 200 places whichever is the lesser. To admit the cohort of 90 children in September 2013 three additional classrooms were needed. This will enlarge physical premises of the school by 21%.
 - If the school is not significantly enlarged the admission number for 2014 would need to be reduced to 60.
 - There had been a considerable amount of debate within the community at Kings Hill about the need for more primary school provision, and many campaigns to this effect.
 - At the public consultation meeting a lot of parents who spoke had children already attending the Discovery School. They considered that there was not enough space to take three forms of entry.
 - Mr Adams confirmed that the hall was large enough for a three form entry. The traffic issues had been addressed by rearranging the car parking for a more effective drop off area. The County Council had been through the planning process when local residents had the opportunity to comment on concerns they had on access and highways issues. This had been signed off by the Highways Authority. Concerns regarding the capacity of the site being large enough to cope continued to exist, but planning consent had been obtained which would enable the expansion of the school to go ahead if agreed.
2. Members were given the opportunity to make comments and ask questions which included the following:
- a) In reply to a question, Mr Adams advised that there was currently temporary planning consent for modular accommodation and the school could equally have permanent accommodation. It would be possible to reduce the size of the school in the future. The mechanism would be to reduce the Published Admissions Number and start to scale the numbers back. Admissions arrangements are subject to public consultation, thus parents would have the opportunity to comment.
 - b) Members were given an assurance that Officers would continue to work with the Discovery School to ensure that there was adequate accommodation for children to eat their school and pack lunches.
3. RESOLVED that:-
- a) the responses to comments and questions by Members be noted; and

- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand the Discovery School, Tonbridge, by issuing a public notice to expand the school.

63. Decision number 12/02011 - Proposal to expand Stone St Mary's Church of England Primary School

(Item B4a)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer – West Kent, were present for this item)

1. The Chairman gave Members the opportunity to make comments and ask questions which included the following:

- a) Assurances were sought that there was a plan in place for increasing school places with the expansion of Eastern Quarry, Ebbsfleet Valley and Thamesgateway developments. Mr Shovelton advised that the plans for school expansions in that locality were within the Kent Commissioning Plan for the last year and proposals to expand schools in that locality were in the meeting papers and would be submitted to future meetings of this Cabinet Committee. Mr Webb added that within the Commissioning Plan there were projections that there would be new schools within those developments.
- b) The Local Member, Mrs Cole, advised that the Dartford Locality Board had discussed the Commissioning Plan and the Dartford Members were happy with the direction that was being taken. St Mary's School was heavily oversubscribed. Parents moving into the area from London were unable get their children into the local schools in East Dartford. There was a need for school places now. Mrs Cole considered that those opposed to the expansion of the school were parents with children already attending the school and enjoyed the two form entry. They questioned that if the school became three form entry would the standards be maintained. Mrs Cole was confident that the school standards would be maintained and improved by the Headteacher.

2. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Stone St Mary's Church of England Primary School by issuing a public notice to expand the school.

64. Decision number: 02/02007 - Proposal to expand St Botolph's Church of England Primary School (Aided)
(Item B4b)

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

(Mr K Shovelton, Director of Planning and Access, and Mr Webb, Area Education Officer- West Kent, were present for this item)

1. The Chairman invited Members to make comments and ask questions which included the following:

- a) The Local Member, Mr Craske, commented that St Botolph's was vastly oversubscribed and there was a need for places in the school now.
- b) The Local Member, Mr Christie, raised concerns that the non faith local children were the seventh criteria on St Botolph's School Admissions Criteria. The arrangements in the report committed the County Council to a 2 year permanent 2 form entry when there were plans to expand the neighbouring Community School, Dover Road [Dover Road was currently in special measures]. It was suggested that as a Community School, Dover Road did not have the restrictions a Church school had and would be a better solution than what was prescribed in the report before Members.
- c) A comment was made that whilst agreeing with the issues raised by the Local Member a pragmatic solution needed to be found now. It was advised that Rosherville, Church of England, Voluntary Controlled School would be another option but was in a poor state of repair.

2. The Chairman advised that he had chaired the public consultation meetings. He stated that the Church supported the proposals to expand the Church schools that were before the Cabinet Committee. The local authority would wish to expand good or outstanding schools and not put further pressures on schools that needed to improve their attainment standards.

3. Mr Shovelton advised that there were annual arrangements with the Dioceses authorities and with all other schools that were their own admission authorities to check their admissions arrangements for the year. This gave the County Council a strong working relationship with those schools.

4. Mr Webb advised that of the additional form of entry to be in place in September only 30% of the additional pupils were Church communicant. The additional form of entry supported the preferences of parents in Northfleet and the number of admission appeals would drop. Dover Road School was in special measures and the last monitoring visit showed that the school was making satisfactory progress to come out of special measures. The schools within that planning area had a multi ethnic dimension and the number of children admitted in those schools were not just Church of England but were multi faith. The Rosherville Church of England, Voluntary Controlled School was in a poor state of repair but there were plans to relocate the school and enlarge the school in 2016.

5. RESOLVED that:

- a) the responses to the comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education Cabinet Committee to expand St Botolph's Church of England Primary School by issuing a public notice to expand the school.

65. Decision number: 12/02006 - Proposal to expand Sevenoaks Primary School

(Item B4c)

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

(Mr K Shovelton, Director of Planning and Access, and Mr Webb, Area Education Officer- West Kent, were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Sevenoaks Primary School by issuing a public notice to expand the school.

66. Decision number: 12/02008 - Proposal to expand Lady Boswell's Church of England Primary School (Aided)

(Item B4d)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer - West Kent, were present for this item)

1. The Chairman invited Mr Webb to introduce the report. Mr Webb advised that concerns had been raised after the local public consultation meeting by the Headteacher and the Chair of Governors and there was support educationally for the proposal. There were concerns raised by residents about the feeder road at the entry road of Lady Boswell's School and the traffic onto the main highway. Mr Webb suggested that a solution would be to include as part of the planning process, through the Highways Department, a full feasibility study. This would be carried out based on the transport options to ensure the expansion proceeded. The outcome of the feasibility study was not dependant on this part of the decision proposal before Members but would be part of the planning application.

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

- a) A Member referred to the Lady Boswell's School's Admissions Criteria and raised concerns that it stated that the school had a commitment to

the surrounding Churches in Sevenoaks and not to the surrounding residents in Sevenoaks.

- b) A comment was made on the statement within the report that referred to the “forecast methodology being inaccurate”. Mr Webb advised that the previous forecasting methodology for Sevenoaks and Tunbridge Wells was inaccurate as it did not show the growth of inward migration of parents coming from the London Boroughs. The Edge forecast software was now used and was showing a continuous upturn in the pupil numbers in Tunbridge Wells.
- c) In reply to a question, Mr Webb advised that there was no sustained evidence to say that a large number of parents had removed their children from independent and private schools. He confirmed that there were no closures of private or independent schools in Tunbridge Wells to show that children were returned to Local Authority schools.
- d) The Chairman suggested that the Cabinet Committee endorses the recommendation and draws the Cabinet Member’s attention to the local residents concerns regarding the access from the School to the highway when taking the decision.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Lady Boswell’s, Church of England, Primary School by issuing a public notice to expand the school taking into account the concerns raised in the consultation by the local residents on the road and traffic issues.

67. Decision number: 12/02009 - Proposal to expand Southborough Church of England Primary School

(Item B4e)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer - West Kent were present for this item)

- 1. RESOLVED that this item be deferred to the 19 March meeting of this Cabinet Committee.

68. Decision number: 12/02010 - Proposal to expand St Mark’s Church of England Primary School

(Item B4f)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer - West Kent were present for this item)

1. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand St Mark's Church of England Primary School by issuing a public notice to expand the school.

69. Decision No.12/02005 - Proposal to expand St James' Church of England Infant School (Aided)

(Item B4g)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer - West Kent were present for this item)

1. The Chairman suggested and Members agreed to discuss Items B4g and B4h together.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand St James' Church of England Primary School by issuing a public notice to expand the school.

70. Decision number: 12/02004 - Proposal to expand St James' Church of England Junior School

(Item B4h)

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

(Mr K Shovelton, Director of Planning and Access, and Mr S Webb, Area Education Officer - West Kent were present for this item)

1. The Cabinet Committee agreed to take items B4g and B4h together.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education Learning and Skills to expand St James's Church of England Junior School by issuing a public notice to expand the school.

71. Education Learning & Skills Directorate Financial Monitoring 2012/13

(Item C1)

(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)

1. The Chairman invited Mr Abbott to introduce the report. Mr Abbott raised the following key points:

- The report was an update on the 2nd quarter of the monitoring report that was presented to the Cabinet meeting in January 2013.
- At the time of publishing the report there were no significant changes to the 2nd quarters monitoring although in the extract that was presented to the Cabinet Committee there were anticipated emerging issues in School Transport. That position had now been confirmed by the Transport Team and there were now pressures within; SEND Transport and a significant underspend in Mainstream Home to school Transport. It was estimated that the SEND pressure would be £700k and the saving on Mainstream Home to school Transport was £950k as a result of less children being transported due to impact of the travel pass.
- There was a small increase in the schools facing a deficit. It was considered that eleven schools would be facing a deficit by the end of this year compared to seven last year. As discussed with the Cabinet Committee at its last meeting schools were expected to face greater pressures in the forthcoming years. In the third and fourth year the schools would be going into flat cash DSG funding and would incur the impact of the national funding changes. This would be monitored at various opportunities including through the School Bursars Groups and Headteacher meetings to remind schools of early action on their budget particularly if their school in the short to medium term was facing a falling roll or were losers under the new Formular [This information was share with each school in September 2012].
- A balance Capital and Revenue Budget was anticipated by the end of the year.

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

- a) In reply to a question, Mr Abbott advised that some of the eleven schools were in receipt of significant pupil premium and other were not. The main reasons for them facing deficit was because generally they had a falling roll and they had not taken the necessary action early enough eg reducing teaching staff etc. The Pupil Premium was to target additional support for individual children.
- b) The Chairman questioned what measures had been taken to address the large sums of money transporting children around the County. Mr Leeson explained that this was not a cost issue but a capacity issue within schools. It was becoming more difficult to place children and when able to place children it was often requiring them to travel some distance. The fundamental issue was to expand the capacity for SEND in Kent and therefore cut down on transport needs and cost.
An SEND Strategy would be presented at the March meeting of this Cabinet Committee that was designed to tackle the issue raised by Members. Mr Leeson advised that it would take a couple of years before we would be able to supply additional capacity to see that trend start to reduce.
- c) In response to a question, Mr Leeson advised that the increase in the SEND budget was because a crisis point had been reached. For the past

2-3 years additional pupils had been placed in many Kent Special Schools over their capacity which had now been exhausted. In the last year there had been a sudden impact of the capacity issues. There had also been an increase in demand especially with children with autism and complex emotional and behavioural needs. Mr Whiting advised that there was a demand and with greater demand there was a need to look at the Statementing process to ensure that it was work as well as it should. With regards the supply there was a need to look at the local independent suppliers to; ensure that we were receiving good value for money from independent placements from within the County. There was scope to reduce transport costs through engaging with parents suggesting personal budgets. Mr Whiting had recently met with Kent PEC who had useful suggestions eg how we can improve relations some parents and ensure that the transport provision best suited their child's needs.

- d) Members paid tribute to the work of the work being carried out by the SEND schools.
- e) In response to three questions, Mr Abbott advised the following 1. *Ebbsfleet* – Mr Abbott agreed to check whether Ebbsfleet should be on the programme of large housing developments that required a school. 2. *Recoupment* - The County Council had a net gain receiving £656k which was more than the allocated budget of £650k in terms of the cost of children we pay for going out of the County and other local authorities placing a larger number of children in Kent schools. There was an income received by Kent from the other local authorities' children being placed in Kent Schools which gave the County a net gain. 3. *School Improvement Programme* – This was part of the trading plans set in the Budget last year and all that income target had been delivered for the year. Mr Leeson added that there were different elements of this budget. There was a very large workforce development Team which provided various types of training programmes that side of the business had not generated all of the business income that it was targeted to generate but on the core School Improvement activities itself there were schools buying back more of the core School Improvement Team.
- f) In response to a question, Mr Abbott advised that the current pressure in relation to legal fees this year was £285k but it was anticipated that the spend would be £365k on academy conversions. This had been an issue and the County Council had lobbied the government since the Academies Act 2010. The Governments view was that the legal cost was the County Councils responsibility. KCC could not avoid the legal cost [KCC's internal Legal Services was used but this did not negate the cost to KCC] because it required the legal advice due to the commercial agreements with academies; KCC could not be left exposed to a wide range of significant long term liabilities. Mr Whiting assured Members that he would continue to lobby the government regarding the legal costs with the government.
- g) In reply to a question, Mr Abbott advised that Goldwyn School ran a pilot scheme providing transport for some of its pupils at the school. There were no significant savings but there was improvement in the pupil's attendance and behaviour in the school and parents and teachers found it a better arrangement.

3. RESOLVED that:

- a) the responses to comments and questions by Members be noted; and
- b) 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 be noted.

72. Ofsted Inspection Outcome - Progress of Schools in Kent Challenge in 2012 and their performance in an Ofsted inspection

(Item C2)

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

(Mrs D Robinson, Principle adviser Special and PRU was present for this item)

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

- There were 19 schools in a category of concern either in special measures or with serious weaknesses (3% of all school). Nationally the current number of schools in an Ofsted category was 3%. This figure was being reduced over time.
- There was a steady improvement in the numbers of early years settings judged good or outstanding by Ofsted to 87% to 82% in 2011.
- Overall there had 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 as 70%.
- Presently, 73% of Secondary school in Kent and nearly all Special Schools were good or outstanding. 59% of Primary schools were good or outstanding. The Kent Primary Schools was still below the national average which was 69% and the Kent Secondary Schools were above the national average which was 66%.
- Ofsted published its annual report in the Autumn which included a league table on the percentage of primary pupils attending a good or outstanding school. In Kent there were 55% of pupils attending a good or outstanding school [This was based on pupil numbers]. The league table put Kent 10th from the bottom. There needed to be rapid improvement. 45% of pupils not attending a good or outstanding school in Kent was over 55,000 children of primary age.
- There were positive indications that schools inspections outcomes were improving. There were 45 inspections since the beginning of 2012 school year, 30 schools (66%) were rated as good or outstanding and among those 25 schools (55%) improved from a previous satisfactory judgement.

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

- a) In reply to a question, Mrs Robinson advised that the academy solution was part of a set of options that would be considered for a

school that required a serious remedy to significant underperformance. Academy status gave options including the ability to compose the staffing in a different way and the requirement not to have to conform to the national curriculum. Mr Leeson added that if a school failed its Ofsted inspection the Government's policy was that it was required to be sponsored as an academy in order to give it greater leadership and governance capacity. This had applied to twelve schools in Kent. The County Council would have no say on this matter.

- b) Members were pleased to note that there were improvements following the Ofsted inspections.
- c) Following a request, Mr Leeson agreed to provide a breakdown of the 25 schools; Primary and Secondary that had improved from a previous satisfactory judgement to Members outside the meeting.
- d) A suggestion was made that Kent's statistical neighbours should be used as comparators and well as national comparisons.

3. RESOLVED that:-

- a) the responses to comments and questions by Member be noted; and
- b) the progress achieved to date in improving school results and Ofsted inspection outcomes be noted.

73. ELS Bold Steps Business Planning 2013-14

(Item C3)

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

(Mr J Reilly, Principal Policy Officer was present for this item)

1. The Chairman invited Mr Leeson to introduce the report. Mr Leeson highlighted the following key points:

- The report and the revised Bold Steps document sets out a review of last years progress and a further development of the Education, Learning and Skills (ELS) vision, priorities and improvement targets from 2013-2016.
- The aspirations and level of challenge had been increased in a number of target areas.
- Mr Leeson stated that he would not rest until Kent was one of the best Education authorities in the country.
- The Bold Steps document was the overarching document setting out the ELS Directorates targets and priorities overall and was supported by detailed ELS action and business plans for every service areas within the ELS Directorate.

- There were clear milestones and targets detailed in the Bold Steps document for every year from 2013-2016.
2. Mr Reilly then highlighted the following key points:
- The Business Plans aimed to provide more consistency with performance management and risk management and consequently the updated Bold Steps “Vision and Priorities for Improvement” document which needed to be read in conjunction with the Bold Steps performance and targets Scorecard and the Directorate Risk Register.
 - Mr Reilly sought Members comments on the Bold Steps Business Plan which would inform and develop the draft service plans. He advised that the final draft document would be presented to Cabinet for approval in April 2013.
3. Member were given the opportunity to make comments and ask questions which included the following:
- a) A comment was made that information apprenticeships and advice needed to be included in the Business Plan.
 - b) Consideration should be made that KCC Directorates and Cabinet Committees needed to be in alignment in what skills and jobs were required in Kent.
 - c) It was suggested that in Key Stage 4 and Key Stage 5 Performance Framework there should be numerical targets for the gender gap.
 - d) A comment was made that there was no indicator between children receiving Free School Meals and other Pupils.
 - e) A request was made for consideration to be given to alternative ways of presenting the business plans to Members.
 - f) Consideration needed to be given to the coordination of factual evidence rather than anecdotal with clear pathways from secondary school to employment and an awareness that the provisions did not meet the sector profiles.
4. Mr Leeson advised that there were issues with the consistencies of independent guidance and advice for young people. The responsibility for careers education and advice and guidance had passed to schools from September 2012. This was monitored by Ofsted as part of the school inspections. Mr Leeson gave an assurance that the County Council continued to monitor this. It was critical that young people received the right advice to choose the best pathway which was a key focus in the 14-24 Strategy. The partnership issues between providers, employers and the alignment of what ELS Directorate and Economic Development were doing was a key focus in the 14-24 Strategy as were the partnership arrangements in locality between FE base learning providers and Schools in order to get those issues right.

5. Mr Leeson said that he would be look again at the risk assessment but gave Members his assurance that those issues were set out in detail and were a priority in the 14 -24 Strategy.

6. RESOLVED that:

- a) the responses to comments and questions by Members be noted;
- b) the updated Education Bold Steps 2013-2016 document within Appendix A of the report, which sets out the priorities and target, with more detailed actions and milestones in the draft 2013/14 Education, Learning and Skills service area business plans be noted;
- c) the draft Education, Learning and Skills service area business plans set out in Appendix B be noted; and
- d) the key headline Directorate risk set out in Appendix C of the report be noted.

74. 2013/14 Final Draft Budget

(Item D1)

(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)

1. The Chairman invited Members to make comments and ask questions which included the following:-

- a) In reply to a question, Mr Abbott advised that the School Improvement was referred to on page 65 of the Budget Book 2013-14, which indicated a reduction of £3 million to £2.4 million for 2014. This reduction would not change any staffing levels or take any resources out of School Improvement that was currently in place. This reduction had been made part way through the financial year rather than 1st April.
- b) In reply to a comment, Mr Abbott explained that the capital indicated for the satellite selective school in Sevenoaks, was written in italics in the Budget Book as an early estimate for the scheme. No feasibility study had been carried out.
- c) A request was made for a statement on the number of frontline staff in the School Improvement Service, their workload eg how many schools they looked after.
- d) Following a comment on whether the Cabinet Committee would need to revise its budget plans due to the £16 million savings that were required to be made by the County Council. Mr Abbott advised that at the last meeting of the Cabinet Committee there were concerns on the changes being made by the Secretary of State to the support for central funding of the Education

Service. It was estimated that the County Council could lose between £8-12 million. The County Council had now refined this estimate. The estimated loss would be £10 million of the Educational Services Grant (ESG). That loss had been factored into the overall budget proposals across the County Council and not specifically passed onto the Education, Learning and Skills Directorate or Business Support Services. The final announcement on the ESG would not be made until the end of March 2013 and this would be adjusted quarterly downwards for any academy conversions

- e) The Cabinet Committee agreed that it did not require another meeting of the Budget IMG.

2. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the late announcement of the provisional local government finance settlement and the impact on the budget timetable be noted;
- c) the issues affecting the Education, Learning and Skills portfolio raised in consultation and the Cabinet response be noted; and
- d) It was agreed that a further Budget IMG meeting was not required to consider the final budget proposals affecting the Education, Learning and Skills portfolio in advance of the County Council meeting on 14 February 2013.

75. Education, Learning and Skills Performance Scorecard

(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 Chairman invited the Corporate Director, Mr Leeson to introduce the report. Mr Leeson raised the following points:

- This report reflected the Bold Steps targets for Education, Learning and Skills (ELS) and was used on a regular basis to monitor then direction of travel and progress against the targets. The Directorate management Team consider and made changes for further action on any of indicators going in the wrong direction
- The ELS Scorecard as also supported by the 12 District Scorecards so that conversations can be held on a locality basis.
- Management Information also produced support for schools to have their own scorecards to address inconsistencies and aspects of improvement in performance.
- The ELS Scorecard was a work in progress.

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

- a) It was suggested that those areas indicated in red with a downward tread within the report should be considered at the Standards Monitoring Group meeting.
 - b) Following a request, Mr Leeson agreed to provide a breakdown of the information set out in the “Scorecard – District Comparison Grid” on page 382, district by district in a table format.
3. RESOLVED that the responses to comments and questions by Members and the current performance be noted.

76. Recruitment and Retention of Teachers and Headteachers

(Item D3)

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

(Mr S Wood, Teacher Recruitment and Retention Manager, was present for this meeting)

1. The Chairman invited the Corporate Director, Mr Leeson, to introduce the report. Mr Leeson advised that there was a great deal of activity within the County, lead by; the Teacher Recruitment and Retention Manager, Mr Wood and Mrs S Rogers, Director of Quality and Standards, and their colleagues, to improve the quality of leadership in Kent through better recruitment of Headteachers, succession planning, leadership training and development activities to ensure that there were good senior leaders and Headteachers in Kent. There were active programmes to recruit teachers especially in those key areas of English, Maths and Science.

2. Members raised the following points:

- a) A comment was made that the key issue in schools was the quality of leadership. Governors had a major role to play in selecting the schools leadership and should be included in the report.
- b) A Member expressed his surprise that any Headteacher and staff in public service in the present time would be experiencing a high level of life and work satisfaction described in the findings of the Wellness Programme. Mr Wood advised that the comments within the Wellness Programme related to a large number of Headteachers that gained satisfaction in the outcomes that they achieved when dealing with their staff, working with their pupils and parents. However, Headteachers had expressed a view that they were frustrated with the pressures put on them from external sources.

3. Mr Leeson explained that the greatest concern was supporting current leaders and securing future leaders for Kent. In the next three to four years nearly half of the Headteachers in the country would be retiring, which meant that Kent need to be in a good position to recruit good senior leaders into Headteacher and other senior leader roles in schools. It was important that Kent was able to provide programmes that supported people who were keen to move onto deputy headships too. Mr Leeson considered that it was encouraging that there were 119 applications to the Aspiring

Leaders and Aspiring Headteachers Programme at the National College and 55 deputy Headteachers from Kent had responded to have a robust professional development conversation as part of their individual career consultation.

4. RESOLVED that the responses to comments and questions by Members and the actions taken to monitor and improve Headteacher and teacher recruitment and retention in Kent be noted

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

To: Education Cabinet Committee – 19 March 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: -

- Apprenticeships
- National Offer Day
- Sevenoaks Grammar Provision

This page is intentionally left blank

By:	Mike Whiting, Cabinet Member for Education, Learning and Skills Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decisions Number 12/02025 - PRU / Alternative Provision / review of current services. The outcomes of the PRU Review and proposed new delivery models for Key Stage 3 and Key Stage 4 Pupil Referral Units and Alternative Curriculum Provision
Classification:	Unrestricted

:

Summary:	<p>This report sets out the proposals for the future delivery of PRU and Alternative Curriculum provision in eight localities based on district or double district configurations, following the PRU Review and consultation with Headteachers and PRU/AC Managers.</p> <p>The report also sets out the process of delegation of budgets and staffing to new Management Committees, as required by Government policy, with effect from the 1st April 2013.</p>
Recommendations:	<p>The Education Committee are asked to consider and endorse or make recommendations to the Cabinet Member for Education, Learning and Skills on the decision to approve:</p> <ul style="list-style-type: none"> • the process for the re-constitution of new Management Committees with effect from April 2013 to include delegated powers over budget and staffing. • the establishment of 8 locality hubs for the delivery of Key Stage 3 and Key Stage 4 PRU and Alternative Curriculum Provision • a wider consultation on these 8 proposals with parents, young people and other key service providers before implementation in September 2013

1. Introduction

1.1 The Education Cabinet Committee received a report in November 2012 outlining the PRU Review initial consultation responses and setting out the national changes to the operation and management of Pupil Referral Units (PRU) and Alternative Curriculum provision (AC) proposed by the Department for Education. These proposals were published in January 2013 as statutory guidance: Alternative Provision, Statutory guidance for local authorities (Jan 2013) DfE.

1.2 Legislation now requires Local Authorities to delegate funding for Pupil Referral Units (PRUs) and Alternative Curriculum (AC) provision directly to Management Committees. Although all PRUs and AC provisions have

Management Committees currently, they do not have the powers of delegation over the budget or staff. These new responsibilities of full delegation over the budget and staffing will bring the functions of the new Management Committees in line with the delegated powers of governing bodies of Community schools.

1.3 With effect from April 2013, PRU Management Committees will be de facto governing bodies (although still known as Management Committees) with full delegated powers. As part of this change in status, Management Committees must ensure there is better representation of the communities they serve, and the majority of its members and the schools within it. In practice, this means a membership with the majority being Headteachers in the locality especially those who regularly use the services of the provision. This strengthens a key principle of the Kent PRU review to develop high quality locally managed solutions for the delivery of PRU and AC provision.

1.4 The Local Authority initiated a review of the PRUs and AC provision in 2012, following a report on school exclusions to the Education Learning & Skills (ELS) Policy Overview and Scrutiny Committee (POSC) in January 2012. As part of the review it was necessary to establish how Headteachers wished to achieve the delegation of funding to support any new delivery structure. There were a number of ways delegation could be achieved and therefore the LA held consultation events with schools to determine which route each locality wished to follow. Following these consultations with Headteachers and PRU/AC managers two options emerged.

- (i) Full delegation to a Lead PRU with a Management Committee with full delegated powers
- (ii) Devolution of funding to schools within a locality and no Management Committee or PRU provision

1.5 The detailed proposals for each of the 8 locality hubs are explained in section 4 of this report.

1.6 The statutory guidance published in January 2013 *identifies "Good alternative provision"* as:

- academic attainment on a par with mainstream schools –particularly in English, Maths and Science;
- addressing the specific personal, social and academic needs of students to help them overcome barriers to attainment;
- improving pupil motivation and self-confidence;
- supporting re-integration to mainstream education, FE or employment.

1.7 The guidance is clear that responsibility for ensuring provision meets these criteria rests with the commissioner of the provision. In the future the commissioners will be the Management Committees of the new combined Key Stage 3 and Key Stage 4 PRUs and the schools they serve.

2. Financial Implications

2.1 Funding for existing provision has developed to its current level over many years, often as a result of specific grants, funding initiatives and in response to local conditions. However, the delegation of funding requires that a recognisable

and transparent formula is applied to delegated or devolved funding. This was a clear message from schools throughout the consultation process.

2.2 Government guidance recommends indicators of deprivation and the number of planned places for a given year should be the key indicators of formula funding to PRUs and AC provision. These two indicators form the bulk of the budget calculation at 40% and 50 % respectively. Additional indicators are Children in Care (CiC) and English as an Additional Language (EAL) at 5% each.

2.3 It should be noted that in Ashford, this formula alone would not provide sufficient funding to ensure adequate provision for pupils out of school. It has consequently been necessary to introduce a viability element into the funding formula in order to ensure that it is possible to maintain provision.

Table 1

District	Scenario 2 including Non-recoupment Plus 150k Viability payment	Current District Budgets	Cash movement
Dartford, Gravesham and Swanley	1,908,818	2,184,164	-275346
West Kent Tunbridge Wells, Tonbridge and Sevenoaks	1,197,436	1,220,797	-23361
Thanet and Dover	2,417,705	2,390,461	27244
Maidstone and Malling	1,469,010	1,206,929	262081
Swale	1,196,262	998,059	198203
Canterbury	980,646	1,133,472	-152826
Ashford	909,500	745,515	13985
Shepway	1,142,123	1,179,643	-37520
	11,221,500	11,059,040	

2.4 The new funding formula has been the subject of detailed consultation with Headteachers in meetings in each district, and a working meeting with school business managers. Although there are differences between the formula budget and the existing (historically calculated) budgets, the proposed budgets are evidently more equitably calculated and have the support of schools.

2.5 Since the entire budget for PRU/AC provision is to be delegated to Management Committees and/or devolved to schools, it is essential that the Local Authority retains the capacity to ensure that new and existing provision is of the highest quality, particularly since the LA remains accountable for the education of permanently excluded students. A draft Service Level Agreement has been shared with Headteachers and Management Committees which outlines the LA's requirements of any new provision. These requirements include: quality of curriculum; good teaching and learning; improved outcomes for students; safeguarding and Child Protection arrangements; post-16 progression routes and regular review periods. This SLA is attached as Appendix 1.

2.6 Significant changes to the amount that existing PRUs receive in their budgets will not occur until April 2014, thus allowing a year for transition to resolve staffing issues and establish new provision.

3. Current PRU and AC Provision and Review Proposals

3.1 In 2012-13 there are approximately 454 pupils attending PRU and AC provision, 163 pupils in Key Stage 3 and 292 pupils in Key Stage 4.

3.2 In 2011-12, the latest published figures, there were 210 Permanent Exclusions in Kent. The latest unpublished figures for this year to date are lower at 190 exclusions. The variation across districts is very marked, ranging from the highest number, 46 permanent exclusions in one district, to the lowest with 3 permanent exclusions. In the same period there were 12,832 fixed term exclusions and once again the variation between districts is significant, ranging from 1808 exclusions to 428 in the district with the lowest number.

3.3 The young people who are excluded, or who are at risk of exclusion or disengagement from school, are among the most vulnerable. The learner profile in PRUs and AC provision is as follows:

- 80% Male
- 55% SEN
- 6% LAC
- 46% FSM
- 22% Children in Need, or with a Child Protection plan

3.4 The destinations of pupils attending PRU and AC provision highlight the fact that, in 2012, only 43% continued in education post 16, only 6% accessed employment with training, and 27% became NEET.

3.5 At age 16 these young people achieve poor outcomes. In 2012, only 2% achieved five good GCSEs including English and mathematics, 12% achieved five GCSE grades A*-G, and 60% achieved no passes. This is unacceptable.

3.6 Among the 16 PRUs and AC provision in Kent, 69% are rated good (10) or outstanding (1) by Ofsted.

3.7 While the majority of the young people who attend PRU and AC provision are very vulnerable with high levels of need, only 26% had the support of a multi-agency plan agreed through the Common Assessment Framework (CAF) in the past year. This is also very variable across the county, with 83% of pupils with a CAF in one district compared to as few as 5% of PRU pupils in another district.

3.8 The re-integration of pupils, after time out of school, is a key indicator of good practice. There is limited re-integration of pupils overall into mainstream schools (21%) but once again this varies enormously from district to district. In one district in 2011-12 there was 94% re-integration compared to 28% or 16% in other areas.

3.9 The wide variation in needs and circumstances of young people referred for alternative provision requires a different response to the current arrangements. We have to do better. The pupils include those permanently excluded, or in danger of exclusion from school, those from disadvantaged or challenging family

backgrounds, persistent absentees and school refusers, young carers, teenage parents or pregnant teenagers, those with SEN or health problems (especially mental health problems), alcohol or drug misusers, children and young people in care, new arrivals without a school place, those with complex social and emotional needs and young people at risk of, or engaging in, offending behaviours. This makes it very challenging for PRU staff to establish and meet the real needs of their various client groups. The model of stand alone PRUs, that are not linked closely to the schools they serve and are not supported by a wide network of other multi-agency services, cannot adequately address such a wide range of needs.

3.10 Consequently, the LA review was focused on improving outcomes for these young people, reducing permanent exclusions, developing better working arrangements and protocols among local schools and the PRUs, and delivering a better curriculum offer. The review aimed to improve support to maintain engagement with education, to prepare excluded pupils for re-integration into education and onto a learning pathway to age 18, and to meet young people's personal, social and health needs.

3.11 New delivery models have to be able to support delivery of the varied alternative approaches to learning which are required to meet all pupils' needs. The proposals arising from the review focus on workforce developments, improving the local profile of alternative provision, and on developing multi-agency professional connections and networks. They also aim to enhance the offer to young people, to access a greater variety of high quality and appropriate local alternative provision and to widen the range of alternative provision available.

3.12 The key elements of new PRU and AC provision are:

- A commitment to early intervention
- The alternative provision offer is developed by involving schools, learners and their families in developing the offer; establishing robust referral and commissioning processes, ensuring effective data collection and information exchange, and developing partnership working.
- Linking referral processes with multi agency panels or inclusion forums that provide an overview of a range of local provision and a mechanism for matching that with needs.
- The engagement of schools at all stages of the commissioning and referral process.
- Commissioning carried out by schools as part of newly constituted Management Committees
- An alternative curriculum offer that prioritises academic achievement, especially in English and mathematics
- A personalised approach to support
- Personalisation is also offered through a variety of vocational pathways

- Ensuring that accreditation is meaningful, relevant and transferable to enable young people to move forward successfully into post-16 provision or employment with training.
- Resources to support pupils also made available through the Kent Integrated Adolescent Support Service and the use of the CAF.

4. Agreed Delivery Models for PRU and AC Provision

4.1 Within the Bold Steps for Education priorities reducing exclusions from school is an essential step towards raising attainment for some of the most disadvantaged young people. The LA has determined a target of no more than 40 permanent exclusions by 2016. It is anticipated that more effective localised management of PRUs and Alternative Curriculum provision will be a significant move towards achieving this target.

4.2 The responses to the initial consultation on the PRU review were reported to Education Cabinet Committee in November 2012. It was clear from these consultations that there is no single best option for all schools and PRU/AC provisions, but that there are a number of local solutions agreed by schools which will achieve improved outcomes for young people.

4.3 A second round of more detailed consultations took place in January 2013 with Secondary Headteachers across all districts, for the purpose of clarifying their proposals for future provision to meet the needs of young people out of school or at risk of disengaging. These proposals established the preferred options for 8 localities, in either a single district or double district. In all areas it was agreed to combine both Key Stage 3 and Key Stage 4 provision and these 8 new delivery hubs are summarised below (Table 2):

Table 2

District and delivery model	Outcome	Management Committee
Thanet & Dover Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU.	Yes
Dartford & Gravesham Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU.	Yes
West Kent Lead PRU/ Behaviour service	Retain an off-site provision but will seek Academy sponsorship.	Yes
Maidstone & Malling Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU	Yes
Canterbury (separate from Swale) Lead PRU/ Behaviour service	Retain off site provision but will seek Academy sponsorship	Yes
Swale Funding devolved to schools	Funding devolved to schools in the district in order that they may commission their own services/provision	No May commission on an ad hoc basis
Ashford (separate from Shepway) Funding devolved to schools	Funding devolved to four (non-selective) schools in order that they may commission their own services/provision	No Will commission on an ad hoc basis at the Brook KS3 Centre.
Shepway Funding devolved to schools	Funding devolved to schools in order that they may commission their own services/provision	No May commission places at the Brook KS3 Centre.

4.4 Headteachers in the localities have now confirmed their preferred delivery model and the next phase of this review is to work on the details of the programme offer for young people to ensure

- effective local planning systems and referral systems are in place
- high quality placements are available which will include a full curriculum offer with opportunities to gain meaningful qualifications in English, Maths and Science.
- that new models reduce exclusions, increase re-integration and improve outcomes for young people
- that provision is flexible and responsive to the needs of young people, and provides robust early intervention with strong reintegration processes
- the offer provides high quality progression in learning and curriculum pathways to age 18 for all young people in the district

4.5 This detailed planning is underway and as a part of this work there will be further consultation with stakeholders, parents and young people to ensure the new proposals are robust and will improve outcomes for all young people. The outcome of this wider stakeholder consultation and the details of 8 delivery models will be reported to this Committee in July 2013.

5. Transition Plans

Capital Strategy

5.1 Work is currently in progress to ensure the provision of fit-for-purpose accommodation to support the delivery of the 8 new provisions is available in all localities. The capital review is considering the current properties in use by the PRUs, in particular whether the property is freehold or leasehold, there is any maintenance backlog and whether the property is listed for future disposal or if the accommodation is fit for purpose. This review was to be completed by the end of February, and it is anticipated that there will be a reduction in the number of KCC properties used for PRU/AC provisions.

Staffing Implications

5.2 The delegation of responsibility for staff to the new Management Committees means a change in line management, but PRU/AC staff will still remain employees of KCC. Consultation on this delegation has taken place with the unions and all PRU/AC staff affected by this technical change.

5.3 It is certain that in the medium term there will be implications for existing staff of AC/PRUs. Within the 8 localities Headteachers and PRU/AC Managers have been asked to produce staffing structures that will be necessary to operate new proposed provision with effect from 2014. As each locality is in a different stage of development there will be a phased restructure in some areas, but minimal change in other areas.

5.4 A significant number of AC/PRU staff is currently employed on short term, temporary contracts, partly as a result of the uncertainty over future provision and the consequent difficulty of recruiting high quality permanent teaching staff. Therefore it is important to move to the restructuring stage as soon as possible. Subject to this committee's support for the proposed changes, and the Cabinet Member's decision to approve the establishment of 8 delivery hubs, the intention would be to recruit the Senior Managers posts as soon as possible, following the necessary consultation with unions and staff.

6.5 Key dates and actions

Action	Outcome	Date
Transitional funding arrangement agreed for 13/14	Based on historical budgets	20.12.12
Training in place to support delegation of budget and staffing to Management Committees	Support MCs in their increased role	01.01.13
Consultation with staff over new staff structure for PRU and AC Provision	New staff structures being developed	Subject to proposals within hubs
Devolved model funding formula developed	New indicative formula budgets available for 14/15	14.02.13

Review structure of PRU staffing	Initial Staffing structures proposals completed	01.03.13
Agree 8 new hubs	Education Cabinet Committee support for Cabinet Member approval to proceed. Written proposals from secondary heads.	19.03.13
Wider Stakeholder consultation from the end of March to end May	Approval to proceed to wider stakeholder consultation on the establishment of 8 New hubs	19.03.13
Report back to Committee	Outcome of consultations and final district proposals	July 2013

7. Stakeholder Consultation to inform the new delivery models

7.1 A wider consultation on the proposals for AC/PRU provision in each district will commence in March 2013. Staff, students and their families, as well as a number of agencies, including social care; Youth Offending Team; CAMHS; Third Sector; Kent Integrated Adolescent Support Service; and employers who work closely with the current providers will be among the consultees. Upon completion of this consultation a report on outcomes will be made to the Committee in July 2013.

8. Recommendations

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

- the process for the re-constitution of new Management Committees with effect from April 2013 to include delegated powers over budget and staffing.
- the establishment of 8 locality hubs for the delivery of Key Stage 3 and Key Stage 4 PRU and Alternative Curriculum Provision
- a wider consultation on these 8 proposals with parents, young people and other key service providers before implementation in September 2013

9. Background Documents

Report to Education Committee November 2012 – Review of PRU and Alternative provision

School Funding Reform: next steps towards a fairer funding system (DfE)

Alternative Provision: statutory guidance for local authorities (DfE)

10. Contact details

Name, Sue Dunn

Title, Head of Skills and Employability

☎ 07740183939

✉ sue.dunn@kent.gov.uk

**SERVICE LEVEL AGREEMENT
BETWEEN**

Kent County Council

AND

PRU/Alternative Provider Management Committee

DATED

SCOPE

This Agreement establishes the relationship between the following Parties, Kent County Council (KCC) and the Management Committees of Kent Pupil Referral Units (PRUs).

The agreement sets out the terms of the Service Level Agreement (SLA) and the framework within which day-to-day management of the SLA will be undertaken. It describes the underpinning principles, roles/responsibilities and accountabilities.

PURPOSE & PRINCIPLES

- The purpose of the SLA is to ensure the best solution is designed and deployed for the effective provision and management of high quality Alternative Education Places throughout the county.
- The SLA will ensure that its aims and activities are consistent with, and complement, those of the Education Commissioning Plan and the priorities set out in Bold Steps for Education and the 14-24 Learning, Employment and Skills Strategy.
- The parties will monitor performance by continuous review, data capture and analysis, termly monitoring meetings between the parties to this agreement and a full SLA review bi-annually.

OVERALL AIMS

To meet the Council's statutory obligation to provide education for young people excluded from school who are unable to access a school place as a result of behavioural, or mental health issues by providing the required services in accordance with the specification (Schedule 1)

ACCOUNTABILITY & MANAGEMENT

As a local authority, KCC is accountable for statutory duties and responsibilities in relation to "Education Other Than at School" and ensuring that these are properly discharged by commissioning appropriate and high quality provision for:

- Permanently excluded pupils, or those facing exclusion from a school setting.
- Provision in specific circumstances for hard to place children and young people.

KCC is delegating funding to meet the needs of these identified groups where they cannot be met in school and the PRU Management Committee is accountable for the delivery of high quality Alternative Education Placements to meet those needs.

The parties agree to meet in accordance with the requirement of the specification and PRUs will produce reports as required and any other information that KCC might reasonably require in order to effectively evaluate progress against the Performance Management Targets as set out in the specification and overall aims of the agreement.

The parties further agree to call a meeting at any time, should either party have good reason to do so in the furtherance of the agreement.

Where either party believe the agreement has been breached in whole or in part, or where performance targets have not been met and resolution cannot be made the agreement may be terminated upon the tendering of six months notice.

MONITORING & EVALUATION

The parties agree to give due priority and consideration in following the monitoring schedule and will not unreasonably withhold their co-operation or cause unnecessary delay. The criteria for evaluation of this agreement is set out in clause 9 (Performance Monitoring) of the specification and shall be agreed by both parties at the point of the agreement.

TERM OF AGREEMENT

This agreement shall commence on ----- and, remain in place for a period of three full calendar years

Upon representations from either party, the agreement may be terminated earlier with the agreement of both parties. A notice period of six months must be tendered.

FUNDING

KCC undertakes to ensure that funding for provision made for pupils listed under "Accountability & Management" shall be made in accordance with the new delegated funding arrangements for PRUs and through devolved funding to schools where no PRU provision is made, using the agreed funding formula.

RESOLUTION OF DISPUTES

The Parties shall refer all matters in dispute arising out of or in connection with this agreement for consideration and decision by members of the Management Committee, who shall use their reasonable endeavours to reach a solution to any such dispute within a period of twenty one (21) days, and failing which, unless the Parties agree another period of time, any such dispute may, upon agreement of the Parties be dealt with by referral to the Corporate Director, Education, Learning and Skills, their decision being final and binding on both parties.

Signed for and on behalf of
KCC

Signed for and on behalf of PRU
Chair of Management Committee

(the Provider)

.....

.....

Title.....

.....

Print.....

Print.....

Date.....

Date.....

DRAFT

Schedule 1 - Specification

1. Introduction

The Council wishes to meet its statutory obligations to provide education for pupils who are unable to access or who are at risk of losing a school place as a result of exclusion, behavioural issues or who are hard to place.

Most of these young people have complex needs that require Educational Providers to work in cooperation with other agencies as well as parents/carers and the young people themselves.

The aims of the provision will be to:-

- I. provide appropriate educational arrangements and a full curriculum offer that meet pupils' educational needs, and their personal and social development needs, as well as support their successful transition into mainstream school, adult life and, in particular, the take up of further education, training or employment on leaving full time education
- II. provide appropriate individualised programmes to meet learners' special educational needs
- III. ensure all young people who need multi-agency support have the protection of a plan delivered and monitored through the CAF process
- IV. provide a range of learning opportunities in different environments through different pathways appropriately accredited, with learner support within a structured programme of learning
- V. engage the learners in learning, encourage and make available access to a continuation of education and training to age 18 and pathways that lead to employment
- VI. increase motivation, self esteem, improved basic and employability skills and life and social skills as a result of the provision
- VII. ensure learners achieve GCSE and other vocational qualifications, especially in English and mathematics, that enable them to progress to post 16 learning and training and the opportunity to improve their level of qualifications
- VIII. ensure no young person becomes NEET
- IX. ensure all young people can access 25 hours curriculum time each week

2. Timescale

The duration of the contract is three years.

3. Service Users

- a) All young people will be of statutory school age, the students will be permanently excluded, be at risk of exclusion or be 'hard to place". Pupils who have been permanently excluded must take priority over all other groups.
- b) Referrals will be made using an agreed referral form in advance of any admission; this will usually be a Common Assessment Framework (CAF). It is anticipated that it would be very unusual for the Provider not to admit a referred young person and that this would only happen where the Provider could demonstrate exceptional circumstances arising from the young person's needs. This arrangement will also apply in circumstances where the Provider considers it inappropriate to continue to make provision for an enrolled individual. The Provider will take every possible action to avoid exclusions, however, their policy and procedures for a fixed period and permanent exclusions will be described in the Providers documentation submitted to KCC
- c) Referrals can be made at any time and the service Provider will be expected to make suitable provision for an agreed new referral in keeping with agreed protocols and within five working days of referral.¹

4. Key Requirements of Service Provision

The Provider shall be required to:

- I. Offer a full time provision (25 hours) and ensure details are available to KCC, schools, parents and Ofsted. Students' ability to access this provision will be carefully planned in accordance with the assessment of individual students and current educational guidance and good practice.
- II. Ensure that where students are unable to access full time provision this will be discussed with KCC and where this cannot be resolved individual provision will be reviewed.
- III. ensure programmes are educational and focused on achieving good outcomes in recognised qualifications, supporting the learning of new and relevant skills and acknowledged accreditation (usually at GCSE level), and helping the young person to overcome impediments to successful learning and achievement.
- IV. ensure the educational programme shall include opportunities for vocational learning that may be provided either on site or through other Providers or employers under appropriate safeguards. The Service Provider will be able to make details available to KCC, schools, parents and Ofsted.
- V. maintain individual education and care plans that draw together educational objectives in consultation with the young person, their family or carer and

¹ NB Schools are responsible for making 6th day provision for pupils excluded for fixed periods

relevant agencies. This should include the gathering of baseline data in order that progress of the pupil on the programme is evaluated, measured and reported. The Service Provider shall ensure that the KCC and schools have copies of every individual plan including any amendments that may be made.

- VI. provide evidence of all reasonable steps to integrate the educational plan with those of other relevant services such as, Family and Social Care, Youth Offending Teams and Kent Integrated Adolescent Support Service (KIASS) etc.
- VII. make arrangements for pupils' views to be represented through a pupils' forum / schools council which should meet and report on at least a termly basis.
- VIII. deliver the overall services and individual plans on an assessment of needs and aimed toward developing the young person's independence and self-esteem through individualised and differentiated targets as specified in the pupil's Individual Learning Plan.
- IX. ensure that all elements of the programme are accessible to the student and are sensitive to their ethnic, religious and cultural backgrounds and additional or special needs they may have.
- X. review students' plans at least termly including a home visit to meet the parents/carers. These reviews are to be shared with KCC and schools on a termly basis.
- XI. where the Student has a Statement of Special Educational Needs, the Provider will undertake the annual review and transition plan in accordance with KCC's guidance and the SEN Code of Practice.
- XII. provide statistical data linked to key performance indicators and Individual Learning Plans and written reports for scrutiny at a termly meeting with KCC

5. Outcomes

The Provider will enable the Students to achieve the following outcomes:-

- I. to have developed positive behaviour
- II. to have developed a pattern of regular attendance
- III. to have developed the skills to learn and work individually and in a group
- IV. to have developed organisational skills, including time-management to attend regularly on time and complete necessary coursework
- V. to have completed an educational course, which is appropriate to individual needs and abilities, and which results in qualifications that reflect high expectations of student performance. Within this it will be important to identify a specific focus on developing and achieving a recognised level of age appropriate skill and qualification in literacy and numeracy, English and mathematics.

- VI. To achieve accredited educational awards / qualifications at Key Stage 4 (usually GCSE) to a level that exceeds that indicated by the trajectory of prior attainment.
- VII. To have a post 16 destination that includes learning or employment with training, and an agreed pathway to age 18.
- VIII. To have developed the employability skills and attributes required by employers

6. Description of Services

- a) The provider will make available a high quality education programme for a minimum of 25 hours per week for 190 days per academic year. The term dates will be set within those for Kent schools.
- b) The arrangements for admission must lay out a robust and rigorous system to ensure that students work towards taking up their full entitlement in a timely manner, and according to the complexity of need, and that progress is reflected via school tracking systems and meets Ofsted standards for achievement. Any proposal that part-time attendance should continue beyond the first 10 term-time days must be agreed with the nominated local authority officer.
- c) The Provider must employ an appropriately qualified lead teacher who is responsible for curriculum and assessment arrangements and well qualified staff to support the personal, academic and pastoral progress of each student. The profile of staffing as a whole will be a key consideration in assessing the viability and quality of tenders made by Providers and the profile indicated.
- d) Students will have a base where core elements of the programme are delivered; the Provider may combine this with planned learning, opportunities offsite (for example in a college, vocational training centre, work experience placement or educational visits), subject to the Provider ensuring appropriate supervision, health and safety, standards and indemnifying insurance are in place. The bases where the core elements of the programmes are to be delivered will need to be located within the community of secondary schools in each district in Kent.
- e) The core curriculum will cover Maths, English, Science, personal, social and health education, including sex and relationships education, ICT and PE, with an extended curriculum which reflects the National Curriculum

and is relevant to the students' needs and prior attainment and background study.

- f) Each student will have an active education and care plan (in nearly all cases emerging from a completed CAF) meeting the following criteria:
- the first education care plan must be prepared within 15 term-time days of the young person being admitted to the programme.
 - the plan must be agreed by the young person and their parents or carers including consultation with any relevant social workers or other agencies actively involved with the young person.
 - the plan should lay out key educational goals, including those for achieving reasonable levels of literacy and numeracy, but should also cover other aspects of the young person's development including their emotional well-being, health needs, behavioural needs and where significant or necessary, planning around key demands such as court appearances and future planning e.g. careers interviews.
 - plans will be subject to termly review with the young person and parents/carers.
 - plans should be capable of providing evidence of progress in learning and achievement on a regular basis, so that the monitoring of these can be used to adjust teaching and learning to improve progress
 - the Provider will follow the Kent & Medway Information Sharing Agreement in sharing the plan with outside agencies.
 - the design of and the consultation about the plan should aim to maximise the possibilities and opportunities for young people to exercise informed choice and to develop their independence.
- g) The Provider shall have in place written policies, strategies and practices to deliver positive behaviour management for which all staff are well trained and supported to ensure the consistent implementation. The Provider may at times be required to evidence this to the Authorised Officer. The Provider will inform KCC at an early stage of any major situation or problem with a student in order to give KCC the opportunity to work with the Provider and the Parent to resolve the difficulty.
- h) In providing the service to young people and their families the Provider will need to be mindful of ways in which they can support the KCC to meet its obligations to eliminate unlawful discrimination, promote equality of opportunity and promote good relations between people of different racial groups.

7. Safeguarding and Quality Assurance

The provider:

- I. will be expected to employ an appropriate number of qualified teaching and non teaching staff to deliver the service. The School Staffing (England) Regulations 2009 require that certain checks be carried out before teachers and other members of staff are appointed, including whether or not they meet certain statutory requirements relating to their qualifications and/or registration. A qualified teacher must have Qualified Teacher Status. The Provider must recruit in line with Safer Recruitment procedures and checks. These staff will be subject to effective supervision and performance management arrangements. Evidence of staff supervision and performance management may be required by KCC from time to time.
- II. will ensure that staff are appropriately briefed, trained and supported in implementing Kent Child Protection procedures.
- III. will follow the Kent & Medway Information Sharing Agreement and relevant standing instructions in relation to the sharing of information about young people.
- IV. will maintain clear health and safety policies and ensure their implementation to safeguard the health and well being of students undertaking programmes of activity both on and off site. KCC may wish the Provider to evidence this from time to time.
- V. will publish a clear complaints procedure and draw it to the attention of the students and their parents/carers. All complaints will be notified to the Authorised Office within 72 hours of the initial complaint and the Provider will update KCC through to its conclusion.
- VI. will be required to develop priorities for improving the service in the coming year with associated objectives and action plans and share these priorities with KCC
- VII. will undertake to keep a record and report on a monthly basis on attendance for each student to KCC

9. Performance Monitoring

The Provider will report on the following targets on a termly basis and must use every endeavour to achieve these targets:

Target encompassing all pupils and Outcomes	Target Percentage To Achieve
Students with an individual education and care plan that has been appropriately reviewed and updated within 15 days of joining the programme.	100%
No persistent absence. Improved attendance for all students against their baseline on entry expressed as a percentage of sessions each student attended out of the total possible sessions.	100%
Students admitted to the provision completing the programme at the end of Year 11 with a recognised qualification	95%
Students in education, employment or training in the January after completing Year 11	95%
Students to meet their agreed behaviour targets	100%
Students to have developed the skills which support them in learning to work both independently and as part of a group	100%
Students to have developed organisational skills including time management, and to show progress with taking up their learning entitlement according to their personalised learning plans.	100%
Students to have completed a course appropriate to individual needs, abilities, qualifications and their key stage	100%
Students to achieve relevant accredited educational awards / qualifications	95%
Students to have an agreed destination post and awareness of any further opportunities for learning and training provided	100%

by the provider, schools, Further Education Colleges and employers	
--	--

Monitoring arrangements for the performance management of the Provision include:

- I. the Provider will support the young people to be involved in the monitoring and development of the provision and to ensure that their voices are heard during decision making processes. This may be affected by the use of a pupils' forum / school council.
- II. the Provider will prepare an Annual Report to be presented to KCC in the autumn term of each year (see below).
- III. being subject to OFSTED inspections
- IV. regular monitoring visits by KCC

The Annual Report will comprise:

- V. details of the number of placements delivered including and the numbers of review meetings that have taken place;
- VI. a summary of the quality of the provision made, eg quality of teaching and the progress achieved by all learners;
- VII. information from quality assurance systems;
- VIII. details of most recent inspections conducted by Fire safety/Environmental Health;
- IX. an annual record of attendance for all students and analysis to show improvement;
- X. an account and evaluation of the effectiveness of any agency or multi-agency support provided to the students, including use of the CAF and progress on agreed outcomes;
- XI. a summary of re-integration figures and analysis of how this has improved over time;
- XII. an account of the work of the pupils' forum / school council and how this has helped to develop the overall programme;
- XIII. a detailed account of work related support and experience and how students were supported in work placements;
- XIV. a summary and analysis of the qualifications and accreditation achieved by all students, with comparative data;
- XV. an account of where students have progressed or otherwise after leaving alternative provision;
- XVI. feedback from other agencies;
- XVII. the result of consulting parents/carers and students on their views of the strengths and weaknesses of the arrangements that have been made for them;

- XVIII. key strengths and areas of improvement for the provision and joint working arrangements relevant to the service delivered (self-evaluation and development plan);
- XIX. a qualitative and quantitative analysis of any complaints made;
- XX. any other information as determined by KCC;
- XXI. an annual meeting between KCC and the Management Committee will take place. The monitoring report should be sent to KCC two weeks prior to this meeting.

In addition:

- XXII. Representative(s) of KCC may undertake ad hoc visits, make observations and discuss with the students the provision and their learning. Any concerns will be discussed with the Provider.
- XXIII. The development plan will be devised by the Provider and agreed with KCC setting clear objectives and targets. This will be agreed on a termly basis in order to achieve the main performance targets and quality of provision.

10. Financial Arrangements

- I. The Provider will be responsible for all costs associated with the provision of educational services including the costs of suitable premises, amenities, equipment and books.
- II. KCC will bear the cost of the transportation of Permanently Excluded students from their home addresses to the approved base where the core elements of the programme are to be delivered and the agreed standard cost of school meals to those students entitled to free school meals. The cost and provision of transport to other sites used to deliver other parts of the programme will be the responsibility of the Provider.

11. Commitment to Partnership

KCC recognises that the young people who will benefit from this provision are amongst the most needy and challenging. Further, it recognises that there may be unpredictable events and circumstances that surround the referral of particular students or provision for those that are already enrolled that require effective joint problem solving, reciprocal goodwill and exceptionally deviations from the exact arrangements agreed. KCC wishes to signal a strong commitment to work in partnership with the Provider, in which the reciprocal stresses and demands of both parties are acknowledged.

In this context, KCC wishes to ensure the continuation of Local Inclusion Forums and is committed to the maintenance of In Year Fair Access Protocols. KCC will support these by:

- ensuring the attendance of Inclusion Officers/SEN Officers where appropriate and in order to develop and maintain the Fair Access Protocol.
- providing a PRU partnership co-ordinator to facilitate admissions to the PRU and provide support to the partnership to develop arrangements for Alternative Provision

The County Council will also work to support the development of local partnership activity by:

- (i) helping schools to develop local options
- (ii) supporting processes for collective quality assurance and outcome analysis
- (iii) helping to establish processes for prioritisation of cases
- (iv) developing an approved provider framework for alternative provision from a range of providers through a quality assured competitive tendering process

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

To: Education Cabinet Committee – 19 March 2013

Subject: Decision number: 01/02002 - Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2014 /15

Classification: Unrestricted

Summary: To report on the outcome of the consultation on the proposed admission arrangements and scheme for transfer to Primary and Secondary schools in September 2014 and the proposed process for non-coordinated In-Year Admissions. ECC is asked to endorse or make recommendations on the proposed arrangements, due for determination by KCC Cabinet in April, for the 'In-Year' Admission process, the admission arrangements for the 2014/15 school year and the co-ordinated schemes for Primary & Secondary Admissions in Kent.

1. Introduction

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to consult on its proposed admission arrangements for these schools, and to determine its admission arrangements by 15 April each year.

1.2 The Education Act 2002 introduced a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. The School Admissions Code 2012 removes the requirement for each LA to co-ordinate In-Year Admissions. As the LA and many individual admissions authorities expressed a number of reservations when this requirement was introduced, In-Year co-ordination was removed from the Primary and Secondary schemes for the 2013 intake year. In place of a co-ordinated In-Year scheme, the LA consulted on a formal In-Year process to ensure schools fulfil the legal obligations expressed in the School Admissions Code 2012. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet's decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2014 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with statements of special education need which take place in accordance with the SEN Code of Practice (2001) Paragraph 5.72.

1.4 KCC has consulted the Headteachers and chairmen of governors of all Kent Primary and Secondary schools; neighbouring LAs; diocesan bodies; independent schools (which have pupils transferring to secondary schools); parents and parental groups on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2014.

2. Consultation and Outcome

2.1 The LA consultation ran from the 15 November 2012 to 15 January 2013 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including a revised In Year admissions process for 2014/15;
- b) The Secondary Co-ordinated Admission Scheme including a revised In Year admissions process for 2014/15;
- c) Over-subscription criteria for Community and Voluntary Controlled Primary, Infant and Junior schools 2014/15;
- d) Over-subscription criteria for Community and Voluntary Controlled Secondary schools 2014/15;
- e) Published admission numbers for Community and Voluntary Controlled Primary, Infant and Junior Schools 2014/15;
- f) Published admission numbers for Community and Voluntary Controlled Secondary Schools 2014/15;
- g) The relevant statutory consultation areas for Primary and Secondary schools 2014/15;

2.2 Following discussions between the LA as admissions authority of Thurnham Infants School (including representatives from the school) and the adjacent Roseacre Junior School, an agreement to consult on a 'priority' link in the admissions criteria between the two schools was reached. As a Foundation school, Roseacre Junior School is holding its own consultation. Agreement for the proposed link was not reached until after the LA's main admissions arrangement consultation had started. In light of this amendment, the deadline for responses to the Kent County Council consultation was extended to 1st February 2013 for this school.

3. The Co-ordinated Primary Admissions Scheme 2014/15 incorporating the revised In Year admissions process

3.1 All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2014/15. No Infant, Junior or Primary schools have refused to accept the scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. Primary National offer day is now active following its introduction in the School Admissions Code 2012. The LA will cease to co-ordinate In-Year admissions from September 2013, in line with the removal of the duty in the School Admissions Code 2012. The scheme still specifies a process for schools to follow when making offers and includes a requirement to inform the LA of all applications and offers made to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

3.2 The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.

3.3 The details of the scheme for determination are located in Appendix A

4. The Co-ordinated Secondary Admissions Scheme 2014/15 incorporating the In Year Admissions Process

4.1 The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The LA will cease to co-ordinate In-Year admissions from September 2013, in line with the removal of the requirement in the School Admissions Code 2012. The scheme still specifies a process for schools to follow when making offers and includes a requirement to inform the LA of all applications and offers to allow continued monitoring and maintain safeguarding practices.

4.2 The details of the proposed scheme for determination are located in Appendix B

5. The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2014/15

5.1 The over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2013.

5.2 Details of the over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are located in appendix C (1).

5.3 Feedback to this part of the consultation can be summarised as follows:

(i) One school requested that priority be given in its over-subscription criteria to parents that live closer to the school than any other school in the area, above their distance criteria. *(Parents will undoubtedly be frustrated when they have to travel past a school they would prefer, to an alternative school. This is a situation that can arise as a result of coordination and will happen where there is a desire to promote choice for parents. Consequently the LA takes the view that parents should not be penalised because they happen to also live near another school and it is recommended the existing wording is retained.)*

(ii) Two parents raised concerns that straight line distancing does not take into account the actual route travelled by parents to take their children to school and families that live closer via walking/driving routes are disadvantaged. *(Kent historically used walking route distancing for Admissions purposes, but it was deemed to be too inconsistent and open to interpretation resulting in regular complaints to the Local Government Ombudsman. Straight line distancing was introduced on the advice of the Local Government Ombudsman because it offered a consistent approach. Officers consider it should retain the existing distancing*

method for Community and Voluntary Controlled schools as it is clearly defined for all parents).

(iii) One parent objected to siblings being given priority, suggesting distance be the main prioritising factor. *(Sibling prioritisation is included to aid parents in reducing the burden of having to take children to different schools at the same time and to increase a child's chance of being able to experience school with the support of a brother or sister. This is a common practice throughout England. Officers would recommend the existing arrangements be retained).*

(iv) One parent agreed with the arrangements, but raised a concern about parents that temporarily rent properties to gain priority for a popular school, only to move back to their main residence once the child has started school. *(This is fortunately not a significant problem in Kent, although it remains a cause for concern. Officers will rigorously investigate fraudulent applications, but the LA is limited in being able to proactively identify such fraud. If parents are resident at the time of application the LA is required to accept that address).*

6. Thurnham Infants School

6.1 A significantly large proportion of responses were received in relation to the proposal to link Thurnham Infants School and Roseacre Junior School. 68 parents responded to the consultation

6.2 Feedback to this part of the consultation can be summarised as follows:

(i) 37 respondents commented on the element of the proposal to link the two schools and all were in favour of the suggestion. *(In light of this overwhelming support it is suggested that the sibling link includes Roseacre as a linked school in the determined arrangements. Officers will also write to the governing body of Roseacre as the admission authority for the school in the hope that they will be persuaded to determine arrangements which include a links with the Infant school.)*

(ii) 54 responses that were submitted commented on a proposed priority area. Six were in favour of the proposal and were from parents of children that live inside the priority area. The remaining responses strongly opposed the priority area. Two respondents lived inside the area, but the rest were from parents who lived outside it. The majority of the complaints were in relation to areas of Thurnham being excluded from the priority area and that people that live further away from the school would gain priority over those more local to the school. Some respondents suggested that the area should be expanded, but the majority called for it to be removed altogether. A number of responses felt that the reason put forward in the proposal did not adequately explain why the area was needed. Respondents did not understand why this should be included in Thurnham's arrangements and preferred instead to simply include a sibling arrangement which also links to Roseacre School.

(iii) One respondent requested that the sibling link rule is restricted to families living less than 2 miles from the school. *(A sibling prioritisation is included to aid parents in reducing the burden of taking children to different schools at the same time and to increase a child's chance of being able to experience school with the support of a brother or sister. This is a common practice throughout England and there currently exists a clause that breaks the sibling link if families move outside of the area. There does not therefore appear to be a need to amend this proposed criterion).*

(iv) Several complaints, including a strongly worded response by Thurnham Parish Council, were made about the way the consultation was displayed. Reference to the link was prominent in notices, but details of the priority area were only clear when parents read the full consultation. Some parents complained that the consultation was not advertised prominently enough.

(v) As Roseacre Junior School is its own Admissions Authority, it will be the governing body that will determine the admissions arrangements and it is hoped they will include the elements that relate to linking the schools. Kent has discussed this with the school in the hope that this is ultimately included in their determined arrangements.

7. The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2014/15

7.1 The proposed wording for the over-subscription criteria for community and voluntary controlled Secondary Schools is the same as that used in 2013.

7.2 Details of the over-subscription criteria for Community and Voluntary Controlled Secondary Schools in Kent are located in appendix D (1)

7.3 Feedback to this part of the consultation can be summarised as follows:

(i) No consulted parties raised any objection to the proposed over-subscription criteria.

8. Published Admission Numbers 2014/15

8.1 The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Primary, Infant and Junior schools are identified in Appendix C (2) and for Community and Voluntary Controlled Secondary schools are detailed in Appendix D (2). The LA can only determine the admission number for schools where it is the admissions authority and the schools listed fall into this category, at the time of going to print.

8.2 Feedback to this part of the consultation can be summarised as follows:

(i) Three representatives from Coxheath Primary School disagreed with the school's PAN being set at 60. The school's PAN was increased from 30 to 60 from the September 2011 intake. *(Because the consultation went out with a PAN of 60 it would be inappropriate to reduce this having not consulted on the reduced figure. It is therefore proposed that the PAN of 60 be determined at 60 with a commitment to review this PAN later in the year, ahead of consultation for entry in 2015)*

(ii) One parent objected to Bishops Down Primary School's PAN being set at 60 on the grounds that the site did not have sufficient capacity to support that number of children without negatively impacting on current pupils' education. *(Bishops Down's PAN increase is as a result of a direction from the Schools Adjudicator, and as such, Kent is obliged to comply in 2013 if it is safe for the site to accommodate the additional form of entry. This has yet to be tested through a planning application. The consultation has remained with a PAN of 30 and it is not proposed that this be increased for 2014 due to the limitations of the site.)*

9. Relevant Statutory Consultation Area 2014/15

9.1 Relevant statutory consultation areas have not changed from 2013/14. Details for the Primary arrangements are in appendix C (3) and Secondary arrangements in appendix D (3).

10. Recommendations

10.1 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 determine the following:

- a) The Coordinated Primary Admissions Scheme 2014/15 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2014/15 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary schools in Kent 2014/15 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary controlled Secondary schools in Kent 2014/15 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2014/15 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2014/15 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Primary Schools 2014/15 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2014/15 as set out in Appendix D (3)

Lead Officer Contact details

Scott Bagshaw

Head of Fair Access

Tel: (01622) 694185

Scott.bagshaw@kent.gov.uk

Background documents

School Admissions 2014-15 Consultation Document

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



Dated: 15th January 2013

Appendix A

**Kent County Council
Proposed Co-ordinated Scheme for
Primary Admissions
Academic Year 2014/15**

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3)
and
Proposed Primary In-Year Admissions
Process for Schools**

Produced by:
Admissions and Transport

Appendix A

Table of Contents

	Page Number
Introduction / Background	3
Section 1 – Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3)	4-9
Section 2 – Details of the Primary In-Year Admissions Process	11-16
Section 3 – Glossary of Terms	17-18

Contact Details

Scott Bagshaw

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

Tel: 01622 694185

E-mail: kent.admissions@kent.gov.uk

Appendix A

Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for infant and primary schools, Year 3 for junior schools and Year 7 for secondary schools).
 - There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 15 April who will then impose a scheme to which all admission authorities must adhere.
 - This consultation ran from 9.00 am on Thursday 15 November 2012 until Tuesday 15 January 2013. Every Kent School and Academy is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not respond**
-
-

Appendix A

Section 1 –

Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3)

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2014.

Year R applications are for children born between 1 September 2009 and 31 August 2010.
Year 3 applications are for children born between 1 September 2006 and 31 August 2007.

The Key Scheme dates are:

Key Action	Scheme Date
Application Closing date (Online and RCAF/JCAFs)	Wednesday 15 Jan 2014
Summary of applicant numbers sent to all Kent primary, infant and junior schools	By Friday 7 February 2014
Full applicant details sent to all Kent primary, infant and junior schools for ranking against their over-subscription criteria	By Wednesday 12 February 2014
Completed ranked lists returned to Kent County Council by all Kent primary, infant and junior schools	By Monday 3 March 2014
Kent County Council to match all ranked lists in the admissions database	By Friday 7 March 2014
Details of pupils being offered sent to all Kent primary, infant and junior schools	Wednesday 2 April 2014
Offer Day: Offer e-mails sent after 4pm and letters sent 1st class post (see paragraph 16)	Wednesday 16 April 2014 (During School Holiday)
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Friday 16 May 2014
Schools send out welcome letters no earlier than	Friday 18 April 2014
Deadline for lodging of appeals	Tuesday 20 May 2014
Kent County Council will send schools reallocation waiting lists to rank	Wednesday 21 May 2014
Schools to send their ranked waiting list and acceptance and refusals to Kent County Council	Tuesday 3 June 2014
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists for the remainder of the reallocation process and are free to make offers provided these are copied at the same time to KCC.	Tuesday 17 June 2014

Appendix A

In addition this scheme:

- (a) Allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against the schools over-subscription criteria.
- (b) Confirms that on **17 June 2014** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. After **17 June 2014**, schools will maintain waiting lists and will fill vacancies as they arise to children on their waiting lists. Schools must notify Kent County Council of any offers that are made.

Kent County Council expects that all schools and Admissions Authorities including academies engaged in the sharing of admissions data will manage personal information in accordance with the Data Protection principles.

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF). Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both.

2.

The RCAF will be used for the purpose of admitting pupils into Year R (the first year of primary education) and the JCAF for Year 3 of junior schools. Online applications cover both of the above.

3.

The online application or RCAF/JCAF will be used by parents resident in Kent as a means of expressing between 1 and 3 preferences for their child to be admitted to a school within the Kent County Council area and schools in other Local Authority areas (including Voluntary Aided (VA) and Foundation schools, Academies and Co-ordinating Free Schools). Kent County Council will coordinate the preference information with other Local Authorities .

4.

Online applications, RCAFs /JCAFs and supporting publications will:

- (a) Invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) Invite parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) Explain that parents will receive the offer of one school place only and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible,

Appendix A

(ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.

- (d) Specify the closing date for applications and where paper RCAF/JCAF must be returned to, in accordance with paragraph 9.

5.

Kent County Council will make appropriate arrangements to ensure:

- (a) That the online admissions website is readily accessible to all who wish to apply using this method.
- (b) The paper RCAF/JCAF are readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and are also available on the Kent County Council website to print, complete and return.
- (c) A composite prospectus of all Kent maintained primary, infant and junior schools and written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and is also available on the Kent County Council website to read/print.

6.

Only preferences expressed on a submitted online application (via www.kent.gov.uk/ola) or on a paper RCAF/JCAF are valid applications. Completion of a schools' Supplementary Information Form alone does not constitute a valid application.

7.

A Foundation or Voluntary Aided school, Academy or Co-ordinating Free school can ask parents who wish to express it as a preference on their online application or RCAF/JCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested direct from the school or via Kent County Council's website (where supplied) and must be returned to the school by the closing date for applications as defined within the Kent County Council co-ordinated admissions scheme. All schools that use SIFs must include the proposed form in their consultation document with other admissions authorities, including Kent County Council, and in their published admission arrangements. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

8.

Where a school receives a supplementary information form it will not be regarded as a valid application. The parent must also complete an online application or paper RCAF/JCAF for their home Local Authority naming that school. Where schools use supplementary information forms they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

9.

Completed applications must be submitted online and paper RCAF/JCAF returned to Kent County Council or any Kent Primary School by **15 January 2014**.

10.

Kent County Council will act as a clearing house for the allocation of places.

Appendix A

Kent County Council will only make any decision about the offer or refusal of a place in response to any preference expressed on the online application or RCAF/JCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 14.

11.

By 7 February 2014 – Kent County Council will advise all Kent primary, infant and junior schools of the number of preferences expressed for them. Where there are preferences expressed for non-Kent schools, or where a non-Kent resident has expressed a preference for a Kent school, Kent County Council will have also completed any data exchange with other Local Authorities by this date.

12.

By 12 February 2014 – Kent County Council will advise all Kent primary, infant and junior schools of the full details of all valid applications for their schools to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

13.

By 3 March 2014 – All Kent primary, infant and junior schools, including academies and co-ordinating free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. **3 March 2014** will also be the final deadline by which any school or academy may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its coordination responsibilities.

14.

By 7 March 2014 - Kent County Council will match this ranked list against the ranked list of the other schools named on the form and:

- (a) Where the child is eligible for a place at only one of the named schools, that school will be offered.
- (b) Where the child is eligible for a place at two or more of the named schools, they will be allocated a place at whichever of these is the highest ranked preference.
- (c) Where the child is not eligible for a place at any of the named schools, the child will be allocated a place at an alternative school by the home Local Authority.

By this date Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent LA's area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

Appendix A

15.

By 2 April 2014 - Kent County Council will inform schools of the pupils to be offered places at their school.

16.

On offer day, **16 April 2014** – Kent County Council will:

(a) send an offer e-mail after 4pm to those parents who have applied online and provided a valid e-mail address.

- I. The name of the school at which a place is offered.
- II. Information about the right of appeal against the decisions to refuse places at other named schools.
- III. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.

(b) send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference. The letter will give:

- I. The name of the school at which a place is offered.
- II. The reasons why the child is not being offered a place at any school named on the RCAF/JCAF as a higher preference than the school offered.
- III. Information about the right of appeal against the decisions to refuse places at other named schools.
- IV. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.

Schools will send out their welcome letters **no earlier than 18 April 2014**.

17.

By 16 May 2014 – parents must inform the school whether they wish to accept or refuse the place offered on offer day. Acceptances/refusals must be made in writing or via e-mail. This is also the deadline for parents to request to join waiting lists for schools on their original RCAF/JCAF and for late applications to be included in the Kent County Council reallocation stage on **17 June 2014**.

18.

By 21 May 2014 – Kent County Council will advise all Kent primary, infant and junior schools, including academies, of the full details of all waiting list request and late applications for their schools to enable them to apply their over-subscription criteria. Priority ranking should not be given for waiting list requests. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day.

19.

By 3 June 2014 – The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

20.

On 17 June 2014 – Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 14. Applicants will

Appendix A

sent a letter by 1st Class that day, informing them of offers. Schools will be sent a list of all new offers and the remainder of their waiting lists.

21.

After 17 June 2014 – Schools will make offers from their waiting lists for any spaces available. Schools must inform Kent County Council whenever an offer is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SEN apply. Schools can only offer places directly to Kent parents. If a place can be offered to a non-Kent child, the school must notify the LA as soon as possible. Schools are free to offer places to applicants that did not name the school on their original RCAF/JCAF, but have subsequently decided to apply for a school place.

22.

Waiting Lists - Applicants that have joined a school's waiting list before **16 May 2014** deadline will be included in the Kent County Council reallocation. At this stage, parents can only join waiting lists for schools on their original RCAF/JCAF. After the Kent County Council reallocation, remaining waiting lists will be forwarded to schools.

23.

After the **16 May 2014** but before **17 June 2014**, any applicant who has not joined a school's waiting list will be directed to the school to register their desire to join the list, but schools will not be able to make offers to these applicants until after **17 June 2014** when waiting lists are returned to the school. All applicants will be ranked in the same order as the published oversubscription criteria. Waiting lists will be held by the relevant admissions authority at least until the first day of the Spring Term 2014.

24.

After **17 June 2014** applicants are free to join waiting lists for schools that were not on their original RCAF/JCAF. These will be known as extended preferences. Applicants will contact schools they are interested in directly.

Appeals

25.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **Tuesday 20 May 2014**.

26.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

Late Applications

27.

The closing date for applications in the normal admissions round (as above) is **15 January 2014**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted, provided they are received by Kent County Council before **Friday 24 January 2014**.

Please note – late applications cannot be made online. Late applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council.

Appendix A

28.

Applications received after **24 January 2014** but before **Friday 16 May 2014** (the deadline for inclusion in any reallocations made on **17 June 2014**) will not be considered for places on **16 April 2014**, but will be included in the re-allocation of places on **17 June 2014** as defined above.

29.

Late applications received after **16 May 2014** (the deadline for inclusion in any reallocations made on **17 June 2014**) must be made directly to the schools. Parents will apply using the In Year Casual Admissions Form (IYCAF). These will be considered by each school after **17 June 2014**, in accordance with schools' oversubscription criteria as defined above.

Section 2 – Details of the Primary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1.

Kent County Council will produce a standard form, known as the **In-Year Casual Admission Form (IYCAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside of the normal admissions round. Applicants must use one form for each school they wish to apply for.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council will act as a liaison between the out of county authority and the requested Kent school. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries relating to the process can be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

2.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

3.

The IYCAF must be used as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council Local Authority area wishing to express a preference for their child to be admitted to a school within the Kent County Council Local Authority area (including VA and Foundation schools, Academies and Co-ordinating Free Schools).

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent

Appendix A

residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process.

4.

The IYCAF will:

- (a) invite the parent to express a school.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place after applying to at least **three** schools.
- (f) explain that applications to non Kent schools must be made to the school or corresponding local authority, depending on local procedures.

5.

Kent County Council will make appropriate arrangements to ensure:

- (a) that the IYCAF is available in paper form on request from Kent County Council and from all maintained primary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

6.

IYCAFs for Kent schools must be returned to the school. Schools must process them, no later than 5 days from receipt.

7.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. The parent's Local Authority will forward all relevant information to Kent, who will in turn pass this information to schools. Schools will inform Kent if an offer can be made, which Kent will forward to the home Local Authority, who in turn, will liaise with their parent. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place.

Supplementary Information Forms (SIFs)

8.

All completed IYCAFs are valid applications. A school can ask parents who wish to

Appendix A

nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their published admission arrangements. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by the Local Authority must be adopted. SIFs will be available directly from schools or, where supplied, from the Kent County Council's website www.kent.gov.uk/primaryadmissions.

9.

A SIF is not a valid application by itself: this can be made only on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYCAF or neighbouring Local Authority's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

10.

a)

Children with Statements of Special Educational Need (SEN) –

Pupils with a Statement of Special Educational Need do not apply to a school for a place through the In Year Admissions processes.

Any application received for a child with a Statement of Special Educational Need will be referred directly to Kent County Council's SEN & R team, who must have regard to Schedule 27 of the Education Act 1996 " *the LA must name the maintained school that is preferred by parents providing that:*

** the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement*

** the child's attendance is not incompatible with the efficient education of other children in the school, and*

** the placement is an efficient use of the LEA's resources"*

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN & R team in addition to the relevant school.

b)

Children in Local Authority Care (LAC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year

Appendix A

application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admissions Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council, as corporate parent, will decide whether to direct the school in question or consider if other education provision may be in the better interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent’s preferred school for their child.

11.

Children who are not successful in gaining any place and that have applied for at least **three** schools can contact Kent County Council and will be informed where there is an available place at an alternative school. These applicants will have the same access to a waiting list and rights to appeal as other applicants.

Offers for IYCAF

12.

The school will notify applicants resident in the Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list.
- (e) contact details for the school and LA and for the admission authorities of Foundation,

Appendix A

VA schools and Academies where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days.

13.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council will act as a liaison between the out of county authority and the requested Kent school. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method. Once an offer has been made, schools will contact parents to arrange a start date.

14.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent or the LA will confirm the acceptance or refusal of the place.

15.

Kent pupils who have applied to at least **three** schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. In the unlikely event that following consultation, no local place can be agreed, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative school place will be offered.

16.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place.

Acceptance/Refusal of Places

17.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven week days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

18.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

Waiting Lists

Appendix A

19.

Each oversubscribed school will keep a waiting list. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list.

20.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or children with a Statement of Special Educational Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Waiting lists will be maintained until at least the start of the spring term in the admission year. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

21.

All parents have the statutory right to appeal against any decision refusing them a school place.

22.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

23.

The scheme shall apply to every maintained school and Academy in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

24.

In any years subsequent to 2011, any or all of the dates specified in this scheme (including those set out in Section 1) may be changed to take account of any bank holidays and weekends that may fall on the specified dates.

Section 3 – Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary Education	Has the same meaning as in section 2(1) of the Education Act 1996
Primary School	Has the same meaning as in section 5(1) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation school	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
VA schools	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	means such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level

Appendix A

	of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.
Extended Preference	additional preferences expressed after reallocation has taken place for a school not originally on an RCAF/JCAF
IYCAF	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school’s normal point of entry.
Admission authority	In relation to a Community or VC school means Kent County Council and, in relation to an Academy, Foundation or VA school means the governing body of that school.



Dated: 15th January 2013

Appendix B

Kent County Council Proposed Co-ordinated Scheme for Secondary Admissions Academic Year 2014/15

Incorporating Transfer to Year 7 and Proposed Secondary In-Year Admissions Process for Schools

Produced by:
Admissions and Transport

Appendix B

	Page Number
Introduction / Background	3
Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7	4-14
Section 2 – Details of the Secondary In-Year Admissions Process	15-21
Section 3 – Glossary of Terms	22-23

Contact Details

Scott Bagshaw

Head of Fair Access

Admissions and Transport Office

Room 2.24

Sessions House

County Hall

Maidstone

Kent, ME14 1XQ

Tel: 01622 694185

E-mail: kent.admissions@kent.gov.uk

Appendix B

Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for secondary schools, Year R for infant and primary schools and Year 3 for junior schools)
 - There is a duty on the LA to secure agreement from all admission authorities including academies in Kent. If the LA does not secure agreement from all the admission authorities and academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and academies must adhere.
 - This consultation ran from 9.00 am on Thursday 15 November 2012 until Tuesday 15 January 2013. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that where a school chooses not to comment it will constitute full acceptance to the proposed scheme.**
 - Cranbrook School is the only school in Kent where the normal point of entry is at Year 9. For Kent residents application forms are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. (Non-Kent parents must apply through their home authority's In Year admissions process.)
-

Appendix B

Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2014.

Year 7 applications are for children born between 1 September 2002 and 31 August 2003.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Monday 3 June 2013
Closing date for registration	Monday 1 July 2013
Test date for pupils in Kent primary schools	Wednesday 11 & Thursday 12 September 2013
Test date for out of county pupils	Saturday 14 September 2013
Assessment decision sent to parents	Wednesday 16 October 2013
National Closing Date for Secondary Common Application Forms (SCAF)	Thursday 31 October 2013
Final closing date for exceptional late applications.	Tuesday 5 November 2013
First data exchange with neighbouring Authorities	By Monday 2 December 2013
Applicant numbers to schools (plus info for those needing to arrange additional testing)	By Monday 9 December 2013
Applicant details sent to schools to apply oversubscription criteria – ranking lists sent	By Friday 3 January 2014 (End of School Holiday)
Ranked lists returned to Kent County Council by all schools	No later than Tuesday 21 January 2014
Secondary schools sent lists of allocated pupils - primary schools informed of destination of pupils	Monday 24 February 2014
National Offer Day: e-mails sent after 4pm and letters sent 1st class post (see paragraph 30)	Monday 3 March 2014
Schools send out welcome letters	Not before Thursday 6 March 2014
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage	Wednesday 19 March 2014
Date by which places should be accepted or declined to schools. Kent County Council will send schools waiting lists to put into oversubscription criteria order	Friday 21 March 2014
Schools to send their ranked waiting list and acceptance and refusals to Kent County Council	Wednesday 26 March 2014
Kent County Council re-allocates places that have become available from the schools' waiting lists. After this point schools will take back ownership of their waiting lists for the remainder of the reallocation process and are free to make offers	Wednesday 23 April 2014

Appendix B

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) Confirms that on **23 April 2014** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. After **23 April 2014**, Kent County Council will consider late applicants through the process described in paragraphs 17 to 20. Schools will maintain waiting lists for the remainder of the reallocation process and will fill vacancies as they arise to children on their waiting lists. Schools must notify Kent County Council of any offers that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admission Authorities including academies engaged in the sharing of admissions data will manage personal information in accordance with Data Protection principles.

1.

For the normal point of entry to schools, Kent resident parents will be able to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Secondary Common Application Form (SCAF). Kent County Council cannot accept multiple applications for the same child: a parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent County Council area who has a child in their last year of primary education knows how to apply for a school place by completing a SCAF online at www.kent.gov.uk/ola or on paper, and receives a written explanation of the co-ordinated admissions scheme.

2.

The SCAF will be used for the purpose of admitting pupils to the first year of secondary education in the specified year, and any successive year in which this scheme is still in force.

3.

The SCAF must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools).

4.

The SCAF will:

Appendix B

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) invite parents to give their reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that the parent will receive no more than one offer of a school place and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
 - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (d) specify the closing date for applications and where paper SCAFs must be returned to.

5.

The LA will make appropriate arrangements to ensure:

- (a) That the online admissions website is readily accessible to all who wish to apply using this method.
- (b) That the paper SCAF is readily available on request from Kent County Council, from all Kent maintained primary schools and is also available on the Kent County Council website to print, complete and return.
- (c) That a composite prospectus of all Kent secondary schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, from all Kent maintained primary schools and is also available on the Kent County Council website to read/print.

6.

Completed applications must be submitted online and paper SCAFs returned to Kent County Council or any Kent primary school by **31 October 2013**. This is a National Closing Date set by Department for Education which falls at the end of Kent's half term. Due to holidays, some parents may not be able to discuss with primary school headteachers suitable schools before this date, consequently to support parents applications will be accepted by Kent County Council as 'on time' as long as they are received **no later than 5 November 2013**.

7.

To help Kent County Council ensure that everyone who needs to make an application has done so, primary schools may ask parents for a note of their online application reference, or – if they have concerns – may ask the online admissions team to check that an online application has been submitted by parents of children attending their school. This is an important safeguarding measure schools are encouraged to support.

Appendix B

Supplementary Information Forms (SIFs)

8.

Only applications submitted on a SCAF (online or paper) are valid. Completion of a school's Supplementary Information Form alone does not constitute a valid application. Where schools use supplementary information forms they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

9.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

10.

If a child is resident in another area, the home area's online or paper SCAF must be used. When supplementary forms are received the school must verify with Kent County Council before consideration and ranking of applicants that a SCAF or neighbouring area's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. In these circumstances, the school should also send Kent County Council a copy of the SIF if so requested. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

Testing

11.

The Kent schools that require children to sit the Kent grammar school tests are listed below:

Barton Court Grammar School	Maidstone Grammar School
Borden Grammar School	Maidstone Grammar School for Girls
Chatham House Grammar School	Mayfield Grammar School, Gravesend
*Chaucer Technology School	Norton Knatchbull
Clarendon House Grammar School	Oakwood Park Grammar School
Dane Court Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School	Simon Langton Girls' Grammar School
Dartford Grammar School for Girls	Simon Langton Grammar School for Boys
**Dover Grammar School for Boys	Sir Roger Manwood's School

Appendix B

**Dover Grammar School for Girls	Skinner's School
Folkestone School for Girls	Tonbridge Grammar School
Gravesend Grammar School	Tunbridge Wells Girls' Grammar School
Harvey Grammar School	Tunbridge Wells Grammar School for Boys
Highsted Grammar School	Weald of Kent Grammar School
Highworth Grammar School for Girls	Wilmington Grammar School for Boys
Invicta Grammar School	Wilmington Grammar School for Girls
Judd School	

* Chaucer Technology School has a grammar stream and may admit up to 35 children (15% of their Published Admission Number) who are assessed as suitable for a grammar school through Kent's 'Procedure for Entry to Secondary Education' (PESE).

** Dover Grammar School for Boys and Dover Grammar School for Girls also accept pupils who have reached the required standard through the "Dover Test".

12.

Registration for the Kent grammar school tests will open on **3 June 2013**. Parents wishing their children to sit the Kent grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **1 July 2013**.

13.

Children who are not registered for the Kent grammar school tests by the closing date for registration will not be entered into the Kent test taking place:

for in-County pupils on **11 and 12 September 2013**

for out-County pupils on **14 September 2013** (practice test **7 September 2013**)

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to secondary school in September 2014.

A child's place of residence is where the child normally sleeps, not a temporary address (such as for holiday or educational purposes) before returning overseas. For UK service personnel and other Crown Servants, if the fixed UK residence is not known at the time of registration, then a unit postal address, or, if appropriate, a "quartering area" address may be used.

If the parent chooses to name a Kent grammar school (which uses the Kent Procedure for Entrance to Secondary Education) on the SCAF for a child who has not taken the test, this preference will be treated as invalid because the child will not have met the entry criteria. In these circumstances a child will not have an opportunity to sit the Kent test until after **23 April 2014**

14.

In the following exceptional circumstances, where a child is unable to sit the Kent grammar school tests on the specified dates, arrangements will be made for testing to take place by the end of January 2014:

Appendix B

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **9 December 2013**.)

Outside these specific circumstances, children who have not registered for testing but want a grammar school place will not have an opportunity to sit the test until after **23 April 2014** when parents can submit a further application or, if they have been refused admissions, make and appeal to the Independent Appeal Panel.

Parents will need to follow the late applications process set out in Kent County Council's booklet, "Admission to Secondary School in Kent 2014".

15.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1st class post on **16 October 2013**, to arrive on **17 October 2013**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **16 October 2013**.

16.

Parents will have until **31 October 2013** to complete their online application or return their paper SCAF to Kent County Council. Applications from parents of children who sat the Kent Test but could not discuss their preference options with the primary school headteacher when they received their assessment decision will be accepted by Kent County Council as 'on time' as long as they are received **no later than 5 November 2013**. There is no right of appeal against the assessment decision, but after **3 March 2014** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a grammar school.

Late applications received after the SCAF closing date but before 9 December 2013

17.

The closing date for applications in the normal admissions round is **31 October 2013**. As far as is reasonably practicable applications for places in the normal admissions round that are received after that date but before **9 December 2013** will be accepted, provided there is a good reason for the delay. Examples of what will be considered as good reason include: when a single parent has been ill for some time, or has been dealing with the death of a close relative; a family has just moved into the area or is returning from abroad (proof of ownership or tenancy of a Kent property will normally be required in these cases).

18.

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. Applications will be accepted up until **9 December 2013**, where it is confirmed by the appropriate authority that the family will be resident in Kent by **1 September 2014**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / rights to appeal as other applicants.

Appendix B

Late applications received on or after 9 December 2013 but before 19 March 2014

19.

The LA will hold these late applications until they are processed on **23 April 2014**. To allow the necessary work to be completed, applications must be received by **19 March 2014** to be included in the **23 April 2014** reallocation.

Late applications received after 19 March 2014

20.

Late applications received after **19 March 2014** (the deadline for inclusion in any reallocations made on **23 April 2014**) must be made directly to the schools. Parents will apply using the In Year Casual Admissions Form (IYCAF). These will be considered by each school after **23 April 2014**, in accordance with schools' oversubscription criteria.

Applications Made Direct to Schools

21.

Applications made on the SCAF and returned direct to any school before **19 March 2014** must be forwarded to Kent County Council immediately. Where only the Supplementary Information Form (SIF) is received the school must inform Kent County Council immediately so it can verify whether an application has been received from the parent and, if not, contact the parent and ask them to complete a SCAF. After the Kent County Council reallocation has taken place on **23 April 2014**, parents that did not name the school on their original SCAF can contact the school directly to request to join the waiting list.

Determining Offers in Response to the SCAF

22.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the SCAF where:

- (a) it is acting in its separate capacity as an admission authority, or
- (b) an applicant is eligible for a place at more than one school, or
- (c) an applicant is not eligible for a place at any nominated school .

Kent County Council will allocate places in accordance with the provisions set out in paragraph 26.

23.

By 9 December 2013 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);
- (c) send parent and pupil details to those schools requesting such details to match

Appendix B

against supplementary forms (data may be subject to further validation at this stage);

- (d) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

24.

By 3 January 2014 Kent County Council will notify the admission authority for each of the schools of every nomination that has been made for that school, forwarding them all relevant details from the online application or paper SCAF.

25.

No later than 21 January 2014 the admission authority for each school will consider all applications for their school, apply the school's oversubscription criteria and provide **the LA** with a list of all applicants ranked according to the school's oversubscription criteria. **21 January 2014** will also be the final deadline by which any school or academy may notify Kent County Council of its intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its coordination responsibilities.

26.

By 14 February 2014 the LA will match this ranked list against the ranked lists of the other schools named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

27.

Where the parents of a Kent pupil have applied to a school outside Kent, the LA will have regard to information received from the relevant Local Authority to ensure that the Local Authority offers the parents a place at the highest ranked preference for which the child is eligible for a place.

28.

Where Kent County Council receives notice from another Local Authority ("the home authority") that the parents of a child from outside Kent have applied to a Kent school, the LA will forward the application to the relevant school, or, where the LA is the admission authority for the school, determine whether the child will be offered a place at the school. Kent County Council will notify the home authority of the determination so that the home authority can make an offer of the highest ranked school.

29.

By 24 February 2014 Kent County Council will inform its secondary schools and Academies of the pupils to be offered places at their establishments, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies

Appendix B

Kent County Council will also inform all Kent primary schools of offers made to their Kent pupils.

Offers – 3 March 2014

30.

On 3 March 2014 Kent County Council will

- (a) send an offer e-mail after 4pm to those parents who have applied online and provided a valid e-mail address.
 - (a) The name of the school at which a place is offered.
 - (b) Information about the right of appeal against the decisions to refuse places at other named schools.
 - (c) Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.
- (b) Send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference.. The letter will give:
 - (a) the name of the school at which a place is offered;
 - (b) the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
 - (c) information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
 - (d) advice on how to apply for a place on the waiting list for any school named on the SCAF. *Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school;*
 - (e) advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, VA schools and Academies where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter and email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will not inform parents of places still available at other schools.

31.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **3 March 2014**.

32.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be offered a place by Kent County Council at an alternative school in the Kent County Council area, following consultation with individual schools. This place will be offered on **3 March 2014**.

Appendix B

33.

Secondary schools and Academies will send their welcome letters **no earlier than Thursday 6 March 2014**.

Acceptance/Refusal of Places - 21 March 2014

34.

On **21 March 2014** the schools will check to see whether a response from each pupil who was offered a place on **3 March 2014** has been received. Acceptances/refusals must be made in writing or via e-mail. If a response has not been received by **21 March 2014**, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required. On **26 March 2014** schools will return details of acceptances and refusals to Kent County Council.

35.

On **23 April 2014** Kent County Council will run a reallocation process to offer vacant places that have become available to pupils on each school's waiting list. After **23 April 2014** the schools will offer any remaining places and vacant places that become available for applicants on their waiting lists. Kent County Council will process late applications that are received during this time.

Waiting Lists

36.

Kent County Council will keep a waiting list for all schools up to **23 April 2014**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **3 March 2014** and who have asked to be included on the school's waiting list;
- (b) late applicants whose applications were/are sent to the school by Kent County Council.

(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)

37.

Waiting lists will be sent to schools on **21 March 2014**. Applicants will need to be listed in order of priority by schools, in accordance with the school's oversubscription criteria and returned to Kent County Council by **26 March 2014**. Kent County Council will initially reallocate vacant places on **23 April 2014**. After this date, schools will be sent back the remainder of their waiting lists and will make offers.

38.

After **23 April 2014** waiting lists will include:

- (a) applicants named in paragraph 36 above

Appendix B

- (b) applicants who did not name the school on their SCAF and now wish to be considered for a place at the school.
- (c) Late applicants who have not previously been considered for a place at any Secondary school whose details were/are sent to the school by Kent County Council.

39.

Schools must inform Kent County Council whenever an offer is made so that it Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or with SEN apply. Schools can only offer places directly to Kent. If a place can be offered to a non-Kent child, the school must notify Kent County Council as soon as possible. Schools are free to offer places to applicants that did not name the school on their original RCAF/JCAF, but have subsequently decided to apply for a school place

Appeals

40.

All parents have the statutory right to appeal against any decision refusing them a school place, regardless of where they ranked the school on a SCAF.

41.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school after **23 April 2014** the school can offer the place, without the appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. (*Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.*)

Section 2 – Details of the Secondary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1.

Kent County Council will produce a standard form, known as the **In-Year Casual Admission Form (IYCAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside the normal admissions round. Applicants must use one form for each school they wish to apply for.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council will act as a liaison between the out of county authority and the requested Kent school. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

2.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

3.

The IYCAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools)

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process..

Appendix B

4.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place after applying to at least **four** schools.
- (f) explain that applications to non Kent schools must be made to the school or corresponding local authority, depending on local procedures.

5.

The LA will make appropriate arrangements to ensure:

- (a) that the IYCAF are available in paper form on request from Kent County Council and from all maintained secondary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

6.

IYCAFs for Kent schools must be returned to the school. Schools must process them no later than 5 school days from receipt.

7.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. The parent's Local Authority will forward all relevant information to Kent, who will in turn pass this information to schools. Schools will inform Kent if an offer can be made, which Kent will forward to the home Local Authority, who in turn, will liaise with their parent. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place

Supplementary Information Forms (SIFs)

8.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document, and in their published admission arrangements. Where a school fails clearly to

Appendix B

define its oversubscription criteria in its determined arrangements, the definitions laid out by the Local Authority must be adopted.

9.

A SIF is not a valid application by itself: this can be made only on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYCAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

Schools which have entrance tests

10.

Parents wishing to apply for a Kent maintained school that tests pupils before admission are required to name the school on their IYCAF and contact the school regarding testing arrangements. In most circumstances schools will set their own entry tests other than for normal points of entry. Applications will be held as pending until results of these tests are available.

11.

a)

Children with Statements of Special Educational Need (SEN) –

Pupils with a Statement of Special Educational Need do not apply to schools for a place through the In Year Admissions process.

Any application received for a child with a Statement of Special Educational Need will be referred directly to Kent County Council's Special Educational Needs & Resources team (SEN & R), who must have regard to Schedule 27 of the Education Act 1996 *the LA must name the maintained school that is preferred by parents providing that:*

** the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement*

** the child's attendance is not incompatible with the efficient education of other children in the school, and*

** the placement is an efficient use of the LEA's resources"*

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN & R team in addition to the relevant school.

Appendix B

b)

Children in Local Authority Care (LAC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admissions Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to direct the school in question or consider if other education provision may be in the better interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign & Commonwealth Office. However, this does not guarantee a place at the parent's preferred school for their child.

12.

Children who are not successful in gaining any place they want and they have applied for at least **four** schools can contact Kent County Council and will be informed where there is an available place at an alternative school. These applicants will have the same access to a waiting list and rights to appeal as other applicants.

Offers for IYCAF

13.

The school will notify applicants resident in Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;

Appendix B

- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school);
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, VA schools and Academies where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days. It will not inform parents of places still available at other schools.

14.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council will act as a liaison between the out of county authority and the requested Kent school. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method. Once an offer has been made, schools will contact parents to arrange a start date.

15.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent or the LA will confirm the acceptance or refusal of the place.

16.

Kent pupils who have applied to at least **four** schools and have not been offered a place can contact Kent County Council will inform them where there is an available place at an alternative school, following consultation with individual schools. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

17.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place.

Acceptance/Refusal of Places

18.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in

Appendix B

writing of the need to respond within a further seven week days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

19.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

Waiting Lists

20.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list. A copy of the waiting list must be provided to Kent County Council and updated each time there is a change. *(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)*

21.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or children with Statements of Special Education Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Waiting lists will be maintained until at least the start of the Spring term in the admission year. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

22.

All parents have the statutory right to appeal against any decision refusing them a school place.

23.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. *(Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time on the school's waiting list who rank higher through the application of the school's over-subscription criteria.)*

24.

Appendix B

The scheme shall apply to every maintained secondary school and Academy in Kent County Council area (except special schools).

25.

In any years subsequent to 2012, any or all of the dates specified in this scheme (including those set out in Section 1) may be changed to take account of any bank holidays and weekends that may fall on the specified dates.

**Section 3 –
Glossary of Terms**

Term	Definition
The LA	means Kent County Council acting in its capacity as local authority
The LA area	means the area in respect of which Kent County Council is the local authority
Primary education	has the same meaning as in section 2(1) of the Education Act 1996
Secondary education	has the same meaning as in section 2(2) of the Education Act 1996
Primary school	has the same meaning as in section 5(1) of the Education Act 1996
Secondary school	has the same meaning as in section 5(2) of the Education Act 1996
School	means a community, foundation or voluntary school (but not a special school) which is maintained by the LA, and Academies
Foundation schools	means such of the schools as are foundation schools, the governing body are the admissions authority for foundation schools.
VA schools	means such of the schools as are voluntary-aided schools, the governing body are the admissions authority for voluntary aided schools however these are Church schools and governors must have regard to the relevant diocesan board of education when setting admissions arrangements.
Academies	means such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
Admission authority	in relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or VA school and Academy, means the governing body of that school
The specified year	means the school year beginning at or about the beginning of September 2013, and at the same time in any successive year in which this scheme is still in force
Admission arrangements	means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	means that a child has been placed on a school's ranked list at

Appendix B

	such a point as falls within the school's published admission number.
SCAF	refers to the Secondary Common Application Form, completed online or on paper
The Kent grammar school tests	Tests in Verbal reasoning, Non-Verbal reasoning and Mathematics devised by an external body (GL Assessment) for admission to Kent grammar schools
The Kent Procedure for Entrance to Secondary Education (PESE)	the system for determining entry to Kent Grammar Schools
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are allocated from 17 April onwards
Extended Preference	a the process by which vacant places are allocated from 17 April onwards
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN.

This page is intentionally left blank



Dated: 15th January 2013

Appendix C (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2014/15

Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Scott Baghsaw
Head of Fair Access
Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

Tel: 01622 696565
Fax: 01622 696665
E-mail: kent.admissions@kent.gov.uk

Appendix C

Introduction / Background

Each year, Kent County Council is required to consult with Kent admissions authorities, diocesan boards, neighbouring Local Authorities, relevant parents and parental groups, on admission arrangements for Community and Voluntary controlled schools. It must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

This consultation was open from 9.00 am on Thursday 15 November 2012 until Tuesday 15 January 2013.

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some of these schools may be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Proposed Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools (except Eastchurch CE Primary School & Thurnham Infant School)

The over-subscription criteria for all Community and Voluntary Controlled primary schools are as follows. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted or who is the subject of a care order under Part IV of the Act.
- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

Appendix C

Linked infant and junior schools are considered to be the same school for this criterion. If sibling priority is lost (as above), it will not be reinstated when a child transfers from an infant school to the linked junior school.

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of class size legislation, the additional pupil(s) will be treated as "excepted" for a period of one year, as with excepted pupils as defined in the School Admissions Code.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. In the unlikely event that two or more children are in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

The over-subscription criteria for **Eastchurch CE Primary School** on the Isle of Sheppey are as follows. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order :

Appendix C

- **Children in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted or who is the subject of a care order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below). In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, Kent County Council will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of class size legislation, the additional pupil(s) will be treated as “excepted” for a period of one year, as with excepted pupils as defined in the School Admissions Code.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’, physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child’s permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child’s home to a defined point equidistant between the two school sites as specified by Ordnance Survey. The same coordinate for the equidistant point is used for everybody. These straight line measurements are used to determine how close each applicant’s address is to the equidistant point and children will be ranked in order of shortest distance first. In the unlikely event that two or more children are in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

The over-subscription criteria for **Thurnham CE Infant School** are as follows. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order :

Appendix C

- **Children in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted immediately from care or who are the subject of a care order under Part IV of the Act.
- **Current Family Association** - a brother or sister in Thurnham school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below). Thurnham Infant School is linked to Roseacre Junior School for the purpose of admissions and the schools are considered to be the same school for this criterion. A sibling link will also continue to apply for a year R application for Thurnham Infant School where a sibling is transferring from year 2 of Thurnham Infant School having applied for a place in year 3 at Roseacre Junior School and there is an expectation that the child will be taking up the place in year 3. In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of class size legislation, the additional pupil(s) will be treated as "excepted" pupils, as defined in the School Admissions Code.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Thurnham school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Thurnham school.
- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for Thurnham School, these straight line measurements are used to determine how close each applicant's address is to the school.

Appendix C

Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2574	Downs View Infant School	<u>Linked With</u>	3133	Kennington Church of England Junior School
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	<u>Linked With</u>	3338	Herne CE (Aided) Junior School *
2536	Loose Infant School	<u>Linked With</u>	2170	Loose Junior School
2520	Madginford Park Infant School	<u>Linked With</u>	2491	Madginford Park Junior School
2622	Murston Nursery and Infant School	<u>Linked With</u>	2252	Murston Junior School
2513	Oaks Community Infant School	<u>Linked With</u>	2463	Minterne Community Junior School
2459	Riverhead Infant School	<u>Linked With</u>	2141	Amherst School (Academy) Trust *
2462	Riverview Infant School	<u>Linked With</u>	2444	Riverview Junior School
2626	Sandwich Infant School	<u>Linked With</u>	2627	Sandwich Junior School
2119	Shears Green Infant School	<u>Linked With</u>	2431	Shears Green Junior School
2435	South Avenue Infant School	<u>Linked With</u>	2614	South Avenue Junior School
2069	St Albans Road Infant School	<u>Linked With</u>	2005	York Road Junior Academy and Language Unit *
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour's Church of England Junior School
3322	St James' Church of England Infant School *	<u>Linked With</u>	3049	St James's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<u>Linked With</u>	2523	Upton Junior School
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
2611	St Stephen's Infant School	<u>Linked With</u>	2608	St. Stephen's Junior School *
2290	Tenterden Infant School	<u>Linked With</u>	3144	Tenterden Church of England Junior School
3081	Thurnham Church of England Infant School	<u>Linked With</u>	5203	Roseacre Junior School* (To be confirmed by governing body)
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *
2484	Woodlands Infant School	<u>Linked With</u>	2453	Woodlands Junior School

* Own admission authority Schools

Appendix C

Appendix C (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2013 Published Admission Number
2270	Aldington Primary School	Ashford	Primary	Community	30
2272	East Stour Primary School	Ashford	Primary	Community	60
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
2278	Bethersden Primary School	Ashford	Primary	Community	20
2279	Brook Community Primary School	Ashford	Primary	Community	15
2280	Challock Primary School	Ashford	Primary	Community	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
2285	Mersham Primary School	Ashford	Primary	Community	30
2286	Hamstreet Primary School	Ashford	Primary	Community	45
2287	Rolvenden Primary School	Ashford	Primary	Community	14
2289	Smeeth Community Primary School	Ashford	Primary	Community	20
2290	Tenterden Infant School	Ashford	Infant	Community	60
2574	Downs View Infant School	Ashford	Infant	Community	90
2625	Godinton Primary School	Ashford	Primary	Community	60
2686	Furley Park Primary School	Ashford	Primary	Community	60
3133	Kennington CEJ School	Ashford	Junior	Voluntary Controlled	90
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3140	Kingsnorth CEP School	Ashford	Primary	Voluntary Controlled	60
3143	St. Michael's CEP School	Ashford	Primary	Voluntary Controlled	30
3144	Tenterden CEJ School	Ashford	Junior	Voluntary Controlled	60
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	20
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3893	Phoenix Community Primary School	Ashford	Primary	Community	30
3905	Beaver Green Community Primary School	Ashford	Primary	Community	60
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
3920	Goat Lees Primary School	Ashford	Primary	New school	30
2258	Blean Primary School	Canterbury	Primary	Community	60
2259	Chartham Primary School	Canterbury	Primary	Community	45
2263	Herne Bay Infant School	Canterbury	Infant	Community	120
2265	Hoath Primary School	Canterbury	Primary	Community	9
2266	Petham Primary School	Canterbury	Primary	Community	16
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
2269	Whitstable Junior School	Canterbury	Junior	Community	75
2569	Briary Primary School	Canterbury	Primary	Community	60
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2612	<i>Pilgrims Way Primary School***</i>	<i>Canterbury</i>	<i>Primary</i>	<i>Community</i>	30 (45)
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2643	Swalecliffe Community Primary School	Canterbury	Primary	Community	90

Appendix C

3119	Adisham CEP School	Canterbury	Primary	Voluntary Controlled	20
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
3122	Bridge & Patixbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	12
3124	Reculver CEP School	Canterbury	Primary	Voluntary Controlled	75
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
3910	Joy Lane Primary School	Canterbury	Primary	Community	60
2062	Darenth Community Primary School	Dartford	Primary	Community	30
2066	Maypole Primary School	Dartford	Primary	Community	60
2069	St. Albans Road Infant School	Dartford	Infant	Community	90
2072	Westgate Primary School	Dartford	Primary	Community	30
2120	Bean Primary School	Dartford	Primary	Community	30
2123	Knockhall Community Primary School	Dartford	Primary	Community	90 (60)
2657	Temple Hill Community Primary and Nursery School	Dartford	Primary	Community	75
2676	West Hill Primary School	Dartford	Primary	Community	70
2679	Brent Primary School, The	Dartford	Primary	Community	60
2685	Gateway Community Primary School, The	Dartford	Primary	Community	30
2689	Craylands School, The	Dartford	Primary	Community	30
3020	Sedley's CEP School	Dartford	Primary	Voluntary Controlled	15
3021	Stone St. Mary's CEP School	Dartford	Primary	Voluntary Controlled	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
3914	Oakfield Community Primary School	Dartford	Primary	Community	90
3915	Manor Community Primary School	Dartford	Primary	Community	90
3919	Dartford Bridge Community Primary School	Dartford	Primary	Community	60
5229	Fleetdown Primary School	Dartford	Primary	Community	90
2309	Priory Fields School	Dover	Primary	Community	60
2312	River Primary School	Dover	Primary	Community	60
2313	St. Martin's School	Dover	Primary	Community	30
2318	Langdon Primary School	Dover	Primary	Community	10
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
2321	Lydden Primary School	Dover	Primary	Community	12
2322	Preston Primary School	Dover	Primary	Community	20
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2471	Whitfield and Aspen School	Dover	Primary	Community	58
2531	Vale View Community School	Dover	Primary	Community	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
2648	Aylesham Primary School	Dover	Primary	Community	60
2659	Sandown School	Dover	Primary	Community	60
3163	Downs CEP School, The	Dover	Primary	Voluntary Controlled	60
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
3172	Northbourne CEP School	Dover	Primary	Voluntary Controlled	20
3173	<i>Kingsdown & Ringwould CEP School***</i>	Dover	Primary	Voluntary Controlled	30

Appendix C

3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
3177	<i>Temple Ewell CEP School***</i>	Dover	Primary	Voluntary Controlled	20
3911	Hornbeam Primary School	Dover	Primary	Community	30
3916	Green Park Community Primary School	Dover	Primary	Community	45
2094	Cobham Primary School	Gravesham	Primary	Community	30
2095	Cecil Road Primary and Nursery School	Gravesham	Primary	Community	54
2109	Higham Primary School	Gravesham	Primary	Community	30
2110	Culverstone Green Primary School	Gravesham	Primary	Community	30
2116	Lawn Primary School	Gravesham	Primary	Community	20
2119	Shears Green Infant School	Gravesham	Infant	Community	120
2431	Shears Green Junior School	Gravesham	Junior	Community	120
2444	Riverview Junior School	Gravesham	Junior	Community	120
2458	Istead Rise Primary School	Gravesham	Primary	Community	45
2462	Riverview Infant School	Gravesham	Infant	Community	120
2509	Singlewell Primary School	Gravesham	Primary	Community	30
2519	Vigo Village School	Gravesham	Primary	Community	30
2525	Painters Ash Primary School	Gravesham	Primary	Community	60
2634	<i>Chantry Primary School***</i>	Gravesham	Primary	Community	30
2658	Westcourt School	Gravesham	Primary	Community	30
2666	Wrotham Road Primary School	Gravesham	Primary	Community	60
2670	Dover Road Community Primary School	Gravesham	Primary	Community	60
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
3018	Rosherville CEP School	Gravesham	Primary	Voluntary Controlled	20
3019	Shorne CEP School	Gravesham	Primary	Voluntary Controlled	30
3900	Whitehill Primary School	Gravesham	Primary	Community	90
3903	Raynehurst Primary School	Gravesham	Primary	Community	60
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
2165	Headcorn Primary School	Maidstone	Primary	Community	30
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2170	Loose Junior School	Maidstone	Junior	Community	90
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2172	East Borough Primary School	Maidstone	Primary	Community	60
2175	North Borough Junior School	Maidstone	Junior	Community	75
2176	Park Way Primary School	Maidstone	Primary	Community	45
2180	South Borough Primary School	Maidstone	Primary	Community	30
2183	Marden Primary School	Maidstone	Primary	Community	40
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2491	Madginford Park Junior School	Maidstone	Junior	Community	90
2520	Madginford Park Infant School	Maidstone	Infant	Community	90
2536	Loose Infant School	Maidstone	Infant	Community	90
2548	Barming Primary School	Maidstone	Primary	Community	60
2552	Sandling Primary School	Maidstone	Primary	Community	60
2578	Kingswood Primary School	Maidstone	Primary	Community	20
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
2653	West Borough Primary School	Maidstone	Primary	Community	60
2677	Coxheath Primary School	Maidstone	Primary	Community	60
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	20
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40

Appendix C

3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	13
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24 (20)
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
2134	Four Elms Primary School	Sevenoaks	Primary	Community	16
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	20
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2147	Weald Community Primary School	Sevenoaks	Primary	Community	20
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
2511	<i>Hartley Primary School***</i>	Sevenoaks	Primary	Community	60
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2636	Edenbridge Primary School	Sevenoaks	Primary	Community	60
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	30
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	50
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	10
3298	West Kingsdown C.E. (V.C.) Primary School	Sevenoaks	Primary	Voluntary Controlled	45
3896	Downsview Primary	Sevenoaks	Primary	Community	30
3907	Hextable Primary School	Sevenoaks	Primary	Community	60
2296	<i>Mundella Primary School***</i>	Shepway	Primary	Community	30
2298	Hawkinge Primary School	Shepway	Primary	Community	45
2300	Sellindge Primary School	Shepway	Primary	Community	15
2510	Cheriton Primary School	Shepway	Primary	Community	60 (58)
2524	Palmarsh Primary School	Shepway	Primary	Community	15
2545	<i>Sandgate Primary School***</i>	Shepway	Primary	Community	60
2568	Morehall Primary School	Shepway	Primary	Community	30
2645	Lydd Primary School	Shepway	Primary	Community	40
2650	Dymchurch Primary School	Shepway	Primary	Community	30
2691	St. Nicholas C of E Primary School	Shepway	Primary	Voluntary Controlled	54
2692	Churchill School, The	Shepway	Primary	Community	60
3137	Brookland CEP School	Shepway	Primary	Voluntary Controlled	15
3146	Bodsham CEP School	Shepway	Primary	Voluntary Controlled	13
3148	<i>Christ Church CEP School, Folkestone***</i>	Shepway	Primary	Voluntary Controlled	60
3149	St. Martin's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	15
3153	Seabrook CEP School	Shepway	Primary	Voluntary Controlled	15
3154	Lyminge CEP School	Shepway	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Shepway	Primary	Voluntary Controlled	30
3158	Stelling Minnis CEP School	Shepway	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Shepway	Primary	Voluntary Controlled	15
3160	Selsted CEP School	Shepway	Primary	Voluntary Controlled	15
3200	Brenzett CEP School	Shepway	Primary	Voluntary Controlled	20

Appendix C

3902	Hythe Bay C of E Primary School	Shepway	Primary	Voluntary Controlled	60
3904	Castle Hill Community Primary School	Shepway	Primary	Community	58
2223	Bobbing Village School	Swale	Primary	Community	30
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2230	Iwade Community Primary School	Swale	Primary	Community	60
2231	Lower Halstow School	Swale	Primary	Community	30 (20)
2235	Minster in Sheppey Primary School	Swale	Primary	Community	60
2237	Queenborough Primary School	Swale	Primary	Community	60
2239	Rodmersham School	Swale	Primary	Community	10
2242	Richmond Primary School	Swale	Primary	Community	60
2245	Rose Street School	Swale	Primary	Community	30
2251	Milton Court Primary School	Swale	Primary	Community	30
2252	Murston Junior School	Swale	Junior	Community	45
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2434	West Minster Primary School	Swale	Primary	Community	60
2435	South Avenue Infant School	Swale	Infant	Community	60
2463	Minterne Community Junior School	Swale	Junior	Community	90
2513	Oaks Community Infant School, The	Swale	Infant	Community	90
2516	Lansdowne Primary School	Swale	Primary	Community	60 (30)
2534	Bysing Wood Primary School	Swale	Primary	Community	30
2614	South Avenue Junior School	Swale	Junior	Community	60
2622	Murston Infant School	Swale	Infant	Community	45
2629	Holywell Primary School Upchurch	Swale	Primary	Community	30
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	45 (40)
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
3891	Kemsley Primary School	Swale	Primary	Community	30
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
2345	Priory Infant School	Thanet	Infant	Community	60
2523	Upton Junior School	Thanet	Junior	Community	128
2596	Chilton Primary School	Thanet	Primary	Community	60
2603	Bromstone Primary School, Broadstairs	Thanet	Primary	Community	60
2617	Cliftonville Primary School	Thanet	Primary	Community	90
2672	Palm Bay Primary School	Thanet	Primary	Community	60
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	60
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	90
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3196	<i>Christ Church CEJ School, Ramsgate***</i>	Thanet	Junior	Voluntary Controlled	60
3917	Garlinge Primary School	Thanet	Primary	Community	90
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90 (60)
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90

Appendix C

2132	Hadlow School	Tonbridge & Malling	Primary	Community	25
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	45
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
2158	Aylesford Primary School	Tonbridge & Malling	Primary	Community	45
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	16
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2191	St. Katherine's School	Tonbridge & Malling	Primary	Community	90
2453	Woodlands Junior School	Tonbridge & Malling	Junior	Community	96
2484	Woodlands Infant School	Tonbridge & Malling	Infant	Community	90
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	80
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2661	Cage Green Primary School	Tonbridge & Malling	Primary	Community	60
2667	St. Stephen's (Tonbridge) Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
3059	St. Mark's CEP School, Eccles	Tonbridge & Malling	Primary	Voluntary Controlled	20
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
3079	Stansted CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	15
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
3084	Wateringbury CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30 (36)
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	20
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90

Appendix C

2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2135	Horsmonden Primary School	Tunbridge Wells	Primary	Community	30
2139	Pembury School	Tunbridge Wells	Primary	Community	90
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	25
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30 (20)
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	20
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60 (90)
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90

**** Please note all schools listed in italics are currently in the process of transferring to academy status and are expected to be Academies by September 2013. Please contact individual schools for the latest information in regard to their progress with the transition.*

Appendix C (3)

Proposed Statutory Consultation Area

Kent County Council is required to define "relevant areas" within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

This page is intentionally left blank



Dated: 15th January 2013

Appendix D (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2014/15

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

Tel: 01622 696565
Fax: 01622 696665
E-mail: kent.admissions@kent.gov.uk

Appendix D

Introduction / Background

Each year, Kent County Council is required to consult with Kent admissions authorities, diocesan boards, neighbouring Local Authorities, relevant parents and parental groups, on admission arrangements for Community and Voluntary controlled schools. It must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

This consultation will be open from 9.00 am on 15th November 2012 until 15th January 2013.

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some of these schools may be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Proposed Oversubscription Criteria for Community and Voluntary Controlled Secondary Schools

Following the Schools Adjudicator's decision in 2007 that Dover Grammar School for Boys will continue to use a dual testing arrangement to determine eligibility for admission (the "Dover test" as well as Kent's PESE), provision was made for the same arrangements to apply to the Dover Grammar School for Girls at the time – consequently in 2012 Dover Grammar School for Girls will continue to include in its oversubscription criteria that: "Entry is through the Kent age 11 assessment procedure or the Dover test."

Oversubscription criteria for Community and Voluntary controlled secondary schools will be applied in the following order:

Children in Local Authority Care – a child under the age of 18 years for whom Kent County Council provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted or who is the subject of a care order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the

Appendix D

same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Proposed Oversubscription criteria for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:

Entry to the school is through the Kent Assessment Procedure

Children in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted or who is the subject of a care order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular

Appendix D

school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live within a 3 mile radius of the school Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

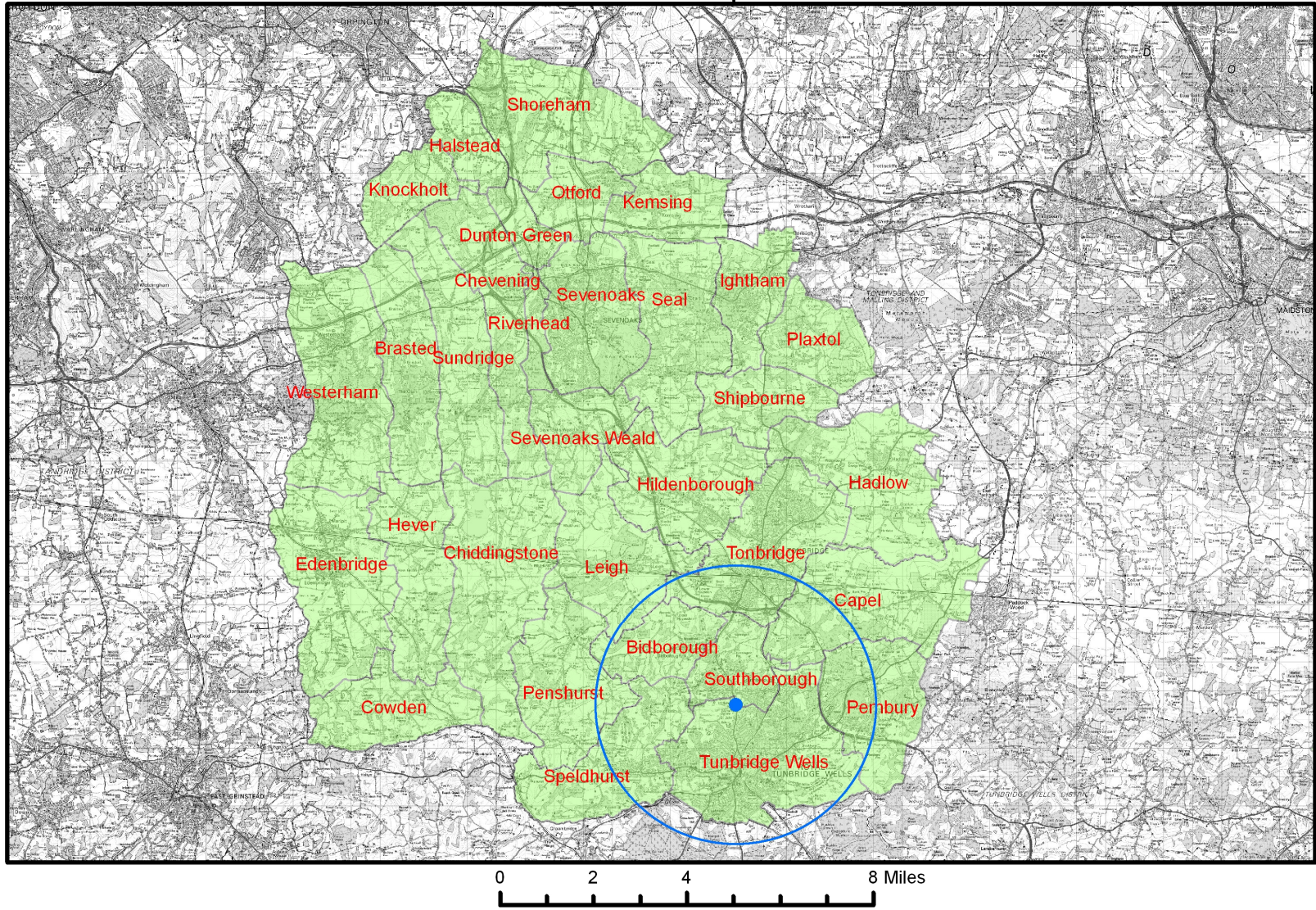
Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Bidborough	Hildenborough	Sevenoaks
Brasted	Ightham	Sevenoaks Weald
Capel	Knockholt	Shipbourne
Chevening	Kemsing	Shoreham
Chiddingstone	Leigh	Southborough
Cowden	Otford	Speldhurst
Dunton Green	Plaxtol	Sundridge
Edenbridge	Pembury	Tonbridge
Hadlow	Penshurst	Tunbridge Wells
Halstead	Riverhead	Westerham
Hever	Seal	

Nearness of all other children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

A map displaying the priority catchment area is provided overleaf:

Tunbridge Wells Grammar for Boys School and selected parishes



This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown copyright and may lead to prosecution or civil proceedings. 100019238 2009

Appendix D

*****Proposed Oversubscription criteria for The North School will be applied in the following priority order:**

Children in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they were adopted or who is the subject of a care order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live nearer to The North School than any other maintained non selective secondary school or academy – Children will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Children who live nearer to any other maintained non selective secondary school or academy than The North School – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

***** Note the at time of Kent County Council's consultation these schools are awaiting an academy order and may therefore change status and indeed consult on alternative admissions arrangements for 2014 (through a separate consultation).**

Appendix D

Appendix D (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2013 Published Admission Number
4246	<i>North School, The</i> ***	Ashford	High	Community	215
4091	Community College Whitstable, The	Canterbury	High	Community	210
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	155
4026	Dartford Science and Technology College	Dartford	High	Community	145
4250	<i>Swan Valley Community School</i> ***	Dartford	High	Community	150
4109	Dover Grammar School for Girls	Dover	Grammar	Community	120
4169	<i>Walmer Science College</i> ***	Dover	High	Community	143
4059	Swadelands School	Maidstone	High	Community	150
4523	Maidstone Grammar School for Girls	Maidstone	Grammar	Voluntary Controlled	180
4219	Hextable School	Sevenoaks	Wide ability	Community	150
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	180

Please note, consultation PANs reflect the position as at 15th November 2012. Some PANs may increase following feed back received during the consultation process. No PAN will be reduced from what is published here without a public consultation.

**** Please note at time of going to consultation these schools are awaiting an academy order.*

Appendix D (3)

Proposed Statutory Consultation Area for Kent Secondary schools

The LA is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do, but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed overleaf:

Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
Canterbury	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdswell with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Shepway	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lymgne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.

Appendix D

Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.
------------------	--

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No.12/02000 - Proposed expansion of Harrietsham CE Primary School, Maidstone
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 Harrietsham Church of England Primary School.

1. Introduction

1.1 On 21 November 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation take place on the proposal to expand Harrietsham CEPS due to a new housing development taking place in the village.

1.2 This report sets out the results of the public consultation, which took place between 8 January and 15 February 2013. A public meeting was held on 22 January 2013.

2. The proposal

2.1 It is proposed to enlarge Harrietsham CEPS by 10 Reception Year places taking their PAN to 30 (1FE) for the September 2014 intake. Successive reception year intakes will offer 30 places each year and the school will eventually have a total capacity of 210 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 Maidstone District section of the Kent Commissioning Plan 2012-17 highlighted that the need for new local provision would be driven by housing and indicates a need to commission adjustments where necessary to facilitate single year group teaching.

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 notes made during the public meeting are given at Appendix 2.

5. Views

5.1 Local Member

The Local Member is Mrs Jenny Whittle who wants children to be able to attend their local schools. She has worked with the Parish Council and the developer to ensure capital funding will be available. Mrs Whittle thinks this proposal is the right way forward and is very supportive. She hopes parents and the local community will embrace this proposal as this is a great school.

5.2 Area Education Officer

The Area Education Officer (Mid Kent) fully supports this proposal which 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 Harrietsham village do not have to be driven to neighbouring communities for education

5.3 Governing Body

The Governing Body of Harrietsham CEPS is fully 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

A sample of pupil views on both the proposed expansion of the school and the housing development opposite the school are given at Appendix 4.

5.6 Harrietsham Pre-School

Harrietsham Pre-School is fully supportive of the school expansion and recognises the growing needs of the Parish.

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/HarrietshamSchool/consultationHome>. No changes needed to be made to the Equality Impact Assessment following the Consultation period.

7. **Financial Implications**

Capital funding is required to complete this expansion and estimated costs for 2014/15 are £414,279. The majority of capital funding for this project is provided by a Section 106 developer contribution of £350k This provides £50k on commencement of development (now due), with 50% on first occupation, and the balance (300k) prior to the 40th occupation or within 12 months of commencement. We still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notices to expand Harrietsham CEPS.

9. **Background Documents**

Harrietsham CEPS consultation document

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

Bold Steps for Kent and Policy Framework [http://www.ab-](http://www.ab-consulting.co.uk/Delivering%20Bold%20Steps%20For%20Kent,%20Education%20Learn)

[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)

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 – 21 November 2012 – Proposed Enlargement of Harrietsham Church of England Primary School:

<https://democracy.kent.gov.uk/documents/s36608/Item%20D5%20ECC1%20v1%20Harrietsham%2029%2010%2012.pdf>

Lead Officer Contact details

David Adams

Area Education Officer - Mid Kent

01233 898559

david.adams@kent.gov.uk

Proposal to expand Harrietsham Church of England Primary School

Summary of Written Responses

Printed Consultation Documents distributed:	180
Consultation responses received:	11

A summary of the responses received showed that:

	In Favour	Undecided	Opposed	Totals
Governors				
Staff				
Parents	5		1	6
Other	3		2	5
Totals	8		3	11

Comments in favour of the proposal:

- This will be an important addition to the school and the local community.
- Our children will be taught with their age peers all day rather than only in the morning.
- I agree with the proposal. I think the new classrooms are important, especially with the new housing development under construction opposite the school.
- I am in favour of the proposal but do have a few concerns. More computers for the IT room will be needed so children do not have to share. Additional parking may be needed and the pre-school will need expanding.
- We are supportive of the proposed expansion but are concerned that the two extra classrooms will not be enough in a few years' time, as there appears to be up to 400 houses being built.

Comments against the proposal:

- My concern is about the impact this may have on the future growth of small schools in the local area. There are currently over 70 spaces in schools in surrounding villages. It would be sensible for these spaces to be filled before expanding this school, especially if it will require expenditure from the public purse. I do understand that some parents want their children to go to school in their own village, but many parents choose to send their children to schools other than in their own village or town.
- During these financially challenging times my view is that this money could be better spent developing the existing schools in the area. Local smaller schools easily have the capacity to cover the shortfall and with minimal expansion could accommodate even more children.
- This project will have a detrimental effect on adjoining schools and communities. Schools such as Ulcombe may be unable to continue and have to close its doors.

**Public Consultation Meeting
Harrietsham Church of England Primary School
22 January 2013**

In Attendance:	
Gary Cooke - Chair	Chairman of the Education Cabinet Committee
David Adams	Area Education Officer – Mid Kent
Jenny Whittle	Local Member – Maidstone Rural East

Purpose of the Meeting

KCC is proposing to expand Harrietsham CofE Primary School to 1FE by adding two classrooms, taking the number of classes from five to seven. The school would admit 30 reception pupils into Year R from September 2014. Over a number of years the roll will increase from 140 to 210 pupils.

Gary Cooke introduced himself and David Adams who then gave a summary of the proposal. The Headteacher confirmed that the proposal for two further classrooms had always been in the plan. It would enable the school to expand and accommodate local children. It wouldn't mean that it would be a large school; it would remain a village school catering for the growing needs of the village.

Question	Answer
<p>Carer / Parish Councillor - I didn't personally think there would be a consultation. I wonder if the village should have been invited. Lots of people didn't know anything about this meeting. The Parish Council were not informed.</p> <p>With regard to the plan for the two new classrooms it would be better to see them on the other side of the building rather than the proposed suggestion.</p>	<p>Gary Cooke – There are two phases to the consultation. There is this meeting and there will be a planning application where both the Parish and Borough Council will be notified. This will cover the broader planning issues and is another opportunity for the public to comment.</p> <p>David Adams - The public consultation and all documentation referring to it is on KCC's website. The Parish Council should have had the public consultation document as they are on our list of consultees. I am happy to come along and talk to the Parish Council if they would like. Sometimes it is more difficult to ensure the wider community are involved.</p> <p>Headteacher - The land on that side does not actually belong to the school. Our land stops at the perimeter fence. We did at one time consider a small classroom there, but there simply isn't the space.</p> <p>David Adams - Many of these issues will be addressed via the planning application process and the options will be clearer.</p>
<p>Parent - Presumably this public consultation has to take place and I am here to offer my support to the proposal. It is clear we can't stop development in the village and I therefore support the expansion of the school.</p>	<p>Gary Cooke - When you expand a school by more than 25% there has to be a public consultation by law. Thank you for your support.</p>
<p>Parent - My only concern regarding the proposal is the disruption for the children whilst the building is going on. Could you put my mind at rest?</p>	<p>Gary Cooke - I can't say there will be no disruption.</p> <p>David Adams - You are absolutely right to ask the question. The building was designed to enable expansion. Its central facilities (hall, staffroom etc)</p>

Question	Answer
	<p>are sufficient for a 1FE school. The plan at the moment is to continue the existing corridor and provide two further classrooms. This will enable a self contained building site. The contractor will work with the school to ensure minimum disruption. The school can continue to operate in the existing building. The contractor will be limited to the hours that they can work, which will benefit the community too. The build should take a relatively short period of time and a lot of that will be in the summer period. We will need to work around SATs etc. The contractors are used to working on school sites, all workers are CRB checked.</p> <p>Gary Cooke – We will not compromise on safeguarding.</p>
<p>Parent - When you talk about resourcing I know the funding for the build has been agreed. I am more concerned about the resourcing for extra teachers, more children etc especially during the transition period.</p> <p>I am supportive and feel happier with the answers you have given.</p>	<p>Gary Cooke – Resourcing will be in place. KCC can provide an advance to the school to ensure adequate teaching provision.</p> <p>David Adams – There are three forms of funding that are available, Re-organisation Fund, Pupil Growth Funding and Rising Roll Funding. The capital will provide the classroom shell and fixtures and fittings. The reorganisation fund will provide £6,000 per classroom for the school to spend how it likes to resource the classrooms.</p> <p>Pupil Growth Funding will enable the school to operate 3 Infant classes, and provide 90 pupils worth of funding (although there may not be 90 pupils immediately). This will fund three teachers and continue for three years until there are eventually 30 in each cohort. There is no protection for KS2. This is where the Rising Roll funding will come in and this looks at the roll from year to year; as the pupil numbers grow the budget increases.</p>
<p>Chair of Governors</p>	<p>I have worked in finance in another school where a similar expansion took place and I can confirm that the funding, as just explained, is available..</p>
	<p>Gary Cooke - Standards will be maintained.</p> <p>Jenny Whittle - I would just like to say that I didn't get my daughter into any of my three preference schools and I want children to be able to attend their local schools. I have worked with the Parish Council and the developer to ensure the right capital funding. Revenue funding has been addressed. I think it is the right way forward and I am very supportive. I hope parents and the local community will embrace this, it's a cracking school and the Governing Body are fully supportive.</p>
<p>Ex-parent - Will it remain a Church of England school?</p>	<p>Yes, it will.</p>

The meeting finished and Gary Cooke thanked everyone for attending.

Approximately 30 people attended the meeting.

Proposal to expand Harrietsham Church of England Primary School

A sample of pupil responses to the proposed expansion of the school (and the housing development opposite the school)

- My little sister has one more year until she goes to school. Mum and Dad want her to go to the same school as me (even though I won't be there) and if people start to move in and their children want to go to this school then my sister won't get a place here and then she would have to go to a different school where no teachers know her or her family, and this will be really sad for all of us. So, if you make extra classrooms because of the development and more children my little sister has a better chance to get in.
- I think it would be quite good for students to be in a classroom with only children the same age. I also think that it's going to make Harrietsham look cramped and destroy our nature areas which is what makes Harrietsham our village.
- I think it is a good idea that there is going to be a park in the development because the children that move in will be able to get to know each other and play together. The children in Harrietsham will have another park to play in and meet the children in the development.
- Although the houses might be nice there will be lots of traffic on West Street. After the houses are built I don't think it will feel like a village any more.
- I think it will make West Street a much more busier place which will be better for all the shops and businesses but will also make it harder for the parents to bring their children to school.
- I think it will affect the roads opposite the school. It will also be really dangerous for people walking to school.

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02012 - Proposed expansion of Fleetdown Primary School, Dartford
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 Fleetdown Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Dartford West planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Fleetdown Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 12 November 2012 and Monday 24 December 2012. A public meeting was held on 13 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Fleetdown 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 Fleetdown planning area.

4. Outcomes of the Public Consultation

4.1 A 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mrs Penny Cole. Mrs Cole said:

This is an outstanding school and I am assuming that by the lack of parents not attending the consultation they are generally not against the proposal. My only concern is that more children would be driven to the school as the Fleet Estate itself is a small community so the extra capacity would be filled from elsewhere and probably further than may be considered walking distance, ie. Darenth or The Brent area and this would cause extra congestion around the school. I'm not sure how we can tackle this but the issue must be considered during the planning stage.

5.2 The following views were raised in the public consultation meeting:

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

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

Mrs Konarzewski delivered a clear and focussed speech in which she assured parents that she would not let the ethos or standards of the school deteriorate and that the staff were fully committed to the proposal to enlarge the school.

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

Access to the school is via Lunedale Road. 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.

The school mainly draws in pupils from the Fleet estate so most of the children will walk to school. Possible solutions include additional parking/stopping restrictions, installation of a turning area inside the school and walking buses.

(iii) 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.

(iv) 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. The site is very large with underutilisation of much of the lower field area. Constraints exist over green belt scheduling, but that would not prevent relocation of sports fields.

(v) Concerns about the need for additional places that would require Fleetdown 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 Fleetdown planning area.

5.3 Area Education Officer

The AEO fully supports this proposal. This enlargement is one of three proposals for the Fleetdown/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 Fleetdown Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A majority of the parents who responded, support the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. There are no capital costs during 2013/14 as building will commence in 2014/15. Estimated costs for 2014/15 are £150,000. We still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Fleetdown Primary School.

9. Background Documents

Fleetdown Primary School consultation document

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

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 – Dartford 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 Fleetdown Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 13

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff			
Parents	9		4
Pupils			
Other			
Totals	9		4

Comments in favour of the proposal:

- Keen to see continued progress being made at school.
- Will be of benefit to our children.
- Looking forward to new build.

Comments against the proposal:

- Lose family feel of school.
- Accommodation too small.
- Increased traffic will cause parking problems and make it dangerous for children.
- Fear if class sizes increase, standards will fall.

Proposal to expand Fleetdown Primary School, Dartford

Summary of Public Consultation Meeting

Purpose of the Meeting

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

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

The demand for Reception Year places is currently in excess of capacity. Medium and long term forecasts indicate that the higher number of primary age children will continue to increase further.

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

Statement from Headteacher, Angela Konarzewski

School have been approached by the local authority about expanding this outstanding school, with amazing staff and supportive parents. HT felt it was an opportunity for wider community to access the standard of education presently offered at the school. HT assured parents that standards would be maintained and that Fleetdown would continue to be a beacon school of excellence. Benefits include additional funding to enhance infrastructure, staff and resources within the school and conditional upon this, the HT was happy to accept the proposals.

Headteacher asked for clarification that the expansion would take place year on year and not all at once.

Growth would be incremental, with first 90 reception intake in September 2013 and would grow, year on year. Has to be implemented this way as would impact hugely on surrounding schools.

Question	Response
Attended amalgamation meeting sometime ago and during those discussions it was intimated that school would have new building, is this case?	No. New builds are no longer an option due to financial constraints imposed upon local authority now. Local authority will make sufficient improvements to meet statutory requirements for the number of children attending the school. There is limited flexibility as to what can and cannot be accommodated to improve facilities for community use. HT explained the school already has facilities available to the community for hire and use outside of school hours.
Will the playground be extended to accommodate extra children?	Yes. The playground and outside space will be compliant with what is expected for a 3FE school.

<p>Have discussed structural changes but what about teaching staff, crucially the deaf unit which is attached to the school – what provision has been made to accommodate this – will funding still be available?</p>	<p>Funding equates directly to the number of children within school. Funding will increase substantially to allow for the appointment of extra staff – how that is managed is determined by the headteacher and governors.</p> <p>Headteacher said school had recently appointed four outstanding teachers and will ensure standards are maintained throughout this process. The headteacher assured parents that the vulnerable children at Fleetdown would continue to receive 1:1 tuition.</p> <p>Funding will be based on the assumption of 30 children in reception class for the full year, August to September – so effectively the local authority will forward fund to ensure the school does not go into deficit.</p>
<p>School took an additional 30 pupils last year 2012, if this proposal does not go ahead, what will happen?</p>	<p>The local authority hoped the proposals would go ahead. If not there will be one year group (or spike) which goes through the school – it is difficult to manage but the funding will follow the children through.</p>
<p>So funding is in place now and cannot be removed?</p>	<p>Yes, there is a set formula and each school makes a return based on head count. School will receive the additional funding directly and determines how spent.</p>
<p>Can understand why local authority wishes to expand outstanding schools but obviously if you are expanding other schools within the area it is going to have a huge impact on traffic.</p>	<p>Local authority explained that there would be a separate consultation with the County, Borough Councils, local residents etc to discuss the highway and planning issues surrounding these proposals. The road network will be looked at sufficiently to try and avoid congestion around the local schools.</p>
<p>The nursery currently on site is an excellent but not part of the school – will this provision continue to be available?</p>	<p>HT advised several improvements have been made to the nursery provision at the school, it is outstanding and a great asset so will continue to be accommodated on site.</p>
<p>There is a lot of expansion of good or outstanding schools do local authority plan to close any schools?</p>	<p>No. The local authority needs all the additional provision. The local authority are heavily involved in an initiative to help support low performing schools so a higher level of education can be provided for the children.</p>
<p>Will there be an opportunity, before the consultation closes, for the children and young people to be consulted? Feel it is very important to get their views.</p>	<p>The local authority confirmed that the children and young people will be consulted so their ideas can be taken on board. Unfortunately the local authority is not in a position to accommodate everything on the 'wish list'.</p>

<p>Will the school be getting permanent brick built buildings or temporary structures?</p>	<p>The new buildings are likely to be demountable, which are modular builds complete with air conditioning, toilets. They are probably better than some of the existing accommodation at the school, with a life span of 60 years.</p>
<p>Can the school cope with the additional 30 children from September 2013 as the space in KS1 hall is already quite limited.</p>	<p>The headteacher said the school hall was quite a good space for children at the moment but capacity may be squeezed to take the additional 30 children. The increase in pupil numbers will be gradual so the space within the school can be adapted to suit the needs of the children, for example the KS1 library could become a classroom. The school just needs to use the space to the best advantage for the children whilst the improvements are made.</p>
<p>As part of the proposed expansion will there be a disabled lift for children with special needs in the new building as school needs to be DDA compliant.</p>	<p>The headteacher said the pupil requiring wheelchair access can be accommodated on the ground floor so initially there will be no need for a new lift for at least two years. The lift can be accommodated and has been looked at by the senior leadership team.</p>
<p>Reminded the headteacher that under the Equalities Act the school had a statutory duty to provide accessible accommodation for children with special needs. Assuming the school decides to expand, they will have to draw up plans for the adjustment.</p>	<p>The local authority said, as Fleetdown Primary School was a county school it would have to be compliant with whatever legislation is in force.</p> <p>Funding will not come from basic need but from the SEN budget and in that sense school will have to meet the needs of those children.</p>

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02013 - Proposed expansion of Dartford Bridge 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 Dartford Bridge Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Dartford North planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Dartford Bridge Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 12 November 2012 and Monday 24 December 2012. A public meeting was held on 14 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Dartford Bridge 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 Dartford section of the Kent Commissioning Plan indicates a need to commission additional primary places in Dartford North.

4. Outcomes of the Public Consultation

4.1 A significant 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr Avtar Sandhu. Mr Sandhu has not yet indicated whether he supports the proposal.

5.2 The following views were raised in the public consultation meeting:

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

The responsibility for maintenance of standards at the school is vested in the Head teacher, Ms Samantha Crinnion and the Chair of Governors, Mr Alastair Jefford. Both made it clear during the public meeting that they believed that neither performance standards nor ethos were at risk.

(ii) Residents concern over the potential for an increase in traffic or local parking issues.

The school mainly draws in pupils from the estate so most of the children will walk to school. There is a safe pedestrian footbridge that enables children to walk from the Joyce Green Lane area to the school.

(iii) Access to the school is through the front entrance which is readily accessible via the Fasttrack bus service.

(iv) Car parking is limited due to the layout of the development which is planned to reduce the dependence on car transport by using low parking/higher density housing masterplanning. These issues would need to be considered in the wider planning, following a survey by Kent Highways.

(v) The school will revisit its travel plan and walking buses may be part of the solution.

(vi) Concerns about disruption to learning during build.

The first floor rooms are bare concrete and would need to be finished and provisioned, but there is no expectation of any major construction requirement.

(vii) Where possible, any 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.

(viii) 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. The site is compact, but there is under-utilisation of space at the back and size of the site.

(ix) Concerns about proving the demand for additional places that would require Dartford Bridge to expand and whether that entails drawing children from areas outside the Bridge development.

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 North Dartford planning area. The original design and build of the school was to provide a 2FE school, when demand required it. That demand has now materialised.

(x) Dartford Bridge is a local authority school and uses the KCC admission arrangements. It is the local authority policy to ensure there is sufficient surplus capacity in the area to give parents practical preference options.

(xi) *Concerns about whether an increase from 30 to 45 is more practical.*

The school was conceived and built as a 2FE school and there are seven teaching rooms on the first floor. Increasing the intake to 45, is a more challenging school model, particularly considering the existing budgetary issues over the site. In admission law, because the school has unused teaching space, then any admission appeals are likely to be upheld.

5.3 Area Education Officer

The AEO fully supports this proposal. Demand in North Dartford planning area is outstripping capacity and forecasts indicate that this increasing demand is likely to continue.

5.4 Governing Body

The Governing Body of Dartford Bridge Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A majority of the parents who responded, support the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. There are no capital costs during 2013/14 as building will commence in 2014/15. Estimated costs for 2014/15 are £200,000. We still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Dartford Bridge Primary School.

9. Background Documents

Dartford Bridge Primary School consultation document

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

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

[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>

Lead Officer Contact details

Simon Webb

Area Education Officer - West Kent

01732 525110

simon.webb@kent.gov.uk

Proposal to expand Dartford Bridge Community Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 6

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	1		
Staff			
Parents	4		1
Pupils			
Other			
Totals	5		1

Comments in favour of the proposal:

- Excellent school, with good community involvement.
- By providing more places, more children will have excellent start to their education.

Comments against the proposal:

- Lack of parking – new car park needs to be built that can be used by all staff and visitors to the Dartford Learning Campus.
- Lack of signage to direct visitors to the school.
- Safe, clear pathway for children & parents to use into campus.
- Need zebra crossing across Fastrack road.
- Need school hall big enough to accommodate all the children.

Proposal to expand Dartford Bridge Community Primary School

Summary of Public Consultation Meeting

Purpose of the Meeting

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

Kent County Council are proposing that Dartford Bridge Primary School increase its Year R intake to 60, taking the proposed total capacity of the school from 201 places to 420 places.

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

Statement from Chair of Governors, Alastair Jefford

Governors have discussed the proposals and are fully supportive. The infrastructure is already in place to accommodate the extra children but have significant concerns relating to parking, arrival and departure times.

Governors would like to know whether there is a mechanism whereby places could be reserved solely for children from the development rather than the wider community of Dartford. Many of the residents are displeased they are unable to get their children into local school. Would it be possible to enlarge by 0.5FE in September with another 0.5FE in the January?

Unfortunately not. It is unlikely that the local authority could agree to a phased entry as the County favours September intake only.

Statement from Headteacher, Sam Crinnion

School has been in state of influx since opening in 2009 and is operating on a permanent building site. Phase 3 of the development is coming on stream and it is increasingly difficult to offer places to children from the development because when the school first opened places were available to the wider community.

Have huge concerns regarding health & safety and whether school is operating within legal guidelines. Would like clarification from KFM re fire certificate for school hall, as possibly using without a valid fire certificate.

When development was originally planned there was additional parking earmarked for staff and parents opposite the school but this has now been built on by Taylor Wimpey, so this remains an issue.

Question	Response
Have concerns whether able to get children into school, despite having a child at the school and one at the nursery. Taylor Wimpey are selling the houses on the proviso that children from the development will be accommodated in local school.	Perhaps school could be proactive and approach Taylor Wimpey about how children admitted to the school. HT advised that unfortunately parents cannot name a school unless they have evidence of residency which isn't guaranteed until

	exchange of contracts which is where the system breaks down.
My eldest son has left to go to secondary school but I have another son in the nursery and am worried I will not get him in because we do not live on the Bridge development. Unfortunately, there are no other schools in Dartford I would like him to attend.	The local authority cannot give guarantees that your child will be admitted to the Bridge. In the event that the proposal to increase intake to 60 is agreed, the odds are more likely.
My main concern if the school increases is parking and the disruption during drop off and pick up times as health & safety of the children is paramount.	<p>I am in agreement with the proposals in principle but the development was built on the assumption that people would walk or use the fast track but in reality this doesn't happen. School places were originally offered to the wider community of Dartford so people drive to school and due to lack of space, parking is a real problem. The whole issue means we are moving away from original ethos.</p> <p>The local authority advised that a separate consultation would be undertaken by the planning and highway authorities to address the issues surrounding parking and traffic flows.</p>
The speed at which some people drive through the development is worrying, especially as there is no signage to denote school site. Not sure whose responsibility it would be to provide signage, Taylor Wimpey, the school?	<p>As stated earlier, the headteacher said when the development was originally planned, it was felt traffic levels would be low as the ethos was for people to walk to the school. Unfortunately in reality this has not happened so parking is a significant issue.</p> <p>The local authority were in agreement that the issue of parking should be addressed through discussions with Taylor Wimpey and Dartford Borough Council, especially as the plans have altered substantially since the development originally proposed. The local authority asked if the school could provide background information regarding this point.</p> <p>Headteacher said she was really fearful of something dreadful happening because of the traffic/parking issues – need to have school signage in place and perhaps flashing warning lights to warn drivers a school is in the area.</p>
What is the mechanism to deal with what is being discussed here tonight to ensure that the infrastructure is in place?	<p>The local authority advised that the Education Committee will look at the impact of adjoining schools, community and Highways issues to try and mitigate them.</p> <p>The local authority suggested the signage</p>

	issue is perhaps something that can be taken up with the local member, outside of this meeting.
I notice from the timescales you give the expansion proposals will not be considered until March 2013, however, applications for admission to the school have to be in by January.	The local authority was hoping to move the Committee date forward, or perhaps add in an additional one. However, the people in admissions are aware of the situation so there will be a degree of flexibility.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02016 - Proposed expansion of Oakfield Community Primary School, Dartford
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 Oakfield Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Dartford West planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Oakfield Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 19 November 2012 and Monday 14 January 2013. A public meeting was held on 21 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Oakfield 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 Dartford West planning area.

4. Outcomes of the Public Consultation

4.1 A significant 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mrs Ann Allen. Mrs Allen supports the proposal.

5.2 The following views were raised in the public consultation meeting:

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

The responsibility for maintenance of standards at the school is vested in the Head teacher, Mr Garry Ratcliffe who made it clear during the public meeting that he believed that performance standards were not at risk.

(ii) Residents concern over the potential for an increase in traffic or local parking issues.

On site car parking is limited due to site constraints. Increased traffic during drop off and pick up would need to be considered in the wider planning, following a survey by Kent Highways. The school will revisit its travel plan and walking buses may be part of the solution.

(iii) Concerns about whether the school site and playground facilities are large enough for an enlargement.

The feasibility study indicates that the site size is capable of accommodating 3FE. The head teacher is adamant that an enlargement will not jeopardise the provision of existing facilities at the school.

5.3 Area Education Officer

The AEO fully supports this proposal. Demand in Dartford West planning area is outstripping capacity and forecasts indicate that this increasing demand is likely to continue.

5.4 Governing Body

The Governing Body of Oakfield Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A majority of the parents who responded, support the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £35,000. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Oakfield Primary School.

9. Background Documents

Oakfield Primary School consultation document

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

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 – Dartford District

<http://kent590w3:9070/documents/q4880/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 Oakfield Community Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 23

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	2		
Staff	12		
Parents	5		3
Pupils			
Other			1
Totals	19		4

Comments in favour of the proposal:

- Oakfield ensure the highest standards and it is expected that similar quality and consideration is given to any new build.

Comments against the proposal:

- I am really concerned about the increased traffic, safety of children crossing the roads and the amount of cars parking on the pavements.
- Severe traffic/parking problems at drop off and collection times.
- The school functions to its capacity now. An increase of 190 would place further strain on the staff, children wouldn't get one-one if needed.
- The playground is not big enough for 630 children.
- Five years ago the children were not getting a good deal - now they are – this must not be jeopardised.

Proposal to expand Oakfield Primary School, Dartford

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Oakfield 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 proposing that Oakfield Primary School increases its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places.

The western part of Dartford has seen significant numbers of large and small scale housing development over the last few years. This brings new families to the area, requiring enhancements to the infrastructure of the school in order to meet the future needs of area and its residents.

In 2010 Oakfield Primary School agreed to temporarily enlarge to accommodate the increasing demand for primary school places.

A feasibility study has been undertaken and will be with the school shortly.

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

Statement from Headteacher, Garry Ratcliffe

The site previously accommodated two separate schools, Oakfield Nursery and Infant and Oakfield Juniors. Standards and attendance were low and the school roll falling. Since the opening of the new school in 2008, there has been a trend of sustained improvement with the school achieving an Ofsted outcome in February 2012 of Good.

Kent vision is to expand the most successful and popular schools and the HTs vision is to support as many children in Dartford as possible. The school has recorded its first ever year of oversubscription, with children on the waiting list.

KS2 results L4 E&M – 2008/09 = 54% : 2011/12 = 88%

KS2 results L5 E&M – 2008/09 = 27% : 2011/12 = 29.3%

When asked about the benefits of a larger school the children said:

- Chance to make more friends
- Chance to raise more money for charity
- Make the school well known in the area
- Council will give more money to fund more resources
- Easy to organise sets

- Children's concerns were:
- Loss of playground space
- School hall
- Staggered play/lunchtimes

Statement from Vice Chair of Governors, Linda Cavender

The school has been in turmoil for a number of years and the governors pushed for expansion to 3FE which they felt necessary to accommodate the growing population.

Governors agree to the proposals subject to:

- Feasibility will be shown to maximum benefit to the children of school
- New permanent buildings necessary to same standard
- Place for collective worship is vital
- Minimum disruption
- No additional temporary buildings
- To ensure best possible outcomes for parents, children and staff at Oakfield.

Question	Response
Will the feasibility report be on display in school and if so, where?	Happy for HT to make feasibility study available to parents and the children.
Note you are consulting with 6 schools in Dartford, what feedback have you received?	We are consulting with, Maypole, Oakfield, Stone St Mary's, Fleetdown, Dartford Bridge and Manor Community and the discussions have been very similar. Parents are concerned, with parking & traffic issues, culture and ethos of school and the health & safety of the children whilst the building works are underway.
Will the expansion programme for all 6 schools be carried out at the same time or will the timetable be staggered.	Hopefully at the same time, during the school holidays to minimise disruption. Obviously we cannot guarantee this but this site should be relatively easy to convert from 2FE to 3FE. Hope to have new buildings in by March 2014.
What are funding requirements to take school up to a 3FE?	Basically the local authority receives funding from central government for basic need. Local authority need to show that due to indigenous growth, there is a need too provide additional accommodation for the school. We are only statutorily required to put in basic accommodation; this might include additional toilets, main hall space, parking and access, soft play and hard play areas but the final decision lies with Headteacher and governors.
	We need 6 more classrooms and

	<p>associated toilets, a PE cupboard, extension to the school adequate for 420 children. Pushing it a little bit further we would like to put a mezzanine floor in new school hall.</p>
<p>Have no doubt that by expanding the school it will remain a success due to Mr Ratcliffe and his staff. I am concerned about the roads and increase in traffic. Walking to school is already quite dangerous and a lot of children will be coming from farther a field.</p>	<p>If the consultation is successful we will progress to a separate consultation with local planning and highway authorities to discuss road network and ensure what is planned is acceptable or mitigated.</p> <p>What I can guarantee to you is that the safety of the children is paramount.</p>
<p>When I came to Dartford I was hoping to get my children into West Hill. Reluctantly I came to Oakfield and now I am very pleased I did. However, one of the reasons why we liked Oakfield initially was due to the green spaces for the children to play on and am afraid we will eventually lose this. Will we be looking at another expansion in 3-4 years time?</p>	<p>No we cannot expand Oakfield Primary school greater than 3FE because of the size of the site. Sports England do not permit us to build on green space.</p> <p>The new classrooms will be by the air raid shelters and link into new school hall. No green space will be lost.</p>
<p>Do we have any guarantees that the new building will match like for like to what we have already in place – is there sufficient funding to ensure this happens? Will parents have the opportunity to comment on the feasibility proposals?</p>	<p>Basic need funding will provide a basic footprint for the new build. It will be up to the governors and headteacher to negotiate and factor in extras. The feasibility study will be available for all to view.</p>
<p>How will the school manage the building works?</p>	<p>The growth will be happen incrementally, year on year so the classrooms will be fitted out one year at a time. If you have empty classrooms you will be committed to offer places to children on a casual admissions basis.</p>
<p>My child is in Y5 and they have split classes of 3 will this be affected by the changes?</p>	<p>My desire is to lower the class sizes in these year groups to raise standards so will continue with the 20 children per class rather than 30 to accelerate learning.</p> <p>The new extension will give us 21 classrooms whilst keeping the nurture spaces free.</p>
<p>Would like to know what the school will look like so await the feasibility plans with interest. At the moment the school already has more classes than classrooms so will there be temporary accommodation as well. The school will</p>	<p>This expansion, although temporary at the moment will be permanent. The nursery will be part of the first stage as we are committed to open in January. There will be 4 classrooms in the nursery and the new style mobile will remain in place for</p>

<p>be disrupted whilst the building work goes on, it is inevitable and if so will one of the playgrounds be the site.</p>	<p>the time being. Both playgrounds will be open whilst construction work is undertaken.</p> <p>There will be disruption and I accept that the children have endured a lot since 2008. There will be loss of some playground space for a while but am hoping that most of the construction work will take place during the summer holidays.</p>
<p>If the proposal does not go ahead, the school has already temporarily enlarged to 3FE, so what happens?</p>	<p>The temporary expansion will continue as the school is already managing. The headteacher and governors are in agreement to making this proposal permanent so unless there are extenuating circumstances I would think the enlargement will go ahead.</p>
<p>Parent There is a lot of new developments in Dartford, how will the schools cope with the additional children coming from those sites. You cannot keep expanding existing schools.</p>	<p>We work very closely with Dartford Borough Council and understand the Glaxco site will provide a 2FE school in 2015 and St James Pit a 2FE primary school which will help to alleviate some problems. If a housing development is over 500 units, the developers are committed to providing a new primary school.</p> <p>If the birth rate continues to rise which it is with a peak in 2019, we will have to identify new areas for expansion.</p> <p>The County Council has invested a significant amount of money into a new forecasting method which is far more accurate than the last one.</p>
<p>Will the old and new buildings physically touch?</p>	<p>Yes, they will.</p>
<p>I am a local resident and was unaware of the success of the school, so congratulations to the headteacher and staff.</p>	
<p>Understand this is a school public consultation what as a local resident I came aware of it today so why was all stakeholders invited?</p> <p>I am in agreement with the proposals but just wanted to ensure that local residents</p>	<p>This is an educational consultation on whether to enlarge the provision at Oakfield Primary School and at the moment it is KCC policy not to consult with local residents. However, I understand the County will be looking at this part of the process in the future.</p>

are consulted.	Headteacher confirmed, he was always willing to meet with parents and residents to discuss the proposals.
General parking is a real issue, especially during pick up and drop off times with some parents parking in front of the garages.	I understand the issues regarding highways /traffic management and this will be looked at as part of a separate consultation with the planning and highways authorities.
Could all parties be communicated with regarding the building works as we have had numerous problems with telephones and electric cabling in the past.	Garry Ratcliffe is an outstanding headteacher, with outstanding staff and I am sure he will make sure that this happens in the future.
	<p>There are many benefits associated with the school becoming a 3FE primary school, including more resources but ultimately we hope it will encourage Mr Ratcliffe to remain as headteacher.</p> <p>Headteacher confirmed he was looking forward to the challenges of managing a 3FE primary school and had no plans to move on. Adding he wished to continue supporting the children of the school and will only employ staff that are passionate about the job.</p>

Leyland Ridings thanked everyone for attending the meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date – 14 January 2013.

According to the sign in sheet 33 people attended.

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee 19 March 2013
Subject	Decision No. 12/02020 - Proposed expansion of Knockhall Community Primary School, Dartford
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 Knockhall Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Swanscombe planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Knockhall Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 3 December 2012 and Monday 28 January 2013. A public meeting was held on 21 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Knockhall Primary School by 30 reception year places taking their PAN to 90 (3FE) for the September 2014 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 Swanscombe planning area.

4. Outcomes of the Public Consultation

4.1 A small 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr Richard Lees. Mr Lees said:

Two Primary Schools in my Division are proposed for expansion; Manor Community Primary and Knockhall Community Primary.

I am in favour of both these expansions.

Even without the benefit of the commissioning plan and the pupil roll predictions, I am keenly aware, through my work as a local councillor, of the growing pressure on places in Swanscombe & Greenhithe.

Both Schools have shown a willingness and desire to expand but more importantly, they have the capacity to expand without adversely affecting teaching and learning standards.

I have gauged public feeling to the proposals and so far the majority of residents and other stakeholders in the community I have spoken to view the proposals very positively.

There are genuine concerns, which I share, about the impact on the surrounding communities, on the quality of the learning environment, the possible disruption to learning and increases in traffic but I am confident these will all be addressed at the design and planning stages, should the proposals be accepted.

I hope that the proposals will be accepted and that these two, popular, primary schools of choice can offer a quality education to even more children in Swanscombe and Greenhithe.

5.2 The following views were raised in the public consultation meeting:

(i) *Concern over the potential for an increase in traffic or local parking issues.*

Access to the school is via Eynsford Road which is residential. 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.

The school mainly draws in pupils from the Greenhithe and Ingress Park areas, but the A226 is a very busy road and this makes walking a less attractive travel to school option.

Possible solutions could include additional parking/stopping restrictions, installation of a turning area inside the school, a new road crossing and walking buses.

5.3 Area Education Officer

The AEO fully supports this proposal. This enlargement is one of three proposals for the Fleetdown/Greenhithe/Swanscombe area. 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 Knockhall Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

Half of the parents who responded to the consultation supported the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. There are no capital costs during 2013/14 as building will commence in 2014/15. Estimated costs for 2014/15 are £807,605. We still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Knockhall Primary School.

9. Background Documents

Knockhall Primary School consultation document

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

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 – Dartford 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 Knockhall Community Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 17

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			1
Staff	2		
Parents	4		4
Pupils			
Other		1	5
Totals	6	1	10

Comments in favour of the proposal:

- Knockhall School is a good school with good staff but poor quality building. Now is a good chance to rebuild a huge part of the building and make it more habitable.
- I appreciate that the local community may be apprehensive about the growth and parking issues etc. but with the correct management of grounds this is easily solved.
- The proposal will give Knockhall School children more money, better facilities and more opportunities in their learning.

Comments against the proposal:

- My major concern is the safety of the children when in Eynsford Road. It is currently dangerous and before long a child will be killed or seriously injured.
- More parking needs to be made available for staff, parents and visitors which is insufficient at present and a nuisance to residents near the school.
- The increase in the number of pupils will increase the mayhem and hazardous parking.
- I feel that teachers will loose touch and bullying will become a problem for the children.
- The road cannot accommodate an increase. Parking is a severe problem often blocking neighbours drives.
- Concern for the childrens safety as parents stop in the middle of the road to drop off, blocking the road and putting their children at risk which will increase with expansion.
- A reduction in outdoor space to make way for the new building.
- The ability of current facilities, such as the hall, to accommodate a larger number of children.
- The current size of Knockhall School and its outside space were both plus points for me when choosing the school and these are now both at risk.
- I have seen development on a massive scale regarding housing but nothing of new primary or secondary schools, healthcare or roads. More thought should be given to what services these new residents will need.
- I am against the proposal to expand the school until the road issues are addressed.

Proposal to expand Knockhall Primary School

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Knockhall 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 proposing that Knockhall Primary School increase its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places which means 21 teaching rooms will be required.

The eastern part of Dartford has seen significant growth from large and small scale development over the last few years. The Kent Thameside development particularly is bringing new families to the area requiring enhancements to the infrastructure in order to meet the future needs of the area and its residents. Demand for reception year places is currently in excess of capacity and the local authority feel Knockhall Primary School is ideally placed to accommodate the forecasted growth.

Three primary schools in Swanscombe planning area, Manor, Craylands and Knockhall.

A comprehensive feasibility study and survey will be required to plan the new build at the school in consultation with parents, pupils, staff and the governing body.

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

Statement from the Acting Headteacher, Jacquie Connetta

As a school, everyone is very excited about the prospect of expanding the school and we are always oversubscribed and it will provide added benefits for the children and opportunities for the staff. Obviously there will be disruption whilst the building work is undertaken to accommodate for the extra children but I am sure we can work through this. I would like to reassure parents that the staff are committed to ensure that standards, teaching and learning does not suffer as a result of the expansion.

Statement from Substantive Headteacher from 01.01.10, Rob Juniper

Looking forward to meeting and working with you all next January. Wish to reassure that over last 6 years my school in Ashford has gone through this process, the important message is, I know you will have questions but it is important you embrace this process and support the school as there are lots of benefits. Understand concerns about maintaining standards, my school came out of special measures in 2006 and in July this had received good/outstanding Ofsted – it is about managing this process and working together. Fully embrace the proposals that KCC are putting forward to increase Knockhall to 3FE.

Statement from Chair of Governors, Julian Clark

On behalf of governors we broadly welcome proposal to expand the school, as good for the school, the children and Greenhithe. I get upset that we had to turn 28 children away this year; obviously these proposals are subject to the planning approvals going through. We

want the school improvements to be sympathetic to the existing school so does not lose its character – I can assure you that as governors, hold the local authority to account to ensure that this is the case.

Question	Response
<p>Parent As the school are turning 28 children away at reception entry, is an extra 1 FE going to be enough.</p>	<p>Simon Webb Yes, we believe it is. Local authority will strategically grow schools across Dartford East. The Manor Primary School has increased temporarily and Fleetdown and Knockhall in 2014 so it is phased and does not impact on the neighbouring schools.</p>
<p>Parent & Resident Main concern, as a resident is how will the school communicate with us, received a leaflet on Friday because parent of a child to this school but my neighbours did not receive anything. As a resident we are very concerned about parking issues, as teacher's park in the road. Perhaps yellow lines or a one way system might help?</p>	<p>Simon Webb Try to get consultation documents out to staff, parents and governors as quickly as possible. Current policy of KCC is that we do not leaflet drop to local residents as it is singularly about educational enlargement. The residents will be consulted at the planning and highways stage, which is a separate consultation, including a full highways assessment of traffic movement to monitor the volume of traffic and challenges as far as school and residents are concerned. The highways department will explore all avenues to try and alleviate the traffic congestion and the painting of yellow lines or putting in a single track access into the school to make an in and out may be an option. In terms of the planning and highways consultation period, local residents will be consulted through the local and county council.</p>
<p>Parent & Resident This is a wonderful school and we welcome the investment that KCC is prepared to make. My dealings with KCC or planning is an absolute joke, Sure Start Centre, just turned up and built it – no consultation. Are we going to get guarantees that this highways consultation will include local residents?</p>	<p>Simon Webb I agree that we will make a report available at the school. Want to make sure that we are transparent and nothing done through back door. I am giving an undertaking that residents can get a copy of the relevant reports.</p>
<p>Resident The education people think they can plan these things out – please explain why they shut two schools in area because of no demand, then opened one back up and built a new one. We have an estate which included houses, a pub, shops and a new school and that school has never been built. Fear someone is going to get killed on the road and if they do are KCC going to take responsibility because you made it a death trap.</p>	<p>Simon Webb I am a KCC officer and therefore accountable for making the decisions regarding the school. School closure you are referring to Swanscombe Secondary School, after a period of time built as SW community college and why we didn't built a school on Ingress Park. It was my decision not to proceed with primary school at Ingress park as after development built</p>

	<p>we had a option on that site to put primary school and throughout that period not one child came from Ingress Park and at end of time period had to make a decision whether to build a school or not. Of course, consequentially 2-3 years later there were a lot of children beginning to come off that development. Manor, Craylands and Knockhall schools had surplus places to cater for the additional children from that development. Population has increased from that development and inward migration, which was not included in original calculations. Thought growth was a spike but it was actual growth so have had to temporarily increase some schools but now need to put permanent accommodation in.</p>
<p>Parent & Resident at Ingress Park I moved to Ingress Park having had children and feel the decision not to build a school was wrong. Feel proposals here to enlarge school is great – Craylands is a school you have not mentioned, why as only 1FE?</p>	<p>Simon Webb We would never look at enlarging Craylands School as it is a PFI school. Any enlargement proposals would cost far too much as the clauses within the legal agreement would make it unaffordable.</p>
<p>Resident My concern like a lot of people, is the traffic and parking in the road. There is a problem with flooding on corner of school gates; surely someone from KCC could have done something about that.</p> <p>Also have concerns about the actual building works at the school as some years ago my garden wall was knocked down on three occasions by contractors going into the school. I wrote letters but to no avail. If the building works are due to start again can you let me know who I should contact if this happens again.</p>	<p>Simon Webb If enlargement goes ahead I will work with school to ensure that local residents likely affected by plant coming in know the timescale of when equipment coming into school. There will be a project manager appointed to oversee the build. I will give you my contact and you can contact the headteacher, Rob Juniper and we will personally speak to the contractors and follow that back.</p> <p>Mr Lees is County Member here tonight and he will pick up the issue of the drain and I will ensure feasibility study will pick up the water & drainage system is included. We will have to ensure that the utilities are fit for purpose to accommodate a 3FE school.</p> <p>There is no chance that a school can go onto Ingress Park now – as the land has been released back to the developers.</p> <p>Get a traffic assessment done on Eynsford Road.</p>
<p>Parent If increasing reception intake what are you doing about nursery places? Also what about secondary schools, where will children go? How will disruption affect children’s learning and where is the money coming from?</p>	<p>Simon Webb Local authority do not have to offer nursery places now, use to, but any independent provider can set up own nursery where there is demand.</p>

	<p>In terms of secondary provision, as children work through 5 enlargements then clearly there is a need for secondary school places. Identified by 2016 we will have put 2FE in secondary school and by 2019-20 there will be the need for another 3FE.</p> <p>Any children going through disruption would hold headteacher & governors to account for the standards in the school so local authority would expect the standards to only improve.</p> <p>Cllr Lees added that the Manor Community Primary School is a case in point where despite several years of disruption through building works standards have been maintained and improved.</p> <p>In terms of resources the money will come into the school because children come in in reception year group. County Council guarantee funding for 30 children irrespective of how many children actually start school. An additional £6,500 will be given to kit out the class rooms.</p>
<p>Resident How is this traffic assessment going to be made, as we also suffer from traffic from the Surestart and the Nursery. Teachers are parking in the road, their cars do not move all day, it is a nightmare for us and we are all concerned. We have had to spend money putting in a drive but it is constantly obstructed. Cars have been hit by passing traffic because of obstruction. How long is Kent highways going to spend assessing this road.</p>	<p>Simon Webb Within the feasibility we will identify where there is education provision. They will visit on 3-4 separate days and look from all angles. The report they produce will have to be validated so we can be assured that the recommendations they make</p>
<p>Parent Question about existing building and what is proposed. Building has history but some areas of the school not fit for purpose, i.e. heating systems etc, is there any provision to improve areas of the school that already exists.</p>	<p>Simon Webb We will put in money to ensure enlargement is possible. If current roofs not up to specification we cannot through basic need replace those roofs but we could look at it, if more effectively to knock down old part of the building not fit purpose knock down ground floor to build 2 floors. We will undertake any reasonable work to make building fit for purpose.</p>
<p>Parent & Local Resident Parking – does the study include the parents parking on zig zags morning after morning?</p>	<p>Simon Webb The traffic feasibility which will have a lot of elements will look at zig zag lines, it is an illegal act. We will work with parents to ask them not to do it and if they continue to do it, we need to get the Police down to issue tickets.</p> <p>We can only do what we are allowed to do.</p>

<p>Parent Perhaps the best way to approach this is to have the officers in plain clothes and not high visibility jackets as people will be alerted and no one will park illegally.</p>	<p>Simon Webb I will ask the company that undertakes this traffic survey to dress appropriately and not to aggravate the situation.</p>
<p>Parent & Resident Will there be any changes in recreation facilities and if so, how will this impact on the school.</p>	<p>Simon Webb As the school is enlarging it will need more green space for sports activities to take place. The local authority do not like take out green field space unless need to. If currently ground floor building that is not fit purpose the feasibility may say more cost effective to knock this down and build up to second storey.</p>
<p>Hall does it include canteen?</p>	<p>Simon Webb Yes, anything that the staff and children need for school to remain as effective as it is. New hall, kitchen, staff room etc will be looked at.</p>
<p>Will assessment take into consideration the age of the building and cost of keeping it going? As a lot of money is spent maintaining this old building to keep it going.</p> <p>Sensible to look to the future, might be cheaper to replace parts now than keep carrying out remedial work.</p>	<p>Simon Webb Only allowed to use funding on basic need to enlarge the school. If the current buildings start to deteriorate significantly ht can make application for a building improvement grant. Not a lot of capital money around and this will only be undertaken if really needed.</p> <p>Best way forward is for the headteacher and governors to put an accommodation plan against the buildings condition survey forward.</p>

Leyland Ridings thanked everyone for attending the meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date, 28 January 2013.

The meeting closed at 8.30pm.

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision No. 12/02014 - Proposed expansion Manor Community Primary School, Swanscombe
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 Manor Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Dartford West planning area.

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

1.3 This reports sets out the results of the Public Consultation which took place between Monday 12 November 2012 and Monday 24 December 2012. A public meeting was held on 15 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Manor 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 Darford West planning area.

4. Outcomes of the Public Consultation

4.1 A significant majority of respondents supported 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr Richard Lees. Mr Lees said:

Two Primary Schools in my Division are proposed for expansion; Manor Community Primary and Knockhall Community Primary.

I am in favour of both these expansions.

Even without the benefit of the commissioning plan and the pupil roll predictions, I am keenly aware, through my work as a local councillor, of the growing pressure on places in Swanscombe & Greenhithe.

Both Schools have shown a willingness and desire to expand but more importantly, they have the capacity to expand without adversely affecting teaching and learning standards.

I have gauged public feeling to the proposals and so far the majority of residents and other stakeholders in the community I have spoken to view the proposals very positively.

There are genuine concerns, which I share, about the impact on the surrounding communities, on the quality of the learning environment, the possible disruption to learning and increases in traffic but I am confident these will all be addressed at the design and planning stages, should the proposals be accepted.

I hope that the proposals will be accepted and that these two, popular, primary schools of choice can offer a quality education to even more children in Swanscombe and Greenhithe.

5.2 The following views were raised in the public consultation meeting:

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

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

Mr Lloyd 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 staff were fully committed to the proposal to enlarge the school.

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

Access to the school is via Keary Road, which is narrow. Keary Road 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.

The school mainly draws in pupils from Swanscombe village so most of the children will walk to school. There is already a one way system in and out of the school. Possible solutions include additional parking/stopping restrictions and walking buses.

(iii) Concerns about the design of any new build and disruption to learning during building.

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.

(iv) 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.

5.3 Area Education Officer

The AEO fully supports this proposal. This enlargement is one of three proposals for the Fleetdown/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 Manor Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A significant majority of the parents who responded, support the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £750k. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

8. 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 issue a public notice to expand Manor Primary School.

9. Background Documents

Manor Primary School consultation document

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

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 – Dartford 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 Manor Community Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 28

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	2		1
Parents	19	1	4
Pupils			
Other			
Totals	21	1	6

Comments in favour of the proposal:

- Pleased local authority is expanding school.

Comments against the proposal:

- Concerned if school should expand, results will suffer.
- Standards are rising, fear expansion may jeopardise this.
- Traffic congestion.
- Authority should build new school not expand existing schools.
- Concerned class sizes might increase.
- Lack of space currently is health & safety issue.
- No area in school large enough to accommodate whole school, ie assembly.
- Buildings need to be fit for purpose.
- Difficult working on split site.
- Need covered walkway from lower to upper buildings.
- Better communication system installed between upper & lower school.

Proposal to expand Manor Community Primary School, Dartford Summary of Public Consultation

Panel	Gary Cooke	Chair of Education Committee & Deputy Cabinet Member
	Simon Webb	Area Education Officer, West Kent
	David Hart	Area Schools Organisation Officer
	Ann Drury	Public Meeting Recorder
	David Lloyd	Headteacher
	Trixie Ball	Chair of Governors

Introduction

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

Purpose of the Meeting

- To explain the proposal to expand Manor Community 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 proposing that the Manor Primary School increases its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places.

The proposal is to permanently enlarge The Manor Primary School by 30 Reception year places for the September 2013 intake. Successive Reception year intakes will offer 90 places each year with the school having a total capacity of 630 pupils.

Under the previous Government the school received £6m grant toward rebuilding the school.

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

Statement from the Chair of Governors, Trixie Ball

School is now on the site of previous Swanscombe Infant and Sweyne Junior schools. The school was completely rebuilt and furnished to a very high standard, which hopefully can be duplicated with regards to the new proposals. The school was built to a 2FE specification and we had a dream to become a performing arts school, which I believe we have achieved. The headteacher and staff continue to provide high standards and quality of teaching to ensure the children receive the best. The staff, parents and children are very proud of their school and we feel best placed to accommodate an extra 30 children.

Statement from the Headteacher, David Lloyd

We are very proud at what has been achieved at the Manor and hope that by accepting these proposals we can support more children from the local community to achieve. I absolutely endorse what KCC is proposing and we will continue to do our best for the children.

Question	Response
I believe the Manor Primary School should be for local people and not foreigners – I don't mean that racially – just we shouldn't	More children in the school will attract more money from the Government, which means more staff and resources for the school to

have to accept children coming to the school from other areas of Dartford otherwise what's the benefits for me and my children?	continue raising the standards of education the children receive. This proposal will enable this excellent facility to be extended to other children within the Dartford area.
I am really pleased with the nursery accommodation and am concerned that the new building works will not be of the same standard.	Unfortunately we are unable to repeat the standard of the amphitheatre or dance studio here but the basic need funding does allow for additional classes and provides what is minimum requirement.
I am in favour of moving to a 3FE primary school on the condition that it is done right. School currently is split across two sites and it does not work – we need to bring the whole school under one roof.	The two schools were amalgamated and accommodation increased sufficiently. The children have plenty of outside space to play and land is sufficient to sustain a 3FE primary school.
The school did lose some land when the Children's Centre was opened.	The footprint is more than sufficient to provide high quality accommodation and field space for children to use for a 3FE school.
I welcome the opportunity to extend this excellent school. I would like reassurance that the amphitheatre will remain and not be converted into classrooms.	I can confirm that nothing will be taken away from the school, only added. Additional classrooms will be required and it is up to the headteacher and governing body to decide how this is managed.
I feel local authority needs to look at improving the accommodation at bottom end of site. The school hall isn't large enough to accommodate all the children.	If the proposal goes ahead the contractors will look at what is required for a 3FE school, i.e. toilet facilities, school hall, kitchen etc. A feasibility report will be provided and basic need funding allocated accordingly.
The staff are working in separate buildings and it is very hard to feel as part of one school.	I appreciate it is very difficult to operate on split sites and it is easy to feel isolated. I am committed to continue to work as one team and hopefully things will get better.
Also the size of the school hall is not big enough to allow whole school worship. A split school site does not work – lower school unable to interact easily and so does not benefit from new building.	The facilities at this school are exceptional and so will show up the lower school site even more. The headteacher and governors will make final recommendations as to how the basic need funding allocated.
Parking and access onto the site is a real concern.	Parking and access are issues with most schools. These concerns will be raised with the planning and highways authorities. The local authority is well aware of the parking issues in Keary Road and Munford Drive and we will try to work together to resolve them.
Obviously I have deep concerns about the roads not being wide enough to take any increase in traffic. Is there any way that	Issue such as this will be considered by the Highways authority, however, may I suggest you lobby your local representative, Richard

Keary Road can be one way?	Lees about this also.
The parking is appalling and how an accident hasn't happened I do not know. Munford Drive is at a standstill sometimes. Could yellow lines be painted to prevent people parking, or would traffic wardens be able to police it or even a lollipop lady?	With regards to your point regarding a lollipop lady, a survey is carried out during different times of the day to ascertain the levels of traffic. The results are then made know to the headteacher & governors.

Gary Cooke thanked everyone for coming along and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date of 24 December and referred to the consultation document that gave all the details of how this could be done.

Approximately 45 people attended the meeting.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision No. 12/02019 - Proposed expansion of Whitehill Primary School, Gravesend
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 Whitehill Primary School

1. Introduction

1.1 The Gravesham district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Gravesham East planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Whitehill Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 26 November 2012 and Monday 21 January 2013. A public meeting was held on 29 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Whitehill 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 Gravesham section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Gravesham East planning area.

4. Outcomes of the Public Consultation

4.1 A majority of respondents were undecided about 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Members are Mr John Cubitt & Mr Bryan Sweetland. Mr Cubitt and Mr Sweetland said:

It is clear that there is a need for a greater number of primary school places to meet the needs of the growing population of Gravesham. So from a pragmatic standpoint we do support the expansion at Whitehill provided that the school receives support in addressing the areas of concern which are detailed below.

- *The latest published Ofsted 2011 shows plenty of room for improvement.*
- *The school has a larger than average proportion of pupils who do not have English as their first language. (Ofsted)*
- *The proportion of pupils entitled to Free School Meals (FSM) is larger than the national average. (Ofsted)*
- *The number of pupils that have special educational needs and/or disabilities (SEND) is larger than average. (Ofsted)*
- *Access to the school is a cause for concern.*
- *Some of the existing accommodation requires refurbishment.*

5.2 The following views were raised in the public consultation meeting:

(i) Concern over the potential for a dilution in the ethos of the school.

There were concerns raised at the public meeting about the possibility of the ethos of the school being eroded with the increase in size, primarily because it would attract more children for whom, English is not a first language.

The headteacher, Mrs Jane Porter maintained that the school was completely inclusive and any such increase would not impact on the learning of any pupil.

(ii) Concerns about the existing school buildings

Several correspondents, including the headteacher, commented on the state of repair of existing school buildings. The AEO confirmed that the intention of the local authority was to ensure that following expansion, the school was fit for purpose. While Basic need funding could not be used to maintain or repair the school, there were other funding streams that might accommodate this, depending upon meeting the criteria.

The feasibility study indicates that the site size is capable of accommodating 3FE.

5.3 Area Education Officer

The AEO fully supports this proposal. Demand in Gravesham West planning area is outstripping capacity and forecasts indicate that this increasing demand is likely to continue

5.4 Governing Body

The Governing Body of Whitehill Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A small majority of the parents who responded, support the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £40,565. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Whitehill Primary School

9. Background Documents

Whitehill Primary School consultation documents

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

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 – 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 Whitehill Primary School, Gravesham

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 32

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	1		
Parents	7		5
Pupils	3	15	1
Other			
Totals	11	15	6

Comments in favour of the proposal:

- Because then you get to teach more children and we can make more friends.
- I think it will be a good idea to expand this excellent school to give other children the chance to learn as well.

Comments against the proposal:

- It would not go well because there would be too much kids in the playground.
- The playground would be inadequate for the increase in children so how will you make extra playing space.
- Living so close to the school I see the chaos the traffic brings already to residents and have witnessed a couple of accidents involving the children.
- I feel that these spaces would be taken up with an increase in non English speaking children which would put yet more pressure on teachers and the other children would fall behind.

Proposal to expand Whitehill Primary School

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Whitehill 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 proposing that Whitehill primary School increase its Year R intake to 90, taking the proposed total capacity of the school from 420 places to 630 places.

In 2010 Whitehill Primary School agreed to a temporary enlargement to accommodate the increasing demand for primary school places.

Historically before Mrs Porter was appointed there was Whitehill Infant School and Whitehill Junior Schools. Both schools were amalgamated in 2005 because the number of children in the area dropped significantly and did not require a 3FE school. Mrs Porter became headteacher and has driven the standards up, to be one of the most outstanding schools in the County.

The school already has 21 classrooms as it used to be a 3FE, alterations will be necessary to ensure that the children have consistency and they will be recognised in the feasibility report. All building work will be agreed, with the school maintaining control over the works to minimise disruption, with the health & safety of pupils, parents and staff being paramount.

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

Question	Response
Biggest concern is the impact of parking and cars on the surrounding area. Fear for the safety of the children and how the school will cope.	A lot of questions have centred on highways and safety. School originally planned as 3FE so parking should be fine but as part of the feasibility study we will ask the highways department to conduct a traffic survey to see if traffic calming measures need to be put in place.
An additional problem will be that children from a wider area will be travelling to the school, causing more traffic chaos – has the authority looked at the wider impact?	Whitehill is in the centre of the Gravesham Planning Area surrounded by a number of schools. A concentric circle highlights where the children are likely to come from and I think the parents who want this school will travel from a limited area, because there a certain amount choice already.
School doing very well and will grow in popularity. If that is a fact people are going to travel from further away as it is now regarded	The points you raise will be looked at under the highways report. Officers will come at peak times to ascertain what happens re traffic flows

<p>as a high performing school. Will the possibility of putting in a pelican crossing be looked at under the feasibility report?</p>	<p>etc so it can be included in the recommendations to Cabinet Members and Highways.</p>
<p>What other schools are you looking at? Why is Wrotham Road not included?</p>	<p>Wrotham Road was expanded a few years ago but is in the Gravesham West planning area so is not included in this presentation. We are extremely limited as to number of school we can enlarge because their footprint does not allow for expansion.</p> <p>Kings Farm – could expand. Chantry will be expanded in 2015 Rosherville school will be relocated and enlarged on Springhead quarter, once built.</p>
<p>Concerned about the increased immigration and how these children, mainly eastern Europeans will impact on the school as resources are diverted to accommodate their needs.</p>	<p>A number of schools within the Gravesham area have an excellent record of taking in eastern European children and working with them. Whitehill, Wrotham Road, Cecil Road and Chantry have worked together to nurture the expertise to help support other schools.</p> <p>The number of eastern European families within the Whitehill area is now dropping as they are relocating or migrating back to their country of origin.</p>
	<p>Tracking data at the school shows that once the eastern European children have been in school for a year they tend to make equitable progress with the other children.</p>
<p>There is concern about the standard of education children are receiving as more foreign students attend the school. I do not feel the children are getting the support because resources are being directed elsewhere.</p>	<p>I can only reiterate that our children do make the same levels of progress.</p> <p>The majority of eastern European children have quite high levels of intelligence so as they go through school; they actually enhance the levels of performance at the school.</p>
<p>Differentiation is very good in this school. Years ago there was an influx of Sikhs and I think sometimes it is difficult to accept change in a school. I think what these children bring is a plus not just for the school but for Gravesham as a community.</p>	
<p>What facilities, if any, are going to be affected whilst the building works go ahead. For example, this school had a swimming pool, long since gone, but am concerned about loss of playing fields or school hall being turned into temporary classrooms.</p>	<p>The original size of school was for 3FE, we know some alterations will have to take place to ensure that we have right accommodation but I do not believe the school hall or other facilities will need to be used as classrooms.</p>

	<p>The new reception class in September 2013 will work through in existing accommodation, as will successive years. In the last two years we may need to add accommodation but cannot see that the green spaces will be touched.</p>
<p>My son who is at senior school has just gone through a rebuild at his school and found it very disruptive, so had whole year of turmoil. My younger son also experienced the same thing and on occasion I had to report the contractors on health & safety breeches e.g. building dust. My concern is for the existing pupils at the school and how it could impinge on health & safety and ability to learn.</p>	<p>Feasibility study will take place within next 2-3 weeks and will look to what is needed to accommodate 630 pupils, i.e. look at toilets, sports facilities, car parking, and entrance – all statutory requirements before the school can move to a 3FE. There will be minimum build at Whitehill and do not feel it will disrupt or impact on the school greatly. If we need to put additional accommodation on site hopefully this will take place during the summer holidays. If you think health & safety regulations are being breached then please let the local authority know.</p>

Headteacher, Jane Porter

I think generally the proposals are a very positive step for the school as it gives teachers a bigger team to work with and provides better standard of education for the children. Am concerned there will be adequate resources to maintain the building, particularly the roof, as in the past we have been able to move the children to other areas if there were problems – would the roof be considered as part of the feasibility study.

If the roof is found to be faulty and needs repairing the cost will be taken out of the maintenance grant and not basic need funding. Kent has limited funding for maintenance works – property will assess how essential work is and County will have to determine outcome. I have to warn you there are a lot of schools on that list.

<p>I think you have just contradicted yourself as you talk about a bare shell which needs to be fitted out to become a classroom; would have thought that a room would have included making it water tight and not passing off to someone else's budget.</p>	<p>There are different ways we can managed this if accommodation already on site and not fit for purpose we could ask the headteacher why it was not dealt with it. If she said school not using for education purposes – no money to put right we would consider under basic need. My understanding of the question I thought you were talking of extended area of the roof – if whole roof that is poor may be landlord responsibility which comes out of maintenance. If not used as classrooms and we need to update for the growth would have to use of the basic need funding for that.</p> <p>If more than 25% of the roof needs maintenance then it becomes landlord responsibility.</p>
--	--

Leyland Ridings thanked everyone for attending the meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date, 21 January 2013.

The meeting closed at 7.45pm.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02017 - Proposed expansion of St John's Church of England Primary School, Sevenoaks
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 St John's Church of England Primary School.

1. Introduction

1.1 The Sevenoaks district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Sevenoaks planning area.

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

1.3 This reports sets out the results of the Public Consultation which took place between Monday 19 November 2012 and Monday 14 January 2013. A public meeting was held on 22 November 2012.

2. The Proposal

2.1 It is proposed to enlarge St John's Church of England Primary School by 15 Reception Year places taking their PAN to 30 (1 FE) for the September 2013 intake. Successive Reception year intakes will offer 30 places each year and the school will eventually have a total capacity of 210 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 A small 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 summary of the questions, comments and responses made during the meeting are given at 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 views were raised in the public consultation meeting:

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

It is acknowledged that parking and 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 new traffic survey will be sought in parallel to the planning process, in order to clearly define the impact (if any) of additional traffic which may result from this proposal. Once full information is available, the School Travel Plan will be updated.

The Bayham Road crossroads is recognised as particularly challenging for both parking and for children walking to school. The feasibility study will need to liaise with Highways and SDC to consider what could be done to make this area safer for children and local residents.

(ii) Concerns about sympathetic building.

There is a concern that any new build would not be congruent with the existing building, or that of the immediate local area. The planning process is inclusive and it would be expected that residents would be able to have their concerns and suggestions considered as part of that process.

A project manager would be appointed and the head teacher will maintain complete control over any work being done.

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 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, of which St John's is one. 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 at least 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 John's Church of England Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

Half the parents who responded, support the proposal.

5.7 Pupils

The pupils of the school were offered the opportunity to respond.

5.8 Diocese

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

5.9 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 in the Bayham Road area 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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £385,000. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand St John's Church of England Primary School

9. Background Documents

St John's Church of England Primary School consultation document

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

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 St John's Church of England Primary School, Sevenoaks

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 10

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	1		
Staff			
Parents	2		2
Pupils			
Other	2	1	2
Totals	5	1	4

Comments in favour of the proposal:

- This is essential to accommodate the large numbers of siblings that will come through the school as a result of the increased numbers taken to date.
- There will be a high level of demand from local families as the school is very popular due to the great improvements that have been made there.

Comments against the proposal:

- There are road safety problems in Bayham Road which must be addressed before this expansion goes ahead as the safety of the children is paramount.
- This is a sham. The school is already practically at the level proposed.
- A visually attractive design would have a less detrimental impact on neighbouring properties, as would external finishes that blend well with the garden surroundings.
- It is possible that the limited space and finance available for new buildings will result in an unattractive, over-development of the garden site and inadequate spacing between the new buildings and neighbouring residential property.

Proposal to expand St John's CofE Primary School, Sevenoaks

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand St John's CofE 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 proposing that St John's CoE Primary School increases its Reception Year R intake to 30, taking the proposed total capacity of the school from 105 places to 210 places.

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

In 2010 St John's CoE Primary School agreed to a two year temporary enlargement to accommodate the increasing demand for primary school places.

With the increase in numbers of children and staff, there will be a need to improve and upgrade the infrastructure accommodation, which might include toilets, main hall, parking, access and hard and soft play areas. It is hoped that this can be achieved on the back of previous granted planning permission.

Statement from Chair of Planning Committee representing the Governing Body, Derek Moore

The proposals speak of enlarging from 105 to 210 but in actual fact there are 184 currently on roll at this school, so the increase is not so dramatic.

Since being in post the headteacher has totally transformed the school and standards continue to rise with a recent Ofsted outcome of Good. The school is now the first choice for many parents in the area.

The benefits of agreeing to the expansion proposals include, no mixed age class groups, additional resources to benefit the children and better allocation of staff.

Due to the nature of the school site, the main disadvantages include car parking, access, speed of traffic and the fact that an additional two classrooms are required.

The expansion in terms in numbers means little than officially recognising the number of children attending the school and should not be a concern. However, the environmental impacts such as increase in traffic need to be addressed immediately.

Statement from Headteacher, Sally Quirk

The school and staff are committed to maintaining the small school church ethos and will continue to provide an excellent standard of education.

The PAN increased in 2010 from 15 to 30 temporarily and with increasing numbers of casual admissions the school roll currently stands at 184 with little or no impact on the children themselves.

With expansion comes the benefit of providing specialist teaching and extending the curriculum and no mixed age groups. The staff has greater opportunities with the additional resources provided.

The school will have 8 classes over the next 7 years and the local authority has agreed to fund an extra 2 classrooms and staff room.

The problem regarding the road network and increased traffic will need to be looked at immediately, with the possibility of extended road crossing and crossing required outside the school.

On the whole I feel this is a positive development for a small church school.

Statement on behalf of the Rochester Diocese, Gary Cooke

The Diocese welcomes the opportunity to expand church schools to the wider community and therefore supports the proposal.

Question	Response
<p>Agree children have to be educated somewhere but my concern is the increase in traffic on an already heavily congested road. I think the local authority need to look at the access onto school site, with an entry and exit to ensure less congestion.</p>	<p>The traffic impact is considered in the planning and highway process. The local authority will have to satisfy the highway and planning authorities that expansion is appropriate and the impacts of traffic acceptable and mitigated.</p>
<p>I wish it recorded that I share the same views of the previous speaker.</p>	<p>Highways are always an issue and will be built into the scheme. The local authority will try to mitigate this as best we can.</p>
<p>I have worked on safety on behalf of the Residents Association for a number of years and we have attempted, on several occasions to instigate traffic calming measures in Bayham Road but met resistance from Joint Transportation Board at County because of not reported incidents. With hindsight our argument would have been more weighted if we had joined forces with the school, lobbying parents. We have undertaken speed watch patrols and would like to see more signage and perhaps a pedestrian crossing installed to encourage more children to walk to school.</p>	<p>Parents are working with the school on a traffic project by staggering school opening and closing times. We are open from 8am-6pm to hold our sporting clubs and additional activities and this helps with congestion at drop off and pick up times. We are looking at travel plans which include a walking bus but cannot consider a pedestrian crossing until the speed of the traffic is reduced because of health & safety concerns.</p>
<p>We are delighted with the work that the school is undertaking to try and alleviate the traffic problems but are appalled by the responses we receive from County when trying to address these issues.</p> <p>The volume and speed of traffic has increased significantly along these roads</p>	<p>The local authority accepts that there are significant issues surrounding this proposal with regards to traffic.</p> <p>May I suggest that parents and local residents lobby their local councillor, John London to gain support? The local councillor has access to highway funds</p>

<p>in recent years causing a major concern to the health & safety of our children.</p>	<p>that may be able to help put in a zebra crossing, road marking, and 20mph speed limits.</p>
<p>The standard response from KCC of 'no recorded incidents' is appalling, does it take a child to be killed before anything is done?</p>	<p>I am disgusted by the standard response you seem to be receiving from the local authority representatives and will take this up further.</p>
<p>The volume of traffic and road safety has got to be a key part of any planning proposal. I can remember children being killed whilst walking to school when I was young and I remember how that felt – I do not want it to happen to any of the children of this school. Something needs to be done immediately.</p>	<p>We accept that there are major highways issues but I do not want to take the whole of this meeting up discussing them as it is an educational consultation concerning the expansion of the school.</p> <p>The Borough Council can make recommendations but it is the Police who address line markings.</p>
<p>I am disappointed with your responses because this situation has been going on for a long time. I believe the consultation should have happened two years ago but now feel our hand is being forced.</p>	<p>Thank you for your statement but I believe we have already discussed these issues at great length.</p>
<p>The school is already practically at the proposed level of expansion and I feel KCC has nothing constructive to say regarding the main issue which is traffic and safety of children coming to and from the school.</p>	
<p>I would like to thank the school and local residents for their work on the traffic measures but until there tangible plans to tackle this key issue I cannot support the proposal.</p>	
<p>How will the local authority be supporting the school through this process?</p>	<p>The local authority will forward fund the proposal so the school budget is not affected by the increase in pupil numbers.</p> <p>The headteacher will manage now the funds are distributed within the school.</p> <p>Once planning permission has been granted for the new build, it is hoped the local authority can get the new class rooms on site as soon as possible after the feasibility report agreed. The scheme will be supported by a project manager from KCC, headteacher and governors.</p>
<p>Will the installation of new classrooms take away any of the playing space?</p>	<p>The short answer is no.</p>

<p>Other local authorities seem to have a blanket approach of 20mph speed limits around all their schools but KCC chooses to take the option of 'there have been no casualties'.</p>	<p>I will contact John Burr in Highways to get someone to visit the school to look into traffic issues.</p> <p>Please respond to the consultation, highlighting your concerns regarding road safety.</p>
<p>Where are the classrooms going to be sited?</p>	<p>The two storey school hall will be sited on grass meadow where library use to be. We will not be using the playing field or KS1 playing area.</p>

Mr Cooke said the expansion of schools programme was about providing the best education for the children in Kent. St John's CoE primary school has challenges but to see the standards rise so rapidly and to receive an Ofsted outcome of good is testament to Sally and her staff and I thank her for her efforts.

I thank you all for attending tonight.

The meeting closed at 7.50pm and 18 people attended.

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision No. 12/02015 - Proposed expansion of Langton Green Primary School, Tunbridge Wells
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 Langton Green Primary School.

1. Introduction

1.1 The Tunbridge Wells district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Langton Green planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Langton Green Primary School.

1.3 This report sets out the results of the public consultation which took place between Monday 19 November 2012 and Monday 14 January 2013. A public meeting was held on 20 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Langton Green 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 Langton Green 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr John Davies. Mr Davies said:

John Davies is supportive of the increase in the school's PAN from 30 to 60 to ensure that those parents who wish their children to attend Langton Green Primary School can do so and share the excellent education provided by a dedicated team of teaching professionals and support staff led by an outstanding Headteacher and Board of Governors. However until the access and traffic implications are addressed he cannot fully support the proposal as these were not in his view properly addressed in the feasibility study. Mr Davies as the local Member will be responding to any Planning Application that is put forward and will not participate in the decision process of any application as he is a Member of the Planning Applications Committee and Chairman of the Committee and a Governor of the school.

5.2 The following views were raised in the public consultation meeting:

(i) Concern over the potential for a dilution in the small school ethos or standards at the school.

There were several comments and returns (from residents and parents) that expressed concern that the 'village' aspect of the school would be diluted due to the widening of the area from which the school draws in pupils.

The school has an Ofsted grade of outstanding and the head teacher, Mrs Judith Lees made it clear that neither performance standards nor ethos were at risk. Mrs Lees offered a very firm commitment to parents at the meeting that she believed that the enlargement was a positive move and would benefit the school and local community.

(ii) Concern over the lack of places available in the school for September 2013.

According to the early information available to the school, it is estimated that out of 30 available places at the school, 27 of these will be offered as sibling link places, leaving only 3 places available. This would mean that some local children, even some living very close to the school, will not be able to get a place.

For September 2013, there have been a significant number of responders who have children who would like to go to Langton Green Primary School. These potential parents indicate a unanimous and enthusiastic support for the proposal.

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

It is acknowledged that Lampington Row is a narrow residential road and that even a modest increase in traffic might create issues for residents at drop off and pick up times.

Alternative solutions need to be considered as part of any work at the site and Property Group are factoring this in to their feasibility studies. One possible solution would be to use parish/village car parking, but it is understood that improvements would be required.

MLM Consulting Engineers were commissioned by Kent County Council to provide a Transport Assessment (TA) associated with a proposal to extend the existing Langton Green Primary School. The report is available as a public document and it concludes:

"Overall it has been demonstrated that with the access improvements to the school and the full use of the village hall car park there are no transport or highways reasons to prevent the extension of the current 1 form entry school to a 2 form entry school."

(iv) 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 in any work done at the school.

(v) Concerns about the need for additional places that would require Langton Green to expand.

There are concerns that Langton Green Primary School is being expanded purely to ameliorate the capacity issues in central Tunbridge Wells. The AEO does not feel that this is the case as Langton Green is a village community, separate from Tunbridge Wells.

Langton Green planning area covers an area beyond the confines of the village itself. There are single dwellings and hamlets outwith the village boundaries, for who Langton Green is the nearest school. Forecasts clearly indicate a significant and sustained increase of school age children in the Langton Green planning area.

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.

5.4 Governing Body

The Governing Body of Langton Green Primary School are supportive of the proposal.

5.5 Headteacher

The head teacher of the school is supportive.

5.6 Parents

Of the parents that responded, there is a small majority opposed to the proposal.

5.7 Pupils

The majority of pupils of the school are supportive of the proposal.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £85,000. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Langton Green Primary School

9. Background Documents

Langton Green Primary School consultation document

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

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 Langton Green Primary School, Tunbridge Wells

Summary of Written Responses

Printed Consultation Documents distributed: 500
 Consultation responses received: 268

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	4		
Staff	11		
Parents	21	2	26
Pupils	128		24
Other	5	3	44
Totals	169	5	94

Comments in favour of the proposal:

- Tunbridge Wells is expanding but not enough state primary schools.
- School has land available to expand and accommodate the growing number of primary school aged children.
- It is only right to open up the brilliant education to more children in the area.
- The good reputation of the school brings in excellent teaching staff and expansion will increase opportunities for staff.
- Langton Green is an outstanding school and I believe it is vital that good schools are able to build upon and share their success to benefit as many children as possible.
- We can share the benefits of an 'Outstanding' school with a wider number of families from Langton and its immediate environs.
- Having twice as many children in a year group will give children the opportunity to develop an even wider circle of friends.
- This represents an opportunity to upgrade certain facilities within the school which would not be dealt with in any other way.
- There is a real educational need for extra places at Langton. Children who live within a short distance should have the right to attend it.
- Capacity at present is inadequate for the number of children in the village.
- Your proposals are excellent and exactly what this village requires for future primary education and the ongoing growth of the village.
- Underlying concern that people within the parish are having increasing difficulties in obtaining places at the school.
- There is and has for sometime been a lack of primary education places for the growing and current number of children in the area.
- I am excited because there will be more activities.
- More learning area! The bigger the better! More space to play in and new friends.
- More children could go to the school who live in the village.
- After achieving Outstanding in Ofsted this is a natural next progression for the school in order to continue the good work.
- It is only right we now open up our brilliant education to more children in Langton Green and surrounding areas.
- The expansion will provide the school with much needed funds for improvement of existing buildings and facilities.

Comments against the proposal:

- This would severely impact on the local community, the roads and parking.
- There would need to be many more traffic calming measures as speed is a continuing and worsening problem.
- I fail to see how the current road system can support such an increase in traffic.
- An already congested access problem which can only become more dangerous with double the parents at drop off and pickup times.
- We moved to Langton Green as it was a small community school where all the staff and children know each other which is important to us as our son has a serious medical condition.
- Traffic and parking is a major concern as more spaces will result in more children from neighbouring villages who will drive to school.
- Maintaining standards becomes difficult with additional children/teachers.
- Langton is a superb school, with superb facilities indoor and outdoor. An increase in intake will result in this outstanding status being put at risk.
- Increase in rat-run traffic around local Langton roads.
- Access to residential home behind the school, where ambulance access is required is problematic at drop off and collection times.
- The main Speldhurst Road access to Lampington Row for pupils on foot is dangerous as a main road must be crossed without any crossing aides.
- The village doesn't have the capacity to cope with a larger school, for example when the church is used for school events it is difficult to accommodate all parents/relatives/carers.
- The development work will inevitably impact on the current pupils study, with noise and other distractions.
- Any increase in LGS capacity should be in response purely to an excess of demand in the catchment area – not because of excess demand in Tonbridge Wells overall.
- Expansion would result in higher traffic/parking being a nuisance to residents, dangerous to children and further hindrance for emergency vehicles access.
- The expansion will intensify the traffic problem which is already a toxic combination of cars and children sharing the road.
- Near misses happen daily and emergency vehicles cannot access the elderly residents of Ashurst Place.
- There would need to be some big changes in traffic/parking to make it feasible and work on a day to day basis.
- Vacant places at many other good local schools, Speldhurst, Rusthall, Fordcombe should be utilised.
- My son gets one chance at an education in this part of his life, I don't want him going to school in a building site.

Proposal to expand Langton Green Primary School, Tunbridge

Summary of Public Consultation Meeting

Purpose of the Meeting

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

Proposal

Kent County Council is proposing that Langton Green Primary School increase its Year R intake to 60, taking the proposed total capacity of the school from 201 places to 420 places.

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

Langton Green is an outstanding school so demand for places is high. Feasibility study and survey will be required to plan the new build for the school, allowing flexibility for a creative learning space.

No final decisions will be made until the consultation process is over, so please let the local authority have your views.

Statement from the Headteacher, Judith Lees

Headteacher has had discussions with governors, staff and some parents regarding the local authority proposals and are broadly supportive of expanding to a 2FE primary school. There will be many challenges and opportunities to consider but school is confident through expertise and support of the local authority and community these can be overcome in a positive way.

The school is heavily oversubscribed and would like to be able to offer places to the local children of Langton Green and see it is an opportunity to improve school for current and future parents. At present there are 27 siblings and school can only offer 3 new places.

Pleased that the proposed expansion is gradual and will take 7 years to complete. This will enable school time to adapt and maintain standards and ethos.

Would like more children to benefit from outstanding curriculum, teaching and learning and look forward to appointing new teachers. The school has capacity to expand in terms of space, leadership and staffing which will mean that staff can be retained for longer as there will be more opportunities for them. Expansion will bring along additional benefits and help to raise standards and learning.

Langton Green is a relatively small school and following the expansion of other schools in Tunbridge Wells could almost be the smallest.

Main concerns are access onto the site and parking but with these proposals comes the opportunity to look at resolving some of these problems.

Look at the proposals with a positive view, it is an exciting time for the school and with the commitment and support of the staff and parents, I am sure we can rise to the challenge and maintain the school ethos and standards.

Statement from the Chair of Governors, Mark Gamble

School are looking enthusiastically at this proposal and subject to the feasibility study catering for the needs of the children, parents and local residents, I am sure we can move forward to a positive outcome.

Be assured if the school becomes a 2FE primary school standards will be maintained under the strong leadership of the headteacher and commitment of her staff.

There are concerns but this is a consultation, no feasibility study is available yet so the concerns can be reflected in final plans.

Question	Response
<p>Feel the village character of the school will change, especially if children from the wider community are allowed to attend the school. I chose this school because it had the feel of a village school but agree it is unreasonable that local children are unable to get in.</p>	<p>Major concern is that a lot of children from Langton Green village are unable to get into the school and have to travel to different areas.</p>
<p>Headteacher said this was a consultation, when in actual fact she has not consulted with the parents until this evening.</p>	<p>Langton Green is not a church school but we have endeared values and try to work with the children and parents to create a positive ethos. Can understand why people look to a small school but if the numbers drop, may be forced to look at vertical classes and mixed age groups. School has the capacity to cope with expanding to a 2FE primary school, especially as growth will be gradual.</p>
	<p>It is a case of village envelope versus planning area. Langton Green has a PAN of 30 and due to its popularity it will be over scribed. If more than 30 applications are received the oversubscription criteria kicks in which is: 1st LAC 2nd Sibling 3rd Distance (geographical)</p> <p>School took 40 children a couple of years ago. For Sept 2013 27 children will get in under sibling rule leaving only 3 geographical places which unacceptable, hence the consultation.</p> <p>By putting the PAN up to 60 it allows children from outside the Langton Green area to come to an outstanding school.</p>

<p>Lampington Row is a narrow road so access onto the school site is restricted. We have huge concerns over parking and traffic management during drop off and pick up times.</p>	<p>The local authority understands the concerns of local residents around parking and access and a feasibility study will be undertaken to look into such issues. Separate to that will be a consultation regarding highway and planning issues which will look into trying to improve what is already there.</p>
<p>None of the local residents were informed of this meeting tonight.</p>	<p>As this is an educational consultation with regard to school expansion the local authority are not required statutorily to inform local residents. Local residents will be consulted as part of the planning and highway process.</p>
<p>Can you put your hand on your heart that you do take account of what people say?</p>	<p>The local authority are here to consult on enlarging this school. We are currently going through the process to try and expand 7 schools in Tunbridge Wells, giving parents the opportunity to send their children to local school. Some of these proposals may fail due to the strong feelings of residents, governors and staff but the local authority need as many responses as possible to determine an outcome.</p>
<p>I feel we are being sold this proposal and it is not a balanced point of view as I get the impression the local authority is almost saying this is what is going to happen.</p> <p>I also do not understand the headteacher's point about lots of people coming to live in Langton Green.</p> <p>If a high percentage of parents do not want this can the local authority ignore us? Perhaps we could have a show of hands for and against?</p>	<p>If we all parents were here tonight it would be representative but we cannot be sure that is the case. We also have residents here.</p> <p>I expect the report to the Education Committee to be in favour of the proposals, however, elected members will make the final decision.</p> <p>This is a consultation, it is not a referendum and therefore is worthy of serious consideration.</p>
<p>Will we have an opportunity to look at the feasibility study/plans before the consultation process closes?</p>	<p>I believe there will be an opportunity for parents to view the plans and will encourage the governors hold discussions on this.</p>
<p>You are saying every parent could say 'no' but you still expect the recommendation to be to expand?</p>	<p>The local authority expect a balance to be drawn.</p>
<p>Every parent could say no but you would still expect a recommendation to expand?</p>	<p>We do believe a balanced view has to be drawn, proximity of local school, it is an outstanding school – people will wish to send their children here and the local</p>

	<p>authority wish to make it available to the wider community.</p> <p>In Kent 85% of parents received their first preference and we want to increase that to 95% or higher.</p>
<p>Parent</p> <p>From a village point of view the school will double in size. May I ask where the buildings are going to be sited? Will they be built at ground level or will it necessitate a second storey building?</p>	<p>Simon Webb</p> <p>The feasibility report will identify how the school site can be developed. Dependent upon the report, school buildings could be extended to the boundary lines or go up to a second storey, but impact on local environment will be a consideration.</p> <p>I understand the feasibility report will be available from mid December.</p>
<p>I understand that you are looking at a number of schools in Tunbridge Wells:</p> <p>I feel what you are proposing in Tunbridge Wells is sufficient and demand is not that great to warrant expanding Langton Green.</p>	<p>We are currently undertaking public consultation with 7 schools in the Tunbridge Wells area, of which Langton Green is one.</p> <p>Tunbridge Wells and the neighbouring villages have seen a number of small and medium scale housing developments over the last few years.</p> <p>In addition, there has been inward migration from London and other parts of Kent that have been a contributory factor in the indigenous growth.</p> <p>I consulted with several schools within the Tunbridge Wells district about enlargement.</p>
<p>You have also approached St James' Infant and St James' Junior to go up</p>	<p>Currently we are looking to enlarge:</p> <p>St James Infant to FE St James Junior to Pembury to 3FE Southborough to 3FE St Marks Langton Green 2FE St Matthews</p>
	<p>Bishops Down due to planning constraints/health & safety we are unable to enlarge this school site.</p>
<p>Rusthall St Paul's is not full and Bishops Down is sucking children away from there why aren't you considering expansion here?</p>	<p>With regards to Rusthall St Paul's, it is currently a satisfactory school with a PAN of 50 and at least 45 in each year group, which in comparison with Langton Green,</p>

	which is an outstanding school.
Claremont, I understand was approached but refused to expand.	Claremont is a popular and outstanding school so I approached the HT and governors about permanent enlargement. Initial feasibility showed as site too small KCC would have to completely rebuild, costing in excess of £5m. In the end governors decided it wanted to remain a teaching school.
Under the planning process agreement has been given for a new school on the old hospital site with another new school proposed to go on Hawkenbury site.	Due to lack of developer contributions the local authority were unable to put a school on the old West Kent Hospital site. The Wells Free School proposal has been accepted and a new school is expected to open there in September 2013. Discussions are underway with the planning authority regarding the Hawkenbury site. It is hoped that the local authority will be able to relocate St Peter's Primary School onto this site as its present accommodation is poor.
Feel the parents of Langton Green are unable to get their children into school as a direct consequence of the temporary expansion in 2010. There was no consultation then, so wonder whether there is a legal problem here.	There is no legal issue regarding this. The local authority approached the school about temporarily enlarging because of need for places for children within the village.
With regard to the changes proposed for our school, I am not the only person in this room who is concerned whether the education of our children is going to be protected by such a non-definitive plan.	I work with a number of schools in Tunbridge Wells and see huge benefits to being a larger school. Please do not worry about the identity of this school being lost. I hope most of you do not see us demographically but see the work carried out by my staff and witness the changes in your own children, as it is not about where they go to school.
	We, as a school, have managed challenges in the past and will ensure that the building works do not impact on the education of the children. The children will be safe and their education uninterrupted.
I have every sympathy with parents trying to get their children into the local school and the Parish Council has been working with parents and residents to alleviate some of the parking issues.	

<p>Parish Council is looking to expand some of the grass area for parking and link the pathway into school so more children can walk to school. The Parish Council resources are limited so seek cooperation from KCC to try to address these traffic issues when considering the feasibility plan.</p>	
<p>I am concerned that the consultation period is for 8 weeks which includes the Christmas break.</p>	<p>The consultation period is for 6 working weeks, with a closing date of 14 January 2013. However, the local authority are prepared to keep this open for a couple of days after that.</p>
<p>That the feasibility study not available until mid December, with consultation responses due by 14 January 2013.</p> <p>I question the merits of holding a consultation without the benefit of seeing a feasibility study first.</p>	<p>School will receive the feasibility report by mid December, giving some time to look at it before the end of term.</p> <p>The local authority could have presented a feasibility report here tonight and parents considered it fait accompli.</p>
<p>Can we be assured that funding is available to carry out the proposals being put forward?</p>	<p>As there has been indigenous growth the local authority are able to bid for Basic Need funding to ensure enough provision for the children of Kent. It will be up to the Chair of Governors and Headteacher to determine how that funding spent.</p>
<p>You said the proposals at Bishops Down were rejected on the grounds of health & safety. Was it different at this site?</p> <p>Access is limited on this site also. Ambulances struggle to get through and we have had occasions when children nearly run over whilst using pathway.</p>	<p>Langton Green's school site is large enough to take a 2FE primary school.</p> <p>Bishops Down had ancient woodland and trees overarching site and you cannot build on the boundary. Access was limited as Ryland Drive is very narrow. To provide sufficient access onto the site a circular road, across the football field would have been required and Sports England would not hve permitted this so the proposal could not go ahead.</p>
<p>I accept you need to consult with highways and planning colleagues and we can have a lollipop person but these problems should be resolved before we even consider this proposal.</p>	<p>I can only reiterate that the health & safety of the children is paramount and will be looked at closely.</p>
<p>Will what has been discussed here tonight be accessible to the parents before the end of the consultation period?</p>	<p>At the end of the consultation period a full report will be available.</p>
<p>Feel you are legally required to consult</p>	<p>We are undertaking similar consultations</p>

<p>with residents, especially those in Lampington Row as we are practically neighbours.</p>	<p>across the county and this seems to be a common theme. KCC's policy is that we do not statutorily have to consult with the residents as part of an educational consultation. However, I give you an undertaking there will be a detailed review into how KCC statutorily consults in future.</p>
<p>Feel holding a consultation here this evening is rubbish if there are no feasibility plans for the parents to see. We are being asked to comment on a concept as there are concrete proposals.</p>	<p>We are consulting on a concept. The same process is being rolled out across the county and we will continue to use this format.</p>
<p>The governors at Claremont were opposed to the idea of expansion – I feel the governors of this school are not listening to the parents who are opposing this expansion.</p>	<p>I am listening and weight of opinion is quite clear here tonight but there are also parents in the village who are unable to get their children into this school and future parents that I have to consider.</p>
	<p>We did consult with Claremont and initially they yes but the caveat was funding from local authority.</p> <p>Even if a governing body disagrees, if there categorical need for school places, the local authority can insist on the expansion but this is not how we like to work.</p>
	<p>If a housing development has over 500 units, the Borough Council are required to make provision for a new primary school. Currently in Tunbridge Wells there are proposals for Knights Park and Hawkenbury.</p>
<p>I would like to see the local authority present the feasibility report to parents in December. I did read the Kent Commissioning Plan and would like the opportunity for more discussion.</p>	<p>I will be delighted to come back with a property colleague to talk about the feasibility proposals.</p>
<p>Would ask that the school canvasses the views of the parents as I feel communication is not as good as it could be.</p>	<p>We hope the parents trust the governing body to do the job to the best of our ability. We will consult and hope parents feel their opinions have been sought. An informed decision on behalf of the governors in consultation with the parents.</p>
<p>I live in the village and welcome the proposals to allow my child into the school. I am concerned that as the consultation process ends on 14 January,</p>	<p>The local authority accept the proposals should have been looked at several years ago and will endeavour to be more proactive in future.</p>

<p>have to submit my application for school place by 16 January and feel it's a bit late in the day.</p>	
<p>It was mentioned earlier that the forecasting figures had been inaccurate. What assurances can the local authority give us that they have estimated correctly now?</p>	<p>The method previously used took into account live birth data and predictions indicated a growth in 2010/2011 which we thought was a 'spike'. By 2012 the local authority realised it wasn't a 'spike' but actually growth. Therefore the local authority commissioned a new forecasting method called Edge from Leeds University that has proved so accurate that they are now marketing the package.</p>
<p>I think the local authority is skating over one fundamental problem and that is parking. You heard how the Parish Council is trying to resolve the issue but did not give a definite answer. If you are not prepared to consider the full facts surrounding parking and access how can you work safely and properly?</p>	<p>I can hear what you say but I cannot give any guarantees tonight. The views of the Parish Council and the local residents are taken very seriously and I urge you all to complete a response form.</p> <p>What I haven't heard is how wonderful the school is.</p>
	<p>The local authority is fully supportive of the children of Langton Green and is aware of the geography regarding the site. In Langton Green, however, there is a growing need for school places which we have to try and address as a County Council. I apologise to you if I have given the impression that local resident views do not count. The views of parents, staff, local residents and the young people are very important.</p>
<p>I believe the expansion will create better facilities for the school, however, we must remember that it is a village school and not in the centre of Tunbridge Wells. I just feel if the 2 mile sibling rule increases we could be disadvantaging the children in village again.</p>	<p>It is very rare in any 2FE for siblings not to get into school. St John's in Sevenoaks is a very small urban school but all siblings manage to get a place there.</p>
<p>In the Langton Green area it is very hard to get planning permission. You have embarked on a feasibility study costing a considerable amount of money when it is highly unlikely that planning permission will be granted to allow alteration to the existing access onto school site. How can the local authority justify wasting tax payer's money like that. If you do not take into consideration the access problems onto this site, a child will die</p>	

--	--

Mr Cooke thanked everyone for coming along and for the questions that had been asked.

The meeting closed at 9.45pm.

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision number: 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells
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 Southborough Church of England Primary School.

1. Introduction

1.1 On 12 September 2012 the Kent Commissioning Plan was presented to Education Cabinet Committee, together with a report listing Primary Commissioning proposals for Tunbridge Wells District.

1.2 Following discussions with Southborough Church of England Primary School, KCC, supported by the Governing Body, undertook a public consultation on a proposal to expand from 60 reception year places to 90 places with effect from September 2013.

1.3 This report sets out the results of the public consultation that took place between Monday 15 October 2012 and Monday 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 The vast 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 summary of the questions and comments received, and the responses from the panel are given at Appendix 2.

5. Views

5.1 Local Member

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

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

(i) *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 Emma Savage 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.

(ii) *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 to clearly define any potential impact of additional traffic resulting from this proposal. 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.

(iii) *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.

(iv) *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 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.

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..

5.5 Headteacher

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

5.6 Diocese

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

5.7. Parents

The majority of parents who responded were supportive.

5.8 Pupils

All the pupils of the school who responded were supportive.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £146,410. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Southborough Church of England Primary School.

0. 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 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.	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. 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.
Southborough School is a successful school with happy children, strong	Reassurance was given by the headteacher that standards would not drop if the school

<p>leadership, high teaching standards and over subscribed year on year. With a distance criteria of a 1/3rd of a mile the schools responsibility is to the local community and not taking children from farther afield.</p>	<p>expanded as staff will continue to maintain high levels of teaching. With expansion comes improved resources which will benefit the pupils</p>
<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>

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision No. 12/02018 - Proposed expansion of Pembury Primary School, Tunbridge Wells
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 Pembury Primary School.

1. Introduction

1.1 The Tunbridge Wells district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Pembury planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Pembury Primary School.

1.3 This report sets out the results of the public consultation which took place between Monday 26 November 2012 and Monday 21 January 2013. A public meeting was held on 28 November 2012.

2. The Proposal

2.1 It is proposed to enlarge Pembury 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 Pembury 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr James Tansley, who said:

The issue has generated widespread concern in the village. There is a very strong feeling, backed up by data from the local surgery, that most of the pupils who will be filling the third class will be coming from outside Pembury, and that the expansion of the Primary School has been proposed to try to solve a wider Tunbridge Wells problem.

There are other issues. There is a risk that an expansion of the school could lead to a deterioration in the quality of education. There is also a risk that the school will face disruption while the work required for the expansion takes place. And some residents remain concerned that, given KCC schools admission policy, Tunbridge Wells children who have a brother or sister at the school will be given priority over Pembury children, who would then have to find places in schools elsewhere.

Looking at wider issues, parking around the school is already a problem, with residents in the surrounding roads regularly complaining about congestion at drop-off and pick up times. With considerably more children coming to the school from outside Tunbridge Wells, many travelling by car, the situation can only get worse.

Has sufficient thought been given to other options, given that most of the children who are likely to fill the new classes will be coming from Tunbridge Wells? Is there no scope for expansion at other schools in Tunbridge Wells situated in areas far closer to where the majority of pupils are likely to come from than Pembury? I have been told that it will cost some £6m to provide the necessary facilities to allow Claremont School to expand from two classes to three compared to £1.8m at Pembury. Can this be right? Even if it is more expensive to build a school in Tunbridge Wells, could this not be justified by the other benefits of such a move?"

5.2 The following views were raised in the public consultation meeting:

(i) *Concern over the potential for a dilution in the village school ethos at the school.*

The AEO notes that there were several comments and returns (from residents and parents) that expressed concern that the 'village' aspect of the school would be diluted due to the widening of the area from which the school draws in pupils.

There is no doubt that some of the residents of Pembury village would wish for the school to only accept children who live in the village. However it would be contrary to the Schools Admission Code to develop an exclusive ring fenced area for admissions to the school. To ensure schools serve the immediate local community, the proximity between the child's home and the school will normally be a determining factor, with those living closest receiving the highest priority. The local authority must consider all children for whom Pembury is the nearest school.

(ii) *Concerns about the need for additional places that would require Pembury to expand.*

There are concerns that Pembury Primary School is being expanded purely to ameliorate the capacity issues in central Tunbridge Wells. This is not the case.

Expansion of Pembury is being proposed because forecasts clearly indicate that next year and in subsequent years there will be at least 70 children for whom Pembury is

the nearest school. The local authority must strive to ensure that in addition to giving parents genuine choice, places should be made available at the nearest school wherever possible.

The demand for more places in Tunbridge Wells is being met by KCC proposals for the expansion of five schools in Tunbridge Wells.

The figures from the local GP surgery are undoubtedly provided in good faith, but are not subject to the data accuracy and compliance testing that is in use by the local authority. There is no way to establish whether every child in the village is registered at the same GP. In contrast, the baseline data in use by KCC have included official area-wide data from the Health Authority. The Official data can be matched to an area that is contiguous with the education planning area in use by Kent County Council.

The Pembury planning area covers an area beyond the confines of the village itself and covers all the children for whom Pembury is the nearest or most accessible primary school. There are single dwellings and hamlets outwith the village boundaries. Parents living in these places have the same right to express a preference for their children to an education at their nearest school.

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

The head teacher, Mr Peter Wibroe delivered a clear message of support in which he made it clear that neither performance standards nor ethos were at risk. Mr Wibroe offered a very 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.

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

Although Lower Green Road provides a good access, there are residential concerns about even a modest increase in traffic at drop off and pick up times.

Alternative solutions would need to be considered as part of any work at the site and Property Group has factored this in to their feasibility studies. One possible solution offered was to incorporate a turning area or drop off inside the school boundary. A new traffic survey will be sought in parallel to the planning process to clearly define any potential impact of additional traffic resulting from this proposal. Once full information is available, the School Travel Plan will be updated.

5.3 Area Education Officer

Notwithstanding the considerable local opposition to this proposal, and having considered other commissioning options, the AEO remains of the belief that this enlargement is not only necessary, but the only sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of Pembury Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

Of the parents that responded, there is a significant majority opposed to the proposal.

5.7 Pupils

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

5.8 Other respondents

Other respondents include a large number of local residents who oppose the enlargement, including a petition of 313 signatures.

5.9 KCC Property Group

The feasibility study undertaken by Aecom identified that the project would require redevelopment of the infant block by the demolition of the existing building and its re-provision as a two storey building. An enlargement of the hall and other facilities would be required.

It was felt that the sale of the Old Victorian School Building could be used as a capital receipt to part fund this new facility but for the project to succeed substantial basic need funding would be required.

A nursery occupies part of the Old Victorian School House. The tenancy terminates on the 31/3/14 and there is no break clause.

There have been discussions with the school about moving a double demountable classroom on site to cater for the additional classes in September 2013 and September 2014. This would be a temporary measure for two years to enable an acceptable solution for the permanent expansion to be delivered.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £300k. The estimated cost of permanent expansion is £3.25m. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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:

(i) Issue a public notice to expand Pembury Primary School

On completion of the statutory public notice period should no responses have been received i hereby agree to:

- i) ALLOCATE the capital funds to enable the expansion of Pembury Primary School to proceed.
- ii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Should responses be received during the statutory notice period a further decision will be taken in order to agree parts (ii) and (iv) above"

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>

Pembury Primary School consultation document

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

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
–

<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 Pembury School, Tunbridge Wells

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 483

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	1		
Staff			
Parents	6		49
Pupils			
Other		2	425*
Totals	7	2	474

(* including a petition of 313 opposing the expansion)

Comments in favour of the proposal:

- If places are needed for school children in nearby areas then Pembury School would seem to be well placed to offer that.
- I think very highly of the new Headteacher, Mr Wibroe, and feel confident he will oversee the expansion sensibly and sensitively.
- It will be great to see some funding given to the old school and new life given to the place.

Comments against the proposal:

- Accommodation is not sufficient for increase in numbers especially at break and lunch time in terms of pupils play areas and seating for lunch in the small hall.
- I am concerned that already children are having to eat their lunch sat on the floor/stage area and are feeling pressure to eat quickly and vacate seats.
- I cannot see that the site is large enough to accommodate this expansion comfortably.
- We are a village catering for residents in other areas, who are now being over-run by traffic!
- Schools in Tonbridge Wells should be enlarged to accommodate these children, not Pembury.
- Sibling rule may result in the exclusion of local children.
- Pembury School should not be turned into an overflow for Tunbridge Wells.
- The parking and access is already verging on dangerous and with 30 extra children coming into the village each year it is an accident waiting to happen.
- The surrounding areas are already overrun with parents parking across drives and dangerously on footpaths and this problem will increase significantly.
- We believe the expansion will not benefit our school or village and more importantly our children.
- The school is big enough for the children that live in Pembury Village, why bring more traffic to Pembury Road which is already one of the worst roads in the county.
- I believe catchment areas should stand and the school should be preserved for Pembury, its children and the local community – this is critical.

- Big schools can result in biased teaching – high attaining children continue to the poor performers are managed, average children get lost in the system.
- Concern over the ability to recruit high calibre staff to maintain the good Ofsted report.
- Disruption to the school during the expansion impacting on teaching quality and to local residents.
- Concern whether contractors will be CRB checked.
- After school/childminder provision, already limited, will these resources be even more stretched if the school were to increase in size.
- No evidence to show that Pembury village will expand to degree suggested for school's enlargement.
- KCC is in violation of the public sector duty regarding socio economic inequalities as defined in the Equalities Act by which they must when making decisions of a strategic nature about not to exercise its functions have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio economic disadvantage.
- Some of the outdoor space is green belt land, which is difficult to build on.
- Sad to hear that the old Victorian section of the school may be sold off to help with expansion. Developing this into housing does not seem very sympathetic to surrounding area.
- Parents feel it is a done deal.
- Feel it is unfair that children living in Tunbridge Wells should be able to send children to our good village school and then have priority over our students for grammar placements due to where they live.
- Loss of village ethos.
- More work should be done to support under performing schools.
- Concerns that the expansion proposals could affect the Nursery provision presently on site.
- Consultation process was inadequate, with only invitees being parents of children attending the school, despite having far reaching consequences to the local residents.
- Proposed increase is disproportionate.
- If additional housing being built in Tunbridge Wells then additional provision should be in TW.
- Formation of relationships between children in the village from Nursery to Secondary school.
- Where will extra accommodation be built – upwards or will it take more green belt land.
- Believe KCC are going for cheap option by expanding Pembury rather than schools within Tunbridge Wells.
- Consultation document lacking in detail, little concrete evidence to support KCC's claims.
- Concern insufficient funds available to provide the minimum requirements the headteacher has requested for the school to continue to operate and maintain its educational standards.

Proposal to expand Pembury School, Tunbridge Wells

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Pembury 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 proposing that Pembury Primary School increase its Year R intake to 90, taking the proposed total capacity of the school from 201 places to 420 places.

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

Tunbridge Wells and neighbouring villages have seen a number of small housing developments over the last few years in addition there has been a substantial amount of inward migration from London contributing to the indigenous growth. Pembury Primary School is the only school in the Pembury planning area which is forecast to see an increase in demand.

Statement from the Headteacher, Peter Wibroe

School was approached by the local authority about proposal to expand. The school is considering the expansion to 90 in Year R so it can offer high quality education to more children.

However, there are a number of conditions and concerns:

- That the building is sympathetic to what is already in place and fit for purpose.
- Building work is of high quality
- School hall is enlarged to enable whole school assembly
- Outdoor play area is enlarged
- Car parking is increased
- Toilets are adequate and fit for purpose
- Additional office space for staff, teachers to carry out preparation
- Ensure school benefits as a result of this process
- Health & safety regulations followed
- Disruption as a result of the building works does not impact on learning

Statement from the Chair of Governors, Janet Davies

Broadly speaking the governing body are prepared to accept the proposals, subject to:

- New building is fit for purpose and communal areas large enough for all the children to use
- Parking and road network outside the school is of great concern – seek undertaking that these issues will be addressed as a priority by highways authority
- Concern over size of classrooms and hope outside space is not compromised

The issue of highways, car parking and safety is a common theme through these consultations and the local authority will have to satisfy the highways and planning authorities that the building work is appropriate and the impacts of traffic acceptable or mitigated.

<p>The school currently has two extra classrooms and will take another 30 children in September 2013 before the building work commences so where will the children be accommodated?</p>	<p>From September 2013 there will be a temporary enlargement. A double demountable classroom will put on site to accommodate those children. The demountables currently in use are high quality, steel enforced units, complete with air conditioning and toilet facilities. The children will then move back into new accommodation in 2014.</p>
<p>There will be upheaval for those children for most of the year.</p>	<p>Yes there will be disruption but the school can use time to engage children in the rebuilding of their school – use as a positive learning experience.</p>
<p>I accept that there may be a lot of people who wish their children to attend Pembury Primary School but what happens if the birth rate drops?</p>	<p>We experienced a similar situation in 2004/05 when we moth balled the spare accommodation and reduced the school's PAN accordingly. It is not a problem we envisage happening.</p>
<p>What assurances do we have that the interests of the children will be protected and standards maintained during this process.</p>	<p>The school will ensure that the temporary accommodation is on par with what we have already. Want to assure parents that the education of their children will not be interrupted in any way. I think the real concern will be noise.</p>
	<p>It is pleasing to see Pembury Primary School's results increase in KS2 from 76.2% to 88.3% so am reassured that the headteacher and his staff will continue to focus on the educational needs of the children.</p>
<p>Would like to comment on the lack of notification of this meeting.</p>	<p>This is an educational consultation on a proposal to enlarge Pembury Primary School so KCC is not obliged to inform local residents at this stage. However, if the proposal should advance to the planning/highways stage, local residents will be consulted by the local authorities. This issue has come up on a number of occasions during this process and I have commissioned a detailed review on how we consult in future.</p>
<p>Feel Pembury Primary School is being enlarged to accommodate the overflow from Tunbridge Wells schools.</p> <p>There will be a big knock on effect in traffic flops to accommodate the extra children coming from Tunbridge Wells. The roads around the school cannot cope with the present traffic and is gridlocked at times.</p>	<p>The local authority has on-going consultations with several schools in the Tunbridge Wells area as we need the additional spaces.</p> <p>Across the Tunbridge Wells are the local authority need to find approx 180 places, particularly in the town centre but unfortunately the majority of sites are land locked and just don't have enough space to accommodate our needs. Claremont & Bishops Down schools</p>

<p>Understand you are consulting with 6 other primary schools in Tunbridge Wells but why isn't the local authority considering Claremont or Bishops Down.</p>	<p>both fall into that category.</p> <p>A site at Hawkenbury has been identified in the Tunbridge Wells Local Development Framework where it is hoped, with the help of developer contributions, that the local authority can re-site St Peter's Primary School which at the moment offers very poor accommodation. At Knights Park 450-550 new housing units are proposed.</p>
<p>I understand you could expand Bishops Down and Claremont and cannot understand why you are not pursuing these options.</p>	<p>A feasibility study was undertaken at Bishops Down but the access onto the site found inadequate. So despite what the headteacher there says, expansion is not an option. There is a separate piece of land at Claremont which we could build a brand new 3FE school but would have to justify costs and in this present financial climate would not be an option.</p>
<p>Can appreciate the need to expand the school but am concerned about the levels of traffic coming through the village. Feel road is a danger to the children, an accident waiting to happen. I do not have great faith in Kent to sort the problem out given the state of North Farm but it is imperative that pelican crossing or traffic calming is addressed to keep the children safe.</p>	<p>I sympathise and am mindful of the problems regarding traffic and parking. James Tansley is your local councillor and feel certain that if approached he would be willing to work with yourselves and the school with measures to try and slow the traffic, be it a pelican crossing or speed hump, 20mph speed limit.</p>
<p>If the enlargement goes ahead, can the local authority assure parents that children from Pembury village will be guaranteed a place at the school, as will any siblings?</p>	<p>Cannot give a guarantee but the admissions criteria tries to guarantee local children a place at their local primary school. Throughout the County 86% of children got their first choice and 95% got school of second preference.</p>
<p>I live local to the school and the traffic on the roads is a nightmare. To add more cars on the road is not feasible, it is not safe and we should be looking at how to resolve these issues rather than creating more. The safety of the children is the priority.</p>	<p>We note your comments and have said that someone from Highways will come to talk to you about the issues.</p>
<p>Would it be possible to have a further meeting to discuss the feasibility report once available as it is very difficult to decide on proposals without the benefit of those plans.</p> <p>Will the school lose much green space?</p>	<p>There will be a separate highways consultation specifically to deal with the traffic issues. If there is strong feeling against the proposal then Simon Webb would be prepared to come to a further meeting to discuss the feasibility.</p> <p>As I understand it the playing field is in Green Belt so it is unlikely that land will be lost.</p>
<p>I am concerned for the safety of the children whilst the construction work is carried out. Also, are they from a reliable bank of</p>	<p>The contractors will come from a verified list that County use on a regular basis.</p> <p>Areas will be cordoned off separating the</p>

<p>contractors that KCC use on a regular basis – thinking of the safety of the children.</p>	<p>school from the construction work, with high regard for health & safety.</p>
<p>Will there be sufficient funds available to expand the school to a high quality & standard?</p>	<p>The amount of money available is very limited but we have to make sure that the accommodation is fit for purpose.</p> <p>Presently, at the front of the school there are some Victorian buildings which are utilised as part of the school but are really not fit for purpose. It may be an option to sell off these buildings for housing and with the revenue, build new classrooms, possibly going up a storey to accommodate the children. Whilst the building works are undertaken the children can be placed into demountables. It is an option which could be considered, dependent on cost.</p>
<p>The nursery is attached to the Victorian part of the school. Also if you turned those houses into residential flats, where would the people park – it will just create more parking issues.</p> <p>In my opinion it would have been helpful to have someone here tonight from KCC Highways so we could address these issues.</p>	<p>We could sell the nursery as well, although alternative accommodation would have to be found for them.</p> <p>Yes I can see creating more houses will mean additional parking space required.</p> <p>KCC Highways will be engaged at the planning & feasibility stage – am willing to come back with Highways to address the issues.</p>
<p>Perhaps I am missing the point but are you utilizing all the spare capacity within the schools in Tunbridge Wells?</p> <p>Not sure about the issue re parental choice know of some parents whose children go to Sherwood Park but remain on the waiting lists for good schools. The current system seems to develop a culture of displacement – I know of one parent who wanted Pembury but held a place at Brenchley & Matfield – it seems to be a real problem.</p>	<p>Sherwood Park has a PAN of 60 and 53 children went in. The school having its best SAT results for 3 years and is as a result an improving school.</p> <p>Very few schools in Tunbridge Wells have capacity, therefore, the need to find approx 180 spaces. The local authority hopes to create surplus capacity so bunny hopping will cease.</p> <p>KCC are looking at the following schools to expand: Southborough, St James Infant, St James Junior, St Marks, Langton Green and Pembury.</p>
<p>Where does the money come from to support this proposal? You mentioned about selling off the Victorian houses to help fund the project – is that how it will be financed?</p>	<p>No the Victorian houses do not have to be sold it was an option given and may be a way of generating additional funding on top of what KCC provides. The feasibility report will set out the best options for the enlargement of the school site. As the improvements are classed as basic need, the funding will come from central government.</p>

<p>Why aren't you looking at expanding the village schools, like Fordcombe and Laddingford. Are you not expanding them because they are not good schools? If you don't send the children there will they eventually close.</p>	<p>Many of the rural schools provide excellent education but the buildings are inadequate and footprint not large enough. Benenden is a school which is housed on 5 different sites within the village which the County is trying to resolve.</p> <p>We will only expand schools where there is pressure on places, for example if a village school 8 miles outside Tunbridge Wells, 1FE, has 10 spaces in reception and another 40 in other year groups, we would not expand as it would be forcing parents to travel 8 miles to go to that school and I do not think that is appropriate for a 5 year child. By expanding the schools in Tunbridge Wells the number of first preferences will be increased so we will reduce drive times and hopefully the bunny hopping.</p>
<p>Earlier Mr Wibroe explained the minimum criteria needed in order to expand to maintain the same level of education for our children. Well thought out ideas from headteacher & governors and what assurances can the local authority give that this can be met.</p>	<p>The governors are passionate; direct have very high expectations for this school. School have an expectation list and the local authority have an undertaking to put in place what is required for a 3FE need to have.</p> <p>Funding will be staged; not putting 7 new classes in at one time, putting infrastructure in for classes because by 2014 there will be three classes that are empty and they will not be fitted out until needed as the school may be run risk to casually admit. The school would have to provide an additional teacher, which would cause problems for the budget and management of the school.</p>
<p>Explore process of governance around the decision making. We started this debate around issue of Pembury but the holistic view around Sevenoaks and the inward migration of children towards this area. What is governance for making decisions and what criteria met if this scheme approved versus any other debate.</p> <p>Looking at all the areas in Tunbridge Wells and not Pembury as a silo.</p> <p>The issue of Berkeley homes not being able to sponsor a site on Hospital personally don't agree with that – that their yields do not generate enough to help sponsor a school given the amount of housing being put in Tunbridge Wells.</p>	<p>Statutorily the local authority will have to put in what is required for a 3FE. If the process of consultation gives broadly a positive or a neutral view and governors and heather in favour, then it is most likely that my recommendation would be to proceed. If that gets ascent from Cabinet Member and goes to legal notice, once legal notice served decision made to enlarge, then we get into building works and what required on site. In term of Governance it is the number of indicators that are saying yes, or neutrally yes, or broadly in line, then the decision will be to go ahead.</p> <p>KCP shows capacity of each school in TW and officer view of which schools need to expand and making recommendations with the plan to go out to public consultation to consider expansion. In terms of the holistic view that is</p>

	<p>presented by officers to cabinet for consideration through cabinet member and Education Committee, they will have to be given ascent through the cabinet and is a legal document. It will be updated every year and will be more accurate as we move through.</p> <p>Berkeley Homes made it clear to the Borough Council they would not build on site if they had to make provision for a local authority maintained school. The Free School approached Berkeley Homes and were prepared to open a smaller school therefore met criteria for new school and Berkeley Homes criteria.</p>
<p>Parking and cars into Pembury is there an option for Park & Ride scheme and bussed into Pembury. Just thinking to please residents and reduce traffic issues.</p>	<p>Park & Ride is province of Borough Council – not undertaken this before as far as I know. I don't think the County could provide a Park & Ride scheme as it would not be affordable. It is parent's duty to get child to school and we could put on a service but it would be at cost to the parents. It is an option but it would have to be zero cost to the county council.</p>

The meeting closed at 9.15pm and Gary Cooke thanked everyone for attending. He encouraged everyone to send in their comments by the closing date – 21 January 2013, and referred to the consultation document that gave all the details of how this could be done.

This page is intentionally left blank

By:	Mike Whiting, Cabinet Member, Education, Learning and Skills
	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision number: 12/01977/2 Closure of Walmer Science College (Community) from September 2013
Classification:	Unrestricted

Summary:	This report sets out the responses to the public notice issue for
Recommendations:	<p>The Education Cabinet Committee is asked to</p> <ul style="list-style-type: none"> i) Note that no statutory objections were received during the public notice period ii) Note the responses received from members of the public and that the Cabinet Member will consider further these responses before considering the proposed decision detailed below <p>The Committee is also asked to consider comment and/or endorse the proposed Cabinet Member Decision to the:</p> <ul style="list-style-type: none"> i) Closure of Walmer Science College ii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council

1. Introduction

- 1.1 On 21 January 2013, Education Cabinet Committee endorsed the proposed decision of the Cabinet Member that he takes the decision to issue the required statutory public notice to close Walmer Science College (Community) from September 2013. This public notice period has now closed and the Cabinet Member must consider the responses and officer views contained within this report and take a decision as to whether the closure be progressed.

2. Statutory Public Notice

- 2.1 The public notice was published on the 17 January and expired on 28 February 2013
- 2.2 *Responses to the Statutory Public Notice.*
58 comments were received in support of, and objecting to, the proposal, which the Cabinet Member has considered and will again have regard to before taking his final decision. A petition from the save Walmer Science College was received in response to the public notice, however this was the same petition previously submitted to Kent County Council in response to the public

consultation. Mr Whiting took consideration of the petition before issuing the public notice and will give regard to the petition and the strength of feeling it denotes before taking the final decision.

2.3 Dover District Council provided a response to the public notice expressing its concern over the 'honesty and transparency' of the process raised by the District Councils Scrutiny Board. It should be noted that this Board did not invite the Headteachers or governors of either school or a Kent County Council representative to attend the meeting. The Chair of Governors of Walmer Science College has responded directly to Chairman of the District Council expressing his concern and disappointment that some of the relevant stakeholders were not represented at the meeting and therefore could not provide comprehensive answers to the concerns raised.

3. Further views of the Area Education Officer on consideration of comments received

3.1 The AEO recognises and understands the strength of feeling relating to the proposal to close Walmer Science College however, it is their professional opinion that none of the objections fully address or alter the material facts that led to the original proposal. These material facts are as follows:

- That the current and projected low numbers of secondary pupils make Walmer Science College vulnerable;
- That the predicted pupil numbers would if realised result in a lack of financial viability for Walmer Science College. This would impact on the ability of the college to employ sufficient staff to offer a broad and balanced curriculum and improve educational outcomes for its pupils;
- That Castle Community College has secured government funding as part of the Priority Schools Building programme and will be re-built as a school for 1300 pupils on its current site by 2016.

4. Equality Impact Assessment

4.1 An Equality Impact Assessment has been completed and can be found at: <http://consultations.kent.gov.uk/consult.ti/WalmerandCastle/consultationHome>

5. Recommendations

The Education Cabinet Committee is asked to

- i) Note that no statutory objections were received during the public notice period
- ii) Note the responses received from members of the public and that the Cabinet Member will consider further these responses before considering the proposed decision detailed below

The Committee is also asked to consider comment and endorse the proposed Cabinet Member Decision to:

- i) Close Walmer Science College
- ii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any

6. Background Documents (and links to them)

Report to ECC on 12 September 2012 - Amalgamation of Walmer Science College (Community School) and Castle Community College (Academy)

<https://democracy.kent.gov.uk/documents/s33906/Item%20D1%20-%20Approved%20Walmer%20Castle%20Community%20Paper.pdf>

Report to ECC on 21 November - Decision number: 12/01977 - Amalgamation of Walmer Science College (Community School) and Castle Community College (Academy)

<https://democracy.kent.gov.uk/documents/s36658/Item%20B1%20ECC%20Paper%202%20Castle%20Walmer%2021.11.12.pdf>

Decision form signed by Cabinet Member for Education Learning and Skills

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

Public Notice and Consultation Document

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

Lead Officer Contact Details

Marisa White,

Area Education Officer

01227 284407.

marisa.white@kent.gov.uk

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Committee, 19 March 2013
Subject	Primary Commissioning and relocation of Special Schools (Special School Review)– Thanet District
Classification:	Unrestricted

Summary:	This report updates Members of arrangements in place to ensure sufficient school places are available in Thanet, and seeks the views of the Education Committee on proposals to commission additional provision. In addition, it updates Members on the planned relocation of Laleham/Gap Special School.
Recommendations:	<p>The Education Committee is asked to endorse proposals to</p> <ul style="list-style-type: none"> a) Increase capacity for September 2013 by adding temporary places in Year R at the following schools: <ul style="list-style-type: none"> ▪ 30 places at Bromstone Primary School ▪ 30 places at Newington Community Primary School and Nursery b) Consult on the permanent enlargement of Bromstone Primary School, Newington Community Primary School and Nursery and Cliftonville Primary School from September 2014 c) Consult on the relocation of Laleham/Gap Special School from its current site to a new site at Westwood Cross.

1. Introduction

1.1 The Thanet section of Kent's "Commissioning Plan for Education Provision 2012-2017" indicates a need to add a significant number of school places in Thanet to manage the predicted increase in numbers of children. There is currently pressure on places in Margate and Ramsgate and this pressure is expected to increase. This has been brought about by both the rise in the birth rate and the unexpected number of families moving into the area.

1.2 The pressure on places has been managed through temporary expansion for September 2012, adding 90 places in Year R (30 at Newlands Primary School, 30 at Callis Grange Primary School, 15 at Northdown and 15 at Palm Bay as outlined in the 12 September 2012 report to Education Cabinet Committee. It was also agreed with headteachers that they would admit over their PAN in exceptional cases. Consultation on the permanent expansion of Palm Bay Primary School was undertaken and a public notice was issued on 8 February on the proposal to expand the school from 1.5 FE to 2 FE. The Local Authority has worked closely with The Kemnal Trust in regard to the permanent expansion of Northdown Primary School from 1.5 FE to 2 FE.

2. Primary Proposals

2.1 Bromstone Primary School

It is proposed to consult on the permanent expansion of Bromstone Primary School from 2 FE to 3 FE from September 2014 with a one year temporary expansion from September 2013. The school is in the process of converting to an Academy from 1 April 2013.

- a. Capital: The school would require some remodelling of existing accommodation to provide 3 Year R classes for September 2013 at an estimated cost of £95k. The total cost of providing permanent accommodation is estimated at £2m.
- b. Revenue: The school will receive Growth funding for a maximum of three years to provide protection on the increased Year R admission number of 90 should pupil numbers fall short of this. The school will receive £6k for each additional class opened as a result of the expansion towards the cost of the non-staffing resources needed to set the class room up.
- c. Human: The school will appoint additional teaching and support staff at the appropriate time.

2.2 Newington Primary School & Nursery

It is proposed to consult on the permanent expansion of Newington Primary School & Nursery from 2 FE to 3 FE from September 2014 with a one year temporary expansion from September 2013.

- a. Capital: Accommodation will need to be provided for December 2013 with an estimated cost £400k. It is planned that the accommodation will be phased with the Early Years/Key Stage 1 accommodation provided as the first phase. The estimated cost of the second phase which would be required for September 2014 is £800k.
- b. Revenue: The school will receive Growth funding for a maximum of three years to provide protection on the increased Year R admission number of 90 should pupil numbers fall short of this. The school will receive £6k for each additional class opened as a result of the expansion towards the cost of the non-staffing resources needed to set the class room up.
- c. Human: The school will appoint additional staff at the appropriate time.

2.3 Cliftonville Primary School

It is proposed to consult on the permanent expansion of Cliftonville Primary School from 3 FE to 4 FE from September 2014.

- a. Capital: Accommodation will need to be provided for 2014/15 with an estimated cost of £1.2m.
- b. Revenue: The school will receive Growth funding for a maximum of three years to provide protection on the increased Year R admission number of 120 should pupil numbers fall short of this. The school will receive £6k for each additional class opened as a result of the expansion towards the cost of the non-staffing resources needed to set the class room up.
- c. Human: The school will appoint additional teaching and support staff at the appropriate time.

3. Special School Proposals

3.1 Laleham Gap

Laleham Gap is being re-built on a new site under the government's Priority Schools Building programme. It is planned to move to a new site currently owned by EKO at Westwood Cross, adjacent to the Marlow Academy. It is intended to agree a land swap with EKO to the value of the land required for the new Laleham Gap site and to commence building, subject to planning permission, from November 2013 with the intention that the school will be operating from the new site from January 2015.

It is proposed to consult on the relocation of Laleham Gap school from January 2015.

a. Capital:

The new build is funded through the Government's Priority Schools Building programme

b. Revenue:

There are no additional revenue implications

c Human:

There are no human resource implications

4. Bold Steps and the Kent Commissioning Plan

4.1 These proposals 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'.

5. Equality Impact Assessment

5.1 A Equality Impact Assessment for each expansion proposal will be completed and an Equality Impact Assessment will also be completed for the re-building and change of site for Laleham Gap Special School.

6. Member Opinion

6.1 The proposals are for schools sited in the following divisions:

- a. Cliftonville Primary School – Margate and Cliftonville Division, Chris Wells and Michael Jarvis.
- b. Newington Community Primary School & Nursery – Ramsgate Division, John Kirby and Elizabeth Green
- c. Bromstone Primary School – Broadstairs & Sir Moses Montefiore Division, Robert Bayford and Bill Hayton
- d. Laleham Gap Special School (current site) – Chris Wells and Michael Jarvis; (new site) – John Kirby and Elizabeth Green.

6.2 The members have been informed of the proposals.

7. Area Education Officer Opinion

7.1 Marisa White, the Area Education Officer for East Kent fully supports the proposals.

8. The Views of The Schools

8.1 Headteachers are in agreement with the proposals on the basis that the accommodation is on site ready for occupation at the point at which it is required. Discussions are continuing with each governing body.

9. Recommendations

9.1 Members are requested to endorse the recommendations as shown on page 1 of this report

.Background Documents

9.1 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

9.2 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)

9.3 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> Report to

Lead officer Contact details

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

By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Primary Commissioning – Swale District
Classification:	Unrestricted

Summary:	This report updates Members of arrangements in place to ensure sufficient school places are available in Swale, and seek the views of the Education Committee on proposals to commission additional provision.
Recommendations:	<p>The Education Committee is asked to endorse the following expansion proposals</p> <ol style="list-style-type: none"> 1) <ol style="list-style-type: none"> a) Consult on the significant enlargement of Lower Halstow Primary School from September 2014 through adding 10 places per year group, expanding the school to 1 FE b) Support the Swale Academy Trust's consultation on the significant enlargement of The Westlands Primary School to permanently expand the school from 2 FE to 3 FE c) Commence the process of commissioning additional Primary education capacity to serve Thistle Hill on the Isle of Sheppey d) The temporary expansion of Eastchurch CE Primary School by increasing the admission number from 60 to 90 for September 2013 and 2014. 2) Members to note that the decision to issue a public notice on the permanent expansion of Ethelbert Road Primary School will need to be taken outside of Education Cabinet Committee. This is due to time constraints attached to work on the buildings that will need to take place before the 2013 summer holiday period to ensure that the school has the accommodation in place for September 2014.

1. Introduction

1.1 The Swale section of Kent's "Commissioning Plan for Education Provision 2012-2017" indicates a need to add a significant number of school places for Swale to manage the increase in numbers of children predicted to come forward.

1.2 The pressure on places was managed through temporary expansion for September 2012, adding 110 Year R places across Swale. Permanent expansion of some schools as outlined in the 12 September 2012 report to Education Cabinet Committee is going forward for September 2014.

1.3 A temporary expansion of Eastchurch CE Primary School is being proposed to accommodate two bulge years increasing the intake into Year R from 60 to 90 for September 2013 and 2014.

2. Proposals

2.1 Lower Halstow Primary School

It is proposed to permanently expand Lower Halstow Primary School adding 10 places in Year R from September 2014.

- a. Capital: Accommodation will need to be provided for September 2014 with an estimated cost of £275k.
- b. Revenue: The school will receive Growth funding for a maximum of three years to provide protection on the increased Year R admission number of 30 should pupil numbers fall short of this. The school will receive £6k for each additional class opened as a result of the expansion towards the cost of the non-staffing resources needed to set the class room up.
- c. Human: The school will appoint additional teaching and support staff at the appropriate time.

2.2 The Westlands Primary School

The Swale Academies Trust is proposing permanent expansion of The Westlands Primary School from September 2013 increasing the PAN from 60 to 90.

- a. Capital: Further discussions have taken place on the permanent expansion of the school by a full 1 FE. The Swale Academies Trust has agreed to take forward the permanent expansion of the school to 3 FE with the EFA. The LA will support the public consultation process. The school has been successful in its bid to the Government's Priority Schools Building Programme for funding to refurbish the current 2 FE school. Basic Need funding for an extension to the building to provide 3 classrooms as the first phase for September 2013 estimated at £450k.
- b. Revenue: As an academy the school receives its funding directly from the government.
- c. Human: The school will appoint additional staff.

2.3 Eastchurch CE Primary School

A two-year temporary expansion is being proposed for Eastchurch CE Primary School from 2 FE to 3 FE to provide sufficient Year R places for the Eastchurch/Warden Bay locality for September 2013 and 2014.

- a. Capital: The school would require two additional classrooms at an estimated cost of £300,000.
- b. Revenue: The school will receive Growth funding providing protection to ensure the school receives funding for 90 pupils should numbers fall short of

this. The school will receive £6k for each additional class opened as a result of the expansion towards the cost of non-staffing resources needed to set the class room up.

- c. Human: The school will appoint additional teaching and support staff at the appropriate time.

2.4 Commissioning of an additional 1FE Primary capacity to serve Thistle Hill, Isle of Sheppey

The Kent Commissioning Plan for Education Provision 2012-2017 highlighted the need to commission additional provision at Thistle Hill as the housing development progressed. Minster-in-Sheppey Primary School has expanded from 2 FE to 3 FE on a temporary basis to help manage the growth from the continuing development. However, the Local Authority will need to begin the commissioning process to establish a further 1FE in permanent primary provision to serve Thistle Hill by 2016. The commissioning process will take up to 18 months to complete and options for the delivery of this additional capacity will have to be explored.

- a. Capital: Costs will be dependant on the delivery model.
- b. Revenue: Funding will depend on the delivery model.
- c. Human: A temporary governing body would be established to appoint staff as and when appropriate.

2.5 Ethelbert Road Primary School

Due to time constraints attached to work on the buildings that must take place before the 2013 summer holidays, to ensure the school has accommodation in place for 2014, it will be necessary to issue a Public Notice on the permanent expansion of the school before bringing it to Education Cabinet Committee. Members are asked to endorse this approach.

3. Bold Steps and the Kent Commissioning Plan

3.1 These proposals 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’.

4. Equality Impact Assessment

4.1 An Equality Impact Assessment will be completed for each proposal.

5. Member Opinion

5.1 The expansion proposals are for schools sited in the following divisions:

- a. The Westlands Primary School and Lower Halstow Primary School – Swale Central, Mike Whiting and Alan Willicombe
- b. Eastchurch CE Primary School and Thistle Hill – Sheppey Central, Adrian Crowther

5.2 The members have been informed of the proposals.

6. Area Education Officer Opinion

6.1 Marisa White, the Area Education Officer for East Kent fully supports the proposals.

7. The Views of the Schools

7.1 Headteachers are in agreement with the proposals. Discussions are taking place with each governing body.

8. Recommendations

8.1 Members are requested to endorse the recommendations as shown on page 1 of this report.

9. 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

8.2 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 – East Kent

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

Lead Officer Contact details

Marisa White

Area Education Officer - East Kent

01227 284407.

Marisa.white@kent.gov.uk

By:	Mike Whiting, Cabinet Member, Education, Learning and Skills
	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision number: 12/01962/2 - Proposal to expand The Discovery School, Kings Hill Decision number: 12/02024/2 - Proposal to expand Palm Bay Primary School (Community) Decision number: 12/02001/2 - Proposal to expand Hawkinge Primary School Decision Number: 12/01961/2 - Proposal to expand Repton Manor Primary School
Classification:	Unrestricted

Summary:	This report sets out for consideration the results of the public notice period recently closed for the following schools: Proposal to expand Palm Bay Primary School Proposal to expand The Discovery School Proposal to expand Hawkinge Primary School Proposal to expand Repton Manor Primary School and reports the proposed decision of the Cabinet Member in light of these results
Recommendations:	The Education Cabinet Committee is asked to: (i) Note the outcomes of the Statutory Public Notices; (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to implement the expansions to Palm Bay Primary School, The Discovery School, Hawkinge Primary School, and Repton Manor Primary School; and ALLOCATE the capital funds to enable the expansion of Fleetdown Primary School to proceed. (iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

1.1 On 21 January 2013, Education Cabinet Committee endorsed the proposed decision of the Cabinet Member for Education, Learning and Skills that he take the

decision to issue public notices to expand the following schools: The Discovery School (Kings Hill), Palm Bay Primary School (Margate), Hawkinge Primary School (Folkestone) and Repton Park School (Ashford).

2. Palm Bay Primary School Statutory Public Notice

2.1 The public notice was published on 8 February 2013 and expired on 8 March.

2.2 Responses to the Statutory Public Notice.

No comments or statutory objections to the notice were received.

2.3 Financial Implications

Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with developer contributions. The estimated cost for 2013-14 on this expansion is £506,995. This has been included within the 2013-14 capital programme.

3. Proposal to expand The Discovery School, Kings Hill

3.1 The public notice was published on 10 February 2013 and expired on 10 March.

3.2 Responses to the Statutory Public Notice.

Two responses were received objecting to the school expansion. The comments had been previously submitted and considered by the Cabinet Member as a response to the KCC consultation and he has again had regard to the points raised before recommending the proposed decision contained within this report

3.3 Financial Implications

Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with developer contributions. The estimated cost for 2013-14 on this expansion is £209,975 and for 2014/15 £209,975. This has been included within the 2013-14 capital programme. The 2014/15 capital programme has yet to be agreed following the Government's recent announcement on Capital Grant. However, this project will need to be included.

4. Proposal to expand Hawkinge Primary School, Folkestone

4.1 The public notice was published on 10 February 2013 and expired on 10 March.

4.2 Responses to the Statutory Public Notice.

No comments or statutory objections to the notice were received.

4.3 Financial Implications

Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 of this expansion is £123,253 and for 2014-15 £907,478. This has been included within the 2013-14 capital programme. The 2014/15 capital programme has yet to be agreed following the Government's recent announcement on Capital Grant. However, this project will need to be included.

5. Proposal to expand Repton Manor Primary School, Ashford

5.1 The public notice was published on 10 February 2013 and expired on 10 March.

5.2 Responses to the Statutory Public Notice

No comments or statutory objections to the notice were received.

5.3 Financial Implications

This project has already been funded from previous decision: 11/01780- Expansion of Repton Manor Primary School from a 1FE to 2FE and the current capital programme.

6. Equality Impact Assessment

6.1 The Equality Impact Assessments have been completed and can be found at the consultation page for each school expansion.

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

7. Recommendations

Education Cabinet Committee are asked to

- (i) Note the outcomes of the statutory public notices;
- (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education Learning and Skills on the decision to implement the expansions to Palm Bay Primary School, The Discovery School, Hawkinge Primary School, and Repton Manor Primary School; and ALLOCATE the capital funds to enable the expansion of Fleetdown Primary School to proceed.
- (iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

8. Background Documents (and links to them)

Palm Bay Primary School

Report to ECC on 12 September 2012 - Primary Commissioning – Thanet District – <https://democracy.kent.gov.uk/mgChooseDocPack.aspx?ID=4880>

Report to ECC on 21 January 2013 - Decision number: 12/02024 - Proposal to expand Palm Bay Primary School (Community)

<https://democracy.kent.gov.uk/documents/s37706/Item%20B2a%20RM%20ECC%20second%20Paper%20Palm%20Bay%20Expansion%2018%2001%2013.pdf>

Decision form signed by Cabinet Member for Education Learning and Skills

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

Proposal to expand Palm Bay Primary School (Community) Public Notice and Consultation Document

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

The Discovery School

Report to ECC on 12 September 2012 - Primary Commissioning –Tonbridge and Malling–<https://democracy.kent.gov.uk/mgChooseDocPack.aspx?ID=4880>

Report to ECC on 21 January 2013 - Decision number: 12/02024 - Proposal to expand The Discovery School

<https://democracy.kent.gov.uk/documents/s37706/Item%20B2a%20RM%20ECC%20second%20Paper%20Discovery%20Expansion%2018%2001%2013.pdf>

Decision form signed by Cabinet Member for Education Learning and Skills

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

Proposal to expand The Discovery School Public Notice and Consultation Document
<http://consultations.kent.gov.uk/consult.ti/Discovery/consultationHome>

Hawkinge Primary School

Report to ECC on 12 September 2012 - Primary Commissioning –Shepway District–
<https://democracy.kent.gov.uk/mgChooseDocPack.aspx?ID=4880>

Report to ECC on 21 January 2013 - Decision number: 12/02024 - Proposal to expand
Hawkinge Primary School

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=4841&Ver=4>

Decision form signed by Cabinet Member for Education Learning and Skills

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

Proposal to expand Hawkinge Primary School Public Notice and Consultation Document
<http://consultations.kent.gov.uk/consult.ti/Hawkinge/consultationHome>

Repton Manor Primary School

Report to ECC on 12 September 2012 - Primary Commissioning Ashford District –
<https://democracy.kent.gov.uk/mgChooseDocPack.aspx?ID=4880>

Report to ECC on 21 January 2013 - Decision number: 12/02024 - Proposal to expand
Repton Manor Primary School

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=4841&Ver=4>

Decision form signed by Cabinet Member for Education Learning and Skills

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

Proposal to expand Repton Manor Primary School Public Notice and Consultation
Document

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

Lead Officer Contact Details

Kevin Shovelton,

Director of Education Planning and Access

01622 694174

kevin.shovelton@kent.gov.uk

By:	Mike Whiting, Cabinet Member for Education Learning and Skills Patrick Leeson – Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject:	Post 16 Transport Policy
Classification:	Unrestricted
Summary:	This paper sets out the proposed arrangements for Post 16 Transport in line with KCC's statutory duties, outlines details of the successful Post 16 Transport arrangements in 2012/13 and proposes the continued support and operation of the Kent 16+ Travel Card.
Recommendations:	Members are asked to <ul style="list-style-type: none"> • note the success of the 16+ Travel Card • Agree the proposed Post 16 Transport Policy for consultation (a continuation of existing arrangements) • Support the continued operation of a Kent 16+ Travel Card.

1. Introduction

1.1 Local Authorities have a duty to prepare and publish an annual Transport Policy Statement (see Appendix 1) specifying the arrangements for the provision of transport or otherwise that the LA considers it is necessary to make to facilitate the attendance of all persons of sixth form age receiving education or training.

1.2 The intention of the 16-18 Transport Duty is to:

- ensure that learners of sixth form age are able to access the education and training of their choice; and
- ensure that if support for access is required, this will be assessed and provided where necessary.

2. Background

2.1 The Post 16 Transport Policy introduced the expectation that learning providers would support students with transport as there was neither funding nor a statutory duty for KCC to fund transport. This approach was driven by the government's decision to withdraw the Education Maintenance Allowance (EMA) paid directly to students and replace it with Bursary funding paid directly to learning providers. This significant change meant that learning providers are now funded and best placed to support students where they consider assistance is appropriate. Notwithstanding this change, Members were keen to develop a universal bus pass that would be affordable to post 16 learners and assist in preventing transport from being a barrier to post 16 learning and training.

It should be noted that 16-24 year-old learners with Statements of Educational Need or a Learning Difficulty Assessment (section 139a), would continue to

receive assistance from KCC in line with the 16-19 Statutory Duty and existing KCC discretionary transport policy. An Equalities Impact Assessment was carried out when the policy was first introduced in 2012 and is listed as a background document.

3. The Kent 16+ Travel Card

3.1 In Spring 2012, KCC took the decision to introduce a travel card for Kent resident learners in Years 12, 13, and 14 who were starting, continuing or completing their 14 – 19 studies in Kent and areas surrounding Kent.

3.2 The Kent 16 + Travel Card is intended to provide support for learners to:

- assist with travel costs to schools, colleges, work-based learning providers and apprenticeship placements;
- facilitate Kent learning providers to meet the requirements of Full Participation in learning to 18 years of age by 2015 (though there is no statutory duty to provide free or subsidised transport to learning opportunities);
- enable access and maintain choice of post-16 provision for Kent learners.

3.3 The Kent 16+ Travel Card allows the holder unlimited bus travel in Kent (and single stop journeys to neighbouring LAs) and is valid for use 24 hours a day, 7 days a week, where public bus services are operating.

3.4 The true cost of the card to the LA can vary as KCC is charged for the number of journeys undertaken. The projected cost of the card is expected to average out at about £750, but each card will have a different true cost to KCC.

3.5 Members were keen make a card available at no more than the equivalent of £10 per week to the learner and consequently a price was set at £520 committing KCC to a potential subsidy of £230 per pass.

3.6 Learning providers and employers were expected to further contribute 16-19 Bursary Funding and other learner support funds to reduce the final cost to learners from low income families. Such an approach allowed KCC to support all learners and schools and colleges to better target bursary funding to those most in need.

4 Evaluation of the travel card scheme in 2012/13

4.1 There has been significant take up of the Kent Post 16 Travel Card. Not only has there been the anticipated increase in the numbers purchasing the card as an alternative to the previous Vacant Seat Payment Scheme (which provided single journeys to and from school at a cost of £490) but also more young adults are now travelling on the bus network than in previous years, indicating a significant shift in modes of transport by Kent's young adults. **112** different learning providers are engaged in the scheme enabling **3318** learners to access the Kent 16 + Travel Card.

4.2 The shift in approach was not without some issues raised by learners and providers in the early stages. These centred primarily on rail travel where this had previously been a preferred mode of transport. However, in some instances this was overcome by providers using their bursary funding to support students with contributions towards rail cards instead of the Kent 16+ Travel Card and

KCC has also offered to extend its purchasing powers to supply rail cards at its discounted rate where providers sought to procure passes on behalf of their students in advance. This latter aspect had little take-up, but will continue to be offered as a facility to learning providers.

4.3 There was an understandable concern on the part of providers that new administrative responsibilities would fall to them, but these were soon overcome and most establishments were quick to embrace the new approach, resulting in:

- 50 cards purchased by 13 out of county providers (all schools);
- 3268 cards purchased by providers in Kent (schools and colleges);
- 905 cards purchased by colleges, including every campus in Kent and Medway;

Top five providers purchasing cards:

K College Tonbridge	198
Canterbury College	185
Simon Langton Boys	167
NWest Kent College Dartford	129
NWest Kent College Gravesend	114

Top five schools purchasing cards:

Simon Langton Boys	167
Simon Langton Girls	113
Homewood	97
Bennett Memorial	93
Barton Court	76

4.4 Take up was quickly rolled out and most cards were purchased in term 1 (2842) with a fall off in term 2 (382) and 3 (94)

4.5 Research into the numbers of passes paid for at full cost and the extent to which bursary funds were used to support learners by the colleges will form part of the evaluation to be completed by the Skills and Employability Service alongside the consultation set out below.

4.6 The outcome of last year's equality impact assessment did not identify any adverse impacts in relation to the protected characteristics. It was expected that the new policy would result in a shift in travel patterns for some students, and that colleges would be able to support those groups to enable them to access courses in a subsidised way. A further impact assessment will be undertaken to ensure that the implementation of the policy continues to provide fair access and opportunity to travel and education.

5. Financial Implications

5.1. There is a gross pressure on this budget line of +£1,180k due to the implementation of the new Kent 16+ card which is partly covered by income from the sale of tickets of £1,142k. The forecast pressure is based on limited usage data from when the scheme began in September 2012 and a more accurate

forecast is expected in the next exception report. As a result of the successful launch of the 16+ card, only those students who started post 16 studies before September 2012 still receive transport under existing home to college arrangements and consequently, during this transitional period, numbers travelling are less than budgeted for, leading to a gross underspend of -£471k and a reduction in income for the sale of tickets of +£200k.

6. Consultation on Transport Policy 2013/14

6.1 In line with the statutory duty KCC must carry out a 28 day consultation with relevant stakeholders on the Post 16 Transport Policy. During the consultation period users and learning providers will be invited to feed back their experiences of the Kent 16+ Travel Card and suggest any improvements to the operation which may benefit users.

6.2 A 28 day term time consultation will run from 1st March 2013 to 28th March 2013.

6.3 Providers will receive a letter inviting them to take part, with a response sheet and the guidance document outlining the process and their responsibilities.

6.4 Carers and parents will receive a letter inviting them to take part, with a link to an online survey or the option to return a response sheet to be distributed via learning providers and their students.

8.4 Students will be targeted directly by learning providers and encouraged to feedback to the consultation.

7. Recommendations

Education Cabinet Committee Members are invited to:

- Support the retention of the existing Post 16 Transport Policy for consultation (Appendix 1)
- Note the positive take up and benefit that the introduction of Kent 16+ Travel Card has brought.

Background Documents

Equalities impact Assessment

<http://consultations.kent.gov.uk/consult.ti/Post16TransportPolicy2012/consultationHome>

Lead Officers Contact details

Scott Bagshaw

Head of Fair Access – ELS

01622 69 4185)

Scott.bagshaw@kent.gov.uk

Rajmund Brent

Curriculum and Innovation Manager

01622 696317

Rajmund.brent@kent.gov.uk

Proposed 16+ Transport Policy for consultation

1. (1) For students entering into year 12 in September 2013 it is proposed that there will be no direct support to Post 16 transport users. KCC will instead assist education and training providers to deliver a cost effective pass for use on all registered public bus routes in Kent. It will operate in the same way that the current pre 16 Kent Freedom Pass.

(2) The proposal will include the retention of the Kent Post 16 Travel Card available to learners direct from the education providers who will have the discretion to identify the level of travel subsidy and consequently the overall charge they make to students. Learning providers will be able to purchase the Kent Post 16 Travel Card direct from KCC at a cost of £520. KCC will continue to commission and secure the best value pass with public bus operators.

(3) The KCC Transport Policy seeks to enable schools and colleges to secure a pass which will provide extended access to all students in a fair and sustainable way. The changes in government funding arrangements will mean that these will be procured directly from the education providers by students.

(4) If bus travel is not the most appropriate form of transport for a learner, it will be up to the learning provider to facilitate an alternative. KCC will continue to act as a broker to procure other transport at attractive rates, but as a paid-for service to learning providers.

(5) Any learner who is not eligible for a contribution from their provider or employer would pay the full cost of the Post 16 Freedom Pass at £520.

Proposed Eligibility Criteria for Providers

2. (1) It will be for learning providers to determine the level of subsidy they wish to introduce. As in 2012/13, KCC will set out recommend provisions as a best practice guide for providers to adopt where they consider this appropriate. These are proposed as follows:

a) For learners whose family income is not more than £16,190, who are on Income Support, Income Based Job Seekers Allowance, Guaranteed Element of State Pension Credit, Income Related Employment and Support Allowance or Child Credit, but not Working Tax Credit, it is recommended that they pay no more than 50% for the Pass.

b) For learners whose family income is between £16,190 and £20,817, it is recommended that they may receive a learning-provider contribution to the cost of the Pass, at a level set by the learning provider, in addition to the KCC subsidy.

c) For learners whose family income is above £20,817, it is recommended that they pay the full cost.

- d) Where a 16-19 year old apprentice falls outside these criteria, but can demonstrate hardship caused by travel-to-learn and travel-to-work pressures, they can be treated as category (b) above. Employers should be approached for additional funding support.
- e) All eligible learners must demonstrate to their institutions that they have a genuine travel-to-learn need.
- f) While the learning-provider funding or employer funding that could be used to further subsidise each Pass is entirely discretionary, the guidance in (a) to (e) above is designed to assist in ensuring a standard level of subsidy for all learners in Kent.

This page is intentionally left blank

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

To: Education Cabinet Committee – 19 March 2013

Subject: Priorities for the Strategy for Special Education Needs and Disabilities

Classification: Unrestricted

Summary: This report seeks member views on the proposed priorities for the Special Educational Needs and Disabilities (SEND) Strategy in Kent, based on a review carried out during 2012 and anticipating statutory change through the Children and Families Bill which is likely to be enacted with effect from September 2014.

Recommendations: Education Cabinet Committee is asked to:

- i. note and comment on the priorities for the strategy for Special Educational Needs and Disabilities
 - ii. endorse the plans for stakeholder consultation
 - iii. note that the outcomes of consultation will be brought back to this Committee for its further consideration in June before final approval by Cabinet in July 2013.
-

1. Introduction

1.1. In May 2012, Education Cabinet Committee endorsed the framework for a review and development of a Strategy for Special Educational Needs and Disability for the children and young people of Kent.

1.2 A Strategy development group involving Headteachers, KCC Senior Officers in Education and Social Care, NHS and other practitioner representatives and other key stakeholders representing parents was established to carry out the review and develop the draft strategy. The overarching aim is to improve the health, well being, attainment and progress, and the quality of provision, for children and young people with special educational needs and/or disabilities. The key issues for improvement were agreed as follows:

1. Review and develop the capacity of special schools (defining existing offer and building in future need and development)
2. Develop and identify better resourced specialist provision in mainstream schools
3. Develop and improve post 16 provision and services
4. Review funding streams/mechanisms to achieve better value for money (delegated and non delegated)

5. Increase parental/carer engagement and confidence in the system
6. Review and improve the statutory assessment process and the timescales for completing assessments
7. Build professional capacity and skills in mainstream schools to meet the changing needs of pupils
8. Improve integrated working and joint commissioning arrangements between education, health and social care
9. Review the process and operation of local forums and panels to ensure children's needs are met more effectively
10. Define and rationalise local decision making arrangements

1.3 Work to develop a strategy for disabled children under the direction of the KCC Children and Young People's Joint Commissioning Board is underway. It is designed to ensure a robust, co-ordinated multi-agency response to the needs of disabled children and those with special educational needs and their parents carers, and ensure the development of a continuum of provision to meet their needs.

2. Financial Implications

2.1 Although there will be immediate financial implications arising from the emerging SEND Strategy, it will be necessary to prepare a fully costed action plan to implement proposals which receive support from the consultation and any future expansion of provision.

2.2 At present nearly 20% (£187m), of the Dedicated School's Grant (DSG), is invested in schools to meet the additional and special educational needs of pupils in Kent. Changes arising from the introduction of a new national funding formula will impact on the approach to resourcing SEND. Funding for high needs pupils (and with effect from September 2013 to 6th forms and Colleges) will be passported to schools as top up funding, on an individual pupil basis.

2.3 The developing proposals in the Strategy will ensure resources, including those delegated to schools are spent in the most appropriate and effective way to meet the outcomes and targets in Bold Steps for Education.

3. Bold Steps for Kent and Policy Framework

3.1 The development of a SEND Strategy will support the delivery of Bold Steps for Kent, priority 3 - *Ensure all pupils meet their full potential* and priority 15 - *Improve services for the most vulnerable in Kent*. It also supports the priorities set out in Bold Steps for Education:

- pupils with special educational needs and disabilities in Kent will achieve better progress and outcomes than nationally
- All special schools will be good or outstanding
- The number of pupils requiring a statement of SEN will be reduced by developing more effective early intervention
- 95% of SEN statutory assessments will be completed within required timescales
- The number of independent and non maintained special school placements will be reduced by 10% to ensure the needs of more Kent children are met in their locality

4. Strategic Context

4.1 The SEND Strategy will be developed to enable Kent to implement significant changes in national policy, following the SEN Green Paper and proposals set out in

the Children and Families Bill published on 5 February 2013, as well as changes to national funding arrangements. These include :

- ◆ National formula funding changes for school funding, particularly element 3 funding for high needs pupils
- ◆ Reform of SEND framework through the Children and Families Bill; a single and shorter assessment process leading to a combined Education, Health and Care Plan to replace both SEN Statements and Learning Difficulty Assessments for 0-25 year olds.
- ◆ Kent's role as a Pathfinder authority testing Government proposals in the Children and Families Bill, developing a common framework for assessment, a single plan and publication of a local offer. The Kent and the SE7 Pathfinder was initially due to complete in March 2013, but has now been extended by the Department of Education to September 2014.
- ◆ The raising of the participation age to 18 by 2015 and the requirement to make provision for young people with SEN or a disability to age 25
- ◆ The role of schools and KCC in commissioning services
- ◆ From 1st April 2013, health services for children move from Primary Care Trusts to new Clinical Commissioning Groups.

5. The Draft Aims of the Strategy

5.1 The over-arching draft aim of the strategy will be to improve educational, health and other outcomes for all of Kent's children and young people with SEN and disabilities. They do significantly less well in comparison to other children and young people.

5.2 The second key draft aim is to ensure Kent effectively delivers the necessary changes to the assessment of needs and joint commissioning of provision by 2014, as set out in the Children and Families Bill, so that children and young people have better integrated support across education, health and social care.

5.3 Our third key draft aim is to address the gaps in provision, and improve the quality of provision, for children and young people with special educational needs and disabilities. This will mean developing the range of providers and encouraging a mixed economy of provision across the maintained Special schools and mainstream schools in Kent, as well as the highest quality and cost effective independent and non maintained Special schools where some children and young people are placed.

5.4 There is considerable good practice in Kent across all agencies but there are also significant gaps in what we provide. The strategy will address those gaps.

6. A summary of the draft Strategy priorities

6.1 We have identified 11 key priorities which need to be addressed in order to improve provision and close the attainment gap for disabled children & those with SEN:

- Improve access to local education, care and health provision by developing the quality and capacity of early years providers, schools and colleges to meet the need of local children with SEN and disability;
- Improve progress rates and have good outcomes for all children and young people with SEN and disabilities so that we close the gap between those with SEN and those without; set aspirational targets for all children in Kent;
- Build parents' confidence in the support provided and improve the engagement of parents by providing timely information, advice and support for parents;

- Develop and improve services for children and young people with them and their families, through co-production and meaningful participation.
- Deliver greater local integration and co-ordination in services for children and families in Kent, across education, health and social care;
- Improve early intervention and ensure preventative support is more targeted to reduce poorer outcomes and prevent escalation and rising levels of need;
- Develop a systematic and joint strategic commissioning approach to improve quality and availability of provision 0-25, with good transition to adult services
- Ensure the provision of high quality specialist services as appropriate and necessary;
- Ensure we are making the most effective and efficient use of our resources to meet increasing demand (such as removing perverse incentives);
- Successfully deliver the Kent approach to integrated education, health and care planning by September 2014.
- Ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs.

6.2 The SEND Strategy will be a key element of Kent County Council's (KCC) policy framework for supporting the needs of all children and young people between the ages of 0-25. The Local Authority (LA) has a statutory duty to keep under review its arrangements for special education provision.

7 Consultation

7/1 It is proposed to undertake consultation during April to June 2013.

It is proposed to provide an opportunity for all stakeholders to comment on the draft proposals through publication of a draft strategy in an online format and to raise awareness of the consultation through participants in the strategy development group. Where possible this will utilise existing SEN & Disability service users networks, parents forum and support groups as well as through links and regular meetings Headteachers and governors, and other school staff.

8. Recommendations

Members are asked to:

- i. note and comment on the priorities for the strategy for Special Educational Needs and Disabilities
- ii. endorse the plans for stakeholder consultation
- iii note that the outcomes of consultation will be brought back to this Committee for its further consideration in June before final approval by Cabinet in July 2013.

Lead Officer contact Details

Julie Ely
 Head of SEN Assessment & Resources
 01622 605729
 Julie.ely@kent.gov.uk

Background Documents

KCC Bold Steps for Kent-Medium term Plan to 2014-2015

KCC Scoping Review and the Development of a Strategy for Special Education Needs and Disabilities, 9 May 2012

This page is intentionally left blank

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

To: Education Cabinet Committee – 19 March 2013

Subject: Kent Test Proposals

Classification: Unrestricted

Summary:	This paper sets out a proposed approach to future 11+ assessment arrangements in Kent in the light of a recent review and survey of Headteacher opinion on the Kent test.
Recommendations:	Education Cabinet Committee is invited to: <ul style="list-style-type: none"> (i) Note the summary of views from the survey (see Appendix 1) (ii) Note the proposed procurement specification set out in Appendix 2.

1. Introduction

1.1 The last review of the Kent process for selecting pupils for grammar school places (the Procedure for Entrance to Secondary Education, or PESE) was in 2007. Arrangements for assessing pupils have remained substantially the same since the year 2000. The current contract for test materials and services is expiring and a procurement exercise is due for tests to be taken for admission to grammar school from September 2015 onwards.

1.2 The Cabinet Member requested a review in 2012, led by headteachers, of the assessment process. This gave rise to a wider survey of Headteacher views (reported at Appendix 1). The review was prompted by concerns relating to a strong coaching culture, which was felt undermines the effectiveness of Kent's grammar school selection process. A review group of Headteachers and KCC officers set out to establish some consensus on the best way of approaching selection for grammar provision in future.

1.3 The views of the review group and those of the Headteachers who responded to the survey are taken account of in a summary of the proposed specification which is attached as Appendix 2.

2. Financial Implications

2.1 In accordance with best procurement practice and the Council's standing orders, Kent County Council will seek to choose a contractor by competitive tender, taking account of best value considerations. Delivery of a streamlined process has the scope to offer savings, though until the tendering process is complete it would be inappropriate to attempt to quantify this.

2.2 A reduction in the number of papers used (as proposed in the accompanying document) should bring down design and printing costs and also reduce waste by cutting the volume of materials destroyed after testing.

2.3 The Council's specialist PESE Database is designed around the current process for recording test score information from Optical Mark Reader machines. Any change in the number of tests, the marking software or the calculation of a test threshold will have implications for the development of

new IT solutions so that delivery of the process can continue smoothly through any transition.

3. Bold Steps for Education in Kent

3.1 If the expectations of schools involved in the review are realised, any changes in the selection process could have an impact on the pattern of admissions to Year 7. This could in turn have an impact on the number of children obtaining a place at their first preference school on National Offer Day. It is not possible at this stage to predict what that effect might be.

3.2 A reduction in administration time in Primary schools could support the improvement of core skills at Key Stage 2, as could a change in focus in the test content.

3.3 Reduced focus on coaching for selection may help raise attainment levels in line with KCC targets.

4. Current Position

4.1 The review group met in the course of 2012. There was wide-ranging discussion and some polarisation of views about parts of the process, but key themes regarding improvement in the test arrangements were identified. These were that the new test should, as far as possible:

- * be as uncoachable as possible
- * include a stronger literacy element
- * be flexible in application (so results can be used in different ways)
- * avoid commercial exploitation (marketing of practice materials to parents)

4.2 The group recommended seeking wider views on key points, to ensure that any proposed changes would be widely accepted by schools, as Kent County Council is no longer the Admission Authority for the majority of Kent's grammar schools.

5. Headteacher survey

5.1 The questions in the survey of Headteachers arose from the discussions of the review group. The outcome is attached in table form as Appendix 1.

5.2 There were 135 respondents in total, 25 from the Secondary sector and 108 from the Primary sector. In several cases the majority view on a given question is so narrow as not to give a firm steer, and it is apparent from comments made that there are often strong views on both sides.

6. Testing

Practice tests

6.1 Schools were divided on the merit of practice tests, but a majority of respondents felt they should not be dropped completely but reduced. The attached proposal accommodates the provision of practice materials, but in a simpler, short format which would not require schools and test centres to administer a practice test session. The main tests would (as now) include worked examples where appropriate to show method.

Reducing the burden of testing

6.2 A small majority favoured a change to testing on a single day, those who did so, however, had different views about the best way to achieve this. At present Kent LA operates different testing arrangements for internal and external candidates. Due to the high number of external candidates and the restrictions placed on the timetable, by the need to provide results before 31 October (a national deadline), children attending test centres must be tested on one day, where those in Kent primary schools are currently tested over two days. This is inequitable and so open to challenge.

6.3 The attached proposal is for two tests, which combine elements presently covered by three tests and a writing exercise. Overall time spent on the tests would be reduced and this would enable the completion of testing in one day for all candidates.

Location of testing

6.4 The question as to whether Kent pupils should be tested in secondary schools rather than primary schools was included in the survey at the request of the Chair of the Kent Primary Forum. Respondents (the majority of whom were from primary settings) were equally divided, giving no firm remit for change.

6.5 It is therefore proposed that testing for Kent pupils should continue to take place in primary schools, which are reassuringly familiar environments for children and do not require parents to transport them to a different school on the day. About 11,500 children are registered for testing, so there would also be significant practical difficulties in accommodating tests in secondary schools.

Standardisation

6.6 Standardisation is a statistical process which puts children's test results in context, taking account of their age and the average performance of children in a given test. In order to take account of the whole ability range the LA has traditionally used a national standardisation. Over time, a disproportionate number of children taking part in the assessment have scored at the top of the range by comparison with the national sample. This suggests that the testing arrangement has become less fit for purpose in selecting the highest achieving pupils (25%) for grammar provision, in line with KCC policy.

6.7 A small majority of respondents who expressed a strong view favoured a national standardisation, but there was also support for the use of a local standardisation – ie: one based on the performance of those tested.

6.8 The attached proposal invites tenderers to identify how they would deliver an appropriate standardisation for Kent.

Headteacher Assessment Panels

6.9 There was strong support for the Headteacher Assessment Panels. It is proposed they will continue to have an important role in the process regardless of any other changes.

7. Public Sector Equality Duty

7.1 The Equality Act 2010 permits selective admission based on ability or aptitude. Due regard must be taken in relation to ensuring that information given and processes are accessible to all. Care must be taken to ensure that the criteria do not directly or indirectly discriminate on the basis of candidates' protected characteristics. In relation to the disability characteristic, it is not unlawful to apply the same selection criteria to disabled children who apply for admission- however reasonable adjustments must be made (e.g. making assessment available in an alternative format).

7.2 An Equality Impact Assessment will be undertaken in order to ensure due regard is given to future arrangements and to inform the procurement process.

8. Conclusions

8.1 It is proposed that tenders are invited from potential suppliers of test materials and related services for the September 2014 tests, which will help determine who is admitted to all Kent's grammar schools in September 2015.

8.2 It is proposed the new test should take account of points made during the review meetings and in the survey of Headteachers' views. These should also inform the procurement exercise.

9. Recommendations

Education Cabinet Committee is invited to:



- (i) Note the summary of views from the survey (see Appendix 1)
- (ii) Note the proposed procurement specification set out in Appendix 2.

10. Background Documents

Headteacher Survey

<https://kentcc.firmstep.com/default.aspx/RenderForm/?F.Name=H1rp7182V6V&HideAll=1>

Lead Officer Contact details

Name	Scott Bagshaw
Title	Head of Fair Access
	01622 694185
	scott.bagshaw@kent.gov.uk

Review of Kent's 11+ Assessment Process - Headteacher Survey (December 2012)

Survey completed by:

Headteacher or other	Total
Prep School	1
Primary Headteacher	108
Secondary Deputy	1
Secondary Headteacher	25
Grand Total	135

Practice Tests:

Should the practice tests be dropped?

Practice tests	Total
No	65
No strong view	22
Yes	48
Grand Total	135

Main Tests:

Should the main tests be completed in one day?

One day	Total
No	57
No strong view	14
Nothing selected	1
Yes	63
Grand Total	135

If answered yes, should we make the tests shorter? Drop a task?

Drop task	27
Neither	10
Nothing selected	1
Shorter tests	25
Grand Total	63

Which task(s) do you think should be dropped?

Maths	1
None	21
Nothing selected	8
NVR	7
VR	5
Writing	21
Grand Total	63

If the burden of testing can be reduced, do you agree that Kent pupils should continue to take tests in their own schools?

No	61
No strong view	12
Nothing selected	1
Yes	61
Grand Total	135

Standardisation

Preference on standardisation?

Local	46
National	60
No standardisation	5
No strong view	24
Grand Total	135

Headteacher panels

Should the Headteacher Panels continue to carry out this function?

No	16
No strong view	13
Nothing selected	1
Yes	105
Grand Total	135

Should we make any changes to the way HT panels operate?

No	50
No strong view	35
Nothing selected	6
Yes	44
Grand Total	135

Specification

Tests must be appropriate to a grammar school selection process for children at the start of Year 6 taking account as appropriate of National Curriculum expectations. They should (as far as possible) be made accessible to children with disabilities, and the contractor will be expected to provide a limited number (30) of test sets in simple modified formats (ie: as a minimum, enlarged font and tinted background) within the costing of the test order. Given due notice, the supplier should be able to offer other means of making tests accessible if required.

One set of suitable generic, reusable familiarisation materials to be made available for unlimited use by the Council for the duration of the contract without additional cost. These should include example questions and answer sheets, with a separate sheet for teachers or parents giving correct answers and a brief explanation of how the answer is arrived at. Familiarisation materials may be made available online or in MS Word format.

Two tests are required for each year of the contract, to assess children's ability in numeracy, literacy and reasoning skills. The contractor to propose how tasks are best disposed across the tests.

Approximate duration of each test between 40 and 60 minutes, to include brief practice exercises to introduce each section.

Content to be viewed and agreed by representatives of the LA in advance of production and final proofs to be supplied to the LA for approval before printing.

Test administration and marking materials to be provided. Bidders should quote separately for the provision of administration instructions in written and audio (CD) format.

Tests should be in multiple-choice format, each with a separate (unbound) A4 answer sheet, readable by optical mark reader machine. *Other formats will be considered, provided that bidders can guarantee that marking will be completed within required timescales.*

Where marking software is proposed it should meet the following technical requirements:

- Updates to client software should be deployed via the web and should require no technical expertise or additional software to apply
- Pupil data and school data should be imported into the system in CSV format
- System should allow at least three User Defined Fields on the Pupil record for recording Test Centre Details, ID number, etc
- Candidate number field must accommodate a ten digit number to link in with the core pupil identifier in the council's pupil databases
- All data transfers in and out of the authority (for standardisation, etc) must be encrypted and secured to the relevant standards

- Software must run in a 'standard' Microsoft Windows environment (i.e. Windows XP / Windows 7 or 8)
- The software solution must include any COM port replication (or similar) required to interface with Optical Mark Reading machines or scanners used by the Council.
- Marking solution must be able to interface with duplex enabled OMR / scanner if double sided papers are being proposed.

Raw scores for each test to be appropriately age standardised to take account of the full ability range. Bidders should specify how they would undertake an appropriate standardisation, and at what point standardisation tables could be made available to the County Council in electronic and print format.

Content in the main tests must be secure (ie: not available for purchase outside a defined educational market) and *all test items new to Kent each year*.

If it is necessary to compile Kent's tests from a pool or bank of suitable materials, these should not previously have been supplied to Admission Authorities in Kent or neighbouring geographical areas including:

- The London Boroughs of Bexley, Bromley, Greenwich or Lewisham
- East Sussex
- Essex or Thurrock
- Medway
- Surrey

Quantity

The current requirement is approximately 13,500 sets of tests per annum, though this could rise or fall in the course of a contract, so any differential in pricing based on volume should be made clear in the bid. Indicative numbers will be notified to the Contractor as early in the process as possible, with a final figure given by an agreed date no less than 15 working days in advance of the delivery date

Materials to include:

Generic unlimited use practice materials as described above, plus:

Individual Test Booklets (2 tests)

Individual, OMR Markable A4 multiple choice answer sheets (2 tests).

Test Administration Instruction Materials and Marking manuals for the tests in proportionate quantities as agreed between both parties when final order numbers confirmed.

Software to enable overprinting and barcoding of answersheets for both tests.

OMR marking software for both tests, to be supplied no less than 4 weeks in advance of pupils taking the tests.

Support for the users of the marking software to be available by telephone during office hours and via e-mail during the marking period (approximately 10 days, normally in September).

By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	St Philip Howard RC Primary School, Herne Bay
Classification:	Unrestricted

Summary:	This report informs Members of the decision taken by the governors of St. Philip Howard RC (Aided) Primary school, Herne bay, to consult on closure of the school by the 31 August 2013.
Recommendations:	The Education Committee is asked to note the information and the proposed timetable for consultation, including the timing of the Cabinet Member decision on closure.

1. Introduction

1.1 Following an extraordinary general meeting of the St. Philip Howard RC Primary School Governing Body on the 25 February 2013, the governors took the decision to go out to consultation on closure of the school.

1.2 This decision was taken following a number of meetings with the Local Authority and the Archdiocese of Southwark and detailed consideration of the pupil projections for Herne Bay as well as the number of applications for Year R places for September 2013.

2. Background

2.1 St. Philip Howard (Aided) Catholic Primary School is a 1FE Aided primary school in Herne Bay. The majority of pupils come from Herne Bay and around 40% of pupils are Catholic. The PAN is 210 and currently the number of pupils on roll is 91 with 12 pupils in Year 6 who will be moving into Secondary education in September 2013. There are 5 first preferences for Year R in September 2013. The school is on the government list for Priority School Building funding but this has been at risk from the start due to the lack of sustainability resulting from the impact of current and projected pupil numbers. The school is projecting a budget deficit of £63,000 with further demands amounting to several thousands on the budget due to infrastructure needs.

2.2 The school went into Special Measures following inspection in May 2012. Working with the Diocese of Southwark, an Executive Headteacher and Head of School (seconded) were secured and the school has had extensive support from the Local Authority. The school has faced immense difficulties in recruiting and retaining staff and has experienced high levels of pupil turnover.

2.3 The two most recent HMI visits have reported reasonable progress and positive developments in the school's teaching environment due to financial support from the LA and the efforts of the Executive Headteacher, Head of School and Governing Body.

3. Proposal

3.1 The Governing Body of St. Philip Howard School will commence consultation according to the timetable set out in 3.2. The Local Authority and the Archdiocese will be consultees.

3.2 The timetable for consultation and decision would be:

Consultation Period	11 March to 26 April 2013
Public Meeting Date	tbc
Governing Body decision to issue a Public Notice	29 April 2013
Public Notice period	3 May to 14 June 2013
ECC following the Public Notice period re recommendation for closure	21 June 2013
Cabinet Member decision on closure	24 June 2013
Appeal period	24 June to 22 July 2013
Implementation	31 August 2013

4. Equality Impact Assessment

4.1 An Equality Impact Assessment will be completed by the Governing Body of St. Philip Howard RC primary School.

5. Member Opinion

5.1 All local members have been informed of the St. Philip Howard Governing Body's proposal.

6. Area Education Officer Opinion

6.1 Marisa White, the Area Education Officer for East Kent has been party to discussions with the school and the Archdiocese of Southwark that has led to the current proposal by the Governing Body of the school to consult on closure.

8. Recommendations

8.1 The Education Committee is asked to note the information and the proposed timetable for consultation, including the timing of the Cabinet Member decision on closure.

9. Background Documents

None

Lead Officer Contact details

Marisa White
Area Education Officer - East Kent
01227 284407.
Marisa.white@kent.gov.uk

BY: Mike Whiting, Cabinet Member for Education, Learning & Skills
Patrick Leeson, Corporate Director for Education, Learning & Skills

TO: **Education Cabinet Committee – 19 March 2013**

SUBJECT: **Education, Learning & Skills Directorate Financial Monitoring
2012/13**

Classification: **Unrestricted**

Summary:

Members of the Cabinet Committee are asked to note the third quarter's full budget monitoring report for 2012/13 reported to Cabinet on 18 March 2013.

FOR INFORMATION

1. Introduction:

- 1.1 This is a regular report to this Committee on the forecast outturn for the 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 third quarter's monitoring report for 2012/13 is attached.

3. Education, Learning & Skills Directorate/Portfolio 2012/13 Financial Forecast - Revenue

- 3.1 There are no exceptional revenue changes since the writing of the attached quarter 3 report.

4. Education, Learning & Skills Directorate/Portfolio 2012/13 Financial Forecast - Capital

- 4.1 There are no capital movements from the attached quarter 3 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 third quarter's full monitoring to Cabinet.

Keith Abbott
Director, School Resources/ELS Finance Business Partner
Tel 01622 696588
Email keith.abbott@kent.gov.uk

EDUCATION, LEARNING & SKILLS DIRECTORATE SUMMARY DECEMBER 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 2 monitoring report to reflect the transfer of responsibility for Early Years Education from the SCS portfolio to the ELS portfolio, centralisation of the ICT budgets to BSS directorate (see annex 6), and the transfer of the Service Level Agreements for Home to School Transport to the new Transport Operations A-Z budget within the EH&W portfolio (see annex 4), following the transfer of the Transport Integration Unit to E&E directorate from Commercial Services. 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 reduction in DSG as a result of schools converting to Academies up to the end of December.

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	744,614	-744,614	0	5,655		5,655	Drawdown for expected academy converters; drawdown in KCC school reserves
TOTAL DELEGATED	744,614	-744,614	0	5,655	0	5,655	
Non Delegated Budget:							
ELS Strategic Management & directorate support budgets	10,616	-7,647	2,969	-1,107	15	-1,092	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	41	-41	0	
- Schools' Non Delegated Staff Costs	2,808	-2,705	103	-592	602	10	Reduced traded service with schools for excepted items
- Schools' Other Services	7,113	-6,646	467	694	-693	1	Increased cleaning and refuse contracts (gross and income)
- Schools' Redundancy Costs	1,273	-1,232	41	0	0	0	
- School Improvement Services	18,325	-13,661	4,664	-449	413	-36	Reduced traded training service with schools
- Special School & Hospital Recoupment	1,660	-2,460	-800	22	-762	-740	Additional recoupment from OLA pupils in Kent schools

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- Schools' Teachers Pension Costs	7,829	-2,684	5,145	370	-12	358	Increased capitalisation costs
	63,384	-53,764	9,620	86	-493	-407	
<u>Children's Services</u>							
- Education & Personal							
- 14 - 19 year olds	5,257	-1,650	3,607	-1,938	-297	-2,235	Kent Employment project costs to span more than one year; underspend against grant
- Attendance & Behaviour	19,708	-18,907	801	1,037	-490	547	Unachievable contract saving; additional spend and income for PRU places
- Connexions	6,784	0	6,784	0	0	0	
- Early Years & Childcare	8,874	-5,335	3,539	80	-233	-153	Income from schools and academies
- Early Years Education	42,656	-40,500	2,156	0	0	0	
- Education Psychology Service	2,902	-13	2,889	-160	-543	-703	Vacancies & reduced TRP costs; additional income for traded service
- Free School Meals	1,288	-1,288	0	0	0	0	
- Individual Learner Support	10,292	-9,115	1,177	-1,844	1,472	-372	Early Years training provided elsewhere within existing resources; Reduced traded service with schools for MCAS; Reduced expenditure and income for portage service
- Statemented Pupils	7,618	-7,618	0	-685	685	0	Reduced costs and income from other local authority placements
- Independent Special School Placements	12,324	-12,324	0	-74	74	0	
	117,703	-96,750	20,953	-3,584	668	-2,916	
<u>Transport Services</u>							
- Home to College Transport	1,947	-367	1,580	709	-942	-233	New 16+ card transport scheme
- Mainstream HTST	13,202	-584	12,618	-1,025	364	-661	Fewer than budgeted numbers travelling
- SEN HTST	17,052	0	17,052	1,197	-7	1,190	Higher than budgeted number travelling
	32,201	-951	31,250	881	-585	296	
<u>Assessment Services</u>							
- Assessment of Children's Educational Needs	1,727	-581	1,146	51		51	
TOTAL NON DELEGATED	225,631	-159,693	65,938	-3,673	-395	-4,068	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
Total ELS portfolio controllable	970,245	-904,307	65,938	1,982	-395	1,587	
Assumed Mgmt Action							
- ELS portfolio						0	
Total ELS after mgmt action	970,245	-904,307	65,938	1,982	-395	1,587	

1.1.3 Major Reasons for Variance: *[provides an explanation of the 'headings' in table 2]*

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 +£5,655k

The forecast £5.655m drawdown of school reserves shown in table 1 represents the estimated reduction in reserves of £1.955m resulting from 35 schools converting to academies, including 30 schools which converted to academies by the end of January, and a further 5 expected to convert before the end of March 2013, together with the nine monthly monitoring received from schools, which suggests that the drawdown from reserves for the remaining Kent schools is +£3,700k.

Non Delegated Budgets

1.1.3.2 ELS Strategic Management & Directorate Support Budgets; Gross -£1,107k, Income +£15k, Net -£1,092k

The ELS Strategic Management & Directorate Support budget is reporting a gross underspend of -£1,107k. However within this there is a pressure of £435k due to both the legal costs incurred when schools convert to academies and general legal fees attributable to the directorate. 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 previously there is an underspend of £222k on the Participation by Rights budget within the Inclusion Unit. The 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 throughout the year. In addition there is a reported underspend on the contingency budget of £1,000k. Savings attributed to the ELS restructure were phased over three years in the MTFP (2011-12 to 2013-14) but as the new structure 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 offset 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 -£320k, all of which are less than £100k in value, including -£170k 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 -£592k, Income +£602k, Net +£10k

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 -£590k and under recovery of income +£590k. There are other minor gross and income variances.

- b. Schools' Other Services: Gross +£694k, Income -£693k, Net +£1k
The gross pressure on this budget is mainly due to an increase in school cleaning and refuse contract costs +£696k which, as a traded service, has generated an additional £740k of income. All other variances are less than £100k in value.
- c. School Improvement Services: Gross -£449k, Income +£413k, Net -£36k
Although there is a forecast gross underspend on this line, there is a gross pressure of +£252k due to additional staff being retained to work with secondary schools on improving standards. There is a gross underspend on the Employment based initial teacher training scheme of -£209k, together with an income variance of +£209k as this scheme is grant funded and any unspent grant will be rolled forward as a receipt in advance into 2013-14 and spent in line with the academic year. The training and development and school leadership teams were given ambitious income targets this year and whilst they are forecasting an under recovery of income of +£437k, they have also reduced the costs associated with this by -£331k. The Improving Together Network which receives income from schools for this service is forecasting additional income of -£124k. There are other gross and income variances, all under £100k in value, totalling -£161k and -£109k respectively.
- d. Special School & Hospital Recoupment: Gross +£22k, Income -£762k, Net -£740k
This service is forecasting additional income from other local authorities for their pupils in our special schools of -£762k.
- e. Schools' Teachers Pension Costs: Gross +£370k, Income -£12k, Net +£358k
There is a forecast pressure of £370k due to additional annual pension capitalisation costs.

1.1.3.4 Children's Services – Education & Personal:

- a. 14 – 19 Year Olds: Gross -£1,938k, Income -£297k, Net -£2,235k
A rollover 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 business 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 budget (£1,890k) 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).

The Skills and Employability Unit has received grant funding for the final term of the 2011-12 academic year. This grant has not been utilised leading to a gross underspend of -£104k. In addition £240k of income for the same grant was received during 2011-12 and brought forward into 2012-13 as a receipt in advance as it could be used over the academic year. This also remains unspent and accounts for -£240k of the income variance. There is no requirement to repay any unspent grant.
- b. Attendance & Behaviour: Gross +£1,037k, Income -£490k, Net +£547k
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. There is a gross pressure of £421k and income variance of -£421k relating 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 +£80k, Income -£233k, Net -£153k
Additional income of £233k has been generated on this budget line from course 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. Early Years Education

The latest forecast suggests an overspend of around £1.3m on payments to PVI providers for 3 and 4 year olds as overall the actual hours exceeds the budgeted number of hours for the summer, autumn and spring 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.

e. Education Psychology Service: Gross -£160k, Income -£543k, Net -£703k

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 -£543k 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.

f. Individual Learner Support: Gross -£1,844k, Income +£1,472k, Net -£372k

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 delegation 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.

The portage service is forecasting a reduction in income, of which the majority is internal income, of +£131k, and a corresponding gross underspend of -£131k. In addition there is a forecast gross underspend on this budget line of -£206k, due to early years training previously supported by the Early Years Inclusion and Equalities budget being provided elsewhere in the directorate, within existing resources. There are a number of other gross and income variances all of which are below £100k in value.

g. Statemented Pupils: Gross -£685k, Income +£685k, Net Nil

The forecast income from other local authorities for Statemented support of their pupils in our schools has reduced by £685k. There is a corresponding gross underspend of -£685k.

1.1.3.5 Transport Services:a. Home to College Transport: Gross +£709k, Income -£942k, Net -£233k

There is a gross pressure on this budget line of +£1,180k due to the implementation of the new Kent 16+ card which is partly covered by income from the sale of tickets of £1,142k. The forecast pressure is based on limited usage data from when the scheme began in September 2012 and a more accurate forecast is expected in the next exception report. As a result of the successful launch of the 16+ card, only those students who started post 16 studies before September 2012 still receive transport under existing home to college arrangements and consequently, during this transitional period, numbers travelling are less than budgeted for, leading to a gross underspend of -£471k and a reduction in income for the sale of tickets of +£200k.

b. Mainstream HTST: Gross -£1,025k, Income +£364k, Net -£661k

The forecast gross underspend of -£1,025k is due to the numbers requiring transport being considerably lower than budgeted levels, in part due to the success of the Freedom Pass and 16+ travel card. This has been reflected as a saving in the 2013-15 MTFP. In addition there is a corresponding reduction in post statutory charge income of +£364k because, as mentioned above, new 16+ students are tending to opt for the 16+ card for school transport.

c. SEN HTST: Gross +£1,197k, Income -£7k, Net +£1,190k

There is a forecast gross pressure on this budget line of +£1,197k as the number of children travelling is consistently higher than the budgeted number. However, 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 as well as pupil numbers. As the numbers continue to increase, existing vehicles are running at full occupancy and additional or larger vehicles have had to be provided.

The increased number of statements has also resulted in some pupils being transported further to be placed in suitable provision for their needs.

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 (+)			Underspend (-)		
portfolio		£000's	portfolio		£000's
ELS	Schools delegated budgets (gross) - estimated drawdown of reserves for remaining Kent schools	+3,700	ELS	14-19 year olds (gross) - Kent Employment project	-1,890
ELS	Schools delegated budgets (gross) - estimated drawdown of reserves following 35 schools converting to academies	+1,955	ELS	Individual Learner Support (gross) - Minority Communities Achievement Service reduced buy back from schools	-1,347
ELS	Individual Learner Support (income) - Minority Communities Achievement Service reduced buy back from schools	+1,347	ELS	Home to college transport (income) - new 16+ transport scheme	-1,142
ELS	SEN transport (gross) - higher than budgeted numbers travelling	+1,197	ELS	Mainstream home to school transport (gross) - fewer numbers travelling	-1,025
ELS	Home to college transport (gross) - new 16+ transport scheme	+1,180	ELS	ELS Strategic Management & Directorate budgets (gross) - release of restructure contingency	-1,000
ELS	Schools' Other Services (gross) - cleaning and refuse contracts	+696	ELS	Special School & Hospital Recoupment (income) - additional income from other local authorities for places at our special schools	-762
ELS	Statemented Pupils (income) - reduced income from other local authorities for statemented support in our schools	+685	ELS	Schools' Other Services (income) - cleaning and refuse contracts	-740
ELS	Schools' Non Delegated Staff costs (income) - excepted items reduced buy back from schools	+590	ELS	Statemented Pupils (gross) - reduced spend on statemented support for other local authority pupils in our schools	-685
ELS	Attendance & Behaviour (gross) - unachievable contract saving	+550	ELS	Schools' Non Delegated Staff costs (gross) - excepted items reduced buy back from schools	-590
ELS	School Improvement (Income) - reduced income from Workforce and Professional Development traded service	+437	ELS	Education Psychology Service (income) - income from traded service with schools and other customers	-543
ELS	ELS Strategic Management & Directorate budgets (gross) - academy converter legal costs & general legal fees	+435	ELS	Home to college transport (gross) - fewer students requiring transport under old scheme	-471
ELS	Attendance & Behaviour (gross) - PRUs additional staffing & premises costs (matched by income from schools & academies)	+421	ELS	Attendance & Behaviour (income) - PRUs additional income from schools & academies	-421
ELS	Schools' Teachers Pensions costs - capitalisation costs	+370	ELS	School Improvement (gross) - reduced expenditure from Workforce and Professional Development traded service	-331

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
ELS	Mainstream home to school transport (income) - reduction in post statutory charge income due to students opting for 16+ card	+364	ELS	14-19 year olds (income) - Young Apprentices Grant income for academic year	-240
ELS	School Improvement (gross) - additional costs to improve secondary school standards	+252	ELS	Early Years & Childcare (income) - income from course fees, training and support	-233
ELS	School Improvement (income) - Employment based initial teacher training grant to be spent in line with academic year	+209	ELS	ELS Strategic Management & Directorate budgets (gross) - Participation by Rights	-222
ELS	Home to college transport (income) - reduced income from ticket sales under old transport scheme	+200	ELS	School Improvement (gross) - Employment based initial teacher training grant to be spent in line with academic year	-209
ELS	Individual Learner Support (income) - Portage service reduced income in line with reduced expenditure	+131	ELS	Individual Learner Support (gross) - Early Years training	-206
			ELS	Individual Learner Support (gross) - Portage service reduced spend in line with reduced income	-131
			ELS	School Improvement (income) - Additional income from Improving Together network	-124
			ELS	14-19 year olds (gross) - unspent grant funding for final term of 2011-12 academic year	-104
		+14,719			-12,416

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 2013-15 MTFP of £583k and therefore alternative savings have been identified to fund this.

There has been a realignment between the legal services and contingency budgets in the 2013-15 MTFP to offset the pressure on the legal budget resulting from schools converting to academies.

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. Although the current forecast shows a net underspend of -£661k, the full year effect of the reduction in pupil numbers should yield a larger saving in 2013-14. Consequently a saving of £950k has been included in the 2013-15 MTFP.

A pressure has been included in the 2013-15 MTFP for the increased demand for SEN Home to School Transport. However, since the budget was set, the pressure on this budget has increased and if this continues additional offsetting savings will need to be identified within the directorate in 2013-14.

Additional income from trading with schools and academies has been reflected in the 2013-15 MTFP.

It should be noted that the underspend on special school recoupmnt is for 2012-13 only as the Department for Education is changing the way that recoupmnt 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 £1,890k 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]*

The forecast underspend for the directorate, excluding schools, is -£4,068k as shown in table 1. After adjusting for the roll forward of £1,890k for the Kent Youth Employment Programme referred to in section 1.1.6 above, there is a residual underspend of £2,178k to contribute towards the £5m underspend from 2012-13 being used to support the overall 2013-14 KCC budget, as approved by County Council on 14 February 2013.

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 £281.078m excluding schools (see table 1 below). The forecast outturn against this budget is £282.753m, giving a variance of +£1.675m. After adjustments for funded variances and reductions in funding, the revised variance comes to £0.000m (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	275.660	
Approvals made since last reported to Cabinet	5.418	
Revised approved budget	281.078	

1.2.5 Table 2 – Funded Variances

Scheme	Portfolio	Amount £m	Reason
Cabinet to approve cash limit changes			
Platt CEPS	ELS	0.633	Project agreed by P&R committee Sept 2012
No cash limit changes to be made			
St Johns/Kingsmead	ELS	0.646	Additional contribution expected from the Diocese
Goat Lees	ELS	0.013	Additional developer contributions
Basic Need - Modular Classrooms	ELS	-0.765	Savings to be used against Basic Need Future Years programme
Basic Need Future Years	ELS	0.977	From Basic Need Modular Classrooms and additional developer contributions
The Judd	ELS	-0.420	Savings to be used against Modernisation Programme Future Years
Archbishop Courtenay - Primary Improvement Programme	ELS	0.040	Highways Revenue Contribution
Modernisation Programme	ELS	0.491	Minor changes across the programme to be partly offset by The Judd
Self Funded Project (Quarryfields)	ELS	0.060	Revenue Contribution
Total		1.675	

1.2.6 Table 3 – Summary of Variance

	Amount £m
Unfunded variance	0.000
Funded variance (from table 2)	1.545
Variance to be funded from revenue	0.100
Project underspend	0.000
Rephasing (beyond 2012-15)	0.000
Total variance	1.675

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 Progress

	Total Cost	Previous Spend	2012-15 Approved Budget	Later Years Approved Budget	2012-15 Forecast Spend	Later Years Forecast Spend	2012-15 Variance	Total Project Variance	Status (Red / Amber / Green)
	£m	£m	£m	£m	£m	£m	£m	£m	£m
	(a)	(b)	(c)	(d)	(e)	(f)	(g) = (e - c)	(h) = (b+e+f)-a	
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
Basic Need - Modular Classrooms	5.455	0.076	5.379	0.000	4.614	0.000	-0.765	-0.765	Green
Modernisation Programme 2008/09/10	0.500	0.000	0.500	0.000	0.080	0.000	-0.420	-0.420	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	1.626	0.000	0.040	0.040	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 - Swadelands	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	28.706	28.309	0.397	0.000	0.397	0.000	0.000	0.000	Green
Academy - Cornwallis Academy	35.394	33.460	1.934	0.000	1.934	0.000	0.000	0.000	Green
Academy - Longfield Academy	24.956	24.578	0.378	0.000	0.378	0.000	0.000	0.000	Green
Academy - Spires	13.694	10.440	3.254	0.000	3.254	0.000	0.000	0.000	Green

	Total Cost	Previous Spend	2012-15 Approved Budget	Later Years Approved Budget	2012-15 Forecast Spend	Later Years Forecast Spend	2012-15 Variance	Total Project Variance	Status (Red / Amber / Green)
	£m	£m	£m	£m	£m	£m	£m	£m	£m
	(a)	(b)	(c)	(d)	(e)	(f)	(g) = (e - c)	(h) = (b+e+f)-a	
Academy - Sheppey	50.578	25.683	24.895	0.000	24.895	0.000	0.000	0.000	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	4.760	0.246	4.514	0.000	4.527	0.000	0.013	0.013	Green
Repton Park (Templar Barracks)	6.100	1.789	4.311	0.000	4.311	0.000	0.000	0.000	Green
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	29.885	0.000	29.885	0.000	30.862	0.000	0.977	0.977	Green
Modernisation Programme 2008/09/10	3.000	0.389	2.611	0.000	2.614	0.000	0.003	0.003	Green
Modernisation Programme 2011/12	6.512	3.590	2.922	0.000	2.965	0.000	0.043	0.043	Green
Modernisation Programme Future Years	19.797	0.000	19.797	0.000	20.242	0.000	0.445	0.445	Green
Dev Opps - St Johns PS/Kingsmead	2.017	0.030	1.987	0.000	2.633	0.000	0.646	0.646	Green
Dev Opps - Platt CEPS	0.000	0.000	0.000	0.000	0.633	0.000	0.633	0.633	Green
Academy - John Wallis	7.647	0.032	7.615	0.000	7.615	0.000	0.000	0.000	Green

	Total Cost	Previous Spend	2012-15 Approved Budget	Later Years Approved Budget	2012-15 Forecast Spend	Later Years Forecast Spend	2012-15 Variance	Total Project Variance	Status (Red / Amber / Green)
	£m	£m	£m	£m	£m	£m	£m	£m	£m
	(a)	(b)	(c)	(d)	(e)	(f)	(g) = (e - c)	(h) = (b+e+f)-a	
Academy - Wilmington Enterprise	13.056	0.200	12.856	0.000	12.856	0.000	0.000	0.000	Green
Academy - The Knole	16.946	0.000	16.946	0.000	16.946	0.000	0.000	0.000	Green
Academy - Dover Christchurch	10.253	0.134	10.119	0.000	10.119	0.000	0.000	0.000	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
Self Funded Project (Quarryfields)	0.264	0.198	0.066	0.000	0.126	0.000	0.060	0.060	Green
TOTAL	684.468	377.768	281.078	25.622	282.753	25.622	1.675	1.675	

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 have been classified as amber or red.

Other Significant Variances

1.2.13 There is significant re phasing within the 2012-15 budget (2012/13 -£50.326m, 2013/14 +£36.506m & 2014/15 +£13.820m). 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.

1.2.14 **Annual Planned Enhancement Programme** - £1.222m has been re-phased into 13/14. This is due to less than anticipated spend on Day to Day Emergency Works and also the Schools Access Initiative, both of which are reactive programmes responding to school requests.

1.2.15 **Basic Need** - £5.743m has been re-phased into 13/14 to reflect delivery of the current programme.

1.2.16 **Modernisation Programme** - Across the whole modernisation programme, £8.131m has been re-phased into 13/14 to reflect development of the programme.

1.2.17 **Special Schools Review** - £10.541m has been re-phased into 2014/15 to reflect development of the programme. The programme will be managed in stages with future capital receipts realised from the disposal of current school sites being utilised to assist with the funding of future projects.

1.2.18 **£5m DSG Revenue Grant** - £1.950m has been re-phased into 2013/14. This is reflective of school projects which are not going to be completed in the current financial year along with projects which have been programmed for school holidays so as to avoid disruption.

1.2.19 **Self Funded Project (Quarryfields)** - this project has transferred from FSC portfolio to ELS.

1.2.20 **St Johns Primary School/Kingsmead** - This project is currently forecasting a £646k overspend. There is an informal agreement with Canterbury Diocese that they will make a contribution of £600k from the sale of the Diocese Payne School site.

1.2.21 Key issues and Risks

None to report.

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

2.1 Number of schools with deficit budgets compared with the total number of schools:

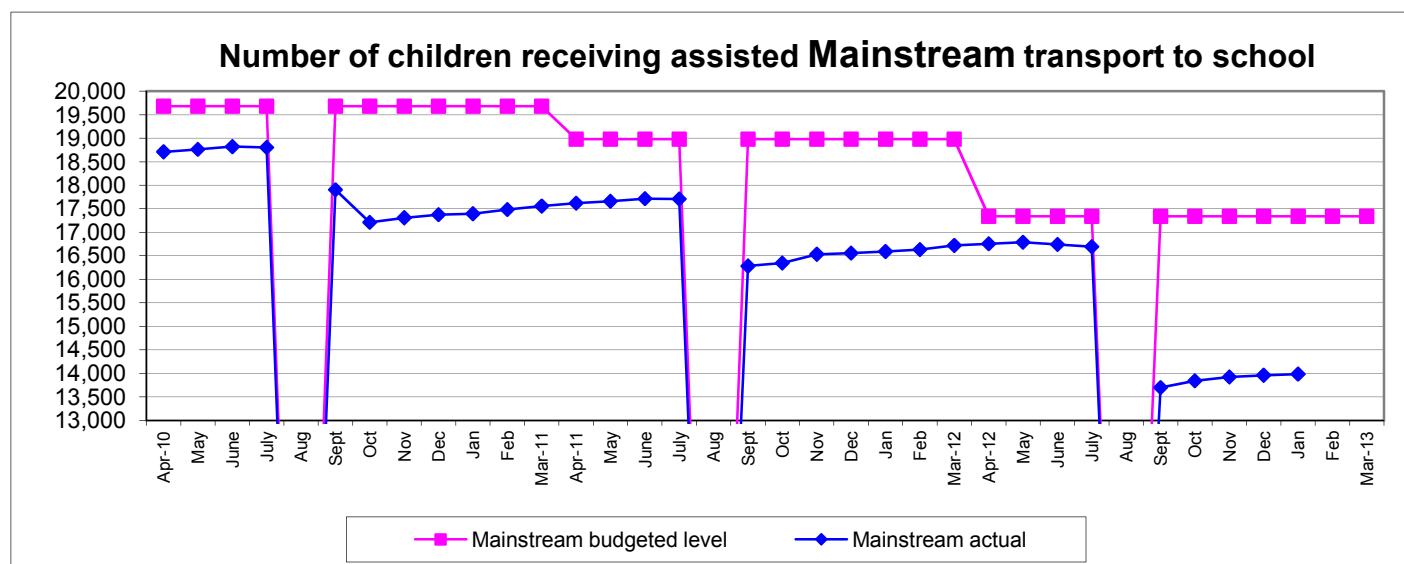
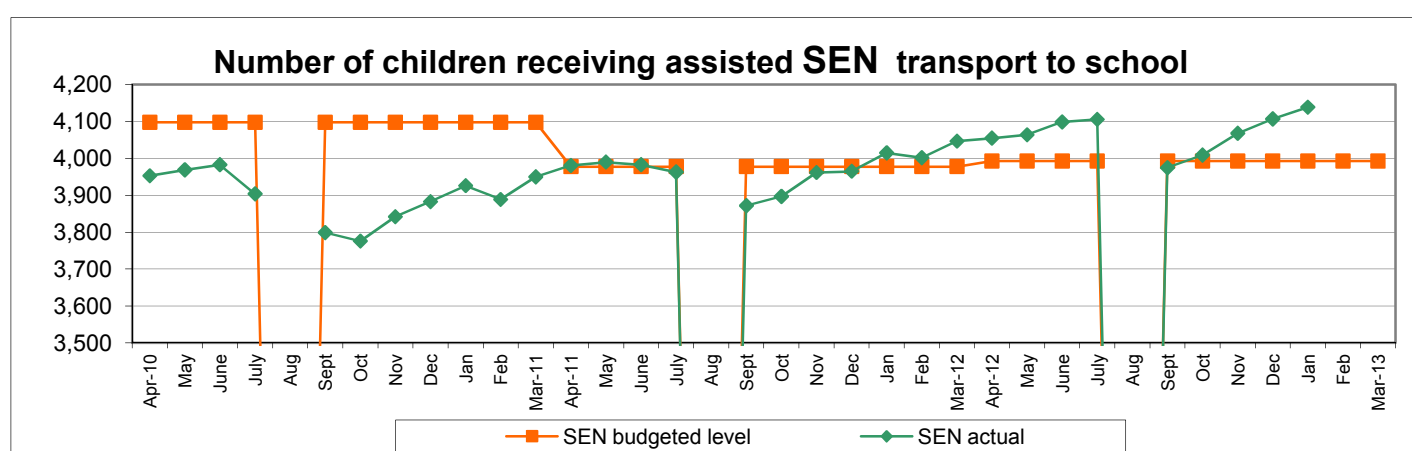
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	as at 31-3-07	as at 31-3-08	as at 31-3-09	as at 31-3-10	as at 31-3-11	as at 31-3-12	projection
Total number of schools	596	575	570	564	538	497	462
Total value of school reserves	£74,376k	£79,360k	£63,184k	£51,753k	£55,190k	£59,088k	£53,433k
Number of deficit schools	15	15	13	23	17	7	10
Total value of deficits	£1,426k	£1,068k	£1,775k	£2,409k	£2,002k	£833k	£322k

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 35 schools (including 6 secondary schools and 29 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. In addition two primary schools have merged and a new school has opened in Ashford.
- The estimated drawdown from schools reserves of £1,955k represents the estimated reduction in reserves resulting from 35 schools converting to academy status. In addition, the nine month monitoring has now been received from schools and the estimated drawdown from reserves for the remaining Kent schools is £3,700k.

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	4,068	17,342	13,925
Dec	4,098	3,883	19,679	17,373	3,978	3,965	18,982	16,556	3,993	4,107	17,342	13,960
Jan	4,098	3,926	19,679	17,396	3,978	4,015	18,982	16,593	3,993	4,139	17,342	13,985
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	

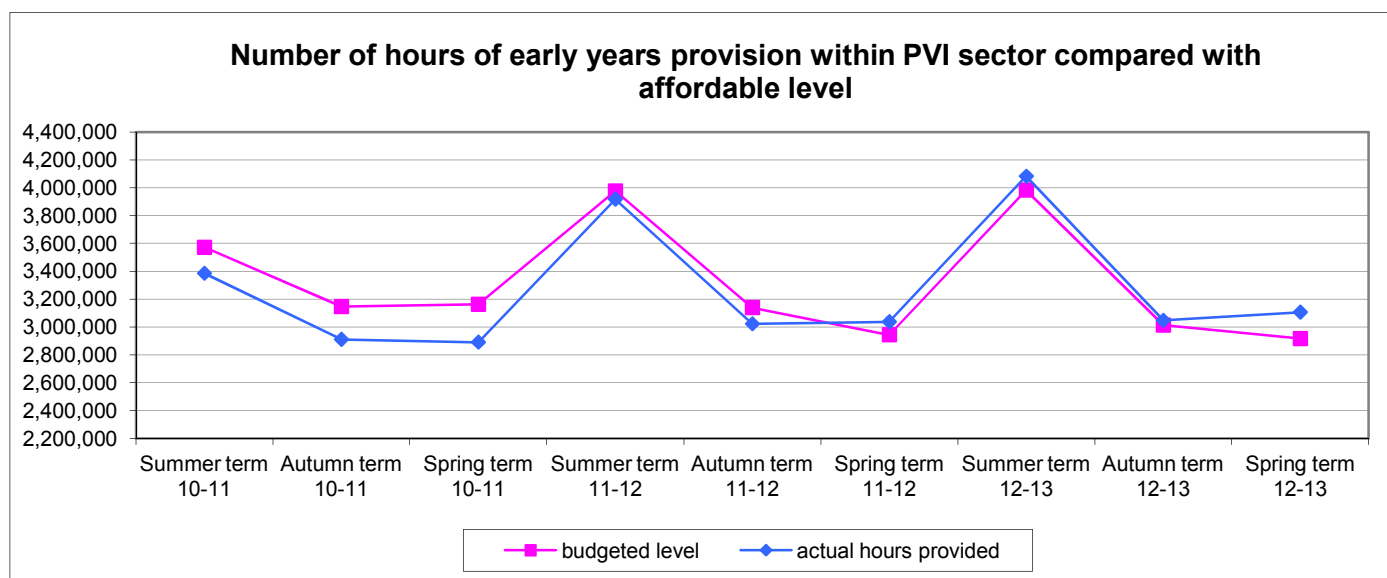


Comments:

- **SEN HTST** – The number of children travelling is higher than the budgeted level and 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. Therefore a gross overspend of +£1,197k is reported in 1.1.3.5.c. A pressure is also reflected in the 2013-15 MTFP.
- **Mainstream HTST** – A gross underspend of +£1,025k is expected on the Mainstream Home to School Transport budget based on the current numbers requiring transport in the new academic year as reported in section 1.1.3.5.b. A saving is also reflected in the 2013-15 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	3,048,035
Spring term	3,161,965	2,890,423	2,943,439	3,037,408	2,917,560	3,106,277
	9,881,796	9,186,557	10,058,366	9,977,499	9,912,767	10,237,182



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 324,415 hours above the affordable level for the year, which suggests an overspend of £1.317m on this budget which has been mentioned in section 1.1.3.4.d 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.

By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 19 March 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

Summary:	The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2015, set out in Bold Steps for Education. The scorecard continues to develop and is intended to provide the Directorate and Members with progress against all the targets set out in the business plans for key performance indicators.
Recommendations:	Members are asked to review and comment on the Education, Learning and Skills performance scorecard

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 the monitoring tool for the targets and milestones set out in Bold Steps for Education. 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 December version of the ELS scorecard, reporting on data as at the end of November 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). To aid interpretation this is shown in the polarity column as H, L or T (T denoting where it is best to be near the target rather than too high or too low). 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 and green indicates it has been reached or the target has been exceeded.

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 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, the latest month or last term etc.

2.8 The scorecard is currently being amended to reflect the updated Bold Steps for ELS. This involves adding new indicators, sourcing data for those indicators, collecting targets from 2013 to 2016, and ensuring data is available at both LA and district level. The Kent, national and statistical neighbour outturn figures are also being updated to 2011-12 now that most figures are available following publication by the DfE.

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. Feedback led to the inclusion of district level context data such as proportions of Free School Meals and Looked After Children to support the interpretation of district performance. These are intended to support performance management at a locality level, but will also be vital at Local Authority level for informing the targeting of appropriate support.

5. Recommendations

5.1 Members are asked to note the Education, Learning and Skills performance scorecard.


Background Documents

ELS Performance Scorecard: Appendix 1

Contact details

Name: Katherine Atkinson

Title: Performance and Information Manager (ELS)

 01622 696202

 katherine.atkinson@kent.gov.uk

Education, Learning & Skills Performance Management Scorecards December 2012 Release (November 2012 Data)

Produced by: Management Information, ELS, KCC

Publication Date: 20 December 2012

Page 287



This page is intentionally blank

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 <i>continued</i>				
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 CXK (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 CXK (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		
	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 November 2012	As at December 2012
Number of permanent exclusions from schools - LAC	Impulse database - monthly reported data	Rolling 12 months up to November 2012	As at December 2012
Percentage of pupils who are persistently absent from primary schools - all pupils	School Census - attendance data reported one term in arrears	2011-2012 School Census attendance data	As at Autumn 2012 School Census
Percentage of pupils who are persistently absent from secondary schools - all pupils	School Census - attendance data reported one term in arrears	2011-2012 School Census attendance data	As at Autumn 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 November 2012	As at December 2012
Number of pupils with a statement of Special Educational Needs	Impulse database - monthly reported data	Snapshot as at November 2012	As at December 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)	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 2012
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 2012
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 2012
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 2012
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 2012
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of November 2012	As at December 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 November 2012	As at December 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 Keypas 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 Keypas online dataset	August 2012
Percentage of pupils at KS1 achieving L2B+ in Writing	Teacher assessed results for end academic year	2011-12 results from Keypas online dataset	August 2012
Percentage of pupils at KS1 achieving L2B+ in mathematics	Teacher assessed results for end academic year	2011-12 results from Keypas online dataset	August 2012
Percentage of pupils at KS2 achieving L4+ in English & mathematics	Test/TA results for end of academic year	2011-12 DfE Published results dataset	December 2012
Percentage of pupils at KS2 achieving L5+ in English & mathematics	Test/TA results for end of academic year	2011-12 DfE Published results dataset	December 2012
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	Test/TA results for end of academic year	2011-12 DfE Published results dataset	December 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 Published results dataset	December 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 Published results dataset	December 2012
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	Test results for end of academic year	2011-12 DfE Published (Kent) / Provisional (District)	December / 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 Published (Kent) / Provisional (District)	December / October 2012

Education, Learning & Skills Performance Management

Scorecard - Data Sources for Current Report

Indicators	Data used in current report		
	Source Description	Latest data description	Latest data release date
QUALITY AND STANDARDS <i>continued</i>			
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	Test results for end of academic year	2011-12 DfE Published (Kent) / Provisional (District)	December / September 2012
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	Test results for end of academic year	2011-12 DfE Published (Kent) / Provisional (District)	December / 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	September 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	November 2012 data	December 2012
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	Connexions monthly bulletin	November 2012 data	December 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	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	Provider Gateway	2010-11 outturn	September 2012
Number of starts on the Kent Success Apprenticeship scheme	Skills and Employability database	Rolling 12 months up to November 2012	December 2012
Percentage successfully completing the Kent Success Apprenticeship scheme	Skills and Employability database	Rolling 12 months up to November 2012	December 2012
Percentage of unemployment among 18-24 year olds	NOMIS / ONS Monthly employment statistics presented by KCC Business Intelligence Research & Evaluation	November 2012 data	December 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 November 2012	December 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	Autumn Term 2012 snapshot data	December 2012
Percentage of pupils with a Statement of Special Educational Needs (SSEN)	School census - termly snapshot of pupils with SEN statement	Autumn Term 2012 snapshot data	December 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	Autumn Term 2012 snapshot data	December 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	Autumn Term 2012 snapshot data	December 2012
Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at November 2012	December 2012
Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at November 2012	December 2012

Scorecard - District Comparison Grid

(November 2012 Data)

Indicators	Polarity	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Sevenoaks		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	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	→	G	→	A	→	A	↓	A	→	G	→	G	→		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	A	↓	G	↓	A	↓	A	↓	A	↓	R	↓	G	↓	A	↓	A	↓	A	↓	A	↓	R	↓	G	↓		
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	A	↓	A	↓	R	↓	G	↓	A	↓	G	↓	A	↓	R	↓	R	↓	A	↓	R	↓	A	↓	G	↓		
Percentage of pupils who are persistently absent - LAC	L	G	↑	R	↑	G	↓	R	↓	G	↓	G	↓	G	↑	G	↓	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	↑	G	↑	R	↓	G	→	G	→	G	↑	R	↑	G	→	R	↓	G	↑	G	→	R	↓	R	↑		
Number of pupils with a statement of Special Educational Needs	L	R	↑	R	↑	R	↑	G	↑	A	↑	A	↓	R	↑	R	↓	R	↑	A	↑	G	↑	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	→	G	↑	R	→	R	↑	A	↑	A	→	G	→		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	A	↑	R	→	R	→	A	↑	A	→	R	→	G	→	R	→	R	→	G	→	G	↑	G	→	G	→		
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	R	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→	R	→	G	→	G	→	R	→	G	→		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	↑	R	→	A	→	R	↑	G	→	R	→	R	→	G	↑	R	→	A	↑	A	↑	R	→	G	→		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	↑	R	↑	R	→	A	↑	A	→	R	→	G	→	R	→	R	→	G	→	G	→	G	→	G	→		
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	↑	G	↑	A	↑		
Percentage of pupils at KS1 achieving L2B+ in Writing	H	A	↑	A	↑	A	↑	G	↑	G	↑	R	↑	A	↑	G	↑	R	↑	R	↑	R	↑	G	↑	A	↑		
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	A	↑	A	↑	G	↑	A	↑	G	↑	R	↑	A	↑	A	↑	A	↑	R	↑	R	↑	G	↑	A	↑		
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	G	↑	A	↑	A	↑	G	↑	G	↑	A	↑	G	↑	G	↑	G	↑	A	↑	G	↑	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	↑	G	↓	G	↑	G	↑	A	↑	G	→	G	↑	G	↑	G	↑	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	↓	R	↓	G	↓	A	↑	G	↓	G	↑	G	↓	A	↓		
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	A	→																										

Indicators	Polarity	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Sevenoaks		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	Current RAG Status	Direction of Travel
		QUALITY AND STANDARDS <i>continued</i>																											
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	G	↓	G	↓	A	↑	G	↓	G	↓	G	↓	R	↓	G	↓	G	↓	A	↑	A	↑	G	↓	A	↓		
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	A	→	R	↑	A	↑	A	↓	R	↓	A	↓	R	↓	A	↑	R	↓	R	↓	R	↑	A	↑	A	↓		
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	↑	G	↓	R	↑	A	↑	R	↑	R	↑	G	↑	G	→	G	↑	R	↑	G	↑	A	↓	G	↑		
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	A	↑	R	→	R	↑	G	↑	R	↑	R	→	A	→	R	→	G	→	G	→	A	↑	G	↑	G	→		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H		↓		↓		↓		↑		↓		↓		↓		↓		↓		↓		↓		↓		↓		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H		↑		↑		↑		↑		↑		↑		↑		↑		↑		↑		↑		↑		↓		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	↓	R	↑	G	↓	R	↑	G	↑	A	↑	R	↓	G	↓	G	↓	A	↑	G	↓	R	↑	R	↑		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	A	→																										
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	A	↓	R	↑	A	↑	R	↑	A	↓	R	↑	A	↑	R	↓	R	↑	A	↓	G	↓	G	↓	G	↓		
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	A	↑	A	→	R	↓	A	↑	R	↑	R	↓	A	↑	R	↑	R	↑	A	↑	R	↓	G	↑	A	↑		
EMPLOYABILITY																													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	R	↓		↓		↓		↓		↓		↓		↓		↓		↑		↓		↓		↓		↑		
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L		↑		↓		↑		↑		↑		↑		↑		↓		↑		↓		↑		↑		↑		
Percentage of young people with Level 2 attainment by age 19	H	G	↑	R	↓	R	↑	G	↓	R	↓	R	↑	G	↓	R	↑	R	↑	R	↑	R	↑	G	↑	G	↑		
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L		↓		↓		↑		↑		↑		↓		↑		↑		↓		↓		↑		↓		→		
Percentage of young people with Level 3 attainment by age 19	H		↑		↓		↑		↓		↓		↑		↓		↑		↑		↑		↑		↑		↑		
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L		→		↑		↑		↑		↑		↓		↑		↓		↓		↑		↑		↓		↓		
Percentage of secondary schools offering L2/3/4 apprenticeships	H																												
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	A																											
Number of Level 2 & 3 vocational training in skills shortage areas	H	A																											
Number of starts on the Kent Success Apprenticeship scheme	H	R																											
Percentage successfully completing the Kent Success Apprenticeship scheme	H	G																											
Percentage of unemployment among 18-24 year olds	L	R	↓	R	↑	G	↓	A	↓	R	↓	R	↓	A	↓	G	↓	R	↓	R	↑	R	↑	A	↑	G	↓		
Percentage of Learners with LLDD able to participate aged 16-19	H	A																											
Number of vulnerable learners supported into work-based learning	H	R																											
Adult participation in basic skills training	H																												
Adults with Skills Plus	H	G																											
Adults with NVQ Level 4	H	G																											
Percentage of 19+ year olds engaged in continuing education and training	H																												

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	National Average	Statistical Neighbour Average		
											2010-11	2010-11	2010-11	
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	193	G	↑	192	50	200	ELS Bold Steps	252			
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	10	A	↓	12	0		ELS Bold Steps	19			
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	3.4	A	↓	6.3		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	9.1	A	↓	10.0		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	11	ELS Bold Steps	12	6.5	5.9	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	49.1		↑	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	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	87.5	R	↑	74.1	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6679	R	↑	6633	5800	6500	ELS Bold Steps	6581			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	472	R		Awaiting Previous Data		420	460	ELS DMT	422		
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	18	R	↓	19	0	7	ELS Bold Steps	17			
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	59.7	A	↑	58.0	85	70	ELS Bold Steps	56.0	69		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	73.9	A	↑	71.7	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	62.5	A	↑	60.8	85	70	ELS DMT	58.0	71		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	73.9	A	↑	71.7	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		↑	87.3	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				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	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	78.0	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	27.0		↑	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	95.0	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	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	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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	6.32	R	↓	6.69	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	19.58		↑	17.78	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	53	R	↓	99	350	250	ELS Bold Steps	86		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	75	G	↓	76	75	75	ELS Bold Steps	86		
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.5	R	↓	6.7	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	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	→	65		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 NVQ 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	14.1			14.7				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.6			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	18.3			21.7				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	8.1			7.6				7.0		
Number of Kent Children in Care		Snapshot	M	1826			1826				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	913			847				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	National Average	Statistical Neighbour Average		
							2010-11	2010-11	2010-11					
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	→	5	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	3.0	G	↓	5.6		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	9.3	A	↓	9.4		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	16.1	R	↑	12.5	10	11	ELS Bold Steps	12	6.5	5.9	
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	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	↑	72.7	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	479	R	↑	468	413	466	ELS Bold Steps	459			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	5.4		↓	5.5	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		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	→	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	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	→	56.4	85	70	ELS DMT	58.0	71		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.0	R	↑	40.0	85	77	ELS DMT	67.7	68		
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	93.1		↑	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				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	75.6	G	↑	73.6	79	75	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	60.3	A	↑	57.9	68	63	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.8	A	↑	74.5	81	76	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.6	A	↑	71.4	83	79	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.6		↑	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	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.8		↑	82.3	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	83.3		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
							2010-11	2010-11	2010-11					
QUALITY AND STANDARDS <i>continued</i>														
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			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			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	6.19		↓	6.56	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	17.65		↓	17.91	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		< 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		> 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		< 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	6.7	R	↑	6.6	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	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	13.9			13.9				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.1			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	18.2			20.8				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	9.1			8.2				7.0			
Number of Kent Children in Care		Snapshot	M	90			100				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	80			75				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	41	A	↓	42	5	18	ELS Bold Steps	49			
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	4	R	↓	5	0		ELS Bold Steps	2			
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	3.1	A	↓	6.4		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	10.9	R	↓	11.9		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	5.2	G	↓	5.8	10	11	ELS Bold Steps	12	6.5	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								ELS DMT		
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	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	618	R	↑	612	545	615	ELS Bold Steps	617			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	10.5		↑	8.7	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		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	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	90.2		↑	86.4	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.2			66.3				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	76.2	A	↑	74.1	81	77	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.8	A	↑	59.9	70	64	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.1	G	↑	76.0	83	78	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.1	A	↑	74.7	81	76	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.9		↑	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	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.7		↑	78.6	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	80.4		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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	6.55		↓	6.99	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	16.67		↑	16.19	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		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.0		↑	50.2	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		↑	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	2.8	G	↓	3.0	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	26.6	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	13.5			14.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8			3.1				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	17.1			21.8				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	7.0			6.5				7.0		
Number of Kent Children in Care		Snapshot	M	125			132				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	90			89				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	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	3.9	A	↓	6.8		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	6.4	G	↓	7.9		8	ELS Bold Steps	9.7	8.4	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	5.9	
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								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	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	376	G	↑	372	339	383	ELS Bold Steps	385			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	4.9		↓	7.0	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		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	50.0	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	75.0	A	↑	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	50.0	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	75.0	A	↑	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		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	68.2			62.6				65	59		
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.1	G	↑	73.7	80	76	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.1	G	↑	58.7	69	63	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	A	↑	74.4	81	77	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.6	G	↑	76.4	84	77	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.3		↑	21.8	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.0	G	↓	96.0	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.8		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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	6.07		↓	6.70	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	16.67		↑	12.00	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	5.6	A	↓	6.2	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	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	11.6			12.6				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	1.8			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	14.2			18.5				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	11.2			10.6				7.0		
Number of Kent Children in Care		Snapshot	M	65			64				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	40			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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	26	R	↑	25	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	3.3	A	↓	6.6		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	9.0	A	↓	10.9		8	ELS Bold Steps	9.7	8.4	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	5.9	
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								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	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	496	A	↑	490	434	491	ELS Bold Steps	528			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	13.0		↑	10.9	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		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	68.3	A	→	68.3	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	→	70.7	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	91.5		↑	90.9	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	76.4			63.6				65	59		
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	73.2	A	↑	68.3	78	74	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	61.0	G	↑	53.2	66	61	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	G	↑	70.4	80	76	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	79.3	G	↑	70.6	81	77	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.1		↑	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	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	91.2		↑	84.2	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.5		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
QUALITY AND STANDARDS <i>continued</i>														
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			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			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	6.46		↓	6.88	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	19.12		↑	12.50	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	9.0	R	↓	9.1	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	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	16.5			16.7				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4			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	18.6			22.4				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	6.7			6.4				7.0			
Number of Kent Children in Care		Snapshot	M	99			101				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	63			56				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	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	4.6	R	↓	7.6		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	7.9	G	↓	9.4		8	ELS Bold Steps	9.7	8.4	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	5.9	
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	100.0	G	↑	66.7	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	349	A	↓	351	305	345	ELS Bold Steps	367			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	5.1		↓	5.3	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		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	→	40.7	85	70	ELS Bold Steps	56.0	69		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	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	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	→	48.1	85	70	ELS DMT	58.0	71		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	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	96.6		↑	96.4	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	62.9			53.2				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	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.6	R	↑	52.6	68	63	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.8	R	↑	68.3	82	77	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.7	A	↑	70.1	77	77	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.8		↑	20.7	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.0	G	↑	84.0	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	86.5		↑	82.3	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.2		↑	83.9	Awaiting Targets			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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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	6.31		↓	6.72	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	19.05		↑	15.15	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	7.9	R	↓	8.9	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	25.6	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	14.8			15.9				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	1.9			2.1				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	18.3			22.2				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	19.8			18.8				7.0		
Number of Kent Children in Care		Snapshot	M	108			113				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	86			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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	18	G	→	18	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	3.0	G	↓	5.4		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	9.4	A	↓	9.5		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.2	G	↑	0.0	10	11	ELS Bold Steps	12	6.5	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							ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	66.7	R	↑	0.0	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	646	R	↑	644	538	608	ELS Bold Steps	623			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	8.6		↓	9.1	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		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	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	→	90.0	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	→	90.0	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		→	84.5	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.9			65.2				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	77.6	A	↑	75.3	82	78	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.5	A	↑	61.1	71	65	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	↑	75.1	84	80	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.1	G	↑	71.8	83	77	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.7		↑	21.9	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	87.8	A	↑	83.3	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.9		↑	77.7	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.3		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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			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			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	4.93		↓	5.63	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	16.92		↑	15.38	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	5.8	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	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	11.0			11.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.7			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	16.1			19.0				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	7.4			6.8				7.0		
Number of Kent Children in Care		Snapshot	M	124			127				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	86			84				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	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	3.2	A	↓	5.7		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	11.7	R	↓	12.2		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.8	G	↓	5.3	10	11	ELS Bold Steps	12	6.5	5.9	
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	5	A	↑	4	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	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	521	R	↓	525	455	515	ELS Bold Steps	520			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	12.6		↓	12.9	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		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	75.6	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	78.0	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		
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								ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	83.2	G	↑	80.8	85	81	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	72.1	G	↑	71.2	75	69	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	81.5	A	↑	79.4	86	82	ELS DMT	74.0	74	76	
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	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	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	88.9		↑	79.5	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.2		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
QUALITY AND STANDARDS <i>continued</i>														
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	4.67		↓	4.69	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	23.53		↓	27.27	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	4.1	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	12.0			12.2				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.2			4.1				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	16.5			19.6				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	5.1			5.0				7.0			
Number of Kent Children in Care		Snapshot	M	54			53				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	37			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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	16	R	↓	17	3	14	ELS Bold Steps	11			
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	3.5	A	↓	6.8		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	11.0	R	↓	12.0		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		ELS DMT	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								ELS DMT		
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	50.0	R	↓	88.9	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	460	R	↑	453	373	421	ELS Bold Steps	451			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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		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	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	88.9		↑	87.7	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.2			62.5				65	59		
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013								ELS DMT		
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	76.3	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	25.9		↑	20.6	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	94.4	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	85.8		↑	80.4	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.5		↑	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
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	7.35		↑	7.20	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	22.97		↑	20.51	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		< National 2011	24	19	25	
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	42.3		↑	42.0	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	21		↓	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	9.1	R	↓	9.4	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	18.4			19.0				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.9			3.0				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	23.7			26.2				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	9.1			8.8				7.0			
Number of Kent Children in Care		Snapshot	M	132			132				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	76			61				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	30	A	↑	27	5	20	ELS Bold Steps	38			
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	2	A	↓	3	0		ELS Bold Steps	4			
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	3.6	A	↓	6.3		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	8.6	A	↓	9.4		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	9.9	G	↓	11.0	10	11	ELS Bold Steps	12	6.5	5.9	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	32.9		↓	40.1	Awaiting Targets		ELS DMT	51.4			
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	25	A	↑	20	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	↑	80.0	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	576	A	↑	567	500	565	ELS Bold Steps	582			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	5.3		↓	6.3	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		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	55.1	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	85.7	G	→	85.7	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	61.2	A	↑	55.1	85	70	ELS DMT	58.0	71		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	85.7	G	→	85.7	85	77	ELS DMT	67.7	68		
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	78.7		↓	88.9	85		ELS DMT		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								ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	70.4	79	75	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.4	R	↑	57.2	67	61	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.2	R	↑	72.3	81	76	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.4	A	↑	67.4	82	76	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	21.0		↑	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	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.7		↑	79.5	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.9		↑	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	< 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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
										2010-11	2010-11	2010-11	
QUALITY AND STANDARDS <i>continued</i>													
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			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			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	7.69		↓	8.14	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	13.79		↓	14.44	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	9.7	R	↑	9.6	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	17.9			18.5				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	24.1			27.5				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	3.5			3.1				7.0		
Number of Kent Children in Care		Snapshot	M	130			124				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	93			81				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	20	A	↓	22	5	19	ELS Bold Steps	31			
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	2	A	→	2	0		ELS Bold Steps	5			
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	4.5	R	↓	8.9		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	↓	12.1		8	ELS Bold Steps	9.7	8.4	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	5.9	
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	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	801	G	↑	794	713	806	ELS Bold Steps	853			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	5.7		↑	4.5	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		ELS DMT	16			
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	66.7	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	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	66.7	A	↑	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	→	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	81.4		↓	82.1	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.2			58.0				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	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.5	R	↑	56.2	66	61	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	71.7	R	↑	67.7	80	75	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	72.7	G	↑	66.0	76	72	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	21.2		↑	16.7	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	95.8	G	↑	72.0	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	86.4		↑	81.4	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.7		↑	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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
QUALITY AND STANDARDS <i>continued</i>														
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	9.66		↓	10.12	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	24.34		↑	22.68	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 2 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	13.8	R	↑	13.7	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	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	21.5			22.2				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.6			4.0				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	23.1			27.0				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	9.0			8.4				7.0			
Number of Kent Children in Care		Snapshot	M	231			222				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	129			100				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	18	G	↑	16	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	2.4	G	↓	4.5		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	9.5	A	↓	9.8		8	ELS Bold Steps	9.7	8.4	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	5.9	
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		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	0.0	R	↓	57.1	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	505	R	↑	502	424	479	ELS Bold Steps	479			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	7.6		↓	8.1	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		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	59.5	A	→	59.5	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	→	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	→	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	88.9		↑	79.5	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	74.6			70.3				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	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	68.5	G	↑	64.6	74	68	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	82.6	G	↑	77.3	85	81	ELS DMT	74.0	74	76	
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	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	34.2		↑	26.0	Awaiting Targets			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	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	91.3		↑	84.5	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.3		↑	84.0	Awaiting Targets			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	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
QUALITY AND STANDARDS <i>continued</i>														
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	4.72		↓	4.78	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	27.78		↑	23.81	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	4.7	A	↑	4.5	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	10.1			10.4				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4			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	15.4			18.5				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	3.8			3.5				7.0			
Number of Kent Children in Care		Snapshot	M	82			81				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	57			71				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	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	4	G	↓	5	4	15	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	3.0	G	↓	5.6		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	6.6	G	↓	7.5		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.7	G	↑	5.6	10	11	ELS Bold Steps	12	6.5	5.9	
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	A	↓	93	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	80.0	R	↑	33.3	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	446	R	↓	449	361	407	ELS Bold Steps	427			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting 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	Awaiting Data				7.3	7.6		ELS DMT	7.7		
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	10.3		↓	10.4	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		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	G	→	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	G	→	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	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	77.4	G	→	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	G	→	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	84.4		↓	85.5	85		ELS DMT		80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	77.7			73.1				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	A	↑	77.5	85	81	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.7	A	↑	61.8	75	69	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	77.6	A	↑	77.0	86	82	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	79.9	G	↑	73.9	85	79	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.2		↑	25.6	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.3	G	↑	83.3	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	90.6		↑	85.4	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.3		↑	84.0	Awaiting Targets			81	83		
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	24.3	A	↓	25.8	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)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average		
										2010-11	2010-11	2010-11		
QUALITY AND STANDARDS <i>continued</i>														
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	4.39		↑	4.36	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	14.81		↑	10.00	0		ELS Bold Steps				
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.9	G	↑	85.3		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	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	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	3.1	G	↓	3.6	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	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	7.6			8.1				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4			2.3				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	14.0			15.8				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	6.9			6.6				7.0			
Number of Kent Children in Care		Snapshot	M	67			61				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	64			62				51.6	38.3	34.5	

By:	Mike Whiting, Cabinet Member for Education, Learning and Skills Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Ofsted Inspection Outcome Up-date September 2012 – February 2013
Classification:	Unrestricted

Summary	This report summarises the performance of Kent schools in Ofsted inspections during the period September 2012 - February 2013 and reflects on the overall Kent position on Ofsted Inspections.
---------	--

1. Ofsted Inspections

1.1 Kent has seen a positive trend in the 94 Ofsted inspections that have taken place since September 2012 under the revised Ofsted inspection framework. Attached to this report is the breakdown of the 94 school inspection outcomes.

1.2 Five (5.3%) schools achieved an outstanding judgement and 56 (59.6%) schools achieved a judgement of good. Overall, 61 (65%) of schools achieved a good or outstanding judgement. This compares with an overall national figure for the last academic year 2011-2012 of 70% of schools being described as good or outstanding.

1.3 Forty five (47.9%) schools improved a grade and 42 (44.7%) schools moved from previous double satisfactory inspection outcomes to good. This is very positive particularly in relation to those schools that have moved to good, in many cases, after a number of years as satisfactory schools.

1.4 Twenty six (27.7%) schools received the judgement of Requires Improvement. This is the former satisfactory judgement. Requiring Improvement means that schools have a limited time in which to improve before they are re-inspected, usually within two years.

1.5 The School Improvement Service is working very closely with all Requires Improvement schools. In many, but not all, schools currently with a Requires Improvement judgement there is capacity within the leadership to ensure the school makes rapid progress and achieves a good outcome in its next inspection. We are providing support and challenge to ensure that that good progress is achieved. Where there is not leadership capacity to make the necessary improvement we are working with Governing Bodies to ensure appropriate action is taken.

1.6 When a school is deemed to Require Improvement following an inspection since September 2012, we are implementing the Kent Challenge approach alongside the new Ofsted HMI support that all schools who require improvement will receive. The new South East Ofsted regional HMI team will determine when a school is then ready for re-inspection to achieve the good judgement.

1.7 Seven (7.4%) schools went into an Ofsted category, either serious weaknesses or special measures, during this period. This is clearly very serious and action had already been taken in a number of those schools to address leadership capacity and effectiveness. In some cases the Inspection identified 'green shoots' under the new leadership and appropriate plans were already in place for sustainable improvement through the sponsored academy route. In a small number of cases where these plans were not already in place, it has been necessary to use the Local Authority's intervention powers to appoint new leadership, replace Governing Bodies with Interim Executive Boards, or strengthen Governing Bodies with additional governors to ensure there is effective capacity to improve the school.

2. KCC Overall Ofsted Position

Member should note that the overall current position includes 83 inspections since September 2012 and not the 94 described in the first section of this report. Management Information has to wait for the published report before adding schools to the statistical data base whereas the previous information is our very latest position on 22 February 2013 including reports not yet published.

2.1 The current Ofsted position overall across all Kent schools (Primary, Secondary and Special) is as follows:

- 100 schools (17%) are judged to be outstanding
- 280 schools (48%) are judged to be good
- 166 schools (29%) are judged to be requiring improvement
- 21 schools (3.6%) are judged to be inadequate and therefore in an Ofsted category (Nationally the current percentage of schools in an Ofsted category is 3%)
- 22 schools (3.7%) do not have an Ofsted inspection record and are without a full report currently. These are schools which may have amalgamated i.e. the new St.John's school in Canterbury, or new academies awaiting their first inspection.

2.2 At present 71% of Secondary schools, 79% of Special schools and 61% of Primary schools are good or outstanding. The national average is 69% for Primary schools and 66% for Secondary schools. Clearly Kent is doing well in Secondary and Special provision and is improving its Primary school position. Just over a year ago Primary school inspection outcomes were as low as 57% good and outstanding schools.

2.3 We also know that many of the '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.

2.4 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 as quickly as possible..

2.5 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.

Recommendation

Education Cabinet Committee is asked to note the progress achieved to date in improving Ofsted inspection outcomes.

Background Documents
None

Lead Officer
Sue Rogers
Director Standards and Improvement
Sue.rogers@kent.gov.uk
01622 694983

This page is intentionally left blank

Ofsted Overall Effectiveness Judgements with Previous Judgements - From 1st September 2012

DfE	School	Type	Sub Type	District	Most recent Inspection Date	OE Judgement	Moved up from previous inspection?	Sat to good?	Previous Inspection Date	Previous OE Judgement
2685	Gateway Community Primary School, The	PRI	PRI	Dartford	11-Sep-12	Good	Yes	Yes	24-Nov-10	Satisfactory
3892	St Mary of Charity CE (Aided) Primary School	PRI	PRI	Swale	11-Sep-12	Requires improvement	No		30-Jun-10	Satisfactory
3740	St Richard's Catholic Primary School, Dover	PRI	PRI	Dover	12-Sep-12	Requires improvement	No		28-Apr-10	Satisfactory
2158	Aylesford Primary School	PRI	PRI	Tonbridge and Malling	12-Sep-12	Special Measures	No		05-Oct-09	Satisfactory
2615	High Firs Primary	PRI	PRI	Sevenoaks	19-Sep-12	Requires improvement	No		Dec 2009	satisfactory
2667	St Stephen's (Tonbridge) Primary School	PRI	PRI	Tonbridge and Malling	25-Sep-12	Requires improvement	No		08-Feb-10	Satisfactory
2254	Canterbury Road Primary School	PRI	PRI	Swale	26-Sep-12	Good	Yes	Yes	10-Mar-10	Satisfactory
5223	Brookfield Junior School, Larkfield	PRI	JUN	Tonbridge and Malling	26-Sep-12	Good	Yes	Yes	18-Nov-09	Satisfactory
3140	Kingsnorth CEP School	PRI	PRI	Ashford	27-Sep-12	Good	Yes	Yes	15-Jun-10	Satisfactory
2559	Capel-le-Ferne Primary School	PRI	PRI	Dover	02-Oct-12	Good	Yes	Yes	26-Jan-10	Satisfactory
2327	Worth Primary School	PRI	PRI	Dover	04-Oct-12	Good	Yes	Yes	30-Jun-10	Satisfactory
3019	Shorne CEP School	PRI	PRI	Gravesham	04-Oct-12	Good	Yes	Yes	07-Dec-09	Satisfactory
2661	Cage Green Primary School	PRI	PRI	Tonbridge and Malling	04-Oct-12	Special Measures	No		08-Dec-09	Satisfactory
3033	Hildenborough CEP School	PRI	PRI	Tonbridge and Malling	04-Oct-12	Good	Yes	Yes	08-Jul-10	Satisfactory
5200	Snodland CEP	PRI	PRI	Tonbridge and Malling	18-Oct-12	Good	No		June 2008	Good
2679	The Brent Primary	PRI	PRI	Dartford	18-Oct-12	Requires improvement	No		Oct 2009	Satisfactory
2431	Shears Green Junior	PRI	PRI	Gravesham	19-Oct-12	Good	Yes	Yes	Jan 2010	Satisfactory
3898	Greenfields Community Primary	PRI	PRI	Maidstone	19-Oct-12	Requires improvement	No		Oct 2009	Satisfactory
2180	South Borough Primary School	PRI	PRI	Maidstone	24-Oct-12	Requires improvement	No		May 2010	Satisfactory
2223	Bobbing Village School	PRI	PRI	Swale	07-Nov-12	Good	Yes	Yes	Jan 2010	Satisfactory
2231	Iwade Community Primary School	PRI	PRI	Swale	07-Nov-12	Good	Yes	Yes	2010	Satisfactory
5205	Holy Family RCP School	PRI	PRI	Maidstone	08-Nov-12	Requires improvement	Yes		Oct 2011	Notice to Improve
2302	Warden House Primary	PRI	PRI	Dover	09-Nov-12	Requires improvement	No		10-Nov-09	Satisfactory
2120	Bean Primary School	PRI	PRI	Dartford	09-Nov-12	Good	Yes	Yes	20-Nov-09	Satisfactory
2246	Sheldwich Primary School	PRI	ACA	Swale	09-Nov-12	Outstanding	n/a		n/a	n/a
2094	Cobham Primary School	PRI	PRI	Gravesham	15-Nov-12	Outstanding	Yes		Nov 2010	Good
2175	North Borough Junior School	PRI	JUN	Maidstone	15-Nov-12	Requires improvement	No		Jul 2011	Satisfactory
3108	Ospringe CEP School	PRI	PRI	Swale	16-Nov-12	Good	Yes	Yes	Nov 2009	Satisfactory
2511	Hartley Primary School	PRI	PRI	Sevenoaks	16-Nov-12	Good	Yes	Yes	Feb 2011	Satisfactory
3461	Archbishop Courtenay CEP School	PRI	PRI	Maidstone	21-Nov-12	Special Measures	No		Dec 2011	Satisfactory
2682	New Ash Green Primary	PRI	PRI	Sevenoaks	28-Nov-12	Good	Yes	Yes	Jun 2011	Satisfactory
3182	Minster in Thanet Primary	PRI	PRI	Thanet	28-Nov-12	Good	Yes	Yes	Sep 2010	Satisfactory
2287	Rolvenden Primary	PRI	PRI	Ashford	28-Nov-12	Good	Yes	Yes	Mar 2011	Satisfactory
3343	Charing CEP	PRI	PRI	Ashford	28-Nov-12	Good	Yes	Yes	Feb 2011	Satisfactory
3069	Leeds & Broomfield Primary	PRI	PRI	Maidstone	28-Nov-12	Requires improvement	No		Sep 2009	Satisfactory
3199	Egerton CEP School	PRI	PRI	Ashford	04-Dec-12	Requires improvement	No		Mar 2010	Satisfactory
2235	Minster in Sheppey	PRI	PRI	Swale	05-Dec-12	Good	Yes	Yes	Jun 2010	Satisfactory
3356	St Mary's Dover	PRI	PRI	Dover	07-Dec-12	Good	Yes	Yes	May 2010	Satisfactory
2434	West Minster Primary School	PRI	PRI	Swale	13-Dec-12	Requires improvement	No	No	Dec 2011	Satisfactory
2245	Rose Street School	PRI	PRI	Swale	13-Dec-12	Good	Yes	Yes	Jun 2010	Satisfactory
2662	Long Mead Primary School	PRI	PRI	Tonbridge and Malling	14-Dec-12	Requires improvement	No	No	Feb 2010	Satisfactory
3158	Stelling Minnis Primary	PRI	PRI	Shepway	14-Dec-12	Good	No	No	Jan 2011	Good
2264	Hampton Primary School	PRI	ACA	Canterbury	13-Dec-12	Good	n/a	No	n/a	n/a
5208	Ditton Junior School	PRI	PRI	Tonbridge and Malling	11-Jan-13	Requires improvement	No	No	Jan 2012	Satisfactory
3144	Tenterden CoE Junior	PRI	PRI	Ashford	11-Jan-13	Good	Yes	Yes	Jun 2011	Satisfactory
2614	South Avenue Junior School	PRI	PRI	Swale	11-Jan-13	Special Measures	No	No	May 2011	Satisfactory
3139	High Halden Primary	PRI	PRI	Ashford	17-Jan-13	Good	Yes	Yes	Oct 2010	Satisfactory
3201	St Lawrence CofE Primary	PRI	PRI	Sevenoaks	18-Jan-13	Good	No	No	Sep 2007	Good
5204	Sutton-at-Hone Primary	PRI	PRI	Dartford	18-Jan-13	Good	Yes	Yes	Nov 2010	Satisfactory

Total number of inspections	94	%
Outstanding	5	5.3
Good	56	59.6
RI	26	27.7
SM	7	7.4
Moved up	45	47.9
Sat to good	42	44.7
 Primary inspections total	70	%
Outstanding	2	2.9
Good	40	57.1
RI	22	31.4
SM	6	8.6
Moved up	36	51.4
Sat to good	34	48.6

Key: based upon feedback form as inspection report has not yet been received

Ofsted Overall Effectiveness Judgements with Previous Judgements - From 1st September 2012

DfE	School	Type	Sub Type	District	Most recent Inspection Date	OE Judgement	Moved up from previous inspection?	Sat to good?	Previous Inspection Date	Previous OE Judgement
3057	St Peter's CoE Primary	PRI	PRI	Tonbridge and Malling	18-Jan-13	Requires improvement	No	No	Nov 2010	Satisfactory
2680	Kings Hill Primary School	PRI	PRI	Tonbridge and Malling	24-Jan-13	Good	No	No	Mar 2008	Good
3902	Hythe Bay CE Primary	PRI	PRI	Shepway	24-Jan-13	Good	Yes	Yes	Feb 2012	Satisfactory
2622	Murston Infant School	PRI	PRI	Swale	24-Jan-13	Good	Yes	Yes	Jun 2011	Satisfactory
2188	Plaxtol Primary School	PRI	PRI	Tonbridge and Malling	25-Jan-13	Good	Yes	Yes	Oct 2009	Satisfactory
3138	St Mary CEP, Chilham	PRI	PRI	Canterbury	25-Jan-13	Good	Yes	Yes	Nov 2010	Satisfactory
2548	Barming Primary	PRI	PRI	Maidstone	25-Jan-13	Requires improvement	No	No	Mar 2011	Satisfactory
3347	Elham CofE Primary	PRI	PRI	Shepway	25-Jan-13	Good	Yes	Yes	Jun 2011	Satisfactory
3122	Bridge & Patricbourne CofE	PRI	PRI	Canterbury	25-Jan-13	Requires improvement	No	No	May 2005	Good
3021	Stone St Mary CE Primary	PRI	PRI	Dartford	25-Jan-13	Requires improvement	No	No	Nov 2010	Satisfactory
3124	Reculver CofE Primary	PRI	PRI	Canterbury	31-Jan-13	Special Measures	No	No	Nov 2011	Satisfactory
2684	Wentworth Primary School	PRI	ACA	Dartford	01-Feb-13	Good	Yes	Yes	Nov 2009	Satisfactory
2651	Broadwater Primary School	PRI	PRI	Tunbridge Wells	01-Feb-13	Good	Yes	Yes	Mar 2011	Satisfactory
3303	St Katherine's Knockholt	PRI	PRI	Sevenoaks	06-Feb-13	Good	No	No	Jun 2008	Good
2185	Mereworth Community Primary	PRI	PRI	Tonbridge and Malling	07-Feb-13	Good	Yes	Yes	Sept 2010	Satisfactory
2525	Painters Ash Primary School	PRI	PRI	Gravesham	08-Feb-13	Requires improvement	No	No	Feb 2011	Satisfactory
2128	Capel Primary School	PRI	PRI	Tunbridge Wells	07-Feb-13	Requires improvement	No	No	Jun 2011	Satisfactory
3084	Wateringbury CE Primary School	PRI	PRI	Tonbridge and Malling	13-Feb-13	Requires improvement	No	No	Feb 2011	Satisfactory
3109	Hernhill Primary	PRI	PRI	Swale	13-Feb-13	Good	Yes	Yes	Mar 2011	Satisfactory
2458	Istead Rise Primary School	PRI	PRI	Gravesham	14-Feb-13	Special Measures	No	No	Mar 2011	Satisfactory
3088	Wouldham All Saints CofE Primary	PRI	PRI	Tonbridge and Malling	14-Feb-13	Good	Yes	Yes	Nov 2009	Satisfactory

Page 330

Ofsted Overall Effectiveness Judgements with Previous Judgements - From 1st September 2012

DfE	School	Type	Sub Type	District	Most recent Inspection Date	OE Judgement	Moved up from previous inspection?	Sat to good?	Previous Inspection Date	Previous OE Judgement
4058	Invicta Grammar School	SEC	ACA	Maidstone	21-Sep-12	Outstanding	n/a			n/a
4040	Northfleet School for Girls	SEC	HIG	Gravesham	26-Sep-12	Good	Yes	Yes	25-Feb-10	Satisfactory
4196	The Towers School and Sixth Form Centre	SEC	ACA	Ashford	28-Sep-12	Requires improvement	No		19-May-11	Satisfactory
5408	Homewood School and Sixth Form Centre	SEC	ACA	Ashford	28-Sep-12	Good	n/a			n/a
4059	Swadelands School - Specialist Sch. & Sports College	SEC	HIG	Maidstone	10-Oct-12	Good	Yes	Yes	03-Mar-10	Satisfactory
5437	Folkestone School for Girls	SEC	ACA	Shepway	12-Oct-12	Outstanding	n/a			n/a
5456	Northfleet Technology College	SEC	HIG	Gravesham	25-Oct-12	Good	Yes	Yes	26-Feb-10	Satisfactory
5434	Westlands School	SEC	ACA	Swale	25-Oct-12	Outstanding	n/a			n/a
6917	Dover Christ Church Academy	SEC	ACA	Dover	25-Oct-12	Requires improvement	No		2011	Satisfactory
5468	Ellington & Hereson School	SEC	HIG	Thanet	08-Nov-12	Good	Yes	Yes	Jun 2011	Satisfactory
6918	Duke of York's Royal Military School	SEC	ACA	Dover	08-Nov-12	Good	n/a			n/a
4026	Dartford Science and Technology College	SEC	HIG	Dartford	22-Nov-12	Good	Yes		Jun 2011	Special Measures
6905	Knole Academy	SEC	ACA	Sevenoaks	28-Nov-12	Good	n/a			n/a
4528	Norton Knatchbull School	SEC	ACA	Ashford	29-Nov-12	Good	n/a			n/a
5461	St John's Catholic Comprehensive School	SEC	WA	Gravesham	06-Dec-12	Requires improvement	No	No	2010	Satisfactory
4000	St Augustine Academy	SEC	ACA	Maidstone	12-Dec-12	Requires improvement	n/a	No		n/a
4045	Tunbridge Wells Boys Grammar	SEC	HIG	Tunbridge Wells	11-Jan-13	Good	No	No	2008	Good
5440	St Edmunds School	SEC	HIG	Dover	17-Jan-13	Special Measures	No	no	Sep 2009	Satisfactory
5458	Pent Valley Technology Colleage	SEC	HIG	Shepway	25-Jan-13	Good	Yes	Yes	Nov 2011	Satisfactory

Secondary inspections total	19	%
Outstanding	3	15.8
Good	11	57.9
RI	4	21.1
SM	1	5.3
Moved up	6	31.6
Sat to good	5	26.3

Ofsted Overall Effectiveness Judgements with Previous Judgements - From 1st September 2012

DfE	School	Type	Sub Type	District	Most recent Inspection Date	OE Judgement	Moved up from previous inspection?	Sat to good?	Previous Inspection Date	Previous OE Judgement
1127	Maidstone & Malling Alternative Curriculum	SPEC/PRU	PRU	Maidstone	19-Sep-12	Good	Yes	Yes	25-Feb-10	Satisfactory
7069	Wyvern School, The	SPEC/PRU	PSCN	Ashford	26-Sep-12	Good	No	No	19-Nov-09	Good with Outstanding features
7052	Grange Park School	SPEC/PRU	SPEC	Tonbridge and Malling	22-Nov-12	Good	Yes	Yes	Nov 2011	Satisfactory
1131	West Kent Learning Federation: Student Support Centre	SPEC/PRU	PRU	Tunbridge Wells	27-Nov-12	Good	Yes	Yes	Jan 2011	Satisfactory
1120	The Willows PRU	SPEC/PRU	PRU	Canterbury	16-Jan-13	Good	No	No	May 2010	Outstanding

Special & PRU inspections total	5	%
Outstanding	0	0
Good	5	100
RI	0	0
SM	0	0
Moved up	3	60
Sat to good	3	60

By:	Mike Whiting, cabinet Member for Education, Learning and Skills Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks
Classification:	Unrestricted

Summary:	The attached urgent decision was taken between Education Cabinet Committee meetings as it could not reasonably be deferred to the next programmed meeting of the Education Cabinet Committee for the reasons set out below
Recommendations:	Members are asked to note the decision taken by the Cabinet Member for Education, Learning and Skills to issue a public notice to expand Otford Primary School and to put in place delegated authorities for future actions to officers.

For Information Only

1. Introduction

1.1 In accordance with the new governance arrangements, all significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.

1.2 For the reason(s) set out below it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution, the Chairman and Group Spokespersons for this Cabinet Committee and the Chairman and Spokesmen for the Scrutiny Committee were consulted prior to the decision being taken and their views were recorded on the Record of Decision (appendix 1). After the decision was taken, it was published to all Members of this Cabinet Committee and the Scrutiny Committee.

2. Background

2.1 The Commissioning Plan for Education provision identified a pressure for places in this locality and a potential shortfall for 2013/14. An expansion of Otford Primary School will help to address these pressures whilst adhering to the principles within the commissioning plan to expand those schools which are successful and have high demand.

2.2 A consultation has been conducted on the proposed expansion to Otford Primary School, Sevenoaks. It is proposed to enlarge Otford Primary School by 10 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

2.3 The Public Consultation took place between 3 December 2012 and Monday 28

January 2013 and a public meeting was held on 6 December 2012. The Cabinet Member must have considered these responses when considering the decision.

2.4 The report originally drafted for this meeting of the committee, but superseded by the need to take the decision as urgent, outlines the outcomes of the consultation and is attached as appendix 2 to this report. The Cabinet Member noted and had regard to the information contained within appendix 2 on taking his decision.

3. Issues and Risks

3.1 If this decision were not taken, significant delay would be caused to the proper provision of school places in time for the September 2013 intake.

4. Urgency

4.1 If the public notice had not been issued immediately there would have been insufficient time to procure and deliver the works, leading to a deficit in local school places in September 2013. There would be a negative impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being expanded in time. The County could have failed to meet its statutory obligations to provide school places, and would have incurred significant reputational risk.

4.2 If the urgent decision had not been taken the only alternative to mitigate the risk on non-provision of places would have been to enter into building contracts and begin works prior to the end of the statutory notice period, which would have commenced after the ECC meeting on 19 March. The Council would therefore be at risk of Judicial Review which would prevent or delay the build in addition to significant local complaints and dissatisfaction that the agreed consultation processes had not been adhered to.

4.3 As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. ELS and P&IS will continue to work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future.

4.4 In accordance with the urgency procedures required by statute and set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision should be taken as urgent and could not reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. In addition to agreeing the urgency of the decision, comments were also requested from those contacted and these are included below.

4.5 Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education Learning and Skills also agreed that the decision could not be delayed.

5. Any Alternatives Considered:

5.1 Alternatives were considered fully as part of the Commissioning Plan. The conclusion of those investigations was that the expansion of this school was the most appropriate solution to issues identified.

6. Cabinet Committee recommendations and other Consultation:

6.1 A public consultation was conducted, the results of which the cabinet member has considered in taking this decision. They are also referred to in the appendices.

6.2 The outcomes of this public consultation were due to be discussed at Education Cabinet Committee on 19 March 2013 but it has been necessary to take the decision under urgency procedures before the Cabinet Committee met.

6.3 The proposed Education Cabinet Committee report outlining the public responses and financial implications of this proposal are attached as appendix 2 to this decision.

7. Views

7.1 The Chairman of the Scrutiny Committee was contacted and agreed in this instance it was necessary to take this decision as a matter of urgency.

7.2 The chairman of the Education Cabinet Committee gave the following comments:

“Although I am concerned the decision had to be taken under the urgency provision set out in the council constitution, I understand this action was necessary to ensure there are sufficient places in the school for September 2013”.

7.3 The Cabinet Committee Spokesmen for the opposition, Mr Vye and Mr Christie, had no objections to the decision being taken as urgent.

7.4 The local member Mr Nick Chard, fully supported the action taken.

8. Recommendations

8.1 Members are asked that Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks – taken in accordance with the process in Appendix 4 Part 7 paragraph 7.18 be noted

Background Documents

Report for ECC – 12 September 2012 Primary Commissioning in Sevenoaks District
<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Proposed expansion of Otford Primary School Consultation Document
<http://consultations.kent.gov.uk/consult.ti/OtfordPrimarySchool/consultationHome>

This page is intentionally left blank

KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Mike Whiting Cabinet Member for Education, Learning and Skills

DECISION NO.

12-02022

Unrestricted

URGENT DECISION.

This decision is being taken in accordance with statutory and local procedures for urgency for reasons set out below.

Subject: Expansion of Otford Primary School, Sevenoaks

Decision:

I hereby agree to

- i) to issue a public notice to expand Otford Primary School; Sevenoaks and

Subject to no statutory objections to the public notice being received. I hereby agree to:

- ii) ALLOCATE the capital funds to enable the expansion of Otford School to proceed.
- iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Any Interest Declared when the Decision was Taken: None

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

The Commissioning Plan for Education provision identified a pressure for places in this locality and a potential shortfall of places for 2013/14. An expansion of Otford Primary School will help to address these pressures whilst adhering to the principles within the commissioning plan to expand those schools which are successful and have high demand.

A consultation has been conducted regarding the proposed expansion to Otford Primary School, Sevenoaks. It is proposed that Otford Primary School be enlarged in order to accommodate an additional 10 Reception Year places taking the PAN to 60 (2FE) for the September 2013 intake. Successive Reception year intakes will continue to offer 60 places each year until the school eventually reaches a total capacity of 420 pupils. The Public Consultation took place between Monday 3 December 2012 and Monday 28 January 2013 and a public meeting was held on 6 December 2012 and the Cabinet member has had regard to the responses received.

Issues and Risks

If this decision were not taken, considerable disruption would be caused to the proper provision of school places in time for the September 2013 intake.

Urgency

If the public notice is not issued immediately there will be insufficient time to procure and deliver the works, leading to a deficit in local school places in September 2013. There would be a negative impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being expanded in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk.

KCC has a statutory duty to provide adequate school place provision and if the urgent decision is not taken the only alternative to mitigate this would be to enter into contracts and possibly begin works prior to the end of the statutory notice period. This would put the Council at risk of Judicial Review which has the potential to prevent the build entirely and could lead to a significant local complaints and dissatisfaction that agreed consultation processes have not been adhered to.

As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. In future commissioning plans will be produced earlier to ensure that these processes can be taken into account, and ELS and P&IS will work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future.

In accordance with the urgency procedures required by statute and set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision should be taken as urgent and cannot reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. In addition to agreeing the urgency of the decision, comments were also requested from those contacted and these are included within the report to the Cabinet member for his consideration on taking the decision.

Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education learning and Skills also agreed that this was the case.

Any Alternatives Considered:

Alternatives were considered fully as part of the Commissioning Plan and the conclusion of those investigations was that the expansion of this school was the most appropriate solution to issues identified.

Cabinet Committee recommendations and other Consultation:

A public consultation was conducted, the result of which the cabinet member will have regard to in taking this decision. They are also referred to in the appendices.

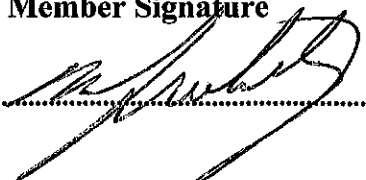
The outcomes of this public consultation were due to be discussed at Education Cabinet Committee on 19 March 2013 but it has been necessary to take the decision under urgency procedures before the Cabinet Committee has met.

The proposed Education Cabinet Committee report outlining the public responses and financial implications of this proposal are attached as an appendix to this decision. The Committee will receive an update at the next meeting of the actions taken and the reasons why.

The views of the local member Nick Chard have been sought, and as per the council's constitution are included in the report to the Cabinet member, to which he will have regard on taking the decision.

Background Documents: None

Cabinet Member Signature

.....

 signed

.....
 28 February 2013
 date

Decision Referred to Cabinet Scrutiny			
YES		NO	

Cabinet Scrutiny Decision to Refer Back for Reconsideration			
YES		NO	

Reconsideration Record Sheet Issued			
YES		NO	

Reconsideration of Decision Published			

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 19 March 2013
Subject	Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks
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 Otford Primary School

1. Introduction

1.1 The Sevenoaks district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Otford planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Otford Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 3 December 2012 and Monday 28 January 2013. A public meeting was held on 6 December 2012.

2. The Proposal

2.1 It is proposed to enlarge Otford Primary School by 10 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 Sevenoaks section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Otford planning area.

4. Outcomes of the Public Consultation

4.1 A large 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mr Nick Chard provided the following comment:

I am content to expand Otford as per numbers indicated although this does not give my automatic support to Otford School's planning application.

5.2 The following views were raised in the public consultation meeting:

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

The school is situated on Otford High Street. This is not a very busy road, but it does get busier at drop off and pick up times.

Parents benefit from a public car park that is currently free to use, provided by the Parish Council. Many parents park there during drop off and pick up and it can get quite busy. The high street is traversed by a zebra crossing. A Kent Community warden will often be on hand at drop off and pick up times.

A new traffic survey has been sought in parallel to the planning process in order to clearly define any potential impact of additional traffic resulting from this proposal. Walking buses become more viable as the school expands. Once fuller information is available, the School Travel Plan will be updated to incorporate recommendations.

(ii) Concern over the potential for a dilution in the village school ethos at the school.

The Area Education Officer notes that there were several comments (mainly from residents) that expressed concern that the 'village' aspect of the school would be diluted due to the widening of the area from which the school draws in pupils.

There is no doubt that some of the residents of Otford village would wish for the school to only accept children who live in the village because they believe that this would reduce the traffic at drop off and pick up times. However it would be contrary to the Schools Admission Code to develop an exclusive ring fenced area for admissions to the school. To ensure schools serve the immediate local community, the proximity between the child's home and the school will normally be a determining factor, with those living closest receiving the highest priority. The local authority must consider all children for whom Otford is the nearest school.

(iii) Concerns over staff parking

There is limited capacity on the site and this need must be considered during the planning for the new build.

(iv) 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. Mrs Caisley, the headteacher stated during the public meeting that she was 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.

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 is the most cost-effective and sustainable solution to increased demand in the immediate area.

5.4 Governing Body

The Governing Body of Otford Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A very significant majority of parents 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 parish council have responded and listed their concerns about the potential for an increase in traffic in the high street.

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £673,042. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Otford Primary School

9. Background Documents

Otford Primary School consultation document

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

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/q4880/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 Otford Primary School, Sevenoaks

Summary of Written Responses

Printed Consultation Documents distributed: 400

Consultation responses received: 106

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	2		
Staff	6		
Parents	66	2	9
Pupils			
Other	2	4	15
Totals	76	6	24

Comments in favour of the proposal:

- Formalisation of increased PAN is crucial to continuing success of school
- Pupils will benefit from improved learning environment
- Gives greater flexibility in resourcing and staffing
- Parking needs to be addressed
- Additional provision for drop off and collection of school children needs to be improved
- Allow more families choice
- Enlargement will alleviate potential shortfall in primary school places
- Expansion will ensure that school receives optimum funding so children will benefit from improved accommodation and enhanced facilities
- The expansion of a successful primary school should not be held back because of traffic issues
- School plays an important part in community life
- Need to improve pavements as unsafe for the children to walk
- Relations between Parish Council & school need to be improved
- Improvements include equivalent sized library area, school hall and kitchen
- Classrooms have natural light
- Glad local children will be able to attend local school
- School is excellent and at last its achievements are being recognised by investment from KCC to improve learning environment
- Feel of huge benefit to the school and local community

Comments against the proposal:

- Concerned about development
- Parking needs to be improved
- Unacceptable levels of traffic congestion and parking
- Village infrastructure cannot cope
- Child population in Otford does not warrant enlargement of school
- Should remain a village school, for local children
- Need to consider green car park for school use (charge will apply) or running a bus service to collect & drop off children.
- Assume KCC will provide parking for members of school staff

- Feel it unfair for Otford to expand to take children from outside the village
- Vehicles often damaged by poor parking/speeding cars

Proposal to expand Otford Primary School

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Otford 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 proposing that Otford Primary School increase its reception year R intake to 60, taking the proposed capacity of the school from 350 places to 420 places.

Sevenoaks and the surrounding villages have seen an increase in the numbers of primary age children over the last few years. This growth and migration is bringing new families to the area, requiring enhancements to the infrastructure in order to meet the future needs of the town and its residents.

Otford Primary School has a PAN of 43 which was increased to 45 for 2008. A further increase to 50 was published for 2009. Finally the PAN was temporarily enlarged to 60 to accommodate the increasing demand for primary school places.

Statement from the Headteacher, Natasha Caisley

The leadership team, staff and governors do support the expansion of the school. It will facilitate us to become the outstanding school we think we can be. With 60 children we can run school smoothly and efficiently and it allows flexibility. High percentage of budget covers staffing costs and with added flexibility we can develop exciting projects which children can enjoy. Support for staff could suffer if the budget reduced.

If numbers do drop it becomes more difficult to have flexibility in staffing recruitment and structures –

There are benefits to rising roll, with larger cohorts able to make varied staffing choices that are benefitting the children. To have flexibility written out of the system would be problematic.

Have worked hard to develop involvement in village, support village fair and good links with the churches.

KCC are supportive of the school and work in partnership with us, to provide fit for purpose educational provision. We politely request schools need for other classes to be replaced with modern and staff room.

Whatever the size of cohort, 15 or 60 each and every child is valued at this school and known personally to me and wider staff. School has an exciting future but need confirmation of 60 number, we will continue to strive to be the best we can.

Statement from the Chair of Governors,

The school, from governor's point of view is on a journey and have set headteacher objective to become an outstanding school. For two years we have operated just under a PAN of 60, with expansion it will allow us to continue that journey but that needs proper, accommodation, finance to invest in the future of the children. Any expansion has to come with proper facilities for the children; ultimately what we want is a successful school at the heart of the community.

Question	Response
<p>You mention about the Otford Planning area and indicate where the children are coming from but I cannot see why there is a need for expansion as few of the children who attend the school actually come from Otford. The majority travel in from the surrounding areas.</p>	<p>The Otford planning area indicates where the majority of children come from. The law changed from catchment areas to parental preference and we are guided by parental preference which is where parents wish to send their children. The local authority cannot control this so we legally we required to take children from outside the parish boundaries.</p> <p>From school data, children with Otford postcode 189 children and where Otford was the nearest school, it is a majority no.</p> <p>Aim of the County Council is to provide a 5% surplus capacity in any school to support parental choice. 85% of parents got first choice and 95% got second choice last year.</p>
	<p>The oversubscription criteria does not apply to Otford yet.</p> <p>Lets say 65 children applied for first preference then the oversubscription criteria kicks in LAC Sibling link (brother or sister of child in school) Distance (from front gates of school)</p> <p>Concentric circle out up to 60 would be offered places and then go the extra 5 and look at the oversubscription criteria.</p> <p>The Edge forecast shows an increase in numbers in the planning area where parents are likely to opt to send their children to Otford, or Shoreham and Dunton Green. The oversubscription criteria hasn't been used at Otford yet but in theory a person in Thanet could send their child here as long as first preferences below 60.</p>
<p>If PAN is increased to 60, any guarantee that class sizes fixed to 30 or might we have larger classes.</p>	<p>Let's say 60 children with oversubscription criteria offered a place, the other 5 can apply to IAP (Independent Appeal Panel) and try to persuade Otford as their school of choice. The local authority will point out that infant class legislation says class sizes are 30, it is then up to IAP to decide. Once decision made by IAP it cannot be revoked so we have schools where IAP put extra children in, taking class over 30. It causes disruption in schools in terms of management, costs etc.</p>

<p>Enhancements to the infrastructure are required to accommodate the needs but there are issues; serious highways and access, we need strong commitment that these areas will be considered fully.</p>	<p>I have met previously with residents and am aware of the issues regarding the traffic. I have sat in the car park at beginning of day so appreciate it is difficult to move out of the car park if you are not part of the school – what feasibility study do will take into account the major route, look at number of traffic movements expansion is likely to create and will try and mitigate the issues. A report will be compiled and recommendations made.</p>
<p>This is a village school and you are trying to turn into an urban school and if you are going to do that why don't you build a new school with car parking facilities. Move the school or else don't enlarge it. Why don't you build a new school instead of enlarging this one?</p>	<p>A lot Greenfield around Otford is in Green Belt, 2.5 hectares to build a new school and we cannot do that because there is no need to move a village primary school out to green field where we would not get planning permission. We will look at the traffic issue, the parking issue and I am aware of the concern around the highways.</p> <p>We would have to apply to central Government for Basic Need Funding to enable us to build a primary school and we have to demonstrate that there is a need for a new school in the area, which we cannot do here.</p>
<p>Parents will choose schools with best SAT results; I would ask rather than promoting expansion of Otford Primary School should education authority be seeking to raise standards in the schools that don't match those at Otford.</p> <p>Parents will look at three schools and not look Otford as the best.</p>	<p>That is exactly what we are doing KS2 has improved considerably across the County. Schools below floor standards (78 previously, this yea 23). At County we have enacted a scheme called Kent Challenge to help those less performing schools.</p> <p>That would come back to parental choice and not necessarily the schools in the planning area. Parents will choose a school which is best for their child; the local authority cannot influence that decision.</p>
<p>Ten years ago how many pupils were at the school?</p> <p>10 years ago Otford got village of the year but that won't happen again because as the school has increases it has an impact on the village. Our quality of life has suffered as a result of the school expansion. You have basic need funding does the community receive some money from that?</p>	<p>The PAN originally was 43, so 240.</p> <p>Basic Need is specifically funding for enlargement and also for a new school but KCC would not be involved in new schools under new legislation that would be under the DfE or Education Funding Agency. There are something else called Free School which is outside that criteria.</p> <p>In terms of the highways we have to see what the planning & highways authority come back with in their report.</p>

<p>Concerned about the point of the car park and not safe for the pupils of the school.</p> <p>Re expansion does that includes children with special educational needs?</p>	<p>Part of the feasibility report will include the staff car park.</p> <p>In terms of SEN there will be requirement to ensure that there are break out spaces (small area where you might use with 1 or 2 children) and areas for staff to work with SEN children.</p>
<p>Feasibility study for parking and traffic – you implied only include village car park and high street but should also include Sevenoaks Road as can be quite dangerous with parking down one side.</p>	<p>My colleagues in Property are aware of undertaking a comprehensive traffic survey – we recognise the problems and the experts will look at the feeder roads by visiting at various times of the day to ensure that it is accurate.</p>
<p>Mark Sears from ACOM did a study on car park following meeting in October and we presented him with data on car park usage. Also suggested other sites for overspill car park – as a Parish Council we cannot afford to build a new car park so may need to start charging for this facility. As 40% of pupils come from outside Otford village to use the car park I feel it is unfair to expect 60% of residents to pay for a car park. Could KCC not help fund a car park, a green car park. Mark Sears promised a report by mid December will we get a copy of that?</p>	<p>Any report will be available to the public.</p> <p>Simon asked headteacher to send an email regarding this.</p>
<p>Well aware of the issues to do with car park and will listen tonight and take away think we want best for children at this school. Principle concern is quality of life and likely impact of more vehicles and children/students attending the school, particularly around the traffic, car park and school. I know Kent Highways will do a report but at what point are we able to interrogate and refine the recommendation of Kent Highways. I get sense that unless the highway/car parking issues addressed to most people's satisfaction then the community are not going to be as supportive. When report done when can community see it and comment on it or negotiate on the outcome?</p>	<p>There will be a feasibility study which is subject to a planning application giving further opportunity of community to engage in highways. You as local member can represent your community and would be welcome at Ed Committee and expect you to interrogate the officers at that meeting.</p> <p>Any report that written by consultants make County Council make a decision will be open to public scrutiny. You may not like it; you can make representation to that affect and make recommendations to that report.</p>
<p>What happens if recommendations are negative and support what most people say about highways, can you overrule them?</p>	<p>When reports come through there will be a recommendation from officers, expect recommendation members endorse and recommend for expansion to 60 that does not mean that Member have to agree. There will be debate within the Committee and I cannot prejudge the outcome.</p>

<p>Could we reject the expansion?</p>	<p>As a community you cannot. The choice is that it is public consultation, make representations and due process followed and recommendations made to Cabinet.</p>
<p>I am outside the Otford planning area; parking and traffic a big issue but look at what happens if proposal does not go ahead. If we do not proceed how does that impact on the children already at the school? The numbers would remain at 50 in unsuitable conditions?</p>	<p>If members decide that the enlargement of Otford not appropriate I would look at expanding another school or it would be build a new school. Take options back to Committee.</p> <p>I would look at creating new primary school and costs borne by County Council. Yes the numbers would remain at 50 and the accommodate would stay the same.</p>
<p>If you can demonstrate exceptional need and exceptional circumstances the legislation with regards to Green Belt can be overridden.</p>	<p>I understand what you are saying – overcoming objections may be more difficult. The funding is compulsory purchase land for a new school; the money is not there to do it.</p> <p>The timeframe for anew school is 4 years and the need for more places is immediate. Alternative is not a new school, that is not going to happen, it will be enlarge another school and the people of Otford will have to travel to another school.</p>
<p>The focal point is highways. Ryewood Developments are building 500 houses but no primary schools, so the children are going to come here.</p> <p>You talk about parents making choice come across that a lot of 40% from outside Otford come because no choice because schools in Sevenoaks full. It is not parental choice, I know you are enlarging the schools in Sevenoaks, but this is a village school build a school outside the village and sell this site off.</p>	<p>Not asking Simon to comment any further on car parking issues.</p> <p>Housing development in Dunton and S106 in which funding has to be used in limited area of Dunton Green and looking at KCP, Dunton Green will be considered for expansion. The panning area, says new development underway look at when pressure to enlarge Dunton Green. Can add 0.5 FE as there will be need through developer contributions to enlarge that school £238,000 not sufficient to enlarge that school. I accept to degree point you are making about overflow from Sevenoaks town, % increase about 20%, accept its unpalatable, two schools Sevenoaks 2FE to 3Fe, 50% in middle of urban build and Lady Boswell’s 1Fe to 2Fe 100% increase.</p> <p>Could sell the school site, broadly because of access get £2-3m, build new school %6-7m, to buy land and build school and so the funding gap is too great.</p>

<p>Resident Kent Commissioning statement – line total for 106-17 as 306.</p> <p>The figures in the Commissioning are suspect then.</p>	<p>That KCP was predicated on old forecasting methodology – the new method takes inward migration. At the point of 2016 we have to guestimate the migration or falling. The old forecasting methodology over last two years across Sevenoaks has enough places but has had to enlarge temporarily 2 schools. That has happened for two successive years and it caused us to look at new form of methodology takes into all factors which should produce more accurate figures.</p> <p>Next KCP will have much more accurate basis of what we do for schools. Figures may be suspect after 2016 onwards.</p>
<p>Play space is there a regulation that specifies an area of hard play space per child. Will that happen to the detriment to the green play space?</p>	<p>Yes, we will have to increase hard play the balance that we have that school large enough to have green space for 2Fe, anything over statute we can use if need to expand further.</p>
<p>The minutes from previous meeting indicates that the school currently operates a walking bus from the car park into the school – is that operational? Apparently the parents did not want a walking bus because they thought it would be dangerous.</p>	<p>I don't know why an inaccurate minute – when attending parking meeting it was a proposal raised to offer introducing a walking bus and this is what Lisa Alexander has commissioned. Looking into the feasibility, loss of car parking spaces would outweigh cost benefits etc. Had it risk assessed by the tutors, sanctioned by KCC unfortunately not got off ground by parental take up volunteers? Some interest from Hale Lane and interested parents to take on board – that route to be risk assessed by Kent. Parents reluctant to walk children to school because of the narrow pavements and speeding traffic which has been raised by the school to the parish council so still opt to drive. The road here might benefit from a 20mph limit.</p>
<p>Frankly sadden that this village and Parish council don't seem to have any pride in the village or the future of the children of the village and I am delighted that Kent are actually going to invest in the school. I am frankly appalled, disappointed by this reaction.</p>	
<p>If children from Otford had to travel to other schools they would be travelling in cars, adding to the problem but the residents seem to be more interested in the village than the children at the school.</p>	

<p>It can be fairly thankless task chairing these meetings but I would like to thank you for giving up your evening, thanks to Simon Webb, Natasha Caisely. I totally understand the views of people concerned with quality of life and they will have opportunity to make their views known when submitting their responses. Big decision and it is a decision for the village as a whole. I have enjoyed the debate here this evening and thank you for participating.</p>	
--	--

Gary Cooke thanked everyone for attending the meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date, 28 January 2013.

This page is intentionally left blank

By:	Mike Whiting, Cabinet Member for Education, Learning and Skills Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02021 - Proposed expansion of Maypole Primary School, Dartford
Classification:	Unrestricted

Summary:	The attached urgent decision was taken between Education Cabinet Committee meetings as it could not reasonably be deferred to the next programmed meeting of the Education Cabinet Committee for the reason(s) set out below
Recommendations:	Members are asked to note the decision taken by the Cabinet Member for Education, Learning and Skills to issue a public notice to expand Maypole Primary School and to put in place delegated authorities for future actions to officers

For information only

1. Introduction

1. (1) In accordance with the new governance arrangements, all significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.

(2) For the reason(s) set out below it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution, the Chairman and Group Spokespersons for this Cabinet Committee and the Chairman and Spokesmen for the Scrutiny Committee were consulted prior to the decision being taken and their views were recorded on the Record of Decision (appendix 1). After the decision was taken, it was published to all Members of this Cabinet Committee and the Scrutiny Committee.

2, Background

2.1 The Commissioning Plan for Education provision identified a pressure for places in this locality and a potential shortfall of places for 2013/14. An expansion of Maypole Primary School will help to address these pressures whilst adhering to the principles within the commissioning plan to expand those schools which are successful and have high demand.

2.2 A consultation has been conducted on the proposed expansion to Maypole Primary School, Dartford. It is proposed to enlarge Maypole 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.

2.3 The Public Consultation took place Monday 3 December 2012 and Monday 28 January 2013. A public meeting was held on 5 December 2012 and the Cabinet member must have considered these responses when considering the decision.

2.4 The report originally drafted for this meeting of the committee, but superseded by the need to take the decision as urgent, outlines the outcomes of the consultation and is attached as appendix 2 to this report. The Cabinet Member noted and had regard to the information contained within appendix 2 on taking his decision.

3. Issues and Risks

3.1 If this decision were not taken, significant delay would be caused to the proper provision of school places in time for the September 2013 intake.

4. Urgency

4.1 If the public notice had not been issued immediately there will be insufficient time to procure and deliver the works, leading to a deficit in local school places in September 2013. There would be a negative impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being expanded in time. The County could have failed to meet its statutory obligations to provide school places, and would have incurred significant reputational risk.

4.2 If the urgent decision had not been taken the only alternative to mitigate the risk on non-provision of places would have been to enter into building contracts and begin works prior to the end of the statutory notice period, which would have commenced after the ECC meeting on 19 March. The Council would therefore be at risk of Judicial Review which would prevent or delay the build in addition to significant local complaints and dissatisfaction that the agreed consultation processes had not been adhered to.

4.3 As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. ELS and P&IS will continue to work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future

4.4 In accordance with the urgency procedures required by statute and set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision should be taken as urgent and could not reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. In addition to agreeing the urgency of the decision, comments were also requested from those contacted and these are included below.

4.5 Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education learning and Skills also agreed that the decision could not be delayed.

5. Any Alternatives Considered:

5.1 Alternatives were considered fully as part of the Commissioning Plan. The conclusion of those investigations was that the expansion of this school was the most appropriate solution to issues identified.

6. Cabinet Committee recommendations and other Consultation:

6.1 A public consultation was conducted, the result of which the cabinet member has considered in taking this decision. They are also referred to in the appendices.

6.2 The outcomes of this public consultation were due to be discussed at Education Cabinet Committee on 19 March 2013 but it has been necessary to take the decision under urgency procedures before the Cabinet Committee met.

6.3 The proposed Education Cabinet Committee report outlining the public responses and financial implications of this proposal are attached as an appendix 2 to this decision.

7. Views

7.1 The Chairman of the Scrutiny Committee was contacted and agreed in this instance it was necessary to take this decision as a matter of urgency.

7.2 The chairman of the Education cabinet Committee gave the following comments:

“Although I am concerned the decision had to be taken under the urgency provision set out in the council constitution, I understand this action was necessary to ensure there are sufficient places in the school for September 2013.”

7.3 The Cabinet Committee Spokesmen for the opposition, Mr Vye and Mr Christie, had no objections to the decision being taken as urgent.

7.4 The local member Mrs Allen, fully supported the action taken.

8. Recommendations

Members are asked that Decision No. 12/02021 - Proposed expansion of Maypole Primary School, Dartford taken in accordance with the process in Appendix 4 Part 7 paragraph 7.18 be noted

Background documents

Report to ECC on 12 September 2012 - Primary Commissioning in Dartford District
<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Proposed expansion of Maypole School - Consultation Document
<http://consultations.kent.gov.uk/consult.ti/MaypolePrimarySchool/consultationHome>

This page is intentionally left blank

KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Mike Whiting Cabinet Member for Education, Learning and Skills

DECISION NO.

12-02021

Unrestricted

URGENT DECISION.

This decision is being taken in accordance with statutory and local procedures for urgency for reasons set out below.

Subject: Expansion of Maypole Primary School, Dartford

Decision:

I hereby agree to

- i) to issue a public notice to expand Maypole Primary School; Dartford and

Subject to no statutory objections to the public notice being received. I hereby agree to:

- ii) ALLOCATE the capital funds to enable the expansion of Maypole Primary School to proceed.
- iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Any Interest Declared when the Decision was Taken: None

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

The Commissioning Plan for Education provision identified a pressure for places in this locality and a potential shortfall of places for 2013/14. An expansion of Maypole Primary School will help to address these pressures whilst adhering to the principles within the commissioning plan to expand those schools which are successful and have high demand.

A consultation has been conducted regarding the proposed expansion to Maypole Primary School, Dartford. It is proposed to enlarge Maypole 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. The Public Consultation took place Monday 3 December 2012 and Monday 28 January 2013. A public meeting was held on 5 December 2012 and the Cabinet member has had regard to the responses received.

Issues and Risks

If this decision were not taken, significant delay would be caused to the proper provision of school places in time for the September 2013 intake.

Urgency

If the public notice is not issued immediately there will be insufficient time to procure and deliver the works, leading to a deficit in local school places in September 2013. There would be a negative

impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being expanded in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk.

KCC has a statutory duty to provide adequate school place provision and if the urgent decision is not taken the only alternative to mitigate this would be to enter into building contracts and begin works prior to the end of the statutory notice period. This would put the Council at risk of Judicial Review which has the potential to prevent the build entirely and could lead to a significant local complaints and dissatisfaction that agreed consultation processes have not been adhered to.

As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. In future commissioning plans will be produced earlier to ensure that these processes can be taken into account, and ELS and P&IS will work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future.

In accordance with the urgency procedures required by statute and set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision should be taken as urgent and cannot reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. In addition to agreeing the urgency of the decision, comments were also requested from those contacted and these are included within the report to the Cabinet member for his consideration on taking the decision.

Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education learning and Skills also agreed that this was the case.

Any Alternatives Considered:

Alternatives were considered fully as part of the Commissioning Plan and the conclusion of those investigations was that the expansion of this school was the most appropriate solution to issues identified.

Cabinet Committee recommendations and other Consultation:

A public consultation was conducted, the result of which the cabinet member will have regard to in taking this decision. They are also referred to in the appendices.

The outcomes of this public consultation were due to be discussed at Education Cabinet Committee on 19 March 2013 but it has been necessary to take the decision under urgency procedures before the Cabinet Committee has met.

The proposed Education Cabinet Committee report outlining the public responses and financial implications of this proposal are attached as an appendix to this decision. The Committee will receive an update at the next meeting of the actions taken and the reasons why.

The views of the local member Mrs Allen have been sought, and as per the council's constitution are included in the report to the Cabinet member, to which he will have regard on taking the decision.

Background Documents: None

Cabinet Member Signature

signed



date

28 February 2013

Decision Referred to

Cabinet Scrutiny

Reconsideration Record Sheet

Reconsideration of Decision

Cabinet Scrutiny			
YES		NO	

Decision to Refer Back for Reconsideration			
YES		NO	

Issued			
YES		NO	

Published			

This page is intentionally left blank

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 19 March 2013
Subject	Decision No. 12/02021 - Proposed expansion of Maypole Primary School, Dartford
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 Maypole Primary School.

1. Introduction

1.1 The Dartford district section of the Kent Commissioning Plan 2012 - 2017 indicates a need to commission additional primary capacity in the Dartford West planning area.

1.2 On 12 September 2012 the Education Cabinet Committee recommended to the Cabinet Member of Education, Learning & Skills that a consultation takes place on the proposal to expand Maypole Primary School.

1.3 This reports sets out the results of the Public Consultation which took place between Monday 3 December 2012 and Monday 28 January 2013. A public meeting was held on 5 December 2012.

2. The Proposal

2.1 It is proposed to enlarge Maypole 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 Dartford section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Joydens and Maypole planning area.

4. Outcomes of the Public Consultation

4.1 A 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 summary of the questions, comments and responses made during the meeting are given at appendix 2.

5. Views

5.1 Local Member

The Local Member is Mrs Ann Allen. Mrs Allen supports the proposal.

5.2 The following views were raised in the public consultation meeting:

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

The responsibility for maintenance of standards at the school is vested in the Head teacher, who made it clear during the public meeting that he believed that performance standards were not at risk.

Residents 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.

The school benefits from a large turning oval and excellent on site car parking. The single issue is that the entry/exit is to a narrow residential road.

Increased traffic during drop off and pick up would need to be considered in the wider planning, following a survey by Kent Highways.

The school will revisit its travel plan and walking buses may be part of the solution.

(ii) Concerns about whether the school site and playground facilities are large enough for an enlargement.

The feasibility study indicates that the site size is easily capable of accommodating 2FE. The head teacher is adamant that an enlargement will not jeopardise the provision of existing facilities at the school.

(iii) Concerns about the existing accommodation being too cramped to accommodate an enlargement.

The school was designed with core buildings that could accommodate more than 1FE. There may need to be small changes to some of the accommodation, but much of the existing build is able to accommodate 2FE.

5.3 Area Education Officer

The AEO fully supports this proposal. Demand in Joyden and Maypole planning area is outstripping capacity and forecasts indicate that this increasing demand is likely to continue

5.4 Governing Body

The Governing Body of Maypole Primary School are supportive of the proposal.

5.5 Headteacher

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

5.6 Parents

A majority of the parents who responded, support the proposal.

5.7 Pupils

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

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. Financial Implications

7.1 Capital funding is required to complete this expansion. The funding available comes from an annual Government allocation, topped up, where eligible, with Developer contributions. The estimated cost for 2013-14 on this expansion is £416,000. This has been included within the 2013-14 capital programme although we still await confirmation from the DfE of our 'basic need' capital allocations for 2013/15

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 issue a public notice to expand Maypole Primary School.

9. Background Documents

Maypole Primary School consultation document

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

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->

[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 – Dartford 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 Maypole Primary School, Dartford

Summary of Written Responses

Printed Consultation Documents distributed: 400
 Consultation responses received: 9

A summary of the responses received showed that:

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

Comments in favour of the proposal:

- I feel it is a good move to expand on an already good school and give future children a chance of a place at a good school.
- We hope the excellent breakfast and after school clubs are included in the expansion plans as the extension of the school will mean more demand for this service which is very popular.

Comments against the proposal:

- If the school expands any more, I feel that the standard of education will be affected.
- Parking in or near the school and the flow of traffic is a nightmare and this will increase with expansion.
- I feel the school would lose its community feel where the children all know each other.
- Dartford would benefit from another school being built rather than trying to shoehorn them into existing schools.
- The playground is far too small at the moment and with expansion this will get worse.
- The current infrastructure of the school is insufficient for the existing number of children and cannot accommodate the expansion.

Proposal to expand Maypole Primary School

Summary of Public Consultation Meeting

Purpose of the Meeting

- To explain the proposal to expand Maypole 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 proposing that Maypole Primary School increase its Year R intake to 60, taking the proposed total capacity of the school from 210 places to 420 places.

In 2010, Maypole Primary School agreed to a temporary enlargement to accommodate the increasing demand for primary school places. Maypole Primary School is a popular and successful school and is ideally placed to accommodate the forecasted increase in demand for primary school places.

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

Statement from the Headteacher, Linda Wilmann

In December 2009 governors were approached to expand the school due to predicted forecasts and were concerned whether increase was sustainable. In September 2010 only 33 children joined the school and thought would have to implement mixed classes. School now has 49 children. In September 2011 had full reception, year 1 and are confident the demand for places is here.

- Children have welcomed the additions, are achieving well and feel the ethos has not changed.
- Staff has welcomed the benefits of sharing skills, coaching & mentoring and for training opportunities as we see this as a way to raising standards.
- There are opportunities for the children, including wider number of friends, and movement if problems occur.
- If the school is to increase, it is important the right accommodation is in place as we have a mobile in situ that do not meet statutory health & safety requirements. Have been informed by local authority that this will be removed.
- Need adequate cloakrooms outside of classroom.
- Need integrated telephone system in mobile.
- Ofsted priority to improve EYS learning area.
- Need reassurances that buildings will be finished on time.
- Need bigger school hall as currently children are eating packed lunches in classrooms.
- Need larger staff room.
- HT & DHT need offices.
- New computer suite.
- Additional storage, for sports equipment, teachers as corridors full of resources.
- Would like to keep extended schools provision on site.

I can see the need for expanding the school, to accommodate the demand from local children but we must have assurance that the accommodation will be fit for purpose and in

keeping with what we presently have.

Statement from the Chair of Governors, Elaine Manark

- Overall we do support the expansion but we need to make sure that we have the right facilities for the children. Continuance of the extended school provision is top of the priorities as ACORN the present provider is unable to cope with demand. Have 50% of the children at the school will attend, making more flexible arrangement for the parents of the school.
- Currently have two areas that we use for teaching, EYFS and the cage, netball court. We would ask that this not included in area as allocated for playground space as we have funded it as a school.
- Need reassurance that the timetable will be adhered to as late delivery will cause concern that we have the facilities available to accommodate the children in September 2013.

Statement from Area Education Officer, Simon Webb

- EYFS is statutory so will remain in place – only caveat if have to build across play area we would replace like for like.
- I would like to revisit the school to see the cage in operation and how this can be worked into scheme.
- Need to look school hall, staff room and kitchen facilities as I was not aware you do not have on site.
- Extended Schools will remain as we will not change provision.
- School was built to statutory requirement of 55sqm, now 60sqm so cannot give you space retrospectively but will ensure new build is in accordance with new regulations.
- Feasibility study will have to be agreed with headteacher, governors and parents. Basic need funding allows for basic build and we will negotiate on extras. Request will be looked at sympathetically but doubt DHT will get an office.

Question	Response
<p>The children cannot use any toys or play equipment for health & safety reasons as the playground is so crowded.</p>	<p>There will be an ongoing consultation with the feasibility study is available which hopefully the school will share with parents at another meeting.</p>
<p>Parking is a real concern and I think a child has been hurt in the past. If intake doubles how are parents going to get through entrance gates safely.</p> <p>If everybody played by the rules it wouldn't be a problem but people abuse what is here.</p>	<p>Had three years of growth here in a temporary of capacity so half of the additional form already in school. I understand the issues surrounding the traffic but as part of the feasibility study we do a traffic assessment and look at the entrance of the school but current turning circle and area is immense.</p> <p>Traffic assessors will visit at peak times to gauge the high volume.</p> <p>KCC can make provision but at the end of the day if parents do not abide by the rules.... We will do what we can but there needs to be goodwill on both sides.</p>

<p>The parking facilities are good but the approach (Franklin Road) is inadequate so becomes a bottle neck.</p> <p>Is it not possible with back gate and road, have a one way system – come in one way and exit another way.</p>	<p>Upgraded fencing around the school and will have access from Joydens Woods. 50% of the children are within walking distance to school so need to educate the parents – hopefully with additional entrance it will encourage parents to us this.</p> <p>If you mention this in response forms as part of the consultation then highways can look into it.</p>
<p>Maypole is a great school worrying concern that the ethos of the school will change. By moving to 420, school will become impersonal and worries me a lot.</p>	<p>School has 392 children and I know all their names. I am confident that this will continue as the children are always so welcoming, they love the school and will get to know everyone.</p>
<p>Temporary classes are not adequate; as they breach health & safety and is a concern. What is the contingency plan if Maypole decides not to increase?</p>	<p>Not aware until here tonight that there were H&S issues regarding the demountables but please be rest assured that I will get this sorted. Enlargement would stop if responses from headteacher, governors and parents indicated that it was not a good idea.</p>
<p>Pie in the sky – what is happening now – children being crowded at lunchtime – insurance cannot be valid with this number of children in school hall. Son had to move to packed lunch as only has 10 minutes to eat lunch. What short term plan is, as the plans being discussed seems to be in the future.</p>	<p>We will be immediately looking at H&S re the mobiles, in terms of building arrangements for the hall, and current provision is considered as part of the process. If the expansion does not go ahead then none of these improvements will be implemented.</p>
<p>Only takes one day for something nasty to happen. Hear that the children have limited time to eat lunch, however, you are here today and it has been highlighted extra space needed – you have to work with parents – there are concerns regarding health & safety, this needs to be addressed now as we have to think about what is happening. If something major happened at the school, the council will be held accountable.</p>	<p>From a council prospective number one priority is health & safety in so far as children concerned. If deficient in H&S, the issues will be addressed immediately.</p> <p>In terms of funding for the additional work to accommodate the expansion, the local authority will work with the school, the parents and governors of the school.</p>
<p>Daughter recently started school and attends the breakfast and after school club because we both work – did not know demountables were unfit for purpose – if you need to change accommodation will that provision be withdrawn in the meantime?</p>	<p>It is a question of the urgency and need. If it is an H&S issue, we would always seek to work with the school and not interrupt curriculum and extended school services.</p> <p>If work needs to be carried out urgently we would bring in some temporary accommodation so extended schools provision can be relocated whilst the issues are resolved.</p>
	<p>Health & Safety – I will be here 4.30pm Monday 10 December and get County Accommodation</p>

	Manager alerted about your H&S issues as I want to reassure staff and parents that I will work this through to get it resolved.
Concerned about the disruption during school time and rebuilding.	There will be disruption but it depends how it is managed. A Project Manager will liaise with the headteacher over how the building works are managed. You could make it an activity to engage the children in the building works that are ongoing – opportunities to use to the benefit.
We have spoken about lunchtimes, getting feedback not sufficient time to eat pack lunch. I think attention to learning suffers. As a parent of a child with a nut allergy more chance of child coming into contact with food allergic to and what staff supervision in place. So what is the way forward with an additional 60 in September?	Food with nuts in same as in hall. Do have to use classrooms due to lack of space and the children are supervised in the classrooms. We are working on this. There will be 30 additional children in September. The school hall will not be enlarged by then. Work with HT and Govs how to manage this – when County Accommodation Manager visits the site we will look at impact of additional 30 and the immediate solution is put double demountable so space could be used for lunch periods – it is an option.
Lunchtime can only fit less than half of school into hall so if you are thinking about extending the hall, could you look into acquiring the field next door to expand onto?	If ownership ascertained and available to purchase, question becomes price and then CPO timeframe.
Parent The talk has been about expanding the school out, have you thought about going up?	Gary Cooke We would only go to 2 nd storey if we absolutely had to as it is cheaper to go out. Where we have capacity, it is much nice r to keep as single storey.
Funding approved for a basic school does that include libraries, ICT suite.	Government describes the fund as basic need – funding to provide adequate provision and nice learning environment for children. Negotiation will have to take place over the provision of a library or ICT suite (but we would not fund the ICT equipment or books for the library). It is up to the school to decide how the accommodation is utilised.
A lot comment about here and now, H&S, car park and that there is a further meeting on Monday. Hope we get communication back	Simon is returning to the school on Monday to discuss the immediate health & safety issues that have been highlighted tonight.

<p>about the concerns raised and some resolutions from the meeting. There are a lot of immediate issues that need to be addressed now.</p>	<p>As a separate issue, there is the consultation, which requires you to fill in forms after tonight's meeting but there is a commitment for County to follow up on the issues.</p>
<p>Can raise challenges here and now and would like a document of the issues raised – so there is accountability and something that can be revisited.</p>	<p>I have agreed to come back on Monday, hopefully with a property representative. Cannot address traffic and parking issues at this stage, the headteacher can contact me if there is an issue.</p>
<p>Great that communication works between you and headteacher, but what about the parents so they are aware of the position.</p>	<p>I will get the answers, as promised.</p>

Gary Cooke thanked everyone for attending the meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date, 28 January 2013.

The meeting closed at 8.30pm.

This page is intentionally left blank