

**EDUCATION CABINET COMMITTEE**

**Friday, 14th March, 2014**

**10.00 am**

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







## AGENDA

### EDUCATION CABINET COMMITTEE

**Friday, 14 March 2014 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

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

*Tea/coffee will be available before the meeting*

#### **Membership (16)**

Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman),  
Mr M A C Balfour, Mrs M E Crabtree, Mr S C Manion,  
Mr M J Northey, Mr J M Ozog and Mrs P A V Stockell

UKIP (2) Mr H Birkby and Mr L Burgess

Labour (2) Mr G Cowan and Mr W Scobie

Liberal Democrat (1): Mr M J Vye

Church  
Representatives (3) Mr D Brunning, Mr Q Roper and Mr A Tear

#### **UNRESTRICTED ITEMS**

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

<b>Item No</b>		<b>Timings*</b>
<b>A. COMMITTEE BUSINESS</b>		
A1	Introduction/Webcasting	10.00 am
A2	Declarations of Members' Interest relating to items on today's Agenda	
A3	Substitutes	
A4	Extraordinary Meeting of the Education Cabinet Committee - Tuesday, 22 February 2014 AT 10.00 am  Members are asked to note that an additional Education Cabinet Committee Meeting has been set for Tuesday, 22 April 2014 at 10.00 am to discuss the proposal to close Chaucer Technology School, Canterbury. The agenda will also contain any proposed Cabinet Member decisions due to be taken in this period.	
A5	Minutes of the Meeting held on 14 January 2014 (Pages 7 - 18)	

A6 Verbal Update by Cabinet Member for Education and Health Reform and Corporate Director, Education, Learning and Skills (Pages 19 - 20) 10.10-10.30 am

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

B1 Decision Number: 13/00003 - Proposal to Enlarge Cliftonville Primary Academy (Pages 21 - 26) 10.30-10.40 am

B2 Proposal to Enlarge Joy Lane (Community) Primary School, Whitstable (Pages 27 - 40) 10.40-10.50 am

B3 Decision Number: 14/00029 - Proposal to permanently increase the Published Admission Number for Queenborough Primary School & Nursery (Pages 41 - 46) 10.50-11.00 am

B4 Proposal to increase the designated number of places offered at Broomhill Bank School, Tunbridge Wells, from 80 places to 136 places (Pages 47 - 66) 11.00-11.10 am

B5 Amalgamation of Loose Infant School and Loose Junior School, Maidstone: Proposal to discontinue Loose Infant School and Loose Junior School and establish a single, three form of entry community primary school. (Pages 67 - 90) 11.10-11.20 am

B6 Amalgamation of Madginford Park Infant School and Madginford Park Junior School, Maidstone: Proposal to discontinue the Junior School and enlarge and change the age range of the Infant School to cater for the whole primary age range. (Pages 91 - 132) 11.20-11.30 am

B7 Challock Primary School, Ashford - Provision of two permanent classrooms in place of two temporary classrooms and expansion of the school hall (Pages 133 - 136) 11.30-11.40 am

B8 Re-designation of Special Schools across Kent (Pages 137 - 142) 11.40-11.55 am

B9 Early Years and Childcare Strategy 2014-17 (Pages 143 - 170) 11.55-12.10 am

B10 Outcome of the consultation on the Education Health Needs Service (Pages 171 - 184) 12.10-12.20 am

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

C1 Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2015/16 (Pages 185 - 256) 12.20-12.30 pm

**D. Monitoring of Performance**

D1 Education, Learning and Skills Performance Scorecard (Pages 257 - 276) 12.30-12.40 pm

D2	Education and Young People's Services Directorate Strategic Priorities Statement (Pages 277 - 302)	12.40- 12.50 pm
D3	14-24 Learning, Employment and Skills Strategy: Progress Update (Pages 303 - 322)	12.50- 13.00 pm
D4	Ofsted Inspection Update (Pages 323 - 328)	13.00- 13.10 pm

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

E1	Decisions taken outside of the Cabinet Committee meeting cycle (Pages 329 - 376)	13.10- 13.15 pm
E1a.	Proposal to expand Furley Park Primary School, Ashford.	
E1b.	Proposal to expand White Cliffs Primary College for the Arts, Dover.	
E1c.	Proposal to merge and relocate Foxwood and Highview Schools.	
E1d.	Proposal to expand Garlinge Primary School and Nursery, Margate.	

**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)*

*\*All timings are approximate*

Peter Sass  
Head of Democratic Services  
(01622) 694002

**Thursday, 6 March 2014**

*Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.*

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**KENT COUNTY COUNCIL****EDUCATION CABINET COMMITTEE**

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 14 January 2014.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr M A C Balfour, Mr H Birkby, Mr D Brunning, Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr Q Roper, Mr W Scobie and Mr M J Vye

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Abbott (ELS Director Finance Business Partner), Mr R Dalziel (Area Education Officer - North Kent), Mrs A Gamby (Head of Early Years & Childcare), Mr D Shipton (Head of Financial Strategy), Mr K Shovelton (Director of Education Planning and Access), Mrs M White (Area Education Officer - East Kent) and Miss T A Grayell (Democratic Services Officer)

**UNRESTRICTED ITEMS****161. Membership**

*(Item A2)*

The Committee RESOLVED to note that Mr L Burgess had joined the Committee in place of Mr A Crowther.

**162. Declarations of Members' Interest relating to items on today's Agenda**

*(Item A4)*

Mr M A C Balfour made a declaration of interest regarding item D3 on the grounds that his wife ran an Early Years school.

**163. Minutes of the meeting held on 4 December 2013**

*(Item A5)*

RESOLVED that, subject to the addition of Mr Brunning and Mr Roper to the list of those present, and some small corrections to the text of Minutes 150 and 159, the Minutes of the meeting held on 4 December 2013 are correctly recorded and they be signed by the Chairman.

**164. Verbal Update by Cabinet Member and Corporate Director**

*(Item A6)*

1. The Cabinet Member, Mr Gough, and the Corporate Director, Mr Leeson, gave their verbal updates and highlighted work undertaken since the last Education Cabinet Committee meeting, which included the following:

### *Update on Sevenoaks Grammar School Annex*

2. Mr Gough explained that, following the update given at the Committee's December meeting, the Secretary of State had turned down two applications, from Invicta Grammar School and the Weald of Kent Grammar School, for the establishment of a grammar school annex in Sevenoaks. Legislation stated that no new grammar schools should be established, so the question to be determined about the application was whether it should be classed as an expansion or a new school. A key issue had been that both schools were single sex while the proposed annexe would be mixed sex. Mr Gough recommended to Members that they read the letters sent to the two applicant schools by the DfE as these set out the issues which would need to be addressed by each school in any new application. The planning process for the proposed new school annex would continue, and the County Council was pursuing with the schools ways to address the specific concerns expressed by the Secretary of State.

### *Ofsted Annual Report*

3. Mr Leeson reported that Ofsted had published its annual report and league tables shortly before Christmas, in which Kent had scored as follows:-

- 55th out of 150 local authorities, in terms of the percentage of secondary school pupils having access to a school rated 'good' or 'outstanding';
- 130th out of 155 local authorities, for the percentage of primary school pupils having access to a school rated 'good' or 'outstanding'; and
- 68% of the total of Kent's school population had access to a school rated 'good' or 'outstanding', and 25,000 more children in Kent were receiving a good education than in the previous year.

4. Mr Gough responded to comments and questions from Members and the following points were highlighted:-

- a) the legality of the process for proposing and pursuing new grammar school provision was challenged, as legislation clearly stated that no new grammar schools were to be established. Detail of the wording of the legal documents had previously been requested by the speaker but had not yet been received. In the speaker's opinion, the County Council had let down the people of Sevenoaks. Mr Gough undertook to respond to the speaker's concerns outside the meeting. He said he did not believe it would have been right to ignore a petition signed by more than 2,000 local people. He asserted that the people of Sevenoaks had not been let down; the County Council had proceeded with what local people had asked for; and
- b) another speaker set out similar concerns and said the County Council was investing time and resources in something which was essentially a gamble.

5. Mr Gough reiterated that there was a Sevenoaks issue and a West Kent issue. There was pressure on places in West Kent so it seemed bizarre not to tackle the two



issues together. He said he had had a difference of opinion with the Secretary of State about the need to change the law, to allow the provision of new grammar school places in West Kent.

6. RESOLVED that the information given in the verbal updates and in responses to questions by the Committee be noted, with thanks.

**165. 14/00001: Proposal to expand Lawn Primary School, Gravesend**  
(Item B1)

1. Mr Dalziel and Mr Shovelton introduced the report and explained that the reason for the proposed expansion was the demand for school places.

2. RESOLVED that:-

- a) the Education Cabinet Committee endorse the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to issue a public notice to expand Lawn Primary School by 10 Reception places, from a PAN of 20 to 1FE; and
- b) subject to no objections being received to the public notice:
  - (i) expand the school;
  - (ii) allocate £350,000 from the Education, Learning and Skills Capital Budget;
  - (iii) authorise the Director of Property and Infrastructure Support, in consultation with the Director of Governance and Law, to enter into any necessary contracts/agreements on behalf of the County Council; and
  - (iv) 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.

**166. 14/00002: Proposal to expand Chantry Community Academy, Gravesend**  
(Item B2)

1. Mr Dalziel and Mr Shovelton introduced the report and explained that the consultation had produced a largely positive response in favour of the proposals.

2. RESOLVED that:-

- a) the Education Cabinet Committee endorse the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to issue a public notice to expand Chantry Community Academy by 30 Reception places, from 1FE to 2FE; and
- b) subject to no objections being received to the public notice:

- (i) expand the school;
- (ii) allocate £6,000 per classroom from the 'revenue re-organisation' for classroom improvements;
- (iii) authorise the Director of Property and Infrastructure Support, in consultation with the Director of Governance and Law, to enter into any necessary contracts/agreements on behalf of the County Council; and
- (iv) 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.

**167. 14/00003: Proposal to relocate and expand Tunstall CE Primary School, Sittingbourne**  
*(Item B3)*

1. Mrs White and Mr Shovelton introduced the report and explained that the reason for the proposed expansion was the demand for school places. Unfortunately there was insufficient room to expand at the current site and relocation was therefore required. The response to the consultation had been largely positive, but strong objections had been raised.

2. In discussion, Members made the following comments:-

- a) an objection on planning grounds was raised to the proposed relocation of the school;
- b) in response to a question about the need for expansion and the site chosen for it, Mrs White explained that, to address Sittingbourne's growing population, a feasibility study into expanding several local schools was carried out. Sites at Eden Park and Stones Farm had previously been considered, but then pupil numbers had not justified the County Council purchasing either of these. As well as being too small to accommodate the necessary expansion, the current Tunstall School site was in the shared ownership of the Diocesan office and a local landowner. There was currently pressure on school places in South Sittingbourne, and although Westlands had recently expanded, it had not been possible to expand at Rodmersham, due to objections from the Governors of the school. A possible site for the expansion of Tunstall School had been the playing field at Fulston Manor School. A feasibility study had been undertaken but had not progressed as the site was compromised in terms of highway access (sharing the Ruins Barn Road with Kent Science Park) and the County Council would have had to purchase the land;
- c) a comment was made that it was good that south Sittingbourne schools were filling their own school places rather than drawing children from north Sittingbourne. The fact that a village would be retaining its own school was supported by several speakers;

- d) in response to a question about the likely outcome, if the expansion were not to go ahead, Mrs White explained that the school was likely to have to reduce to ½FE. This would put pressure on other schools in the area which were already full, and a school operating at ½FE would be vulnerable. Mr Leeson added that schools taking ½FE had historically had problems delivering a curriculum and had to federate themselves to remain viable;
  - e) concern was expressed that the expansion of Tunstall school would attract children to it from other areas of Sittingbourne; and
  - f) one Member, who had taken part in the consultation, reassured the Committee that the Strategy Group on which he had served had been involved in public meetings in 2013 at which the ideas and options had been examined.
3. The recommendations in the report were then put to the vote and it was RESOLVED that:-
- a) the Education Cabinet Committee endorse the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to issue a public notice to relocate and expand Tunstall CE Primary School by 210 places, from 1FE (30) to 2FE (60);  
*carried by 7 votes to 2 with 2 abstentions*
  - b) and, subject to no objections being received to the public notice:
    - (i) relocate and expand the school;
    - (ii) allocate £4,818,000 from the Education, Learning and Skills Capital Budget;
    - (iii) authorise the Director of Property and Infrastructure Support, in consultation with the Director of Governance and Law, to enter into any necessary contracts/agreements on behalf of the County Council; and
    - (iv) 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.  
*carried by 7 votes to 2 with 2 abstentions*

**168. 14/00004: Proposal to expand Iwade Community Primary School, Sittingbourne**  
*(Item B4)*

1. Mr Shovelton and Mrs White introduced the report and summarised the consultation process. They explained that the main driver for the proposal to expand the school was the expansion of housing provision at Iwade.

2. In discussion, Members made the following comments:-
  - a) concern was expressed that some children were currently missing out on school meals (as these were currently brought to the school by an external provider) and the proposed expansion of the school might worsen this situation. Mrs White responded that the feasibility of including a kitchen in the proposed expansion was being investigated; and
  - b) a consultee's comment included in the report referred to the provision of changing facilities for older children. Officers explained that it was unusual in a Primary School to be able to provide separate changing facilities for boys and girls, although this issue was often raised by schools when seeking improved premises.
3. RESOLVED that:-
  - a) the Education Cabinet Committee endorse the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to issue a public notice to expand Iwade Community Primary School by 210 places, from 2FE (60) to 3FE (90), and
  - b) subject to no objections being received to the public notice:
    - (i) expand the school;
    - (ii) allocate £3,500,000 from the Education, Learning and Skills Capital Budget;
    - (iii) authorise the Director of Property and Infrastructure Support, in consultation with the Director of Governance and Law, to enter into any necessary contracts/agreements on behalf of the County Council; and
    - (iv) 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.

**169. 14/00005: Proposal to relocate and increase the designated number of The Foreland (Community Special) School, Broadstairs**  
*(Item B5)*

1. Mr Shovelton and Mrs White introduced the report and summarised the consultation process, which had produced a largely positive response in favour of the proposals. In response to a question, they explained how the proposed new school buildings would fit into the site; if it did not prove feasible to use part of the site for the SMILE centre, this facility would be provided at other sites nearby, and dual use of the field would require an upgrade of the entrance and fencing off and would hence be a project in phase two or three of the development.

2. RESOLVED that:-

- a) the Education Cabinet Committee endorse the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to issue a public notice to increase the designated number of The Foreland School, adding 40 additional places (the relocation and rebuilding of the school not being subject to statutory education public notice as the site is within two miles as the crow flies of the current site); and
- b) subject to no objections being received to the public notice:
  - (i) increase the designated number, subject to planning for the new school buildings on the Pysons Road site;
  - (ii) allocate £9,650,000 from the Education, Learning and Skills Capital Budget;
  - (iii) authorise the Director of Property and Infrastructure Support, in consultation with the Director of Governance and Law, to enter into any necessary contracts/agreements on behalf of the County Council; and
  - (iv) 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.

**170. Budget Consultation and Provisional Local Government Finance Settlement**

*(Item D1)*

1. Mr Shipton introduced the report. He said the Draft Budget would be published on 14 January and reminded the Committee that it was being asked to consider the consultation feedback and provisional Local Government finance settlement.

2. He said the consultation had been successful, with over 3,000 responses to the online '2 minutes, 2 questions' exercise and 487 responses to the online budget tool. He said this was the best ever response to a consultation on the budget. The responses to the three elements of the market research were consistent and were also consistent with the views of staff.

3. Most respondents had expressed a view that the County Council should look to savings which had to be made through efficiencies and transformation rather than cutting back on existing service provision. Over 70% of respondents also supported a small increase in Council Tax in order to offer some protection from savings on front-line services. The more detailed budget modelling tool identified that those services for the most vulnerable and those in which people had no choice other than to receive support from Council services were the most highly valued and should be protected.

4. He explained that the 2014/15 settlement had been broadly as expected, with technical changes which meant some funds which had previously been allocated

during the year had been rolled into the Revenue Support Grant - for example, the amount top-sliced for the New Homes Bonus had been reduced, which increased the Revenue Support Grant but reduced the amount paid as an in-year adjustment.

5. It had been feared that the New Homes Bonus would be removed entirely and transferred into the single Local Growth Fund in 2015/16. However, this would not now be the case and New Homes Bonus would roll out as originally planned. The provisional settlement had also confirmed that the separate grants previously allocated to support Council Tax freezes would be rolled into the Revenue Support Grant settlement and thus would be safeguarded from being removed in future settlements. The conclusion is that indicative settlements for 2015/16 and 2016/17 looked better than anticipated during the consultation.

6. The Dedicated Schools Grant, announced on 18 December, had included the same allocation of funds per pupil as previously, and individual schools could not reduce their budgets by more than 1½%. Mr Abbott added that one part of the Dedicated Schools Grant – the higher needs funding for higher and further education students – would not be known until 31 March 2014. The impact of this on the draft budget for 2014/15 meant that the budget was slightly higher than expected, but that £81 million of savings would be needed to balance the budget.

7. Some Members expressed disappointment at not having the opportunity to discuss the draft budget in public as a Committee and pass comments to the Cabinet Member, Mr Gough, before the Cabinet meeting on 22 January. Mr Shipton explained the dilemma that officers had faced this year and last in managing the budget consultation process around very tight preparation and publishing deadlines for the budget itself and its reports to Cabinet Committees, as the process had not been able to start until the Local Government settlement had been announced. The Chairman suggested that the convening of an all-party budget group very soon after the Cabinet Committee meeting would give Members an opportunity to consider the draft budget and make comments on it to the Cabinet Member before 22 January. This suggestion was accepted and the Democratic Services Officer undertook to arrange this. The Democratic Services Officer clarified that the timetable for publishing reports to public committee meetings was set out in statute and was not something the County Council could change via its constitution.

8. Responding to a question about the likely impact on the draft budget of the gains in Council Tax Freeze grant and in the New Homes Bonus, Mr Shipton said that, although the settlements were slightly better than expected (for example, the County Council was £600,000 better off in terms of the New Homes Bonus than it had expected to be), there would still be challenges in achieving a balanced budget.

9. **RESOLVED** that the provisional settlement and the feedback from consultation be noted and a cross-party budget group of Members be convened to give Members an opportunity to consider the final draft budget and make comments and recommendations on it to the Leader and Cabinet Member for Education and Health Reform by 22 January 2014.

## **171. Recruitment and Training of School Governors**

*(Item D2)*

1. Mr Gough introduced the report and Members of the Committee made the following comments, many of them from their own experiences of being School Governors:-

- a) attracting School Governors had been a challenge for many years, and to address this the County Council would need to promote the rewards of the role and the valuable difference that Governors could make. The role and work of Governors had been criticised by Ofsted in past inspections, and people considering volunteering to be Governors would need to be sure that they had sufficient spare time and energy to take on the role;
- b) some Members were able to recount at first-hand that the training they had received upon becoming Governors had been excellent;
- c) the role of Governor, especially in Local Education Authority schools, needed to be clarified and confirmed. Schools could specify the profile of Governors which they wanted to attract. The Education Cabinet Committee should be kept informed of the progress of the review;
- d) briefings on Governorship for newly-elected Members would be most helpful, and the County Council would need to consider how best to promote the Governor role. The workload of Governors had increased in recent years but was still manageable; and
- e) new Governors were supplied with a pack of information, but the role could be daunting to those coming to it for the first time. Vacancies for Governors should be carefully advertised so the role was fairly but realistically represented.

2. In response to a question about Parent Governors, Mr Leeson reassured Members that there were no plans to discontinue this role, although there was scope to reduce their number and make their role more flexible.

3. Mr Leeson added that the vacancy rate of 29% for School Governors was too high. Reviewing the recruitment gave an opportunity to rethink who needed to be on a Governing body and what skills were needed. He agreed with Members' comments that the complexity of the Governor role had increased in recent years and that some Governing bodies now operated in quite a different way from previously, with some taking a more strategic approach than others. A good Governing body would lead a good school, and addressing outstanding issues around Governorships would help improve a school.

4. RESOLVED that:-

- a) Members' comments on the recruitment and training of School Governors, set out above, be noted, and the Committee be kept informed of the progress of the review;

- b) support be given to:
  - (i) a review of the nomination and appointment procedures for local authority Governors; and
  - (ii) a briefing session for elected Members on the roles and responsibilities of 2013 school governance, with the aim of improving the quantity and quality of nominations in 2014; and
- c) a face-to-face induction event to be attended by all newly-appointed local authority Governors.

## **172. Early Years and Childcare Strategy 2014 - 17**

*(Item D3)*

1. Mrs Gamby and Mr Gough introduced the report and highlighted key areas of the Strategy and how it would be taken forward. Mr Leeson added that Kent's Early Years and Childcare Strategy had produced better outcomes than the national average, so a good percentage of the service was expected to be rated 'good and better' in any Ofsted inspection. There were still areas, however, in which more work was needed – for example, Children's Centres and integration with Social Care Services. *A report on the contribution made by Early Years Services to Children's Centres would be made to this Committee's March meeting.* The County Council had provided good quality advice and training to the Early Years sector and encouraged providers to group themselves into clusters and networks. The overall aim was to increase the number of children whom the Early Years service helped to prepare for school, and future work should be concentrated on the areas which made the largest contribution to the preparation; personal development and language development.

2. Mrs Gamby referred to the County Council's collaboration with the Early Years sector and the good response that this had elicited. Over 700 Early Years providers had been invited to meetings to discuss collaboration, of whom, 500 had been keen to take part and a further 70 had been keen to lead on collaboration by working to improve networking and drive further improvement.

3. The Chairman added that work on collaboration would have to overcome the challenges of the large number of Early Years providers and the transitory nature of many of them; some organisations had been set up by parents to support their own young children and were then discontinued when those children passed the age at which such organisations were useful to them. Mrs Gamby added that, to address this transitory nature and support continuity and progression, good local intelligence about provision was necessary.

4. Mr Leeson responded to comments and questions from Members and the following points were highlighted:-

- a) the good practice shown in the report was welcomed. There were some gaps in provision but reassurance that the County Council was monitoring and addressing these. Mr Leeson added that, although the quality of Kent's Early Years provision was good overall, some areas of greater deprivation had lower provision. This was a challenge being faced nationally by many local authorities;



- b) the report indicated initial planned savings in 2014/15 of £300,000, and concern was expressed that, if staffing numbers were to be reduced as part of those savings, the development work currently going on would be at risk. Mr Leeson reassured members that staffing resources would be adapted to accommodate a shift in policy in a way which would ensure that previous good practice could continue. It was important to maintain good work practices and target resources, and encouraging clusters would help manage demand. Any staff reduction would be gradual and at no risk to service provision;
- c) some special needs conditions were possible to identify early, which would allow important information about the condition to be passed to a child's primary school when they started there;
- d) the role of Children's Centres as a vital support for families was acknowledged, and the move of the Children's Centres service to the Education, Learning and Skills directorate in April 2014 was welcomed;
- e) although some Early Years provision was transitory, some had continued in the same location for many years and offered support to generations of parents and children. The quality of provision and the targeting of resources varied greatly, however, with some providers being unable, for example, to identify autism early enough to make a useful contribution to treating it. Mr Leeson said that early identification of special educational needs (SEN) issues was essential to ensure that they were properly addressed when a child started school. He advised the Committee that, via the Special Teaching and Learning Service (STLS), £5million of resources from the Government had been devolved to 12 special schools in Kent, with 50% of this funding being dedicated to the Early Years sector to target children with SEN. The Early Years Advisory Service (EYAS) linked into this work, which would continue as a priority; and
- f) Kent's Early Years and Childcare Strategy was vital in supporting children and families and giving children a good start in life, as this had been proven to help a child's future personal and academic development. Being aspirational in Early Years was vital, and if the County Council could achieve what it sent out to achieve in its Strategy, this would be good. The outcomes of the current document would be seen in 2017, although the Chairman added that he wished to see the work reviewed before that date.

5. RESOLVED that:-

- a) the Committee's comments, set out above, be noted, and the draft Early Years and Childcare Strategy be endorsed for consultation; and
- b) a report on the contribution made by Early Years services to Children's Centres be made to this Committee's March meeting.

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**From: Roger Gough, Cabinet Member for Education and Health Reform**  
**Patrick Leeson, Corporate Director for Education, Learning and Skills**

**To: Education Cabinet Committee – 14 March 2014**

**Subject: Verbal update by the Cabinet Member and Corporate Director**

**Classification: Unrestricted**

**Electoral Divisions: All**

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

- Chaucer Technology School - Proposed Closure
- Basic Need allocation
- Development of Preventative Services

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**From:** Patrick Leeson, Corporate Director for Education,  
Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Decision Number: 13/00003 - Proposal to Enlarge  
Cliftonville Primary Academy

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Margate and Cliftonville

**Local Members:** Mr William Scobie and Mrs Mo Elenor

**Summary:** This report sets out the results of the public consultation on the proposal to commission an enlargement of Cliftonville Primary Academy from 3FE to 4FE from September 2015.

**Recommendation:**

**The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Allocate £2,900,000 from the Education, Learning and Skills Capital Budget in order that the school may be expanded.
- (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

**1. Introduction**

1.1 The Thanet district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception Year places. The district of Thanet overall is forecast to have a deficit of up to 42 places in September 2016 and in the Margate planning area a deficit of 116 Reception Year places is forecast for September 2017.

1.2 It is proposed to permanently enlarge Cliftonville Primary Academy by 30 reception year places, taking the published admissions number (PAN) from 90 to 120 (four Forms of Entry) for the September 2015 intake. Successive Reception Year intake will offer 120 places each year and the school will eventually have a total capacity of 840 pupils.

- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to permanently expand Cliftonville Primary Academy.
- 1.4 A consultation, carried out by The Coastal Academies Trust (formerly the Dane Court Grammar School and King Ethelbert School Trust), began on 10 January and concludes on 7 March. The Trust circulated a consultation document to all parents/carers, staff, governors and trustees and details of the proposal were published on the school's website and the kent.gov.uk website. A meeting was held at the school on 17 January.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Cliftonville Primary Academy by 210 places taking the PAN to 120 (4FE) for the September 2015 intake and eventually a total capacity of 840 places.

a. Capital – The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £2,900,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b. Revenue – The school will receive increased funding through the Delegated Budget as follows:-

Pupil growth money: For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the current primary AWPU funding rate of.

EFA Delegated Budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2015 census will be reflected in the academy's academic year funding September 2016 to August 2017. In acknowledgement of the lag in funding, growth funding will be provided for the period September 2015 to August 2016.

Additional Classroom funding: For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c. Human – Cliftonville Primary Academy will appoint additional teachers, as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 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’.

- 3.2 The 'Kent Commissioning Plan for Education Provision, 2013-18' has identified the demand for up to 536 Reception Year places within the Margate planning area. If capacity is not added at Cliftonville Primary Academy, there will not be enough places available locally to meet demand.

#### **4. Consultation Outcomes**

- 4.1 A total of two written responses were received: The responses came from Thanet District Council who fully support the provision of necessary school places in Thanet and welcomed this early engagement with local people. A response was received from a Headteacher of a primary school in Thanet who wrote that "Cliftonville Primary Academy is geographically ideally placed to provide much needed school places in an area where demand is high".
- 4.2 The meeting held on 17 January was attended by the local member, Mr Scobie, who spoke in support of the proposal. Only a few parents attended the meeting but all spoke positively about the proposal and were excited about the future plans for the school. Concerns about the traffic increase were raised and suggestions to overcome these included a zebra crossing, installation of traffic lights, traffic calming and a decrease in the speed limit.
- 4.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

#### **5 Views**

- 5.1 The view of the Local Members:  
The Members have been contacted regarding the proposal. Mr Scobie provided the following response: 'I have been informed about the proposals and that I am supportive of the expansion.'
- 5.2. The view of the Academy Trust:  
The Coastal Academies Trust (formerly the Dane Court Grammar School and King Ethelbert School Trust), which now includes Cliftonville Primary School, is supportive of the Local Authority's proposed plan to increase to four-form entry. There is a clear rationale in providing an additional form of entry to meet the increasing demand for places in the area.
- 5.3. The view of the Area Education Officer:  
The Area Education Officer for East Kent 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 increase demand in the area. All other schools in the planning area were considered.

Cliftonville Primary Academy is a popular and inclusive school and is regularly oversubscribed. The school's location means it is ideally placed to meet the forecast demand for primary school places in Margate.

## 6. Delegation to Officers

- 6.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 7. Conclusions

- 7.1 Forecasts for the planning area of Margate/Cliftonville indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

## 8. Recommendation

**Recommendation: The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Allocate £2,900,000 from Education, Learning and Skills Capital Budget.
- (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

## 9. 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](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 2013-2018  
<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>
- 9.3 Education Cabinet Committee report– 27 September 2013  
<http://kent590w3:9070/documents/s42589/Item%20B2%20-%20Targeted%20Basic%20Need%20Funded%20Projects.pdf>
- 9.4 Consultation Document and Equalities Impact Assessment  
<http://consultations.kent.gov.uk/consult.ti/Cliftonville/consultationHome>

## 10. Contact details

Report Author  
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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

13/00003

For publication

**Subject: Proposal to expand Cliftonville Primary Academy**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Allocate £2,900,000 from the Education, Learning and Skills Capital Budget.
- (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

This decision is conditional to planning permission being granted.

**Reason(s) for decision:**

The Thanet district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a future deficit of up to 116 Reception Year places in the Margate planning area in September 2017. The expansion of Cliftonville Primary Academy will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

1. the views expressed by those attending the public consultation meeting on 17 January, and those put in writing in response to the consultation;
2. the views of the local County Councillors; Thanet District Council and The Coastal Academies Trust (formerly the Dane Court Grammar School and King Ethelbert School Trust).
3. the Equalities Impact Assessment and any comments received regarding this; and
4. the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

It is proposed to enlarge Cliftonville Primary Academy by 210 places taking the PAN to 120 (4FE) for the September 2015 intake and eventually a total capacity of 840 places.

- a. Capital - The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £2,900,000. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue – The school will receive increased funding through the Delegated Budget as follows:-
  - Pupil growth money: For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the rate of

£2,727 per pupil.

- EFA Delegated Budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2015 census will be reflected in the academy's academic year funding September 2016 to August 2017. In acknowledgement of the lag in funding, growth funding will be provided for the period September 2015 to August 2016.
- Additional Classroom funding: For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c. Human – Cliftonville Primary Academy will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

**27 September 2013**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the Canterbury District.

**14 March 2014**

To be added after Committee meeting

Any alternatives considered:

The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....

**Signed**

.....

**Date**

From: **Patrick Leeson, Corporate Director for Education,  
Learning and Skills**

To: **Education Cabinet Committee – 14 March 2014**

Subject: **Proposal to Enlarge Joy Lane (Community) Primary  
School**

Classification: **Unrestricted**

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Whitstable

**Local Members:** Mr Mike Harrison and Mr Mark Dance

**Summary:** This report sets out the results of the public consultation on the proposal to commission an enlargement of Joy Lane Primary School from 2FE to 3FE from September 2015.

*Recommendation(s):*

**The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Issue a public notice to expand Joy Lane Primary School, by 210 places from 2FE to 3FE.

And, subject to no objections being received to the public notice

- (ii) Expand the school
- (iii) Allocate £1,500,000 from the Education. Learning and Skills Capital Budget.

## **1. Introduction**

1.1 The Canterbury district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The district of Canterbury is forecast to have a deficit of up to 29 Reception year places in September 2015 and only 0.4% surplus in 2018. The Commissioning Plan identified a need to provide additional places in Whitstable from September 2013 and Joy Lane agreed a temporary expansion for September 2013 and 2014.

1.2 It is proposed to permanently enlarge Joy Lane Primary School by 30 Reception Year places, taking the published admissions number (PAN) from 60 to 90 (three Forms of Entry) for the September 2015 intake. Successive Reception Year intake will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to permanently expand Joy Lane Primary School.
- 1.4 This report sets out the results of the public consultation, which took place between 13 January and 28 February 2014. A public meeting was held on 30 January 2014.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Joy Lane Primary School by 210 places taking the PAN to 90 (3FE) for the September 2015 intake and eventually a total capacity of 630 places.

- a. Capital – The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been commissioned. The total cost is estimated to be in the region of £1,500,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue – For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

- c. Human – Joy Lane Primary School will appoint additional teachers, as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 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’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the demand for up to 331 Reception Year places within the Whitstable planning area. If capacity is not added, there will not be enough places available locally to meet demand and parental preference.

## **4. Consultation Outcomes**

- 4.1 At the time of print a total of 114 written responses were received: 70 respondents supporting the proposal; 19 objecting to the proposal and 25 respondent undecided.
- 4.2 A summary of the comments received at the time of writing is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

#### **4. Views**

- 5.1 The view of the Local Members:  
The Members have been contacted and we are awaiting their response.
- 5.2. The view of the Headteacher and Governing Body:  
At the governing body meeting on 2<sup>nd</sup> December 2013 Governors made the following statement in regard to the proposed expansion:  
*“In response to the LA’s request to the Head Teacher and the Governing Body of Joy Lane Primary School to agree to proposals for the expansion to three-form entry, Governors agreed that there were good educational grounds to support such a proposal.  
It was, however, resolved that it was entirely conditional on*
- i. Improved safe access to the site*
  - ii. The addition of sufficient parking space to accommodate increased staff arising from the development.*
  - iii. A third access route to provide vehicle access through Vulcan Close to the School site, either as route in Vulcan Close and out to Joy Lane and/or drop off roundabout zone in Vulcan Close.*
- Subject to the satisfactory resolution of these points, the Governing Body unanimously agreed to support the proposals”.*

Mrs Hines, Headteacher responded:

*“As the Head Teacher, I have led three successful 'Good' Ofsted inspections in the School and three 'Good' Oyster Bay Nursery Ofsted inspections. The School has the Leadership and capacity to maintain, sustain and improve upon the Ofsted grade should the proposal move forward.*

*I understand residents concerns regarding traffic and parking and have worked very hard to improve and manage the situation, and feel this can be resolved as specified in the Governors statement. I believe the education of local children attending local Schools is more important and should remain paramount when considering the proposal to expand.*

*Once again, I would like to reiterate that the Teaching Staff and Governors of Joy Lane would fully support the expansion of our School.”*

- 5.3. The view of the Area Education Officer:  
The Area Education Officer for East Kent 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 increase demand in the area. All other schools in the planning area were considered.

Joy Lane Primary School is a popular and inclusive school judged as ‘Good’ by Ofsted and is regularly oversubscribed. The school’s location means it is ideally placed to meet the forecast demand for primary school places in Whitstable.

#### **6. Delegation to Officers**

- 6.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council’s Constitution, provides a clear and appropriate link between this decision and

the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 7. Conclusions

- 7.1 Forecasts for the Canterbury district indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

## 8. Recommendations

**8.1 Recommendations: The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Issue a public notice to expand Joy Lane Community Primary School, by 210 places from 2FE to 3FE, conditional upon obtaining planning agreement for the additional accommodation required.

And, subject to no objections being received to the public notice

- (ii) Expand the school
- (iii) Allocate £1,500,000 from Education, Learning and Skills Capital Budget.

## 9. 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](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 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

9.3 Education Cabinet Committee report– 27 September 2013

<http://kent590w3:9070/documents/s42589/Item%20B2%20-%20Targeted%20Basic%20Need%20Funded%20Projects.pdf>

9.4 Consultation Document and Equalities Impact Assessment

## 10. Contact details

Report Author:

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Relevant Director:

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**The proposed expansion of Joy Lane Primary School to increase the PAN from 60 to 90 places**

**Summary of written responses**

Consultation documents (hard copies) distributed: 600  
 Responses received at time of print: 90

	Support	Against	Undecided*	Total
Parents/Carers	23	7	1	31
Governors	4			
Members of Staff	36			
Interested Parties	7	12	24	
<b>Total</b>	<b>70</b>	<b>19</b>	<b>25</b>	<b>114</b>

\*In support of the proposal only if parking and traffic issues are addressed adequately.

**In support of the proposal**

Parents:

- Given the increase in new builds in the areas of Whitstable and Seasalter, it is apparent that more local school places will be necessary. Children thrive in a ‘community-based’ school that is close to home. Not providing additional places at the school would possibly lead to increase in transportation outside the area and increase in challenges for Joy Lane to provide places for siblings.
- Looking forward to the growth of an already fantastic school.
- I agree subject to the school receiving adequate funding and the parking issue being addressed.
- I agree with the proposal but have concerns about safety due to the amount of traffic and people parked inappropriately. Can the school have a supervised drop off area to ease congestion?
- In principle I have no objections to the scheme, Whitstable is a growing area, school places are desperately required and the expansion of Joy Lane seems to be the obvious solution. My major concern is the increase in footfall and traffic. I have concerns regarding safety in the Joy Lane area for pedestrians and motorists. What plans will be in place to address this situation as not all parents can walk. Will they consider a school bus scheme; this could reduce car numbers considerably. Is there a plan for speed bumps/traffic calming measures along Joy Lane to slow the traffic down? Will the area be policed more regularly to ensure people are driving safely?
- I agree with the proposal but have concerns with the school simply not being able to cope. A larger dinner hall or an additional one must be considered in the planning. There must be adequate staffing at lunch times, in the hall, but especially in the playground. Resource for all aspects of children’s time at the school must be sufficient to keep them safe, fed and happy.

#### Staff:

- It is important for local children to be educated in their local home community.
- We are a good school, able to offer children high quality educational experiences.
- We have sufficient space for expansion whilst retaining large areas of open field and playing areas.
- Children should be able to attend a local primary school and not have to travel too far for their education.
- The school is a great asset to the local community. It has links with a number of community organisations including the Church and the University. The school has grown since the infant and junior schools were combined and has managed the growth sensibly and efficiently, improving educational outcomes along the way.

#### Other Interested Parties

- I fully agree with the need for enlargement of the school, but it is the problem about parking which concerns me. I really don't know what the answer is because more pupils usually means more cars. The idea of creating a car park on the Ladesfield Home site is good in principle, but unfortunately parents that are abusive and park irresponsibly probably won't go all the way round to Vulcan Close to park and will still park along Joy Lane. If the town is expanding then surely eventually we will need a brand new school and hopefully this will be on a site that will include parking.
- I wholeheartedly support this proposal. Whilst it is important that local issues surrounding parking and traffic management are addressed in some measure, this is the only school in the area with the capacity to expand.
- I have no problem with the idea as the school has the land to expand, but what most concerns me is the traffic in the local area. Maybe the idea of school buses would work, with pick up points and they could drive on site to drop off the pupils.

#### **Against the proposal**

#### Parents:

- Children can find large numbers overwhelming and their education will be adversely affected.
- The building work will be disruptive.
- Whole school events will be compromised
- The population of Whitstable/Tankerton/Seasalter is only going to increase with population growth, house building and new movements into the area. The only sustainable local solution is to build a new school.
- Joy Lane has really improved and the sense of school community is very strong. I would worry that increasing the intake would cause a drop in improvements and a loss in the community/social feeling passed onto the children.

#### Other Interested Parties:

- I am objecting to this for reasons of safety. Traffic congestions and parking; there have been several accidents in the past 2 months. The problem with parking should be addressed and dealt with before any further proposals are thought about.
- I disagree with the proposal but if they could establish a collection and pickup point for pupils being transported by car, on the school premises,



which would enable parents to arrive and depart quickly without having to try and find a parking place in nearby roads. There would appear to be sufficient land at the school to make this feasible. The area would have to be controlled by the school authorities to ensure no congestion occurred and that pupils were ready to be picked up at the specified time. It is suggested that such a scheme, if run properly, could transform the situation around the school and make expansion a much more feasible project.

- We are aware that the school has introduced initiatives to try to reduce traffic to and from the school, as well as putting in place a traffic management procedure at the school entrance. However, these measures are inadequate and do not cope with the problem which exists now and will get worse if the school population increases.
- We accept there is a strong case for the school to take in more children over the next few years. However, the likely impact it will have on the free passage and safety of school staff, residents, parents, children and the emergency services is unacceptable.

### **Undecided because of parking and traffic issues**

Many local residents sent in written responses to the consultation and did not indicate whether they agreed or disagreed with the proposal. The responses spoke in support of the school and the expansion but only if the highways issues are resolved, additional parking is provided so that parents do not have to park in the surrounding roads and more precautions are put in place to ensure the safety of children.

**Proposal to expand Iwade Community Primary School,  
Public Consultation Meeting – Monday 18 November 2013  
Summary of the Meeting**

<b>Panel</b>	<b>Mr Mike Harrison (Chair)</b>	<b>Local Member for Whitstable</b>
	<b>Mrs Marisa White</b>	<b>Area Education Officer (East Kent)</b>

**In Attendance**

	Mrs Jane Wiles	Area Schools Officer – East Kent
	Mrs Jill Clinton	Area Schools Officer – Mid Kent
	Ms Janet Streek	Project Manager – Property & Infrastructure Support
	Mrs Debra Hines	Headteacher
	Miss Elizabeth Mastin	Chair of Governors

The meeting was chaired by Mr Mike Harrison and was attended by approximately 80 people including parents, governors, staff and other interested parties of whom 35 were local residents.

A short presentation outlining the proposal for expansion and the reasons for the proposal being brought forward by KCC was given by Marisa White. Marisa White explained that this is the consultation for the education case and that a separate planning consultation regarding the building project would take place, where there would be an opportunity to comment on the plans for additional accommodation. She explained that the school would grow over a 7 year period as each successive Year R admission number increases from 60 to 90.

Debra Hines, Headteacher explained that the school, when operating as a separate infant and junior school used to have 540 pupils attending and that expanding the school to 630 pupils was not a huge increase in numbers.

The school has a dynamic team and the local authority is confident in the school ability to provide an excellent education allowing the school to flourish. The school already serves the local community, including letting the field, use of the swimming pool and links with Seasalter Church.

The school was a pilot for the SEND strategy because of the school's specialist field in Autism and it is planned that in the future the Unit will provide locally for children who have a statement of educational needs requiring a place at the Unit, rather than children having to travel from further afield. The school already has an efficient plan in place for getting children travelling in taxis on and off the site each day.

The school is part of the Coastal Alliance and works with other schools collaboratively, including looking at ways to reduce traffic around the schools and ensuring children are safe. The school already has a walking bus and encourages children to walk, cycle and use scooters to come to school.

<b>Issues Raised</b>	<b>Response from Marisa White unless otherwise denoted</b>
Residents feel angry that they cannot get on and off of their drives in the mornings. Parents abuse the local residents and emergency vehicles are unable to access Tolgate Road during the period that parents are dropping off or collecting their children.	
A concern was raised as to whether the site would take additional buildings and whether there would still be room for cricket and football pitches.	The site is large enough for the additional buildings and this project would not impact on the playing field.
Why is the local authority not taking action to resolve the difficulties between the school and residents?	A traffic management survey will take place and will be required for the planning process. It is in everyone's interest that this is included as part of the process and we will work together with the community and the school within the bounds of what is possible within the area. More parents work and therefore drive their children to school. This consultation is about the education reasons for the permanent expansion of the school. There is a planning application for accommodation to deal with a temporary bulge. If the permanent expansion is not agreed the PAN will stay at 60 and additional children will not be admitted beyond the two year bulge.
The local residents should have the opportunity to have their say and input before the plans go forward.	
If the proposal does not continue will the additional classrooms for the temporary expansion be empty.	No, those classrooms would be used for a 7 year period while the additional children complete their education at the school. We are allowed a two year bulge by Law but beyond that we have to consult on permanent expansion.
There is chaos every day in Joy Lane. I agree that is a need for more school places and Mrs Hines has worked hard to resolve problems but she cannot order what should be done. KCC can do something and must do something. The Old Peoples' Home next door is empty and would provide the opportunity for a new access road and a large car park. This is within the gift of KCC and Mr Harrison should be pursuing this.	Mr Harrison answered that Mr Gough is the Cabinet Member for Education and would need to be involved in any decisions. He asked that local residents to bring forward ideas.
Local resident asked the Headteacher to	Mrs Hines answered that the Highway

<b>Issues Raised</b>	<b>Response from Marisa White unless otherwise denoted</b>
educate the children on road manners when using their scooter and bikes	Code is taught to the children and included in cycling proficiency. The school does their best to work with the parents to ensure the children's safety but cannot ban people from using the road.
All the relevant services should be brought together with the residents to work forward in a clear way to enable a safe and excellent education to continue.	We will go back to Property and Highways to set up a workshop to try and mitigate the problems.
Offers from Kent Police, Fire Brigade, Education and Highways should come here and hold a workshop with residents to thrash out a solution.	
KCC should have a plan or strategy as part of this proposal with regard to the road safety issues. How can we agree with a proposal when there are no plans for us to see?	Marisa White explained the difference between the education consultation and the planning consultation. Janet Streek advised that Highways would be consulted on the plans and that Planners would take note of the views from the residents. A travel plan will be produced by the school for the planning application, setting out their aims to establish measures to reduce car travel.
Mr Gough needs to meet with the residents to ensure he is making the right decision.	Mr Harrison responded that he would liaise with Mr Gough.
A parent spoke saying that not all parents park badly and are rude. Would it be possible to move the SureStart Children's Centre now that the school has grown?	We cannot evict the Children's Centre as they provide a valuable service and utilised the surplus accommodation when the infant and junior schools amalgamated. The benefits from the services provided by SureStart and their work with families helps to prepare the children for school.
A parent commented that they were very happy with the school and that Whitstable is a growing town with more people moving in. The traffic in Whitstable is congested and parking is a global problem for schools.	
Joy Lane does a wonderful job and the after school club is full to capacity. If	Mrs Hines responded that the after school club was provided by teachers

<b>Issues Raised</b>	<b>Response from Marisa White unless otherwise denoted</b>
more pupils come into the school, how will they obtain places at the after school club.	and the school tries to offer different activities. Extra staff would be needed to enlarge the after school club, but until the school knows whether the expansion would be permanent they cannot plan everything.

Parents/Carers meeting: 24 February 2014

An additional meeting was held for parents/carers who did not have the opportunity to ask questions at the public meeting. Questions were asked about whether the structure of the school day would change, what could be done about the parking issues and traffic queues and the impact of the building work on the children's education.

Mrs Hines, Headteacher spoke about the gradual increase to the school roll and that currently there was not an impact. Parking and highways issues would be looked at as part of the planning process and a further meeting with local residents had been arranged. The ideal solution would be to have an additional access to the school. There are plans to reopen the access via Vulcan Close when the private nursery rebuild has been completed, but this will be a walking route and not parking. The building work for the school accommodation will be managed to ensure the children's education takes priority and work would be carried out during the school holiday periods.

Residents meeting: 25 February 2014

An additional meeting was held with residents, including a representative from the Highways Authority. The local residents spoke about their support for the school and the issues with regard to parking, the attitude of some parents and their concerns about children's safety. The local residents were happy to support the proposed expansion as long as measures were put in place to reduce the impact of additional cars in the area.

The local residents would like KCC to consider the option of using the Ladesfield site, which has now closed and is adjacent to the school, to provide vehicular access to the school and car parking. This would allow a 'drop off' to be created. Reducing the speed limit and better signage were also discussed.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

14/00018

For publication

**Subject: Proposal to expand Joy Lane (Community) Primary School**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Issue a public notice to expand Joy Lane Primary School, by 210 places from 2FE to 3FE.  
And, subject to no objections being received to the public notice
- (ii) Expand the school
- (iii) Allocate £1,500,000 from the Education, Learning and Skills Capital Budget.

Should objections, not already considered by the cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and expand the school to allow for proper consideration of the points raised. This decision is conditional to planning permission being granted.

Reason(s) for decision:

The Canterbury district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for 29 Reception Year places within Canterbury District. The expansion of Joy Lane Primary School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 30 January, and those put in writing in response to the consultation;
- the views of the local County Councillors; Governing Body of the school and Staff;
- the Equalities Impact Assessment and any comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

It is proposed to enlarge Joy Lane Primary School by 210 places taking the PAN to 90 (3FE) for the September 2015 intake and eventually a total capacity of 630 places.

- a. Capital - The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been commissioned. The total cost is estimated to be in the region of £1,500,000. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – Joy Lane Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

**27 September 2012**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the Canterbury District.

**14 March 2014**

To be added after Committee meeting

Any alternatives considered:

The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....  
**Signed**

.....  
**Date**

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**From:** Patrick Leeson, Corporate Director for Education,  
Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Decision Number: 14/00029 Proposal to permanently  
increase the Published Admission Number for  
Queenborough Primary School & Nursery

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Sheerness

**Local Members:** Ms Angela Harrison

**Summary:** This report seeks Committee approval of the permanent increase to the Published Admission Number (PAN) from 45 to 60 and the temporary increase to the PAN from 60 to 90 for September 2014.

**Recommendation:**

**The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Permanently increase the PAN to 60 and temporarily increase the PAN to 90 for entry September 2014
- (ii) Allocate £1,500,000 from the Education. Learning and Skills Capital Budget.
- (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
- (iv) 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 The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The district of Swale is forecast to have a deficit of up to 98 Reception year places in September 2014. The Commissioning Plan identified a need to provide additional places on the Isle of Sheppey.

- 1.2 It is proposed that the increase to the PAN for Queenborough Primary School & Nursery, adding 15 Reception Year places, taking the published admission number (PAN) from 45 to 60, should continue. This increase was consulted on as part of the Admission Arrangements consultation for entry in September 2013.
- 1.3 Queenborough Primary School & Nursery changed from a two form entry First School to a Primary School in September 2008 as part of the Sheppey Review. The school at that time had a PAN of 60 and this was reduced to 45 when the school became a primary school. It was agreed that the PAN of 45 would be reviewed each year because of the growing pupil population and with the agreement of the governing body, the school continued to admit over this number in order to provide enough primary school places. The school currently has 375 pupils on roll.
- 1.4 The temporary accommodation provided for the change to a primary school is undersized and does not allow the PAN of 60 to be applied to all year groups and therefore to permanently increase the PAN the school needs additional accommodation to provide classroom sizes and facilities for a two form entry primary school.
- 1.5 The consultation on the increase to the PAN has already taken place as part of the Admission Arrangements consultation for Community and Voluntary Controlled schools undertaken by the Local Authority. The new School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulation 2013 allows for schools to expand without going through a statutory process if the capital is secure to provide the additional accommodation, the project has planning agreement (a planning application has been submitted) and the increase to the PAN has been consulted on.

## **2. Financial Implications**

- 2.1 Capital – The permanent increase to the PAN across all age groups and the temporary increase to the PAN for September 2014 requires the provision of 4 additional classrooms and a small hall. A feasibility study has been completed. The total cost is estimated to be in the region of £1,500,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

Revenue – The school has already received some protection funding for the increase in the PAN from 45 to 60. The school will receive protection for 30 pupils for one year for the temporary increase in September 2014. The sum of £6,000 will be allocated towards the classroom setup costs for the additional classrooms.

Human – Queenborough Primary School & Nursery will appoint an additional teacher for the temporary increase.

### **3. Bold Steps for Kent and Policy Framework**

- 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’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the demand for up to 608 Reception Year places on The Isle of Sheppey for entry in September 2014. A temporary expansion of 30 additional Reception Year places at Queenborough Primary School & Nursery will help to ensure enough places are available to meet demand and parental preference. A new two form entry primary school will open at Thistle Hill in September 2015 to provide additional primary school provision on the island to meet future demand.

### **4. Views**

- 4.1 The view of the Local Member:  
The Member has been contacted and we are awaiting their response.
- 4.2 The view of the governing body  
*The project has the full support of the governing body. The Governors appreciate that this expansion is necessary because of an increase in demand for primary school places. Although the speed of the building programme to accommodate this expansion is hurried, the Governors remain whole heartedly behind the principle of expansion coupled with the addition of new building which will provide Queenborough School with the facilities it requires to meet effectively the obligations placed upon it.*
- 4.3 The view of the Area Education Officer  
The Area Education Officer fully supports the continuing increase to the PAN for Queenborough Primary School & Nursery and the provision of sufficient accommodation to allow this. This is the most cost-effective and sustainable solution to increase demand in the area. New housing development is planned for Rushenden and a new school will be included. However, there will be an additional demand at Queenborough until this new school can be realised. Other schools on The Isle of Sheppey have taken temporary expansion (Halfway Houses, Minster-in-Sheppey and Eastchurch). A new two form entry primary school will open in September 2015 at Thistle Hill which will ensure that sufficient places are available for the future.

Queenborough Primary School is judged ‘Good’ by Ofsted and is a popular and inclusive school. The school’s location means it is ideally placed to meet the demand for primary school places on Sheppey.

### **5. Delegation to Officers**

- 5.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council’s Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 6. Conclusions

- 6.1 Forecasts for the Swale district indicate an increasing demand for primary school places. This permanent increase in PAN will add an additional 15 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

## 7. Recommendation

**Recommendation: The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Permanently increase the PAN from 45 to 60 and temporarily increase the PAN to 90 for entry September 2014
- (ii) Allocate £1,500,000 from the Education, Learning and Skills Capital Budget.
- (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
- (iv) 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

- 8.1 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](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 2013-2018  
<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>
- 8.3 Education Cabinet Committee report– 27 September 2013  
<http://kent590w3:9070/documents/s42589/Item%20B2%20-%20Targeted%20Basic%20Need%20Funded%20Projects.pdf>

## 9. Contact details

Report Author

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Relevant Director:

- Kevin Shovelton`
- Director of Education Planning and Access
- 01622 694174
- [Kevin.shovelton@kent.gov.uk](mailto:Kevin.shovelton@kent.gov.uk)

COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

14/00029

For publication

**Subject: Proposal to permanently increase the Published Admission Number for Queenborough Primary School & Nursery**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Permanently increase the PAN from 45 to 60 and temporarily increase the PAN to 90 for entry September 2014
- (ii) Allocate £1,500,000 from the Education, Learning and Skills Capital Budget.
- (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
- (iv) 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

This decision is conditional to planning permission being granted

Reason(s) for decision:

The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The district of Swale is forecast to have a deficit of up to 98 Reception year places in September 2014. The Commissioning Plan identified a need to provide additional places on the Isle of Sheppey. Permanently increasing the PAN for Queenborough Primary School & Nursery will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views of the local County Councillor; Governing Body of the school and Headteacher;
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

It is proposed to permanently increase the published admission number of Queenborough Primary School & Nursery from 45 to 60 and to temporarily increase the published admission number to 90 for entry in September 2014.

- a. Capital – The permanent and temporary increases of the PAN requires the provision of 4 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £1,500,000. The costs of the project are

estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – Queenborough Primary School & Nursery will appoint additional teachers, as the need arises.

Cabinet Committee recommendations and other consultation:

**27 September 2013**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the Swale District.

**14 March 2014**

To be added after Committee meeting

Any alternatives considered:

The Commissioning Plan for Education Provision 2013-18 explored all options and the permanent increase of the admission number for this school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....  
**Signed**

.....  
**Date**

**From:** Patrick Leeson, Corporate Director for Education,  
Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Proposal to increase the designated number of places  
offered at Broomhill Bank School from 80 places to 136  
places

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Tunbridge Wells, West: John Davies

**Summary:** This report sets out the results of the public consultation on the proposal to increase the designated number of places at Broomhill Bank School from 80 to 136 places.

**Recommendation(s):** The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to increase the designated number of places from 80 places to 136 places.

And, subject to no objections being received to the public notice

- (ii) Expand the school
- (iii) Allocate £1.75 million from Targeted Basic Need budget and £250,000 from the Basic Need budget.
- (iv) 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
- (v) 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 Kent County Council's strategy for children and young people with special educational needs and who are disabled (SEND) identified the need to add 275 additional SEN places in Kent for pupils with Autism and Behavioural Needs. 175 of these places will be in special schools.
- 1.2 Targeted Basic Need funding totalling £1.75 million has been secured for the purposes of expanding Broomhill Bank School. It is proposed to enlarge

Broomhill Bank School by 56 places, taking the designated number from 80 to 136 for the September 2014 intake.

- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that consultation processes take place for a number of schools, including the proposal to increase the designated number of places offered at Broomhill Bank.
- 1.4 This report sets out the results of the public consultation, which took place between 10 January 2014 and 26 February 2014. A public meeting was held on 21 January 2014 and a drop-in information session for parents was held on 6 February 2014.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Broomhill Bank School by 56 places increasing the designated number of places to 136 for the September 2014.
  - a. It is proposed that KCC funded improvements to the school will provide all necessary teaching rooms including specialist teaching spaces. Facilities within the school will be improved and designed to meet the needs of students. A feasibility study has been completed. The total cost is estimated to be in the region of £2 million of which £1.75 million will be funded from Targeted Basic Need and the remainder from the Basic Needs and Special Schools Review Budget. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
  - b. Revenue - The schools delegated budget will be allocated on an agreed number of commissioned places in accordance with the High Needs funding methodology of 'Place Plus'.
  - c. Human – Broomhill Bank School will appoint additional teachers, as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 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'.
- 3.2 The 'Kent Commissioning Plan for Education Provision, 2013-18' has identified the need to add 275 additional SEN places in Kent for pupils with Autism and Behavioural Needs. 175 of these places will be in special schools. This proposal forms part of a programme to deliver Kent County Council's commitment to rebuild or refurbish all of our special school buildings.



#### **4. Consultation Outcomes**

- 4.1 A total of 42 written responses were received with; 38 respondents supporting the proposal; 3 objecting to the proposal; 1 respondent undecided.
- 4.2 A summary of the written comments received is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting held on 21 January 2014 is attached at Appendix 2.

#### **5. Views**

- 5.1 *The view of the Headteacher and Governing Body:*  
The Headteacher and the Governing Body are supportive of the sustainable long term solution that has been proposed by KCC to enable Broomhill Bank School to improve current facilities and expand.
- 5.2. *The view of the Local Member:*  
The Local Member for Tunbridge Wells West supports the expansion of Broomhill Bank School for the benefit of the pupils who will be admitted, but will wish to discuss the traffic implications during the planning process.
- 5.3. *The view of the Local Member of Parliament, Rt Hon Greg Clark MP:*  
Having visited the school on many occasions my opinion of Broomhill Bank is that it provides an excellent education to its pupils. It would be very advantageous if more children were given the opportunity to attend. Clearly the impact of an expansion on local traffic must be taken into account.
- 5.4. *The view of the Area Education Officer:*  
The Area Education Officer for West Kent 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.

Broomhill Bank School is an inclusive school, which is judged as 'Good' by Ofsted and regularly oversubscribed.

#### **6. Proposal**

- 6.1 The proposed expansion of Broomhill Bank School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2 The proposed expansion of Broomhill Bank Primary School is subject to KCC statutory decision making process and planning.
- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

## 7. Delegation to Officers

- 7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 8. Conclusions

- 8.1 This enlargement will add an additional 56 places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

## 9. Recommendation(s)

**Recommendation(s): The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Issue a public notice to expand Broomhill Bank School, Broomhill Road, Tunbridge Wells by increasing the designated number of places offered from 80 places to 136.

And, subject to no objections being received to the public notice

- (ii) Expand the school
- (iii) Allocate £1.75 million from Targeted Basic Need budget and £250,000 from the Basic Need budget.
- (iv) 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
- (v) (v) 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

## 10. Background Documents

- 10.1 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](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

- 10.2 Kent Commissioning Plan for Education Provision 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

- 10.3 Consultation Document and Equalities Impact Assessment

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

#### 10.4 Strategy for Children & Young People with Special Educational Needs and Disabilities

<https://shareweb.kent.gov.uk/Documents/KELSI/supporting-pupil-learning/SEN/SEN/FINAL%20Strategy%20for%20Children%20and%20Young%20People%20with%20Special%20Educational%20Needs%20and%20Disabilities.pdf>

### 11. Contact details

#### Report Author

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#### Relevant Director:

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- Director of Education Planning and Access
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**The proposed expansion of Broomhill Bank School to increase the designated number from 80 to 136 places**

**Summary of written responses at the time of writing**

Consultation documents (hard copies) distributed: 500  
Responses received: 42

	Support	Against	Undecided	Total
Parents/Carers	9	1	1	11
Governors	2			2
Members of Staff	21	1		22
Other Interested Parties	6	1		7
<b>Total</b>	<b>38</b>	<b>3</b>	<b>1</b>	<b>42</b>

**In support of the proposal**

**Parents/Carers**

- Broomhill Bank School is a fantastic school thanks to the amazing staff and all the families which are part of it.
- Agree with the expansion but concerned the school will lose its character and individual attention pupils currently receive.
- Increased opportunities to pupils in Kent to access the excellent teaching and facilities provided by the school.
- Increased opportunities for current and future pupils to access a wider range and depth of subjects and topics
- Increased opportunities for current and future pupils to be taught and supported by a wider range of experienced teachers and therapists.
- Increased opportunities for current and future pupils to participate in a wider range of exams and qualifications.
- Happy for the expansion providing: the support of children in and out of class is not compromised; the school budget is not affected – used for the children, staff and training and not building purposes.
- Happy with the proposal but concerned about class size and the effects on behaviour.
- Agree with proposal but concerns about increase at sixth form level, if there is a possibility of students joining the school from other educational settings. It may be difficult for existing Broomhill students to adapt.

**Members of Staff**

- The school expansion is not significant in size but will provide excellent provision for a number of students in Kent with communication and interaction difficulties.
- The growth of this school started two years ago with the first two-form entry. This proposal will allow the expansion to continue through the year groups

- Fully support the proposal, only reservation relates to current road access. The school and local community to work together to address this issue with KCC and the Highways agency to make appropriate changes.
- Pupils need the specialist provision that Broomhill Bank provides, it is important that sufficient places are available.
- Broomhill Bank School is a special education needs school with excellent facilities, teaching, support staff and leadership. By increasing the designated number and further developing the school over the next few years, the school will be able to provide a much needed educational service for parents and pupils in the South East.
- In favour. Measures need to be in place to protect the rights of girl pupils in terms of admissions so that Broomhill does not become a “boy-heavy” educational establishment.
- There is clearly a need for extra provision for young people with ASD/social communication issues. The school has a proven track record; a settled and effective staff and a large site appropriate for further development.
- Having worked at the school for three years I have seen what a difference this school makes. It would be a wonderful opportunity for more children and to really help prepare them for adulthood and life in the real world.
- The increase numbers on roll will be gradual with well-planned co-ordinated taxi provision, additional traffic should be marginal in the locality.

### **Governors**

- Joined the school as parent governor to thank the school for the fantastic way they had changed my daughter’s approach and attitude to school. Change has been the agenda of the governing body. The development plans are another step in establishing a genuine beacon school and allowing more parents to enjoy the benefits of a dedicated, caring and successful school for their children. It must proceed.

### **Other interested parties**

- Agree with the proposal and are now in no doubt as to the critical need to increase places in this most important educational sector. Pleased that KCC were prepared to accept the concerns of residents:
  - The site has no safe pedestrian access
  - It is not served by any immediate public transport facility
  - Access is through de-restricted rural lanes in all directions
  - Current traffic in these lanes is subject to frequent delays because of numbers single carriageway elements, and the road is frequently used by larger than normal vehicles.
  - Access for emergency vehicles is a concern
  - Normal year on year increase and the additional prospect of a hotel development
- Agree with the proposal, the educational changes sound exciting for pupils and staff. However, views of the local residents (Rusthall) about transport and access must be taken into consideration.

- Agree and have no concerns about the proposed increase in number, however, urge KCC to engage with Highways to ensure that Broomhill Road is improved as this will impact on Rusthall and Speldhurst.
- Agree, providing traffic calming measures are introduced. There should be a ban on commercial and large vehicles for using the roads for anything other than access.

### **Undecided**

#### **Parent**

- Wish it had stayed as a girls' school which was a wonderful place.
- Buildings are barely fit for purpose as just not enough room.
- KCC continue to squeeze SEN education to the limit. All about money not really about best interest of children of either sex.

### **Against the proposal**

#### **Parents**

- Concerned how quality of teaching will be affected by increased population at the school.
- Will Speech & Language (SALT) and Occupational Therapist (OT) support increase with the increase in pupil numbers
- Concerned about class sizes and number of teaching staff
- The increased numbers may result in school losing its unique, friendly and confidential ethos.

#### **Member of Staff**

- Site big enough to accommodate but additional traffic will bring chaos.

#### **Other interested parties**

- Increase in taxi journey times if pupil numbers increase.
- A rural school should remain a rural school.
- Access route makes plans untenable, KCC should seek alternative site to create additional SEN provision.

**Proposal to Increase the Designated Number of places offered at Broomhill Bank School**

**Notes of Public Consultation Meeting 21<sup>st</sup> January 2014**

<b>Panel</b>	Michael Northey (Chair)	Deputy Cabinet Member for Education and Health Reform
	Mr Jared Nehra	Area Education Officer (West Kent)
	Mrs Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Mr Chris Mains	Project Manager, Property Services
	Mrs Deborah Ledniczky	Public Meeting Recorder
	Ms Emma Leitch	Headteacher
	Mr Mark Holder	Chair of Governors

**Introduction**

Mr Northey welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. Mr Northey explained that the meeting will be recorded and a transcript of the meeting will be presented to the Education Cabinet Committee meeting and will be considered at any future meeting if the Local Authority (LA) is looking at whether to go ahead with this proposal.

**Purpose of the Meeting**

- To explain the proposal to enlarge Broomhill Bank School from 80 places to 136 places
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

**Proposal**

Mr Nehra gave a short presentation outlining the background to the proposal and the indicative time scales.

The proposal forms part of a programme to deliver Kent County Council's commitment to rebuild or refurbish all of our special school buildings and to reduce the pressure on in-county school places.

The proposal is to increase the designated number Broomhill Bank School places from 80 to 136. It is proposed that this would be accommodated through improvements, expansion and development of the current site.

The change will not affect any pupil currently on roll. Whilst the proposal is to increase the designated number for September 2014, the number of pupils on roll will be increased incrementally between September 2014 and September 2017.

This proposal forms part of a programme to deliver Kent County Council's commitment to rebuild or refurbish all of our special school buildings. KCC funded improvements to the school will provide all necessary teaching rooms including specialist teaching spaces. Facilities within the school will be greatly improved and designed to meet the needs of students. KCC will be required to seek planning consent and more detailed plans would be developed, subject to the agreement to proceed. It is proposed that the first tranche of the new facilities will be completed

in time for admission of the extended 2014 cohort. There will be opportunities for you to see plans and further details as we move through the process. Some plans are available to view at the back of the room but please be aware that these are early plans and may be subject to change.

No final decision will be taken until the consultation process has finished. The deadline for the response forms is 11am on the 26<sup>th</sup> February 2014. A drop in session has also been arranged for parents on Thursday 6<sup>th</sup> February 2014 at 13.00 - 15.00pm.

### **Statement from the Head teacher of Broomhill Bank School, Ms Emma Leitch**

To me, re-designation is about improving provision for children with special educational needs and disabilities by sharing it more widely.

I assume that all of you who are parents have already or will in the future strive for the very best in terms of the education and life experiences your own children access on their journey towards adulthood – as a parent myself this is certainly the case. I also assume that as responsible citizens, we all collectively recognise our moral responsibility towards supporting and ensuring the wellbeing not only of our own children but children everywhere in our neighbourhoods and communities. My students at Broomhill Bank represent the most vulnerable group within our communities and the education system, because they all have a special educational need or disability (SEND).

My students have all at one point or another been in a position where the mainstream systems that we take for granted, including the education system, have struggled to include them. They are all at Broomhill Bank because they have been unable to manage in a mainstream school for a variety of reasons, despite high levels of support and intervention. All come with a history of underachieving, very often with very low self-esteem; many have previously been the victims of bullying

My students' parents really understand the concept of having to fight for their children, often from birth, and throughout childhood, to enable them to be recognised and included. For children with SEND, we must make sure that being included means having the best opportunities possible to achieve young adulthood on an equal footing as their contemporaries who are not faced with the same challenges.

Three years ago I took the decision to make a case to my Governing body to increase our roll. I took this decision due to a constant trickle of children who were being referred to the door of Broomhill Bank and whom I was having to turn away because I had insufficient places. In most instances I could easily have met the needs of these children, and in most instances their parents were hooked in to an increasingly desperate search for the right provision. Having to effectively say no – go away, knowing that the unrealised potential is actually there to say 'yes', does not sit comfortably with me, and in my view is morally suspect. I do not know what has happened to children I have been unable to accommodate over the years, I do know that because of general pressure on special school places in Kent the outcome is not likely to have been favourable either for the child or their family.



My current Year 7 and 8 parents are very lucky indeed – they have benefitted from the Governing body's willingness to pilot an additional class during the 2012-2013 and 2013-2014 academic years; had this not been the case 50% of my current Years 7 & 8 would not be at Broomhill Bank now. I and my staff are also very lucky indeed to have had the opportunity over the years to work with so many marvellous students and their families throughout school and most recently to have been able to support the learning of our growing cohort.

The proposal to continue to grow our roll and re-designate is not a plan hatched to create a Broomhill Bank empire; nor has it been conjured up to alienate the local Community. It is not even a cunning plan to have a new school built courtesy of the LA. It is about serving children with special educational needs and disabilities.

### **Statement from the Chair of Governors, Mr Holder**

In 2011 the school and the Governing Body acknowledged that there was increasing pressure on Kent special schools with most schools being over their designated role and in November of that year the Governing Body agreed to a second Year 7 class being introduced on a 'one off basis' with the intention that this would be reviewed after 12 months. Adequate building and infrastructure works were carried out to cater for this additional class.

In May 2012 the Governing body met to discuss a wider proposal to increase the school role which would lead to a re-designation. A formal paper was presented by the Head Teacher which after rigorous debate was fully supported by the Governing body. A proposal was subsequently submitted to the LA for consideration.

The Governors undertook a full risk assessment of the potential impact of any re-designation and the infrastructure requirements needed and concluded that an increase in roll was achievable subject to any necessary building works, but in order to deliver this we needed to work with the LA in an open and transparent way to identify, plan and implement a long term solution which aligned the schools vision and enabled more Kent children with communication and interaction difficulties to have their needs met at Broomhill Bank school.

In the past 20 months we have been working closely with the LA to secure the funding to undertake the necessary infrastructure and building work to meet any re-designation requirements in order that the formal consultation process could commence.

Architectural plans are now well advanced and the Governors support for the re-designation is entirely dependent upon the appropriate capital funding to meet the needs of an increased number of pupils. We are having regular dialogue with the LA and have no reason to believe that the funding will not be forthcoming.

In addition you will be aware that the school has recently undergone an Ofsted inspection, following which we have been designated as 'Good'. The improvements that have been identified, whilst not totally dependent upon an increase in roll, will be considerably enhanced by the structural improvements that will be delivered as a result of it.

The school has always enjoyed a fantastic reputation both within the local community and the local schools and we see this as an opportunity of developing on this by providing additional places to meet demand. Therefore we fully support this re-designation proposal as previously stated subject to the appropriate fully funded building work being completed.

The governors are fully aware of the potential impact on the current students in terms of the building work and the changes that the school will undergo. We are committed to work closely with both the school and the LA to minimise that impact and we will continue to 'challenge' and act as 'the critical friend' to ensure that the best decisions are made for everyone involved with the school.

Question	Response
<p><b>Parent</b></p> <p>He and his wife fully support the proposal to increase the designated places and are pleased that improvements to the schools physical infrastructure and facilities are planned. However, cannot see how we can comment on the education merits with just the two items that have been included in the proposal:</p> <p>(i) The increase in teaching resources, teaching assistants, Speech &amp; Language and Occupational Therapists needs to be part of the discussion so that those children who are going to be in this school have the support they need in order to achieve their full life potential. If the number of designated places was to increase to 136 then resources would be spread very thinly.</p> <p>(ii) The children who are likely to fill the 56 spaces are children with a wide range of needs. KCC policy does not include the group of children who have speech &amp; language issues as a primary educational need who are not necessarily in the Autistic Spectrum or do not necessarily have behavioural issues.</p> <p>(iii) The impact assessment (first draft) focuses entirely on the infrastructure; if the provision of teaching and therapy does not go hand in hand and the needs of the children who have a speech and language as a primary need are not protected they could potentially be disadvantaged as a result of these plans.</p> <p>Although in principal we support the proposal we feel there is not enough information in this proposal to discuss the educational merits and judge it.</p>	<p><b>Mr Nehra, Area Education Officer</b></p> <p>The proposal sets out the overall aims and intentions and would not go into the operational matters of the school. This evening's meeting and the planned drop-in session give people the opportunity to raise the points such as you have and receive a response. The information that you have referred to would not normally be part of the consultation because it is a more detailed matter for the school.</p> <p><b>Ms Leitch, Headteacher</b></p> <p>Stated that the school will send a letter out to families with greater information about the operational side of the expansion. The designated number will mean a higher budget which will allow for improvements and expansion of the school site. Therapists are employed by the NHS and the school have no control over how the NHS allocate this support but the school is exploring creative in-house solutions to address this and people will be informed if and when they come to fruition. Recent referrals; 75% ASD 25% Speech and Language disorder, would suggest that the trend does not seem to be changing. Broomhill Bank is a school for children with complex and diverse needs and will continue to admit children with severe language and sensory needs. The LA does want to increase the number of children with BESD but that will be for the schools that have a behavioural designation.</p> <p><b>Mr Holder, Chair of Governors</b></p> <p>Governing Body had a long debate about the proposal when it was first proposed, the programme of which was extremely challenging. The Governing Body supports the proposal and agrees that the improvements to the infrastructure will help support the education of the children. Since the Ofsted inspection the Governing Body has undergone a restructure and now consists of two divisions; a strategy committee and a resourcing committee that are linked into each</p>

	<p>other.</p> <p><b>Mr Nehra, Area Education Officer</b>  Reiterated that there was no change proposed to the designated need type of the school. The reference to ASD and Behaviour and the creation of spaces to meet that need is based upon the forecast demand that the LA has projected to meet the need for specialist places across the county. The reason the policy refers predominately to those two need types is that the Kent Commissioning Plan for Education Provision sets out the need type we are anticipating to require.</p>
<p><b>Resident</b>  We are trying to actively reduce the flow of traffic through this road. The proposal to increase pupil numbers by 56 will equate to 280 extra vehicles per week, twice each day (1120 journeys per week) to bring one child to and from school on a road that can't cope with the volume of traffic using it at the moment.</p>	<p><b>Mr Nehra, Area Education Officer</b>  The consultation is to predominately discuss the education merits of the proposal but all comments are welcome and will be noted. The planning proposal will look at the impact such as traffic and transport in more detail. I would disagree with the amount of journeys proposed. The LA and the school will seek to minimise the amount of journeys and maximise the use of existing transport by using minibuses with the maximum number of pupils that can be safely transported.</p> <p><b>Ms Leitch, Headteacher</b>  Agree with the concerns about the road. Explained that the transport department at KCC seeks to fit as many children as possible into a single vehicle and the schools transport department is increasingly using people carriers and mini busses.</p> <p><b>Parent and Teacher</b>  If students live locally I think it will only be 3 mini buses. KCC do look at the numbers that are used in each car and vehicle, my own child comes in a taxi with other children. Agreed that is not nice for residents to live in a road that is congested. Very excited about the re-designation. It will mean that the school will get more teachers who will have more specialism which will offer more choice and pathways for the pupils. We will be able to differentiate more, put students into groups that are possibly more appropriate for them and utilise staff well.</p>
<p><b>Chairman of Parish Council</b>  Fully supports the re-designation to increase the access to the specialist education and facilities. My concern is the state of Broomhill Road. The planning application for a large hotel will further increase the amount of traffic. I would like to hope that you will talk seriously to KCC Highways department in advance to see what can be done to improve the flow of traffic and prevent large lorries using this road. It is an undesignated road so</p>	<p><b>Mr Nehra, Area Education Officer</b>  Early engagement with KCC Highways is being undertaken as preparation for the planning proposal for this scheme. Talks have already started and will continue. Any planning proposal is required to look at the impact of any additional provision.</p>

people can drive at whatever speed they wish to and this is a concern to the local residents of both Speldhurst and Rusthall Parish	
<p><b>Resident</b></p> <p>The road is a rat run that is also used by HGV vehicles. I have contacted the Highways agency about the width of the road. Access to the school site is a serious worry. An application to the Highways Agency needs to be made for: improvements to the state of the road, widening in places to allow people to pass and the extra traffic that the proposed new hotel will generate.</p>	
<p><b>Parent.</b></p> <p>Great opportunity both to existing and future pupils attending the school to hopefully extend the curriculum and employ additional staff. Fully support the application that the governors are making.</p>	
<p><b>Parent of pupil</b></p> <p>Greatly support application. Thank you to Ms Leitch and the Governing Body. The extra numbers will bring an increase in funding for more teachers. I think the education and specialist provision is wonderful.</p>	<p><b>Michael Northey, MEM</b></p> <p>Always nice to hear when a school is doing such a wonderful job and gets such great support and compliments very much of the headteacher, the staff, governors and everyone concerned.</p> <p><b>Mrs Cottage, Deputy Headteacher</b></p> <p>Feel the proposal is very positive for the school. It will allow more specialist staff, larger peer groups for the pupils and that will offer a larger choice of friends and allow us to offer a much more specialist provision in the classroom and staffing.</p>
<p><b>Resident</b></p> <p>Wished the school every success with the proposal. Concern about the road. In the summer work at the schools caused a problem with lorries accessing the site. Traffic was held up, that has to be sorted before the construction starts let along the additional traffic afterwards. Please take it seriously as we would all like your plan to enlarge the school to go ahead.</p>	<p><b>Mr Nehra, Area Education Officer</b></p> <p>Thanked people for their comments about the access road which are noted. Chris Mains from our Property division is taking notes and we will be discussing the management of the site.</p> <p><b>Chris Mains - Project Manager</b></p> <p>We will ensure that when we put the contract together we will take into account access to the site and in terms of what vehicles we use.</p>
<p><b>Resident</b></p> <p>Need to take into the account that there are horses that access the lane to get to the fields which is also another hazard for both animal and young horse riders.</p>	<p><b>Mr Nehra, Area Education Officer</b></p> <p>Reiterated that comments concerning the access road and traffic will be noted.</p> <p><b>Chris Mains, Property Manager, KCC</b></p> <p>Added that site access and vehicles will be taken into account.</p>
<p><b>Resident</b></p> <p>Lived here for 56 years. Wished well with new project. Concerned about the road. Seen some staff using our private road. Do hope you take traffic into account.</p>	<p><b>Michael Northey, MEM</b></p> <p>It is nice to have someone here who remembers the school in earlier times. Things change but the quality of education we hope is getting better and better.</p>
<p><b>Resident</b></p> <p>Wish well with project. Concerned about the traffic. The front of my property leads directly onto the road; there is no footpath. I have lived in the village for over 60 years and I am concerned that we are going to have lorries using the road as well</p>	

<p>as extra cars and these needs to be taken into account.</p>	
<p><b>Chairman of Parish Council</b> How far afield to the students come from?</p>	<p><b>Michael Northey, MEM</b> Summed up the response: 2 points: great support for the project worry about the road and the traffic</p> <p><b>Ms Leitch, Headteacher</b> Pupils predominately come from West and Mid Kent</p> <p><b>Mr Holder, Chair of Governors</b> We will bear your comments very much in mind and any strategy or planning for the actual work will look to factor in all of your comments so that we minimise disruption. This we can do in terms of development, transport plans and the additional pupils coming in. We will work closely with Ms Leitch and the LA to ensure that we minimise the additional traffic as much as we can. We can't stop it and as a Governor of the school I can appreciate your comments. We will take everything we can into account to minimise the impact on you.</p>
<p><b>Parent</b> How will you minimise the impact of the building work on the pupils?</p>	<p><b>Chris Mains, Project Manager, KCC</b> Health &amp; Safety will be paramount and the top priority. The work will be done in phases starting with the top floor in the ex-residential blocks, the reason being to minimise the noise for students and it is the intention that these will be clear when the work is carried out. The plan is to start work on the 26<sup>th</sup> May when the students are on holiday. We will try and minimise the noise by working outside school hours and in the summer holidays. I have given a promise that we will deliver the first phase by September and hopefully it will not run late. Second phase will be December and it all joins together and we are looking to complete in 2015 in time for the summer. It is still very much in the development phase but we are working very closely with the school.</p> <p><b>Ms Leitch, Headteacher</b> Buildings will be bigger and better but not class sizes. We will stick at a ceiling number we can manage unless we have a case that come via tribunal where we are told to take the child then we will have to increase the number.</p>
<p><b>Parent</b> Worried that the therapy is going to be diluted.</p>	<p><b>Ms Leitch, Headteacher</b> We have that same concern. My hands are tied as to what I can get from the NHS trust and we might have to look into other models to meet our student's needs. We are very concerned about the level of therapy and we will have more children so will need to address it and we will.</p>

	<p>I will put in the information that I send out to parents that we need to work more closely than we already do with the parents in terms of understanding if the children are distressed, worried or upset about anything as a result of the building works. We have a plan that we are going to put in place but we need parents to let us know if that plan does not work.</p> <p>Thank you again for coming. It is lovely to see so many people from the local community and as suggested will use the Parish website to develop stronger links with the local community.</p>
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Mr Nehra read out the timescales for the consultation process as detailed on the presentation and reiterated that the closing date of the process is 11am on the 26<sup>th</sup> February 2014 and for people to please send in their views in the various routes as detailed in the consultation process. No decisions will be taken until the conclusion of that consultation process.

Mr Northey thanked everyone for attending the meeting and for the questions that had been asked and told people that if they think of anything else that they would like to say then to please send your comments in.

The meeting closed at approximately 21.00hrs

Approximately 22 people attended the meeting.

Proposal to Increase the designated number of places offered  
at Broomhill Bank School

Notes of Consultation Drop-in Session for Parents  
6<sup>th</sup> February January 2014

<b>Mr Jared Nehra</b>	<b>Area Education Officer (West Kent)</b>
<b>Mrs Deborah Ledniczky</b>	<b>Note Taker</b>
<b>Ms Emma Leitch</b>	<b>Headteacher</b>
<b>Mr Mockett</b>	<b>Vice Chair of Governors</b>
<b>Mr Chris Mains</b>	<b>Project Manager, Property Services</b>

<b>Question</b>	<b>Response</b>
<p><b>Parents</b></p> <p>(i) The proposal looks to increase the number of pupils with special educational needs by 50%. Will you be increasing staffing levels to reflect the increase?</p> <p>Will the Speech &amp; Language (SALT) and Occupational Therapist (OT) support increase with the increase in pupil numbers?</p> <p>Will the increase in pupils mean that you take pupils with other educational needs?</p>	<p><b>Ms Leitch, Headteacher</b></p> <p>Proportion of students to staff will not change. The school will have the right number of teaching assistants to support in class. We are increasing our GCSE curriculum in such subjects as science and looking to recruit teachers with those specialisms. The increase in pupil numbers will happen year on year with one extra class each September. With each class comes extra staff.</p> <p>The therapy programmes are provided by the NHS Trust and the school have no control over the level of service that they provide. We have been notified that the Trust intends to reduce the amount of OT and I am in the process of replying to their letter. I do not know at this stage if that will also apply to their SALT programme. I am also looking at employing my own staff so we can increase our SALT and OT support programme. Each child that joins brings additional funds to the school and we will use that budget to make sure we have the right support in place. Our local NHS contacts are: Ruth Clemence for OT and Sue Phelps for SALT.</p> <p>The designation of the school will remain the same; communication and interaction difficulties.</p> <p><b>Mr Mockett - Vice Chair of Governors</b></p> <p>The headteacher has the full support of the Governing Body to secure staff to meet the increase in pupil numbers, curriculum activities and specialist therapy services. As</p>

<p>(ii) Will the increase in pupil numbers mean an increased in the number of children per taxi? We are unhappy amount the amount of time our child is currently spending travelling to and from school (approximately 4 hours) and feel that the time she is out of the home is far too long.</p>	<p>a school we have to take more control. As parents you will see significant changes as we utilise the benefits of becoming a bigger school. There will be no change to the school profile, it will remain C and I. We will support Ms Leitch and her staff to deliver the highest educational standards and best specialist teaching possible to meet the educational needs of all our students.</p> <p><b>Ms Leitch, Headteacher</b> The transportation of students is handled by the Transport Integration Unit (TIU) and they liaise directly with parents. Taxis are limited to how many people they take. The LA will always try to fill vehicles up. The school has raised the issue with the TIU. They have responded and asked to meet with us and we will be taking concerns to that meeting.</p> <p><b>Mr Nehra, Area Education Officer</b> No plans to increase the size of taxis. The proposal does not relate to the transportation of pupils.</p> <p><b>Mr Mockett - Vice Chair of Governors</b> Supports a plan that would maximise the time students spend travelling to and from school. Parents need to raise specific issues directly with the TIU and the school would be able to support that communication but could not guarantee individual taxis for individual students. The Governing Body fully supports the proposal to increase pupil numbers and needs to be aware of any school journeys that are impacting on the wellbeing of the child. The issue of traffic and travelling time is a problem in and around the Kent towns.</p>
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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

For publication

**Subject: Proposal to increase the designated number at Broomhill Bank School**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Issue a public notice to increase the designated number of places offered at Broomhill Bank School, Broomhill, Tunbridge Wells, TN by 56 places from 80 places to 136 places.

And, following the closure of the public notice a further Cabinet Member decision will be taken to

- (ii) Expand the school
- (iii) Allocate £1.75 million from Targeted Basic Need budget and £250,000 from the Basic Need budget.
- (iv) 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
- (v) 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

This decision conditional upon planning permission being granted

Reason(s) for decision:

The Kent Commissioning Plan for Education Provision 2013-18 has identified a need for 275 additional SEN places across Kent.

The expansion of Broomhill Bank School, Broomhill Road, Tunbridge Wells, Kent will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 21 January 2014, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillor; Governing Body of the school, the Staff and Pupils;
- the Equality Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

**14 October 2013**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places and recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the

proposal to expand and redesignate Broomhill Bank School, Broomhill Road, Tunbridge Wells, TN9 1HR

**14 March 2014**

To be added after Committee meeting

**Any alternatives considered:**

The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.

**Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:**

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**Signed**

**Date**

From: **Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Education Cabinet Committee – 14 March 2014**

Subject: **Amalgamation of Loose Infant School and Loose Junior School, Maidstone: Proposal to discontinue Loose Infant School and Loose Junior School and establish a single, three form of entry community primary school.**

Classification: **Unrestricted**

**Past Pathway Paper:** None

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Maidstone Rural South, Eric Hotson

**Summary:** This report sets out the results of the public consultation on the proposal to amalgamate Loose Infant School and Loose Junior School, Maidstone, by closing the current Infant and Junior Schools and establishing a three form entry, single community primary school for children aged 4 to 11 years.

**Recommendation:**

The Education Cabinet Committee is asked to consider and endorse the proposals or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to discontinue Loose Infant School and Loose Junior School and establish a single, three form of entry community primary school by September 2014.

And, subject to no objections being received to the public notice

- (ii) Make recommendations to the Schools Adjudicator for determination for implementation by September 2014.

## **1. Introduction**

1.1 Kent County Council, with the support of the Loose Schools' Federation Governing Body, are proposing to amalgamate Loose Infant School and Loose Junior School to become a three form entry, single community primary school for children aged 4 to 11 years.

1.2 Loose Infant School and Loose Junior School are two separate schools serving the Loose Ward of Maidstone. Both schools are popular community schools. Currently Loose Infant School has 270 pupils on roll and the Loose Junior School has 368 pupils on roll.

1.3 Loose Infant School and Loose Junior School have been federated since 2011 and share a Governing Body and an Executive Headteacher. The schools occupy the same site with a single vehicular entrance point and both schools have pedestrian entrances.

- 1.4 Loose Junior School was judged as good by Ofsted on 9 June 2011.
- 1.5 Loose Infant School was judged to require improvement following the section 5 inspection in June 2013. The subsequent monitoring assessment conducted by Ofsted on 8 November 2013 confirmed that decisive action had been taken to ensure that the school will progress rapidly to an Ofsted judgment of good. However, the report recognised the need for a more effective model of leadership to underpin the necessary improvements at the school.
- 1.6 The Governing Body of The Loose Schools' Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils. The Kent Commissioning Plan's recommendation for linked Junior and Infant schools is "when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools."
- 1.7 The Executive Headteacher notified the Governing Body of her intention to retire by the end of the academic year. Due to this change, the Governors believe that there is an opportunity to review the leadership and governance arrangements.
- 1.8 Following receipt of a letter of support from the Governing Body of the two schools, the Cabinet Member for Education and Health Reform agreed to proceed to public consultation on these proposals.
- 1.9 This report sets out the results of the public consultation, which took place between 10 January 2014 and 26 February 2014. A public meeting was held at Loose Infant School on 28 January 2014 and Loose Junior School on 30 January 2014.

### **3. Financial Implications**

#### **a. Capital**

- i. The proposals can be implemented without the need for significant capital expenditure as the new primary school could operate as an all-through school on the existing Infant and Junior school sites.

#### **b. Revenue**

- ii. As a result of an amalgamation the two predecessor schools will become one school and consequently this would result in the removal of one of the lump sum funding allocations (£120,000). The amalgamated school would continue to be funded at 100% of the two lump sums for the remainder of the 2014/15 financial year from September 2014 to March 2015. The School and Early Years Finance (England) Regulations 2013 provide funding protection for amalgamating schools for the first academic year. Therefore, it is proposed that protection will be provided on the lump sums at 85% from April 2015 to March 2016. ( $2 \times £120,000 \times 85\% = £204,000$ ). From April 2016 the amalgamated primary school would receive one lump sum, currently £120,000.

c. Human

- iii. It is proposed that all teachers and support staff employed at Loose Infant School and Loose Junior School (at the time of the proposed amalgamation) will transfer to the primary school.

#### **4. Bold Steps for Kent and Policy Framework**

- 4.1 The 'Kent Commissioning Plan for Education Provision, 2013-2018 sets out KCC's 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 Education'.
- 4.2 This proposal is also aligned to Kent County Council's commitment to maximising the educational opportunities for children as set out in the Kent Commissioning Plan 2013-2018 which recommends the consideration of the amalgamation of separate infant and junior schools to provide all-through primary schools where appropriate because of the benefits they offer.

#### ***Legal Implications***

- 4.3 The new School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations and (Establishment and Discontinuance of Schools) Regulations 2013 came into force on 28 January 2014. However, proposers who have published proposals before 28 January 2014 are required to follow the process set out in the 2007 Prescribed Alternations and Establishment and Discontinuance Regulations until they have been implemented.
- 4.4 The legal process for the discontinuance of a school is described in sections 15 to 17 and Schedule 2 of the Education and Inspections Act 2006 and Parts IV and V and Schedule 4 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007. Therefore, the proposal to establish a new school outside of academy presumption and competitions, is proposed as a Section 10 special case as described in Section 10 of the Education and Inspections Act 2006.
- 4.5 Section 15 of the Education and Inspections Act 2006 (EIA) requires a Local Authority to publish statutory proposals where it is considering discontinuing a maintained school. Section 16 of the Act requires the local authority to consult such people as they feel to be appropriate and to have regard to Guidance published by the Secretary of State, before publishing such proposals
- 4.6 The process for publishing statutory proposals is set out in the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007. Those Regulations only apply to schools maintained by a local authority, and not to Academies which are independent of the local authority.
- 4.7 The Guidance, referred to in 4.5 above, sets out requirements for consultation in paragraphs 1.1 – 1.8. At Stage One the local authority is required to consult interested parties and in so doing must have regard to the Secretary of State's guidance.

- 4.8 Decisions will be taken according to statutory procedures, including a 5 day proposed decision publication period before the decision is taken and a 5 day call-in period after the decision is taken. This proposed change is conditional on the establishment of a new school under section 10 of the EIA 2006, therefore, the proposal must be decided by the Schools Adjudicator.

## **5. Consultation Outcomes**

- 5.1 Approximately 1,000 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local library, Maidstone Borough Council, and others, in accordance with the agreed County policy. The document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was provided.
- 5.2 A total of 37 written responses were received with; 35 respondents supporting the proposal; 0 respondents objecting to the proposal; 2 respondents undecided. A summary of the comments is provided at Appendix 1.
- 5.3 Two public meetings were held during the consultation period, Tuesday, 28 January 2014 at Loose Infant School and Thursday, 30 January 2014 at Loose Junior School. Both meetings were attended by parents, governors, staff and interested parties, with approximately 22 people at the Infant School meeting and 27 at the Junior School meeting. A summary of the views and comments given at each public consultation meeting is attached at Appendices 2 and 3.

## **6. Views**

### *The view of the Local Member*

- 6.1 Eric Hotson the Local Member for Maidstone Rural South has been made aware of the possibility of the amalgamation for some time while having had a close interest in the two schools for many years. Having been formally consulted he is fully supportive of the proposal.

### *The view of the Executive Headteacher and Governing Body*

- 6.2 The Governing Body initiated the move to amalgamate the two schools with the LA and supports the proposal to become a through Primary school. The Governors believe this will enable the school to; raise standards, develop new leadership structures and offer children further opportunities to experience a challenging and exciting curriculum.

### *The view of the School Council*

- 6.3 The Junior School Council was consulted on the proposal to amalgamate the schools and was very positive about the changes. A summary of comments is included in Appendix 1.

### *The view of the Principal Primary Adviser for Kent*

- 6.4 The Principal Primary Adviser for Kent supports the proposal put forward by the governing body of the Loose Schools' Federation and believes amalgamation is the best approach to secure improved standards for the pupils of Loose. The benefits of considering this proposal include greater consistency of approach to teaching and learning from ages from 4 to 11; seamless monitoring of pupil progress from ages 4 to 11; increased potential for strong leadership and governance and continuity of experiences for young children.

### *The view of the Area Education Officer*

- 6.5 The Area Education Officer for West Kent considers that the most appropriate solution to securing and sustaining outstanding education provision for both infant and junior age ranges at Loose Infant School and Loose Junior is to have a single all-through primary school.

## **7. Proposal**

- 7.1 An Equality Impact Assessment was completed. Changes were made to the Equality Impact Assessment following comments received during the consultation period.
- 7.2 The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

## **8. Conclusions**

- 8.1 The Governing Body of the Loose Schools Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils. Furthermore, this proposal is aligned to Kent County Council's commitment to maximising the educational opportunities for children as set out in the Kent Commissioning Plan 2013-2018 which recommends the consideration of the amalgamation of separate infant and junior schools to provide through primary schools, where appropriate because of the benefits they offer.

## **9. Recommendation**

**Recommendation:** The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to discontinue Loose Infant School and Loose Junior School and establish a single, three form of entry community primary school by September 2014.

And, subject to no objections being received to the public notice

- (ii) Make recommendations to the Schools Adjudicator for determination for implementation by September 2014.

## **11. Background Documents**

### **11.1 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](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

### **11.2 Kent Commissioning Plan for Education Provision 2013-2018**

[http://www.kent.gov.uk/education\\_and\\_learning/plans\\_and\\_consultations/education\\_plans.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx)

### **11.3 Consultation Document and Equalities Impact Assessment**

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

## **12. Contact details**

Report Author:

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Relevant Director:

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**Proposed amalgamation:  
Loose Infant School and Loose Junior School, Maidstone**

**Summary of written responses**

Consultation documents (hard copies) distributed: 1000  
Responses received: 37

	Support	Against	Undecided	Total
Parents/Carers	22			22
Governors	4			4
Members of Staff	8		1	9
Junior School Council	1			1
Interested Parties			1	1
<b>Total</b>	<b>35</b>		<b>2</b>	<b>37</b>

**In support of the proposal**

**Parents & carers**

- The two schools have already seen the benefits of working together. Amalgamation is the sensible next step to enable schools to work even more closely for the benefit of the children and families.
- Transition from Year 2 to Year 3 will benefit from the proposed amalgamation. Having to apply to attend the Junior school was an unnecessary and stressful step which allowed people coming into the borough to gazump children who had been at the infants school for years and rightly expected to progress with their friends.
- This is a natural progression from the Federation. It will ensure continuity across the schools and simplify the transition from KS1- KS2 for pupils and parents.
- This proposal is the best way to move forward and further align the two schools for the benefits of pupils and the local community.
- This should have happened instead of the schools being federated.
- By combining the Head of School and Executive Headteacher wages the chance of headship at Loose Primary School may be a more attractive prospect to high quality candidates.
- With the right person taking the position of Head Teacher, there will be many benefits in the amalgamation such as shared resources, a wealth of experience in the excellent teaching staff.
- Very much in favour of the two schools merging and feel it will provide many benefits to everyone involved. An opportunity to reshuffle and strengthen the management and staff structure can only be welcomed given the recent and pending staff changes.
- The amalgamation is a positive move for the children and future of the schools. Experience of the infant school has been fairly poor and therefore welcome any planned improvement to hopefully raise standards and stability going forward.

- Cannot see any negative reasons to proceed with this proposal. Most people see the school as one as both schools are on the same site.
- Have already seen the benefits of the federation. Would want to see recognition that each department of the new school may still have its own characteristics that are relevant to its age range.
- Agree with the proposal but would like to see SATs tests results published and carried forward for the school. Whilst proposal is to establish a new school, existing parents and prospective parents will still expect to see the academic and OfSTED history of the school;
- The proposal is in the best interests of all concerned and gives the best value to the taxpayer

### **Staff**

- It makes sense to pool resources between both schools for the benefit of the children and the staff.
- The lack of strong leadership has been a problem at the school for many years. High turnover of staff particularly at Year R. Interview procedures and recruitment techniques to be reviewed.
- All efforts must be made to find strong Headteacher with experience of such a large school.
- Amalgamation should go ahead without current Chair of Governors at the helm.
- Chair of Governors should be held accountable for poor decisions over recent years. Recent appointment of Head of School has destroyed infant school reputation. Staff, both teaching and support, have never been more demoralised.
- Agree with the proposal however, it seems more than unfortunate that the 2014 SATs results, Phonic Test results will not be on Raiseonline of MFS when the staff have worked so hard to successfully raise standards. The schools results were well above the national average in 2013 and will be in 2014.

### **Governors**

- The proposal has the full support of the Loose Federation Governors
- The school curriculum will be set against both schools.
- This is a natural progression from the Federation. It will continue to ensure continuity across the schools and simplify the transition from KS1 – KS2 for pupils and parents.

### **School Council (Junior School)**

- Schools will work together well and will be very similar
- There will be a new school name, logo on jumpers and Headteacher but these will all be new and fun.
- Would like 'houses' at the Infants, like the Junior School
- Good to have massive events e.g. fayres, sports days and trips.
- Cannot think of anything bad about the proposal as most things (e.g. buildings and staff) will stay the same.

### **Undecided**

- Do not feel federation has been a success and fail to see how this next step would be any better. Concerns including the future leadership, current performance of the Junior school and position of the governors.
- A fresh start should include staff (SMT) and governors.
- In view of proposed changes an onsite pick up and drop off point should be considered especially if separate entrances are not maintained.

### **Against the proposal**

- None

## Proposal to amalgamate Loose Infant School & Loose Junior School

### Notes of Public Consultation Meeting - 28<sup>th</sup> January 2014 at Loose Infant School

Panel	Mr Kevin Shovelton	Director of Education Planning & Access (Chair)
	Mr Jared Nehra	Area Education Officer (West Kent)
	Mr Simon Webb	Principal Primary Adviser
	Mrs Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Mrs Deborah Ledniczky	Public Meeting Recorder
	Mrs Janeen Pye	Executive Head Teacher
	Mrs Carole Hardy	Chair of Governors

#### Introduction

Mr Shovelton welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. The Public Consultation was to give people the opportunity to hear about the proposal first hand and ask questions and make any comments about the school proposal to amalgamate Loose Infant and Loose Junior to become a single three form entry.

The meeting will be recorded because it is a public consultation and all comments will be taken into account by our elective members when the decision is made about the school and it is important that views and comments are on record.

#### Purpose of the Meeting

- To explain the proposal to amalgamate Loose Infant School and Loose Junior School to become a three form of entry Community Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

#### Background & Proposal

A short presentation outlining the background to the proposal was given by Mr Nehra.

Loose Infant School and Loose Junior School have been federated since 2011. The two schools are on the same site and currently share a Governing Body and an Executive Headteacher. The Governing Body of Loose Schools' Federation and Kent County Council are jointly proposing to amalgamate Loose Infant School and Loose Junior School to form a single, 3 form entry community primary school for children aged 4 to 11 years. The Governing Body of The Loose Schools' Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils.

The key features of previous successful amalgamations have been:

- strong leadership and governance;
- promotion of high educational standards;
- high quality, good teaching as a minimum;
- consistency of approach to learning policies, curriculum planning and behaviour management;
- stability of staffing and improved staffing structures and opportunities for staff development;

- improved use of facilities – specialist teaching spaces, reception areas, outdoor area.

This proposal is in line with the Kent County Council policy as set out in the Kent Commissioning Plan for Education Provision 2013-2018, which states:

*“when the opportunity arises, the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school; or federation of the schools.”*

To amalgamate Loose Infant School and Loose Junior School to become a single, 3 form of entry community primary school. This proposal would be achieved by discontinuing Loose Infant School and Loose Junior School and establishing a new community primary school for children aged 4 to 11 years on the existing site. The new primary school will be able to use the existing buildings more effectively as a single school. The primary school would admit up to 90 pupils into the reception year each September, as the infant school does now, and the new school would have a total of 630 places.

Admission Arrangements: Kent County Council will be the admission authority for the primary school and will set the admission arrangements, as it does for the existing schools. This proposal does not include any changes to the number of pupils admitted across the 4-11 age range or the current class structure of the school. Mr Nehra added that there will be no change to the total number of pupils on roll. A new Instrument of Government would be established to secure effective governance arrangements for the new school. A separate consultation will be held with staff about the proposal.

It is proposed that both Schools would close on 31 August 2014 and the new primary school would open on the existing sites on 1 September 2014. The amalgamation would not result in changes to the admission arrangements at reception. Year 2 children would automatically move into year 3 in the primary school.

Mr Nehra reiterated the need for people to send their comments in by the 26<sup>th</sup> February 2014 and that in May/June the Cabinet Member for Education and Health Reform, Roger Gough, will consider all responses made and decide whether to go ahead. Subject to agreement, the Schools Adjudicator will be asked to make the final decision in June/July.

Statement from the Chair of Governors, Mrs Carole Hardy

Governors were in unanimous agreement to ask the Local Authority to consider this amalgamation and start taking us through this process. In 2011 when we federated we did consider amalgamation but at that time for whatever reason we decided not to take that route. The two schools working together has been very successful with curriculum policy, staff and curriculum leaders moving between the two schools, professional development for staff and it feels a natural progression for us to now become one school. The Governing Body feel that the parents will welcome the idea of not having to reapply to the Junior School. This process for the Governors is about formalising the process to become one school. All new staff members since we federated are employed on a federated contract which means that they are employed to work for the Federated Governing Body and federated schools so there will be no change there, they will now come under Loose Primary School. The Governing Body discussed the proposal to amalgamate and could see only positives. We feel that it is the right move to be able to develop future structures to lead and manage the school but we are very interested to hear the views from anyone of feels that this should not go ahead because

those views need to be considered. My colleague Governors are also here tonight to hear your views whether in the public forum or with them after the meeting. On behalf of the Governors I would like to ask for your support.

Statement from the Executive Head teacher, Mrs Janeen Pye

The amalgamation is a fantastic next step for the two schools and it should possibly have been done two years ago. I fully support the proposal and am excited about the one Loose Primary School and interested to hear people's views about the proposal.

Question	Response
<p>Parent</p> <p>Will there be two Headteachers or one Executive Headteacher in charge of the new school?</p>	<p>Mrs Hardy, Chair of Governors</p> <p>Mrs Pye is retiring and that will mean a change in the senior leadership. Meetings are taking place with the Governors to discuss what they might be looking for in the future if we are to become one school and how we manage that. We want to promote the one school and have people responsible for specific areas of work such as curriculum planning. We will share the new structure with you when we know what it will look like. There will be one Headteacher. We want to look at areas of importance within the school. We will look to have an answer in the next couple of weeks.</p>
<p>Member of Staff</p> <p>I am concerned that key members of staff and staff who have created stability in the school will be worried about the change and will leave. Parents also appear not to know what is going on and that is a worry. Telling people how the staff structure will change or not change is important.</p>	<p>Mrs Hardy, Chair of Governors</p> <p>Once the new structure has been agreed we will tell staff and share with parents. Governors will continue sending you letters letting you know what is going on. Staffing changes and changes in the school are difficult. Staff do move on, often for their own reasons. Unfortunately we have recently had various reasons for staff going and this is not satisfactory. I appreciate your point of view about stability and the Governors will share what we are planning to do as soon as soon as it is finalised so you feel that you are a part of the way we want to take the school forward. Can I please encourage parents and staff to talk to either myself or Mrs Pye.</p>
<p>Member of Staff</p> <p>Can you give us any more information about a time line when the senior management will be confirmed for everybody?</p>	<p>Mrs Hardy, Chair of Governors</p> <p>Reiterated that there will not be changes in class teachers and class numbers as the school will remain a three form entry and the number of pupils fixed. What we are looking at is the senior management team and I envisage that this will take a couple of weeks. Two meetings have been held and the next is scheduled for Monday after which I will then advise from LA and seek approval from</p>

	governors. We will be looking to advertise the Headteacher post as soon as possible but to be able to do that the new structure needs to have been agreed.
<p>Member of Staff</p> <p>With closure of Loose Infants will our excellent results in writing and maths from the summer SATS and summer teacher assessments still be put on line as these were above the national average and it looks like it is going that way this year. It would be lovely to see the hard work of staff recognised.</p>	<p>Mr Webb, Principal Primary Adviser</p> <p>Unfortunately when a school closes the results/historic data officially disappear. The Infant School is currently rated as 'Requires Improvement'. When the new Primary school opens it does so without an Ofsted rating because it is a 'new' school. Ofsted will visit approximately one year after it has opened and it will then receive a new rating but the school will have that data for the children as they move through the primary school. When Ofsted come in and check on the pupil progress and quality of teaching and learning then that data is readily available in the school.</p> <p>It is right to go for the Headteacher appointment as soon as we can and I have discussed with the Governors that the right person may not necessarily be forthcoming first time round. Please do not worry if it takes time to appoint the right person. I will be working closely with the Governing Body on the appointment process and we will not be interviewing any Headteacher that has less than a Good rating by Ofsted in their current school; that is a County policy. We will look to put a strong structure broadly in place so that when the Headteacher is appointed from September they are not constricted and have the opportunities to make changes to that structure as they feel is right.</p> <p>Mrs Hardy, Chair of Governors</p> <p>That's not to say that we cannot share good news with parents. Governors will continue to write out to parents to let them know about what is going on and school achievements.</p>
<p>(i) KCC agenda would be to make sure that no school is in special measures or in a category by 2015; it therefore seems a little convenient that if you close a school that 'requires improvement' then there is no data on that school anymore from the County's point of view.</p> <p>(ii) If a head teacher is not going to be appointed on the first round of interviews how are you going to secure the stability of the school while you go through the recruitment process?</p>	<p>Mr Webb, Principal Primary Adviser</p> <p>Stated that there is no hidden agenda by the Local Authority. Loose Federated Governing Body approached the Local Authority and the Local Authority fully supports the amalgamation because it considers that it is the right next move. A 'requires improvement' school is not in an Ofsted 'category'. It is the new name for the judgement previously referred to as 'satisfactory'. The Infant School would need to achieve 'good' within the two year time frame; June 2015. That could be</p>

	<p>achieved in a year. Although the results will not be published parents will know exactly how their children are progressing from the age of 5 to 11 because the school will have that data to chart progress and report to parents.</p> <p>We will look to get the advert out by the end of February and appoint a Headteacher as of the 30<sup>th</sup> April 2014. If we are not successful we might appoint at the second interview. If this were to be the case then we would talk to the Governing Body of the Headteacher's current school and ask them to let us have their Headteacher from September, rather than January. If it is a Kent school we can normally back fill that post but if the Headteacher is from outside the Authority they do not have to comply although they generally understand and will release the person from their post. If we don't appoint we have a bank of people we can bring in as acting Headteachers. We do have contingency plans and will fully support the new school and Federated Governing Body and will prioritise whatever it is that you need.</p>
<p>Member of Staff In the Junior School we sometimes have 31/32 pupils in a class. Is it going to be a fixed 630 number of places or will there be flexibility around that number?</p>	<p>Mr Nehra, Area Education Officer The schools jointly have 630 places. However, in certain instances the school will admit over the published admissions number, for example an independent appeals panel has found in favour of a case brought by the parents. That child would not be counted within the admitted number because it would be considered an 'excepted' pupil. In other exceptional cases the Local Authority can agree for the school to admit over the admissions number and that would tend to be on the specific circumstances of each child.</p>
<p>Member of Staff The Infant School is losing its Head of School at Easter then in the summer we will be losing Mrs Pye. Will the Infant School have the necessary support whilst this process is going through to carry on running the school and getting the levels and results that we need to get for the children?</p>	<p>Mrs Hardy, Chair of Governors Yes. The Governing Body is already looking at interim arrangements to have senior leadership in place in the Infant School. Discussions are not yet finalised but we do recognise that there is a lot of work to be done and the need to concentrate on standards and take the school forward. Mr Pye has the underlying administration and paperwork in hand and we are seeking support from the Local Authority in slotting someone in short term.</p> <p>Mr Nehra, Area Education Officer In terms of the process set out and the</p>



	<p>formalities of the consultation process that will be done by KCC, either by myself or a member of my team. The Local Authority will try and relieve the pressure on the school by undertaking the practicalities of getting to the new primary school.</p> <p>Mrs Hardy, Chair of Governors There are no plans for a new school uniform in September. It maybe something that will be considered but first we need to get our management structure and new Headteacher in place before we look at the school uniform.</p>
<p>Will the two separate budgets be reduced when the school becomes one?</p>	<p>Mr Nehra, Area Education Officer Each school currently has a delegated budget which is separate from Local Authority resources. Currently under the federated model there will be some pooling of resource. Under the amalgamation there would be one delegated budget for the benefit of the new primary school. There is a change in terms funding that is called 'lump sum' funding which each school receives. Under the amalgamation model, one of those lump sums would cease in time. A level of protection can be applied for a period of 19 months and we will look to apply the maximum amount that is allowed within the Regulations. This allows full funding at 100% of the two lump sums funding for 7 months and 85% of the two lump sums for 12 months; as set out in National Funding Regulations for schools and early years to give schools time to adjust and implement the new structure.</p>
<p>Member of Staff Is there any way you can guarantee that any person currently employed across both schools will be able to retain their positions?</p>	<p>Mr Nehra, Area Education Officer This proposal is not considering any changes to teaching or support staff. The expectation is that there will be separate consultation with staff and that all teaching and support staff will transfer to the new primary.</p>
<p>Member of Staff They have been rumours that people need to re-apply for their job?</p>	<p>Mrs Hardy, Chair of Governors Absolutely not. There will be no change to teaching, classes or support staff in those classes; this proposal is about joining the two schools together. The main changes will be to the leadership and management and overall organisation of the school. For the Governors, managing two budgets has been more challenging rather than looking after one. The running of the Infant and Junior schools is more than just about standards; it is about giving our young people in our school the right opportunities and being ready to move on</p>

	through their schooling life and wanting to learn.
Is there any significance in the word 'community' in the school title?	Mr Nehra, Area Education Officer The anticipate title is Loose Primary School. Reference to 'community' clarifies that the new primary school would continue to be a community school. No impact on staff as staff currently work for KCC and that would continue.
Parent Can you tell me how you sought the views of the wider community because I only know about it because I am a parent?	Mr Nehra, Area Education Officer We aim to promote and publish the proposal and consultation as widely as we can. Any consultation that we run will appear on the KCC website, a press release will be given to all the major local press organisations, Parish Council and local Members.  Mrs Hardy, Chair of Governors Tovil Parish Council has been in touch to say they have received a consultation request and will be responding.
	Mr Webb, Principal Primary Adviser On behalf of the Local Authority I would like to say thank you to Mrs Pye for her excellent work that she has done, not only as Headteacher of the Junior School but also taking the two schools through as Executive Headteacher.

Mr Shovelton thanked everyone for attending and hoped that the evening had been helpful and informative. The consultation lasts until the 26<sup>th</sup> February so please do use the return form if you wish to make any further comments.

The meeting was attended by approximately 22 people

Meeting closed at 7.55pm

## Proposal to Amalgamate Loose Infant School & Loose Junior School

### Notes of Public Consultation Meeting - 30th January 2014 at Loose Junior School

Panel	Mr Kevin Shovelton	Director of Education Planning and Access (Chair)
	Mr Jared Nehra	Area Education Officer (West Kent)
	Mr Simon Webb	Principal Primary Adviser
	Mrs Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Mrs Deborah Ledniczky	Public Meeting Recorder
	Mrs Janeen Pye	Executive Head Teacher
	Mrs Carole Hardy	Chair of Governors

#### Introduction

Mr Shovelton welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers and explained that Mr Webb, Principal Primary Adviser, will be joining the meeting shortly. The Public Consultation was to give people the opportunity to hear about the proposal first hand and to ask questions and make any comments about the proposal to amalgamate Loose Infant and Loose Junior School. This is part of the public consultation that will run over several weeks for people to be able to put their views to KCC.

The meeting will be recorded because it is a public consultation and all comments will be taken into account by our elective members when the decision is made about the school and it is important that views and comments are on record.

#### Purpose of the Meeting

- To explain the proposal to amalgamate Loose Infant School and Loose Junior School to become a three form of entry Community Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

#### Background & Proposal

A short presentation outlining the background to the proposal was given by Mr Nehra.

Loose Infant School and Loose Junior School have been federated since 2011. The two schools are on the same site and currently share a Governing Body and an Executive Headteacher. The Governing Body of Loose Schools' Federation and Kent County Council are jointly proposing to amalgamate Loose Infant School and Loose Junior School to form a single, 3 form entry community primary school for children aged 4 to 11 years. The Governing Body of The Loose Schools' Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils.

The key features of previous successful amalgamations have been:

- strong leadership and governance;
- promotion of high educational standards;
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- stability of staffing and improved staffing structures and opportunities for staff development;
- improved use of facilities – specialist teaching spaces, reception areas, outdoor area.

This proposal is in line with the Kent County Council policy as set out in the Kent Commissioning Plan for Education Provision 2013-2018, which states:

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To amalgamate Loose Infant School and Loose Junior School to become a single, 3 form of entry community primary school. This proposal would be achieved by discontinuing Loose Infant School and Loose Junior School and establishing a new community primary school for children aged 4 to 11 years on the existing site. The new primary school will be able to use the existing buildings more effectively as a single school. The primary school would admit up to 90 pupils into the reception year each September, as the infant school does now, and the new school would have a total of 630 places.

Admission Arrangements: Kent County Council will be the admission authority for the primary school and will set the admission arrangements, as it does for the existing schools. This proposal does not include any changes to the number of pupils admitted across the 4-11 age range or the current class structure of the school. Mr Nehra added that there will be no change to the total number of pupils on roll. A new Instrument of Government would be established to secure effective governance arrangements for the new school. A separate consultation will be held with staff about the proposal.

It is proposed that both Schools would close on 31 August 2014 and the new primary school would open on the existing sites on 1 September 2014. The amalgamation would not result in changes to the admission arrangements at reception. Year 2 children would automatically move into year 3 in the primary school.

Mr Nehra reiterated the need for people to send their comments in by the 26<sup>th</sup> February 2014 and that in May/June the Cabinet Member for Education and Health Reform, Roger Gough, will consider all responses made and decide whether to go ahead. Subject to agreement, the Schools Adjudicator will be asked to make the final decision in June/July.

### **Statement from the Chair of Governors, Mrs Hardy**

The Governing Body initiated the process with the Local Authority because they felt that it was the right next step forward for the two schools. At the time when we were seeking a new head of the Infant School we also looked at moving the two schools together to work collaboratively. That has worked well and since 2011 we have moved along with having staff working across both schools as curriculum leaders as well as joint initiatives and management. We currently have two separate budgets and two of everything and that incurs a lot of time for governors and management to manage. The amalgamation would allow us to put the two schools together and work as a whole and have a workforce that work for the through-primary school. Parents whose children are currently in the Infant School will no longer have to apply for a Year 3 place; we will be one school sharing one site. The Governing Body feel that this is a positive move for the school and tonight’s forum is for you to voice any questions and ideas that you may have about the proposal and for us to hear those views. We do recommend the

proposal to you and are happy to answer any questions or concerns that that you may have.

**Statement from the Executive Head teacher, Mrs Pye**

Thank you everyone for coming. I fully support the view of the Governing Body that the amalgamation is very much the next step to get schools working totally together. The school works well now but the two schools will work even better as one. This is a very exciting next step for the schools and I thoroughly recommend it. I am happy to answer any questions anyone might have.

<b>Question</b>	<b>Response</b>
<p><b>Parent</b> How will the management structure change in terms of headship across the school and what will be the cost involved. Will there be a new head and will the job change?</p>	<p><b>Mrs Hardy, Chair of Governors</b> If there are changes to the management structure it is not necessarily to do with the amalgamation. Mrs Pye is retiring after many years and this gives the Governing Body the opportunity to look at the structure and we have started that process. I have met with the Vice Chair of the Governing Body and a representative from the Local Authority and a further meeting with Schools Personnel is planned for next week. There will be no changes to the classrooms or teaching because pupil numbers will remain the same and I can assure you that no teachers will have to re-apply for their job, they will automatically be transferred across and become part of the new amalgamated school, subject to approval. There will be changes to the management structure and I would like to assure parents and staff that they will have sight of that structure. We will be looking to get the advertisement for a new Headteacher out in the next couple of weeks and will be looking to recruit a quality leader for our new primary school to take the school forward in the way we would want. The Local Authority will be part of the recruit process supporting us in finding the right person.</p>
<p><b>Teacher &amp; Parent</b> How does the amalgamation affect the school budget? Currently we have two schools with two budgets, what happens if two become one?</p>	<p><b>Mr Nehra, Area Education Officer</b> Currently the two schools each have a delegated budget which is separate from the Local Authority budget. Under the Federated model there can be a pooling of resources. It is at the discretion of the Governing Body how much funding to pool, but each school retains a delegated budget, which is separate to the County Council's budgets. Each school with a DfE number attracts 'lump sum' funding. If two schools become one then one of the lump sum funds would cease. Therefore the new primary would receive one lump sum. The Finance Regulations for 2014 allow for a level of protection to apply. Because of the difference between the financial and academic year it is calculated: 7 months at 100% then 12 months at 85% of the two lump sums. At the end of the 19 month period one lump sum would cease as set out in the National Funding Regulations. That time allow for the new school to consider its structure</p>

	<p>and to become one school.</p> <p><b>Mrs Pye – Executive Head Teacher</b> There will be potential savings made by moving from two separate schools to one school such as service packages, something that currently costs a considerable amount of money. This would be something that the new Headteacher would look at and also how to use the budget most economically.</p>
<p><b>Teacher</b> When the school closes do we get a new governing body and if so how does that work?</p>	<p><b>Mr Nehra, Area Education Officer</b> Yes, there would be. There would be a new Instrument of Government. What that means is that there is a re-constitution of the Body but that does not mean to say it would be a totally new governing body. There is a requirement under the new governance Regulations that a new governing body is based on skill sets rather than on roles. The current Governing Body will continue to the point of its dissolution. It may be the case that there are two governing bodies for a short time. The aim of the new governing body will be to effectively drive the school forward including the proposal, if it succeeds.</p>
<p><b>Teacher</b> Does the six week notice allow for someone who is not associated with the school but who lives in Loose to have the opportunity to make a comment within that period?</p>	<p><b>Mr Nehra, Area Education Officer</b> The statutory process requires that for changes such as this, a Public Notice is published in local newspapers. The Public Notice is sets out in statue, to allow full representation from the community to that consultation. Any member of the public in the community has the right to express their views on the proposal.</p>
<p><b>Parent</b> Is there any possibility that the amalgamation will not go ahead and if so what would happen?</p>	<p><b>Mr Shovelton</b> There is always a possibility that a decision will not go ahead.</p> <p><b>Mr Nehra, WK AEO</b> No decision will be taken until the end of the consultation period. The Schools Adjudicator takes the final decision. In terms of the closure of the two schools and establishing a new school, yes there is a chance it may not precede. If it did not go ahead the schools would continue in their existing forms.</p>
<p><b>Junior Staff Member</b> Can someone who is not connected to the school have option to make a comment?</p>	<p><b>Mr Nehra, Area Education Officer</b> Yes, anyone can make a comment, this is a public meeting.</p> <p><b>Mrs Hardy, Chair of Governors</b> I hope that parents will give the proposal serious consideration and feel able to support the direction that the governing body in taking the school. If you do have a concern and want to raise this in a less public forum then please contact the governing body or Headteacher independently to talk through your concerns or questions. The Governing Body hope that people will support the</p>

<p><b>Parent</b> What are your plans to make better use of the outside facilities and how will that work?</p>	<p>direction that we would like to take the schools in.</p> <p><b>Mrs Hardy, Chair of Governors</b> There are no plans to do anything with the land. We will be keeping the swimming pool and the Governing body will ask parents and children about the sort of things they would like to see i.e. playground equipment, Astro Turf. We feel that the amalgamation will give us the opportunity to do things on a wider scale and give the new headteacher the opportunity to look and plan for such developments.</p>
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Mr Nehra read back through the time line reminding people that the deadline for returning response forms is the 26<sup>th</sup> February should they wish to make any further comments.

Mr Shovelton thanked everyone for attending and hoped that the evening had been helpful and informative. Thanks were given to Mrs Pye and Mrs Hardy for hosting the two events and Mr Nehra for his contribution.

The meeting was attended by approximately 27 people.

Meeting closed at 7.40pm

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

For publication

**Subject: Amalgamation of Loose Infant School and Loose Junior School, Maidstone:  
Proposal to discontinue Loose Infant School and Loose Junior School and  
establish a single, three form of entry community primary school.**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Issue a public notice to discontinue Loose Infant School and Loose Junior School and establish a single, three form of entry community primary school by September 2014.

And, subject to no objections being received to the public notice

- (ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2014.

Should objections, not already considered by the cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and amalgamate the schools to allow for proper consideration of the points raised.

**Reason(s) for decision:**

- 1.1 Kent County Council, with the support of the Loose Schools' Federation Governing Body, are proposing to amalgamate Loose Infant School and Loose Junior School to become a three form entry, single community primary school for children aged 4 to 11 years.
- 1.2 Loose Infant School and Loose Junior School are two separate schools serving the Loose Ward of Maidstone. Both schools are popular community schools. Currently Loose Infant School has 270 pupils on roll and the Loose Junior School has 368 pupils on roll.
- 1.3 Loose Infant School and Loose Junior School have been federated since 2011 and share a Governing Body and an Executive Headteacher. The schools occupy the same site with a single vehicular entrance point and both schools have pedestrian entrances.
- 1.4 Loose Junior School was judged as good by Ofsted on 9 June 2011.
- 1.5 Loose Infant School was judged to require improvement following the section 5 inspection in June 2013. The subsequent monitoring assessment conducted by Ofsted on 8 November 2013 confirmed that decisive action had been taken to ensure that the school will progress rapidly to an Ofsted judgment of good. However, the report recognised the need for a more effective model of leadership to underpin the necessary improvements at the school.
- 1.6 The Governing Body of The Loose Schools' Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils. The Kent Commissioning



Plan's recommendation for linked Junior and Infant schools is "when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools."

1.7 The Executive Headteacher notified the Governing Body of her intention to retire by the end of the academic year. Due to this change, the Governors believe that there is an opportunity to review the leadership and governance arrangements.

**Financial Implications:**

Capital

The proposals can be implemented without the need for significant capital expenditure as the new primary school could operate as an all-through school on the existing Infant and Junior school sites.

Revenue

As a result of an amalgamation the two predecessor schools will become one school and consequently this would result in the removal of one of the lump sum funding allocations (£120,000). The amalgamated school would continue to be funded at 100% of the two lump sums for the remainder of the 2014/15 financial year from September 2014 to March 2015. The School and Early Years Finance (England) Regulations 2013 provide funding protection for amalgamating schools for the first academic year. Therefore, it is proposed that protection will be provided on the lump sums at 85% from April 2015 to March 2016. ( $2 \times £120,000 \times 85\% = £204,000$ ). From April 2016 the amalgamated primary school would receive one lump sum, currently £120,000.

Human

It is proposed that all teachers and support staff employed at Loose Infant School and Loose Junior School (at the time of the proposed amalgamation) will transfer to the primary school.

Cabinet Committee recommendations and other consultation:

**14 March 2014**

To be added after Committee meeting

**The Local Member:**

Eric Hotson the local member for Maidstone Rural South is fully supportive of the proposal.

Any alternatives considered:

The Governing Body of The Loose Schools' Federation view this proposal as a natural progression, which will further secure benefits for staff and pupils. The Kent Commissioning Plan's recommendation for linked Junior and Infant schools is "when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools."

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....  
Signed

.....  
Date

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**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Amalgamation of Madginford Park Infant School and Madginford Park Junior School, Maidstone: Proposal to discontinue the Junior School and enlarge and change the age range of the Infant School to cater for the whole primary age range.

**Classification:** Unrestricted

**Future Pathway of Paper:** Education Cabinet Committee – as necessary

**Electoral Division:** Maidstone Rural North, Paul Carter

**Summary:** This report sets out the results of the public consultation on the proposal to amalgamate Madginford Park Infant School and Madginford Park Junior School, Maidstone by discontinuing the Junior School and enlarging and changing the age range of the Infant School to cater for the whole primary age range.

*Recommendation(s):* The Education Cabinet Committee is asked to consider and endorse the proposals and make any recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to; discontinue Madginford Park Junior School; and enlarge and change the age range of Madginford Park Infant School, to become a single all-through primary school.

And, subject to no objections being received to the public notice

- (ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2014.

## 1. Introduction

- 1.1 Madginford Park Infant School and Madginford Park Junior School are two separate community schools serving the Bearsted Ward of Maidstone. Madginford Park Infant School is currently judged by Ofsted as Outstanding.
- 1.2 On 24 September the Headteacher of Madginford Park Junior School tendered his resignation. The Junior School was subsequently inspected by Ofsted on 11 October 2013 and was found to require Special Measures.
- 1.3 Madginford Park Junior School held an Extra-Ordinary Full Governing Body Meeting on 22 October 2013 and a new Chair of Governors was elected.
- 1.4 The Governing Bodies of the Infant and Junior Schools supported the decision to appoint the Headteacher of Madginford Park Infant School as Interim Executive Headteacher of Madginford Park Junior School which took effect from 4 November 2013.

- 1.5 The Governing Bodies of Madginford Park Infant and Madginford Park Junior independently recommended to the Local Authority that the most appropriate solution to securing and maintaining outstanding education provision for both infant and junior age ranges at Madginford is to have a single all-through primary school.
- 1.6 The Kent Commissioning Plan for Education Provision 2013-18 states: “*when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools.*”
- 1.7 Following receipt of letters of support from the Governing Bodies of both schools, the Cabinet Member for Education and Health Reform agreed to proceed to public consultation on these proposals.
- 1.8 This report sets out the results of the public consultation, which took place between 13 January 2014 and 28 February 2014. Public meetings were held at Madginford Park Junior School on 23 January 2014 and Madginford Park Infant School on 5 February 2014.

## **2. Background**

- 2.1 Madginford Park Infant and Madginford Park Junior are popular schools. According to the January 2013 census, Madginford Park Infant School has 269 pupils on roll and the Madginford Park Junior School has 383 pupils on roll.
- 2.2 Madginford Park Infant School is an outstanding school. Following the inspection which took place on 10 June 2008 Ofsted reported that:  
  
*‘This is an outstanding school in every way. As the headteacher has said, it is a place ‘where small children have big experiences’ and where the school motto of ‘be the best you can be’ is fulfilled by pupils on a daily basis. From broadly average attainment when they come into the Reception classes, pupils of all abilities make outstanding progress through the school. They reach standards far above national averages by the time they reach the end of Year 2.’*
- 2.4 The subsequent interim assessment conducted by Ofsted on 7 January 2011 confirmed that the performance of the infant school had been sustained.
- 2.5 On 11 October 2013, Ofsted found that, since the previous inspection, Madginford Park Junior School had not demonstrated significant progress. It was identified that children are not well enough prepared for secondary school because leaders and managers have not been sufficiently focussed on getting key aspects of teaching sharp, so they have a positive impact on progress. Ofsted also recognised that, historically, the school had not engaged with the Local Authority and that recent engagement since the summer of 2013 had not had sufficient time to impact on pupil progress.

### *Site Issues*

- 2.6 The two schools were built to serve the Madginford Estate in Bearsted, Maidstone. The schools occupy adjacent sites. There are two separate vehicular entrance points and both schools have separate pedestrian entrances.

- 2.7 The general state of the two school buildings is adequate.
- 2.8 There are several outside play areas and green spaces which the schools use for sports and environmental and science studies.

### **3. Financial Implications**

- a. Capital
- i. The amalgamation can be implemented without the need for significant capital expenditure, as the expanded Madginford Park Infant School would operate as an all-through school on the existing Infant and Junior School sites.
- b. Revenue
- i. As a result of an amalgamation, the two predecessor schools would become one school and consequently this would result in the removal of one of the lump sum funding allocations (£120,000). The amalgamated school would continue to be funded at 100% of the two lump sums for the remainder of the 2014/15 financial year from September 2014 to March 2015. The School and Early Years Finance (England) Regulations 2013 provide funding protection for amalgamating schools for the first academic year. Therefore, it is proposed that protection will be provided on the lump sums at 85% from April 2015 to March 2016. ( $2 \times £120,000 \times 85\% = £204,000$ ). From April 2016 the amalgamated primary school would receive one lump sum, currently £120,000.
- c. Human
- i. It is proposed that all teachers and support staff employed at Madginford Park Infant School (at the time of the proposed amalgamation) will automatically continue their employment in the primary school.
- ii. Pupil forecasts indicate that the primary school will require as many class bases as there are currently in the Infant and Junior schools combined. It is proposed that all teachers and support staff employed at Madinford Park Junior School (at the time of the proposed amalgamation) will transfer to the primary school.

### **4. Bold Steps for Kent and Policy Framework**

- 4.1 The 'Kent Commissioning Plan for Education Provision, 2013-2018 sets out KCC's 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 Education'.
- 4.2 This proposal is also aligned to Kent County Council's commitment to maximising the educational opportunities for children as set out in the Kent Commissioning Plan for Education Provision 2013-2018 which recommends the consideration of the amalgamation of separate infant and junior schools to provide all-through primary schools where appropriate because of the benefits they offer.

### *Legal Implications concerning Madginford Park Junior School*

- 4.3 The new School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations and (Establishment and Discontinuance of Schools) Regulations 2013 came into force on 28 January 2014. However, proposers who have published proposals before 28 January 2014 are required to follow the process set out in the 2007 Prescribed Alterations and Establishment and Discontinuance Regulations until they have been implemented.
- 4.4 The legal process for the discontinuance of a school is under sections 15 to 17 and Schedule 2 of the Education and Inspections Act 2006 and Parts IV and V and Schedule 4 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007.
- 4.5 Section 15 of the Education and Inspections Act 2006 requires a Local Authority to publish statutory proposals where it is considering discontinuing a maintained school. Section 16 of the Act requires the local authority to consult such people as they feel to be appropriate and to have regard to Guidance published by the Secretary of State, before publishing such proposals.
- 4.6 The process for publishing statutory proposals is set out in the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007. Those Regulations only apply to schools maintained by a local authority, and not to Academies which are independent of the local authority.
- 4.7 The Guidance, referred to in 4.5 above, sets out requirements for consultation in paragraphs 1.1 – 1.8. At Stage One the local authority is required to consult interested parties and in so doing must have regard to the Secretary of State's guidance.

### *Legal Implications concerning Madginford Park Infant School*

- 4.8 The legal process for the alteration of a school is under sections 18 to 24 of the Education and Inspections Act (EIA) 2006 and Regulations 4 to 6 and Schedules 2 to 5 of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.
- 4.9 The procedure for varying the name of a school is governed by section 20 of the Education Act 2002 and Regulations 26 to 31 of the School Governance (Constitution) (England) Regulations 2012. This essentially prescribes the procedure for amending the Instrument of Government in which the name of the school must appear.
- 4.10 Decisions will be taken according to statutory procedures, including a 5 day proposed decision publication period before the decision is taken and a 5 day call-in period after the decision is taken. Under section 10 of the EIA 2006 the Schools Adjudicator is the decision maker for statutory proposals.

## **5. Consultation Outcomes**

- 5.1 Approximately 1,000 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools,

County Councillors, Member of Parliament, the Diocesan Authorities, local library, Maidstone Borough Council, and others, in accordance with the agreed County policy. The document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was provided.

- 5.2 A total of 91 written responses were received with; 89 respondents supporting the proposal and 2 respondents objecting to the proposal. A summary of the comments is provided at Appendix 1.
- 5.3 Two public meetings were held during the consultation period, Thursday, 23 January 2014 at Madginford Park Junior School and Wednesday, 5 February 2014 at Madginford Park Infant School. Both meetings were attended by parents, governors, staff and interested parties, with approximately 50 people at the Junior School meeting and 150 at the Infant School meeting. A summary of the views and comments given at each public consultation meeting is attached at Appendices 2 and 3.

## **6. Views**

### *Views of the Governing Bodies*

- 6.1 The Governing Body of Madginford Park Junior School support the move to amalgamate the two schools to promote high standards of education and extend continuity for pupils within the Madginford community.
- 6.2 The Governing Body of Madginford Park Infant School support the Junior School proposal to amalgamate the two schools and become a through Primary school. The Governors believe this provides the best opportunities for children, families and the local community to raise standards, develop leadership and offer wider opportunities in a challenging and exciting curriculum.

### *Views of the Local Member*

- 6.2 Having been informed of the proposal, Paul Carter, the Local Member for Maidstone Rural North has commented as follows:  
*“When the opportunity to link an infant and junior school has arisen, I have always supported the direction of travel towards amalgamation. The Infant School has a very positive track record and its knowledge and expertise could support improvement at the Junior School. Amalgamation therefore looks like it could be a good solution.”*

### *Views of the School Council*

- 6.3 The proposed changes to Madginford Park Infant School and Madginford Park Junior School were discussed with the School Council on 28 February 2014. A formal record of the meeting is attached at Appendix 4. The children were very positive about the changes that have happened so far and the proposed amalgamation. A summary of pupil opinions is attached at Appendix 5.

### *Views of the Pupils*

- 6.4 A 'hands up' survey was carried out in classes, and individual 'random' children representing all groups were consulted on this process. The results were that 82% children were in favour of the two schools linking together, 6% not in favour and 12% did not know or were not sure. Ten children were asked their views from all vulnerable groups across the school. Children in all groups demonstrated a majority in favour of amalgamation (average overall 67%) with girls most in favour of those asked.

### *Views of the Principal Primary Adviser for Kent*

- 6.3 The Principal Primary Adviser for Kent believes the best approach to secure improved standards for the pupils of Madginford Junior School is to proceed at pace in order to provide an all-through primary school. The benefits of considering this proposal include greater consistency of approach to teaching and learning from ages from 4 to 11; seamless monitoring of pupil progress from ages 4 to 11; increased potential for strong leadership and governance and continuity of experiences for young children.

### *Views of the Area Education Officer*

- 6.4 The Area Education Officer for West Kent considers that the most appropriate solution to securing and sustaining outstanding education provision for both infant and junior age ranges at Madginford Park is to have a single all-through primary school.

## **7. Proposal**

- 7.1 An Equality Impact Assessment was completed. Changes were made to the Equality Impact Assessment following comments received during the consultation period.
- 7.2 The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

## **8. Conclusions**

- 8.1 The Governing Bodies of Madginford Park Infant School and Madginford Park Junior School independently support the proposal to establish a single, three form of entry primary school by closing the Junior School and enlarging and changing the character of the Infant School by changing the upper age limit from 7 to 11 years to enable it to become a 630 place community primary school. This proposal is aligned to the Commissioning Plan for Education Provision and Bold Steps for Education.



## 9. Recommendation(s)

**Recommendation(s):** The Education Cabinet Committee is asked to consider and endorse the proposals and make any recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to discontinue Madginford Park Junior School; and enlarge and change the age range of Madginford Park Infant School, to become a single all through primary school.

And, subject to no objections being received to the public notice

- (ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2014.

## 10. Background Documents

### 10.1 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](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

### 10.2 Kent Commissioning Plan for Education Provision 2013-2018

[http://www.kent.gov.uk/education\\_and\\_learning/plans\\_and\\_consultations/education\\_plans.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx)

### 10.3 Education Cabinet Committee report – 27 September 2013 – Commissioning Plan for Education 2013 - 2018

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CIId=746&MIId=5033&Ver=4>

## 11. Contact details

Report Author

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Relevant Director:

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**Proposed amalgamation of Madginford Park Infant School and Madginford Park Junior School, Maidstone.**

**Summary of written responses**

Consultation documents (hard copies) distributed: 1000  
Responses received: 91

	Support	Against	Undecided	Total
Parents/Carers	85	1	0	86
Governors	1	0	0	1
Members of Staff	1	0	0	1
Other Interested Parties	2	1	0	3
<b>Total</b>	<b>89</b>	<b>2</b>	<b>0</b>	<b>91</b>

**In support of the proposal**

**Parents/carers**

- It would be beneficial for the two schools to amalgamate.
- Looking forward to all the positives that the merger will bring, most importantly the progress of the school and the children.
- The circumstances of this proposal are unfortunate but it makes absolute sense for the Infant and Junior schools to merge.
- Brilliant idea, this proposal can only be good for our children's education.
- This is a very positive idea and move for both schools. The children would benefit from some good external pastoral care.
- It is hoped that the teachers will be given lots of support during all these changes. Things feel more positive already and the amalgamation will only be a good thing.
- Fully supportive of the proposal however, recommend a complete overhaul of governors as they have played a big part of the failure of the Junior school.
- This proposal makes absolute sense, they virtually occupy the same site and the PTFA are made up of parents of children from both schools. The schools are prominent in the local community and should remain community 'property'.
- Agree with the proposal, very pleased with the quality and level of teaching at the Infants and appalled by standards at the Junior School, the environment is much less child friendly. Standards at Infant School should be applied to the Junior School.
- The Junior school has been a great school in the past and under the right leadership could be great again.
- Where things in the past between the two schools may not have been in tandem, the continuation of quality of education and pastoral care would be smoother if the schools were merged.

- A positive move for the schools. However, children should be offered external pastoral care as lots of them are feeling insecure and confused about what is going on.
- Proposed amalgamation is definitely the best option. Very disappointed and frustrated to hear Mrs Guthrie leaving, especially after hearing her assurances at the meetings. Parents should have been told about her intention to leave prior to the meetings, surely she would have known before.
- Completely support the proposal and believe KCC do have the best interests of the children at heart.
- Agree with the proposal even though school would lose lump sum amount of funding savings could be achieved for example liability insurance, one policy instead of two etc.
- Agree with the proposal, if Junior is Academy it would be detrimental to the school and how the two schools would interact on the single grounds.
- Agree with the proposal, these schools enjoy consecutive generations of pupils. This proposal creates an opportunity to create an outstanding educational establishment.
- Madginford Park Junior School becoming an Academy would have a detrimental effect on this area, which a lot of people choose because of the schools. It would be more appealing to prospective parents as one primary school rather than Madginford Park Infant School (Years R,1 & 2) with an uncertain link to Madginford Park Academy (Years 3,4,5 and 6).

#### **Other interested parties**

- Agree with the proposal to amalgamate, however governors of the Junior School not trusted to run the new school.
- Teachers in Junior school should be trained in order to reach a good standard. If this does not happen would like reassurance, teachers will be asked to leave, preferably before new school starts in September.

#### **Against the proposal**

##### **Other interested Parties**

- Concerns over validity of the proposal. The Infant outstanding rating was achieved more than five years ago under a different head and different chair of governors. Leadership is questionable, Acting Executive Headteacher has resigned.
- Concerns as to whether, in the long term, it is in the best interests of current and future pupils

##### **Parent/carer**

- Following resignation of Executive Head, I have no faith in the proposal. Putting a special measures school with an outstanding school would possibly result in a mediocre school.
- Concerns raised about the way the amalgamation has been handled.

**Proposal to amalgamate Madginford Park Infant School and  
Madginford Park Junior School**

**Notes of Public Consultation Meeting 23<sup>rd</sup> January 2014**

<b>Panel</b>	Michael Northey (Chair)	Deputy Cabinet Member for Education and Health Reform
	Jared Nehra	Area Education Officer (West Kent)
	Simon Webb	Principal Primary Adviser
	Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Deborah Ledniczky	Public Meeting Recorder
	Stephanie Guthrie	Interim Executive Head Teacher
	Anne-Marie Butler	Chair of Governors – Madginford Park Junior School

### **Introduction**

Mr Northey welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. Mr Northey explained that the meeting will be recorded and a transcript of the meeting will be presented to the Kent County Council Education Cabinet meeting and will be considered when the local authority is looking at whether to go ahead with this proposal.

### **Purpose of the Meeting**

- To explain the proposal to amalgamate Madginford Park Infant School and Madginford Park Junior School to become a 630 place all-through community primary school
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

### **Proposal**

A short presentation outlining the background to the proposal was given by Mr Nehra.

It is proposed to amalgamate Madginford Park Infant School and Madginford Park Junior School. The Infant School is rated outstanding by Ofsted and has a strong leadership and governance. The Junior School was inspected by Ofsted in October 2013 and found to require Special Measures. It is therefore proposed that the most effective way to secure and sustain outstanding education provision for both infant and juniors at Madginford is to have a single primary school.

To achieve this proposal would involve the expansion of Madginford Park Infant School by increasing the upper age range from 7 to 11 and the discontinuation of Madginford Park Junior School. The Infant School would also be renamed Madginford Park Primary School.

The new primary school will be able to use the existing buildings more effectively as a single school. The primary school would admit up to 90 pupils into the reception year each September, as the infant school does now, and the school would have a total of 630 places.

Kent County Council will be the admission authority for the primary school and will set the admission arrangements, as it does for the existing schools. The proposal does not

include any changes to the number of pupils admitted across the 4-11 age range or the current class structure of the school. The amalgamation would not result in changes to the admission arrangements at reception and year 2 children would automatically move into year 3 in the primary school.

A new Instrument of Government would be established to secure effective governance arrangements for the new school. A separate consultation will be held with staff about the proposal.

It is proposed that the existing Junior School would close on the 31<sup>st</sup> August 2014 and the Infant School become a renamed primary school on the existing sites on 1<sup>st</sup> September 2014.

No final decision will be taken until the consultation process has finished. The deadline for the response forms is the 28<sup>th</sup> February 2014.

### **Statement from the Head teacher, Mrs Guthrie**

I would like to say a few words about the perspective of school, staff and children from an education point of view. We are in a climate of huge change in education and are working to make the most of this opportunity to form the most effective school going forward. Cohesive practice whether it is this school or another is a huge part of that move forward and response to political change in education. For the staff, community and children at this school that collaboration is hugely beneficial and I can see that the staff agree. Collaboration will offer us the opportunity to do things in different ways. In terms of assessment, using one cohesive system right the way through education will allow us to track the progress of a child right the way through their primary education. In terms of the way we are working with the new curriculum, it is important that the opportunities for the children are the best they can possibly be. We have a great site here and the children are very lucky to have the opportunities that that provides and this is reflective of the community we are in. We need to work for the benefit of all the children together using that facility to give them the best way forward. In terms of assessment; progress and rapid improvement are areas that we are working on.

It is important financially that the school is looked after in the best way possible which means being creative and strategic about the use of finances and using them effectively. All schools are looking at how they spend their budgets to the benefit of all the children and as money becomes tighter for all schools moving forward collaboratively will be important. We are focusing on training as two separate schools. Continuing professional development in this current financial climate is important for our teaching staff, teaching assistants and children and being able to collaborate and use the existing staff to share that practice and us with the other schools in the area together with the LA to make sure that we are to make sure we are using staff in the best way and across the key stages is important, the benefit of which can be seen straight away and for staff that wish to work together being allowed to do so. This proposal will enable the children as one community to celebrate the opportunities that will present themselves from being linked together and look closely at the achievements at different stages and celebrate those across the school, i.e. using those opportunities they may have from being an older child to taking forward learning, reflection on spirituality, the whole child experience of school in the Infant, that sharing I feel is moving forward.

**Statement from the Chair of Governors, Mrs Butler**

It is good to know that the school has the support of parents who have been very supportive of the school and children during this difficult time for the Junior school. This proposal is partly a standards driven amalgamation with regard to the Junior school but I have to say that we are already feeling the benefits, and I know that Mrs Guthrie alluded to it in her statement, sharing of the outstanding teaching and practice that is already coming up from the Infant School, is driving things forward here and I don't believe there is a better way forward, I think it will be very beneficial for the Junior School to move forward it this way. We do share: one site, our community, our parents, our families, so in many ways it is a shame that we are separate but hopefully the proposal will be accepted and we can move forward as one.

<b>Question</b>	<b>Response</b>
<p><b>Parent</b> What options are available and what were considered and then dismissed in order to proceed with this?</p> <p>Interested to hear the views of governing body on how those options were considered and how they arrived at their decision</p>	<p><b>Mr Nehra - Area Education Officer</b> Alternative options: (i) stay as you are with two separate schools. The likelihood of staying as such would be that the Junior school may possibly receive an academy order and a push to convert to academy status at some point (ii) Federation of the two schools rather than full amalgamation. Governing body may have considered but felt that amalgamation was the way forward.</p> <p><b>Mrs Butler - Chair of Governors, Junior School</b> We were guided on what the various options were and other options were considered. The governing body felt that the best way forward for driving standards was the full amalgamation.</p>
<p><b>Parent</b> If the school became an academy what would that entail and what is the difference in becoming an academy and a federation of the two schools</p> <p>Would an academy demand more accountability from the staff and then general standards for the school?</p>	<p><b>Mr Nehra - Area Education Officer</b> Federation: the two schools would remain separate schools but would have one governing body but could have a shared leadership structure. Parents would still be the need to apply for a Yr 3 place and each school would be subject to separate Ofsted inspections which would not be the case under amalgamation. Academy: not a community school, not part of the LA. Funding agreement is with Education Funding Agency which is part of the Department for Education (DfE) and funding is provided directly from DfE. Academy Trust would operate the school through that agreement with the Secretary of State for Education.</p> <p>Not aware of any change in accountability. The accountability for the leadership of the school remains the same in the expectation of delivering high quality education.</p>
<p><b>Parent</b> At last meeting it was alluded to that if the proposal was rejected that the school could perhaps go into consultation in terms of academy status. The consultation paper sets out clearly</p>	<p><b>Mr Northey - Deputy Cabinet Member</b> Agreed that others in the room would be in favour of this.</p> <p><b>Mr Nehra - Area Education Officer</b></p>

<p>what will happen if the schools amalgamate but for those parents who have not attended either of the meetings I am not sure that there has been enough information about the consequences of rejecting the proposal. Can more information be sent out to parents so that they can fully understand the implications of Academy status/Federation so that they are able to make an educated and informed decision because if they rejected it they may think that the status quo remains the same, and as I understand it, it is not that clear cut?</p> <p>Reiterated the point made above add that a full explanation of what the implications will be if they said no is needed.</p>	<p>Mr Nehra stated that he will work with school to provide that information to send out. He explained that the proposal and consultation document focus on amalgamation rather than on any alternatives because that is the option that KCC and the Governing Bodies of both schools feel is the best way forward to secure and maintain outstanding education provision.</p> <p><b>Mr Northey -Deputy Cabinet Member</b> Assured that the point will be taken on board.</p>
<p><b>Vicar of Bearsted</b> Feels publicity has been very poor, he personally did not receive notification and the consultation document does not give any information about the other options. If the option is truly between the DofE forcing an academy and amalgamation then people need to know what the merger would achieve. If the school reformed in the way suggested what is the recruitment process in terms of the Executive Headteacher and implications for staff members?</p> <p>In terms of the Ofsted report being available in the public domain, I think it is very poor that it was only published on the web yesterday. Is it a question that the DofE are forcing an academy order or this solution and what is the procedure of appointing a Head teacher and staff.</p> <p>Put it to Mr Webb that what the LA are doing is avoiding an academy order by closing the Junior school and expanding the Infant school to include the Juniors.</p>	<p><b>Mr Nehra - Area Education Officer</b> The consultation has been widely publicised, it is on the Council's website, a press statement have been provided to all local media organisations and an article has appeared in the Kent Messenger.</p> <p><b>Mr Webb - Principal Primary Adviser</b> Explained that there are only two options; academy or amalgamation. The schools would only be able to federate for a short period of time because the Junior school has gone into 'Special Measures' and if it doesn't amalgamate it will receive an academy order and the Junior School will have to become a sponsored academy absorbed by an academy chain, the majority of which are managed and led by secondary schools. The proposal is unusual in the way it is proposed because we would be closing the Junior School and enlarging the Infants to become a through primary school. This would bring the Headteacher automatically into the post and the staff in the Junior school will automatically transferred into the new school because the number of classes in the Primary school has to remain the same. The Headteacher is guaranteed the post and this was a point the governing body were clear about.</p> <p>Reiterated the points made above adding: Legally that is correct but from a professional point I feel the continuity of education from the age of 4-11 years in a single Primary School is more important because it offers continuity of: education and policy under one Headteacher and parents not having to worry about applying for a junior place. Acknowledged that the Ofsted report was not made available earlier was disappointing. As stated at the last parents evening, progress and impact meetings will be held every 6 weeks. First meeting has been held and teaching in Junior School has gone from 25% good to 50% since the inspection. Credit for that goes to the teaching</p>

	<p>staff and Mrs Guthrie in instructing, challenging and directing the school. Mrs Guthrie and the teaching staff were thanked for their efforts.</p> <p>The reason Ofsted report did not appear until yesterday is purely the accountability of Ofsted and not the Local Authority. HMI changed the supplementary guidance for Ofsted inspections from 1<sup>st</sup> January 2014 which has meant that reports that had been collated but not published have had to be quality assured again. Agreed that the report should be available to view within a three week time scale following an inspection.</p>
<p><b>Parent</b> Cautiously in favour. Could the Junior school remain a Junior School if it showed progress when Ofsted next inspected rather than it becoming an academy and being given an academy order straight away? Can you clarify what all the options are?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> The academy act, in law is very clear and states that if a school goes into a category or special measures that school has to become an academy. No redress, the order is made. We have received the letter from the Academies saying that they are expecting Madginford Junior to become an academy. The academies division been informed that the junior school is in consultation to close in favour of an amalgamation and they have no issues with this decision.</p>
<p><b>Parent</b> (i) Feels from what has been said the decision has been made (ii) At last week's meeting we heard that the aim for the Junior school was to have the education standard up to good in at least 9-12 months. Would like to see the legal documentation that states that an academy order has to be placed on a school if they are inspected in September and judged to be good.</p>	<p><b>Mr Simon Webb – Principal Primary Advisor</b> The amalgamation is not a 'fait accompli' or a 'done deal' but in order to deflect the academies division away from seeking a sponsor for the school I informed them that we were going to go through a process to consult on amalgamation and therefore to wait for the outcome of the consultation. I will try and locate the order and will put a reference through to Mrs Guthrie to put out in a letter to parents. Reiterated the process of what happens when a school goes into category. Ofsted would not re-inspect before 12 months, if amalgamation was the outcome. HMI would visit twice before they make the decision that this school is ready for inspection. The report has now been published and they would look to visit in 6 - 12 weeks, first visit would look at progress, if adequate progress has been made they would wait for 12 weeks then return to do a deep dive and if found to still be making good progress will come back again. The Junior needs to become an academy if parents don't wish to amalgamate.</p>
<p><b>Parent</b> This school is KS2, Infant School is KS1. Ordinarily to turn around a KS2 school, wouldn't you be looking for someone with that experience?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> Any Headteacher that is employed in the primary sector (infant, junior or early years) has been trained in the primary sector throughout. What is important is that the person has high qualifications, background of high quality education and leadership and we know with Mrs Guthrie that that is already there.</p> <p><b>Mrs Guthrie – Interim Executive Headteacher</b> Prior to my infant role I was the acting</p>



	Headteacher of a primary school. Important to think about what is right for your children rather than the individual staff.
<p><b>Parent</b> Very pleased to hear that Mrs Guthrie is to be the Executive Headteacher. As Headteacher looking after 630 children, how will the intimate level that Mrs Guthrie and the previous Headteacher have/have had with the children be maintained</p>	<p><b>Mrs Guthrie – Interim Executive Headteacher</b> It is all about the team of teachers and leaders that you have around you. Every confidence that staff from across both schools will form an effective team. Paramount to improvement and sustaining a nurturing and supportive environment all the way through KS1 &amp; 2. Recent experience of the whole team leads me to believe that we are capable of maintaining that relationship.</p>
<p><b>Parent</b> Observation: (i) before I understood that Madginford is two schools I thought that they were one school and believe that they should be (ii) It needs to be amalgamated, only way forward, Mrs Guthrie is the exact person to do it</p>	
<p><b>Parent</b> Would like to know how the final decision is taken</p>	<p><b>Mr Nehra - Area Education Officer</b> Went back through the process as detailed on the power point presentation slides, confirming that because this process does require the discontinuation of Junior School and amendment of an existing school the age range, changing the age range from 7-11 it would also require a decision from the Schools Adjudicator. As Mr Northey stated, that is set out in statute and that is the statutory process that we follow.</p> <p><b>Mr Northey - Deputy Cabinet Member</b> Whole series of steps to be taken before any final decision is taken. This consultation which is important and, if it goes further, onto a second consultation for further opinion. The Cabinet member is always guided by the weight of opinion from all directions and the final person is the Schools Adjudicator, if it gets that far.</p>
<p><b>Parent</b> Will you be giving Mrs Guthrie support? Replacing two headteachers with one headteacher could be seen as a money saving exercise for the LA. Would you be putting in place a Deputy Headteacher because it would not be fair if Ofsted were to inspect and the standard is found to have fallen.</p>	<p><b>Mr Nehra - Area Education Officer</b> Assure this is not a cost saving exercise. The funding model for each school in the country is that they have a separate delegated budget. It is not part of KCC's budget so there is no saving to the LA. Schools have their own delegated budget, that is the responsibility of the school's headteacher and governing body.</p> <p><b>Mr Webb - Principal Primary Adviser</b> LA will continue to support Mrs Guthrie and her staff. If the two schools amalgamate it will become a new school and will have an Ofsted inspection within the first year. Whatever the Executive Head and her staff needs for the children and staff of the new school, the LA will support and bring in those resources as necessary. LA will support the Junior if it doesn't amalgamate until it becomes an academy. If it amalgamates then the high support</p>

<p>Am I correct in thinking that if the two schools join probably the Infant school will not be inspected before September, it will become a Primary School and the new school will be inspected within a year?</p> <p>If the two schools amalgamate Mrs Guthrie will be taking over the whole school and will be under so much more pressure, maintaining the standard of the Infant school whilst raising the standard of the Junior school to that of the Infants. Can you guarantee that the standards in the new Primary School will not have fallen when Ofsted inspect and that you will support Mrs Guthrie and her staff with the support they need long term as she will feel that she has let both schools down?</p>	<p>in the Juniors will continue and support for the infant will be provided, if necessary, despite it being outstanding.</p> <p>The Infant School could have an inspection at any time if it remains separate from the Junior. If amalgamated Ofsted allow the new school a period of time to settle. Although you will have the same headteacher and staff there will be a new management structure. In addition to the support we will put in we will work alongside Mrs Guthrie to examine what the structure will look like and that is where the difference in the wages paid will go. Mrs Guthrie will make recommendations about how the money is to be spent to the Governing Body i.e. Deputy Heads, middle management.</p> <p>I guarantee that my team will continue at a high level of support in whatever school remains on this site. I cannot guarantee what the Ofsted judgement will be but through working with the governors and senior staff challenge the processes, look at the quality of teaching and learning, pay for external reviews to be undertaken by HMI in either Junior, Infant or through Primary School to ensure that the school is going in the right direction. This will give the headteacher and governors indicators of how well the developments have embedded in the school. I can be extremely confident that as long as the good teachers remain and are happy to be developed into outstanding teachers when the school is next inspected it will be judged to be at least good.</p>
<p><b>Parent &amp; Governor</b> Looking at the time scales we could be into the summer holidays and still not know the outcome. Schools Adjudicator for the final decision could be the end of July. Will parents be told of the final decision before the school breaks for the summer holidays?</p>	<p><b>Mr Nehra - Area Education Officer</b> We would hope so. There are expected time scales by which the schools adjudicator would respond but we would need to wait for that. We can work with the school to ensure that that information is sent out to parents, if this is during the summer holidays then we can look at the most appropriate way of getting that information out to parents, i.e. parent mail</p> <p><b>Mr Northey- Deputy Cabinet Member</b> The Cabinet Member would have made his decision sometime in May or June.</p>
<p><b>Parent</b> My concern is about the way this is communicated externally to different stake holders and children and how people perceive what is written by the press. The children are very proud of their junior school and the parents are supportive of the teaching staff but they are starting to realise there are issues and challenges. I am sure the school</p>	<p><b>Mr Nehra - Area Education Officer</b> I am sure that the issue will be handled sensitively in the school. In terms of the wider stakeholders and community the consultation document has to refer to the legal terminology and worded as it appears because that is the legal definition and if we didn't consult on that basis the consultation might be null and void. As far as I can recall, the</p>

<p>will handle it sensitively but I am concerned about how it is handled in press releases etc. Is there any chance the press release can talk about the amalgamation of 'a' school rather than talking about 'a school closure or discontinuation'? The consultation document refers to closure of the Junior School. I am concerned that confidence and identity of the children, especially the junior school children, could be destroyed by the nature in which it is reported. Don't want the children to feel that their school has been a failure.</p>	<p>press statement we put out did not refer to discontinuation or closure. The key part of the consultation is bringing together the two schools which we feel is the most appropriate option and hope that this will be the view of the wider community.</p>
<p><b>Parent &amp; governor of Junior School</b>  If it goes down the academy route what happens about the teachers and headteacher and also what will KCC's involvement be in improving the school?  Do we not get a chance to hear if it was run by an academy how they will help the school improve? We have not been told what the worst case scenario will be</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  Do not consider there is a worst case scenario because the education for the children will continue regardless. If the amalgamation proposal does not go ahead then the LA will continue to support this school until it becomes an academy. We work with the Academies Division to help them decide who the best academy chain would be. The LA will work with all the staff in this school up to the point that it becomes an academy. The academy is not an LA school; they are maintained by the academy chain and accountable to the DfE directly. Some of the academy chains do buy in our services. I am very interested in the education for all primary school children in Kent and we would work as closely as possible with the academy chain for the education of the children in the Junior school.  If the Junior school becomes an academy, Mrs Guthrie would return to the Infant school and continue as the headteacher and the academy chain would appoint a headteacher into this school.</p>
<p><b>Parent</b>  If Ofsted were to come in and audit the Infant School and find an issue because the criteria has changed so much and they de-graded it would that affect this process?</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  I cannot guarantee that the Infant School would remain outstanding because there are variables around an Ofsted inspection and what their outcome will be. We have worked with Mrs Guthrie and have carried out our own risk assessments to ensure that the structure in that school is secure for the days that Mrs Guthrie is in the Junior School. We are confident and hopeful that if it were inspected that it would be judged at least good but I do not know when they may choose to visit. There is no reason why the Infant School would not reflect how good it currently is. This would not affect the current process because we are into the consultation.</p>
<p><b>Parent</b>  If it did become an academy or merge and then went into special measures in a couple of years' time what would happen?</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  If amalgamated, unlikely it would go into category because my team would continue to support up until the next inspection. Support and external review prior to a formal inspection would almost guarantee that the Primary school would be judged as good when inspected.  If after 4 years we would still carry on supporting</p>

<p>At the meeting you spoke about what would happen if we had a new Headteacher and it went into special measures and you not being allowed to go into the school to support unless you had evidence against them</p>	<p>the school and review with Headteacher and staff with all expectation of going from good to good or outstanding and cannot see the school going backwards</p> <p>If Mrs Guthrie chose to leave and work elsewhere we would appoint a new Headteacher. As this school is important to me, as are others, I would offer services to governors to be appointing officer with them for the headteacher. I would ask very clear questions about how they would wish to work with the LA. If the school was in decline I would not allow future Headteachers to turn us away, that I can guarantee. We have changed our protocols</p>
<p><b>Parent</b> How have your protocols changed because obviously the previous Head was allowed to turn you away, how would that change in the future?</p> <p>Does that mean all schools will not go into Special Measures?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> We use the law. Any school in Kent who chooses not to engage with the LA will be issued with a pre-warning notice. Agreement with Cabinet Member and the Corporate Director have empowered officers to ensure that we have access to all LA schools and if we have a school that is of concern we will raise them through the usual route. If that is blocked we will issue them with a pre-warning notice that will allow them 30 days to respond to our concerns. If they ignore that we could remove the Governing Body. Hopefully that will not happen. What we are very clear with schools that we will work with Governors to ensure that high standards are delivered. Do not think the LA is a soft option. If we need to move swiftly into a school because we are concerned about the leadership and management or quality of education we will now do so.</p> <p>No, I cannot guarantee that a school will not go into special measures. The biggest factor in an Ofsted inspection is the quality of teaching and I cannot guarantee that on the day of the inspection the teachers will all deliver good or outstanding lessons. I can assure you the procedure is there and we are ready to use wherever on behalf of the LA.</p> <p><b>Mr Northey - Deputy Cabinet Member</b> KCC will do everything in KCC's power to do its own role but as you say it is up to the headteacher and teachers on the day</p>
<p><b>Parent</b> Feel that it is essential that we get the management structure right. When it was one Headteacher all the staff knew all the children and I think under the new structure that will sadly be lost. How will the new Governing body be appointed if the schools merge? As parents we were unaware that some of the governing body appear not to have been working in the best</p>	<p><b>Mr Nehra - Area Education Officer</b> Mr Webb has already responded to the first of your concerns. In terms of governing body, I refer to the reference to Instrument of Government in the presentation slides, but will provide some further clarification on that. This is the legal document though which the constitution of the governing body is held and is recorded against the name of the school. The Governance Team within KCC</p>

<p>interest of our children.</p> <p>So the LA will be appointing the new governing body?</p> <p>How will the new governing body be formed because if the proposal goes ahead you want that in place for the new term</p> <p>Will that be chosen by the LA?</p>	<p>will be advising and assisting the school in doing that. A skills audit will be done to ensure that the governing body for the new Primary will have the necessary skill set to be an effective governing body.</p> <p>They will support that process.</p> <p>The LA will support and yes, it will need to be in place for the new term. It may draw from both the governing bodies or select new members.</p> <p><b>Mr Webb - Principal Primary Adviser</b> If the Junior School closes the governing body dissolves however, we would not want to lose highly skilled people from the Juniors and as Mr Nehra said, we will carry out a full skills audit of both governing bodies and work with both to secure the new governing body. The LA will only appoint LA governors. The governing body itself will appoint community governors and the parental body. Parents are normally in the majority so please put your names forward.</p>
<p><b>Parent</b> Ofsted inspection identified poor teaching. Rather than slotting those teachers into new post would it not be better to get rid of those teachers as that would improve standards and bring new teachers in. Is it going to work just re-training the same people?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> Reiterated the results of the review adding that the pressure that Headteacher is under as Executive Headteacher is the same as any other headteacher in the LA. If you have a teacher or teachers that require improvement we want to be told if those teachers are not making progress, because if they can't or won't because there is an exit strategy that will be used if necessary. However, the outcome of review today is that that is not necessary here today, at the moment.</p> <p><b>Mr Nehra - Area Education Officer</b> Proposal does not include any changes to staffing. Anticipated all teaching and support staff will transfer to the new Primary School and remain in the LA's employment</p>
<p><b>Vicar of Bearsted</b> When will junior parents get the opportunity to elect representatives to the Governing Body? When will there be an election of Parent Governors which the parents of the junior section will be able to participate? I was intrigued to hear that if the Headteacher denies access to the LA you sack the governing body.  St Michaels Infant &amp; Junior schools who were in a similar situation to this Federated with the Infant Headteacher becoming Headteacher of both schools. On each inspection the Junior went up a category. There hasn't been an inspection of Infant school since the Federation so I don't know</p>	<p><b>Mr Webb - Principal Primary Adviser</b> If the two schools amalgamate the new school comes into being as of 1<sup>st</sup> September 2014, elections can take place from the 1<sup>st</sup> September 2014</p> <p>In answer to comment re sacking the governing body - in extreme circumstances where we need to go into the school and the headteacher is resistant it normally mean that the governing body, who are the employers of school and staff, are resistant as well. We issue them with a pre-warning notice stating the identified issues and we that we would like you to come back to us in 30 days with a detailed plan or how you plan to rectify the situation. If nothing comes back then the</p>

<p>if it has had a negative on the Infant but in terms of the Junior it has been entirely successful</p> <p>There will be elections for parents in the Autumn term?</p>	<p>Governing Body, who is accountable, choose not to respond then the LA are in the position to remove them in 30.</p> <p>Yes.</p>
<p><b>Parent</b> Exit strategy for teachers; has it loosened up to allow the Headteacher to have more power to remove teachers?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> Employment law states teachers will go into capability procedures and as the school is in Special Measures, instead of taking six weeks the shortest time is one month. I would look to give the teaching staff the opportunity to improve. However, if they don't want to or can't I would have no issue with using the exit strategy rather than the teacher being in the school going through the capability procedure. We would use a compromise agreement as the exit strategy to remove the teacher swiftly. It is the quality of teaching in class rooms that ensures good education for children. Can't leave failing teachers in class room too long.</p>
<p><b>Parent</b> At our last meeting you said only the previous Headteacher, and Chair of Governors knew there was a problem because they had both received a letter and that information had not been shared with the other governors. In future will the new protocol mean that each governor will be informed of any problems?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> We are now informing the Clerk of the Governing Body who will inform each governor. The letter would request for the AEO, I or one of my colleague to insist an immediate meeting with the Governing Body to talk the issues through.</p>
<p><b>Parent &amp; Infant Governor</b> (i) Do not feel happy that at the 1<sup>st</sup> September 2014 we will be a school without a governorship because we will not know who the Chair of Governors is or who are the parent governors. There is a lot of responsibility being placed on us.</p> <p>(ii) 50% teachers have the standard of still requiring improvement that means that there are 50% staff who are not teaching good high quality lessons. I think that is quite a high figure. How long you are happy for staff not reaching a least satisfactory?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> The Junior Governing Body would be dissolved, but the Infant Governing Body would still be in place. Between May to July if the Cabinet Member agrees the proposal and is referred to the adjudicator we will get on with the process of putting in place a 'shadow governing body' that will work with both schools until the amalgamated school comes through. Can give names of schools where this practice has worked. By second week of September the new governing body will be formed and the structure in place. Need parent governors for the governing body. If more come forward than needed then an election will be held.</p> <p>At point of inspection 25% of teaching was judged inadequate. We now have 50% good, 50% technically RI +. By March/beginning April expect that figure to be 75% good or outstanding and by May/June expect 100% to be nearing good</p>
<p><b>Parent</b> Schools Adjudicator, in your experience do they just rubber stamp the decision by the Cabinet or do they refuse it and on what basis would they refuse it?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> Decision by Cabinet Member is only referred to the Schools Adjudicator if there is a statutory objection. Statutory objection can only come from the churches or the Education Funding Agency. This</p>

<p>Just to clarify because everyone would have gone away thinking that they will not know until it has gone to the school adjudicator but we are now being told that there is a 98% chance it won't go to the adjudicator. The slide states that the proposal is referred to the schools adjudicator for a decision; if that is not the case we should have been told.</p>	<p>is not a church school so the churches are unlikely to put an objection forward and I have never known the Education Funding Agency to object. It is unlikely that there would be a referral to schools adjudicator although it is possible. Chances are 2%. I have only known two cases being referred and these were on complete school closures</p> <p><b>Mr Nehra - Area Education Officer</b> I appreciate that you would like further clarity on this point and I will ensure that the information is included in the letter to be sent out to parents.</p> <p><b>Mr Northey - Deputy Cabinet Member</b> Apologised for any misunderstanding and that this point will be clarified in the information that is to be sent out to parents.</p>
<p><b>Parent</b> If the amalgamation happens and it becomes a Primary School the support from the LA would this have to be funded with the approval of the Governing Body.</p>	<p><b>Mr Webb - Principal Primary Adviser</b> The LA will fund the on-going support. Money that the school governors receive is broadly determined by the number of pupils in the school and that pays for everything i.e. the running of the school, teachers, curriculum monies and everything else.</p>

Mr Nehra read out the timescales for the consultation process as detailed on the presentation and reiterated that the closing date of the process is 28<sup>th</sup> February 2014 and asked everyone to send in their views in the various routes as detailed in the consultation paper. Any comments made this evening or at the second public consultation evening to be held in the Infant School, will also be recorded and bought back to the Education Cabinet Committee (ECC), so please have responses back to us by the closing date of Friday 28<sup>th</sup> February. Following that the report will go to the ECC on the 14<sup>th</sup> March 2014. No decisions will be taken until the conclusion of that consultation process.

Mr Northey thanked everyone for attending the meeting and for the questions that had been asked and invited people to join the Public Consultation at the Infant School on the February 2014.

The meeting closed at approximately 21.00hrs

Approximately 55 people attended the meeting.

**Proposal to amalgamate Madginford Park Infant School and  
Madginford Park Junior School**

**Notes of Public Consultation Meeting 5<sup>th</sup> February 2014**

<b>Panel</b>	<b>Michael Northey (Chair)</b>	<b>Deputy Cabinet Member for Education and Health Reform</b>
	<b>Jared Nehra</b>	<b>Area Education Officer (West Kent)</b>
	<b>Simon Webb</b>	<b>Principal Primary Adviser</b>
	<b>Michelle Hamilton</b>	<b>Area Schools Organisation Officer (West Kent)</b>
	<b>Deborah Ledniczky</b>	<b>Public Meeting Recorder</b>
	<b>Stephanie Guthrie</b>	<b>Interim Executive Headteacher</b>
	<b>Toby Butler</b>	<b>Chair of Governors - Madginford Park Infant School</b>

### **Introduction**

Mr Northey welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. Mr Northey explained that the meeting will be recorded and a transcript of the meeting will be presented to the Kent County Council Education Cabinet meeting and will be considered when the local authority is looking at whether to go ahead with this proposal.

### **Purpose of the Meeting**

- To explain the proposal to amalgamate Madginford Park Infant School and Madginford Park Junior School to become a 630 place all-through community primary school
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

### **Proposal**

A short presentation outlining the background to the proposal was given by Mr Nehra.

It is proposed to amalgamate Madginford Park Infant School and Madginford Park Junior School. The Infant School is rated outstanding by Ofsted and has strong leadership and governance. The Junior School was inspected by Ofsted in October 2013 and found to require Special Measures.

It is proposed that the most effective way to secure and sustain outstanding education provision for both infant and juniors at Madginford is to have a single primary school.

To achieve this proposal would involve the expansion of Madginford Park Infant School by increasing the upper age range from 7 to 11 and the discontinuation of Madginford Park Junior School. The Infant School would also be renamed Madginford Park Primary School.



The new primary school will be able to use the existing buildings more effectively as a single school. The primary school would admit up to 90 pupils into the reception year each September, as the infant school does now, and the school would have a total of 630 places.

Kent County Council will be the admission authority for the primary school and will set the admission arrangements, as it does for the existing schools. The proposal does not include any changes to the number of pupils admitted across the 4-11 age range or the current class structure of the school. The amalgamation would not result in changes to the admission arrangements at reception and year 2 children would automatically move into year 3 in the primary school.

A new Instrument of Government would be established to secure effective governance arrangements for the new school. A separate consultation will be held with staff about the proposal.

It is proposed that the existing Junior School would close on the 31<sup>st</sup> August 2014 and the Infant School become a renamed primary school on the existing sites on 1<sup>st</sup> September 2014.

No final decision will be taken until the consultation process has finished. The deadline for the response forms is the 28<sup>th</sup> February 2014. The final decision will be referred to the Schools Adjudicator for the final decision to be made, subject to the proposal having been agreed by the Cabinet Member for Education and Health Reform.

### **Statement from the Interim Executive Headteacher, Mrs Guthrie**

Parents will have now had information since the last meeting about my leaving Madginford School in the summer. I would like to take this opportunity to make it clear that this decision has been taken purely for the circumstances as explained in my letter and not about this process. I will be here until the end of July and feel strongly that there are a lot of positive actions already taking place in the joining of the two schools, tracking progress of each child carefully and being able to work between the two schools. For all the children and community I feel that it is positive in terms of having one cohesive team sharing the aim to give the children an all-round education collaboratively. Shared training is benefiting both the Junior and Infant School staff as well as working with other collaborations that are taking place in other local schools. Working closely together will enable us to use the facilities of the site much more effectively to benefit all the children and enable us to get the best value for the children and staff by using our budget and resources effectively

I would like to clarify that my reason for not having sent out the newsletter before today about the staffing situation at the Infant School was to avoid any confusion about the decisions I have taken. At the moment I am working across two schools and my need to draw on the leadership of each school has increased. Acting on advice given to me from other Headteachers I took the decision to appoint Mrs Julie Wellman as Head of School for the Junior School. My Deputy, Mrs Earls, will continue to teach her reception class and have sometime out to help with the operational and smooth running of the school. I felt it was important for the children that Mrs Earls remained in the classroom rather than their having a new teacher who they do not know. I have seconded someone this week from Hunton School to work on a part-time basis until the summer in an operational capacity. I have investigated her leadership skills and also how she works with our age children. The reason behind someone else coming in to the school

is to enable us to have the best capacity possible to support every child in both schools until the summer.

### **Statement from the Chair of Governors, Mr Toby Butler**

Following Ofsted visit to junior school the Local Authority (LA) came and spoke to the Infant School Governing Body about the three possible options for the schools going forward. The LA put the options to us openly and fully and the Governing Body had the opportunity then to go through each of the options and consider what we felt was the best option to move forward with the Junior school i.e. amalgamation, federation or academy. The Governing Body was unanimous in its decision that in the interest of the children, families involved, the shared site and resources, building on the outstanding teaching that it would be right that we were part of a solution and we then wrote to the Local Authority to formally support the proposal to amalgamate the two schools. We think this is the right decision and although there may be hard decisions to be made we think that it is the right decision and the governors are here tonight to show their support in reaching that decision.

<p><b>Parent</b> We have just been told by KCC and by the Governing Body that we have just one option; that is not strictly true. Can you outline all four options that are available please?</p> <p>Mr Webb has previously stated that: he would stop the Junior School becoming an academy, has deflected the head of academies, told governors on the 22 October that KCC did not want the school to become an academy and spoken to his legal people. It is unlikely that an academy order would be pushed through because, thanks to KCC, the school has made rapid progress and Ofsted stated in their report that the school has a year to improve. I am sure you are aware of the legal precedent</p>	<p><b>Mr Nehra - Area Education Officer</b> The consultation process is to hear people's views on the proposal to amalgamate the two schools. Both Governing Bodies and KCC feel that this is the most appropriate solution to secure and maintain outstanding education for the Madginford schools. The schools' Governing Bodies did consider the route of federation. We believe that this would be a short term solution and would result in the conversion of the Junior School to academy status. The alternative is for the two schools to remain as separate schools; in that instance the Junior School is expected to be issued with an Academy Order and therefore convert to an academy. The paperwork from the Department for Education (DfE) to start that process has already been received by the Chair of Governors of the Junior School.</p> <p><b>Mr Webb - Principal Primary Adviser</b> I did not tell the Governing Body what they should decide. On the 22 October Madginford Junior School went into Special Measures and a letter regarding an academy order was sent to the Chair of Governors of the Junior School. I have stated that I do not wish to see any Kent school become an academy that is not to say that I do not agree with them. I believe fundamentally that Kent schools should be maintained and run by the LA. When I met with the Governing Bodies from each school I outlined the options very clearly. I believe that a through primary school is more effective for the education of the children. When Ofsted visited the Junior School the Governing Body was found to be inadequate. That leaves the</p>
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that was set on the 16.1.14 and that a number of schools have successfully challenged the SoS against an Academy Order. I do not believe that a court would impose such a change on a school that was changing so quickly. Why are KCC telling us it is such a bad thing, there is far more money in an academy budget for improved staffing and facilities for our children. You have not given us enough information for us to make an informed decision. There are four options and we are being presented with one which is the cheapest for KCC and best suits your budget.

This consultation is not correct because we have not been given all the information that we need. The Junior School Governing Body was not in agreement with this proposal. Mr Webb told them that if they did not agree with what he was doing he would replace them. In a letter written from Mr Webb in 2010 he wrote stating that academies could have overall 7% more in their budget which equates to £200,000.

LA with a choice (i) we can leave it in place or (ii) remove it and put in place an Interim Executive Board (IEB) to drive school standards forward. I spoke with both Governing Bodies and my director and it was my professional opinion that it would be better for Madginford Junior School to work with the Governing Body and, if the amalgamation were to go forward, then the best from each of the Governing Bodies to combine from September. The decision has nothing to do with the schools budget. The budget for an LA school is the same as an academy. The only difference is the DfE will give the Governing Body of the academy £25,000 for the legal costs to make the transfer.

**Mr Nehra - Area Education Officer**

We are aware of the case that you are referring to where a Judicial Review was successfully undertaken and it was found that there was a need to consult on options. That is not an alternative, to the proposal being made. A Judicial Review is a reaction to an Academy Order having been issued.

The options are:

- (i) Federation
- (ii) Amalgamation
- (iii) Remain as two separate schools and wait for an Academy Order to be issued. The difference in this case is that KCC and the Governing Bodies of both schools have made a recommendation which is now being tested that this is the best solution. The Secretary of State has indicated that he will appeal against the Judicial Review findings, so that is likely to be tested further in the courts.

**Mr Webb - Principal Primary Adviser**

That was the statement I made in 2010 when I was Area Education Officer for North West Kent. Between 2010 and 2014 the framework for the budget from the DfE to Local Authorities for schools has changed. There is longer any financial gain in becoming an academy.

I spoke very clearly to both sets of Governing Bodies about what I considered to be the best option for the future of the schools and made it very clear with the Junior School Governing Body that they were a failed Governing Body. I left the Junior Governing Body to determine their own future. The resolutions from the chairs of both Governing Bodies were then emailed to me a few days later. The Junior School is now making good progress from the low level it was at when inspected in October.

	<p>Although we were aware that the SAT levels had been declining over the past 2 years they were still above the national average. The infant school statics show that overall 20% of Year 2 are very highly attaining children. By time they move forward and out of Year 6, I would expect there to be at least 20% of children at level 6. The Junior school is making good progress. Since January 50% of teaching is now good or outstanding and I expect the other 50% to reach good in 6 months' time. We need to make sure that when HMI visit that teaching is judged as good. The inspectors will look for sustained level of progress over a period of 12-18 months. We have put in a teaching and learning consultant, Mrs Julie Wellman and I expect the progress that has been made to continue.</p>
<p><b>Parent</b> When you meet with the Governing Body you asked the Chair of Governors to resign and explained the options. You did not leave the room; the decision was made whilst you were in the room and you told them what to say in the letter that was sent to KCC. You said that if the Governors did not propose the amalgamation you would remove them. When you left the room you said that if they did not do what you wanted them to do you would have them all resign and get in a new Governing Body that would do what you want them to do. Can you confirm whether you are telling me I am lying Mr Webb?</p> <p>I was a governor on the night and was in the room. You have not answered the point about if they did not do what you wanted them to do they would resign. Are you saying that I am lying to you?</p> <p>Did you in fact tell them that if they did not do what you want them to do you would get rid of them and bring in a body that would do what you want them to do.</p>	<p><b>Mr Webb - Principal Primary Adviser</b> I was very clear with the Governing Body that the previous Chair had to resign because he and the Headteacher of the Junior School had not shared the information about: (i) the progress of the school (ii) about the meetings that I had asked them to attend at County Hall. I did visit the Junior School Governing Body and made it very clear about their options. I also made it very clear that I considered that the best way forward for the future of the school and the education of the children was to amalgamate both schools. I was not present in that room when the decision was made. I was asked directly what the best wording would be if the Governing Body was to take that decision and yes, I gave them my professional opinion. I was not part of the decision making and did not write the letter.</p> <p><b>Mr Northey - Deputy Cabinet Member</b> Please do not use the word 'lying' in a public forum. To accuse someone of lying in public is not what we wish to do. It may be that there is a misunderstanding or misinterpretation but please avoid use of the word 'lying'.</p> <p><b>Mr Webb - Principal Primary Adviser</b> The Governing Body had already been found to be wanting; their leadership and management had failed. The LA can instantly remove and put in 5 or 6 experienced governors on an IEB who are LA appointed and could make that direction. For a failed Governing Body it was my opinion that amalgamation was the best way forward for the school. I then went to the Infant Governing Body and discussed the situation. If the Infant</p>

	<p>Governing Body had chosen not to proceed to public consultation we would not be here now. I can legally tell the Junior Governing Body what is in best interest of children because the school was in Special Measures and that allows the LA greater leverage in using the law.</p> <p><b>Mr Nehra - Area Education Officer</b> At this stage we are gathering everyone's opinions on the proposal. Of course we can discuss the past but what is important is to get people's views on the best way forward from where we are now.</p>
<p><b>Parent, Ex-Governor of Junior Governing Body, Vice Chair of Governors, and KCC employee</b> Appalled that some people here tonight are fighting the case for the previous Governing Body of Madginford Park Junior School. That school went into category because of the leadership and Governing Body of that school. They hid information and did not do what was best by the children. School is now making progress and I would like to spend my evening focusing on the future. If standards had not been allowed to fall then my child, along with others, may not have failed the Kent test. We need to think about the proposal and what is best for the school and that there is enough Headteacher support for the schools.</p>	
<p><b>Parent</b> (i) Concerned about consistency for children. (ii) Not enough information about amalgamation to make a decision about the best way forward specifically about the structure of the schools?</p>	<p><b>Mrs Guthrie – Interim Executive Headteacher</b> (i) We are as far as possible using the current staff and leadership structure to offer the children stability. There will be a management re-structure if the two schools are to join. With me moving to a different school in the summer the infant Governing Body will need to re consider the structure regardless of this current process. In terms of information about leadership and management structure it is important that people do feel that we are being open and can see from the progress that the children are making, the right people are in place for those roles.</p> <p><b>Mr Webb - Principal Primary Adviser</b> (ii) Irrespective of the result of the amalgamation we need to get the advertisements published for the Headteacher/s posts utilising the best governors from each school. My recommendation to the new Governing Body will be not to touch the structure of</p>

	<p>the schools until the new Headteacher is in place. Mrs Guthrie has seconded an experienced Headteacher into KS1. If we get nearer to September and we have not been able to appoint then we will need to look at two Headteacher appointments. The LA will continue to deliver a high level of support to the Junior School irrespective of the outcome of the consultation process. If we do not recruit immediately we will bring in experienced Headteacher/s on an interim basis to maintain the progress that both schools are making.</p>
<p><b>Staff member</b> Mr Webb, why did you not step in before the school went into Special Measures? This situation has to lie at the door of the LA. It has taken 8 years for the LA to become involved, why should we trust you now?</p>	<p><b>Mr Northey - Deputy Cabinet Member</b> Acknowledged that the history of the situation was important but for people to think about what we are discussing now and what is the best way forward.</p> <p><b>Mr Webb - Principal Primary Adviser</b> The accountability for the school lies with the Governing Body. The LA is responsible but not accountable. The School had been in decline but this was not a serious decline. The pupil performance statistics show that all the children were working above national averages. The LA did approach the Headteacher of the Junior School with our concerns but we were turned away. In April 2013 we undertook a leadership and management review and the outcome of that review found that there were failings across most of the Junior School. The Headteacher refused to accept findings and was invited to attend a meeting at County Hall with the Chair of Governors to explain why they were rejecting that view. They deflected that meeting three times. I then insisted that they meet with me, at which point the Headteacher resigned and I was invited to meet with the Governing Body. The LA can only intervene in any school if there is abject failure in finance and we can then take away the delegated powers and run the school ourselves. When it comes to standards we have to have substantive evidence to challenge a Governing Body. We issue the Governing Body a pre-warning notice which gives the Governing Body 30 days to answer our concerns. If the school were to be inspected now under new frame work it would not be in Special Measures because the criteria under which progress is measured has changed significantly.</p>
<p><b>Parent</b> (i) Can you please clarify if the Schools Adjudicator does make the final decision</p>	<p><b>Mr Nehra - Area Education Officer</b> (i) I can confirm that the Schools Adjudicator will make the final decision. A letter has</p>

<p>and if so what implications does that have for time line? (ii) If that is the case and the decision isn't made until the summer can you clarify how many posts will be advertised</p>	<p>been sent to parents clarifying this point and I would like to apologise for any confusion that has been caused. Mr Webb - Principal Primary Adviser (ii) We will be talking to KCC's legal department to ensure that the adverts go out as soon as we are in a position to do so with the appropriate wording on them. It is the Governors that make the appointment of Headteacher not the LA. If the amalgamation did not take place then the LA would have the authority to intercede and make that appointment because the school is in Special Measures.</p>
<p><b>Parent</b> Why was Mr Day's resignation not accepted in 2012 if the school was failing and KCC only tried to go into school once from that date?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> I have no knowledge whether Mr Day resigned in 2012.  <b>Parent</b> I am aware that when the school started to decline, Mr Day offered his resignation within a Governors meeting but they did not want him to do that which is why I am trying to encourage parents to do what is right for the children. That is why the Junior School Governors should not be in place.</p>
<p><b>Parent</b> Is it possible to get a Headteacher in place in the schools and put this process back a year why they settle in? It feels that we are not being given enough time to make a decision properly. Why can we not have interim headships for a period of time?  Do we have option to postpone the process? Why does it have to be done now?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> In order for the children of both schools to get the best possible education it is better to amalgamate the schools from September 2014 rather than leave it a year and for the children across both schools to have a permanent Headteacher in post rather than two temporary Headteachers.  <b>Mr Nehra - Area Education Officer</b> If the amalgamation does not proceed we believe an Academy Order will be issued because the Chair of Governors of the Junior School has received the paperwork and the school will become an academy if we do not act now.</p>
<p><b>Parent</b> The Governing Body of the Junior School has failed that school. Are you going to change those governors and if so, when because they have a very powerful role.</p>	<p><b>Mr Webb - Principal Primary Adviser</b> If the amalgamation does not proceed the Infant School continues and an advert for a Headteacher goes out. We would put a temporary Headteacher in place in the Junior School because the Academy Order would enact in due course. The Academy Division of DfE would make the decision although what we are able to do is influence them on which academy chain would take the school over. The academy chain would appoint the Headteacher It is likely that I would meet with the Governors</p>

	<p>and we would jointly come to a decision that might well be that the Governing Body dissolves and we bring in an IEB for a temporary period of time.</p>
<p><b>Parent</b> Why is an academy such a bad thing? Why do you think that continuing under KCC is the right course when the Junior School has failed under the leadership of the KCC</p>	<p><b>Mr Webb - Principal Primary Adviser</b> I have no issue whether a school wants to become an academy or not. I believe that a through primary for children aged 4-11 years is more effective in terms of continuity of education under one Headteacher. If the parents decide an amalgamation is not the way forward then effectively you will make decision for the Junior School to become an academy because we will not have time to go out for another option. The Commissioning Plan states very clearly that where we can we will amalgamate separate infant and Junior Schools. The leadership lies with Governing Bodies and Headteachers. The LA is responsible but not accountable. I believe the amalgamation of both school is the best solution. Yes we could have done more and should have tried. We are trying to get a better solution for both schools.</p>
<p><b>Parent</b> Why do you feel that an academy is a bad thing? If there is an amalgamation of both schools then there will not be a proposal in the future to then turn the school into an academy after that process</p>	<p><b>Mr Webb - Principal Primary Adviser</b> I have nothing against academies. I believe that for these two schools that are currently separate it would be better for them to become an all through primary. If the Governing Body of the new primary school in the future decides to turn the school into an academy then that is their decision to make. If the junior remains a separate school it will go into an academy chain and the infant school would remain a LA school. A through primary school under one Headteacher with a rejuvenated Governing Body of the primary school, would be the better option</p>
<p><b>Parent</b> Mr Webb, you maintain that if parents don't opt to amalgamate then we will run out of time to consider other options. Why aren't those other options being considered as a range of proposal now?</p>	<p><b>Mr Webb - Principal Primary Adviser</b> Where there is an opportunity to amalgamate an infant and Junior School the County Council feel that this is the better option and that is the proposal that will be presented for consultation. As parents you have the opportunity through this consultation to say if you do not want to see the schools amalgamate. Your views will be reported back through the County Council to the Education Cabinet Committee then onto the Cabinet Member for Education and Health Reform.</p> <p><b>Mr Nehra - Area Education Officer</b> The consultation process that we are following is part of a statutory process. As a part of that process there is a requirement for either the LA or a Governing Body to make a proposal. In</p>



<p>I understand that it is a proposal and statutory process is being followed. Why are we moving to create a new school to remove the Special Measures by virtue of creating a new school and not putting the effort in to drive the standards of the Junior School back up to the standard it previously enjoyed?</p>	<p>this case the Governing Bodies of both the junior and infant schools and KCC are making a joint proposal. This is a proposal; it is not a set of options. Our belief is that that is the best option and we are testing that through this proposal.</p> <p><b>Mr Webb - Principal Primary Adviser</b>  The amalgamation would not get rid of the problem. The support from the LA officers will continue to drive the standards up. Because the school is in Special Measures we cannot effectively challenge an academy order. The Governing Bodies have determined this option and offered it to the LA and we are supporting it. I believe that we can get the new Primary School to outstanding in two years because the new Ofsted framework is a much fairer and accurate framework.  If the schools do not amalgamate the Junior School has to become an academy and that academy chain would drive the Junior School forward, as we would.</p>
<p><b>Parent</b>  I am concern about the ability to employ a high quality Headteacher who will want to take on a school that is half outstanding and half failing or improving. What consistency would the LA be able to offer to parents and children in terms of leadership?</p> <p>What would happen if a suitable candidate was not found? What would the LA do to ensure consistency of our children?</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  If the amalgamation does take place the LA and governors would ensure that the short listed candidates for the headship of the primary school are currently in a good or outstanding school. I am being advised by senior advisers that there are currently good or outstanding heads expressing an interested because it is Madginford. It will not take the Junior School a long time to get back on track.  If the amalgamation does <b>not take place we</b> would need to make two Headteacher appointments. This would be slightly more difficult because they are smaller schools but I am confident that we will appoint good Headteachers. The larger size through primary will attract more interest because of the salary that it attracts.</p> <p>If we did not appoint we would put an acting headteacher in place. If it was two separate schools we would find good quality candidates to fill the post for a period of time. Worst case scenario would be September to December because we would have two people acting up until the appointment is made.  Legally a person would need to resign in April to start in September but if an appointment is made at a slightly later date then the LA would talk to the Governing Body of that school to get an early release to be able to start their new role in September.</p>
<p><b>Parent</b></p>	<p><b>Mr Nehra - Area Education Officer</b></p>

<p>(i) How much funding is likely to be apportioned to the new school compared to the funding that the two schools currently receive i.e. less funding overall or the same?</p> <p>(ii) I am concerned that if we move too quickly the standards at the Infant School will drop whilst the standards at the Junior School rise. I feel it would be better to allow time for the standards to raise in the Junior and then look to <b>amalgamate</b></p>	<p>(i) Schools received a delegated budget and that is totally separate from the LA budget. Under current Regulations (Schools and Early Years Finance England 2013) the majority of the budget is pupil led. Each school attracts a lump sum that is a small part of the overall budget. If two schools become one through amalgamation or closure then one of those lump sum budgets would cease. There is however a level of protection that can and will be applied for a maximum of 19 months. This equates to 7 months at 100% and then 12 months at 85% of the two lump sums with the maximum amount available applied. This is a national funding policy that allows the school to become one school and review their budget.</p> <p><b>Mr Webb - Principal Primary Adviser</b></p> <p>(ii) As the appointment process for either one or two Headteachers gets underway the LA will already be looking at drafting in temporary Headteachers into both schools if we do not appoint. If there is not a substantive Headteacher in place I will classify that school as being vulnerable because that allows the LA to give that school more advice and support alongside the Acting Headteacher to ensure that the educational standards proceed as they were before. I believe that a through primary school is the best option for your children.</p>
<p><b>Parent</b></p> <p>Could we not have someone in from an academy to give us an overview of how they would run the school and put the consultation date back so that we can hear other options?</p>	<p><b>Mr Nehra - Area Education Officer</b></p> <p>The proposal is based upon the views of both Governing Bodies and KCC and that is what is being tested. The academy route or option is largely an externally imposed process. In the case of Madginford the LA stands by its view that this is the right proposal and that is being tested in the consultation. If your view through the consultation is that you feel that an amalgamation is not the best route then that view will be considered by the Cabinet Member for Education when he makes that decision to the Schools Adjudicator.</p> <p><b>Mr Webb - Principal Primary Adviser</b></p> <p>We will not know who that academy chain will be. We do talk to the Academies Division and meet with them every two months and can offer local solutions but the academies do not have to accept our view. If the Junior School was to go to an academy the choice of which academy chain runs the school will be made by the academies division. This process gives the choice about whether you like the idea of</p>

	<p>an amalgamation or not.</p> <p><b>Mr Nehra - Area Education Officer</b>  If amalgamation did not proceed and an academy order was issued the Junior School would be required to become an academy. The academies division would work with the LA but effectively make the decision about which academy chain or trust would take over the running of the school. The process involved would include a Commercial Transfer Agreement and the lease of the site and building under a 'Long Lease' for 125 years. Under the leasehold agreement any element of the school site or school that is in use by the school that is converting will be expected to go into that lease. The two schools are effectively on adjacent sites, although they appear to be one site. If one of the schools converts to academy status then that site would be leased to the academy chain/trust that takes over that school. The playing fields which I understand are part of the Junior School site would transfer under that lease. Although one would hope that the academy chain/trust would look to share those facilities there is no guarantee that they would enter into such an agreement.</p>
<p><b>Parent</b>  (i) Are there any disadvantages in the amalgamation of the two schools?  (ii) What about the upheaval for the children in September who will be taking their 11+ if the amalgamation goes ahead?</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  If the amalgamation takes place the staff will transfer. By the time we get to May, June, July the quality of teaching will be good. Hope that the Junior staff will remain in place. The staff at the Junior School are absolutely committed to the education of the children and I do not think that the children will be aware of any change. The disadvantage would be if we are unable to appoint a high quality Headteacher to the school but I do not believe that will be the case. Parents can leave the school which will affect the budget leaving the school a little more vulnerable or teaching staff were to leave.</p>
<p><b>Parent</b>  The teachers are going to be key and fundamental to the educational development of the children. As a parent who does not work in education field you are asking me to make an informed decision about proposal that tells me nothing about governance, the pros and cons. Can you please give me the information to be able to make that decision?</p>	<p><b>Mr Webb - Principal Primary Adviser</b>  I would suggest that if teachers want to talk to parents informally outside of the public meeting then clearly they can do so. I cannot say what the structure will be because it will be the new Headteacher who will advise the Governing Body on what structure they want. If we did not amalgamate come September we would put temporary Headteachers in place and the management structure would be held until the substantive Headteacher was in post. The LA will give their opinions if asked but is not the deciding body.</p>

	<p><b>Mr Nehra - Area Education Officer</b>  All members of staff will be consulted on the proposal and the changes to their employment. For teaching and support staff no changes are proposed. If the amalgamation goes ahead then the Junior School staff would transfer to the new primary school and the infant school staff would remain within the infant school. The public consultation meetings set out the key points and the purpose is to provide further information, to hear your views, hear your questions and give a response to allow you to feel more informed about the proposal in front of you.</p>
<p><b>Parent</b>  We have lost three teachers since school went into Special Measures. My concern is if we do amalgamate and some of the teachers are against it and they leave then this will have a detrimental effect especially on the Yr 5 children.</p>	<p><b>Mrs Guthrie – Interim Executive Headteacher</b>  Following the unfortunate Ofsted outcome some staff understandably felt insecure about their careers and the decision about whether to stay or move is a personal one. A movement of staff is not uncommon in these circumstances. I would like to commend all the Junior School staff for their commitment and huge amount of work including the staff coming into Years 5 &amp; 3 since the situation happened in October and working alongside the Infant School staff to ensure consistency and stability for the children. Teachers are putting children first and working across all year groups. we have a three tier structure that is very well managed by the leaders in each year groups ensuring that there is consistency for new teachers in planning and marking. Please make an appointment to see myself or Mrs Wellman if you wish to discuss you own child or classroom.</p>

Mr Northey asked people to ensure that they do give their opinions either by completing the response form or by email and that to contact us if you have any further queries by the 28<sup>th</sup> February.

JN went back through the timescales for the consultation process.

The meeting closed at 21.00hrs

The meeting was attended by approximately 150 people.

**Proposal to amalgamate Madginford Park Infant School and  
Madginford Park Junior School**

**Formal minutes - 27.2.2014**

**Apologies: None - all present**

**Item 1: Meetings**

- School Council meetings will now be held in the library every Thursday during assemblies.
- In future members of the council will have to bring their Councillor bags to all these meetings.

**Item 2: Children's feelings about the amalgamation**

- Miss Cook asked the children how they felt about the possible amalgamation of the Infant and Junior School. Overall most children were positive about the change and generally children felt that it would make it easier to settle into the Junior school.
- The school council were also excited about getting to spend more time with the infant children and to see their infant teachers again.
- They did not have any negative views.

**Item 3 Children's feelings about the new changes:**

- The councillors discussed how they feel about the new changes that have happened within recent times. These are a few ideas that we like:
  - Moving around classes on more occasions
  - The brand new timetables
  - The new process of Guided Reading and accelerated reader
  - A better quality of different working books
  - Football (just on the top playground)
  - Other pupils who don't like football get to have a play as now we have a 5 minute non-football time; whereas others prefer always football
  - The homework (e.g. Literacy homework)
  - Lots of people enjoy having learning logs over half term
  - New teachers doing more exciting assemblies

**After that we discussed things that we did not like and to improve on. Here are the suggestions...**

- Some believe the new timetable is confusing due to the tests being around
- A lot of people believe that the 5 minute is not working because they were used to it being normal.

**The council also discussed how they don't like teachers leaving all at once.**

**Proposal to amalgamate Madginford Park Infant School  
And Madginford Park Junior School**

**Summary of quotes following School Council meeting on 28.02.14**

The school council met on 28.2.14 to discuss the recent and upcoming changes to the school. Being children, the children found it difficult to look at the overall picture, and constantly wanted to talk about areas that affected them individually. However, overall the children were very positive about the changes that have happened so far and also about amalgamating.

Quotes from the school Council meeting about the changes:

**Amalgamating:**

"I'd like to see the infants more!"

"I think it will be too big because there will be lots of children"

"...yes but other schools have got together so it will just be the same as those schools."

"Maybe we won't all fit in at once so how will we get together if we don't have anywhere, we will have to build an extension to make it bigger but that would cost lots of money so that is the downfall."

"When I first came up I was shy but I got into it really quickly and my friends did as well but I think it will be easier to get into it quickly if we are together."

"We already have buddies that encourage us to do stuff around the school and they might know their buddies better now so even if there are loads and you have to have more than 1 buddy you still get to see your buddy around the school."

**Reading:**

"I like the thing where you get AR (accelerated reader) and quizzes because we get to go on the computer and it is fun but not too hard. Also, people can't copy each other"

"I don't like it that we can't read books just for enjoyment because we have to read one at the right level and some of my favourite books that I have enjoyed the most are not at my level."

"It would be nice to read with the infants if we do get together. My friend has a thing in their school where they get together every... I think it is every term... yeah.... And they read books and sometimes they get to dress up or read the stories and things that they have written."

"I like having books that are at the right level because I used to choose a book and I didn't know if they were the right level and lots of the time they weren't the right level, so I didn't like the book."

**Physical changes around school:**

"I like the display boards around the school because it makes the school looks nice"

“We have a bigger classroom and now we have more room to move and we can concentrate better.”

**Teaching staff**

“When a lot of the teachers left at the same time, it took a lot of children by shock and I don’t think they should be allowed to leave at the same time”

“I want to talk about the teacher’s too. Me and my mum at home have been counting up all the teachers that 6D have had this year and we have had 11 different teachers this year.”

“Some of the teachers could swap schools like Miss Cook does now and I think it would be good to have teachers at the infants too because then you would know the teachers better.”

“It can be a bit confusing too because we often have different teachers in the same day. I don’t like that... yeah... it make it confusing.”

“I like having the same teacher every Friday”

**Subject Coverage:**

“We don’t get any art lessons at the moment and I am really good at Art, so I wish we could have some more.” Chorus of “yes” from other children.

“In year 6 we don’t really have another subjects except for maths and Literacy and Science”

“We don’t have much music either.”

“No, we haven’t had any music at all this year.”

**Homework:**

“I enjoy the new homework because it used to just be a learning log. I used to like learning logs but we still do them and they give you more time to learn about each subject, but now you can show your understanding in other subjects like Literacy but it doesn’t take as long.

“Yes, you have a lot more time to do your learning logs over half term.” Pupil in Year 4

**Football:**

Pupil from year 4 – “I like the changes to the timetable. Now we have maths after break and I have more time in my own class before I have to go to my maths group.

Pupil from year 6 – “I really like the new guided reading sessions because now we actually have time to read our books and we got a whole half an hour each day, whereas we didn’t used to get to finish a book.”

“I like having football on the top playground” Pupil in Year 6 “But it isn’t good that we have to stop 5 minutes before the bell goes.”

“It would be much better if football was just on the Olympic zone because it gets too crowded on the playground”

“Why don’t we use the field anymore because we can play football on the field?”

“Now that we have football on the top playground the bottom playground is really full and I feel cramped and lots of people get pushed over.

“I don’t like that we don’t get to play on the top playground anymore”

**Books:**

“I like having the same maths books in the whole school because if you lose them, you know what to look for.”

“Yes me too, I think we should have the same books for other subjects.



KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

For publication

**Subject: Amalgamation of Madginford Park Infant School and Madginford Park Junior School, Maidstone by discontinuing the Junior School and enlarging and changing the age range of the Infant School to cater for the whole primary age range.**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

(i) Issue a public notice to; discontinue Madginford Park Junior School; and enlarge and change the age range of Madginford Park Infant School, to become a through primary school.

And, subject to no objections being received to the public notice

(ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2014.

Should objections, not already considered by the cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and amalgamate the schools to allow for proper consideration of the points raised.

**Reason(s) for decision:**

- 1.1 Madginford Park Infant School and Madginford Park Junior School are two separate community schools serving the Bearsted Ward of Maidstone. Madginford Park Infant School is currently judged by Ofsted as Outstanding.
- 1.2 On 24 September the Headteacher of Madginford Park Junior School tendered his resignation. The Junior School was subsequently inspected by Ofsted on 11 October 2013 and was found to require Special Measures.
- 1.3 Madginford Park Junior School held an Extra-Ordinary Full Governing Body Meeting on 22 October 2013 and a new Chair of Governors was elected.
- 1.4 The Governing Bodies of the Infant and Junior Schools supported the decision to appoint the Headteacher of Madginford Park Infant School as Interim Executive Headteacher of Madginford Park Junior School which took effect from 4 November 2013.
- 1.5 The Governing Bodies of Madginford Park Infant and Madginford Park Junior independently recommended to the Local Authority that the most appropriate solution to securing and maintaining outstanding education provision for both infant and junior age ranges at Madginford is to have a single all-through primary school.
- 1.6 The Kent Commissioning Plan for Education Provision 2013-18 states: "*when the opportunity*

*arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools.”*

- 1.7 Following receipt of letters of support from the Governing Bodies of both schools, the Cabinet Member for Education and Health Reform agreed to proceed to public consultation on these proposals.

### **Financial Implications:**

#### Capital

The amalgamation can be implemented without the need for significant capital expenditure, as the expanded Madginford Park Infant School would operate as an all-through school on the existing Infant and Junior School sites.

#### Revenue

As a result of an amalgamation, the two predecessor schools would become one school and consequently this would result in the removal of one of the lump sum funding allocations (£120,000). The amalgamated school would continue to be funded at 100% of the two lump sums for the remainder of the 2014/15 financial year from September 2014 to March 2015. The School and Early Years Finance (England) Regulations 2013 provide funding protection for amalgamating schools for the first academic year. Therefore, it is proposed that protection will be provided on the lump sums at 85% from April 2015 to March 2016. ( $2 \times £120,000 \times 85\% = £204,000$ ). From April 2016 the amalgamated primary school would receive one lump sum, currently £120,000.

#### Human

It is proposed that all teachers and support staff employed at Madginford Park Infant School (at the time of the proposed amalgamation) will automatically continue their employment in the primary school.

Pupil forecasts indicate that the primary school will require as many class bases as there are currently in the Infant and Junior schools combined. It is proposed that all teachers and support staff employed at Madinford Park Junior School (at the time of the proposed amalgamation) will transfer to the primary school.

Cabinet Committee recommendations and other consultation:

**14 March 2014**

To be added after Committee meeting

#### **The Local Member:**

Paul Carter, the Local Member for Maidstone Rural North has commented as follows:

*“When the opportunity to link an infant and junior school has arisen, I have always supported the direction of travel towards amalgamation. The Infant School has a very positive track record and its knowledge and expertise could support improvement at the Junior School. Amalgamation therefore looks like it could be a good solution.”*

Any alternatives considered:

The Governing Bodies of Madginford Park Infant and Madginford Park Junior independently recommended to the Local Authority that the most appropriate solution to securing and maintaining outstanding education provision for both infant and junior age ranges at Madginford is to have a single all-through primary school.

The Kent Commissioning Plan for Education Provision 2013-18 states: *“when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools.”*

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....  
**Signed**

.....  
**Date**

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**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Challock Primary School, Ashford - Provision of two permanent classrooms in place of two temporary classrooms and expansion of the school hall

**Classification:** Unrestricted

**Past Pathway of Paper:** School Organisation Advisory Board – 7 September 2011;  
Education Cabinet Committee – 21 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Divisions:** Ashford Rural West

**Summary:** This report sets out the need to provide two permanent classrooms and to expand the school hall at Challock Primary School following significant enlargement.

**Recommendation:**

**The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Allocate a total of £725k from the Education, Learning and Skills Capital Budget in order that the proposal may go ahead.
- (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

## **1. Introduction**

1.1 Following completion of statutory processes, in November 2011 KCC decided to permanently enlarge Challock Primary School from a PAN of 20 to a PAN of 30 with effect from September 2012. This increased the capacity of the school from 140 places to 210 places. At the time of the consultation the school had 5 classrooms. Its hall was undersized at around 100sqm. Moving to a capacity of 210 places meant that the school needed two additional classrooms and a larger hall in order to accommodate the additional pupils. For a 1FE school the hall should be 150sqm to enable the school to deliver the full curriculum and meet current regulations and guidelines.

1.2 The school had accommodated a bulge reception class in 2011 due to pressure of places in Ashford. Therefore two classes were needed from September 2012 in order to accommodate the permanent change of number. Following KCC's

decision, a two class temporary pavilion was provided. This pavilion is located away from the school building and has temporary planning consent. The school hall has not been expanded.

## **2. Accommodation Needs**

- 2.1 The expansion of Challock Primary School in 2012 was achieved using temporary accommodation as there was insufficient time to provide permanent accommodation ready for September 2012. In order to be consistent with other expansions in the recent and ongoing round of school expansions, we are seeking to provide two permanent classrooms and expand the hall to a sufficient size to accommodate 210 pupils (from 100sqm to 150sqm). The pavilion classrooms can be re-used at other sites where temporary accommodation is required.

## **3. Financial Implications**

- 3.1 a. Capital: The proposal is to provide an enlarged school hall to Challock Primary School and two permanent classrooms. A feasibility study has been completed. The total end cost is estimated to be in the region of £725k. Provision of the permanent accommodation will involve an initial cost of £975k but this will be offset by the release of the temporary classrooms for use on another project in the County, saving that project £250k. The costs of this project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue: There are no revenue implications arising from this proposal.
- c. Human: There are no staffing implications arising from this proposal.

## **4. Bold Steps for Kent and Policy Framework**

- 4.1 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’. Challock Primary School is judged Outstanding by Ofsted.

## **5. Equality Impact Assessment**

- 5.1 An Equality Impact Assessment was completed as part of the consultation to expand the school in 2011. No comments were received at that time.

## **6. Views**

- 6.1 The view of the Local Members:  
Mr Simkins has been contacted and we are awaiting a response.
- 6.2. The view of the Headteacher and Governing Body:  
The Headteacher and the Governing Body are fully supportive of the proposal to provide two permanent classrooms (in place of two temporary classrooms) and an expansion of the school hall."
- 6.3. The view of the Director:  
The Director of Education Planning and Access fully supports the proposal. Challock Primary School is a popular and inclusive school judged as ‘Outstanding’ by Ofsted and is regularly oversubscribed. The school hall needs to be enlarged following expansion. The scheme to provide the enlarged hall and permanent classrooms enabling the temporary classrooms to be used elsewhere represents the best value for money.

## 7. Delegation to Officers

- 7.1 The Officer Scheme of Delegation (under Appendix 2 part 4 of the Council's Constitution) provides a clear and appropriate link between this decision and the actions needed to implement it. It is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 8. Conclusions

- 8.1 It is essential that this school is provided with the minimum accommodation it needs, including a hall of the correct size for the number on roll, and that the accommodation matches the current permanent accommodation. This school's willingness to expand when requested is testimony to its commitment to support delivery of high quality education to more children and to work with the LA to help it discharge its responsibilities.

## 9. Recommendation

**Recommendation: The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:**

- (i) Allocate a total of £725k from Education, Learning and Skills Capital Budget in order that the proposal may go ahead.
- (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

## 10. Background Documents

- 10.1 Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your\\_council/priorities\\_policies\\_and\\_plans/priorities\\_and\\_plans/old\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/old_steps_for_kent.aspx)

- 10.2 Kent Commissioning Plan for Education Provision 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

School Organisation Advisory Board report: Proposal to expand Challock Primary School

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=136&MIId=3553&Ver=4>

## 11. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

For publication

**Subject: Provision of two permanent classrooms in place of two temporary classrooms and expansion of the school hall at Challock Primary School**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

- (i) Allocate a total of £725k from the Education, Learning and Skills Capital Budget in order that the proposal may go ahead.
- (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

**Reason(s) for decision:**

It is essential that this school is provided with the minimum accommodation it needs, including a hall of the correct size for the number on roll, and that the accommodation matches the current permanent accommodation. This school's willingness to expand when requested is testimony to its commitment to support delivery of high quality education to more children and to work with the LA to help it discharge its responsibilities. In reaching this decision I have taken into account:

- the views of the, the local County Councillor; Headteacher and Chair of Governors of the school;
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

- a. **Capital:** The proposal is to provide an enlarged school hall to Challock Primary School and two permanent classrooms. A feasibility study has been completed. The total end cost is estimated to be in the region of £725k. Provision of the permanent accommodation will involve an initial cost of £975k but this will be offset by the release of the temporary classrooms for use on another project in the County, saving that project £250k. The costs of this project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. **Revenue:** There are no revenue implications arising from this proposal.
- c. **Human:** There are no staffing implications arising from this proposal.

Cabinet Committee recommendations:

**27 September 2013**

The Committee endorsed the Kent Commissioning Plan 2013-2018 which identified the need to expand and retain the current provision in the Ashford District.

**14 March 2014**

To be completed

Any alternatives considered: The Commissioning Plan for Education Provision 2013-18 explored all options and the permanent expansion of this school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....  
**Signed**

.....  
**Date**



From: **Roger Gough, Cabinet Member for Education and Health Reform**

**Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Education Cabinet Committee - 14 March 2014**

Subject: **Re-designation of Special Schools across Kent**

Classification: **Unrestricted**

Past Pathway of Paper: **Education Cabinet Committee, 27 September 2013**

Future Pathway of Paper: **Individual Cabinet Member Decisions**

Electoral Division: **All**

**Summary:**

This paper updates Members on the Special Schools Review and ongoing public consultations involving Kent's maintained Special schools. Also, it details further consultations that need to be undertaken in order to enlarge or relocate a number of the Special schools.

**Recommendations:**

The Education Cabinet Committee is asked to note the consultations that are currently taking place and to consider and make recommendations to the Cabinet Member for Education and Health Reform that the Local Authority undertake public consultations on the remainder of the proposals set out in this paper.

**1. Introduction**

- 1.1 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. This duty applies to Special school provision, as well as mainstream settings.
- 1.2 As part of our published SEND Strategy and review of Special school provision, there are a number of proposals that require the LA to undertake statutory consultations as part of school expansions to ensure we have the right number of school places in the right locations.
- 1.3 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 specify the following, amongst others, to be prescribed alterations to Special schools, which require statutory proposals:
  - a) Any increase in the number of pupils for whom the school is organised to make provision which, when taken together with all such previous increases in the number of pupils, would increase the number of such pupils by 10%;
  - b) Transfer of a school to a new site where this is more than 2 miles from the current main entrance of the school.
- 1.4 Over time, in order to meet our responsibilities a number of Special schools have been asked to admit additional pupils. In some cases this has led the

schools involved to exceed their designated numbers to the extent that we need to undertake statutory proposals to significantly enlarge these schools, and regularise the situation.

- 1.5 The ongoing Special school review programme, which seeks to modernise all of Kent's Special schools, also requires us to undertake some statutory proposals. Some of the schools in this programme will relocate to new sites, others will expand, and a number will do both. Due to the need to progress some of these proposals quickly, Members have previously agreed to consultation processes beginning for a number of the schools involved.

**2. Proposals**

- 2.1 Table 1 shows the Special schools that require statutory proposals to implement a change in accordance with the regulations, and updates Members on the current status of any ongoing consultations.

**Table 1**

<b>School</b>	<b>Current designated number of pupils.</b>	<b>Current roll (Oct 2013)</b>	<b>Proposed designated number of pupils.</b>	<b>Proposal and Consultation Status (as at January 2014)</b>	<b>Proposed Capital Financial Costs</b>
Bower Grove School, Maidstone	146	210	183	<u>Proposal</u> Increase in designated number and transfer of the 12 place secondary satellite provision to St Augustine Academy. <u>Consultation Status</u> Consultation complete. Business case with EFA. Public Notice issued.	N/A
Broomhill Bank School, Tunbridge Wells	80	93	136	<u>Proposal</u> To improve the accommodation and increase the designated number of the school. <u>Consultation Status</u> Consultation ongoing. Public Notice due March 2014.	<u>£2m</u>
Five Acre Wood School, Maidstone	210	218	260	<u>Proposal</u> To re-build the school and increase the designated number of the school. <u>Consultation Status</u> To be commenced	<u>£10.16m</u>
Foreland School,	160	158	200	<u>Proposal</u> Expansion, rebuild	<u>£9.65m</u>

School	Current designated number of pupils.	Current roll (Oct 2013)	Proposed designated number of pupils.	Proposal and Consultation Status (as at January 2014)	Proposed Capital Financial Costs
Thanet				and relocation <u>Consultation Status</u> Consultation ongoing. Public Notice due February 2014.	
Foxwood School, Shepway	122	138	148	<u>Proposal</u> Merge these schools by closing Foxwood and expanding, changing need type and relocating Highview. <u>Consultation Status</u> Consultation ongoing. Public Notice due March 2014	<u>16.8m to combine FW &amp; Highview</u>
Highview School, Shepway	160	170	188		
Furness School, Sevenoaks	60		96	<u>Proposal</u> Change of need type and increase in designated number. <u>Consultation Status</u> Consultation to commence	<u>N/A</u>
Goldwyn School, Ashford	60	71	105	<u>Proposal</u> Expansion of the school by 10 places in Ashford. Expansion by 35 places via a satellite in Folkestone Provision of 12 residential places (temporarily located at Furness School, Sevenoaks). <u>Consultation Status</u> Consultation to begin Feb 2014 and will be linked to changes at Furness School.	<u>NA</u>
Grange Park School, Tonbridge & Malling	79	99	97	<u>Proposal</u> Regularise the designated number. <u>Consultation Status</u>	<u>N/A</u>

School	Current designated number of pupils.	Current roll (Oct 2013)	Proposed designated number of pupils.	Proposal and Consultation Status (as at January 2014)	Proposed Capital Financial Costs
				To be commenced.	
Ifield School, Gravesham	174	207	190	<u>Proposal</u> Regularise the designated number. <u>Consultation Status</u> To be commenced.	<u>N/A</u>
Portal House School, Dover	60	56	80	<u>Proposal</u> To increase the designated number. <u>Consultation Status</u> Consultation to commence.	<u>£6.5m</u>
Rowhill School, Dartford	96	108	106	<u>Proposal</u> Regularise the designated number. <u>Consultation Status</u> To be commenced.	<u>N/A</u>
St Anthony's School, Thanet	96	91	112	<u>Proposal</u> To improve accommodation and increase the designated number. <u>Consultation Status</u> Consultation to commence.	<u>£1.5m</u>
St Nicholas, Canterbury	144	201	191	<u>Proposal</u> Regularise the designated number. <u>Consultation Status</u> To be commenced.	<u>N/A</u>

- 2.2 Table 2 updates Members on the current status of the proposed changes to Special schools, which do not require statutory proposals to implement a change in accordance with the regulations. The Cabinet Member for Education and Health Reform will take decisions to allocate the funding for the projects and the reports will contain full financial implications

**Table 2**

<b>School</b>	<b>Current designated number of pupils.</b>	<b>Current roll (Oct 2013)</b>	<b>Proposed designated number of pupils.</b>	<b>Proposal</b>	<b>Proposed Capital Financial Costs</b>
Oakley School, Tunbridge Wells	188	181	206	To increase the designated number.	<u>£1.5m</u>
Ridge View School, Tonbridge & Malling	164	101	174	Expansion and relocation	<u>£14.6m</u>

2.3 Members will note that in some cases, such as Bower Grove School, the proposed designated number is lower than the current number on roll. In these cases it has been agreed with the individual schools that there is a need to change the school's designated number to better reflect the current admissions pattern and school capacity. The change will not affect any pupils on roll. The Governing Bodies of the schools and the Local Authority do not want to see the rolls of these schools rising further. We recognise that there will always be individual cases which mean the Local Authority will request a school to admit beyond its designated number.

2.4 In cases where the number of pupils are already very close to or exceed the proposed designated number the Local Authority may wish to consider the scale of consultation to be undertaken. These pupils have been accommodated within existing buildings, or via the provision of temporary accommodation in which case a planning application consultation would have been undertaken. Regulations no longer dictate the precise nature of the consultation process and we would therefore propose a low key consultation. We would suggest parents and other interested parties are written to explaining the situation and the need to amend the schools' designated numbers and seeking their views. Following this the statutory public notice process would be followed.

### **3. Resource Implications**

- 3.1 a) Capital – Proposals relating to regularising designated numbers do not have any capital implications. The capital costs, of rebuilding, refurbishing, relocating and expanding the schools in the Special School Review, are currently in the Capital Programme. £63m identified for the Special school programme has been set aside for these projects. Further details will be available in the report to the Cabinet Member, which he will consider before taking his decision.
- b) Revenue – This is funded through the DSG and existing schools funding formula. For schools that are relocating into new buildings there will be savings in such areas as maintenance. Consolidation of Foxwood and Highview Schools on one site will enable the “new” school to make efficiency savings. This will enable the schools in question to redirect such savings towards pupils' education.

#### **4. Equality Impact Assessments**

- 4.1 An Equality Impact Assessment has been or will be completed for each proposal.

#### **5. Local Member Opinion**

- 5.1 Local Members will be briefed in advance of any public consultation and their views reported to the Education Cabinet Committee in the Consultation Outcomes Report.

#### **6. Area Education Officer Opinion**

- 6.1 The relevant Area Education Officers support public consultation on all the proposals.

#### **7. Recommendations**

- 7.1 The Education Cabinet Committee is asked to note the consultations that are currently taking place and to consider and make recommendations to the Cabinet Member for Education and Health Reform that the Local Authority undertake public consultations on the remainder of the proposals set out in this paper.

#### **8. Background Documents**

School consultations are available on the following link:

[http://www.kent.gov.uk/education\\_and\\_learning/plans\\_and\\_consultations.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations.aspx)

Delivering Bold Steps for Kent 2013-2016 and the Commissioning Plan for Education Provision in Kent 2013-2018 are available on the following link:

[http://www.kent.gov.uk/education\\_and\\_learning/plans\\_and\\_consultations/education\\_plans.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx)

Strategy for Children & Young People with Special Educational Needs and Disabilities

<https://shareweb.kent.gov.uk/Documents/KELSI/supporting-pupil-learning/SEN/SEN/FINAL%20Strategy%20for%20Children%20and%20Young%20People%20with%20Special%20Educational%20Needs%20and%20Disabilities.pdf>

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From: **Roger Gough, Cabinet Member for Education and Health Reform**

**Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Education Cabinet Committee 14 March 2014**

Subject: **Early Years and Childcare Strategy 2014 - 17**

Classification: **Unrestricted**

Past Pathway of Paper: **Education Cabinet Committee, 27 September 2013 and 14 January 2014**

Future Pathway of Paper: **Cabinet for final agreement**

Electoral Division: **All**

**Summary:** This report presents the Education Cabinet Committee with a summary of the consultation responses received on the proposed Early Years and Childcare Strategy 2014 – 2017. The vast majority of respondents supported the ambition, strategic aims, priorities and proposed ways forward.

**Recommendations:** Members are asked to:

- note the positive responses to the consultation;
- note and comment on the amended Early Years and Childcare Strategy 2014 – 2017, attached to this report;
- note that the consultation responses, the outcomes of Education Cabinet Committee’s discussion and the amended Strategy will be presented to Cabinet in April for final approval.

## 1. Introduction

- 1.1 On 14 January 2014, building on previous and current successes, Education Cabinet Committee agreed to support the Cabinet Member’s decision to consult on a refreshed, draft Early Years and Childcare Strategy 2014 – 2017.
- 1.2 The scope of the Strategy includes the continued sufficiency of and inclusive access to high quality Free Early Education places for all three and four year olds and for increasing numbers of two year olds. In addition it is to secure sufficient childcare for all children and young people aged 0 – 14 and up to 18 where the young person has special educational needs and/or a disability (SEND) and/or is a Child in Care. This applies to all early education and childcare provision of all types (pre-schools, nurseries, nursery classes and Kent’s one nursery school, child-minders, before and after school and

holiday childcare provision) and across all sectors, (maintained, voluntary, private and independent).

1.3 The draft Strategy incorporated the following Ambition, Strategic Aims and Priorities:

### **Ambition**

Our ambition for Early Years and Childcare in Kent is for a vibrant, increasingly diverse and thriving early education and childcare sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers. In fulfilling this ambition we aspire to achieve the following:

- a culture of collaboration between all providers, schools, the local authority, other professionals, and parents working together in partnership to support and achieve the best possible outcomes for children, young people and their families;
- every child and young person is supported to develop well, make good progress and achieve their full potential in a safe environment;
- providers are self- improving and evaluative and strive for continuous improvement;
- the voice and needs of children, young people and their parents and carers are central, with their needs being consistently identified early and effectively met.

### **Strategic Aims**

- Develop a more integrated approach to early years and childcare provision and services;
- Ensure better continuity of provision and services across the 0 – 5 age range;
- Ensure that increasing numbers of children are school ready at the end of the Early Years Foundation Stage and make a successful transition to school;
- Mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children;
- Develop a system wide approach to continuous improvement in early education and childcare provision through more collaborative networks of providers and the use of traded services.

### **Priorities**

#### **1. Integration of provision and services**

- Ensure more effective joined up working across and between early education and childcare providers, schools, children's centres, the local authority, health and all other relevant agencies and professionals



- Develop collaborative working and improve information sharing and communication with and between providers of early education and childcare
- Improve communication with and the provision of information for parents and carers in relation to early years and childcare matters.

## **2. Continuity across the 0 – 5 age range**

- Ensure the provision of support for parents to better engage in their children's learning in the very earliest years
- Ensure the availability of free, quality early education places for specified two year olds in line with Government targets and timescales
- Extend the Free Early Education Entitlement offer for two, three and four year olds so that is available during the school holidays, in line with the availability of provision
- Support improved continuity and progression in learning for all children by improving current approaches to transition.

## **3. School Readiness**

- Ensure that more children achieve a Good Level of Development at the end of the Early Years Foundation Stage and are resilient and well prepared for school.

## **4. Mitigating the effects of disadvantage**

- Accelerate the narrowing of gaps in achievement by ensuring that children in the early years who may be vulnerable to poorer outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well
- Ensure there is a sufficiency of high quality and accessible out of school childcare places for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare.

## **5. System wide continuous improvement**

We need to ensure that increasing levels of provision are good or outstanding and that providers seek to continuously improve the quality of their provision through the development of their workforce by:

- Supporting providers receiving an Ofsted judgement of 'requires improvement' or 'inadequate' to quickly move to 'good' or better
- Delivering a comprehensive and highly flexible early years and childcare chargeable improvement service
- Ensuring a comprehensive work force development offer, designed to address gaps in qualifications and other training, and including those related to inequalities.

## 2.0 Consultation

### 2.1 Method

The consultation on the draft Strategy took place from 16 January to 13 February 2014 with the communication approach and consultation methods being as follows:

- Consultees included providers of early education and early years and out of school childcare in the private, voluntary and independent sectors, childminders, children's centres, schools, parents, relevant KCC teams and services and health commissioners
- The consultation was launched via bulletin or email to consultees with a link to an online response form on the KCC website
- The Contact Centre was the access point for hardcopy formats if requested

### 2.2 Questions

The consultation asked the following questions:

- Is the Ambition comprehensive?
- Are the Strategic Aims the right ones?
- Do the Priorities reflect what we need to achieve?
- Does the Way Forward include the right things?

Additionally, in order to inform our review of how we communicate with providers, they were asked to comment on what they consider to be the most effective way(s) of achieving this.

A free text box was available for any respondent to provide any other comment that they wished.

### 2.3 Respondents

47 responses were received in total, of which

- 29 were providers
- 13 were parents
- 5 were from Children's Centres

## 2.4 Responses

### The Ambition

**85% of respondents agreed** that the Ambition is comprehensive. Of those that didn't agree, three were parents, three from a children's centre and one was a provider. No comment was offered as to why or how the Ambition could be improved.

## The Strategic Aims

**97% of respondents agreed** that the Strategic Aims are the right ones. Of those that didn't agree, one was a parent and two were providers. No comment was offered as to why or how the Strategic Aims should be amended.

## The Priorities

**87% of respondents agreed** that the Priorities are the right ones. Of those that didn't agree, two were parents and three were providers. No comment was offered as to why or how the Priorities should be amended.

## The Way Forward

**76% of respondents agreed** that the Way Forward included the right things. Of those that didn't agree, five were parents, six were providers and two were from children's centres.

Comments made by providers related almost exclusively to the changes being brought about by Ofsted now being the sole arbiter of quality for early years and childcare provision and the introduction of improvement services on a chargeable basis.

## Communication with Providers

The free text box asking providers how we could most effectively communicate with them, and they with us, generated a range of comments that consistently welcomed the review of this and named a range of methods including by webpages, email, bulletin, network meetings and collaborations. These will be taken forward in the implementation of the Strategy.

## Any other comments

Any other comments were almost exclusively from providers and in relation to the new national framework and its implications.

Two respondents (one parent and one provider) made comments about ensuring that in supporting children at risk of under achievement, children who were potentially gifted and talented did not get overlooked. One respondent (a parent) commented on the need for more out of school childcare. These comments will be taken forward as appropriate and necessary in the implementation of the Strategy.

## **3.0 Equality Impact Assessment**

3.1 An Equality Impact Assessment was attached to the draft Strategy as part of the consultation, which included the following statement:

*The Strategy is universal and applies equally across all sectors including all groups of protected characteristics. The three-year implementation plan will support improved continuity and progression for all children and young people by reviewing and refreshing current approaches to transition to school. The plan will also accelerate the narrowing of gaps in achievement*

*by ensuring that children and young people who may be vulnerable to not achieving their full potential (including those with SEND) have their needs identified as early as possible and that they are supported to achieve their full potential.*

- 3.2 No comments were received on the Equality Impact Assessment. It has not been possible to undertake an equalities analysis of the responses as over 70% were submitted on the behalf of provider organisations.

#### **4.0 Analysis of consultation responses**

- 4.1 The level of agreement with and support for the Ambition (85%), Strategic Aims (97%) and Priorities (87%) is very positive, supportive and encouraging and is a clear indication that for the vast majority of respondents the general scope of this refreshed Early Years and Childcare Strategy is appropriate.

- 4.2. Whilst there was a good majority still for the various elements of The Way Forward, the slightly lower level of agreement at 78% was largely attributable to the significant change in culture and climate for providers, brought about by national changes to the overall framework for early years and childcare services. However, following the introduction of chargeable services with effect from May 2014 the likely level of purchase is extremely encouraging. Some providers have said that they believe the introduction of chargeable services will support their increased autonomy and independence. We can therefore look forward to continuing to work positively and supportively with the sector to continue to improve outcomes for children.

- 4.3 A small number of respondents (providers particularly) asked how the Strategy was going to be implemented. This is described in Section 5 below and will be communicated in due course

- 4.4 In the context of the responses to the consultation and full consideration of these, the final Strategy is attached to this report as Appendix One

#### **5.0 Delivery of the Strategy**

- 5.1. Implementation of the Strategy will be achieved by working in a more focused and targeted way with settings that require improvement or have been judged inadequate by Ofsted; by offering a wide ranging offer of chargeable improvement services; by facilitating greater collaboration between providers to share best practice; by developing a specific programme of support to narrow achievement gaps in EYFS outcomes; by continuing to provide additional support for settings for children with special educational needs through the Specialist Teaching and Learning Service; and through a restructured Early Years and Childcare Service, the staff consultation for which took place between 8 January and 10 February 2014.

- 5.2. The Early Years and Childcare Service

The new Early Years and Childcare Service structure takes into account the requirements of the government's strategy *More Affordable Childcare*, the revised Early Years and Childcare Statutory Guidance for Local Authorities issued in September 2013 and local issues reflected in the draft Strategy. Further to the staff consultation, the restructured Service will incorporate the following four teams:

- **Sufficiency and Sustainability** (key focus to ensure a sufficiency of early education for two, three and four year olds and childcare for 0 – 14 year olds and up to 18 for those with a SEND and/or who are a CIC);
- **Improvement and Standards** (key focus on supporting providers 'requiring improvement' or that are 'inadequate' to move to 'good' as quickly as possible and also on workforce development and delivering a chargeable Improvement Service);
- **Equality and Inclusion** (key focus on providing a programme of advice, support and training to registered early education and childcare providers to promote and enable equality and inclusion and to narrow gaps in achievement);
- **Partnership and Integration** (key focus to ensure information, advice and support to parents and prospective parents regarding early education and childcare and to ensure the engagement of and communication with providers).

Each of these teams will be lead and coordinated by a manager, delivering statutory, discretionary and chargeable functions as appropriate, in line with national and local requirements. An additional key part of each of the four managers' roles is to lead and coordinate all Early Years and Childcare activity within one area of Kent (north, south, east or west).

Each of the priorities in the Strategy and related actions is included in one of the four teams' areas of responsibility and also reflected in the job description for the manager of each team. Responsibility for overall leadership, management and coordination of the Service and hence delivery of the Strategy sits with the Head of Service.

### 5.3 The Early Years and Childcare Service and Children's Centres

Children's Centres are a key part of early childhood services for young children. Further to the consultation on the Early Years and Childcare Service restructure, the new Service will have two roles in relation to Children's Centres, as follows:

- Where a Children's Centre has a private or voluntary pre-school or nursery as part of its provision, the Early Years and Childcare Service's full range of statutory, discretionary and chargeable services will apply;
- For Children's Centres overall (i.e. more broadly than any integral pre-school/nursery provision), the Early Years and Childcare Service will provide advice, support and guidance to ensure that the early learning ethos and any early learning activities are in line with EYFS principles and best practice.

## 6.0 Conclusion

6.1 In the context of the Government's document *More Affordable Childcare* and also significant KCC plans for improvement in the early years provision and outcomes for children, plus developments for more integrated, collaborative working, the final Early Years and Childcare Strategy for 2014 – 2017 is presented to Education Cabinet Committee for consideration and comment. The final Strategy will be presented by the Cabinet Member for approval by Cabinet.

## 7.0 Recommendation

**Recommendation:** Members are asked to:

- note the positive responses made to the consultation;
- note and comment on the amended Early Years and Childcare Strategy 2014 – 2017, attached to this report;
- note that the consultation responses, the outcomes of Education Cabinet Committee's discussion and the amended Strategy will be presented to Cabinet in April for final approval

## 8.0 Background Documents

8.1 More Affordable Childcare

8.2 Early Years Strategy 2014 – 2017 Consultation and Equalities Impact Assessment

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

Early Years Strategy 2014 – 2017 Report to ECC – 27 September 2013

<https://democracy.kent.gov.uk/documents/s42551/Item%20D5%20-%20Early%20Years%20and%20Childcare%20Strategy%202014%20-%202017.pdf>

Early Years Strategy 2014 – 2017 Report to ECC – 14 January 2013

<https://democracy.kent.gov.uk/documents/s44519/Item%20D3%20-%20Early%20Years.pdf>

## 9.0 Contact details

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# **Kent County Council**

## **Appendix 1**

### **Education, Learning and Skills**

#### **Early Years and Childcare Strategy 2014 - 2017**

**DRAFT**

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# 1. Introduction

Education is central to improving the life chances of children and young people. Kent County Council (KCC) works in partnership with schools, early years and post-16 providers to deliver an outstanding education offer to Kent children and young people from the very earliest years.

In Bold Steps for Education, our vision is for Kent to be the most forward looking area in England for education and learning so that we are one of the best places for children and young people to grow up, learn, develop and achieve. We aim for Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background. The early years are a critical time of development and learning for children to get the best start in life.

In Kent we have the same aspirations and expectations for every child and young person to make good progress in their development and learning from birth, to achieve well and to have the best opportunities in life as they become young adults.

Every child and young person has the right to go to a good or outstanding early years setting and school and to have access to the best support for their learning and achievement. They should also benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve together. No child should be disadvantaged by not being able to attend a good quality early years setting or school.

The Early Years and Childcare Strategy 2014 – 2017 builds on significant success in the early years and childcare sector in Kent over the past decade and reflects KCC's forward looking priorities and targets for improvement in early years provision and outcomes for children by age 5, plus new approaches to achieving these. It incorporates our response to the changes the Government is introducing for early education and childcare and also comes at a time when KCC is developing more integrated early intervention and prevention services to support children and families, especially in the early years.

The main aims of this Strategy are to develop a more integrated approach to early years and childcare provision and services; to ensure better continuity of provision and services across the 0 – 5 age range; to ensure an increasing number of children are school ready at the end of the Early Years Foundation Stage; and to mitigate the effect of poverty, inequality and disadvantage through the provision of high quality early education and childcare, including support for parents and carers and narrowing early development achievement gaps. The Strategy is also designed to ensure a system wide approach to further continuous improvement in early education and childcare provision by developing more self sustaining networks through collaboration and the use of traded services.

The scope of the Strategy also includes targets to continue to improve outcomes and to secure an increasing sufficiency of, and access to, high quality free early education places for all three and four year olds and for gradually more two year olds. It also includes plans to improve the sufficiency and quality of childcare for all children and young people aged 0 – 14 and up to 18 where the young person has a disability or special educational needs (SEND). This applies to early education and childcare provision of all types (pre schools, nurseries, nursery classes and Kent's one nursery school, childminders, before and after school and holiday childcare provision) and across all sectors, (maintained, voluntary,

private and independent). While the aims of the Strategy apply equally across the full range of providers, the priorities and implementation may vary across different types of providers. Furthermore, the centrality and importance of developing more integration between early years and childcare provision, children's centres and schools and with other partner agencies as part of this new Strategy cannot be over emphasised.

While the Strategy has a clear and specific scope, it aligns with a number of other key strategies and initiatives, particularly strategies for School Improvement, the Special Educational Needs and Disability (SEND) Strategy, and plans for integrated early intervention and prevention services for 0-11 year olds including children's centres. A wide range of stakeholders and partners are engaged in the successful delivery of early education and childcare provision and play a part in implementing this Strategy.

## **2. Context**

### **National Context**

The national context for the Early Years and Childcare Strategy 2014 – 2017 is the Government's document *More Affordable Childcare*. Published in July 2013, *More Affordable Childcare* sets out the Government's plans to:

- help families to meet the costs of childcare;
- increase the amount of affordable provision;
- improve the quality of provision;
- give parents the right information so they can make informed choices about childcare.

Implications for local authorities include:

- acting as champions for disadvantaged children and their families;
- a revised role in quality improvement, focusing on challenging and securing support for early years providers that are judged by Ofsted as 'requiring improvement' or being 'inadequate'; (This is a particularly significant driver for our new approach to continuous improvement);
- a continuing role in ensuring a sufficiency of provision.

Additional detail on *More Affordable Childcare* and its implications for local authorities is provided in Appendix One.

### **Local Context**

Kent's Early Years and Childcare Strategy 2014 – 2017 links to the wider context of a range of local priorities and plans that affect families, children and young people. Information about these is provided in Appendix Two. Underpinning all of these is KCC's intention to more effectively integrate services for children 0 – 11. Early years and childcare providers are critical partners in this.

## **3. Our Ambition**

Our ambition for Early Years and Childcare in Kent is for an exciting, vibrant, increasingly diverse and thriving early education and childcare sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers. In fulfilling this ambition we aspire to build on past successes and achieve the following:

- a new culture of collaboration between all providers, schools, the local authority, other professionals, and parents working together in partnership to support and achieve the best possible outcomes for children, young people and their families;
- every child and young person is supported to develop well, make good progress and achieve their full potential in a safe environment;
- providers are self- improving and evaluative and strive for continuous improvement;
- the voice and needs of children, young people and their parents and carers are central, with their needs being consistently identified early and effectively met.

#### **4. Our Strategic Aims**

The Strategic Aims of this Strategy are:

1. To develop a more integrated approach to early years and childcare provision and services
2. To ensure better continuity of provision and services across the 0 – 5 age range
3. To ensure increasing numbers of children are school ready at the end of the Early Years Foundation Stage (EYFS) and make a successful transition to school
4. To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children
5. To develop a system wide, new approach to continuous improvement in early education and childcare provision, including through more collaborative networks of providers and the use of chargeable services.

#### **5. Early years and childcare provision in Kent**

Early education and childcare in Kent is available through a large, diverse and regularly shifting market of maintained, private, voluntary and independent providers, including childminders. The successes that the sector has enjoyed over the past decade include the doubling of the number maintained nurseries, significant over exceeding of Government targets for developing new childcare places across the 0 – 16 age range, delivery of a major children's centre programme and a steady increase in the quality of provision as judged by Ofsted.

##### **Early Years**

Early Years childcare provision for children age 0 – 4 for at least four hours a day is provided by sessional and full day care pre- schools and nurseries and with childminders. Embedded within this childcare provision will almost always be the free early education entitlement of 15 hours a week for 38 weeks a year. Levels of provision fluctuate regularly but are currently (as at date) (as registered with and informed by Ofsted):

- *Full day care provision:* 373 providers which are open for more than four hours per day, offering a total of 17,495 childcare and early education places;
- *Sessional provision:* 333 providers which are open less than four hours per day, offering a total of 9,591 childcare/early education places;
- *Childminders:* 1,533 childminders (i.e. providers who can care for children of all ages within their own home). The number of actual places is not available as Ofsted no longer makes this available. Of the 1,553, 407 are eligible to offer the free early education entitlement;
- *Maintained provision:* there are 67 maintained nursery classes and one maintained nursery school, offering a total of 3,536 free early education places for three and four year old children

## The Free Early Education Entitlement

### *Three and Four Year Olds*

The Free Early Education Entitlement is available for all children aged three or four years. It constitutes a part time place (15 hours a week) for 38 weeks a year and is free to the parent at the point of delivery. Free places can only be provided by Ofsted registered provision, all of which deliver the full EYFS curriculum.

### *Two Year Olds*

In September 2013, the Government introduced a duty for local authorities to provide places for disadvantaged two year olds. Kent's target was to make available 3,095 places from September 2013 with 7,000 places in total required to be available by September 2014.

## **Out of School Childcare**

Childcare provision for school aged children (universally up to 14 and up to 18 for those with SEND and/or who are in the care of the local authority) is provided through breakfast clubs, after school clubs and holiday provision, again provided across all sectors and also by childminders. Much of this provision is not required to be registered with Ofsted (due to the lower number of hours and/or weeks it operates) and is therefore a more difficult market to quantify.

## **6. Where we are now**

The considerable development and improvement over recent years concerning both the sufficiency and quality of provision and also in relation to outcomes for children have brought us to where we are today. Most recent successes reflected in Bold Steps for Education include:

### **Early Education for Two Year Olds**

As part of the Government's policy for free early education places for disadvantaged two year olds, we have introduced the 'Free for Two' scheme in Kent. During 2012/13 more than 1,200 two year olds accessed a free early education place. This has already risen to over 3,200 by December 2013.

## Quality of Provision

For Early Years providers in the private, voluntary and independent sectors there has been continuous improvement over a number of years in the percentage of providers judged as good or better by Ofsted. The current profile for group early years providers is:

- Outstanding, 17%
- Good, 70%
- Satisfactory, 12%
- Inadequate, 1%.

The majority of EYFS classes in schools are judged as good or better with only a small number judged as requiring improvement.

The current profile for Kent's childminders is as follows:

- Outstanding 12%;
- Good 66%;
- Satisfactory 21%
- Inadequate 1%.

## Early Years Foundation Stage

The new EYFS introduced in 2012 consists of 17 Early Learning Goals across seven areas of learning. There are three possible assessment scores for each of the early learning goals: 1 for *emerging* : 2 for *expected* : 3 for *exceeding the expectations for a good level of development*.

The main overall indicator for the new EYFS framework is for pupils to show a 'Good Level of Development' (GLD). In 2013, 64% of children in Kent achieved this (well above the national average of 52%) with a range across districts of 55% to 69%.

### *Achievement Gaps*

At national level, the achievement gap is defined as being the difference in achieving a GLD between the lowest attaining 20% of children and the mean, which for 2013 is 36.6%. In Kent, this gap has been progressively reducing over the previous six years with the figure for 2013 of 25.2% being better than the national figure.

The achievement gap in Kent as measured by the difference in children in receipt of free school meals and all children achieving a GLD is currently 19%. This is the third best figure nationally and well above the national average.

The gender gap is significant, with 72% of girls and 55% of boys in Kent achieving a GLD. This is a significant issue for closing the achievement gap and ensuring more children develop well in the early years and are well prepared for starting school.

Whilst the direction of travel in Kent is good overall, there is clearly more work to be done to further narrow the gaps for all children and ensure more children develop well before the age of five.

## 7. Our Priorities

The priorities to fulfil our Strategic Aims are:

### 1. Integration of provision and services

- Ensure more effective joined up working across and between early education and childcare providers, schools, children's centres, the local authority, health and all other relevant agencies and professionals
- Develop collaborative working and improve information sharing and communication with and between providers of early education and childcare
- Improve communication with and the provision of information for parents and carers in relation to early years and childcare matters.

### 2. Continuity across the 0 – 5 age range

- Ensure the provision of support for parents to better engage in their children's learning in the very earliest years
- Ensure the availability of free, quality early education places for specified two year olds in line with Government targets and timescales
- Extend the Free Early Education Entitlement offer for two, three and four year olds so that is available during the school holidays, in line with the availability of provision
- Support improved continuity and progression in learning for all children by improving current approaches to transition.

### 3. School readiness

- Ensure that more children achieve a Good Level of Development at the end of the Early Years Foundation Stage and are resilient and well prepared for school.

### 4. Mitigating the effects of disadvantage

- Accelerate the narrowing of gaps in achievement by ensuring that children in the early years who may be vulnerable to poorer outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well
- Ensure there is a sufficiency of high quality and accessible out of school childcare places for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare.

## 5. System wide continuous improvement

We need to ensure that increasing levels of provision are good or outstanding and that providers seek to continuously improve the quality of their provision through the development of their workforce by:

- Supporting providers receiving an Ofsted judgement of 'requires improvement' or 'inadequate' to quickly move to 'good' or better
- Delivering a comprehensive and highly flexible early years and childcare chargeable improvement service
- Ensuring a comprehensive work force development offer, designed to address gaps in qualifications and other training, including those related to inequalities.

## 8 The Way Forward

In order to fulfil our ambition and achieve our strategic aims and priorities, we will act as follows:

### 1. Integration of provision and services

#### a) More effective joined up working

In the early years, Children's Centres play a critical role in relation to early intervention and prevention and work closely with local early years providers and primary schools to ensure that the most disadvantaged children and their families receive the early support they require. More integration of this work is a priority for this Strategy.

#### We will

- **Ensure that early years and childcare providers are at the heart of the integration of services for children aged 0 – 11** Integration
- **Facilitate and support more effective, locally based networking and links between early years and childcare providers, children's centres, schools and other agencies**
- **Ensure that joint health and education reviews for two year olds are embedded and effective** (triggering common assessment referrals where needed)

#### b) Collaborative working and information sharing and communication

We aim to improve the way we work with and communicate with early education and childcare providers. To improve communication and engagement further KCC is developing more collaborative models for providers to work together, and with the local authority, to share best practice and build capacity for improvement.

#### We will

- **Introduce an Early Years and Childcare Bulletin**, incorporating all information that needs to be made available to providers in relation to education, childcare, social care and health

- **Ensure that providers can access the new Kent, Education, Learning and Skills Information (KELSI) website**
- **Further develop locally based provider networks**
- **Introduce secure email systems for providers.**

c) Information for and communication with parents and carers

KCC has a Parent's Charter to support partnership between parents and carers and those responsible for providing support and assistance to them. The Charter outlines a joint responsibility to make sure that children and young people are safe, happy, learning and achieving good outcomes.

The Childcare Act 2006 places a duty on local authorities to make information available to the public on childcare and related services. KCC primarily delivers these responsibilities via the Kent Children and Families Information Service (CFIS). A range of supplementary information about the availability of other relevant activities for families is also provided by KCC Libraries.

**We will**

- **Improve support for parents and carers by ensuring they have up to date information about childcare and early**
- **Review and improve the current model of delivery for CFIS** to ensure we deliver an improved service response to parents' enquiries via telephone, e-mail, and online access and enable parents, carers and families to find the right information and advice.

**2 Continuity across the 0 – 5 age range**

a) Parents engagement in their children's learning

Parents are a child's first and most enduring educators. Supporting parents' engagement in their children's learning is the most effective way to make a difference to children's lives and outcomes. When parents have the knowledge, skills and confidence to provide the kind of relationships and experiences that children need to learn and develop it can make a real difference to children's outcomes and futures. There is a wide range of often excellent and effective practice across the county, supporting parental engagement in their children's learning.

**We will**

- **Disseminate the best practice for engaging parents in their children's learning**
- **Support providers do more to develop the engagement of parents, carers and families in their children's learning.**

b) Free early education places for two year olds

Currently, 79 percent of two year olds eligible for a free place are accessing this. Capital funding to support the development of new places is available, the allocation for Kent being £2.4m. This will support the development of a small number of projects in key areas whilst the majority will provide small grants to providers needing small scale refurbishments or additional equipment to take two year olds in their settings.



## **We will**

- **Increase the number of places for two year olds through the following activities:**
    - county-wide provider audits at least twice each year
    - provider information briefings
    - presentation and publicity materials
    - training workshops and surgeries
    - seminars and networking events
    - individual business planning support for group settings
    - capital development plans.
  - **Continue to promote free places for two year olds to eligible families in order to increase take up.**
- c) Free Early Education Entitlement for two, three and four year olds

Free Early Education for three and four year olds and specified two year olds is currently available for 38 weeks a year in line with school terms.

**We will extend the Free Early Education Entitlement** through plans already underway so that funded places are available on a year round basis rather than on a term time only basis. This will be implemented on a county-wide basis from April 2014.

d) Transition

Early years providers have been supported to embed effective transition practice so that children are ready for school and make a good transfer to the Reception year. Schools and providers work together to build robust and effective working relationships that support the transition process. A priority is to make this practice more consistent across the county.

## **We will**

- **Consult on a 'Transition Protocol', outlining the nature, purpose of and principles of effective transition across the full education spectrum**
- **Review and re launch advice and guidance for ensuring effective transition across all ages and all types of provision, including examples of best practice.**

## **3 School readiness**

We need to ensure that more children achieve a Good Level of Development at the end of the Early Years Foundation Stage and are resilient and well prepared for school. The priority is to significantly increase the overall number of children achieving a Good Level of Development whilst closing achievement gaps, including those between boys and girls and children eligible and not eligible for Free School Meals.

**Achieving this is dependent upon the success of all other actions in this Strategy.**

## 4. Tackling inequality and disadvantage

### a) Narrowing gaps in achievement

New Early Years and Childcare Statutory Guidance for local authorities identifies a clear role for local authorities as champions of all children and families but with particular focus on the most disadvantaged. Local authorities are encouraged to promote inclusion and improve outcomes for vulnerable groups, including (but not necessarily exclusively):

:

- families considered to be hard to reach
- families where children are in receipt of free school meals
- children in care
- children in need
- children with SEND
- minority ethnic groups
- gender inequalities.

We need to ensure earlier identification of need and an appropriate response to this and reduce the number of children arriving in Reception classes with unidentified special educational needs and those with below age appropriate communication and language skills.

**We will deliver an intensive programme of support and advice for all early years and childcare providers in order to respond to all of these issues and to continue to narrow gaps in achievement**

### b) Out of School Childcare

We need to ensure that there is sufficient high quality out of school provision for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare

**We will increase the supply of Out of School Childcare** by mapping demand, supply and identified gaps against the geographical area covered by each collaboration of schools. This will allow each school collaboration to consider its own profile and, if considered to be necessary, plan and work together to close identified gaps. Where a school collaboration agrees that there is need and chooses to act to meet this need, the local authority will make support available if required.

## 5. Continuous Improvement

### a) Improvement Strategy

The role of the local authority is to make available support for all providers should they seek this and particularly to intervene where Ofsted judges a provision to be 'requiring improvement' or 'inadequate', in order to support that provider to improve to good or better as quickly as possible. We need to ensure that increasing levels of provision are good or outstanding and that providers seek to continuously improve the quality of their provision through the development of their workforce by:

- a) Supporting providers receiving an Ofsted judgement of 'requires improvement' or 'inadequate' to quickly move to 'good' or better
- b) Delivering a comprehensive and highly flexible early years and childcare chargeable improvement service

**We will implement a new Improvement Strategy which incorporates**

- A high quality and flexible portfolio of advice, support and training, made available on a chargeable basis
- For providers judged by Ofsted as 'requires improvement' or 'inadequate', an intensive programme of support and challenge, quickly developing an action plan to take forward issues identified by Ofsted in order secure rapid improvements
- The introduction of and support for early years and childcare provider collaborations, designed to build capacity and drive further improvement.

*Safeguarding*

Early years and childcare providers have a crucial role to play in safeguarding children, ensuring their welfare needs are met and their wellbeing is developed. They have a duty to comply with section 40 of the Childcare Act 2006 and statutory guidance enshrined in *Working Together to Safeguard Children 2013* when working in partnership with parents and other agencies. Standards laid out in the welfare requirements of the EYFS provide further prescription about what is expected of settings in relation to their safeguarding responsibilities.

**Action continue to provide support, training and advice to providers on all aspects of safeguarding or concerns of a child protection nature, including advice on staff conduct issues**

c) Work Force Development.

There is a minimum qualification requirement for staff working in the early years sector and Government targets to increase the number of graduates in private, voluntary and independent provision. The requirements of the EYFS (2012) state that staff qualifications must be full and relevant, with managers being required to carry out audits to make sure that this is the case. Other requirements include:

- each group provision must be led by a practitioner with a minimum Level 3 full and relevant early years qualification
- each group setting must have a designated practitioner for safeguarding
- each group setting must have designated persons for SEN and for behaviour management
- each childminder must complete the pre-registration course prior to registering with Ofsted
- each group setting must have an appropriate number of staff and each childminder to have an up to date Paediatric First Aid Certificate (local authority approved).

The number of all Ofsted registered practitioners in Kent provisions exceeds 9,000 (excluding early years staff working within the maintained schools). Based on KCC's Annual Provider Survey 2012, the percentages of the total workforce having achieved or exceeded Ofsted qualification requirements was:

- 31% of leaders hold qualifications above the Ofsted requirement of Level 3;
- 55% of paid staff hold a qualification at Level 3 or above
- 21% of paid staff have achieved or are working towards a Level 2 qualification.

Additionally, the percentage of the (paid) workforce having achieved or working towards higher education qualifications was:

- Leaders -17% achieved or are working towards Level 6
- Leaders - 6% achieved or are working towards Level 5
- Other staff – 4% achieved or are working towards Level 6
- Other staff – 1.23% achieved or are working towards Level 5.

*More Affordable Childcare* highlights the impact of a graduate led, well qualified workforce on the quality of early years experiences for babies and young children. This is supported by evidence from Ofsted's Annual Report 2012. with the implementation of the new Early Years Teacher status role from September 2013 and the Early Years Educator role in September 2014.

#### **We will**

- **Improve the skills of the workforce in settings in areas of high deprivation, where quality tends to be less good**
- **Increase the number of settings with a graduate**
- **Focus on the workforce development needs for settings providing for two year olds, including increasing the number of graduates in these settings**
- **Support the skills development of the workforce in relation to the early identification of and response to need, particularly for children in the early years with special educational needs and disabilities**
- **Provide advanced training for SENCO practitioners in settings that work with children with complex special educational needs.**

#### **6. Support for Childminders**

There are currently over 1,500 childminders, who are a key part of the supply of early education and childcare provision in Kent, including Free Early Education places for two year olds. KCC currently has a service level agreement with the Professional Association for Childcare and Early Years (PACEY) to develop a sustainable childcare market through quality childminders.

**Cutting across all strategic aims and priorities, we will continue to give priority to supporting childminders, working with them to:**

- strengthen existing networks
- ensure sufficiency and sustainability
- support continuous improvement

## 9. Recognising Success

We will know that we have been successful in achieving our Strategic Aims when, by 2017:

- The number of all children achieving a Good Level of Development at the end of the EYFS has increased from 64 to 80 percent
- The gap between all children and those ever having been in receipt of Free School Meals has narrowed from 18.7 to 14.5 percent
- The percentage of early years setting judged by Ofsted to be 'good' or 'outstanding' has increased from 87 to 90 percent
- We have delivered high quality free places for two year olds in line with agreed Government targets
- The number of two year olds eligible for a Free Early Education place and accessing this has increased from 79 to 95 percent
- The percentage of eligible two year olds taking up a free place and being placed in a good or outstanding setting has increased from 83 to 95 percent
- 90 percentage of providers are working as part of a Collaboration
- The percentage of private, voluntary and independent early years settings with a graduate in situ has increased from 58 to 70.

Performance Targets for each year for the period 2014 – 2017 are attached as Appendix Three.

## 10. Implementation, Monitoring and Evaluation

A three year Implementation Plan will be developed to take forward the finally agreed Strategy for early education, early years and out of school childcare group providers and childminders. This will set out clear actions, timescales, resources and monitoring arrangements.

## APPENDIX ONE

### National Context

The national context for the Early Years and Childcare Strategy 2014 – 2017 is the Government's document *More Affordable Childcare*. Published in July 2013, *More Affordable Childcare* sets out the Government's plans to:

- help families to meet the costs of childcare
- increase the amount of affordable provision
- give parents the right information so they can make informed choices about childcare.

Key messages within *More Affordable Childcare* are:

#### Helping families to meet the costs of childcare

##### *(a) New funding*

Phasing in from autumn 2015, a new scheme will be introduced to offer tax-free childcare to working families. From April 2016, £200 million of additional support with childcare costs will be provided, within Universal Credit.

##### *(b) Funded early education*

The commitment remains to funding 15 hours a week of early education for all three and four year olds, extending to around 20 per cent of two year olds from September 2013 and around 40 per cent of two year olds from September 2014.

#### Increasing the amount of affordable provision

##### *(a) Improving regulation and removing barriers*

The Government intends to improve regulation by bringing forward legislation to introduce a new childcare registration system, following consultation. This would replace the current system with a single, consistent set of welfare and safeguarding requirements for all childcare providers.

##### *(b) Making better use of schools*

The Government would like to see Primary school sites open for more hours each day and for more weeks each year and intends to work with schools and childcare providers to look at ways in which it can be made easier for out-of-hours provision to be made available on school sites. Schools will continue to have autonomy to make decisions about the hours that they are open.

#### Improving quality

The Government intends to further improve the quality of early years provision by:

- reforming qualifications and introducing early years teachers and early years educators
- strengthening the inspection regime by Ofsted
- introducing childminder agencies to increase the number of childminders and improve the training and support they can access.

## **Helping parents make informed choices**

The Government wants parents to tell them how best to improve the information available about childcare providers in their area and intend to ask an independent organisation to work with parents to find out what they think of the current information sources and make recommendations in the spring 2014 about which channels are most useful to parents and how services might be improved.

## **Implications for local authorities**

### **Acting as champions for disadvantaged children and their families**

Local authorities play an important support and challenge role with schools as the champions of children and parents, especially the most disadvantaged. They focus their resources on supporting and intervening in those schools which require most improvement. The Government wants to ensure local authorities take a similar role in the early years. As champions of children and parents, local authorities will be required to identify harder to reach families, make sure they understand the early education and childcare support available to them, and support them to choose an early education provider for their child. It will be particularly important that local authorities play this role in supporting the implementation of early learning for two year olds.

### **Quality improvement**

Local authorities will continue to play an important part in ensuring there is high quality provision in their areas. However, at a time when resources are under pressure, the Government believes local authorities should not undertake their own quality assessments of providers (which is Ofsted's role) but should focus on challenging and securing support for early years providers who 'require improvement'. The Government will therefore reform the law to no longer require local authorities to make additional quality-based requirements on good or outstanding private, voluntary and independent sector providers.

Where a provider receives a 'requires improvement' or 'inadequate' rating from Ofsted, this will continue to trigger intervention by the local authority, based on the issues raised by inspection. Local authorities will therefore specify that these 'requires improvement' providers take-up appropriate support as a condition of funding. Local authorities will also need to make sure that these providers can access training and support, and where such support is not available, to provide it directly.

We know that the quality of provision is particularly important for disadvantaged children. New guidance on early education therefore sets out the expectation that local authorities should only fund early learning places for two year olds in settings judged to be 'good' or 'outstanding'. The Government is considering whether, from September 2015, to require that local authorities only fund early learning places for two year olds in settings judged to be 'good' or 'outstanding'. The Government will provide an annual update of existing benchmarking data on the proportion of providers rated 'good' or 'outstanding' in each local authority area. For the first time, from this year, it will include data on the proportion of children accessing their funded place in a provider rated as 'good' or 'outstanding' in each area.

## **Sufficiency**

The local authority role in relation to the sufficiency of early years and childcare provision is unchanged to make sure that there is a diverse, sufficient and sustained market of early education and childcare provision that meets the needs of parents and carers.

## **Statutory guidance**

In the context of more affordable childcare, the DfE issued revised statutory guidance for local authorities which took effect from September 2013. It includes new elements relating to early years provision for two year olds from lower income families and providing information, advice and training to childcare providers. It sets out a changed role for local authorities to enable them to focus, in particular, on identifying and supporting disadvantaged children to take up their early education place.

Evidence shows that high quality early education at age two brings benefits to children's development. The statutory guidance also reflects the Government's intention that, as far as possible, early education for two-year-olds from lower income households is delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report. The Government is considering whether to require that, in future, such early education could only be delivered by 'good' and 'outstanding' providers.

The DfE has introduced measures to repeal the requirement on local authorities to statutorily assess the sufficiency of childcare in their area and also intends to introduce measures at the earliest opportunity to replace the duty on local authorities to provide information, advice and training to childcare providers.



## APPENDIX TWO

### Local Context

Kent's Early Years and Childcare Strategy 2014 – 2017 links to the wider context of a range of local priorities and plans that affect families, children and young people, as follows:

- *Bold Steps for Kent*, Kent County Council's (KCC'S) medium term plan
- *Facing the Challenge*, KCC's plan for transformation in the light of current challenges and pressures
- *Bold Steps for Education*
- *Every Day Matters*, KCC's Children and Young People's Strategic Plan 2012 -2015
- *KCC's Child Poverty Strategy 2013 – 2016*
- *KCC's Education, Learning and Skills (ELS) School Improvement Strategy*. This includes the provision of advice, support and challenge for the EYFS in schools (nursery and reception) and also for Year 1, to give continuity and progression for learners via effective transition
- *The ELS Commissioning Plan*, setting out how KCC will ensure there are sufficient places of high quality for all learners, in line with statutory requirements, including early education and childcare
- *KCC's SEND Strategy*
- *Kent's multi agency Early Intervention and Prevention Strategy*
- *The Children's Centre Strategy 2013 – 2016*, the strategic and operational interface between this and the early years and childcare strategy being crucial
- *Health initiatives, including the Healthy Child Programme, the Health Visitor Implementation Plan 2011-2015 and Family Nurse Partnerships.*

## APPENDIX THREE

### Performance Targets

Between 2014 and 2017, progress will have been made against key targets as indicated in the table below.

Target	2013	2014	2015	2016	2017
Early Years Foundation Stage Profile (new framework). Percentage of children reaching a 'good level of development' (GLD)	63.5	68	72	76	80
Percentage of settings judged by Ofsted to be good or outstanding	87	87.5	88	89	90
Percentage of two year olds eligible for the Free Entitlement taking up their place	79	83	87	91	95
Percentage of two year olds eligible for the Free Entitlement placed in good or outstanding settings, or those on a clear pathway towards this	83	86	89	92	95
Narrowing the gap (new EYFS framework). Percentage difference in GLD between all children and those in receipt of free school meals.	18.7	17.5	16.5	15.5	14.5
Percentage of early years providers working as part of a collaboration	N/A	60	70	80	90
Percentage of private, voluntary and independent early years providers with an early years graduate <i>(N.B Targets dependent on level of funding for bursaries)</i>	58	62	65	68	70

From: **Roger Gough, Cabinet Member for Education and Health Reform**

**Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Education Cabinet Committee - 14 March 2014**

Subject: **Outcome of the consultation on the Education Health Needs Service**

Classification: **Unrestricted**

Past Pathway of Paper: **Education Cabinet Committee, 27 September 2013**

Future Pathway of Paper: **Individual Cabinet Member Decisions**

Electoral Division: **All**

**Summary:**

This report sets out the outcome of the consultation on the review of the Education Health Needs Service currently delivered by three Pupil Referral Units

**Recommendations:**

The Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform and the Corporate Director of Education, Learning and Skills on the proposal to agree a new delivery model for Health Needs provision in Kent, which involves proposals to:

- (i.) Separate provision for Medical Needs and Mental Health Needs
- (ii.) Create one PRU which encompasses The Oakfields Unit and 6 resourced provisions across the County with outreach provision for Mental Health needs
- (iii.) Provide a service to mainstream schools for pupils with Medical Needs.

**1. Background**

- 1.1 A consultation on the future delivery options for the provision of the Education Health Needs Service was undertaken from October to December 2013. This report sets out the outcomes of this consultation, gives details of the proposed delivery model and structure, and explains the implementation phase of this review.
- 1.2 The new service will meet the needs of pupils with chronic illness, or long-term or other serious medical conditions, including those with mental health needs, who form potentially vulnerable groups of pupils at risk of underachieving.

## **2. Outcomes of the consultation**

- 2.1 The review process and consultation on options for the future delivery of the service took place between 21<sup>st</sup> October 2013 and 16<sup>th</sup> December 2013. Information was circulated to all schools in Kent and 200 hard copies were distributed to interested parties, including staff, pupils and teachers/tutors. Consultation documents were also sent to all FE Colleges in Kent, the 8 PRU and Alternative Provision hubs (KS3 + KS4), the Chairs of Management Committees, Headteachers of the 3 Health Needs PRUs, all Local Members, all local MPs, Families and Social Care, and representatives of the accredited Trade Unions. There were eight meetings with teachers, parents and health professionals to discuss the options set out in the consultation document. The document was also circulated to Clinical Commissioning Groups and Health Commissioners.
- 2.2 There were 40 written responses to the consultation. Details of the responses are given in Appendices 1, 2 and 3. There were seven responses in favour of Option 1, 11 in favour of Option 2, and 17 respondents offered alternative suggestions.
- 2.3 As well as the two options proposed, the consultation outlined 9 principles to underpin the eventual outcomes. In discussions and through written responses there was general agreement with the principles, although some respondents expressed concerns about some elements (appendix 1).

## **3. The Proposal**

- 3.1 Two delivery options were proposed in the consultation document:

**Option 1** – A County service based on eight localities

**Option 2** – A stand-alone Pupil Referral Unit, delivered through the three existing localities

- 3.2 Neither option in the original proposal received overall support and there were requests for further discussion and exploration on possible solutions for delivery. A project group was established, comprising Health Needs PRU Managers and Chairs of Management Committees, mainstream school Headteachers, health professionals and KCC officers. A revised single proposal for delivery has been made by this group. The new proposal, set out below, has been informed by the following:
- a) Ofsted briefing on health needs provision in January 2014;
  - b) DfE Statutory Guidance on supporting pupils with medical conditions at school. – February 2014
  - c) consideration of current and past referrals;
  - d) examples of case papers;
  - e) review of best practice, nationally;
  - f) the current profile of learners attending the 3 Health Needs PRUs;
  - g) comments and suggestions brought forward through the consultation – see Appendix 2.

### 3.3 The Recommended Proposal

- (i.) The Medical Needs Service should develop a new County Outreach Service
- (ii.) One County PRU for Mental Health Needs covering specialist education at Oakfields with 6 locality bases and outreach provision.

### 3.4 Expectations on schools and academies

(i.) The new proposal is predicated on an expectation that all schools and Alternative Provision PRUs will identify what they do to support pupils with chronic or long-term medical needs. These statutory duties were confirmed in a DfE document published in February 2014 which clearly states the role of schools and academies in supporting young people with health conditions. The expected implementation date of this guidance is September 2014.

(ii.) Each school should have a policy which articulates how the school will work with pupils with these needs, including the administration of medication. Governing bodies must ensure that arrangements are in place in schools to support learners with medical conditions. This includes consulting health and social care professionals and parents to ensure the needs of children with medical needs are effectively supported. Schools should also adhere to the new KCC policy to be provided. Where pupils have long and persistent absences from school due to long-term chronic or medical needs including mental health, schools must work with professionals and other organisations to help continue to support pupils' education, personal development and well-being.

3.5 The recent Ofsted guidance also indicates that inspection teams will evaluate the achievements and experiences of this group of vulnerable pupils. Schools will, therefore, need to ensure that teaching, the curriculum and the use of resources are appropriately adjusted to meet these pupils' needs. The school should consider the professional development of staff so that there is sufficient knowledge and expertise to manage medical needs and there should be a named person responsible for pupils who are unable to attend school because of medical needs. School governors and leaders should know which young people have chronic or other medical needs.

3.6 One stated aim of this review was the need to ensure that schools are doing all they can to safeguard and support these potentially vulnerable pupils, to ensure their educational needs are met. A new briefing for Section 5 Ofsted Inspections published in January 2014 gives helpful guidance.

- *“Potentially vulnerable groups of pupils, or those most at risk of underachieving, include those with a chronic illness or long-term health condition; for example, musculoskeletal problems, cancer, asthma, epilepsy, diabetes, Crohn's disease, heart problems and pupils with mental health problems, such as anxieties, depression and school phobia.*
- *If chronic illnesses are not managed well by pupils and those who help care for them, including schools, this can have a detrimental effect on pupils' emotional*

- development as well as their safety, physical and mental well-being and their ability to participate and achieve well academically.*
- *The Equality Act, at section 6, sets out that a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.*
  - *Therefore pupils with a chronic illness or long-term health condition may be covered by the Equality Act. Schools are expected to make reasonable adjustments to help meet the needs of pupils with chronic and long-term health conditions.”<sup>1</sup>*

### **Medical Needs Service County Outreach Service**

- 3.7 The proposal envisages a dedicated service where the needs of pupils with medical conditions are supported by a County Outreach Team based in appropriate hubs. The team will coordinate specialist support to the home school from special health support (including school nurses), Home Tuition, Virtual Learning Environment, KIASS and family support. For these pupils the home school remains accountable for education provision and has access to this integrated additional support to meet these pupils' needs. This new service will be managed by a Medical Needs County Service Manager.
- 3.8 Based on current referral cases, approximately 20% of the cohort referred has medical needs. A number of these are short term serious medical conditions such as hip replacements, recovery from accident or glandular fever.
- 3.9 The delivery structure proposed for medical needs describes this service offered through a County Outreach Manager and 3 specialist teachers. This service links closely with KIASS. The proposal differentiates Kent's education support for these pupils, from those with mental health needs, where the complexity requires a different delivery model including resourced provision and fully planned reintegration processes.

### **Mental Health Needs: One PRU with 6 Resourced Bases and Outreach**

- 3.10 Pupils with mental health needs will be supported by one county Pupil Referral Unit to provide a co-ordinated and distinct service for those learners with Mental Health Needs. This will build on the existing framework of effective partnership working between Oakfields PRU, which is a specialist mental health facility at tier 4 supported by hospital consultants, and clinical professionals to deliver Tier 4 CAMHS provision. Links with the Health Services will be strengthened and joint delivery models to support learners with mental health conditions will be established in six new locality bases. The outline structure of this service is set out in Appendix 4.
- 3.11 This aspect of the provision will be managed by a Head of School for Outreach Mental Health Services with 6 locality managers based in the resourced centres, aimed at Tier 3 provision and Outreach for Tiers 2 and 3. This will expand the existing successful West Kent PRU model across the county. The details of other staff are to be determined. The home school will refer pupils, through a revised process, and accountability for pupil progress and outcomes will rest with the home school. Close liaison will be maintained with the home school to ensure effective pupil reintegration. There will be a Head of School for

the Oakfields Unit and Outreach Service mainly providing for Tier 4 CAMHS provision.

- 3.12 The mental health needs provision for Kent will offer 200-250 places in any academic year. The length of stay will vary according to needs. A distinctive element of this proposal is an effective reintegration programme for pupils with mental health needs and outreach support. This will be a prime responsibility for the locality managers working in the six Outreach Centres and managed by the creation of two new posts: the Head of School for the Oakfields Unit (Tier 4) and Head of School for the Mental Health Needs Outreach Service (Tiers 1, 2 and 3).
- 3.13 A feature of the proposal is the development of a triage system at local level (Tiers 1 and 2), through to the specialist intervention at Tier 4 CAMHS. Respondents to the consultation emphasised the need to develop clearer systems between the different levels of intervention within the mental health continuum. This new system will support the In Year Fair Access Protocols which are established in all districts.

#### Executive Headteacher

- 3.14 The development of the service proposed for mental health needs is significantly different from the current delivery model, and takes account of the comments made in the consultation exercise. In order to ensure consistency of approach the proposal offers a structure which has an Executive Headteacher coordinating the work of the 3 strands of provision. Key functions of this post will be to monitor the effectiveness of the referral process, coordinating joint delivery with health professionals and monitoring impact. Another important aspect will be to develop a model of joint working between education professionals, health professionals and CCG's to deliver a commissioned service for CAMHS Tiers 1-2 for pupils with emotional, behavioural and mental health problems.

#### Role of KIASS in the Health Needs Service

- 3.15 All young people accessing an Alternative Curriculum PRU will be required to have some form of holistic assessment in place to ensure that their personal development and well-being needs are being met. KIASS (Kent Integrated Adolescent Support Service) will have the oversight, implementation and delivery of the common assessment framework and ASSET assessment framework for young offenders, provision of personal development and well-being programmes to wrap around young people and their families. Where a young person has been identified for a place in the outreach service and a holistic assessment is not yet in place a key worker will be allocated from KIASS to undertake the assessment.
- 3.16 Each district based KIASS Casework Team Manager will keep a watching brief on all students entering the Health Needs provision. They will work alongside the County Outreach Manager to ensure that sufficient support and provision is in place for each young person as part of their wider care plan, ensuring that the most appropriate personal development and well-being support is in place for both the young person and their family as the young person moves through

the outreach service and back into mainstream education through a reintegration pathway plan.

- 3.17 In March of each academic year a Participation and Progression Panel will be undertaken with all students at risk of becoming NEET. Options support will be considered alongside appropriate referrals to employment, education or training provision to ensure continued participation.
- 3.18 For young people requiring longer term mental health support or as part of their reintegration package into mainstream education a coach or mentor will be allocated to each young person to support their sustained engagement in education.
- 3.19 The outreach service will have access to a virtual advisory and support team with named professionals from which to draw support and advice. Each team will comprise an early intervention worker, attendance officer, substance misuse advisor and youth offending officer.
- 3.20 KIASs Managers will support the Outreach Service to better manage risks, through joint assessment of cases and through providing access to Safer Schools Clinics, Risk Management process [http://www.kscb.org.uk/pdf/ARM%20Procedures%20August%202013%20final%20\(1\).pdf](http://www.kscb.org.uk/pdf/ARM%20Procedures%20August%202013%20final%20(1).pdf) and the Kent Youth Drug Intervention Scheme ([http://www.kent.police.uk/about\\_us/policies/k/k04.html](http://www.kent.police.uk/about_us/policies/k/k04.html)). Training will be provided to all staff on the availability of additional support for managing high risk challenging behaviour
- 3.21 If at any point the County Outreach Manager, parent or young person feels that their concerns are being addressed by services they can raise this with the KIASs Manager. The KIASs Manager will act as a broker for education providers with key services to understand the issues or challenges.

#### **4. Referral Process**

- 4.1 A revised procedure for pupils with mental health needs will be developed. The new system will take account of CAMHS baseline data, which includes information on incidence of mental health needs. The draft CAMHS Baseline Review (September 2013) identified that:
  - one in ten children between 5-16 years has a clinically diagnosable mental health problem;
  - the rates of disorders rise steeply in middle to late adolescence: by ages 11-15 it is 13% for boys and 10% for girls. Approaching adulthood the rate is around 23% by ages 18-20 years;
  - around 60% of children in care and 72% of those in residential care have some level of emotional and mental health problem;
- 4.2 The referral process needs to be a tripartite arrangement between Education, Health and Families and Social Care. The Project Group will develop proposals for this new system.



## **5. Governance**

5.1 The new service will be governed by one Management Committee, which will include the Executive Headteacher, two Heads of School, Lead Local Authority Officer, CAMHS (both SLAM and the Sussex Partnership); CCG representative; KIASS; Parents; AEN and Headteachers from each locality.

## **6. Resources**

### **6.1 Financial**

The current expenditure on the service is approximately £3.5m across both medical and mental health needs. The proposal will be funded within this financial envelope. Indicative costs of the outline management are in the region of £750k. The budget for Oakfields PRU will be remodelled. A new formula will be developed for Oakfields and the 6 resource bases to provide a delegated budget for the new county PRU. The budget for the outreach service will be devolved to the localities based on the profile of need and learner numbers. A new formula will be developed.

### **6.2 Accommodation**

The current Health PRUs operate from accommodation at Canterbury High and also KCC lease accommodation at Woodview Leybourne, Oakfields NHS premises and Woodview Unit in Tunbridge Wells. In addition, there is a small health PRU at Seal.

KCC's Asset Management Plan, endorsed by Policy & Resources Committee in Autumn 2013, sought to ensure efficient use of Council assets and to reduce the portfolio by 30% within 3 years.

Further work is needed to outline the accommodation options, which must reduce the property revenue costs. No allowance has been set aside for any capital investment. It is intended that the 6 resource basis will utilise existing provision in mainstream schools across the County. a number of school have already offered appropriate accommodation to meet the required needs.

### **6.3 Human**

The redistribution of the current budget will be predicated on a teaching staff in each centre, delivering English, Maths, Science and ICT. Any proposal affecting the numbers of staff will be part of consultation with all staff currently employed, and with professional associations

### **6.4 Further Costs**

The delivery model will include the costing of a Virtual Learning Environment and a County home tuition service, and joint commissioning packages with the health services.

## **7. Recommendations:**

7.1 The Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform and the Corporate Director of Education, Learning and Skills on the proposal to agree a new delivery model for Health Needs provision in Kent, which involves proposals to:

- Separate provision for Medical Needs and Mental Health Needs
- Create one PRU which encompasses The Oakfields Unit and 6 resourced provisions across the County with outreach provision for Mental Health needs
- Provide a service to mainstream schools for pupils with Medical Needs.

## **8. Background Documents**

8.1 Supporting pupils at school with Medical Conditions. DfE Statutory Guidance, - February 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277025/draft\\_statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions\\_for\\_consultation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277025/draft_statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions_for_consultation.pdf)

8.2 Consultation Document: Health Needs and Education Service Review

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

## **9. Contact details**

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**Responses to the consultation on the principles:**

1. *develop a flexible and responsive service managed by headteachers.*
  - There was no disagreement with the principles and respondents emphasised the need to be explicit about the role and responsibilities of mainstream schools in ensuring that pupils' educational needs were met.
2. *consult on a county-wide revised policy for pupils with medical needs and mental health needs, which should include protocols for schools and GP's.*
  - A significant number of respondents supported this principle.
3. *review referral systems and reintegration systems*
  - Respondents supported this principle, but pointed to the need to differentiate between medical and mental health needs. They felt that we "should start by looking at the criteria for referral to establish what is needed in Kent".
4. *appropriate links with home schools and FE Colleges*
  - Respondents supported this principle and in particular health professionals welcomed this.
5. *ensure that there are better opportunities for young people with health needs to remain in their home school.*
  - There was an acknowledgement that some mainstream schools will have a training need to ensure appropriate outcomes for this group of young people.
6. *develop a service that is more available to all pupils with health needs across the county.*
  - There was a recognition that the current structure cannot offer equality of opportunity for pupils across the county because the 3 Health Needs PRUs do not offer a consistent delivery model.
7. *provide access to an appropriate curriculum model*
  - The respondents supported this principle, pointing to the need for equality of appropriate high quality curriculum opportunities for all pupils using the health needs service.
8. & 9. *explicit links with other agencies and the 7 Clinical Commissioning Groups;*
  - Respondents supported this principle which was endorsed and emphasised by health professionals and parents.

### Summary of written responses

#### Option 1:

- 'Health needs pru's (*sic*) have a unique set of priorities and respond to needs that are outside of most teacher's expertise' – PRU Centre Manager
- 'District working in hubs enhances the education for all pupils' – Member of Staff

#### Option 2:

- 'this could be overcome by binding the two "sub-services" together and thereby ensuring Health Needs Education does not become a "post-code lottery". – Member of Staff
- 'Headteachers of mainstream schools do not have the medical knowledge to appreciate what is best for pupils' – Member of Staff

#### Unifying East and West Kent Health Needs PRU's:

- 'There needs to be someone unifying West and East Kent' (Health Needs PRUs); 'The new person would be in charge of referrals and consistency across the county' - Tutor for West Kent Health Needs Education Service

#### Alternative Proposals:

- 'I have no hesitation in recommending one service to be set up for Medical Needs and one for those needing short-term home tuition for mental health needs.. I firmly believe that Oakfields Education Unit is a genuine centre of excellence offering much needed and vital support for those young people with chronic mental health issues' – Teacher
- 'WKHNES has proven successful outcomes. Surely it makes sense to build on their strengths rather than throw out structures which in many ways work' – Teacher, West Kent Health Needs Education Service

#### Allocation of Resources/Budget:

- 'A concern would be which [localities] could be used and would this effect the budget' – Member of Staff
- 'I support the proposed Alternative Proposal and feel that this would, in the long term be beneficial to the young people in this care and subsequently save money through lower re-admissions' – Tutor
- 'Concerned about the potential huge increase in cost that may have to be taken on by a school if option 1 went ahead' – Headteacher
- 'An 8 hub model would cost more to run because of overhead costs of rent, heating, lighting, maintenance, internet access...' - Tutor for WHKNES

### Referrals:

- 'We understand and agree with some of the underlying principles of this review but feel that the consultation should start by looking at the criteria for referral to HNE to establish what is needed in Kent first of all before the different options are proposed' – Assistant Headteacher

### Delivery Method/Structure:

- 'CAMHS provision must be linked better with all units'; 'Mental Health needs provision should be up to the age of 18+' – Tutor, West Kent Health Needs Education Service
- 'It should be a county wide service/provision but not necessarily delivered through the 8 "Hubs". The delivery structure should not be predetermined at this stage but decided later' – Governor
- 'The delivery structure of 3 separate provisions...but with the following refinements': 'There is an annual joint meeting of the 3 full Management Committees, with Senior Local Authority Officers'; 'There is redistribution of budget'; 'HNE referrals panel...to be strengthened by the addition of the Head of Oakfields'; 'That the current transport budget is devolved to EKHNES and WKHNES' – Community Mental Health Nurse, CAMHS
- 'We would be interested in principle in basing the service in Canterbury on the hub of the Canterbury Inclusion Service although would ask for further discussion on the timing on such a development...' – Canterbury Inclusion Service
- 'integrated care plan essential not just education service, different localities linked to these commissioning groups should help' – St Augustine Academy

### **Appendix 3**

Consultation documents (hard copies) distributed: 200

Responses received: 40

	Agree with Principles	Disagree with Principles	Not provided	Option 1	Option 2	Alternative Proposals	Total no. Respondents
Parents/ Carers	5	2	0	1	2	4	7
<b>Health Needs PRU Staff and Governors</b>							
Governors	3	1	1	2	0	3	5
Head teachers	2	0	1	0	1	2	3
Teachers/ Tutors	3	1	0	0	1	3	4
Members of Staff	2	3	0	1	2	2	5
<b>Schools</b>							
Governors	0	0	0	0	0	0	0
Head teachers	4	0	1	3	1	1	5
Teachers/ Tutors	3	0	1	0	1	1	4
Members of Staff	1	2	0	0	1	0	3
<b>Other Interested Parties</b>							
Peripatetic Tutors	0	2	0	0	2	0	2
Charity	1	0	0	0	0	0	1
Health Professionals	0	1	0	0	0	1	1
<b>Total</b>	<b>24</b>	<b>12</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>17</b>	<b>40</b>

DRAFT

Outline Structure: Health Needs Provision

————— Line Management  
 - - - - - Professional dialogue

**Executive Headteacher of Health Needs Provision PRU**

- Managing and monitoring referrals
- Joint working with Health Provision Joint Commission

**Strand 1**

**Outreach Medical Needs and Tuition Manager**

- Specialist locality Co-ordinators/Teachers x3
- Virtual learning platform

**Strand 2 Oakfields Unit**

**Head of School (Tier 4 Mental Health Needs)**

- Oakfields Provision(Hospital School)
- Outreach and reintegration service

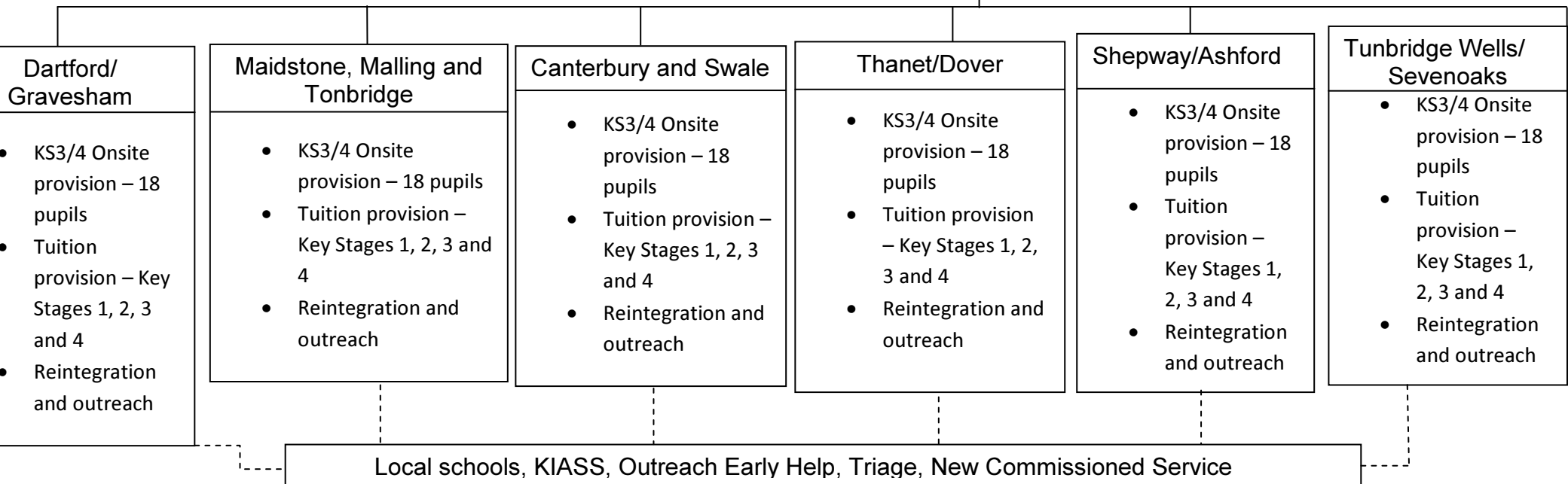
**Strand 3**

**Head of School Tiers 1, 2 and 3 Mental Health Needs Service Outreach Commissioning**

Medical Needs and Mental Health Needs Referrals

IYFA LIFT

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**From:** Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Education Cabinet Committee – 14 March 2014

**Subject:** Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2015/16

**Classification:** Unrestricted

**Future Pathway of Paper:** Cabinet - 24 March 2014

**Electoral Divisions:** All

**Summary:**

To report on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2015 including the proposed process for non-coordinated In-Year Admissions. Cabinet Committee is asked to comment on the co-ordinated schemes for Primary and Secondary Admissions in Kent, the In-Year Admission process for Primary and Secondary schools in Kent and the admission arrangements for the 2015/16 school year, before approval by the Cabinet.

**Recommendations:**

The Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform on the Cabinet decision to determine the following:

- a) The Coordinated Primary Admissions Scheme 2015/16 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2015/16 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 2015/16 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary controlled Secondary schools in Kent 2015/16 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2015/16 as set out in Appendix C (2)

- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2015/16 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Primary Schools 2015/16 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2015/16 as set out in Appendix D (3)

## **1.0 Introduction**

- 1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools 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. 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 2015/16 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 educational need which take place in accordance with the SEN Code of Practice (2001) Paragraph 5.72.
- 1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools; the 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 2015.

## **2.0 Consultation and Outcome**

- 2.1 The LA consultation took place from 11 November 2013 until 8 January 2014 and considered the following aspects:
  - a) The Primary Co-ordinated Admission Scheme including a revised In Year admissions process for 2015/16;
  - b) The Secondary Co-ordinated Admission Scheme including a revised In Year admissions process for 2015/16;

## **3.0 The Co-ordinated Primary Admissions Scheme 2015/16 incorporating the revised In Year admissions process**

- 3.1 All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2015/16. 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 scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties and ensure no children are missing education.

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.

#### **4.0 The Co-ordinated Secondary Admissions Scheme 2015/16 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 scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties and ensure no children are missing education.

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

#### **5.0 The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2015/16**

5.1 The over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2014. The LA is no longer required to consult when there is no proposal to change a Community or Voluntary Controlled school’s oversubscription criteria.

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

#### **6.0 The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2015/16**

6.1 The proposed wording for the over-subscription criteria for Community and Voluntary Controlled Secondary Schools is the same as that used in 2014. Because there are no changes proposed, no consultation is required.

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

#### **7.0 Published Admission Numbers 2015/16**

- 7.1 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.
- 7.2 The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. No PAN reductions were proposed for 2015/16. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix C (2) and Appendix D (2) where agreement was reached.

## **8. Relevant Statutory Consultation Area 2015/16**

- 8.1 Relevant statutory consultation areas have not changed from 2015/16. Details for the Primary arrangements are in Appendix C (3) and Secondary arrangements in Appendix D (3).

## **9. Recommendations**

9.1 The Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform on the Cabinet decision to determine the following:

- a) The Coordinated Primary Admissions Scheme 2015/16 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2015/16 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 2015/16 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary controlled Secondary schools in Kent 2015/16 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2015/16 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2015/16 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Primary Schools 2015/16 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2015/16 as set out in Appendix D (3)

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**Background documents**

None

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Dated: 15<sup>th</sup> January 2014

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Appendix A

**Kent County Council  
Proposed Co-ordinated Scheme for  
Primary Admissions  
Academic Year 2015/16**

**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

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## Appendix A

### Introduction / Background

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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 11 November 2013 until 5:00pm 8 January 2014. 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.**
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-

## Appendix A

### Section 1 –

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

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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 2015.

Year R applications are for children born between 1 September 2010 and 31 August 2011.  
Year 3 applications are for children born between 1 September 2007 and 31 August 2008.

**The Key Scheme dates are:**

<b>Key Action</b>	<b>Scheme Date</b>
<b>National closing date for application forms</b>	<b>Thursday 15 Jan 2015</b>
<b>Summary of applicant numbers sent to all Kent primary, infant and junior schools</b>	<b>By Thursday 12 February 2015</b>
<b>Full applicant details sent to all Kent primary, infant and junior schools for ranking against their over-subscription criteria</b>	<b>By Friday 20 February 2015</b>
<b>Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN</b>	<b>By Friday 6 March 2015</b>
<b>Primary, infant and junior schools sent list of allocated pupils</b>	<b>Wednesday 1 April 2015 (Day before School Holiday)</b>
<b>National Offer Day: e-mails sent after 4pm and letters sent 1<sup>st</sup> class post</b>	<b>Thursday 16 April 2015 (During School Holiday)</b>
<b>Schools send out welcome letters no earlier than</b>	<b>Monday 20 April 2015</b>
<b>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</b>	<b>By Friday 15 May 2015</b>
<b>Deadline for lodging of appeals</b>	<b>Monday 18 May 2015</b>
<b>Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria</b>	<b>Wednesday 20 May 2015</b>
<b>Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC</b>	<b>Tuesday 2 June 2015</b>
<b>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.</b>	<b>Tuesday 16 June 2015</b>

## 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 **16 June 2015** 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. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **16 June 2015**, schools will offer 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 Admissions Authorities including academies and co-ordinating Free schools 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](http://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. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

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 RCAF/JCAF or online application 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.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

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5.

Online applications, RCAF/JCAF 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) allow 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; and
  - (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 7.
- (e) explain that parents cannot name primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) 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 or print.

7.

Completed applications must be submitted online and paper RCAF/JCAF returned to Kent County Council or any Kent Primary School by **15 January 2015**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **15 May 2015** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

### Supplementary Information Forms (SIFs)

9.

Only applications submitted on a RCAF/JCAF (online or paper) are valid. Completion of a

## **Appendix A**

school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

10.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a 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.

11.

### **Children with Statements of Special Educational Need (SSEN)**

Pupils with a Statement of Special Educational Need do not apply to schools for a place through the main round 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 team (SEN), 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 LA'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 team in addition to the relevant school.

### **Determining Offers in Response to the RCAF/JCAF**

12.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAFs/JCAFs 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 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 17.

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13.

**By 12 February 2015** Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

14.

**By 20 February 2015** Kent County Council will advise all Kent primary, infant and junior schools of the full details of all valid applications for their schools via rank lists, 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.

15.

**By 6 March 2015** 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. 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.

16.

**6 March 2015** will also be the final deadline by which any school 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.

17.

**By 20 March 2015** the LA will match each ranked list against the ranked lists of every other school 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.

18.

**By 20 March 2015** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority 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.

19.

**By 1 April 2015** Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **16 April 2015**.

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20.

**On Offer day, 16 April 2015** Kent County Council will:

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

1. The name of the school at which a place is offered.
2. Information about the right of appeal against the decisions to refuse places at other named schools.
3. 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. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will give:

1. The name of the school at which a place is offered.
2. 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.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference on their RCAF/JCAF, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

21.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal. It will not inform parents of places still available at other schools.

22.

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 **16 April 2015**.

23.

Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **16 April 2015**.

24.

Schools will send their welcome letters **no earlier than 20 April 2015**.

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### Acceptance/Refusal of Places - 15 May 2015

25.

**By 15 May 2015** parents must inform the school whether they wish to accept or refuse the place offered on offer day. Acceptances and refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **15 May 2015**, the school **must** 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 taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

### Determining Offers in Reallocation Process

26.

Kent County Council will collect a reallocation list for all schools up to **15 May 2015**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **16 April 2015** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **15 May 2015**.

27.

**By 20 May 2015** Kent County Council will advise all Kent primary, infant and junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

**By 2 June 2015** 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.

29.

**On 16 June 2015** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be informed that they may request to join any school's waiting list that they named on their RCAF/JCAF and were not offered a place. They will be advised to send the waiting list form to the school directly.

### Determining Offers after Waiting Lists returned to Schools

30.

After **16 June 2015** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **16 April 2015**, who asked to be included on the school's waiting list and who subsequently were not offered a place



## Appendix A

on **16 June 2015** (children on the waiting list described in paragraph 29);

- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via IYCAF.
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via IYCAF.

31.

**After 16 June 2015** 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 SSEN apply.

### **Handling of Late Applications:**

#### **Applications received after the RCAF/JCAF closing date but before 6 February 2015**

32.

The closing date for applications in the normal admissions round (as above) is **15 January 2015**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **6 February 2015**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **6 February 2015** will be ignored. Online applicants who amend preferences after **6 February 2015** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1<sup>st</sup> class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **6 February 2015**, where it is confirmed by the appropriate authority that the family will be resident in Kent by **1 September 2015**. A confirmed address, or, in the absence of this, a Unit or "quartermaster 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 / right to appeal as other applicants.

#### **Applications received on or after 6 February 2015 but before 15 May 2015**

34.

Applications received after **6 February 2015** but before **15 May 2015** (the deadline for inclusion in any reallocation made on **16 June 2015**) will not be considered for places on **16 April 2015**, but will be included in the re-allocation of places on **16 June 2015** as defined above.

#### **Applications received after 15 May 2015**

35.

Late applications received after **15 May 2015** (the deadline for inclusion in any reallocation

## **Appendix A**

made on **16 June 2015**) must be made directly to the schools. Parents will apply using the In Year Casual Application Form (IYCAF). These will be considered by each school after **16 June 2015**, in accordance with the in year admissions process.

### **Cancelling applications**

36.

Applications considered as 'on time' detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **2 March 2015** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **15 May 2015**.

38.

Where an application is cancelled, parents cannot join a school's waiting list or appeal unless they submit a new application for the school through the in year admissions process after **16 June 2015**.

### **Appeals**

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **18 May 2015** for it to be considered as on time.

40.

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, which is held in accordance with the school's oversubscription criteria.

## Appendix A

### Section 2 –

# Details of the Primary In-Year Admissions Process for Schools

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#### **In-Year Casual Admission Form.**

1.

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.

2.

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.

3.

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.

4.

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 has given permission to each authority to liaise directly with Kent schools. 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.

5.

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](mailto:kentinyearadmissions@kent.gov.uk)). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

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

7.

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

8.

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

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Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools)

9.

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 local authority's In-Year process.

10.

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.
- (f) explain where they can find information about applying to non-Kent schools.

11.

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.

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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 (where supplied) and returned to the school. All schools that use SIFs must include the form in their published admission arrangements.

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year

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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.

15.

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 Special Educational Needs team (SEN), 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 LA'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 team in addition to the relevant school.

b)

### **Children in Local Authority Care (CiC) 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 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 at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

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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 Admission 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 initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best 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. Places cannot be held for an extended period of time, as this could create disadvantage with other applications.

### **Determining Offers in Response to the IYCAF**

16.

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 Kent County Council and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools 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

17.

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 will confirm the acceptance or refusal of the place to the school or that school’s LA.

18.

Kent pupils who have applied to 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

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school. 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.

19.

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. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### Acceptance/Refusal of Places

21.

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.

22.

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.

23.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

### Waiting Lists

24.

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.

25.

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, via the process detailed in 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. Parents whose children are refused admission **must** be offered a right of appeal (even if their child's name has been put on the waiting list).

### Appeals

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26.

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

27.

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.

## Section 3 – Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	A Local Authority
<b>The LA</b>	Kent County Council
<b>The LA area</b>	The area in respect of which Kent County Council is the Local Authority
<b>Primary Education</b>	Has the same meaning as in section 2(1) of the Education Act 1996
<b>Primary School</b>	Has the same meaning as in section 5(1) of the Education Act 1996
<b>School</b>	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
<b>Foundation school</b>	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
<b>VA schools</b>	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.
<b>VC schools</b>	Such of the schools as are Voluntary Controlled schools
<b>Academies</b>	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.
<b>Free Schools</b>	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.
<b>Admission authority</b>	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
<b>Admission arrangements</b>	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
<b>Eligible for a place</b>	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.



## Appendix A

<b>RCAF</b>	Reception Common Application Form, completed online or on paper
<b>JCAF</b>	Junior Common Application Form, completed online or on paper
<b>IYCAF</b>	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.
<b>SIF</b>	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.
<b>PAN</b>	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 other than where 1.4 of the School Admissions Code 2012 applies.
<b>Late Application</b>	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 Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.
<b>Reallocation Process</b>	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.

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Dated: 15<sup>th</sup> January 2014

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## Appendix B

# **Kent County Council Proposed Co-ordinated Scheme for Secondary Admissions Academic Year 2015/16**

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

Produced by:  
Admissions and Transport

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## Appendix B

### Introduction / Background

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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 11 November 2013 until 5:00pm 8 January 2014. Every Kent School, Academy and Co-ordinating Free School or UTC 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.)
  - Leigh UTC is the only school in Kent where the normal point of entry is at Year 10. 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.)
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### 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 2015.

Year 7 applications are for children born between 1 September 2003 and 31 August 2004.

The Key Scheme dates are:

<b>Key Action</b>	<b>Scheme Date</b>
<b>Registration for testing opens</b>	<b>Monday 2 June 2014</b>
<b>Closing date for registration</b>	<b>Tuesday 1 July 2014</b>
<b>Test date for pupils in Kent primary schools</b>	<b>Wednesday 10 September 2014</b>
<b>Test date for pupils not in Kent primary schools</b>	<b>Saturday 13 September 2014</b>
<b>Assessment decision sent to parents</b>	<b>Wednesday 15 October 2014</b>
<b>National closing date for application forms</b>	<b>Friday 31 October 2014</b>
<b>Kent final closing date for applications.</b>	<b>Wednesday 5 November 2014</b>
<b>Summary of applicant numbers sent to secondary schools (plus info for those needing to arrange additional testing)</b>	<b>By Monday 8 December 2014</b>
<b>Full applicant details sent to all Kent secondary schools for ranking against their over-subscription criteria</b>	<b>By Monday 5 January 2015 (End of School Holiday)</b>
<b>Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN</b>	<b>No later than Tuesday 20 January 2015</b>
<b>Secondary schools sent list of allocated pupils - primary schools informed of destination of pupils</b>	<b>Monday 23 February 2015</b>
<b>National Offer Day: e-mails sent after 4pm and letters sent 1<sup>st</sup> class</b>	<b>Monday 2 March 2015</b>
<b>Schools send out welcome letters no earlier than</b>	<b>Thursday 5 March 2015</b>
<b>Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage</b>	<b>Wednesday 18 March 2015</b>
<b>Deadline for lodging appeals</b>	<b>Tuesday 31 March 2015</b>
<b>Date by which places should be accepted or declined to schools. Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria</b>	<b>Friday 20 March 2015</b>
<b>Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC</b>	<b>Wednesday 25 March 2015</b>
<b>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.</b>	<b>Wednesday 22 April 2015</b>

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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 **22 April 2015** 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. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **22 April 2015**, schools will offer 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 and co-ordinating Free schools and UTCs 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](http://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](http://www.kent.gov.uk/ola) or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

The SCAF and online application will be used for the purpose of admitting pupils to the first year of secondary education.

3.

The SCAF or online application 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 and UTCs).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools and UTCs).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

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5.

Online applications, SCAF and supporting publications will:

- (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) allow 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 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, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper SCAF is readily available on request from Kent County Council, all Kent maintained primary and junior schools and is also available on the Kent County Council website to print, complete and return.
- (c) 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, all Kent maintained primary and junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted online and paper SCAFs returned to Kent County Council or any Kent primary school by **31 October 2014**. This is a National Closing Date set by the 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 2014**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, primary and junior schools may ask parents for a note of their online application reference. They may also ask the online admissions team to check that an online



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application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied online close to the closing date to allow schools to check that every child has applied. These are important safeguarding measures schools are encouraged to support.

9.

Applications made on the SCAF and returned direct to any school before **18 March 2015** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

### Supplementary Information Forms (SIFs)

10.

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

11.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a 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.

12.

### Children with Statements of Special Educational Need (SSEN)

Pupils with a Statement of Special Educational Need do not apply to schools for a place through the main round 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 Services (SEN), 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 LA'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 team in addition to the relevant school.

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### Testing

13.

In line with Kent County Council's ongoing decision to run a selective process, entry to grammar schools is restricted to children who have been assessed as suitable through the relevant test(s). Receiving a grammar assessment in the Kent Test does not guarantee a grammar school place at offer day as they may be oversubscribed.

14.

The Kent schools that require children to sit the Kent grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2015 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School
Borden Grammar School	Maidstone Grammar School for Girls
Chatham and Clarendon House Grammar School	Mayfield Grammar School, Gravesend
*Chaucer Technology School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
**Dover Grammar School for Boys	Simon Langton Grammar School for Boys
**Dover Grammar School for Girls	Sir Roger Manwood's School
***Folkestone School for Girls	Skinner's School
Gravesend Grammar School	Tonbridge Grammar School
***Harvey Grammar School	Tunbridge Wells Girls' Grammar School
Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls

\* Chaucer Technology School has a grammar stream and may admit up to 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 of the "Dover Test".

\*\*\* Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Shepway Test".

15.

Registration for the Kent grammar school tests will open on **2 June 2014**. 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 2014**.

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16.

Details regarding the administration of the Kent test for grammar school will be made available to parents in time for the registration.

17.

Kent test will take place:

for pupils attending a Kent school on **Wednesday 10 September 2014**

for pupils not attending a Kent school on **Saturday 13 September 2014**

18.

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 2015.

19.

A child's country of residence is where the child normally lives, 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 a "quartermaster area" address may be used on production of appropriate evidence.

20.

By **7 July 2014** Kent County Council will send all Kent primary and junior schools, including academies and co-ordinating free schools, a list of their pupils that have applied to sit the Kent grammar school tests. Schools will have until **11 July 2014** to contact parents of children who are interested in grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test for grammar school that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **14 July 2014**.

22.

If the parent chooses to name a Kent grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid because the child will not have met the entry criteria.

23.

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 2015:

- (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 **8 December 2014**.)

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24.

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 **22 April 2015** when parents can submit a further application through the in year admissions process or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

25.

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 1<sup>st</sup> class post on **15 October 2014**. 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 **15 October 2014**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **2 March 2015** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a grammar school.

### Determining Offers in Response to the SCAF

27.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAs 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;
- (b) an applicant is eligible for a place at more than one school;
- (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 32.

28.

**By 8 December 2014** 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) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

29.

**By 5 January 2015** Kent County Council will advise all Kent secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their

## Appendix B

over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

**By 20 January 2015** All Kent secondary schools, including academies and co-ordinating free schools and UTCs, **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. 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.

31.

**20 January 2015** will also be the final deadline by which any school 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.

32.

**By 13 February 2015** the LA will match each ranked list against the ranked lists of every other school 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.

33.

**By 13 February 2015** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority 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.

34.

**By 23 February 2015** 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. Kent County Council will also inform all Kent primary and junior schools of offers made to their pupils. Schools must not share this information with parents before **2 March 2015**.

35.

**On Offer Day - 2 March 2015** Kent County Council will

- (a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:
  - 1. The name of the school at which a place is offered.
  - 2. Information about the right of appeal against the decisions to refuse places at other named schools.

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3. 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. *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*
- (b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:
  1. the name of the school at which a place is offered;
  2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
  3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
  4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *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;*
  5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.
36.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal. It will not inform parents of places still available at other schools.
37.

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 **2 March 2015**.
38.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **2 March 2015**.
39.

Schools will send their welcome letters **no earlier than 5 March 2015**.

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### Acceptance/Refusal of Places - 20 March 2015

40.

**By 20 March 2015** parents must inform the school whether they wish to accept or refuse the place offered on offer day. Acceptances and refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **20 March 2015**, the school 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 taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

### Determining Offers in Reallocation Process

41.

Kent County Council will collect a reallocation list for all schools up to **18 March 2015**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **2 March 2015** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **18 March 2015**.

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

42.

**By 20 March 2015** Kent County Council will advise all Kent secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

**By 25 March 2015** 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.

44.

**On 22 April 2015** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be informed that they may request to join any school's waiting list that they named on their SCAF and were not offered sending the waiting list form to the school directly.

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### Determining Offers after Waiting Lists returned to Schools

45.

After **22 April 2015** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **2 March 2015** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **22 April 2015** (children on the waiting list described in paragraph 44);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via IYCAF.
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via IYCAF.

46.

**After 22 April 2015** 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 SSEN apply.

### Handling of Late Applications:

#### Applications received after the SCAF closing date but before 8 December 2014

47.

The closing date for applications in the normal admissions round (as above) is **5 November 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 and considered 'on time', provided they are received by Kent County Council before **8 December 2014**. Late applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **5 November 2014** will not be accepted. Online applicants who amend preferences after **5 November 2014** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1<sup>st</sup> class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **8 December 2014**, where it is confirmed by the appropriate authority that the family will be resident in Kent by **1 September 2015**. 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 / right to appeal as other applicants.



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### Applications received on or after 8 December 2014 but before 18 March 2015

49.

Applications received after **8 December 2014** but before **18 March 2015** (the deadline for inclusion in any reallocation made on **22 April 2015**) will not be considered for places on **2 March 2015**, but will be included in the re-allocation of places on **22 April 2015** as defined above.

### Applications received after 18 March 2015

50.

Late applications received after **18 March 2015** (the deadline for inclusion in any reallocation made on **22 April 2015**) must be made directly to the schools. Parents will apply using the In Year Casual Application Form (IYCAF). These will be considered by each school after **22 April 2015**, in accordance with the in year admissions process.

### Cancelling applications

51.

Applications considered as 'on time' detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **20 January 2015** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **18 March 2015**.

53.

Where an application is cancelled, parents cannot join a school's waiting list or appeal unless they submit a new application for the school through the in year admissions process after **22 April 2015**.

### Appeals

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **31 March 2015** for it to be considered as on time.

55.

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, which is held in accordance with the school's oversubscription criteria. *(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

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### In-Year Casual Admission Form.

1

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.

2.

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.

3.

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.

4.

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 has given permission to each authority to liaise directly with Kent schools. 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.

5.

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](mailto:kentinyearadmissions@kent.gov.uk)). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

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

7.

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

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8.

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 and UTCs)

9.

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.

10.

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.
- (f) explain where they can find information about applying to non-Kent schools.

11.

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 and UTCs 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.

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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 (where supplied) and returned to the school. All schools that use SIFs must include the proposed form in

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their published admission arrangements.

14.

A SIF is not a valid application by itself: this can only be made 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**

15.

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.

16.

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 team (SEN), 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 LA'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 team in addition to the relevant school.

b)

#### **Children in Local Authority Care (CiC) 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

## Appendix B

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 Admission 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 initiate proceedings required 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. Places cannot be held for an extended period of time, as this could create disadvantage other applications.

### **Determining Offers in Response to the IYCAF**

17.

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;
- (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, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal

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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.

18.

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 will confirm the acceptance or refusal of the place to the school or that school's LA.

19.

Kent pupils who have applied to 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. 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.

20.

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.

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### **Acceptance/Refusal of Places**

22.

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.

23.

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.

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

### **Waiting Lists**

25.

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

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could not be offered a place and have asked to be placed on a waiting list. (*A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.*)

26.

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, via the process detailed in 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. 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**

27.

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

28.

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.*)

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### Section 3 – Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	A Local Authority
<b>The LA</b>	Kent County Council
<b>The LA area</b>	The area in respect of which Kent County Council is the Local Authority
<b>Primary education</b>	Has the same meaning as in section 2(1) of the Education Act 1996
<b>Secondary education</b>	Has the same meaning as in section 2(2) of the Education Act 1996
<b>Primary school</b>	Has the same meaning as in section 5(1) of the Education Act 1996
<b>Secondary school</b>	Has the same meaning as in section 5(2) of the Education Act 1996
<b>School</b>	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
<b>Foundation schools</b>	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
<b>VA schools</b>	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.
<b>VC schools</b>	Such of the schools as are Voluntary Controlled schools
<b>Academies</b>	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.
<b>Free Schools</b>	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.
<b>UTC</b>	University Technical Colleges - technical academies for 14- to 19-year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.
<b>Admission authority</b>	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
<b>Admission arrangements</b>	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
<b>Eligible for a place</b>	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission



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	number.
<b>SCAF</b>	Secondary Common Application Form, completed online or on paper
<b>IYCAF</b>	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.
<b>SIF</b>	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 oversubscription 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.
<b>PAN</b>	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.
<b>Late Application</b>	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.
<b>Reallocation Process</b>	the process by which vacant places are allocated from 17 April onwards
<b>The Kent grammar school tests</b>	Tests in Verbal reasoning, Non-Verbal reasoning and Mathematics devised by an external body (GL Assessment) for admission to Kent grammar schools
<b>The Kent Procedure for Entrance to Secondary Education (PESE)</b>	the system for determining entry to Kent Grammar Schools

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Dated: 15<sup>th</sup> January 2014

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## **Appendix C (1)**

# **Kent County Council**

## **Proposed Admissions Arrangements for Academic Year 2015/16**

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

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Produced by:  
Admissions and Transport

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### Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They 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

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 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.

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### **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 or Previously 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 became subject to an adoption, residence or special guardianship 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).

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.

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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.

- **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.

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.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. 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.

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 infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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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 :

- **Children in Local Authority Care or Previously 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 became subject to an adoption, residence or special guardianship 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.
- **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 event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. 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.

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,

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even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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 :

- **Children in Local Authority Care or Previously 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 became subject to an adoption, residence or special guardianship 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.
- **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.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority.

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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.

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 infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.



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### 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
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*
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

\*\* Currently consulting to become all-through Primary 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	2015 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
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
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
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
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2643	Swalecliffe Community Primary School	Canterbury	Primary	Community	90
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

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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	<i>Knockhall Community Primary School***</i>	<i>Dartford</i>	<i>Primary</i>	<i>Community</i>	90
2657	Temple Hill Community Primary and Nursery School	Dartford	Primary	Community	<b>60 (75)</b>
2676	West Hill Primary School	Dartford	Primary	Community	70
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	<b>52 (58)</b>
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 &amp; Ringwould CEP School***</i>	<i>Dover</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	30
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
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

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2110	Culverstone Green Primary School	Gravesham	Primary	Community	30
2116	Lawn Primary School	Gravesham	Primary	Community	<b>30 (20)</b>
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
2658	Westcourt School	Gravesham	Primary	Community	30
2666	Wrotham Road Primary School	Gravesham	Primary	Community	60
2674	<i>Kings Farm Primary School***</i>	<i>Gravesham</i>	<i>Primary</i>	<i>Community</i>	52
3018	Rosherville CEP School	Gravesham	Primary	Voluntary Controlled	20
3019	Shorne CEP School	Gravesham	Primary	Voluntary Controlled	30
3900	<i>Whitehill Primary School***</i>	<i>Gravesham</i>	<i>Primary</i>	<i>Community</i>	90
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	<b>30 (20)</b>
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
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
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

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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	25
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
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	60 (45)
2300	Sellindge Primary School	Shepway	Primary	Community	15
2524	Palmarsh Primary School	Shepway	Primary	Community	15
2545	<i>Sandgate Primary School***</i>	Shepway	Primary	Community	60
2568	<i>Morehall Primary School***</i>	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
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
3902	Hythe Bay C of E Primary School	Shepway	Primary	Voluntary Controlled	60
3904	Castle Hill Community Primary School	Shepway	Primary	Community	58
2223	<i>Bobbing Village School***</i>	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	<i>Iwade Community Primary School***</i>	Swale	Primary	Community	60
2231	Lower Halstow School	Swale	Primary	Community	30
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	<i>Richmond Primary School***</i>	Swale	Primary	Community	60
2245	Rose Street School	Swale	Primary	Community	30

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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
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
2534	Bysing Wood Primary School	Swale	Primary	Community	30
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	30
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
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	<b>90 (60)</b>
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
3917	Garlinge Primary School	Thanet	Primary	Community	90
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
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
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	<b>15 (16)</b>
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	<b>87 (80)</b>
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

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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
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	60 (64)
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90
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	60 (90)
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30 (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
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
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90

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

## **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 choose not to have regard to the comments.

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Dated: 15<sup>th</sup> January 2014

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## **Appendix D (1)**

# **Kent County Council**

## **Proposed Admissions Arrangements for Academic Year 2015/16**

### **Community and Voluntary Controlled Secondary Schools in Kent**

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Produced by:  
Admissions and Transport

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### Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They 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

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 schools will 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.

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### Proposed Oversubscription Criteria for Community and Voluntary Controlled Secondary Schools

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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 2015 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 or Previously 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 became subject to an adoption, residence or special guardianship 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.

**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

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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 event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. 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.

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.

## **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 or Previously 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 became subject to an adoption, residence or special guardianship 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.

**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.

## Appendix D

**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	

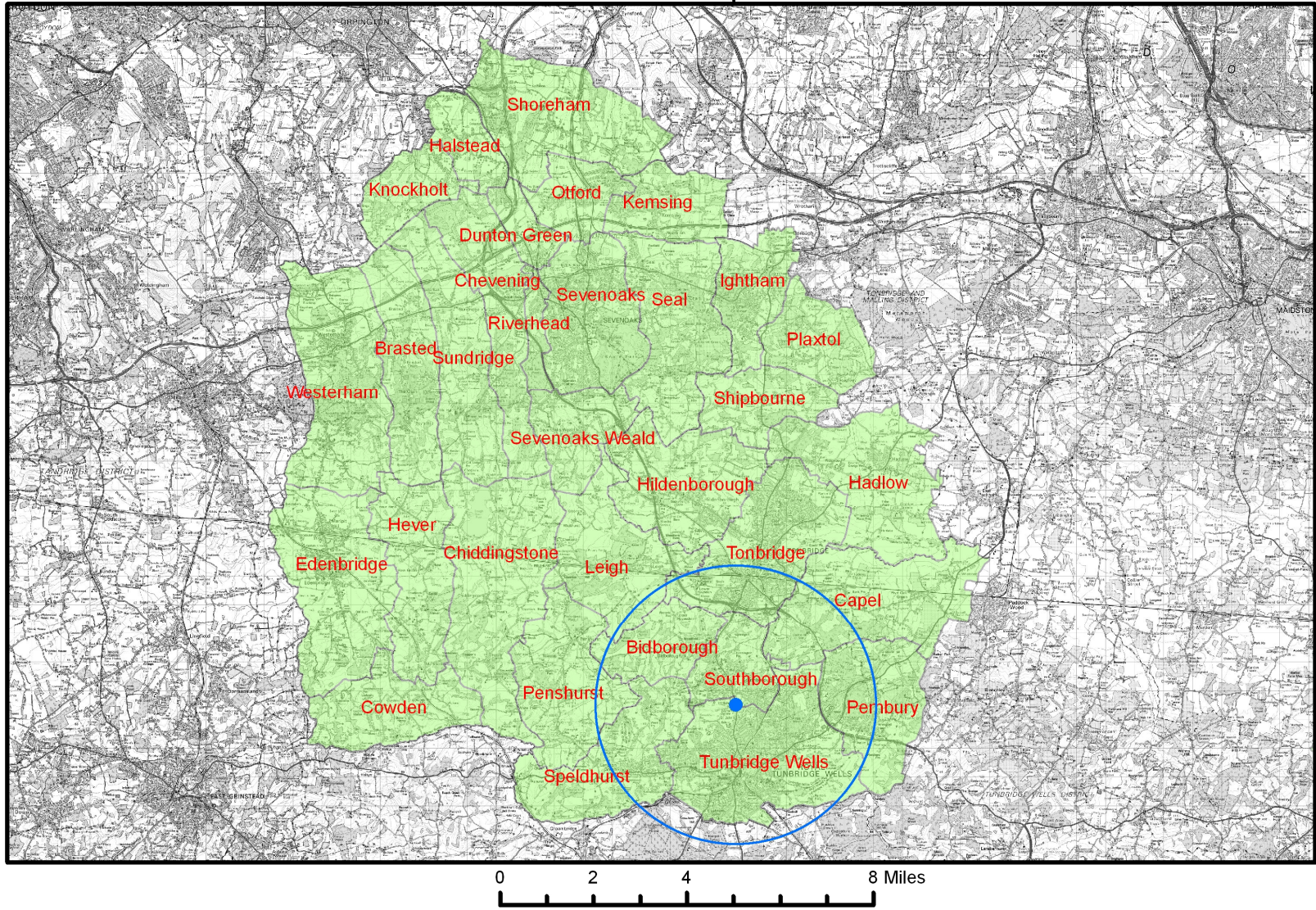
**Nearness of all other children's homes to school** – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the 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 event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. 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.

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.

*A map displaying the priority catchment area is provided overleaf:*

# Tunbridge Wells Grammar for Boys School and selected parishes



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Produced by: Admissions and Transport  
Dated 26/10/2011

K:\A&T\System's team\maps\Secondary  
TWGSB parishes

## Appendix D

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

**Children in Local Authority Care or Previously 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 became subject to an adoption, residence or special guardianship 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.

**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 event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. 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.

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.

## Appendix D

**\*\*\* Note that at time of Kent County Council's consultation The North School is awaiting an academy order and may therefore change status and indeed consult on alternative admissions arrangements for 2015 (through a separate consultation).**

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## Appendix D (2)

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

DfE no.	School name	District	Sub Type	Status	2014 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	<b>165 (155)</b>
4026	Dartford Science and Technology College	Dartford	High	Community	145
4109	Dover Grammar School for Girls	Dover	Grammar	Community	120
4059	Swadelands School	Maidstone	High	Community	150
4523	Maidstone Grammar School for Girls	Maidstone	Grammar	Voluntary Controlled	180
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	180

*\*\*\* 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:

<b>Thanet</b>	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
<b>Dover</b>	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
<b>Canterbury</b>	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.
<b>Swale</b>	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
<b>Shepway</b>	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
<b>Ashford</b>	Ashford Borough plus Brenzett, Lympne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
<b>Maidstone</b>	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Watlingbury, 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.
<b>Gravesham</b>	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
<b>Dartford</b>	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
<b>Sevenoaks</b>	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
<b>Tonbridge</b>	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
<b>Malling</b>	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
<b>Tunbridge Wells</b>	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Watlingbury, Yalding.
<b>Cranbrook</b>	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.



From: Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 14 March 2014

Subject: Education, Learning and Skills Performance Scorecard

Classification: Unrestricted

Electoral Divisions: All

**Summary:** The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2017, set out in Bold Steps for Education. The scorecard is in constant development 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.

**Recommendation:** The Education Cabinet Committee is asked to review and comment on the Education, Learning and Skills performance management framework and to note and comment on current performance on key indicators.

## 1. Introduction

- 1.1 Each Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in business plans, in this case the Bold Steps for Education document and related business plans for ELS.

## 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 latest version of the ELS scorecard, reporting on data as at the end of January 2014.
- 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 baseline standards set out in business plans (typically these are the Kent outturn for 2010-11), amber indicates it is between the baseline

standard 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 going through a re-development process to align it to the revised Bold Steps to 2017 document. Indicators and targets are being revised, and the outturn data is in the process of being updated to 2012-13. This current version updates performance without the rest of the changes having yet been made.**

### 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 Children in Care to support the interpretation of district performance. These are intended to support performance management at a locality level, but will also be vital at Local Authority level for informing the targeting of appropriate support in relation to needs.

### 4. Current Performance

- 4.1 The scorecard highlights some notable progress and some areas for improvement.
- 4.2 This scorecard contains final 2013 pupil attainment results for all key stages. Overall results continue to improve at every key stage but we are not succeeding in narrowing the achievement gaps for vulnerable groups.

**The Early Years Foundation Stage Profile (EYFSP)** was assessed against a new framework so results are not comparable to previous years. Kent is performing well above the national average by 12%, with a Good Level of Development for 64% of five year olds. The achievement gap between disadvantaged children and other children has reduced to 19%, compared to 24% in 2012. The achievement gap for children achieving a good level of development between the lowest attaining 20% of children and the mean is 25%, which is very similar to last year's figure of 24%, compared to the England figure of 37%. This is very positive.

**Key Stage 1 results** at Level 2b and above improved significantly by nearly 4% in reading, writing and mathematics this year. Writing continues to be a priority, with only 67% achieving Level 2b and above compared to 79% in reading and mathematics.

**At Key Stage 2**, the combined achievement at Level 4 in Reading, Writing and Maths is 74%. This is the published result and compares to an equivalent result for 2012 of 72%. Kent is 1% below the national average of 75% and ranked 7<sup>th</sup> within our statistical neighbour group of eleven local authority areas.

Expected rates of progress at Key Stage 2 (two levels of progress between key stages 1 and 2) have improved this year in all subjects, by 2% to 87% in reading, by 4% to 91% in writing, and by 1% to 86% in maths.

**Published results are now available at Key Stage 4.** Kent's performance at 5 or more A\*-C grades at GCSE including English and maths has increased to 63%. This is 4% above the national average, which actually dropped this year. Kent is ranked second within its statistical neighbours, and the statistical neighbour average is 61%.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) have also improved this year, by over 4% in English to 73%, and by 1% in maths to 71.7%. Both these figures are above the national averages of 70.4% in English and 70.7% in maths.

**Performance at post-16** improved on some indicators in 2013 but on other measures performance was below the national average. The percentage of students achieving two or more A Level passes (or equivalent) increased to 96% compared to 92% in 2012 and the national average of 97%. A new indicator for two or more substantial Level 3 qualifications was introduced this year, with Kent at 91.1% compared to a national figure of 92.3%.

Kent's Average Points Score per A' level entry improved to 214, in line with the national result. In Kent, 41 schools performed above the national average on this measure. 30 schools performed below expectations when compared with their students' Key Stage 4 points on entry. The Average Points Score per student also improved to 745, compared to a national result of 706 for state funded schools and 724 for all schools. The greatest improvement was in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.7% in 2013, compared to 7.5% nationally for state funded schools. However, the percentage of students achieving three or more A\* and A grades is 11.7% compared to 12.5% nationally.

## **Achievement Gaps**

As we accelerate the rate of progress overall, we need to work even harder to close the gaps in performance that exist for Free School Meals (FSM) pupils, Children in Care (CIC), boys and girls and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent and are not narrowing.

At Key Stage 2, the gap for FSM pupils increased and is now 25%. The national gap is 19%. For pupils with SEN the gap widened slightly from 48.5 in 2012 to 50% this year, compared to 53% nationally.

At Key Stage 4, the gap for FSM pupils increased to 34.5% from 33% previously, compared to 26.7% nationally. This gap has changed very little over the last three years. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other pupils. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 3% to 44.2%. This will be a priority for further improvement in 2014.

Outcomes for children in care (CIC) continue to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in Reading, Writing and Maths at Key Stage 2 compared to 38% who achieved level 4 in 2012. At GCSE 15% of CiC achieved 5 or more A\* to C grades including English and Maths compared to 13% in 2012. It means the CIC KS2 gap has narrowed by 5% down to 37% from 42% last year. The CIC KS4 gap has narrowed by 2% down to 47% from 49% in 2012. However this is the widest achievement gap of any pupil group, and is an important focus for improvement in 2014.

In 2013 the gender gaps widened slightly. The difference in outcomes between boys and girls opens up at the Early Years Foundation Stage, where 72% of girls and 55% of boys achieved a good level of development.

At Key Stage 2, the gender gap widened to 7% compared to 5% in 2012 (70% boys and 77% girls attained Level 4 combined in 2013 compared to 71% boys and 77% girls nationally).

At Key Stage 4, the gender gap widened to 9% compared to 8% in 2012 (58% boys and 67% girls attained 5 good GCSEs including English and Maths in 2013 compared to 55.6% boys and 65.7% girls nationally).

At Key Stage 2, only 90 Primary schools narrowed the gender attainment gap since 2012 and at Key Stage 4, 34 Secondary schools narrowed the gender attainment gap since 2012. This is from the total of 67 co-educational secondary mainstream schools.

- 4.3 There has been a steady improvement in the percentage of Primary schools with Good or Outstanding Ofsted judgements for overall effectiveness, with the percentages for Secondary and Special school similar to last month. However, following the change in the inspection framework in January 2012 Kent has seen an increase in the number of schools going into an Ofsted category of concern, following an inadequate inspection judgement.
- 4.4 Turning to special educational needs (SEN), the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now green at 95%. The Council continues to engage with the NHS and other agencies to encourage them to provide advice in a timely manner so this performance can further improve.
- 4.5 The percentage of unemployment among 18-24 year olds in Kent has reduced to 4.6% this month, and the number of young people starting the Kent Success apprenticeship scheme has risen to 332.

The percentage of 16-18 year olds not in education, employment or training (NEET) is currently at 5.39%. Generally, Kent has a reducing trend for NEETs, and Kent has very low levels of 16-18 year olds whose destination is 'not known' compared to other local authorities, so Members can have confidence in the figures produced.

Nationally, the economy is showing some signs of growth and employers' demands in the labour market are for more highly skilled and experienced employees. Those young people with fewer skills and experiences are at a far greater disadvantage in the employment market, and this picture is reflected in Kent.

- 4.6 The number of permanent exclusions continues on a downward trend, as a result of our Inclusion strategy and the review of the Pupil Referral Units, as well as the work of the Kent Integrated Adolescent Support Service (KIASS), and this month has seen a further reduction down to 122.

Progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel, meaning they have improved since the previously reported result.

- 4.7 Updated figures for Level 2 and Level 3 attainment by age 19 are now available and show improvement for young people.
- 4.8 Work has taken place to review the Alternative Curriculum and Pupil Referral Unit provision and to devolve the Specialist Teaching Service to a Lead Special School in each District to be deployed as part of the early intervention offer alongside outreach services from the Special schools. The reorganisation of the District early intervention and prevention teams and access to commissioned services is intended to support delivery of the targets to narrow achievement gaps.

## **5. Recommendations**

- 5.1 The Education Cabinet Committee is asked to review and comment on the development of the Education, Learning and Skills performance scorecard and note aspects of current performance on key indicators.

### **Background Documents**

ELS Performance Scorecard: Appendix 1

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# Education, Learning & Skills Performance Management Scorecards February 2014 Release (January 2014 Data)

**Produced by:** Management Information, ELS, KCC

**Publication Date:** 17 February 2014

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## Guidance Notes

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### 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

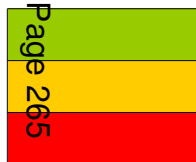


A red rating indicates that the current performance is below the 2010/11 outturn.

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 that latest performance has improved when compared to previous performance. Depending on the polarity of the indicator, an improvement in performance could either be a reduction or increase in numbers/percentage. This is indicated by the arrows.

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

### COMPARATIVE DATA

National and Statistical Neighbour Averages shown in italics are for the previous outturn year as 2011/12 data is not yet available.

## Guidance Notes

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# Education, Learning & Skills Performance Management

## Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
<b>PROVISION</b>					
P1	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.
P2	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.
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	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.
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	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.
P5	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.
P6	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.
P7	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.
P8	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.
P9	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.
P10	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.
P11	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. National and Statistical Neighbours comparative data is for Secondary schools only.
P12	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. National and Statistical Neighbours comparative data is for Secondary schools only.
P13	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. National and Statistical Neighbours comparative data is for Secondary schools only.
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	tbc	tbc	Definition to be confirmed
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	The percentage of spare school places: current school rolls calculated as a proportion of schools' capacities.
P16	The number of districts with at least 5% surplus Year R places	H	Snapshot	A	The number of Kent LA Districts (out of 12) where the percentage of schools' surplus places in Reception year is at least 5%. This is calculated as the current Year R school rolls as a proportion of the Admission Numbers.
<b>QUALITY AND STANDARDS</b>					
QS1	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.
QS2	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 inspected Kent maintained primary schools and primary academies.

# Education, Learning & Skills Performance Management

## Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
<b>QUALITY AND STANDARDS <i>continued</i></b>					
QS3	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 inspected Kent maintained primary schools and primary academies.
QS4	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 inspected Kent maintained primary schools and primary academies.
QS5	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 inspected Kent maintained primary schools and primary academies.
QS6	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 inspected Kent maintained primary schools and primary academies.
QS7	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 inspected Kent Early Years settings.
QS8	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the new Early Years Foundation Stage framework.
QS9	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.
QS10	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.
QS11	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.
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L4+ in English & maths. L4+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L5+ in English & maths. L5+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in all of Reading, Writing & maths at KS2 exceeds 60%.
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Reading.
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Writing.
QS16	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.
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & 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 all of Reading, Writing & 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.
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & 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 all of Reading, Writing & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in all of Reading, Writing & maths, at both mainstream and special schools and academies.

# Education, Learning & Skills Performance Management

## Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
<b>QUALITY AND STANDARDS <i>continued</i></b>					
QS21	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.
QS22	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%.
QS23	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.
QS24	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.
QS25	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.
QS26	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 KS4. Includes Kent maintained schools and academies.
QS27	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.
QS28	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.
<b>EMPLOYABILITY</b>					
E1	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 CXX (Connexions).
E2	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.
E3	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.
E4	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.
E5	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.
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	The percentage of learners by age 19 who have not attained any further qualifications than those achieved at age 16.
E7	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.
E8	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.
E9	Number of Level 2 & 3 vocational training places offered 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.
E10	Number of starts on the Kent Apprenticeship scheme	H	Cumulative	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.

# Education, Learning & Skills Performance Management

## Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
<b>EMPLOYABILITY <i>continued</i></b>					
E11	Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	The number of young people completing the KCC Apprenticeship scheme, as a percentage of starts. Source: Skills and Employability Service database.
E12	Percentage of unemployment among 18-24 year olds	L	Annual	A	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.
E13	Percentage of Learners with LLDD able to participate aged 16-19	H	Cumulative	T	Percentage of LLDD Learners aged 16-19 participating in education and training, increasing the number of vulnerable learners supported into work based learning.
E14	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.
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Snapshot	A	The number of assisted employment opportunities for learners with learning difficulties and disabilities across Kent. Source: Skills and Employability Service database and Kent Supported Employment.
E16	Number of apprenticeships 16-24 year olds	H	Snapshot	A	The number of young people aged 16-24 starting an apprenticeship. Source: National Apprenticeships Service.
E17	Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	The number of young people aged 16-24 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
E18	Post-16 APS per Entry (All L3)	H	Snapshot	A	The total number of points achieved by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level or equivalent qualifications.
E19	Post-16 APS per Student (All L3)	H	Snapshot	A	The total number of points achieved by pupils at the end of Key Stage 5 divided by the total number of pupils taking A-Level or equivalent qualifications.
E20	Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	The percentage of pupils at the end of Key Stage 5 achieving 2 or more A*-E grades at A-Level or equivalent.
E21	Post-16 % AAB or above (A Level only)	H	Snapshot	A	The percentage of A level students achieving 3 A levels at AAB or above in facilitating subjects. The facilitating subjects include biology, chemistry, physics, mathematics, geography, history, English literature, modern and classical languages. A full list of facilitating subjects can be found in the Technical Guides and Documents of the 2012 DfE Performance Tables.
E22	Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A	The percentage of A level students achieving 3 or more A levels at grade A*-A.
<b>CONTEXTUAL DATA</b>					
C1	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.
C2	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.
C3	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.
C4	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.
C5	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.
C6	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.
C7	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
<b>PROVISION</b>				
P1	Number of permanent exclusions from schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to January 2014	As at February 2014
P2	Number of permanent exclusions from schools - LAC	Impulse database - monthly reported data	Rolling 12 months up to January 2014	As at February 2014
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2012-13 MI Calculations (LA & District)	As at January 2014
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2012-13 MI Calculations (LA & District)	As at January 2014
P5	Percentage of pupils who are persistently absent - LAC	DfE Published Absence Data by LA / School Census - attendance data reported one term in arrears	2011-12 DfE Published (Kent) / MI Calcs (District)	As at December 2012
P6	Percentage total absence from Pupil Referral Units (PRUs)	B2B reporting for Summer Terms	Terms 5&6 - B2B report	As at October 2013
P7	Number of pupils in PRUs not also on a school roll	B2B reporting for Summer Terms	Terms 5&6 - B2B report	As at October 2013
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	Impulse database - monthly reported data	Snapshot as at January 2014	As at February 2014
P9	Number of pupils with a statement of Special Educational Needs	Impulse database - monthly reported data	Snapshot as at January 2014	As at February 2014
P10	Number of pupils being placed in independent or out-of-county special schools	Impulse data - monthly reported data	Snapshot as at January 2014	As at February 2014
P11	Percentage of admissions applications for school places made online	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P12	Percentage of parents getting first preference of school	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P13	Percentage of parents getting first or second preference of school	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	Outturn data for Bold Steps submitted by Head of Service	CME outturn data for 2011-12	As at January 2013
P15	Percentage of surplus school places in Kent Primary schools	Outturn data for Bold Steps	Surplus Places outturn data for 2011-12	As at January 2013
P16	The number of districts with at least 5% surplus Year R places	Outturn data for Bold Steps	Surplus Places outturn data for 2011-12	As at January 2013
<b>QUALITY AND STANDARDS</b>				
Q1	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 January 2014	As at February 2014
Q2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of January 2014	As at February 2014
Q3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of January 2014	As at February 2014
Q4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of January 2014	As at February 2014
Q5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of January 2014	As at February 2014
Q6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of January 2014	As at February 2014
Q7	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 January 2014	As at February 2014
Q8	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2012-13 data from Keyphas online dataset	August 2013
Q9	Percentage of pupils at KS1 achieving L2B+ in Reading	Teacher assessed results for end academic year	2012-13 DfE Published (Kent) / Keyphas (District)	October / August 2013
Q10	Percentage of pupils at KS1 achieving L2B+ in Writing	Teacher assessed results for end academic year	2012-13 DfE Published (Kent) / Keyphas (District)	October / August 2013
Q11	Percentage of pupils at KS1 achieving L2B+ in mathematics	Teacher assessed results for end academic year	2012-13 DfE Published (Kent) / Keyphas (District)	October / August 2013
Q12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	Test/TA results for end of academic year	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q16	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	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	Test/TA results for end of academic year	2012-13 DfE Published (Kent) / Keyphas (District)	December / August 2013
Q18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	Test/TA results for end of academic year matched to CIC 12 months+ cohort	2012-13 MI Calcs based on Keyphas dataset	August 2013
Q19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	Test/TA results for end of academic year	2012-13 DfE published (Kent) / Keyphas (District)	December / August 2013
Q20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 DfE published (Kent) / Keyphas (District)	December / August 2013

# 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
<b>QUALITY AND STANDARDS <i>continued</i></b>				
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	Test results for end of academic year	2012-13 DfE Published data	January 2014
QS23	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	2012-13 DfE Provisional (Kent) / NCER (District)	January 2014 / November 2013
QS24	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	2012-13 DfE Provisional (Kent) / NCER (District)	January 2014 / November 2013
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2012-13 DfE Provisional (Kent) / NCER (District)	January 2014 / November 2013
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	Test results for end of academic year matched to CIC 12 months+ cohort	2012-13 NCER Provisional dataset	November 2013
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	Test results for end of academic year	2012-13 DfE Provisional (Kent) / NCER (District)	January 2014 / November 2013
QS28	Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2012-13 DfE Provisional (Kent) / NCER (District)	January 2014 / November 2013
<b>EMPLOYABILITY</b>				
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	Connexions monthly bulletin	January 2014 data	As at February 2014
E2	Percentage of young people with Level 2 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2012-13 NCER 14-19 dataset	December 2013
E3	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)	2012-13 NCER 14-19 dataset	December 2013
E4	Percentage of young people with Level 3 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2012-13 NCER 14-19 dataset	December 2013
E5	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)	2012-13 NCER 14-19 dataset	December 2013
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2012-13 NCER 14-19 dataset	December 2013
E7	Percentage of secondary schools offering L2/3/4 apprenticeships	Skills and Employability database	Autumn 2012 data	March 2013
E8	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	Provider Gateway	2010-11 outturn	September 2012
E9	Number of Level 2 & 3 vocational training places offered in skills shortage areas	Provider Gateway	2010-11 outturn	September 2012
E10	Number of starts on the Kent Apprenticeship scheme	Skills and Employability database	Cumulative data up to December 2013	As at January 2014
E11	Percentage successfully completing the Kent Apprenticeship scheme	Skills and Employability database	2011-12 Results	April 2013
E12	Percentage of unemployment among 18-24 year olds	NOMIS / ONS Monthly employment statistics presented by KCC Business Intelligence Research & Evaluation	December 2013 data	As at January 2014
E13	Percentage of Learners with LLDD able to participate aged 16-19	Skills and Employability database	August 2012 data	September 2012
E14	Number of vulnerable learners supported into work-based learning	Skills and Employability database	Cumulative data up to January 2014	As at February 2014
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	Skills and Employability database / Kent Supported Employment	2011-12 outturn	March 2013
E16	Number of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	March (Kent) / July (Distr) 2013
E17	Percentage successful completion of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	February 2013
E18	Post-16 APS per Entry (All L3)	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
E19	Post-16 APS per Student (All L3)	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
E20	Post-16 % 2+ A*-E (All L3)	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
E21	Post-16 % AAB or above (A Level only)	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
E22	Post-16 % 3+ A*-A grades (A level only)	Test results for end of academic year	2012-13 DfE Published (Kent) / NCER (District)	January 2014 / November 2013
<b>CONTEXTUAL DATA</b>				
C1	Percentage of pupils eligible for Free School Meals (FSM)	School census - termly snapshot of pupils eligible for FSM	Autumn Term 2013 snapshot data	As at December 2013
C2	Percentage of pupils with a Statement of Special Educational Needs (SSEN)	School census - termly snapshot of pupils with SEN statement	Autumn Term 2013 snapshot data	As at December 2013
C3	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 2013 snapshot data	As at December 2013
C4	Percentage of pupils from an Ethnic Minority	School census - termly snapshot of pupil ethnicity	Spring Term 2013 snapshot data	March 2013
C5	Percentage of pupils with English as an Additional Language (EAL)	School census - termly snapshot of pupils eligible for FSM	Autumn Term 2013 snapshot data	As at December 2013
C6	Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at September 2013	As at October 2013
C7	Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at September 2013	As at October 2013



Scorecard - District Comparison Grid

(January 2014 Data)

Indicators	Polarity	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Sevenoaks		Shepway		Swale		Thanet		Tonbridge and Malling		Tonbridge 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
		<b>PROVISION</b>																									
P1	L	G	↓	G	→	G	↓	G	↓	G	→	G	↓	G	↑	G	→	G	↓	A	↑	A	→	G	↑	G	→
P2	L	G	↓	G	→	A	→	G	→	G	→	G	→	G	→	G	→	G	→	A	↑	A	→	G	→	G	→
P3	L	R	↑	G	↓	R	↑	R	↑	R	↓	R	↓	G	↓	G	↓	R	↓	R	↓	R	↓	G	↑	A	↑
P4	L	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	G	↓	A	↓	G	↓	G	↓	G	↓
P5	L	G	↑	R	↑	G	↓	R	↓	G	↓	G	↓	G	↑	G	↓	R	↓	G	↓	G	↓	G	↑	G	↑
P6	L		↑		↓		↑		↓						↓				↑		↑		↑		↑		↑
P7	L		↓		↓		↓		↓						↑				↓		↑		↓		↑		↓
P8	H	G	↑	G	→	G	↓	R	↓	A	↓	G	↓	G	↓	G	↑	G	↓	G	↑	G	↓	G	↑	G	→
P9	L	R	↑	A	↑	A	↑	G	↑	A	↑	A	→	A	↑	A	↑	A	↓	A	↑	A	↑	A	↑	A	↑
P10	L	R	↑	A	↓	A	→	A	→	A	→	A	→	A	↓	A	→	A	→	A	→	A	→	A	→	A	→
P11	H	A	↑																								
P12	H	G	↓																								
P13	H	A	↓																								
P14	H	A																									
P15	T	G		R		G		R		G		R		G		G		G		G		R		G		G	
P16	H	R																									
<b>QUALITY AND STANDARDS</b>																											
QS1	L	R	↑		→		↓		→		→		↓		→		↑		→		→		→		↓		→
QS2	H	G	↓	G	↑	G	↑	A	↑	G	→	G	↓	R	↑	G	↑	G	→	G	↑	G	↑	G	↑	G	↑
QS3	H	G	→	R	↑	R	→	G	↑	R	↓	G	↑	G	→	G	↑	G	→	G	↑	G	→	G	→	G	→
QS4	H	A	↑	G	→	R	→	R	→	G	→	G	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→
QS5	H	G	↓	G	↑	G	↑	A	↑	G	→	G	↑	R	↑	G	↑	A	↓	G	↑	G	↑	G	↑	G	↑
QS6	H	G	→	R	↑	R	→	G	↑	R	↓	G	↑	G	↑	G	→	G	→	G	→	G	→	G	→	G	→
QS7	H	G	↑	G	→	G	↑	A	→	A	↓	G	↑	R	→	A	↑	G	↑	R	→	R	→	A	→	G	→
QS8	H																										
QS9	H	G	↑	G	↑	G	↑	G	↑	G	↑	R	↑	G	↑	G	↑	A	↑	A	↑	R	↑	G	↑	G	↑
QS10	H	A	↑	A	↑	A	↑	G	↑	A	↑	R	↓	A	↑	G	↑	A	↑	A	↑	A	↑	A	↑	G	↑
QS11	H	G	↑	A	↑	G	↑	G	↑	G	↑	R	↓	G	↑	G	↑	A	↑	G	↑	R	↑	G	↑	G	↑
QS12	H		↑																								
QS13	H		↑																								
QS14	H		↑																								
QS15a	H																										
QS15b	H																										
QS16	H	A	↑	R	↓	A	↑	G	↑	G	↑	R	↓	R	↑	G	↑	A	↑	R	↓	A	↑	G	↓	G	↑
QS17	L																										
QS18	L																										
QS19	L																										
QS20	H																										

Scorecard - District Comparison Grid

(January 2014 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
<b>QUALITY AND STANDARDS <i>continued</i></b>																														
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	↑	R	↑	R	↑	G	↑	R	↓	G	↑	G	↑	R	↓	G	↑	R	↑	R	↑	G	↑	G	↑	G	↑
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	G	↑	G	→	R	↑	G	→	R	↑	G	↑	G	↑	R	→	G	↓	G	→	G	↑	G	↑	G	↑	G	→
QS23	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	G	↑	R	↑	G	↑	G	↓	G	↑	G	↑	G	↑	R	↓	G	↑	G	↑	G	↑	G	↑	G	↑	G	↑
QS24	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	G	↑	G	↑	G	↑	G	→	R	↓	G	↑	G	↑	R	↑	R	↑	G	↑	R	↑	G	↑	G	↑	G	↑
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	R	↑	G	↓	R	↑	A	↓	G	↑	R	↑	G	↓	G	↓	G	↑	R	↑	G	↓	G	↓	R	↓	R	↓
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	A	↓																										
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	A	↓	R	↑	G	↓	G	↓	G	↑	R	↑	R	↑	G	↓	A	↓	G	↓	G	↓	G	↓	G	↓	G	↓
QS28	Percentage of pupils with SEN at KS4 5+ A*-C including GCSE English & mathematics	H	A	↑	R	↓	R	↓	G	↑	R	↑	A	↑	G	↑	R	↑	A	↑	G	↑	R	↓	G	↓	A	↓	R	↓
<b>EMPLOYABILITY</b>																														
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	G	↓	G	↑	G	↑	G	↑	G	↓	G	↑	G	↑	G	↓	G	↓	R	↓	R	↑	G	↑	G	↑	G	↑
E2	Percentage of young people with Level 2 attainment by age 19	H	G	↑	G	↑	G	↑	G	↑	G	↓	G	↑	G	↑	R	↑	G	↑	G	↑	G	↑	G	↑	G	↑	G	↑
E3	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	A	↓	A	↑	A	↑	G	↓	A	↑	G	↓	G	↓	R	↑	G	↓	A	↑	G	↓	R	↑	R	↓	R	↑
E4	Percentage of young people with Level 3 attainment by age 19	H	G	↑	R	↑	G	→	G	↑	R	↑	G	↑	G	↑	R	↑	R	↑	R	↑	R	↓	G	↑	G	↑	G	↓
E5	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	A	→	R	↑	R	↑	R	↑	G	↑	A	↓	R	↑	A	↑	A	↑	G	↓	G	↓	R	↓	R	↓	R	↑
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	A	↓	R	↓	G	↑	G	↓	G	→	G	↓	G	↓	R	↓	A	↑	G	↓	R	↓	R	↑	R	↑	G	↓
E7	Percentage of secondary schools offering L2/3/4 apprenticeships	H																												
E8	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H																												
E9	Number of Level 2 & 3 vocational training places offered in skills shortage areas	H																												
E10	Number of starts on the Kent Apprenticeship scheme	H	G	→																										
E11	Percentage successfully completing the Kent Apprenticeship scheme	H		↓																										
E12	Percentage of unemployment among 18-24 year olds	L	G	↓	G	↓	G	↓	G	↓	A	↑	G	↓	G	↓	G	↓	A	↑	R	↓	R	↓	G	↓	G	↓	G	→
E13	Percentage of Learners with LLDD able to participate aged 16-19	H	A	↑																										
E14	Number of vulnerable learners supported into work-based learning	H																												
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	A	↑																										
E16	Number of apprenticeships 16-24 year olds	H	G																											
E17	Percentage successful completion of apprenticeships 16-24 year olds	H	A																											
E18	Post-16 APS per Entry (All L3)	H	G	↑	G	↑	R	↑	G	↑	R	↑	R	↓	G	↑	R	↑	G	↑	G	↑	R	↑	G	↓	G	↑	G	↑
E19	Post-16 APS per Student (All L3)	H	G	↑	G	↑	G	↓	G	↓	G	↓	R	↓	G	↑	R	↑	R	↓	G	↓	G	↓	G	↓	G	↓	G	↑
E20	Post-16 % 2+ A*-E (All L3)	H	G	↑	G	↑	G	↑	G	↑	G	↑	G	↓	G	↑	R	↑	R	↓	G	↓	G	↓	G	↓	G	↓	G	↑
E21	Post-16 % AAB or above (All L3)	H	A	↑																										
E22	Post-16 % 3+ A*-A grades (A level only)	H	R	↓																										

Indicators		Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
					Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Kent Outturn	National Average	Statistical Neighbour Average		
														2011-12	2011-12
<b>PROVISION</b>															
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	122	G	↓	128	200	40	Louise Simpson	210			
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	7	G	↓	8	11	0	Tony Doran	14			
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.3	R	↑	3.1	3.0	1.4	Louise Simpson	3.1	3.1	3.0	
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.6	G	↓	8.4	8.0	4.8	Louise Simpson	8.4	7.4	7.3	
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	7.9	G	↑	7.2	10.5	10.0	Tony Doran	7.9	6.1	5.5	
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.7		↑	46.2	Awaiting Targets		Louise Simpson				
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	378		↓	480	Awaiting Targets		Louise Simpson				
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	95.0	G	↑	94.3	87	95	Julie Ely	78.8	95	98	
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6,979	R	↑	6,944	6,500	5,800	Julie Ely	6,766			
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	555	R	↑	553	460	300	Julie Ely	472			
P11	Percentage of admissions applications for school places made online	H	Snapshot	A	92.0	A	↑	88.3	93.0	95.0	Scott Bagshaw	92.0	67.3	74.0	
P12	Percentage of parents getting first preference of school	H	Snapshot	A	85.0	G	↓	85.9	84.6	85.0	Scott Bagshaw	85.0	85.3	90.9	
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A	92.8	A	↓	92.9	93.0	95.0	Scott Bagshaw	92.8	93.1	96.4	
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	49.2	A		No previous data		55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.0	G	↓	8.2	8.0	6.0	David Adams	8.2	10.5	10.8	
P16	The number of districts with at least 5% surplus Year R places	H	Snapshot	A	5	R	↓	8	6	12	David Adams	8			
<b>QUALITY AND STANDARDS</b>															
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	28	R	↑	19	10	0	Sue Rogers	19			
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	71	G	↓	72	64	85	Sue Rogers	56	69	68	
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	81	G	→	81	77	90	Sue Rogers	71	66	61	
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75	A	↑	74	85	100	Sue Rogers	71	81	90	
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	71	G	↓	73	68	90	Sue Rogers	59	70	69	
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	82	G	→	82	77	90	Sue Rogers	71	67	62	
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	87.7	G	↑	87.0	87.0	89.5	Sue Rogers	86	83	85	
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	63			No previous data		74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.3	G	↑	75.7	77	82	Sue Rogers	75.7	76	77	
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.7	A	↑	62.3	67	82	Sue Rogers	62.3	64	66	
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.3	G	↑	76.6	78	82	Sue Rogers	76.6	76	78	
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	74		↑	72	Awaiting Targets		Sue Rogers	72.0			
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	22		↑	20	Awaiting Targets		Sue Rogers	20.0			
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	90.0		↑	86.7	Awaiting Targets		Sue Rogers	86.7			
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	87			No previous data		Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	91			No previous data		Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86	A	↑	85	87	92	Sue Rogers	85	87	86	
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	25			No previous data		22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A	36.2			No previous data		37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	50			No previous data		47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	10			No previous data		Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Kent Outturn		National Average	Statistical Neighbour Average			
									2011-12		2011-12	2011-12			
<b>QUALITY AND STANDARDS <i>continued</i></b>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	63.1	A	↑	61.2	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	91.0	G	↑	84.7	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	73.0	G	↑	68.7	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	71.7	G	↑	70.8	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	34.5	R	↑	33.4	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	47.5	A	↓	49.3	46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	44.2	A	↓	47.2	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	9.6	A	↑	8.4	14	23	Sue Rogers	8.4	8.4	7.8
<b>EMPLOYABILITY</b>															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.39	G	↓	5.51	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	84.9	G	↑	82.4	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	24	A	↓	26	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	55.9	G	↑	53.9	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34	A	→	34	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.1	A	↓	11.8	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	25			No previous data	25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	1,465			No previous data	1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	23,140			No previous data	23,725	25,675	Sue Dunn	23,140		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	332	G	→	332	250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	86	G	↓	89	77		Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.6	G	↓	4.7	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	96.2	A	↑	91.0	100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	29			28	60		Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	105	A	↑	102	107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	6,081	G	↑	5,315	6,000	9,000	Sue Dunn	6,081		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	74	A		No previous data	76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	214.1	G	↑	210.7	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	745.3	G	↑	737.3	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	96.0	G	↑	92.1	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A	8.7	A	↑	8.6	9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A	11.7	R	↓	11.8	12	15	Sue Rogers	11.8	12.8	8.8
<b>CONTEXTUAL DATA</b>															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	16.5			13.7				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.6			2.7				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	17.2			17.8				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	15.3			14.5				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.8			8.4				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	1,830			1,821				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	1,273			1,244				29.5	37.8	34.9

From: **Roger Gough, Cabinet Member for Education and Health Reform**

**Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Education Cabinet Committee – 14 March 2014**

Subject: **Education and Young People's Services Directorate Strategic Priorities Statement**

Classification: **Unrestricted**

Electoral Division: **All**

**Summary:** Service Business Plans are being replaced by an annual Directorate Strategic Priorities Statement for 2014-15, from April 2014. The Statement (attached as an Appendix to this report) provides a guide to the services that make up the Education and Young People's Services Directorate. The Statement also sets out the role, purpose, key directorate priorities, targets and performance measures for 2014-15.

**Recommendation:** Education Cabinet Committee is invited to note and comment on the key strategic priorities for 2014-15, prior to approval of the Statement by the Cabinet Member for Education and Health Reform and the Corporate Director for Education, Learning and Skills before the start of the new financial year.

## 1. Introduction

1.1 The Strategic Priorities Statement is a key element of the new business planning process for 2014-15. The document appended to this report replaces Service business plans with an annual Education and Young People's Services Directorate Strategic Priorities Statement. The Statement will be published online and sets out:

- How the Education and Young People's Directorate contributes to delivering *Bold Steps for Kent and Facing the Challenge: Delivering better Outcomes* for the year ahead
- How the Directorate is organised and who does what
- The key strategic priorities and targets for 2014-15
- The key actions to deliver the priorities and signposting to detailed delivery plans
- The level of resource available e.g budget and FTE establishment)
- The headline workforce development priorities
- The key directorate risks
- A summary of the key performance indicators accompanied by the Directorate Performance Scorecard.

## **2. Financial Implications**

- 2.1 Facing the Challenge sets out the scale of the transformation that is required across the authority which must be delivered at pace. Accordingly the authority needs to focus its limited resources at activity which supports transformation and the continued delivery of key education and preventative services.
- 2.2 All of the strategic priorities identified within the Directorate Statement will be achieved within the agreed Directorate funding envelope for 2014-15, including the challenging savings and additional income generation targets.

## **3. Bold Steps for Kent and Policy Framework**

- 3.1 The Strategic Priorities set out in the Statement and the accompanying targets set out in the Directorate Performance Scorecard seek to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in England for education and learning and for children and young people to grow up, learn, develop and achieve.
- 3.2 The strategic ambitions and objectives in Bold Steps for Education require us to ensure all pupils meet their full potential, that we see continuous improvement in pupil attainment and progress: that we close achievement gaps; that there are more good and outstanding early years settings and schools; that we shape education and skills provision around the needs of the Kent economy; and improve services and outcomes for the most vulnerable children and young people in Kent.
- 3.3 We are aiming for outcomes that are very ambitious and challenging. We are determined to pursue them relentlessly and believe we have ways to achieve them. There is a good level of shared ambition with Headteachers, governors and other key agencies and stakeholders to achieve the improvements detailed in the Statement.

## **4. The Strategic Priorities Statement**

- 4.1 The Strategic Priorities Statement describes the key functions and responsibilities of the Education and Young People's Directorate and sets out the priorities and targets for achieving better outcomes for children and young people, as well as improving services for 0-19 year olds and for families.
- 4.2 The context is one of considerable change, which is driven by Kent's own local priorities for transformation and more effective and innovative ways of working as well as national changes of policy and higher expectations for what we should achieve. The necessary savings required of local government are challenging but they also provide the opportunity to develop better ways of doing our business in more efficient ways and at lower cost.
- 4.3 We are driving change and improvement through a number of strategies, for school improvement, for early help and preventative services, for special educational needs and disability, for 14-24 learning and skills, for commissioning new school and child care provision, and for the early years

education and childcare sector. There is less business as usual and more continuous improvement and transformation.

## 5. Conclusion

- 5.1 This strategic statement of priorities attempts to communicate our vision and direction, with strong messages about what we aim to achieve and the ways we need to transform our work in the next year or two.

## 6. Recommendation

### Recommendation:

- 6.1 Education Cabinet Committee is asked to note and comment on the key strategic priorities for 2014-15, prior to approval of the Statement by the Cabinet Member for Education and Health Reform and the Corporate Director for Education, Learning and Skills before the start of the new financial year 2014-15.

## 7. Background Documents

- 7.1 Delivering Bold Steps for Kent: Education, Learning and Skills Vision and Priorities for Improvement 2014-2017

<https://shareweb.kent.gov.uk/Documents/education-and-learning/Bold%20Steps%20ELS%20Vision.pdf>

- 7.2. More detailed delivery plans have been set out in the

Early Years and Childcare Strategy,

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

School Improvement Strategy,

14-24 Learning, Employment and Skills Strategy,

[http://www.kent.gov.uk/education\\_and\\_learning/plans\\_and\\_consultations/education\\_plans.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx)

SEND Strategy

<https://democracy.kent.gov.uk/documents/s41546/Item%206%20-%20SEND%20Strategy.pdf>

Education Commissioning Plan and the project plans

<https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Kent%20Education%20Commissioning%20Plan%202013%20-2018%20final.pdf>

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**Foreword from the Corporate Director**

I am pleased to introduce the Strategic Priorities Statement for the Education and Young People's Services Directorate.

It describes our key functions and responsibilities and sets out our ambitious priorities and targets for achieving better outcomes for children and young people, as well as improving our services for 0-19 year olds and for families. Our ambition is to be among the best.

The context is one of considerable change, which is driven by our own local priorities for transformation and more effective and innovative ways of working as well as national changes of policy and higher expectations for what we should achieve. The necessary savings required of local government are challenging but they also provide the opportunity to develop better ways of doing our business in more efficient ways and at lower cost.

We are driving change and improvement through a number of strategies, for school improvement, for early help and preventative services, for special educational needs and disability, for 14-24 learning and skills, for commissioning new school and child care provision, and for the early years education and childcare sector. There is little business as usual and more continuous improvement and transformation.

All of these strands of our work require highly effective partnerships and good relationships with other agencies and stakeholders. They also require new structures and organisation for better delivery at local level, hence the emphasis on delivering more joined up local services that meet the needs of local people. Our agenda has to be a shared one if partners and our stakeholders are going to commit effort and resources to achieving our common goals.

We are also very conscious that change happens through people, who are our greatest resource, and therefore building up the skills and capacity of our staff is a key strategic priority. This programme of work depends on our success at workforce development in releasing and growing the potential of all of us to be more creative and effective in what we do.

Successful organisations provide vision and leadership, set clear directions and have simple rules and strong messages that guide the right behaviour to achieve better outcomes. This strategic statement of priorities attempts to communicate our vision and direction, with strong messages about what we aim to achieve and the ways we need to transform our work in the next year or two.

**Patrick Leeson  
Corporate Director  
Education and Young People's Services**

## **Introduction**

Our vision is for Kent to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve.

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

Our strategic priorities in Kent Bold Steps for Education are to ensure all pupils meet their full potential, that we see continuous improvement in pupil attainment and progress; that we close achievement gaps; that there are more good and outstanding early years settings and schools; that we shape education and skills provision around the needs of the Kent economy; and improve services and outcomes for the most vulnerable children and young people in Kent.

## **Who we are and what we do**

Central to our ambition is the desire to create the conditions in which children and young people experience the best learning and teaching, and where their social, moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy.

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

## **Education and Young People's Services Directorate Structure**

There are three divisions within the Directorate:

- Quality and Standards
- Planning and Access
- Early Help and Preventative Services

## **Quality and Standards:**

This Division covers a number of key functions for the Directorate including:

### **School Improvement Service**

The core function of the service is to improve the quality of education and raise standards in schools and early years settings. As part of this main driver the service also provides activities to monitor and evaluate the progress of children and young people in Kent schools and settings. In addition, there is a rigorous process to support and strengthen schools' own systems of self-evaluation through our school categorisation programme. A key part of the activity programme is aimed at enabling schools and settings to collaborate and to set challenging but realistic targets for improvement and to provide rigorous and helpful data to underpin this process.

Our school improvement strategy is designed to provide appropriate challenge and support to every school in Kent, through school to school support, direct support from the local authority and through the provision of a wide range of traded services for schools. In order to bring about permanent and far reaching changes in school performance, the Local Authority also delivers programmes of activities to further engage parents and the community in their children's learning. This is aimed at creating a positive culture which values learning highly and promotes higher expectations for what children and young people can achieve. The new School Improvement Strategy was launched in January 2014 and reflects the support and challenge that will ensure more than 90% of schools in Kent are a good school by 2017.

### **Skills and Employability Service**

The ambition for the Service is, by 2017, that all young people in Kent to age 18 will be able to access education and training that is appropriate to their needs and relevant to the local and national economy. All young people will follow a learning pathway that will enable them to progress to employment with training or higher levels of learning.

The Skills and Employability Service delivers the KCC priorities of raising attainment and skill levels, improving vocational education, training and apprenticeships, increasing participation and employment and targeted support to vulnerable young people. This is achieved by developing effective collaborative arrangements within the 12 districts and across post 16 providers and employers.

The Skills and Employability Service is responsible for delivering the 14-24 Learning and Skills Strategy to enable young people in Kent to become better qualified and more employable; to improve vocational education and training; and to ensure all young people are able to participate and achieve success in education and work based training at least until the age of 18. The Team supports a wide variety of projects to raise levels of achievement for 16-19 year olds and employability for 18-24 year olds, including apprenticeship programmes, work with employers, new curriculum pathways including specific programmes for Maths and English and supporting Post 16 providers to deliver the new Programmes of Study. In addition there is a range of projects to increase access to apprenticeships and vocational training, including the Kent Jobs for Kent Young People programme and Skills Centres.

The service manages the nationally recognised Vulnerable Learner project supporting access to Apprenticeships for vulnerable learners at risk of not participating and has the responsibility for tracking all young people's progress to age 19.

### **Early Years and Childcare Service**

The overall purpose of the Early Years and Childcare Service is to ensure all children aged 3 and 4, and less advantaged 2 year olds, can access the highest quality early education and/or childcare provision; that there is continuous improvement in the number of good and outstanding early years providers; and that outcomes for children at the end of the Early Years Foundation Stage improve and achievement gaps close.

Our ambition for Early Years and Childcare in Kent is for a vibrant, increasingly diverse and thriving early education and childcare sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers.

The main aims of the Service are to develop a more integrated approach to early years and childcare provision and services; to ensure better continuity of provision and services across the 0 – 5 age range; to ensure an increasing number of children are school ready at the end of the Early Years Foundation Stage; and to mitigate the effect of poverty, inequality and disadvantage through the provision of high quality early education and childcare, including support for parents and carers and narrowing early development achievement gaps.

The Service has targets to improve outcomes and to secure a sufficiency of, and access to, high quality free early education places for all three and four year olds and for increasing numbers of two year olds. It also includes plans to improve the sufficiency and quality of childcare for all children and young people aged 0 – 14 and up to 18 where the young person has a disability or special educational needs (SEND).

### **Planning and Access:**

This Division covers a number of key statutory functions for the ELS Directorate including:

#### **Provision Planning**

The key role for this service is to ensure that there is a good local school place available for every child in Kent. It is responsible for ensuring that Kent County Council meets its statutory responsibilities for the provision of school places across the county for both mainstream schools and those for children with additional educational needs.

We have a significant increase in pupil numbers and consequently an urgent need for new provision. The number of primary-aged pupils is expected to rise significantly from 111,119 in 2012-13, to 121,000 in 2017-18. The secondary-aged population will rise through the latter part of the decade, from 77,244 in 2015 to 85,883 in 2022.

The servicer is responsible for managing and allocating the schools capital budget. Expanding existing schools and building new schools is a complex and challenging process with legal, educational, community, sites and buildings, planning, partnership and financial implications. It is essential that all the required additional school places, in the

right locations, are delivered on time for each cohort of children starting school each September.

The service is delivered by four Area Education Officers, each with a responsibility for provision in three of the 12 Kent Districts. Their responsibilities include:

### **Commissioning School Places**

The Kent Education Commissioning Plan 2013-18 sets out our future plans as strategic commissioner of education provision across all types and phases of education. It contains our overarching principles and intentions and a detailed analysis, at district level, of the future need for school places - setting out what provision needs to be commissioned, where, and when.

There are over 70 schools in the current school expansion and school building programme and we delivered all the projects on schedule for 2013.

As the strategic commissioner of school places, the service will liaise with a range of external agencies and educational providers to develop the diversity of provision and secure the supply of places in terms of both quality and capacity.

The key priorities for this service are:

- Ensure that a place in a good school is available for every Kent child through planning, commissioning and securing sufficient high quality school places.
- Improve parental choice and access to good school provision through structural changes to school provision and by developing the diversity of provision
- Ensure that pupils continue to benefit from a good education through the delivery of leadership and management changes within schools.
- Improve outcomes for children and young people through the strategic development and co-ordination of district – based delivery of services with schools.
- Ensure the health and safety of pupils through the delivery of cost effective and compliant ancillary services to schools.

### **Special Educational Needs Assessment and Placement Service**

This Service fulfils Kent County Council's statutory special educational needs (SEN) duties in accordance with the Education Act 1996 and SENDA 2001, particularly statutory SEN assessment in compliance with prescribed timescales. The Service agrees and maintains Statements of SEN and is responsible for arranging SEN provision for children and young people with the greatest difficulty in learning in accordance with their Statements and for making and monitoring specialist placements.

From September 2014, the service will be responsible for fulfilling duties arising from the Children & Families Act and the revised SEN Code of Practice. The new legislation expects better information for and greater involvement by parents and pupils. Key changes extend the age range (0 to 25 years), reduce assessment timescales and set out obligations on health services to commissioning services jointly with the LA. The Bill proposes replacing Statements and Learning Disability Assessments with Education, Health Care Plans (EHCP) with transparent personalised Budgets. Through Kent's role as a national Pathfinder for the DfE, the service has been testing personal transport budgets and

prototyping EHC Plans. Our focus during 2014 will be to scale up changes across Kent and use the learning to influence the live systems in September 2014.

### **Education Psychology Service**

The Kent Educational Psychology Service (KEPS) works to improve outcomes for children and young people who are vulnerable because they have special educational needs or other barriers to their learning and development.

KEPS is committed to the delivery of services in an integrated way, supporting locality based working and promoting a culture of inclusion. It provides core services including statutory SEN assessment work and prioritises early intervention and preventative approaches through its traded offer, enabling schools to access a guaranteed level of delivery in addition to statutory functions.

As part of its core delivery the service provides psychological advice for children and young people undergoing the statutory assessment process of their special educational needs (SEN), professional support for the SEN decision making and associated processes (e.g. SEN tribunals and annual reviews), support to schools and settings in dealing with crisis and/or critical incidents and consultation with schools through the Local Inclusion Forum Teams (LIFTs).

### **Fair Access**

The Fair Access service is responsible for two key areas of work, school admissions and establishing eligibility for home to school transport. The service is charged with ensuring fairness and equity in the allocation of school places and ensuring that all children out of education are allocated a school and all admissions authorities within Kent meet their legal obligation with regard to school admissions.

The transport team ensures the county's transport policy is applied appropriately and in line with legislation relating to home to school transport. The team ensures that all eligible pupils receive appropriate transport to and from school.

The service produces and distributes the Primary and secondary admissions booklets, coordinates applications for school admissions and, transfers and manages the in-year admissions process. The team also monitors the admissions arrangements for all admissions authorities in Kent to ensure compliance with the School Admissions Code and operates an Appeals procedure for community and voluntary controlled schools.

### **Early Help and Preventative Services**

The County Council has re-organised all the services to support vulnerable children and young people into a new division for Early Help and Preventative Services, which will be part of Education and Young People's Services from April 2014. This will include Children's Centres, Integrated 0-11 Services, and Kent Integrated Adolescent Support Service. It will also include Youth Justice, the Troubled Families Programme and the CAF process, and will also integrate commissioned health services for children and young people. Schools will be at the heart of this new way of working at district level

## **Early Help and Prevention**

Preventative Services are designed to respond early to tackle problems emerging for children, young people and families, who are most at risk of developing problems and having poor outcomes.

Early help and intervention may occur at any point in a child or young person's life. Responding to a problem as soon as it is identified, acting quickly to prevent escalation and building family resilience and confidence are the core purposes of Preventative Services.

Our aim is to deliver early help, which is timely and effective to children and young people who need it, enabling them to flourish and preventing costly, harmful long-term consequences.

Early help is about:

- Preventing, or minimising the risk, of problems arising – usually through universal services such as schools, children's centres, youth work and health provision.
- Early intervention by targeting individuals or groups at high risk or showing early signs of a particular problem to try to stop it occurring or escalating.
- Providing 'early help' services which respond effectively to needs, to redress the situation and stop problems getting worse.

Early help services are multi-disciplinary and multi-agency and are delivered in a joined up way to have maximum impact on improving outcomes, achieving the most efficient use of resources and reducing the demand for more costly services.

The transformation of these services relies on integrated commissioning and more integrated working with other statutory agencies and the voluntary sector, as well as the greater integration of KCC services, in order to bring about the radical shift in ways of working.

The intended purpose of Preventative Services is to ensure that children and young people are able to access the right services at the right time in the right place.

The challenge is to enable staff at the front line to better support children and young people's needs by working in a more integrated way, avoiding where possible single service interventions which may lack coordination or result in duplication. The proposal is to develop full integration of the services to create a single management arrangement and agreed service delivery models for 0-11 and Adolescent services from April 2014.

### **Kent Integrated Adolescent Support Service (KIASS)**

A key development in the past year is the Kent Integrated Adolescent Support Service, which now operates across the county. It is designed to work closely with schools to provide better support to vulnerable young people so that they can access the right service in the right place at the right time. It is an integrated multi-agency service which brings together practitioners from health, social care, youth work and education, who provide a more coordinated and joined up response to the needs of vulnerable adolescents who are at greatest risk of harm and exclusion, disengagement from education and physical and

mental difficulties. Managers at district and county level work to develop new ways to support these young people and improve their outcomes.

As a result more young people are accessing early help services and are being referred for early intervention, before problems and needs escalate. Young people are able to access a range of support to address substance misuse, youth offending, teenage parenting, sexual health, jobs and careers advice, employability provision, positive relationship group work, mentoring and positive activities. New online resources are also providing more support, information and advice.

The Common Assessment Framework (CAF) is used as the basic assessment tool, and there has been an increase in the number of CAFS which are now available to support adolescents. As a consequence there is more common understanding of early intervention processes, improved casework practice and case management, and more personalised approaches to addressing the needs of young people.

This work is intended to make a significant contribution to reducing exclusions, NEETS, youth offending and re-offending, anti-social behaviour, the need for statutory social care child protection arrangements and care proceedings and the educational and well being outcomes for the most vulnerable adolescent in Kent. We have seen evidence of progress in some of these areas, but the service will not be rolled out in a fully integrated way until April 2014.

Full structural and management integration of all Adolescent services into a single management structure will be operational from April 2014. Services involved in the re-design of KLIASS include:

- Inclusion and Attendance
- Youth offending
- Youth work
- Outdoor education provision
- Early Intervention Casework teams
- Public Health commissioned services
- Early intervention and prevention commissioned services

### **Integrated 0-11 Services**

The role of the 0-11 Service is currently being developed. By April 2014, all services provided to families and children aged 0-11 will be brought together into a single integrated service with cohesive service offer, including more targeted support for vulnerable children and families through Children's Centres. The 0—11 Service will be located within the new Early Help and Preventative Services Division.

Services involved in the design of the service include:

- Children's Centres
- Inclusion and Attendance
- Parenting support
- Early Intervention Casework teams
- Public Health commissioned services



- Health visiting and school nursing services
- Early intervention and prevention commissioned services

The Common Assessment Framework (CAF) will be used as the basic assessment tool, to ensure there is speedy assessment and response to the needs of vulnerable children and families and the service can deliver an effective Team Around the Family approach with positive outcomes.

By focusing on early help, prevention and early intervention, the Service will aim to achieve the following outcomes:

- Reduce the need for statutory care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need.
- Improve family resilience and the support for parents and carers
- Improve educational attainment outcomes and closing of attainment gaps for 0-11 year olds
- Reduce exclusion and absence from school
- Increase engagement in positive activities
- Improve readiness for school by young children under five
- Improve emotional resilience and well-being for children with reduced mental and behavioural problems and less demand for CAMHS services
- Improve health and developmental outcomes for young children, and their parents and carers, especially for 0-3 year olds

### **The Troubled Families Programme**

The Troubled Families Programme is a government funded project to support improvements in the lives of families that face multiple difficulties. It focuses on key worker support for each family in the programme to:

- Get children back into school
- Reduce youth crime and anti-social behaviour
- Put adults on a path back to work
- Reduce the high costs these families place on the public sector

The programme also relies on the local authority to join up local services, deal with each family's problems as a whole and in a more coordinated way, address them in an intensive way and use a range of well – proven methods that help families turn their lives around.

The programme has achieved a return to work for adults and improvements in young people's school attendance and behaviour for about 200 families since the project started in 2012. There are currently about 780 families being supported and there are plans to support a further 770 families in the next year.

The key task now for the local authority is to mainstream this work into the approach we are taking for 0-11 Services and KIASS. The Troubled Families Programme therefore will be a key feature of the new models for delivering Preventative Services.

## Key Priorities for 2014-15

The Kent Bold Steps for Education document sets out the key priorities and targets for the work of the Education and Young People's Services Directorate. These targets extend to 2017 with key milestones for each year, against which progress and success are measured. The priorities and targets are set out in more detail in key strategy documents for School Improvement, 14-24 Learning and Skills, the Education Commissioning Plan, the Special Educational Needs and Disability strategy and the Early Years strategy.

The world is changing fast, expectations are rising rapidly and a more diverse education system is developing quickly. The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated and skilled well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense and too much provision that is less than good damages the life chances of children and young people. In this mix the role of the Local Authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner with schools, colleges, early years settings and other stakeholders, agencies and providers.

It is our job to build and support effective partnerships and networks that will be more effective in delivering better services and improved outcomes and it is also our role to champion more innovative and creative practice and ways of working.

New ways of working are key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent depends on the emergence of new vehicles for joint working and partnership. It continues to be a priority to ensure success by supporting:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District and Area forums that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for children and young people
- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent
- Increased collaborative working in the early years and childcare sectors
- Locality based working and commissioning to pool and target resources to local needs in Districts
- Local 14-19 strategic partnerships to maximise effort and increase capacity to transform post 16 learning pathways and training opportunities so that they are truly excellent.
- District based multi-agency working to deliver more integrated preventative and early help services through KIAS and the 0-11 service.

### **Our Future Targets and Priorities:**

As there is much to do, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other agencies and stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2017.

**In 2014 - 15 we will:**

- Promote more innovative and creative ways to deliver learning for the 21<sup>st</sup> century, including support for the delivery of the new National Curriculum and new vocational, GCSE and A Level curriculum pathways.
- Champion school leadership which is most effective in improving teaching and learning and accelerating pupil progress, and provide leadership development opportunities which increase capacity in Kent to improve and transform the education system.
- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within two years and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups.
- Develop the system of school to school support by embedding school collaborations further to achieve a faster rate of improvement in the quality of schools and the outcomes for pupils, including reducing achievement gaps.
- Work with outstanding and good schools to increase their capacity to sponsor and improve schools requiring improvement, through academy or other structural arrangements.
- Implement the Early Years and Childcare Strategy to ensure there are more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early year settings and schools.
- Take forward the effective delivery of new Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of learning and outcomes for pupils at risk of disengagement from education and training.
- Implement the key aspects of the 14-24 strategy by improving collaborative working between learning providers in all districts to ensure more young people are on the right pathway to stay in education or training to age 17 and 18 with better outcomes, and we see an increase in youth employment and apprenticeships and there is a better vocational offer linked to local economic trends.
- Deliver the SEND Strategy to achieve improved progress and outcomes for pupils with special educational needs and disabilities in Special and mainstream schools.

In particular we will increase the number of places for pupils with ASD and behavioural and emotional needs, improve early intervention and prevention through the local LIFTS so that there is a reduction in statutory referrals, and by 2014 we will deliver more integrated services and joint commissioning across education, health and social care as required by the Children and Families Bill.

- Continue to improve District based working and support the development of the Kent Association of Headteachers, so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care.
- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2014, there is improved parental choice and planned improvements for September 2015 are on target.
- Develop Edukent further to procure better services for schools to improve outcomes, at competitive cost and expand the trading of services to more schools in and beyond Kent.
- Make more efficient use of DSG funding by reducing the rising costs of SEN transport and the number of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2015.
- Further integrate early help services for all vulnerable children and young people in Kent, by delivering a new 0-11 service and implementing the KIASS model throughout the county, to achieve more coordinated support and better outcomes for vulnerable children and adolescents.

**The 0-11 and Adolescent Services will have the following common deliverables:**

- District, or locality, based management structure and integrated teams comprising professionals who have expertise in early childhood development and well being, family and parental support, education, social care, health, youth work and youth offending, careers and employment guidance
- Open access hubs provided by children's centres and youth centres
- Case management of all children and young people receiving early help, to monitor progress and the quality of interventions, and ensure risks are escalated when appropriate
- Close links and coordination with local schools, pupil referral units, children's centres, early years settings, health providers, voluntary sector organisations and FE colleges and work based learning providers
- Single points of access and an early help assessment and planning process
- Key worker or lead professional, including troubled family support worker, models of delivery

- Agreed information sharing and data gathering systems and processes
- Clear protocols for risk assessment and the stepping up and stepping down of cases with Specialist Children's Social Care Services
- A workforce development programme to improve the skills and capacity of staff to meet changing needs
- An agreed integrated commissioning strategy
- The integration of the Troubled Families Programme into the service delivery models

**Directorate Resources**

The total budget for the Education and Young People's Services Directorate for 2014-15 is: £93,958.8m.

In order to deliver a balanced budget of £93, 958.8m, a further £1m additional income will need to be generated and £15.3m savings will need to be achieved.

The budget breaks down as follows:

<b>Spend by Division/Area</b>	<b>Budget 2014-15</b>
Quality and Standards	£7,087.9m
Planning and Access	£46,617.9m
Early Help and Preventative Services	£37,472.7m
Strategic Management	£5,798.5m
<b>TOTAL</b>	<b>£93,958.8m</b>

**Directorate Staff Establishment**

The total number of FTE staff employed by the Education and Young People's Services Directorate from 1 April 2014 is 1385.

The staff Divisional breakdown is:

- Quality and Standards: 274 FTE
- Planning and Access: 314 FTE
- Preventative Services: 787 FTE
- Corporate Director's Office 10 FTE

**Savings Targets**

The total savings target for the Directorate is: £15.3m in 2014-15. The most significant areas of savings are:

<b>Savings Area</b>	<b>Saving</b>
Children's Centres	£2m
Freedom Pass	£1.7m

Connexions	£1.5m
SEN Transport Personalised Budgets	£625k
KIASS Integration	£2.7m
Service Reviews	£640k
Service Efficiency Savings	£1.7m

## Income Generation

The traded income generation target for the Directorate in 2014-15 is £3,595,400. This is an increase of just under £1m on the 2013-14 income generation target and is reflected below:

	Income Budget 2013/14 £'000	MTP	Income Budget 2014/15 £'000
<b>Quality &amp; Standards</b>			
Early Years	0.0	50.0	50.0
Training & Development	949.0		949.0
ITN	102.0		102.0
Horton Kirby	42.6		42.6
Governor Training/Support	269.2	93.0	362.2
Clerking Service	275.2		275.2
Extended Learning Team	100.0		100.0
Management Information	25.0		25.0
New Service from Sept 14	0.0	500.0	500.0
Inclusion – MCAS	405.2	91.0	496.2
	2,168.2	734.0	2,902.2
<b>Planning &amp; Access</b>			
Educational Psychology	400.0	200.0	600.0
Client Services	3,693.2		3,693.2
	4,093.2	200.0	4,293.2
ELS Total	6,261.4	934.0	7,195.4
Less the transactions in Client Services that are straight "in & out" to contractors	3,600.0		-3,600.0
<b>ELS Traded Income</b>	<b>2,661.4</b>	<b>934.0</b>	<b>3,595.4</b>

The Budget for 2014-15 (£93.958m) is almost double the Education, Learning and Skills Directorate budget for 2013-14 (£53m). This is a consequence of the creation of the new Early Help and Preventative Services Division. The Council has re-organised all the

services to support vulnerable children and young people into this new division which will be part of Education and Young People's Services.

New budgets coming in to the Directorate for 2014-15 from other areas of the Council include:

<b>Directorate</b>	<b>Budget Incoming to EYP</b>	<b>Services Transferring to EYP</b>
Customer & Communities	£13.3m	This includes budgets for Supporting People, Adult Education, Youth Service and YOS
Enterprise & Environment	£12.5m	The Freedom Pass
Specialist Children's Services (FSC)	£26.7m	Children's Centres (£17m) and Early Intervention and Prevention Services

### **Key Budget Pressures for 2014-15**

Budget pressure areas that will need to be carefully monitored and managed during the course of the year include:

- School and SEN Transport
- Independent Non-Maintained SEN Placements
- Schools (deficit budgets as a result of flat cash and low secondary school rolls)
- Directorate savings target
- Additional income generation target

## Workforce and Organisation Development Priorities

Our organisational priorities for 2014/15 are set out in the Workforce and Organisation Development Plan. This will help us to develop a workforce that is flexible, adaptable to change and that has the skills, competencies and capacity to deliver the priority to 'Manage Change Better' in the transformation and integration programmes set out in 'Facing the Challenge'.

These priorities are supported by four strategic staff development frameworks including Leadership & Management, Support Staff and Health & Safety, which have been developed in collaboration with managers and staff across the organisation and are designed to support all staff, whatever grade or job role, develop the skills and knowledge required to improve performance across the organisation.

An Action Plan has been drawn up by the Directorate Organisation Development (OD) Group.

The Action Plan details key Directorate strategic workforce priorities and OD activities that are being undertaken to ensure that the Directorate has a highly skilled workforce that is flexible, responsive and effective in meeting service needs, particularly in the current climate of significant change. Priorities include:

- Building on the People Services Development Framework, identify the core knowledge, skills and techniques needed to work in an effective integrated way for all Directorate services.
- Increase the number of young people working in Kent County Council by promoting attractive employment routes such as the Apprenticeship and Graduate recruitment schemes, in addition to providing work experience opportunities to young people
- Use of workforce planning tools, such as succession planning and talent management, to ensure there are no gaps in service delivery and provide career development opportunities for staff to broaden their knowledge and experience within KCC, by encouraging movement within and between services (e.g. secondments, cross service projects, mentoring and work shadowing)
- Promote workforce development opportunities and build capacity and capability across the Directorate by ensuring that staff at all levels engage with and benefit from the new development and training frameworks: the Staff Development Framework for support and administrative staff; the People Services Development Framework and the Management and Leadership Development Framework
- Undertake workforce development in areas that require new skills or are subject to significant change, e.g. SEND, Preventative Services, Commissioning, contract management, data analysis and performance measurement
- Support Managers within the Directorate to achieve the new Kent Manager Standard, which has been designed to ensure managers are equipped to deliver 'Facing the Challenge'



In addition, the implementation of 'Facing the Challenge' within the Directorate will need to be supported by:

- Facilitated sessions and support for new teams coming together to form new services and in doing things differently
- Knowledge and implementation of Organisation Design methodologies including use of 'Lean' processes in service redesign and exploring new service delivery models
- Developing self-sufficient managers and workforce through cultural change and building skills, confidence and flexibility.

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## Key Directorate Risks

Achievement of the challenging priorities and targets set out in this Statement will require a mature approach to risk. Education and Young People's Services maintains a Directorate Risk Register which is regularly monitored and revised to reflect action taken to mitigate the risk occurring or increasing. As risks de-escalate they are removed from the register and where necessary, new emerging risks are added.

The key directorate risks for the coming year are:

- Continuing to respond to the major population growth in the short to medium term (primary school age) and long term (secondary school age) by making sure that additional school places are provided on time and within budget.
- Meeting the new statutory requirement to provide free school meals for all Reception, Year 1 and Year 2 children from September 2014.
- The potential for more schools to move into a potentially deficit budget position due to continued "flat cash" Dedicated Schools Grant (DSG) settlements for schools coupled with reducing pupil numbers in some schools and major national changes to school funding and post 16 funding.
- Insufficient improvement in 'at risk' schools and changes to Ofsted frameworks for school inspections – schools need to demonstrate good rates of progress and improvement and respond appropriately to Ofsted requirements to avoid declining from good and outstanding performance or being rated as "Requires Improvement" or being put into Category, which would lead to additional support being required from the Local Authority.
- Achievement of Special Educational Needs (SEN) transport budget savings – significant savings are due to be delivered by the SEND strategy and by encouraging increasing use of personalised budgets by parents
- The need to deliver additional local maintained-school places for pupils with SEN to prevent over-use of places in Special schools and the specialist independent sector, which results in increased costs for the DSG and the County Council.
- The challenge of ensuring that children known to KCC services not receiving education are identified, and those that are not currently in education are able to access education within 30 days.
- Ensuring that Home-Educated children are seen by a professional to mitigate the risk of potential safeguarding concerns.
- Effective transition and realignment of services across the Directorate, to ensure that the crucial preventative services agenda delivers the required outcomes and financial savings.

The Directorate will also contribute to mitigation of several corporate risks, including management of children's social care demand; safeguarding of children; and a key involvement in organisational transformation to meet the financial challenges facing the Local Authority.

More detail of these risks and their mitigations are outlined in the Directorate Risk Register for the Education and Young People's Services Directorate.

## Key Performance Indicators (KPI's)

The KPI's support the delivery of the key priorities detailed earlier in this Statement.

The Directorate has developed a Performance Management Scorecard which is appended to this Statement. The Scorecard is used by the Directorate as the monitoring tool for targets and milestones for each year up to 2017.

Detailed below are the Key Performance Indicators drawn from the Directorate Scorecard. Current performance against these KPIs and targets until 2017, can be viewed in the Appendix.

<b>Key Performance Indicators for the Education and Young People's Services Directorate</b>
Percentage of 5 year olds achieving a good level of development at the end of the Early Years Foundation Stage
Percentage of pupils at KS2 achieving L4+ in reading, writing and mathematics
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English and mathematics
Percentage of pupils at KS2 achieving L4+ in reading, writing and mathematics - FSM achievement gap
Percentage of pupils at KS4 5+ A*-C including GCSE English and mathematics - FSM achievement gap
Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness
Number of permanent exclusions from schools - all pupils
The participation rate for all 16-18 year olds
Percentage of 16-18 year olds not in education, employment or training (NEET)
Number of apprenticeships 16-24 year olds
Percentage of 19 year olds with level 2 and 3 qualifications
Number of primary schools in Ofsted Category (Special Measures or Serious Weaknesses)
Number of secondary schools in Ofsted Category (Special Measures or Serious Weaknesses)
Percentage of statements of SEN issued within timescales (26 weeks)

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# Education, Learning & Skills Performance Management

## Bold Steps Performance & Targets

Indicators	Performance		Targets				Lead Officer
	Kent 2013	National 2013	Target 2014	Target 2015	Target 2016	Target 2017	
Percentage of pupils at EYFS achieving a Good Level of Development	63.5	52	68	72	76	80	Alex Gamby
Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	19		17	16	15	14	Alex Gamby
Percentage of pupils achieving a Good Level of Development - national achievement gap	25.2	36.6	24.0	22.5	21.0	19.5	Alex Gamby
Percentage take-up of EYFE for Two Year Olds (FF2)	79		83	88	89	90	Alex Gamby
Percentage of PVI EY providers with an early years graduate	58		62	65	68	70	Alex Gamby
Percentage of EY providers working as part of a collaboration			60	70	80	90	Alex Gamby
Percentage of pupils at KS1 achieving L2B+ in Reading	79.3	79	82	85	88	90	Sue Rogers
Percentage of pupils at KS1 achieving L2B+ in Writing	67.0	67	72	77	82	85	Sue Rogers
Percentage of pupils at KS1 achieving L2B+ in mathematics	79.3	78	82	85	88	90	Sue Rogers
Percentage of pupils at KS2 achieving L4+ in Reading, writing & mathematics	74	75	76	79	82	85	Sue Rogers
Percentage of pupils at KS2 achieving L5+ in Reading, writing & mathematics	22	21	24	26	28	30	Sue Rogers
Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in reading	87	88	88	90	92	94	Sue Rogers
Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in writing	91	92	93	94	95	96	Sue Rogers
Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in mathematics	86	88	90	91	92	94	Sue Rogers
Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in reading	28.2		30	32	34	36	Sue Rogers
Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in writing	31.0		32	34	36	38	Sue Rogers
Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in mathematics	30.5		32	34	36	38	Sue Rogers
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	63.1	59.2	66	68	70	72	Sue Rogers
Percentage of pupils in selective schools at KS4 achieving 5+ A*-A including GCSE English and mathematics	31.7		40	50	60	70	Sue Rogers
Percentage of pupils at KS2 achieving L4+ in reading, writing & mathematics - FSM achievement gap	25	19	20	19	17	15	Sue Rogers
Percentage of pupils at KS2 achieving L4+ in reading, writing & mathematics - CIC achievement gap	32		30	28	26	24	Sue Rogers
Percentage of pupils at KS2 achieving L4+ in reading, writing & mathematics - SEN achievement gap	50	53	46	45	43	41	Sue Rogers
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	34.5	26.7	30	28	26	24	Sue Rogers
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - CIC achievement gap	46.0	43.3	44	42.5	41	39	Sue Rogers
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	43.5	47.0	42.5	41	39	37	Sue Rogers
Number of schools in Ofsted Category (special measures or with serious weakness)	23	583	14	12	6	0	Sue Rogers
Number of primary schools in Ofsted Category (special measures or serious weakness)	18	402	12	10	5	0	Sue Rogers
Number of secondary schools in Ofsted Category (special measures or with serious weakness)	3	145	2	1	1	0	Sue Rogers
Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	82	77	88	88	89	95	Alex Gamby
Percentage of FF2 placed in Good or Outstanding settings, or those on a clear pathway towards this	83		86	89	92	95	Alex Gamby
Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	71	78	75	78	82	85	Sue Rogers
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	70	79	72	78	84	85	Sue Rogers
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	79	73	81	85	85	85	Sue Rogers
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	74	85	80	83	90	100	Sue Rogers
Percentage of schools above floor standards at KS2 (60% L4+ R/W/M & Median Progress) *65% from 2014	90^	94	90*	95*	95*	100*	Sue Rogers
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M & Median Progress)	93.7~	94.7	85	90	95	96	Sue Rogers
Percentage of all schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	73	78	75	82	89	95	Sue Rogers
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	70	79	75	82	90	90	Sue Rogers
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	80	72	81	85	90	90	Sue Rogers
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Leadership & Management	75	81	78	82	85	90	Sue Rogers
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Leadership & Management	88	79	80	85	88	90	Sue Rogers
Number of pupils with a statement of Special Educational Needs - Kent resident pupils	6585		6200	6000	5800	5600	Julie Ely
Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	90.0		92	95	95	95*	Julie Ely
Percentage of pupils with SSSEN at KS2 achieving L4+ in Reading, writing & mathematics	10	14	22	25	28	30	Sue Rogers
Percentage of pupils with SSSEN at KS4 5+ A*-C including GCSE English & mathematics	9.3	9.2	17.0	20.0	23.0	25.0	Sue Rogers
Number of pupils being placed in independent or out-of-county special schools	540		472	460	395	272	Julie Ely
Percentage of pupils who are persistently absent from primary schools - all pupils	3.3	3.1	2.0	1.5	1.4	1.3	Louise Simpson
Percentage of pupils who are persistently absent from secondary schools - all pupils	6.6	7.4	5.5	5.0	4.8	4.5	Louise Simpson
Number of permanent exclusions from schools - CIC	7		0	0	0	0	Tony Doran
Percentage of pupils who are persistently absent - CIC	8.0	6.1	10	8	5	5	Tony Doran
Number of permanent exclusions from schools - all pupils	143		100	50	40	30	Louise Simpson
Number of permanent exclusions from primary schools - all pupils	37		24	11	8	6	Louise Simpson
Number of permanent exclusions from secondary schools - all pupils	106		76	39	32	24	Louise Simpson
Percentage of admissions applications for school places made online	92.0	75.3	94.0	95.0	96.0	97.0	Scott Bagshaw

# Education, Learning & Skills Performance Management

## Bold Steps Performance & Targets

Indicators	Performance		Targets				Lead Officer
	Kent 2013	National 2013	Target 2014	Target 2015	Target 2016	Target 2017	
Percentage of parents getting first preference of primary school	85.1		87.0	87.0	87.0	87.0	Scott Bagshaw
Percentage of parents getting first preference of secondary school	82.8	86.7	84.0	85.0	86.0	88.0	Scott Bagshaw
Percentage of parents getting first or second preference of primary school	93.0		94.0	94.5	95.0	95.0	Scott Bagshaw
Percentage of parents getting first or second preference of secondary school	92.5	94.1	93.8	94.0	94.5	95.0	Scott Bagshaw
Percentage of Children Missing Education offered suitable education within 30 days of becoming known	<i>49.2</i>		90.0	95.0	95.0	100.0	Louise Simpson
Percentage of surplus school places in Kent Primary schools	<i>7.3</i>	<i>10.5</i>	7.0	6.0	6.0	6.0	David Adams
Percentage of surplus school places in Kent Secondary schools	<i>8.8</i>		10.7	11.7	12.0	12.0	David Adams
The number of districts with at least 5% surplus Year R places	5		5	8	12	12	David Adams
Percentage of young people with Level 2 attainment by age 19	84.9	84.8	83	86	87	90	Sue Dunn
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	23.7	15.5	18	16	15	14	Sue Dunn
Percentage of young people with Level 3 attainment by age 19	55.9	55.9	56	58	60	65	Sue Dunn
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	33.9	24.4	27	23	20	18	Sue Dunn
Percentage of 16-18 year olds not in education, employment or training (NEET)	5.1	8.4	1.0	1.0	1.0	1.0	Sue Dunn
Percentage of pupils achieving no improvement in qualifications between 16 and 19	11.1	10.1	9	7	5	3	Sue Dunn
Number of apprenticeships 16-24 year olds	6258	272878	7058	7858	8658	9458	Sue Dunn
Number of apprenticeships 16-18 year olds	2524	111659	2874	3224	3574	3924	Sue Dunn
Number of apprenticeships 19-24 year olds	3734	161219	4184	4634	5084	5534	Sue Dunn
Percentage successful completion of apprenticeships 16-24 year olds	<i>72.5</i>	73.8	79	82	85	88	Sue Dunn
Percentage successful completion of apprenticeships 16-18 year olds	<i>69.6</i>	<i>73.1</i>	73	76	79	80	Sue Dunn
Percentage successful completion of apprenticeships 19-24 year olds	<i>75.0</i>	<i>75.9</i>	78	81	84	87	Sue Dunn
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	<i>1465</i>	NA	1569	1612	1662	1700	Sue Dunn
Number of Level 2 & 3 vocational training places offered in skills shortage areas	<i>23140</i>	NA	24350	25100	25625	26175	Sue Dunn
Number of starts on the Kent Success Apprenticeship scheme	<i>113</i>	NA	400	500	600	700	Sue Dunn
Percentage of schools offering L2/3/4 apprenticeships	<i>25</i>	NA	40	45	50	60	Sue Dunn
Percentage of unemployment among 18-24 year olds	6.5	7.1	5.5	5.2	4.4	4.0	Sue Dunn
Number of assisted employment opportunities for learners with learning difficulties and disabilities	<i>105</i>	NA	110	113	116	120	Sue Dunn
Number of 14-19 year olds in Troubled Families programme participating in learning or training to age 18		NA	30	60	90	120	Sue Dunn
Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils]	95	94	95	96	97	98	Sue Dunn
Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils]	77	77	77	78	79	80	Sue Dunn
Post-16 % of students end of KS5 moving to education, training or employment with training	73	69	79	85	91	97	Sue Dunn
Percentage of those not achieving a L2 qualification in English & maths by age 16 that do go on to achieve by age 17	NA	NA	35	42	49	55	Sue Dunn
Post-16 % 2+ Substantial L3	91.1	92.3	91	93	95	97	SR/SD
Post-16 % of A level examinations awarded A*-C	78.4	77.2	79	81	83	85	SR/SD
Post-16 % of 3+ AAB A levels in facilitating subjects KS5 students	8.7	9.6	9.5	10.0	10.5	11.0	SR/SD
Post-16 % of students achieving L2 in English by age 19 - excludes all students who gained L2 at KS4	17.6	28.1	20	25	30	35	SR/SD
Post-16 % of students achieving L2 in maths by age 19 - excludes all students who gained L2 at KS4	13.8	22.6	15	20	25	30	SR/SD
Post-16 APS per Entry (All L3)	214.1	213.7	220	222	225	230	Sue Rogers
Post-16 APS per Student (All L3)	745.3	724.3	800	805	810	820	Sue Rogers
Post-16 % 2+ A*-E (All L3)	96.0	97.3	98	99	99	100	Sue Rogers
Post-16 % 3+ A*-A grades (A level only)	11.7	12.5	12	14	16	18	Sue Rogers
Percentage of Learners with LLDD able to participate aged 16-19	<i>96.0</i>	NA	100	100	100	100	Sue Dunn

### Notes

Figures in italics represent 2012 outturn data

Grey boxes indicate that no data is available

^ Floor standards calculations by the DfE exclude closed schools and schools with fewer than 11 pupils

~ Floor standards calculations by the DfE say 6/96 schools failed to meet floor standards, but published data at school level shows this to be 9/101

From: Roger Gough, Cabinet Member for Education and Health Reform  
 Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 14 March 2014

Subject: 14-24 Learning, Employment and Skills Strategy: Progress Update

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee - 21 November 2012

Electoral Divisions: All

**Summary:** This report presents a summary of progress towards the achievement of the aims and objectives of the 14-24 Learning, Employment and Skills Strategy. It describes outcomes achieved to date and outlines future activities to meet the agreed targets.

**Recommendations:**

The Education Cabinet Committee is asked to note and comment on the progress made towards achieving the aims and targets of the 14-24 Learning, Employment and Skills Strategy.

**1. Introduction**

***Strategy – Aims and Objectives***

- 1.1 The ambition of the 14-24 Learning and Skills Strategy is for all young people in Kent to become better qualified and more employable; to be able to participate and achieve success in education and work based training at least until the age of 18 and to ensure that more 18 to 24 year olds can access higher learning or sustained employment that is appropriate to their needs and relevant to the local and national economy. The Strategy was launched on 25 February 2013.
- 1.2 By achieving the ambition we will improve the Kent economy by ensuring there is a better skilled workforce and employers are more engaged in the design and delivery of new training programmes and vocational qualifications for young people, including a significant increase in apprenticeships.

**2. *The Role of the Skills and Employability Service***

- 2.1 The role of the Skills and Employability Service is to deliver the 14-24 Learning, Employment and Skills Strategy. It does this by working collaboratively with a wide range of key partners in Kent, and across all KCC departments, to equip young people with the skills they need to progress to further learning, employment or self-employment. It supports learning providers to match their provision to the needs of

learners and employers; it ensures young people are fully informed of the opportunities available to them; it tracks the destinations of young people into year 12 and 13; it provides additional support to the most vulnerable young people and aims to reduce youth unemployment; and it promotes the development and take up of apprenticeships and other vocational pathways.

- 2.2 The Strategy has four major priorities; to raise attainment; to improve and extend vocational education, training and apprenticeships; to increase participation in learning and employment with training; and to target support to vulnerable young people so that they achieve better outcomes and employment.
- 2.3 The Strategy is ambitious for major change in developing a better vocational training and skills system in Kent, which guarantees higher levels of qualification and employability that match the key employment sectors in the county. The targets we have set are challenging and their success will mean significant benefits for young people's employment and the Kent economy by 2016.
- 2.4 Overall governance of the Strategy is achieved through a Partnership Board comprising representatives from the KCC Business Advisory Board, Federation of Small Business, Invicta Chamber of Commerce, CXK, Canterbury Christ Church University, KAFEC, KATO, Primary, Secondary and Special schools, the Education Funding Agency, Jobcentre Plus, the National Apprenticeship Service, the Skills Funding Agency and a District Council representative. Meetings are held quarterly to receive reports on the 18 Key Performance Indicators (KPIs) and to identify future actions.
- 2.5 Day to day issues relating to joint working between partners are managed through an operational KCC run Joint Partnership meeting held monthly, comprising representatives from KATO, KAFEC, Skills Funding Agency, Education Funding Agency, Jobcentre Plus, National Apprenticeship Service, EBP Kent and East Kent College. Issues dealt with range from filling the gaps in entry level and level 1 provision in Kent to bidding for European funding opportunities. District, locality or individual provider meetings are regularly held to deliver the Strategy on the ground, depending on the needs in different areas.

### **3. Legislative Changes**

- 3.1 The Strategy is being delivered in the context of a number of major legislative changes. These changes include:
  - i. **Raised Participation Age** - The Raised Participation Age legislation gives Local Authorities statutory duties to:
    - make available to young people aged 13-19, and to those aged 20-24 with a Learning Difficulty Assessment, support that will encourage, enable or assist them to participate in education or training.
    - Secure sufficient suitable education and training provision for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area.



- Track the identities of young people who are failing to fulfil the duty to participate in education or training.
  - Provide bespoke support for vulnerable young people.
- ii. **Apprenticeships** - Changes to the structure for the delivery of Apprenticeships, which stipulate:
- in future, Apprenticeships will be based on standards designed by employers to meet their needs, the needs of their sector and the economy more widely.
  - Companies (including small business) need to be involved in the development of the new standards and funding will be given direct to employers rather than to FE colleges or work based learning providers.
  - An apprentice will need to demonstrate their competence through rigorous independent assessment, focused primarily on testing their competence at the end of their Apprenticeship.
  - Apprenticeships will be graded - pass, merit and distinction.
  - 'Trailblazers' in a range of sectors will develop new Apprenticeship standards and the high-level assessment approaches that sit alongside them. Leading employers and professional bodies will be involved in this process.

The implementation of the reforms will start during 2015/16 and 2016/17. The aim is that all new Apprenticeship starts will be based on the new standards from 2017/18. As the new standards are developed and agreed, Apprenticeship funding under the current frameworks will cease.

- iii. **Careers Education and Guidance** - All schools now have a statutory duty to provide impartial careers education and guidance for Years 8 to 13 and all learning providers must publish destination data for Year 11 and Year 13 leavers.
- iv. **Study Programmes** - Post-16 Study Programmes have been introduced. From 2013/14 Post-16 funding is allocated on a per student basis rather than per qualification. Study programmes seek to ensure that young people complete substantial and high quality qualifications that employers recognise and can enhance progression opportunities. Post-16 learners are required to continue studying English and maths, potentially up to Level 3.
- v. **Qualification Reform** - Other qualification reforms include decoupling AS levels from A levels, consultations on the subject content of A levels, new standards for Level 3 vocational qualifications and the introduction of Technical Vocational qualifications into post-16 performance tables from 2016.

#### 4. **Actions to Deliver the Strategy in 2013**

##### 4.1 **Raise attainment**

- i. Results at Key Stage 4 show Kent's performance at 5 or more GCSE A\*-C grades including English and maths in 2013 improved to 63%, compared to 61% in 2012. This is 4% above the national figure of 59%. However underlying this, nearly 70.5% of young people got an English or maths qualification, but not both. Nearly 1,000 young people did not achieve even a Level 1 in either qualification. As a result,

5,000 students will need to continue working towards GCSE Level 2 in Maths or English, or Maths and English, in 2013/14.

- ii. Of particular concern therefore, is DfE analysis which shows that, of students from 2009 with a Level 1 in Maths and a Level 1 in English in Kent (schools and colleges), only 5.6% had converted that Level 1 to a Level 2 in Maths, and 6.7% in English by 2012. This is a key priority for improvement.
- iii. Participation and attainment with modern foreign languages at GCSE and A Level also presents a challenge. In 2013 there were only 585 entries for A Level modern foreign languages in Kent (1.9% of total A Level entries), compared to 626 in 2012. Opportunities to study modern foreign languages post-16 are often confined to grammar schools, or the highest achieving young people in high and wide ability schools.
- iv. Performance at post-16 as a whole has improved on some indicators this year but has dropped in others, although less than the national average. The percentage of students achieving two or more A Level passes increased to 96%, compared to 92% in 2012.
- v. Kent's Average Points Score per entry is up 3.9 to 214.6, compared to the national static result of 212.7. The Average Points Score per student dropped 27.2 points to 710.1, compared to a national reduction of 23.9 to 709.1. The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.
- vi. A number of factors undermining performance at Advanced Level are linked to the size of the Sixth Form and/or the curriculum offer. There appears to be a correlation between the size of sixth form and the level of outcomes. It suggests that Sixth Forms need to be of a large enough size to offer students a breadth of curriculum that allows them to select appropriate subjects and to be in groups that generate an appropriate learning environment. A small sixth form has fewer than 50 students. A viable sixth form will have approximately 150 pupils. It also suggests that small sixth forms can be successful however with a focus on vocational courses. Another issue is that small sixth forms are a financial drain on the school, so there are implications for standards in KS3 and KS4.
- vii. The Chief Executive of the Sixth Form College's Forum states that since 2010 there has been a 17% increase in the number of sixth forms in England and Wales, with a 10% decrease in quality and outcomes. Typically around one in seven post-16 exam entries is achieving a grade below what would be achieved outside of a small sixth form. 12% of students in small sixth forms are completing one subject fewer than would be typical. In an analysis of GCSE performance versus A Level results students in small sixth forms are underperforming by approximately one grade per student.
- viii. In Kent there is a clear correlation between size of sixth form and Average Points per Entry (APE) for each institution. From the data available it is clear that:
  - 20 out of 21 schools with an APE of 194 points or fewer have a sixth form of 100 or less;

- 9 out of 21 schools with an APE of 194 points or fewer have a sixth form of 50 or less;
  - 4 out of 4 schools with an APE of 172 points or fewer have a sixth form of 54 or less.
- ix. It is a priority to work with schools with small sixth forms to promote collaborative provision across a district to maximise student choice; encourage the development of appropriate student pathways that may be lacking in small sixth forms and increase the quality of post-16 delivery in these institutions.
- x. Another challenge in Kent is to improve the standards and skills achieved by young people aged 19 from low income backgrounds at Levels 2 and 3. These outcomes are below the national average, the achievement gap for Level 2 is 32% in Kent compared to 25% nationally between outcomes for the most vulnerable 19 year olds and other students, and it is not closing quickly enough.
- xi. In order to tackle these and other attainment issues in Kent, the Service is undertaking a wide range of activities with individual providers and collaborative groups.
- xii. By examining a range of attainment data, produced within the Skills and Employability Service Data packs, the local authority is reviewing with schools and challenging schools and providers on their curriculum and delivery methods, to influence the 2014/2015 curriculum, and beyond. District wide meetings, and meetings with individual providers, have taken place to work through the key messages arising from the data packs. Six schools and colleges have realigned their post 16 offer based on the information from the data packs so far. One school has adopted a post 16 curriculum which offers knowledge and skills more closely matching the economic need of the area; a Headteacher in North Kent reports that the pack, when produced at a ministerial roundtable meeting to discuss the economic and working futures of women, was extremely well received and seen as an example of local authority good practice; an OFSTED post 16 best practice case study highlighted true collaboration between providers and businesses: an FE college has drawn from the pack to support premises redevelopment in order to offer Health and Social Care, identified as a local need: three schools have submitted bids for post 16 demographic growth funds based on future planning linked to the packs, and two have been successful.
- xiii. 20 schools, with varying levels of post-16 attainment, have volunteered to take part in a profiling exercise to support schools in developing the post-16 curriculum, and improve participation and attainment. This will then be launched county wide later in 2014. By focussing on the data sources available to institutions, such as participation, recruitment and retention data we aim to help schools plan better post-16 programmes to meet local and national targets. The data used includes the LPUK Data dashboard including district and school type variations; English and maths data for level 2 attainment; narrowing the achievement gaps for priority groups; kentchoices4u and destinations measures at ages 16, 17 and 18, The visits are being undertaken in partnership with the School Improvement Team.

- xiv. Focussing on English and maths attainment, the Service is working in partnership with three teaching schools across East, Mid and West areas of Kent to target 12 under-performing schools and provide peer to peer support to develop good practice, in order to improve learner outcomes in these subjects at GCSE. A key part of the project is to identify the GCSE outcomes below Grade C and the links with the new Study Programmes to ensure the opportunity to study English and maths post-16 is made available. An Action Plan has been developed to progress this work with a particular focus on FE Colleges, where the data suggests the majority of the delivery of post -16 GCSE English and maths will take place in Kent.
- xv. In order to help support staff development within schools and colleges in Kent, the Service has delivered 11 training events and conferences in the last 18 months, to over 1000 Kent learning professionals. These covered topics such as post-16 pedagogy, CEIAG, curriculum development and work experience, and focused on raising awareness and developing solutions for the key issues identified by the data packs.

#### 4.2 Improve and extend vocational education, training and apprenticeships

- i. The Skills and Employability Service is working to extend vocational education, training and apprenticeships.
- ii. Data Published by the National Apprenticeship Service for the year 2012 / 2013 for apprenticeship achievements is given below:

	Kent LA			National			Statistical Neighbours		
	2011/2012	2012/2013	change	2011/2012	2012/2013	change	2011/2012	2012/2013	change
<b>16-18 Starts</b>	2,696	2,524	- 172	126,335	111,659	-14,676	1,629	1,392	-237
<b>19-24 Starts</b>	3,385	3,734	+349	156,321	161,219	+61,219	1,908	2,072	+164
<b>25 + starts</b>	4,787	5,004	+217	219,865	222,220	+2,355	2,585	2,721	+ 136
<b>All ages</b>	10,868	11,262	+394	502,521	495,098	-7,423	6,124	6,186	+ 62

- iii. Kent is performing well. We have outperformed our statistical neighbours and the national indicators. At present the number of 16-18 apprenticeship starts is down by -172 in Kent but this is better than our neighbours ( -237) and nationally ( -14,676). The removal of some apprenticeship frameworks and a clamp down on poorly performing training providers by the Skills Funding Agency has contributed to this. Kent has continued to increase its recruitment of apprentices year on year between 2005 – 2013. We have recruited over 11,262 apprentices of all ages during this period.
- iv. There is still a concern over the number of higher apprenticeships being recruited. Kent's contribution has improved with a growth from 41 starts in 2011/12 to 181 starts in 2012/13. There are very few frameworks at this level and we are working

with all providers and key partners to ensure that apprenticeships are seen as a strong employment pathway leading to higher level technical and professional qualifications.

- v. Traineeships started in September 2013. There are 15 providers in Kent but take up is very low. Providers see this as high risk as the young people may not complete the programme which will affect future funding. We have asked KAFEC (Kent Association of Further Education Colleges) to lead on this to ascertain the present position and develop new provision.
- vi. The KCC Apprenticeship Programme is now working with 42 departments in the County Council (compared to 35 in 2012) and has placed 303 apprentices to date. Our annual target of 88 apprenticeships was exceeded with 107 starts last year. We are confident that we will exceed the 2016 target of 400 apprentices and therefore we have set ourselves a high target of 700 by 2017. The KCC programme now has a robust salary policy and clear entry routes into the organisation. We have secured funding to provide additional training and we are about to launch our documents guides for managers and apprentice themselves. HR has now agreed to process all applications in line with KCC recruitment policy. A new handbook and training and mentoring systems are in place.
- vii. Apprenticeships are becoming very popular. Since September 2013, 32 apprenticeship vacancies have been advertised in KCC with 373 applications received. We have six Advanced level apprentices in the organisation which will increase next year with our expansion of level 2. Advanced apprenticeships are mandated to have modules which show supervisory skills. The increase should create a talent pool of managers for the future. Higher apprenticeships are the next focus as we work with departments to select the right frameworks which can be offered to give career progression.
- viii. In 2012/13, 172 students undertook a work experience placement across 30 Teams within KCC. Where appropriate young people who complete a work experience placement are encouraged to consider progression to an apprenticeship within Kent County Council.
- ix. The Service is actively promoting apprenticeships in schools, both Primary and Secondary, and facilitating the relationship between schools (as the employer) and training providers. Work is being undertaken to better match the apprenticeship model with the academic working year. By the end of 2012/13, 146 schools have taken on at least 1 apprentice.
- x. The Service is working in a partnership with Barclays Bank to extend their 'Lifeskills Bridges into Work' programme into Kent. This offers free support which will provide a two week work ready programme for school students and a service which introduces businesses to local candidates. We will expand this to the FE colleges. The outcome is that learners will have a guarantee of an interview with an employer and be better prepared to enter the workplace, thus improving their chances of employment.
- xi. The Service is establishing 12 Skills and Employability hubs, one in each district, as a focus for vocational activity and creating employer engagement and sector skills plans to complement these. Using the existing Skills Centre infrastructure, each hub

will develop and deliver best practise in employability and vocational skills to young people and adults, with a focus on improving employment opportunities for 16 – 24 year olds in the Kent priority sectors.

#### 4.3 Increase Participation and Employment

- i. The Skills and Employability Service is working to increase participation in learning and employment for all young people to age 18 and beyond.
- ii. The Kent Apprenticeship Programme has engaged with 862 businesses across Kent to promote the value of apprenticeships and the services offered by the Skills and Employability Service. This has resulted in 543 visits by our Employer Engagement team to talk about apprenticeships and the funding available through KCC and other Government funds. This has led to employers returning 475 contracts and we have recruited 485 young people to start an apprenticeship across a wide range of roles from Glass blowing to Farm stockman. We currently have 38 live vacancies which are being recruited across the county. The team has established strong working partnerships with Job Centres and Work Programme providers across Kent, as well as various training providers and colleges.
- iii. The average figure for the number of NEETs in Kent during the 2012/13 academic year was 5.7% compared to 6.2% of the cohort last year, and 5% across the South East as a whole. A number of activities are being delivered to address this which focus on the outcomes of four Raising the Participation pilots that were completed in Thanet, Dover, Swale and Tonbridge.
- iv. Through working with Job Centre Plus the nature of unemployment (ages, skill levels, geographical spread, etc) has been determined down to ward level. Employment Action Zones have been established in the 5 districts with the highest youth unemployment rates (Thanet, Swale, Shepway, Gravesham and Dover), with a target to reduce youth unemployment to below the national average in each area. A series of projects have been commissioned to complement existing JCP support in each area including:
  - engaging a training provider to carry out Personal Profiles of young people
  - engaging FE providers to deliver short term (4-6 weeks) programmes especially for 18 year olds, where a significant lack of learning provision has been identified
  - consulting with young unemployed people to determine their views
  - convening multiagency task and finish groups where none exist
- v. NEET to EET partnership meetings have taken place in seven districts in Kent. By working closely with all agencies to case manage individual vulnerable young people, 200 young people have been found learning, training and employment placements, who might otherwise have had negative outcomes post-16
- vi. Working with six schools, a new model of curriculum delivery is being developed called the “2-1-2” model. By offering young people a curriculum based on 2 days of key skills (maths and English), 1 day of work experience, and 2 days of vocational learning, they will develop employability skills and good working practices,

embedded within the normal timetable. About 100 post-16 learners are expected to take part in the pilot by July 2014.

- vii. We have a strong CEIAG (Careers education and independent advice and guidance) network with a coordinator in each area. There are regular meetings to share practice and discuss issues. It is at these meetings that we deliver training for Kent Choices 4 U, the online facility for young people to get information and advice about career options and courses. We have recently held separate Careers and Work Experience conferences with nationally renowned speakers. The theme has been progression and relevant pathways. Apprenticeships have featured as a key discussion point. Both conferences had over 75 attendees and KCC were praised for having such strong networks which are lacking in many other local authorities.
- viii. Schools are being supported to audit and develop their delivery of employability skills in the curriculum. We aim to pilot the Employability Health Check by 1 school in each District by April 2014, and to have signed up 50 schools by April 2015. The Employability Health Check identifies employability outcomes, supports the assessment of employability provision and has an audit tool to provide a framework for the quality delivery of employability skills to Post-16 students.
- ix. KentChoices4U provides Year 11 pupils with the opportunity to search all Kent providers for post-16 courses, and apply for them online. Up to end of November 2013, 7,600 young people had accessed their account and 2,100 young people had applied for courses online through it. This is a significant increase of 90%, or 1,000 young people, compared to the previous year. The website also provides young people with a variety of online careers advice and guidance tools to support their post-16 choices
- x. We have continued to make significant progress to ensure Year 11 and Year 12 learners have a September guarantee of a learning destination. At the beginning of November 2013, 93.5% of Year 11 students had received offers compared to 93.9% in 2012. At the beginning of November 2013, 86.7% of Year 12 students had received offers compared to 86% in 2012. Through this work we will be able to track vulnerable young people and ensure they have appropriate support.
- xi. The availability of provision to meet the requirements of progression for learners at entry level to level 2, particularly learners without English and maths qualifications at grade C, remains an issue. The Education Funding Agency (EFA) has withdrawn contracts for 120 FTE learners in Kent due to poor OFSTED reports at learning providers TBG (Ashford) and TPT (Maidstone). Parenta and Concept Training have chosen to stop Foundation provision for about 150 FTE learners in Kent. The EFA acknowledge that there are groups of young people that could be affected because providers are unclear how they can be accommodated within the new study programmes funding, in particular students at high risk of becoming NEET, due to their likelihood of not sustaining their learning, and those undecided about their future. This is a critical issue that requires urgent attention. The lack of provision for these learners seriously impacts on their participation and future employability.
- xii. A range of solutions have been proposed by the Service to address these issues, including highly localised contracting for individualised provision via the district hubs, integrating with social services and KIASS etc; together with partnership

working between schools and small providers; sub-contracting local providers if they can demonstrate their national OFSTED failure was not a reflection of local quality of provision; subcontracting the work experience element of study programmes to specialist providers so that students can demonstrate a commitment to study a vocational programme, before starting provision with a learning provider; and working with all providers to reduce the bureaucracy that is currently inherent in collaborative working. A task and finish group of the Partnership Board has been established to scope these solutions and report back in March 2014, to influence the 2014/15 curriculum offer.

#### **5.4 Target Support for Vulnerable Young People**

- i. The Skills and Employability Service provides targeted support for vulnerable young people.
- ii. The Assisted Apprenticeship programme supports our most vulnerable young people, (teenage parents, learners with learning difficulties and disabilities, children in care and young offenders) into supported apprenticeship placements. Formerly, the Vulnerable Learners Apprenticeships project, it has placed 37 young people from a target of 35 and has now set an ambitious target of 60 placements. The project now targets 6 cohorts: young parents, care leavers, young offenders, home educated young people, those with disabilities and young people in the troubled families programme. Each category has an identified champion who works with the young people on our behalf. Since September 2013, 11 young people have been placed.
- iii. The highest proportion of young people with a statement of special educational needs have a behavioural or emotional difficulty, or BSED. A BSED project was established in 2012/2013 with £60,000 of KCC funding matched by £60,000 funding from the BSED Special schools in Kent. By providing 3 mentors to work with 119 young people from these schools, during their transition to FE College and their first few weeks of term, drop out has been significantly reduced during the first two terms of 2013/14.
- iv. As a result of this project, Special schools have started to think about joint 14-19 curriculum planning with FE colleges to ensure relevant progression pathways are on offer for their students.
- v. A smaller pilot project was undertaken with six students from Five Acre Wood School who were progressing on to Mid-Kent College. By promoting integrated working between staff and pupils, good practice in ensuring successful transitions between Special schools and colleges was developed. The pilot work will be further developed with all Special schools in the county. Key messages learned have been:
  - independent mentors are a key element in supporting transition
  - the need to identify at transition the actual level at which learners are achieving, which may differ from the assessments made
  - direct conversations between providers are essential
  - interventions at transition are not expensive and can be integrated into day to day working
  - parental engagement is key



- transport issues remain a barrier and need further investigation.
- vi. Further projects for 2013/14 include developing innovative curriculum pathways for four Post-19 pupils from Ifield School to attend North West Kent College. The project will test integrated working between a variety of providers, and the practicalities of creating cost effective local provision through effective local multi-agency working for students rather than sending them out of the county.
- vii. By working with Thanet College a pilot will be developed so that Special schools students in the locality will be tracked from Year 9. As a result their needs for post-16 provision can be identified at a very early stage enabling the college to plan for this provision in advance, building on existing good practice with Special schools in Thanet.
- viii. Throughout 2012-13 KCC consulted with schools and a wide range of agencies working with young people about the quality and range of provision available in Pupil Referral Units (PRUs) and Alternative Curriculum provision. The review had the following aims:
- to raise standards and ensure that a much greater percentage of young people in the groups identified are enabled to attain in line with their mainstream peers;
  - to reduce travel and wherever possible localise the provision;
  - to reduce the number of permanent exclusions;
  - to reduce the numbers who leave school at age 16 without opportunity for further education, employment or training;
  - to enhance the capacity of teaching staff in PRUs to teach to the highest standard;
  - to enhance the capacity of mainstream school staff to manage behaviour more effectively and therefore reduce referral off-site and/or exclusions.
- ix. As a result of the review, in 2013 PRU and AC management has been reformed ensuring a better headteacher representation on Management Committees of the school communities that they serve, with improved delegation of funding to support new delivery structures. Improved Service Level Agreements are in place; a new quality monitoring and evaluation framework is in place; 9 key performance indicators are in place with regular monitoring; and delivery sites have been reviewed with a programme of disposal and refurbishment in place. Significant changes to the funding that PRUs and AC will receive in their budgets will not occur until April 2014, so 2013 has been a transition year to resolve staffing issues and establish new provision. The quality of Pupil Referral Units and Alternative Provision improved to 75% good or outstanding from 60% in 2012 and there has been a significant reduction in permanent exclusions.
- x. A Strategic Framework for Post-16 SEN and LLDD working is being developed which will build on this work and develop a cycle to ensure that learners are properly tracked, have their needs identified early, are offered effective pathways with funding identified leading to enhanced progression and achievement via local provision, where possible.

## **6. Key developments for 2014/15**

- 6.1 Building on the success of 2013/14, the Skills and Employability Service will continue to deliver against the four priorities of the Strategy and develop the following further key activities:
- 6.2 A virtual Academy will be established in Kent which will allow NEET and vulnerable young people the opportunity to access an alternative curriculum pathway where they are facing barriers to traditional delivery in school or FE colleges. An initial pilot for 100 learners is planned to be established by September 2014.
- 6.3 Work with KIASS (Kent Integrated Adolescent Support Service) and other services will improve the infrastructure to further support vulnerable learners into education, employment or training. We will develop a robust data collection, storage and analysis system to support vulnerable groups, to inform provision planning and develop individual progression plans.
- 6.4 A new and comprehensive marketing campaign will be launched to provide up to date information on apprenticeships, targeted to specific groups. In partnership with the campaign an employer recruitment drive will be launched via the Kent Employment programme, with a target to contact 1,000 employers to recruit apprenticeship opportunities. This will be supported with through the employer engagement strategy to support the vocational training needs of KCC's priority employment sectors, and particularly Level 3 and Level 4 apprenticeships.
- 6.5 We will register as an apprenticeship 'Trailblazer' to help to lead the reform of apprenticeships. We will work with businesses to redesign apprenticeships. KCC will work with the National Apprenticeship Service and Government to ensure we have a high quality apprenticeship product under the new system. An apprenticeship summit will be held in April 2014.
- 6.6 Higher apprenticeships will soon be available in subjects including Engineering Environmental Technologies, Fashion and Textiles, Interactive Media, Legal Services and Space Engineering. We will bring together the key employers and training providers in these sectors in Kent to agree how higher apprenticeships will be delivered.
- 6.7 The following sectors have been identified as priority areas for development within Kent as part of 'Innovation for Growth' and 'Unlocking Potential' strategies. Low carbon and environmental technologies; life sciences and medical technologies; and food production. These sectors are currently part of the South East LEP plan and the Skills and Employability Service will be exploring using ESF funding to develop advanced and higher apprenticeship take up in these sectors.
- 6.8 To further improve sector ownership of apprenticeships we are establishing a 'Kent Tourism and Hospitality Guild' to involve key employers (such as Shepherd Neame) to develop a sector specific Guild to shine a spotlight on this sector to raise its positive profile as an attractive and sustainable career option, especially for young

people. At the same time, the Guild will focus on what is necessary to develop and streamline entry and progression pathways for students from the age of 14 onwards to include apprenticeships

- 6.9 Following the full transfer of responsibilities from CXK in February 2014, we will establish the statutory process of post-16 student tracking within KCC using the IYSS database.
- 6.10 As a driver to raise the quality of statutory CEIAG provision, we will develop and deliver an Annual Careers Plan template for schools to use. The Careers Plan will allow schools to identify the effectiveness of their current information, advice and guidance based upon national priorities. We have developed 'My Kent Choices' as an interactive resource and portfolio system which will allow young people to develop and improve their employability skills online.
- 6.11 We will extend the Kentchoices4U website to 17 and 18 year olds and to graduates.
- 6.12 We will also ensure PRU/AC provision is in place in all districts, in partnership with local providers, including post-16 programmes, traineeships and apprenticeships. Undertake a review of Health Needs PRUs to create a new service and improve outcomes for learners.

## **7. Current Performance against Key Performance Indicators**

- 7.1 Performance against the Strategy is determined by 18 Key Performance Indicators (KPIs), that are measured at varying times throughout the year. The KPIs, current performance and targets are contained in Appendix 1.

## **8. Conclusion**

- 8.1 The 14 – 24 Employment, Learning and Skills Strategy set ambitious targets for the participation and achievement of young people aged 14-24 in Kent, involving a wide range of stakeholders, against the background of a changing legislative framework for Post -16 learners. The Skills and Employability Service has undertaken a wide range of activities to address these targets, in the nine months since the Strategy was launched, and has an ambitious programme for the future, putting learners and employers at the core.

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

The Education Cabinet Committee is asked to note and comment on the progress made towards delivery of the 14-24 Learning, Employment and Skills Strategy.

## **10. Background Documents**

None

## **11. Contact Details:**

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### **14-24 Learning, Employment and Skills Strategy: Key Performance Indicators**

1. Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSE's including English and mathematics.
2. There will be a significant impact on unemployment among 18 – 24 year olds so that current levels reduce by 4000 to below 2008 levels.
3. Reduce the number of LLDD who are NEET from 22% to 10% by 2017.
4. Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.
5. Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17.
6. The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve 2 qualifications and progress to level 3 by age 18 will increase by 20%.
7. The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.
8. Advanced level performance in Kent will be above the national average on all measures.
9. Will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16 -19 in special Schools will have access to appropriate provision.
10. All young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.
11. Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.
12. There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.
13. The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average.
14. The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.
15. We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.
16. The uptake of Level 2 and 3 vocational training in skills shortage areas will increase by 10%.
17. The KCC apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 apprenticeships delivered by KCC by 2016.
18. At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people.

<b>KPI 1: Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSE's including English and mathematics.</b>						
<b>Annual Data</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
<b>KCC Result</b>	61.2%	63%				
<b>Target</b>		64%	66%	68%	70%	72%
<b>Statistical neighbour comp.</b>	2 <sup>nd</sup> out of 11	2 <sup>nd</sup> out of 11				
<b>National</b>	58.8%	59%				

<b>KPI 2: There will be a significant impact on unemployment among 18 – 24 year olds so that current levels reduce by 4000 to below 2008 levels.</b>						
<b>Annual Data</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>KCC Result</b>	5,420	8,850	7,090	9,065	7,920	6,070
<b>Target</b>						7,200
<b>Statistical Neighbour Essex</b>	5,645	8,185	7,120	8,140	7,450	5,710

<b>KPI 3: Reduce the number of LLDD who are NEET from 22% to 10% by 2017.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
<b>KCC Result</b>	474	992				
<b>Target</b>			870	750	630	500
<b>Statistical Neighbour</b>	N/A	N/A	N/A	N/A	N/A	N/A

<b>KPI 4: Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.</b>						
<b>Annual Data</b>	<b>10/11</b> <i>KS5/KS4</i>	<b>11/12</b> <i>KS5/KS4</i>	<b>12/13</b> <i>KS5/KS4</i>	<b>13/14</b> <i>KS5/KS4</i>	<b>14/15</b> <i>KS5/KS4</i>	<b>15/16</b> <i>KS5/KS4</i>
<b>KCC Result</b>	73%/89%*					
<b>Target</b>						
<b>Statistical Neighbour</b>	66%/89%*					

\*Positive destinations at end of KS4 and KS5 will be the key results from these partnerships.

<b>KPI 5: Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b> <b>Maths English</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>	Not Recorded	5.6%/6.7%*				
<b>Target</b>		10%	25%	35%	50%	
<b>Statistical neighbour average</b>	N/A					

\*Average annual conversion rates from Level 1 to Level 2

<b>KPI 6: The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve 2 qualifications and progress to level 3 by age 18 will increase by 20%.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>	10%	9%				
<b>Target</b>		12%	14%	17%	20%	
<b>Statistical Neighbour</b>	N/A	N/A	N/A	N/A	N/A	

<b>KPI 7: The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.</b>						
Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
KCC Result	11.8%	11.1%				
Target		11%	9%	7%	5%	
National Average	11.1%	10.1%				

<b>KPI 8: The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.</b>						
Annual Data	APS/APE 2011/2012	APS/APE 2012/2013	APS/APE 2013/2014	APS/APE 2014/2015	APS/APE 2015/2016	
KCC Result	737.3/210.7	710.1/214.6				
Target		731/211				
Statistical Neighbour	N/A	N/A				

<b>KPI 9: There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16 -19 in special Schools will have access to appropriate provision</b>						
Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
KCC Result	96%	97%*				
Target		100%	100%	100%	100%	
Statistical Neighbour	N/A	N/A				

\*% post-16 participation by LDD students, who were in Year 11 in 2012/13

<b>KPI 10: All young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.</b>						
Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
KCC Result	1.35%*					
Target		2.0%	2.0%	2.0%	2.0%	
Statistical Neighbour	9.0%					

\* Unknown 16-19 year olds.



**KPI 11: Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.**

Annual Data	2011/2012 Dover/Gravesham/Shepway/Swale/Thanet	2012/2013 Dover/Gravesham/Shepway/Swale/Thanet
KCC Result	6.4% / 5.7% / 6.0% / 7.2% / 10.4%	4.9% / 4.2% / 4.9% / 6.0% / 8.1%
Target		
National Average	5.7%	4.2%

**KPI 12: There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.**

Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
KCC Result	6.2%	5.7%			
Target		4.3%	2.5%	1.0%	0%
South East Average	N/A	5.0%			

**KPI 13: The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average.**

Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
KCC Result	82.4%	84.9%			
Target		80%	83%	86%	88%
National Average	82%	84.8%			89%

**KPI 14: The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.**

Annual Data	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
KCC Result	33%	32%*			
Target		30%	27%	23%	20%
National Average	23%	23%			

\*FSM achievement gap

<b>KPI 15: We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>	N/A	24 starts*				
<b>Target</b>		TBA				
<b>South East Average</b>						

\*KATO pilot project outcomes

<b>KPI 16: The uptake of Level 2 and 3 vocational training in skills shortage areas will increase by 10%.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>	23140					
<b>Target</b>		23725	24350	25100	25675	
<b>South East Average</b>	20190					

<b>KPI 17: The KCC apprenticeship scheme will continue with at least 120 apprentices taken on each year, totalling 750 apprenticeships delivered by KCC by 2017</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>	113	107				
<b>Target</b>	88	88	120	120	120	
<b>South East Average</b>	NA	NA	NA	NA	NA	

<b>KPI 18: At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people.</b>						
<b>Annual Data</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	
<b>KCC Result</b>		25%				
<b>Target</b>		25%	35%	44%	50%	
<b>South East Average</b>	NA	NA	NA	NA	NA	

From: Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 14 March 2014

Subject: Ofsted Inspection Outcome Up-date

Classification: Unrestricted

Electoral Division: County Wide

**Summary:**

This report summarises the performance of Kent schools in Ofsted inspections in the period from September 2013 to February 2014, and provides the overall latest inspection figures for all schools in Kent.

**Recommendation:**

The Education Cabinet Committee is invited to note the progress being achieved and comment on the information contained in this report.

**1. Background**

- 1.1 In the 2012-2013 academic year, Kent schools made good progress in improving inspection outcomes and in increasing the number of good and outstanding schools. At the end of the academic year 2012-2013, 70% of Kent schools were judged good or outstanding. This included 75% of Secondary schools, 68% of Primary schools and 80% of Special schools. Kent's percentage improvement in the number of good and outstanding schools, in the academic year 2012-2013, was 11%, which is better than the national rate of improvement of 9%. This was very encouraging.
- 1.2 In 2012-2013 in Kent, 16% of schools were outstanding and 54% were judged good by Ofsted, compared to 20% outstanding and 58% good nationally. Our priority for 2013 onwards was to close the gap with the national picture, and exceed it.
- 1.3 At the end of the 2012-2013 school year there were 141 (24%) mainstream schools requiring improvement, excluding Pupil Referral Units. This was a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.
- 1.4 At the start of September 2013 there were 20 schools in an Ofsted category of concern, having failed their inspection. 15 schools successfully came out of category during 2012-2013, but 17 maintained schools were judged inadequate and went into category.
- 1.5 A key challenge is to ensure no school is judged inadequate, every school requiring improvement becomes a good school within the next two years, and that we

continue to work together in partnership to ensure no good and outstanding schools decline.

## 2. Ofsted Inspections September 2013 to February 2014

	Term 1	Term 2	Term 3	Overall
Outstanding	3	4	5	12
Good	14	20	12	46
RI	13	13	4	30
Category	5	9	0	14
RI to Good	7	14	6	27
Good to Outstanding	1	3	2	6
Total number of inspections				102

- 2.1 Since September 2013 there have been 102 Ofsted inspections of Kent schools. 58 schools, or 57% of those inspected, achieved good or outstanding judgements. Of particular note are the 27 schools (27%) that improved their judgement from requiring improvement to good and the six schools (6%) that improved their judgement from good to outstanding. In addition six schools maintained their outstanding judgement and 16 schools maintained their good judgement. Three schools dropped from outstanding to good.
- 2.2 These latest figures mean that currently, 75% of schools are now good or outstanding. This includes 71% of Primary schools, 81% of Secondary schools, 75% of Special schools and 75% of Pupil Referral Units. The national average is 78% of schools good or outstanding.
- 2.3 The latest figures also mean that 73% of pupils in Kent now attend a good or outstanding school. This includes 67% of Primary school pupils, 79% of Secondary school pupils, 75% of Special school pupils and 76% of pupils attending a Pupil Referral Unit.
- 2.4 However, there is concern about the number of schools that received an inadequate inspection judgement. Since September 2013, 14 schools were judged inadequate by Ofsted, and 3 schools came out of category, which is disappointing. There are currently 25 maintained schools in category and 3 academies.
- 2.5 By the end of July 2014 the expectation is that this number of category schools will have reduced to no more than 11 schools. This assumes that no other schools fail their inspection. Following each failed inspection, the Local Authority has undertaken an investigation into the school to establish what more could have been done to bring about a more positive outcome. In each case the judgements centred on poor pupil progress and low achievement.
- 2.6 In addition it is also a concern that 18 schools were re-inspected and remained no better than satisfactory, or requiring improvement, and 7 schools declined from either good or outstanding. The schools that were previously satisfactory and are now deemed to be requiring improvement had not made good enough progress or shown sufficient improvement since their last inspection. This also applies to schools that have declined from good or outstanding. If Kent is going to achieve its

ambitious target of 90% of schools being judged good or better by 2016-17, we need to ensure that there is a significant improvement in the number of satisfactory schools achieving a good inspection judgement. Overall however, Kent continues to achieve a positive upward trend of improvement in inspection outcomes.

2.7 As of February 2014, as well as the 445 (75.2%) good or outstanding schools in Kent, there are eight schools that are not reported in the figures as their reports are not yet published. Of the eight, five have been judged good and 3 outstanding. These inspections will further increase the number of good and outstanding schools overall. There is also a clear trend whereby the number of schools still requiring improvement is reducing. There are now 119 schools requiring improvement and the 8 inspections not counted in this figure as yet will further reduce this number. This is positive.

### 3. Requires Improvement to Good

3.1 The Local Authority's analysis and assessment of progress in all the schools that Require Improvement provides a useful projection forward to the next inspection outcomes. There is a good level of confidence that the majority of these schools are expected to achieve a good inspection outcome. The table below shows the breakdown of schools by district and their predicted date for moving to a judgement of good.

Area	District	No of RI schools			Good by July 2014		Good by July 2015		Good by July 2016		Good by July 2017	
		Total	LA	Academy	LA	Academy	LA	Academy	LA	Academy	LA	Academy
South	Ashford	8	7	1	3	0	3	1	1	0	0	0
South	Dover	6	5	1	2	0	2	1	1	0	0	0
South	Shepway	11	9	2	1	0	3	1	2	0	0	0
East	Canterbury	12	11	1	3	0	4	0	0	0	0	0
East	Swale	10	9	1	0	0	7	0	0	0	0	0
East	Thanet	8	5	3	0	1	5	0	0	0	0	0
West	Tonbridge & Malling	9	9	0	0	0	6	0	2	0	1	0
West	Maidstone	21	18	3	1	1	9	0	4	0	4	0
West	Tunbridge Wells	5	5	0	3	0	0	0	0	0	0	0
North	Dartford	10	7	3	3	0	4	2	0	0	0	0
North	Gravesham	6	6	0	1	0	4	0	0	0	0	0
North	Sevenoaks	10	10	0	1	0	2	0	2	0	0	0
<b>Total number of schools</b>		<b>116</b>	<b>101</b>	<b>15</b>	<b>18</b>	<b>2</b>	<b>49</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>5</b>	<b>0</b>
<b>Percentage of good or better schools</b>					79%		89%		91%		92%	
<b>Bold steps targets (percentage of schools judged by Ofsted as good or better)</b>					<b>74%</b>		<b>78%</b>		<b>82%</b>		<b>85%</b>	

#### **4. Ofsted Revised Inspection Guidance**

4.1 A further revised inspection guidance was introduced in January 2014 which emphasises the importance of inspectors judging the progress and attainments of pupils currently being educated in the school and giving this greater priority than the historical data for the schools. This is helpful and will better reflect the recent improvements being achieved in many schools. This gives greater confidence that most schools requiring improvement will have their recent progress better reflected in inspection judgements as we go forward.

#### **5. Conclusion**

5.1 The positive upward trend of improvement in the quality of education provided by Kent schools continues. The percentage of good and outstanding schools has improved from 70% in July 2013 to 75% in February 2014. There are now 119 schools requiring improvement, which will reduce with the publication of a further eight Ofsted inspection reports shortly, compared to 141 schools in July 2013. This is encouraging. There is a good level of confidence that further improvements will be achieved by the end of this school year in excess of the local authority's targets.

5.2 However, performance is still below the national average and there is a significant gap between the quality of Primary and Secondary schools overall. Not enough pupils attend good schools. The number of schools in an Ofsted category is a cause for concern. The work of the School Improvement Service is focused on addressing these challenges and improving the rates of progress in schools requiring improvement.

#### **6. Recommendation:**

The Education Cabinet Committee is invited to note the progress being achieved and comment on the information contained in this report.

#### **Lead Director**

Sue Rogers

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#### **Background Documents**

None

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From: **Roger Gough, Cabinet Member for Education and Health Reform**

**Patrick Leeson, Corporate Director Education, Learning and Skills**

To: **Education Cabinet/Committee – 14 January 2014**

Subject: **Decisions taken outside of the Cabinet Committee meeting cycle**

Classification: **Unrestricted**

#### **FOR INFORMATION ONLY**

**Summary:** The attached decisions were taken between 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.

**Recommendation:** That decisions: 14/00022 - Proposal to expand White Cliffs Primary College for the Arts, Dover; 14/00023 – Proposal to expand Furley Park Primary School, Ashford; 14/00013 - Proposed expansion of Garlinge Primary School & Nursery, Margate; 14/00012 - Proposal to merge and relocate Foxwood School, Hythe and Highview Schools, Folkestone were taken in accordance with the process in Appendix 4 Part 7 be noted

- 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 following decisions were taken and published to all Members of this Cabinet Committee and the Scrutiny Committee.
- 1.3 (i) Decision Number: 14/00022 - Proposal to expand White Cliffs Primary College for the Arts, Dover – The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on 27 September 2013. The Commissioning Plan identified the need for additional places in the Dover Town planning area of Dover District. In addition the bid for funds to expand the schools was considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report. To ensure the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.
- (ii) Decision Number: 14/00023 – Proposal to expand Furley Park Primary School, Ashford - The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its

meeting on 27 September 2013. The Commissioning Plan identified the need for additional places in the Ashford South East planning area of Ashford District. In addition the bid for funds to expand the schools was considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report. To ensure that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.

- (iii) Decision Number: 14/00013 - Proposed expansion of Garlinge Primary School & Nursery, Margate. On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Garlinge Primary School & Nursery. To ensure that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.
- (iv) Decision number: 14/00012 - Proposal to merge and relocate Foxwood and Highview Schools, Members were informed of the public consultation on this proposal by email on 2 December 2013. It was necessary to take the decision in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution as it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member due to the timescales of the project and the schedule of Cabinet Committees.

2. **Recommendation:** That decisions: 14/00022 - Proposal to expand White Cliffs Primary College for the Arts, Dover; 14/00023 – Proposal to expand Furley Park Primary School, Ashford; 14/00013 - Proposed expansion of Garlinge Primary School & Nursery, Margate; 14/00012 - Proposal to merge and relocate Foxwood School, Hythe and Highview Schools, Folkestone were taken in accordance with the process in Appendix 4 Part 7 be noted

#### **Background documents:**

Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your\\_council/priorities\\_policies\\_and\\_plans/priorities\\_and\\_plans/bold\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

Kent Commissioning Plan for Education Provision 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

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**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Roger Gough, Cabinet Member for Education and Health Reform

**Subject:** Proposal to expand Furley Park Primary School

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Ashford Rural South

**Summary:** This report sets out the results of the public consultation on the proposal to commission an enlargement of Furley Park Primary School from 2FE to 3FE for September 2014 and asks the Cabinet Member to take the decision outlined in the recommendation below.

**Recommendation:** The Cabinet Member for Education and Health Reform is ask to allocate £40,000 for the expansion of Furley Park Primary School from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed below, was bid for and won as part of the Target Basic Need Fund.

## **1. Introduction**

- 1.1 The Ashford district section of the 'Kent Commissioning Plan for Education Provision 2013-18', which was agreed by Cabinet on 14 October 2013 has identified a significant pressure in Reception year places. The planning area of Ashford South East is forecast to have a deficit of up to 37 Reception year places in September 2016 and 2017.
- 1.2 It is proposed to enlarge Furley Park Primary School by 30 reception year places, taking the published admission number (PAN) from 60 to 90 (One Form of Entry) 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.
- 1.3 This report sets out the results of the public consultation, which took place between 14 October and 29 November 2013. A public meeting was held on 7 November 2013.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Furley Park Primary School by 210 places taking the PAN to 90 (3FE) for the September 2014 intake and eventually a total capacity of 630 places.
- a. Capital - The enlargement of the school requires the provision of seven additional classrooms, as well as a second large space. A feasibility study has been completed. The total cost is estimated to be in the region of £2.2m. Appropriate funding has been identified as part of the Medium Term Capital Programme, primarily from Targeted Basic Need. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget as follows:-
- (i) Pupil growth money: In the year of expansion (September 2014 to August 2015) the Reception Year PAN will be protected on 30 pupils at the rate of £2,727 per pupil. This will be the third year of Reception Year expansion at 30 pupils and therefore the final year of growth protection. Future increases to the Reception Year PAN will be funded through the Local Authority's rising roll policy.
- (ii) EFA Delegated budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2013 census will be reflected in the academy's academic year funding Sep 2014-Aug 2015. In acknowledgement of the lag in funding, growth funding has been provided for the period Sep 2014-Aug 2015.
- (iii) Additional Classroom funding: As part of the permanent increase to the academy's PAN of 30 pupils, funding will be allocated at £6,000 as a contribution towards the set costs of each additional classroom that needs to be opened resulting from the increase of the PAN.
- c. Human – Furley Park Primary School will appoint additional teachers and support staff as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 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’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the demand for up to 37 Reception Year places within the planning area of Ashford South East.

## **4. Consultation Outcomes**

- 4.1 A total of 32 written responses were received: 7 respondents supported the proposal and 25 objected.
- 4.2 A summary of the comments received is provided at Appendix 1.

4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

4.4 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

## **5. Views**

5.1 The view of the Local Member: Having attended the recent public meeting and heard the proposal, Local Member Mr Mike Angell supports the expansion of the Academy but has serious reservations about traffic and traffic management outside the school and particularly Reed Crescent. There have been problems with car parking in the present situation and although some improvement has been made it has not entirely solved the problems. Mr Angell and other members have been in touch with the headteacher in the past and have contributed their member Highway Fund money to making limited improvement. It is essential that some major works are done. One member of the public suggested that some of the verge shrubbery should be replaced by lay-bys and Mr Angell thinks this is a sensible idea. He feels there is much work to be done with Highways and Ashford Borough Council parking.

5.2. The view of the Headteacher and Governing Body:

Headteacher: The Headteacher is in full support of the proposal.

Governing Body: Furley Park Primary School became an academy on 1 November 2013. The Governing Body was dissolved on that day and is in the process of being replaced by a Board of Trustees. The inaugural meeting of the Board of Trustees is due to take place in early December 2013. The Governing Body at the time this proposal started were supportive of the sustainable long term solution that has been proposed by KCC to enable the school to move from two form entry to three form entry. The proposal includes extra classroom provision and other spaces such as a small hall that will ensure the school's high standards are maintained.

5.3. The view of the Area Education Officer:

Furley Park Primary is a popular and inclusive school judged as 'Good' by Ofsted and is regularly oversubscribed. The school's location, adjacent to an ongoing housing development, means it is ideally placed to meet the forecast demand for primary school places. Having considered other commissioning options this enlargement is not only necessary, but the most cost-effective and sustainable solution to increase demand in the area. All other schools in the planning area were considered.

## **7. Education Cabinet Committee**

:

7.1 The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on 27 September 2013. The Commissioning Plan identified the need for additional places in the Ashford South East planning area of Ashford District. In addition the bid for funds to expand the schools was

considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report.

## 6. Delegation to Officers

- 6.1 The Officer Scheme of Delegation (under Appendix 2 part 4 of the Council's Constitution) provides a clear and appropriate link between this decision and the actions needed to implement it. It is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 7. Conclusions

- 7.1 Forecasts for the planning area of Ashford South East indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Kent Commissioning Plan for Education Provision, 2013-18'.

## 8. Recommendation

### **Recommendation:**

**The Cabinet Member for Education and Health Reform is asked to agree to the decision to:**

Allocate £40,000 for the expansion of Furley Park Primary School from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed above, was bid for and won as part of the Target Basic Need Fund.

## 9. 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](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 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

- 9.3 Education Cabinet Committee report 27 September 2013: Primary Commissioning in Ashford District.

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=5033&Ver=4>

- Education Cabinet Committee report 27 September 2013 Targeted Basic Needs

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=5033&Ver=4>

- 9.4 Consultation Document and Equalities Impact Assessment

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

## 10. Contact details

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## Proposal to expand Furley Park Primary School, Ashford

### Summary of Written Responses

Printed Consultation Documents distributed: 600  
 Consultation responses received: 32

	In Favour	Opposed	Totals
Governors			
Staff			
Parents	6	23	29
Residents		1	1
Other	1	1	2
<b>Totals</b>	<b>7</b>	<b>25</b>	<b>32</b>

#### **Pupil feedback on the proposal**

##### **Comments in favour of the proposal:**

- It's a good thing as more pupils can be educated
- The bigger the better
- We will have another hall to do sports and indoor activities
- If we have more pupils we can make more friends
- More space at school with a bigger building
- More equipment
- More opportunities for pupils to engage with other year groups

##### **Comments against the proposal:**

- Pupils won't have much space on the playground
- Behaviour might change as there will be more children that can group together
- School is already big
- More traffic will be dangerous
- Will there be enough space for sports day?

#### **All other comments:**

##### **Comments in favour of the proposal:**

- Very good idea.
- I agree as long as the pupils do not suffer as a consequence, ie more pupils to a class, less efficiency.
- Children's education is important and all children need to be placed.
- Primary school places are limited. Expanding this school gives more children in the area a chance of a place.
- The school needs to expand to accommodate the expected increase in demand for places due to the expansion of housing in the area.
- I completely understand the ongoing demand for school places in the area. The issues over parking will be looked into and rectified to ensure that access etc is easier at peak school times.
- I would like to see a permanent expansion and another or larger hall. The road to the school could be reviewed and the shrubs removed to become parking bays and perhaps a walking bus could be encouraged.



### **Comments against the proposal:**

- Parking outside the school is abominable and will only get worse leading to serious injury or death if restrictions are not put in place. (5)
- How will additional parking be accommodated if the school becomes larger? (8)
- There needs to be double yellow lines / residents permits / patrolling by traffic wardens. Parents should be allowed to drop off in the school car park.
- Widening the catchment area for Furley Park will bring parents from further afield who will drive to school, not walk.
- We do not wish to lose any more the bus services around Reed Crescent. We have lost three of the daily buses already due to increased traffic.
- There should be a new school as there will be another housing estate built soon and many more children to accommodate. (7)
- Children should not be deprived of open spaces because a school has not been planned as part of the new housing development (ie Bridgefield). (2)
- The proposed school on the Finberry development should not be a 2FE school but be a 3FE or even 4FE school.
- Ashford has increased in population in the last 5 years, largely due to the Government designating Ashford as a growth area. The promised Bridgefield School was not built. The Finberry development will have a school but despite this Furley Park is being expanded. I feel that the irresponsible behaviour of the Government, local Planning Authorities and Councils have brought about this situation.
- I have seen the impact of the intake of 90 children already and feel the school and the children's education is suffering due to this. (1)
- Currently Reception and Year One are joined together. Reception Year children are noisier than Year One which may affect their work.
- More teachers are needed; children are squashed into one classroom for certain lessons already.
- I feel that since the changes over the last couple of years standards have fallen.
- I am concerned for my child's emotional and social well-being.
- When my child started here (6 years ago) it was a lovely little school with nice children and nice parents, who mostly lived on Park Farm. Over the last two intakes of 90 children there has been an obvious decline in the type of children and parents. I have witnessed parents yelling at children and even seen a physical fight between two parents. This kind of behaviour would not have happened a few years ago. (2)
- It will take away the feeling of a nice neat community school which is well managed as it is. (3)
- The school is too large as it is. Children of primary school age should be able to develop in a smaller more personal environment. (7)
- We understand the rising birth rate means more pressure on existing schools in Ashford, but Furley Park cannot singlehandedly cope with the additional children.
- The school cannot become larger without the playground or playing field decreasing in size. (7)
- The hall cannot currently accommodate all pupils at lunchtimes. (6)
- If places are added annually I am concerned that the school will become a building site for the next four years. The building works will cause unnecessary disruption.
- We believe that the level of teacher that the school will be able to attract will reduce as the school becomes too big – if the facilities are not suitable then quality teachers will not want to join, and this will impact our children's education.

**Proposal to expand Furley Park Primary School,  
Public Consultation Meeting – 7 November 2013**

Michael Northey	KCC Member and Chair
David Adams	Area Education Officer (South Kent)
Julie Hawkins	PA to the AEO (roving microphone)
Jill Clinton	School Organisation Officer and note taker
Paul Ketley	Head Teacher

Also present: Mr Leyland Ridings (in the audience), Mr Mike Angell (Local Member) and James Sanderson (Property)

Number attending: 27

David Adams outlined the proposal with the aid of the PowerPoint.

Mr Ketley (Headteacher) opened proceedings: “We feel that we will be able to cater for the needs of the school expanding. I have worked in a 3FE school before and feel able to maintain the current ethos when we expand to 3FE. SMT is already planning how to expand, by year groups etc. The advantages are that we gain more experience with the new staff coming in and another senior leader in the team.”

Questions / Comments from the audience followed:-

<b>Comment / Question</b>	<b>Response / Answer</b>
<p><b><u>TRAFFIC</u></b></p> <p>How will the extra traffic be managed? Buses won't be able to get through. Emergency services won't be able to get through. Will consultation take place with the emergency services? Come down one morning to see just how bad the traffic is. The problem will get worse. Some parents will not want to come into the school but will park on one of the feeder roads. Even if you double-yellow the whole of Reed Crescent the traffic will just move to other local roads. We are responsible for our children, but due to the number of cars the safety of our children has to be someone else's responsibility because you are expanding this school. Drop off points could work in the morning when arrivals are staggered, but how will you manage that in the afternoon? It will gridlock back into Reed Crescent. I note what you say about dropping children off, but in this day and age when all</p>	<p>There are always traffic issues outside schools, whatever their size. Transport consultants will look at current and possible future issues.</p> <p>The consultants will work with the bus company to try and sort out times and routes. Consultation with emergency services will take place as part of the planning process. The Highways Authority takes all those things into account.</p> <p>Traffic consultants will be around morning and afternoon to see the traffic.</p> <p>We can talk to Ashford Council re double yellow lines, but this can create problems for local residents who then can't park outside their home or have visitors who can't park. The consultants will be looking and talking to the local council and residents.</p> <p>The plan is to drop children off on the school site. Cars would come in to the top end of the car park and children will be supervised by school staff into the building. For a lot of parents this will be fine; some parents may not want this. We expect the transport consultants to look at the existing unused drop off area to see if there</p>

Comment / Question	Response / Answer
<p>sorts of people can be around, it is not acceptable to just drop off small children and leave them.</p> <p>Dangerous parking can't be enforced. The crossing facilities need to be taken into account. You talk about education but you have to look at safety casualties as well.</p> <p>If nobody was allowed to park outside a school between 3pm and 4pm it would help. But it would need enforcement.</p> <p>We walk home and see cars drive slowly down Reed Crescent, but then put their foot down. Surprised that children haven't been run over crossing Bluebell Road. If you are expanding you need to look further than Park Farm for our children's safety.</p> <p>The school used to have a walking bus. The school thought the kids were happier, better, good for a walk, more prepared to learn. If that were to happen again then it might help.</p> <p>When the school was built the road had big grass verges and hedges and quite a big path. There could have been parking and lay-bys. That could be a solution.</p>	<p>is a way of using that to get traffic off the road.</p> <p><u>PK</u>: We did have a drop off zone but parents of younger children did not like it and some used it as a parking space which limited it for everyone, so it was closed. We have talked to planners about a fenced walkway, from where children get out of the car.</p> <p><u>DA</u>: Drop off zones are less effective at pick up times and the solution is more difficult. If you live close to the school you can have problems both morning and afternoon. Staggering start and finish times (breakfast clubs, after school clubs) can help break the flow of traffic into smaller time frames and keep it moving.</p> <p>Traffic tends to move quite slowly outside schools so ironically it is safer. If we cannot convince Highways that options around traffic management and school travel plan will work then planning will not be approved.</p> <p>We can work with Ashford Council to look at those sorts of issues. If we have something that says we can't park here between 3 - 4pm people will park outside someone's house. The traffic consultants will look at these sorts of things.</p> <p>All we can do is work with families and try and address any issues. As we work through the design process there will be plans available.</p>
<p><b><u>ALTERNATIVES</u></b></p> <p>Why this school? Park Farm and Bridgefield are complete. The additional children will come from over the railway line. Why don't you build a new school over there where it is needed?</p> <p>So you are quite happy to bring traffic over here to this estate and disrupt people living here?</p>	<p>There will be 200 more homes on the Park Farm East extension, but there is no land in there for a school and no developer contribution. We have a statutory duty to provide places for children, thus we have to expand a school.</p> <p>If you look at the map on the back of the document it includes parts of Bridgefield and a lot of Park Farm East and those children will get into this school. It will be children who live in Park Farm who won't get into this school.</p> <p>If the school had not taken 90 pupils you would have had to live within one third of a mile to get into this school. Families without a school place would have been driving their children to other communities to take them to school as it would be too far to walk. We are trying to provide local school places so as many people as possible can walk.</p>
<p>Ashford Oaks Primary School currently has an empty school across the field. It may not help this part of Ashford, but as part of the bigger picture of Ashford, why is the money not spent on refurbishing that building?</p>	<p>The old Ashford South school closed when we had falling rolls. Two primary schools were on the site. Ashford South was half empty with variable quality accommodation and went into special measures. The other was expanded to provide alternative places. If we were to use</p>

Comment / Question	Response / Answer
	that building children here would be driven there and clog up the roads outside someone else's house. The logic is to expand a school in the community where the children live.
<p>You talked about Ashford being full. There is talk about a new primary school at John Wallis. When will that go ahead?</p> <p>Would you increase the size?</p>	<p>We want to rebuild the primary school. Its building was an old secondary school and is at the end of its useful life. We want to dispose of that land; there would have to be a capital receipt from housing to afford a rebuild of the primary school, so it would be a replacement.</p> <p>No, it would be rebuilt at 60. The expansion here is basic need. The primary academy is a modernisation project. We want to expand schools that are good and are oversubscribed and at the time of conversion the primary academy was in special measures.</p>
<p><b><u>ADMISSIONS</u></b></p> <p>We live on Park Farm and you have just said that Park Farm children may not be able to get in here.</p>	<p>DA explained the admissions criteria. Children at Bridgefield and Park Farm East will be admitted on distance criterion. This school is not for particular houses.</p>
<p><b><u>BUILDINGS</u></b></p> <p>The proposal seems to be very rushed. This is intended to happen permanently from September next year, but there are unlikely to be proper buildings in place.</p> <p>When will the building start?</p> <p>I came here tonight hoping to see how you would expand, but there are no plans. Not even a rough plan. You can't build in the playground, you can't use the field.</p> <p>If the proposal goes ahead when will the extension be finished? Will 90 children be coming in next year? Does the school have capacity to keep all classes at 30 or will class sizes increase until the extension is built?</p>	<p>We need additional capacity for 2014. The school has grown over the last couple of years and we can continue with that on a permanent basis. For September 2014 we propose adding one classroom to the school building, a permanent structure. Modulares comply with current Building Regs which are a higher standard than the rest of this building. If we go ahead we hope to replace the modulares with a single block of 6 classrooms.</p> <p>For the main building block planning will be around February / March time.</p> <p>A design team has been appointed. The current thinking is a block behind the hall; two storeys to minimise the footprint which is fine for KS2. A 6 class block plus room for a hall. No plans available at this point.</p> <p>Sep 2014 will be a 90 intake with each class having 30. The new block will be in place for Sep 2015 for the school to continue to grow over the next four years. There will be surplus rooms until they become classrooms.</p>
<p>Will there be a new hall for PE lessons and lunchtimes? My children already tell me that with the rotation of lunch they don't have enough time to eat their lunch.</p>	<p>There will be a hall in the new block.</p> <p>Lunchtimes have increased to 1 hour 20 minutes and are now staggered. Every child has at least 30 mins to eat lunch. They have to sit there for 30 mins before they are allowed out to play. If they have not finished it's because they are chatting or rushing to get out to play.</p>
<p>KS2 playground is not big enough for children to play on now. I chose this school</p>	<p>We probably have double the amount of play space of other schools. The new build will not</p>

Comment / Question	Response / Answer
for several reasons one being it had nice big playgrounds.	be on the playground and hopefully the modulars will go so we will have more play space. Looking at staggering playtime so the whole school is not out at once.
When you are building how will this impact on the children? How will they cope with the noise? The building will interfere with children's learning time.	Some work will take place in school holidays, some in term time. We are used to managing works at schools and try to ensure as much as possible is done in the holidays. We use contractors who are used to working on school sites and will segregate those areas off. Noisy work is done when children are not on site, but some activity will happen in school time.
We have a consultation document – distributed to parents, staff etc. How far was it delivered around Park Farm?	This meeting is about the educational aspects. There will be some pre-planning consultation activity before going to planning when we have designs and things for people to look at. Planners will consult residents, so anyone who has a view is able to input.
<p><b><u>STANDARDS</u></b></p> <p>My child is in KS1 and joined in September 2012. From what I can tell, the quality of the education of those children has gone backwards in that time (that is supported by Ofsted's Dashboard). A higher intake may add further degradation to the quality of the teaching that the children will receive. My child's social development has gone backwards in the last two years.</p> <p>Ofsted: 2010 100% achieved; 2012 95% achieved. Writing has gone from 100% in 2010 to 88% in 2012. That is worrying if it relates to factors inside your control. If it relates to factors outside your control - more children coming in from foreign, ethnic backgrounds, I can see those things will impact but it is a worrying trend. I believe before you expand it further the school should be looking to consolidate and improve. If the problem is impacted by the intake (the diversity and ethnic backgrounds) the situation is unlikely to be improved by expanding and bringing in more pupils.</p>	<p><b><u>PK:</u></b> As far as educational standards go our achievement as a primary school has been above Kent levels of attainment and, for the last 3 years, above national levels.</p> <p>Some difference in the Foundation Stage score because of the way the FS profiles have changed. A lot more FS children are coming into school not school ready; a large increase in speech and language problems, children not dry etc.</p> <p>Attainment for KS1 - for the last 5 years in reading, writing and maths we are significantly above the national levels. There are different ways of looking at data but we are happy.</p> <p>Dashboard - no consideration is made for any AEN pupils in those year groups, so AEN children are counted in the figures. In some cohorts we have 3 or 4 SSEN pupils unlikely to achieve Level 4 and their parents are aware of this. Children with EAL are also included if they have been in the education system for at least two years.</p> <p>SEN and EAL will cause the figures to drop. We constantly monitor where every child is, we look at what the child needs next.</p>
The higher intake changes the standards in the school. Regularly see police and community wardens on the gates in the mornings to control parents.	The reason police and community wardens are around are for parking issues.
<p><b><u>SECONDARY SCHOOL</u></b></p> <p>With all these primary schools expanding what have you got planned for secondary school places?</p>	<p>A new secondary free school opened in September 2013 in Wye.</p> <p>Within Ashford Development Plans we have said we need a secondary school (6FE) in</p>

Comment / Question	Response / Answer
<p>A school in Wye won't really help us though.</p>	<p>Chilmington Green. If Cheeseman's Green goes to 5,000 plus houses we will need a secondary school there too. Currently we have surplus capacity in the secondary sector, but larger cohorts will move in over the next few years. If you ignore Wye Free School we won't need places until 2017. However, Wye Free School offers places and is taking children out of North and Towers, which will cause a ripple effect across the town.</p>
<p><b>STAFFING</b> How many teachers and teaching assistants are we going to need?</p>	<p>The headteacher will have increased staff already for the two new classrooms. The school will grow over seven years and the head will employ staff annually. Funding for more pupils will provide the salaries.</p>
<p>Will the learning mentors be increased along with support staff?</p>	<p><b>PK:</b> If we go for 3 phases I would like to have three learning mentors.</p>
<p><b>INTAKE</b> It's a big thing for a 4 year old to be one of 90. I don't see how the school can expand and not become a faceless school. I moved from SE London as I did not want my children to go to a big faceless school. You were saying the catchment area was going to change. So my children would not have got in even though I live on Park Farm? Since the 90 intake started children have been coming from much further away. You said that even expanding this school you still have a deficit in 2016 so expansion is not the answer as you need a new school. Why did our school have to expand over the last 2 years?</p>	<p><b>PK:</b> We are talking about 60s and 90s and we should be talking about 30s as every child will be in a class of 30. <b>DA:</b> An intake of 90 pushed out the catchment area to 1.9 miles and would have covered nearly the whole of Park Farm. A lot of those more distant children would have been siblings. More housing is being built across the road and as this comes on line the catchment area will decrease back in again. If we had left it at 60 with more housing coming along the circle would have decreased to less than 0.37m.</p>
<p>My son has additional needs and finds it difficult to mix with other children. I don't want to make his life any more difficult. What about during playtimes? Many more children on the playground. How will the children cope on the playground?</p>	<p><b>PK:</b> We will increase teachers and support staff for children who need support. There will be extra staff on the playground and we will arrange specific training for staff to organise playground activities for children. Currently 7 or 8 TAs at playtime plus a couple of teachers.</p>
<p>I was unaware of the 90 intake when my child was enrolled and I was disappointed to find out it was 90. If I'd known that before I probably would not have come here. There are too many children to get the attention they need. I have seen children being bullied. The teachers are brilliant but they can't keep an eye on all of them.</p>	<p><b>DA:</b> The headteacher is right about your child's school day as the majority of their time is in one class with 30 children. Other times – lunch, break, assemblies etc they can be in larger groups but there are different ways of running the school – split lunches, split playtimes etc - ways of reshaping the school day.</p>
<p>Does the breakfast and ASC expand as well?</p>	<p><b>PK:</b> Yes, breakfast club is limited by the number of staff but recruiting additional support staff can solve that. ASC is complicated as it is run by Kent Play Clubs and has a separate</p>

Comment / Question	Response / Answer
	<p>registration for Ofsted as to the number of pupils they can have based on floor area. With another hall we can look at other provision. Or we could look at after school clubs; we currently have about 15 of these; with another 7 teachers we can increase that.</p>
<p>I am a working parent and rely heavily on after school clubs. However, no provision has been made to increase the provision at the ASC for the additional 60 children over the last two years. From September I will have to send my son somewhere else.</p> <p>Can the ASC not use the hall and a classroom – they do that sometimes? What is the solution for working parents?</p>	<p>ASC is restricted by floor space per child. It is well used and another hall may mean we can increase that capacity.</p> <p>Ofsted regs say the classroom used would have to be identified, the same every day, which would be unfair on that teacher.</p> <p>No solution at the moment but when we have more space we will liaise with Kent Play Clubs.</p> <p>With another hall we can make other changes. Kent Play Clubs use this hall 5 nights a week. We can't use it for an indoor sport club.</p>
<p>If the expansion does not go ahead are we looking at 36/37 children in a class? That will put added pressures onto the teaching staff.</p>	<p>There are no Year R places left in Ashford which means schools with 31 or 32 in KS1 classes. Children need to be in school and we can't produce a class overnight. A school might squeeze on another class, or half a class, but then need to recruit staff. There is no quick fix. We want to make sure we have the right provision in the right places at the right time.</p> <p>90 children have turned up since March in Ashford town - equivalent to the intake at this school. We hope to have Cheeseman's Green on line by 2017, but will have to manage the time in between, which could be by sending children significant distances. At the moment, if you move into Ashford the nearest school place is Bethersden. We are in a challenging position and I am talking to other schools about taking additional children.</p>
<p>Why have builders been allowed to build all these houses without provision for schools being put in place? You say there will be another school in 2017 but there have been hundreds of houses built in this area without provision for education and we now have to have this discussion for our school here because it has not been thought of.</p> <p>But it's no good waiting until the houses are built before thinking about the schools.</p>	<p>Ashford Council is the planning authority for housing. Many years ago Ashford decided that it would be a major growth area and there was a master planning process. Within that, we have been saying we need new primary and secondary schools. Ashford Council is good at getting developer contributions, but if there were no new houses you would still have the change to the population. Ashford Council can only secure contributions from a developer from new housing.</p> <p>Planning consent comes in for a number of houses. We look at the number of places we have at that time and forecasts for the next five years. If a developer comes along when we have capacity we cannot ask for money. If he</p>

Comment / Question	Response / Answer
	does not build for a few years we might by then need capacity but cannot go back and ask for money if we then need it. We can't do anything at Cheeseman's and Chilmington until a certain number of houses are built so until then we need to make capacity available within existing stock.
Was a school never considered for Bridgefield?	There is no school site within the existing development and no plan to put one there.



KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

**Roger Gough,**

**Cabinet Member for Education and Health Reform**

DECISION NO:

**14/000023**

For publication

**Subject: Proposal to expand Furley Park Primary School**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

**Allocate £40,000 for the expansion of Furley Park Primary School from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed below, was bid for and won as part of the Target Basic Need Fund.**

Reason(s) for decision:

The Ashford section of the Kent Commissioning Plan for Education Provision 2013-18, which was agreed by Cabinet on 14 October 2013, identified a need for up to 37 additional Reception Year places within the planning area of Ashford South East.

The expansion of Furley Park Primary School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 7 November, and those put in writing in response to the consultation;
- the views of the local County Councillor; the headteacher and Governing Body of the school;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

It is proposed to enlarge Furley Park Primary School by 210 places taking the PAN to 90 (3FE) for the September 2014 intake and eventually a total capacity of 630 places.

- a. Capital - The enlargement of the school requires the provision of seven additional classrooms, as well as a second large space. A feasibility study has been completed. The total cost is estimated to be in the region of £2.2m. Appropriate funding has been identified as part of the Medium Term Capital Programme, primarily from Targeted Basic Need. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget as follows:-
- (i) Pupil growth money: In the year of expansion (September 2014 to August 2015) the Reception Year PAN will be protected on 30 pupils at the rate of £2,727 per pupil. This will be the third year of Reception Year expansion at 30 pupils and therefore the final year of growth protection. Future increases to the Reception Year PAN will be funded through the Local Authority's rising roll policy.
- (ii) EFA Delegated budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2013 census will be reflected in the academy's academic year funding Sep 2014-Aug 2015. In acknowledgement of the lag in funding, growth funding has been provided for the period Sep 2014-Aug 2015.

(iii) Additional Classroom funding: As part of the permanent increase to the academy's PAN of 30 pupils, funding will be allocated at £6,000 as a contribution towards the set costs of each additional classroom that needs to be opened resulting from the increase of the PAN.

- c. Human – Furley Park Primary School will appoint additional teachers and support staff as the school size increases and the need arises.

**Cabinet Committee recommendations and other consultation:**

The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on **27 September 2013**. The Commissioning Plan identified the need for additional places in the Ashford South East planning area of Ashford District. In addition the bid for funds to expand the schools was considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report.

The Local Member for Ashford Rural South, Mr Mike Angell supports the expansion of the Academy but has serious reservations about traffic and traffic management outside the school and particularly Reed Crescent. Full comments can be found in the report to the Cabinet Member.

**Any alternatives considered:**

The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.

**Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:**

No

.....  
**Signed**

.....  
**Date**

**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Roger Gough, Cabinet Member for Education and Health Reform

**Subject:** Proposal to expand White Cliffs Primary College for the Arts, Dover

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Dover Town

**Summary:** This report sets out the results of the public consultation on the proposal to commission an enlargement of White Cliffs Primary College for the Arts from 1FE to 2FE for September 2014 and asks the Cabinet Member to take the decision outlined in the recommendation below.

**Recommendation:**

**The Cabinet Member for Education and Health Reform is asked to agree to the decision to:**

**Allocate £40,000 for the expansion of White Cliffs Primary College for Arts from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed below, was bid for and won as part of the Target Basic Need Fund.**

## **1. Introduction**

- 1.1 The Dover district section of the 'Kent Commissioning Plan for Education Provision 2013-18', which was agreed by Cabinet on 14 October 2013, has identified a significant pressure in Reception year places. The planning area of Dover Town is forecast to have a deficit of up to 29 Reception year places in September 2016 and 2017.
- 1.2 It is proposed to enlarge White Cliffs Primary College for the Arts by 30 reception year places, taking the published admission number (PAN) from 30 to 60 (one form of entry) for the September 2014 intake. Successive Reception Year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.
- 1.3 This report sets out the results of the public consultation, which took place between 14 October and 29 November 2013. A public meeting was held on 14 November 2013.

## **2. Financial Implications**

- 2.1 a. Capital - The enlargement of the school requires the provision of seven additional classrooms, as well as ancillary facilities. A feasibility study has been conducted. The total cost is estimated to be in the region of £2.2m. Appropriate funding has been identified as part of the Medium Term Capital Programme, which includes funding from the Targeted Basic Need allocation from the DfE made in August 2013. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget as follows:-
- (i) Pupil growth money: In the year of expansion (September 2014 to August 2015) the Reception Year PAN will be protected on 30 pupils at the rate of £2,727 per pupil. This growth protection funding will continue for the following two years. Thereafter, future increases to the Reception Year PAN will be funded through the Local Authority's rising roll policy.
  - (ii) EFA Delegated budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2013 census will be reflected in the academy's academic year funding Sep 2014-Aug 2015. In acknowledgement of the lag in funding, growth funding has been provided for the period Sep 2014-Aug 2015.
  - (iii) Additional Classroom funding: As part of the permanent increase to the academy's PAN of 30 pupils, funding will be allocated at £6,000 as a contribution towards the set costs of each additional classroom that needs to be opened resulting from the increase of the PAN.
- c. Human – White Cliffs Primary College for the Arts will appoint additional teachers and support staff as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 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’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the demand for up to 29 Reception Year places within the planning area of Dover Town.

## **4. Consultation Outcomes**

- 4.1 A total of three written responses were received, two respondents supported the proposal; and one was undecided.
- 4.2 A summary of the comments received is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.
- 4.4 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

## 5. Views

- 5.1 The view of the Local Members: Having attended the recent public meeting and heard the proposal, Local Member Mr Gordon Cowan is fully supportive of the proposal to expand this school. Mr Cowan is of the opinion that the senior management team have put in a tremendous amount of good work over the last few years and this shows in the excellent results and is a great message for the community. Doubling school numbers will still give the same level of education. Places are at a premium and we need to grow those places. The most essential part of all of this is the children, parents and the community. Mrs Brivio is also supportive of the proposal but has concerns around transport issues as, whilst high numbers of the pupils currently live in the local area and may well walk to school, with the increase in size it is very likely that children will come from further afield. The school is in an area that already suffers from heavy use with HGVs using the road past the school en route from the industrial area at the end of Coombe Valley Road. Consequently Mrs Brivio would like to be assured that a traffic management scheme will be in place.
- 5.2 The view of the Headteacher and Governing Body:  
Headteacher: The Headteacher is in full support of the proposal.  
Governing Body: The Board of Directors are supportive of the sustainable long term solution that has been proposed by KCC to enable the school to move from one form entry to two form entry. The proposal includes extra classroom provision that will ensure the school's high standards are maintained.
- 5.3. The view of the Area Education Officer:  
White Cliffs Primary College for the Arts is a fully inclusive school judged as 'Outstanding' by Ofsted and is increasing in popularity year on year. The school's location in Dover means it is well placed to meet the forecast demand for primary school places. Having considered other commissioning options this enlargement is not only necessary, but the most cost-effective and sustainable solution to increase demand in the area.

## 6. Education Cabinet Committee

- 6.1. The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on 27 September 2013. The Commissioning Plan identified the need for additional places in the Dover Town planning area of Dover District. In addition the bid for funds to expand the schools was considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report.

## 7. Delegation to Officers

- 7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## 8. Conclusions

- 8.1 Forecasts for the planning area of Dover Town indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for

Kent and Policy Framework' and the 'Kent Commissioning Plan for Education Provision, 2013-18'.

## 9. Recommendation

### **Recommendation:**

**The Cabinet Member for Education and Health Reform is asked to agree to the decision to:**

Allocate £40,000 for the expansion of White Cliffs Primary College for Arts from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed above, was bid for and won as part of the Target Basic Need Fund.

## 10. Background Documents

Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your\\_council/priorities\\_policies\\_and\\_plans/priorities\\_and\\_plans/bold\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx) Kent Commissioning Plan for Education Provision 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

Education Cabinet Committee report– 27 September 2013 – Primary Commissioning in Dover District.

<https://democracy.kent.gov.uk/documents/s43250/Item%20D3%20-%20Commissioning%20Plan%20for%20Education%20Provision%202013-18%2027092013%20Education%20Cabinet%20Committee.pdf>

Consultation Document and Equalities Impact Assessment

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

## 11. Contact details

Report Author:

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Relevant Director:

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- Director of Education Planning and Access
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## Proposal to expand White Cliffs Primary College for the Arts, Dover

### Summary of Written Responses

Printed Consultation Documents distributed: 325  
 Consultation responses received: 3

A summary of the responses received showed:

	In Favour	Opposed	Undecided	Totals
Governors				
Staff				
Parents	1		1	2
Pupils				
Other	1			1
<b>Totals</b>	<b>2</b>		<b>1</b>	<b>3</b>

#### Comments in favour of the proposal:

- Thoroughly approve of investment
- I believe that only good can come from this radical transformation within White Cliffs. The proposed changes give a clear indication of the needs of our local families and their children and I am behind this 100%.
- The increasing pressure to provide additional school places is understood and the Board of Directors are to be commended for responding positively to KCC's request for increased capacity at the school.

#### Concerns raised:

- the school may be unable to attract and retain the requisite levels of additional teaching staff
- building works will be disruptive to pupils or staff if they take place during school hours
- estimates for building works may not include the need for such work to be performed outside of the normal school day
- any agreed capital expenditure required for accommodation and fit out plus any ongoing operational budget provision might not be ring fenced
- if there are any future budget cuts the school might not be indemnified by KCC/EFA

Public Consultation Meeting

White Cliffs Primary College for the Arts

14 November 2013

Mr Leyland Ridings (Chair)	LR	KCC Member
Mr Chris Russell	CR	Chief Executive - DFA
Mr Martyn Doole	MD	Director of Operations -DFA
Mrs Sue Knight-Fotheringham	SKF	Head of School
David Adams	DA	Area Education Officer (Mid Kent) KCC

**Purpose of the Meeting**

DA referred to a power point presentation and explained in detail the proposal to expand White Cliffs from 1FE to 2FE.

CR – The DFA was delighted that White Cliffs Primary College for the Arts had been recognised in this way. Since Sue Knight-Fotheringham (SKF) had been appointed the school had changed dramatically. The children were consulted on what they wanted to see and the quality of teaching and care was very high. The DFA was confident that with an added form of entry the standards would be equally as good. All staff are employed on a federation contract, and are part of one team which shares good practice. The School is run by SKF, but all members of the Federation are equally responsible for the children. This is a wonderful opportunity for this community.

SKF – was delighted to see parents present and thanked them for attending. All staff across the Federation were extremely dedicated to the children’s education, well being and believe that this will set them up as good employable citizens for the future. The children have always been the drivers within the Federation and they will have their say in the development of the new building. This is an amazing community to work in and it deserves to have the very best education we can offer. We have valuable support from parents and this is much appreciated.

<b>Question</b>	<b>Response</b>
<p><u>Guardian</u>: What will happen about traffic management? What about arrangements during construction?</p> <p>Where will the new buildings be?</p> <p>What about the children’s play space, will some of this be lost?</p>	<p><u>DA</u> – the project will probably take about a year to complete. The contractors who are employed will have a record of working on school sites and will have experience of managing safety etc. There will be a segregation within the school and contactors will work around the times of the school day as much as possible. Construction traffic will be kept separate for safety. Until we know what the solution is going to be for the build it is difficult to respond further. Again, this will depend on the solution as to how this will be managed.</p> <p><u>CR</u> – it is possible the build might be at the back or another solution is to build another storey on top. We don’t know yet but disruption will be kept to a minimum.</p> <p><u>CR</u> - We will be putting new spaces in, if we build on existing areas. We don’t have the detail yet but this will be a key area.</p>



Question	Response
<p>There are generally two adults per class will this continue? Canteen facilities, will they be upgraded?</p> <p>Will this happen right from the start?</p> <p>How do you intend to maintain the current excellent standards?</p>	<p><u>CR</u> – Yes.</p> <p><u>CR</u> - The kitchen will be made a larger.</p> <p><u>CR</u> - It will be part of the phased programme. The kitchen will be larger and also the hall.</p> <p><u>CR</u> - Exactly the same way as we do now. The whole Federation acts as one and supports each other. There will be no falling off of standards at all.</p>
<p><u>Local Member</u>: How you will accommodate an extra class next September?</p> <p>Will there be extra parking?</p>	<p><u>CR</u> – We are exploring options at the moment but we won't go down the mobile route, we are quite clear about that. It is possible we may use Barton Junior School and if this is the case we will provide transport. As soon as plans are ready, final decisions can be made.</p> <p><u>CR</u> – yes.</p>
<p><u>Local Member</u>: This is a good community. I must congratulate Chris, his team and the Federation as a whole on the tremendous amount of good work that has taken place. This shows in the excellent results. Doubling school numbers will still give the same level of education. There are not many here tonight but I am sure the message will be 'let's get on with the job and build a school for the future'. Places are at a premium. Let's continue to build on the Federation. The most essential part of all of this is the children, parents and the community. Congratulations.</p>	
<p><u>Parent</u>: In expanding the school, there will be two classes per year group, how will this work?</p> <p>Will you be expanding Pebbles nursery?</p>	<p><u>SFK</u> – We can't answer this right at the moment but Barton and Shatterlocks are experienced at this and we will draw on their expertise. Children will be looked at by friendship groups, so we will be having those discussions with parents. Children who start their education with friends will remain the same.</p> <p>Pebbles nursery is a business in its own right and is not part of the main school. I know it is full at the moment and there is a waiting list. I would hope this could be looked at later in order to provide childcare for this area.</p>
	<p><u>LR</u> – Those in this school are lucky, there is a super group of teachers, board of directors and children.</p>

DA – Reminded those present that comments should be received by 29 November and thanked everyone for attending the meeting.

13 people attended the meeting.



KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

14/00022

For publication

**Subject: Proposal to expand White Cliffs Primary College for the Arts**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

**Allocate £40,000 for the expansion of White Cliffs Primary College for Arts from the Medium Term Capital Programme. The additional funding of £1.8m for the project, as detailed below, was bid for and won as part of the Target Basic Need Fund.**

Reason(s) for decision:

The Dover section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 29 additional Reception Year places within the planning area of Dover Town.

The expansion of White Cliffs Primary College for the Arts helps to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at an outstanding, increasingly popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 14 November, and those put in writing in response to the consultation;
- the views of the, the local County Councillor; Headteacher and Board of Directors of the school;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

It is proposed to enlarge White Cliffs Primary College for the Arts by 210 places taking the PAN to 60 (2FE) for the September 2014 intake and eventually a total capacity of 420 places.

- a. Capital - The enlargement of the school requires the provision of seven additional classrooms, as well as ancillary facilities and an enlargement of the hall. A feasibility study has been conducted. The total cost is estimated to be in the region of £2.2m. Appropriate funding has been identified as part of the Medium Term Capital Programme, primarily from the Targeted Basic Need allocation from the DfE made in August 2013. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget as follows:-
- (i) Pupil growth money: In the year of expansion (September 2014 to August 2015) the Reception Year PAN will be protected on 30 pupils at the rate of £2,727 per pupil. This growth protection funding will continue for the following two years. Thereafter, future increases to the Reception Year PAN will be funded through the Local Authority's rising roll policy.
- (ii) EFA Delegated budget: Academies are funded on the academic year September to August. The pupil count used in the calculation of the budget is taken from the October census, prior to the following academic year, therefore any increase to numbers on the October 2013 census will be reflected in the academy's academic year funding Sep 2014-Aug 2015. In acknowledgement of the lag in funding, growth funding has been provided for the period Sep

2014-Aug 2015.

(iii) Additional Classroom funding: As part of the permanent increase to the academy's PAN of 30 pupils, funding will be allocated at £6,000 as a contribution towards the set costs of each additional classroom that needs to be opened resulting from the increase of the PAN.

- c. Human – White Cliffs Primary College for the Arts will appoint additional teachers and support staff as the school size increases and the need arises.

**Cabinet Committee recommendations and other consultation:**

The Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on 27 September 2013. The Commissioning Plan identified the need for additional places in the Dover Town planning area of Dover District. In addition the bid for funds to expand the schools was considered and endorsed at the same meeting of the committee under the Targeted Basic Need Report.

The Local Member for Ashford Rural South, Mr Mike Angell supports the expansion of the Academy but has serious reservations about traffic and traffic management outside the school and particularly Reed Crescent. Full comments can be found in the report to the Cabinet Member.

**Any alternatives considered:**

The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.

**Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:**

.....  
**Signed**

.....  
**Date**

From: **Patrick Leeson, Corporate Director for Education, Learning and Skills**

To: **Roger Gough, Cabinet Member for Education and Health Reform**

Subject: **Proposal to merge and relocate Foxwood and Highview Schools**

Classification: **Unrestricted**

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Divisions:** Hythe (Foxwood) and Folkestone North East (Highview)

**Summary:** This report asks the Cabinet Member for Education and Health Reform to take the decision to merge Foxwood and Highview Schools, by closing Foxwood school and relocating Highview School to form a “new” school, in addition to increasing the designated number of Highview School to 336 from 282.

**Recommendations: The Cabinet Member for Education and Health Reform is requested to take the decision to:**

Issue a public notice to merge Foxwood and Highview Schools by

- (i) closing Foxwood School
- (ii) relocating Highview School and increasing the designated number from .282 to 336 for September 2015

And, subject to the closure of the Public Notice a further Cabinet Member decision will be taken to:

- (i) close Foxwood School
- (ii) relocate Highview School and increase the designated number from .282 to 336 for September 2015.
- (iii) Allocate £16.8m from the Education, Learning and Skills Capital Budget in order that the proposal may go ahead.

## 1. Introduction

- 1.1 This proposal forms part of the Special School Review whereby the Local Authority is seeking to deliver on its commitment to rebuild or refurbish all of its special school buildings.
- 1.2 Foxwood School currently provides for pupils with Profound and Severe Needs and Highview School provides for pupils with Complex Needs. The schools are federated and work closely together under the leadership of one executive headteacher and leadership team. This proposal would formalise the current working arrangements to create one school providing for pupils with Profound, Severe and Complex Needs which will bring Shepway into line with the rest of the County.
- 1.3 It is proposed to merge the two schools to form a “new” school with a designated number of 336 (an increase of 54 places) for September 2015. The “new” school will relocate to a new, purpose-built building in Park Farm Road, Folkestone in January 2016.

- 1.4 The intention is that the schools merge, taking the best from each to create a stronger school. Legally, the process needed to merge these schools is to close one school and redesignate the other to provide the 336 places. As Highview School is adjacent to the new site and is the larger school, we propose to close Foxwood School and redesignate, relocate and rename Highview School to create the new provision. Highview is a good school.
- 1.5 The Education Cabinet Committee was informed of the public consultation on this proposal by email on 2 December 2013.
- 1.6 This report sets out the results of the public consultation, which took place between 3 December 2013 and 17 January 2014. A public meeting was held on 10 December 2013.
- 1.7 This decision is being taken in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution as it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member due to the timescales of the project and the schedule of Cabinet Committees.

## **2. Financial Implications**

- 2.1
  - a. Capital: The proposal requires the provision of a new purpose built building on KCC owned land at Park Farm Road, Folkestone. A feasibility study has been completed. The total cost is estimated to be in the region of £16.8m. Appropriate funding has been identified as part of the Medium Term Capital Programme, which includes funding from the Targeted Basic Need allocation from the DfE made in August 2013. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
  - b. Revenue: The schools delegated budget will be allocated on the combined numbers of the two predecessor schools.

The Place Plus funding rate will include an element to reflect a lump sum. The Place Plus funding rate for the amalgamated school will only include one lump sum element and will result in a reduction of £360,148 over time when compared to the total of the two predecessor school budgets.

Full protection will be provided on the lump sum elements for the period from the point of amalgamation to the end of the financial year and at 85% of the combined lump sums for the full financial year following the year in which the schools amalgamated.
  - c. Human: The school will appoint additional teachers and support staff as required.

## **3. Bold Steps for Kent and Policy Framework**

- 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’.
- 3.2 The ‘Strategy for children and young people with Special Educational Needs and who are Disabled’ (SEND Strategy) “has a priority to create at least 275 additional places for ASD and BESN” and aims to “increase the number of places in special schools from 3,491 to 3,700” (209 places).

#### **4. Consultation Outcomes**

- 4.1 A total of 24 written responses were received: 18 respondents supported the proposal, 3 objected and 3 submitted mixed responses.
- 4.2 A summary of the comments received is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

#### **5. Views**

- 5.1 The views of the Local Members: Both local Members, Mr Martin Whybrow (Foxwood School) and Mr Frank McKenna (Highview School) attended the public meeting.

Mr Whybrow was reassured to hear the positive comments and the enthusiasm staff showed for the project. This, coupled with the knowledge that the facilities proposed for the “new” school being considerably better than the current schools confirms Mr Whybrow’s support for the proposal.

Mr McKenna had a tour of Foxwood School before the public meeting and could see that it was not fit for the needs of its pupils. It is great news to hear that KCC and the governing body are proposing to merge the schools and build a new school in Park Farm. Mr McKenna believes that the teaching staff will have an input to the design of the new school which will be specifically designed to meet the needs of the pupils and he will be looking forward to seeing the plans and design of the new school.

- 5.2. The view of the Headteacher and Governing Body:  
The Executive Headteacher and the Federation Governing Body are in full support of the proposal.

The Federation Governing Body have been working alongside the Local Authority for many years to develop a building scheme that allows our students to benefit from the high quality education both schools provide, but within new, purpose built accommodation. This scheme represents the culmination of that work and as such, the Governing Body are fully in support of the proposal. The development of a single school for PSCN youngsters allows not only the economies of scale present in a single building but also provides the best platform to develop cohesive education and effective teaching, learning, curriculum and behaviour strategies.

In addition it allows us to develop the current high quality outreach, guidance and support we offer to the schools and young people of Shepway as, by working in partnership with health and social care colleagues, we will be able to develop the services currently housed in the ‘Children’s Centre’. This will create a Multi-Agency Service Hub approach that is co-located with the Federation Specialist Teaching and Learning Service, giving a truly integrated model of support for the young people of Shepway. This is an exciting and innovative new development of which Shepway can be proud

We look forward to working with the Local Authority on this exciting project.

- 5.3. The view of the Area Education Officer:  
The Area Education Officer for South Kent fully supports this proposal and

believes that this is by far the best option for the children. The staff work closely together now and share good practice, but being located in one school will further improve their skills.

Currently, Foxwood School is sited on a hillside with a range of buildings of varying quality. The site is not appropriate given the needs of the pupils. Highview School's site has many different levels due to the sloping nature of the site. Both sites are no longer able to meet the numbers or needs of their respective pupil cohorts.

Merging the two schools into one "new" school in a purpose built building specifically designed for the needs of the pupils will ensure that the pupils will have the best start to their educational journey.

## **6. Equality Impact Assessment**

- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

## **7. Delegation to Officers**

- 7.1 The Officer Scheme of Delegation (under Appendix 2 part 4 of the Council's Constitution) provides a clear and appropriate link between this decision and the actions needed to implement it. It is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## **8. Conclusions**

- 8.1 This proposal will not only provide excellent accommodation for pupils at both schools but will also assist in providing some 25% of the additional numbers needed in Kent's special schools as set out in the SEND Strategy.

## **9. Recommendations**

**Recommendations: The Cabinet Member for Education and Health Reform is asked to agree to:**

Issue a public notice to merge Foxwood and Highview Schools by

- (i) closing Foxwood School
- (ii) relocating Highview School and increasing the designated number from .282 to 336 for September 2015

And, subject to the closure of the Public Notice a further Cabinet Member decision will be taken to:

- (iii) close Foxwood School
- (iv) relocate Highview School and increase the designated number from .282 to 336 for September 2015
- (i) Allocate £16.8m from the Education, Learning and Skills Capital Budget in order that the proposal may go ahead.



## 10. Background Documents

10.1 Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your\\_council/priorities, policies and plans/priorities and plans/old\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/old_steps_for_kent.aspx)

10.2 Kent Commissioning Plan for Education Provision 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

10.3 Draft SEND Strategy dated April 2013 -

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

10.5 Consultation Document and Equalities Impact Assessment

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

## 11. Contact details

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## Proposal to merge and relocate Foxwood and Highview Schools

### Summary of Written Responses

Printed Consultation Documents distributed: 700  
 Consultation responses received: 24

	In Favour	Opposed	Mixed response	Totals
Governors	2			2
Staff	2	2		4
Parents	12	1	3	16
Pupils				
Residents	1			1
Other	1			1
<b>Totals</b>	<b>18</b>	<b>3</b>	<b>3</b>	<b>24</b>

#### Comments in favour of the proposal:

- Should be brilliant.
- A fantastic opportunity to create a first class provision for our young people.
- I am in agreement with the proposal but have concerns about speed bumps and congestion on Park Farm Road.
- I really welcome having an accessible site with facilities such as a hydrotherapy pool. I am very excited about the new provision. (2)
- It will be a good thing to have one school that can accommodate more children.
- I am in favour of the proposal as the current Foxwood site is very difficult to negotiate for those with walking difficulties or wheelchair users. The sharing of expertise within the two schools is already starting to pay dividends, but the distance between and within sites is very restrictive.
- We are one school so we need to be on one site.
- With both schools together in one building you will have the best special needs school in Kent.
- Our house overlooks the old Park Farm PS site which now stands empty and vandalised. We welcome the area being used for a wholesome educational purpose, such as being proposed.
- In favour of the proposal. Would like to see bright lighting in cloakrooms, plenty of cloakroom space and adequate moving around space in communal areas such as reception, corridors, hall etc.
- In favour of a new school with the facilities that would benefit the pupils. I do have concerns – transport arrangements for the children and the location, which is in the middle of a busy industrial estate.
- I agree with the proposal but would like to add that I hope consideration is given to provision for sufficient outside space to exercise, play sport etc. The allocated space seems small.

#### Comments against the proposal:

- I currently transport my child to school and do not want to drive into Folkestone each day. Park Farm Road is busy and noisy with a large amount of traffic already.
- I think Foxwood should stay as it is.
- The new site will not have enough parking or recreational space and is in a busy area with heavy traffic already. Will the infrastructure be able to take the volume of traffic?
- The schools need to be separate as they are for different special educational needs.

**Proposal to merge and relocate Foxwood and Highview Schools  
Public Consultation Meeting – 10 December 2013**

Leyland Ridings	KCC Member and Chair
David Adams	Area Education Officer (South Kent)
Neil Birch	Executive Head Teacher
Richard Hewson	Chair of Governors
Julie Hawkins	PA to the AEO and note taker
Jill Clinton	School Organisation Officer and roving mic

Also present: Mr Bob Neaves, Mr Frank McKenna and Mr Martin Whybrow (Local Members) and Diana Robinson (Interim Principal Adviser – Special and PRU)

Number attending: 28

Leyland Ridings (Chair) introduced himself and explained the process following the public consultation. As Chairman of the Education Cabinet Committee he would consider the proposal and responses and make his recommendation to the Cabinet Member for Education and Health Reform. He then handed over to DA to explain the proposal in further detail.

DA: Kent County Council and the Governing Body of Foxwood and Highview Schools are proposing to merge the two schools to provide a school for pupils with Profound, Severe and Complex Needs (PSCN) in a new building in Park Farm Road, Folkestone. The school will provide for up to 336 pupils.

KCC was committed to providing high quality, fit for purpose learning environments for its pupils, and particularly for those who attend special schools. This proposal will bring Shepway into line with the rest of the County. Various projects had been investigated for Foxwood and Highview and both KCC and the Board of Governors believe that a new school is the answer. Need types change and become more complex and old buildings simply do not lend themselves to the constant modernisation and change that is required. Both schools have been on a journey over the last decade. They federated in 2008 under one Governing Body and re-designated in 2010. Now is the time for the schools to become one. As regards the buildings, design is in the very early stages, architects have been appointed and Neil Birch (NB) and the Governing Body have had many discussions with them to impart their vision of how the buildings should operate. The school will offer up to 336 places for pupils aged 3-19. The new build will provide the modern facilities that pupils require, hydrotherapy pool, physiotherapy and sensory rooms and the present 'village unit model' will continue. There will be a greater range of staff skills and the increased budget and shared resources will allow more of the funding to be focused on opportunities for pupils. Discussions are taking place on relocating the Multi Agency Service Hub (MASH) and incorporating the Smile Centre. Every child who had a place at Highview or Foxwood would be offered a place at the new school. Transport arrangements for some pupils may need to change but this will be discussed on an individual basis with parents/carers to ensure these changes are made as smoothly as possible.

NB: Discussions have been taking place since 2003. The two schools federated in 2008 and from that point on they have worked together. The Federation leadership team is responsible for both schools which brings consistency and continuity. Much of the infrastructure is in place. Our staff, which number approximately 220 have joint meetings, share development plans, good practice and liaise between pupil groups. The Federation

site manager works across the two schools. Both schools are working towards and planning for the January 2016 deadline. There have been numerous meetings with the architects to discuss accommodation schedules and to share the vision that both schools are working to. We want to develop a design, start with a new name and a new identity. We want to make this a new future for both schools. We are aiming to be an outstanding school that is a centre of excellence of which the pupils, parents, staff and County can be proud. We are not far off; the building blocks are in place.

RH: NB has given you the detail of this exciting journey. We will not compromise our children and we believe at last that they will have what they deserve. The Board of Governors will continue to work with KCC to see this project to fruition.

<b>Question</b>	<b>Response</b>
Member: How will this project be funded? Will it come from the sale of one site? Has this been agreed?	<p>DA: The funding is a mixture of monies received from KCC for rebuilding special schools, successful Targeted Basic Need funding (specific for this project) and Basic Need funding. Part will come from capital receipts, Foxwood and Highview sites are part of the funding package. We do not have to wait for the capital receipts before moving forward.</p> <p>LR: Funding has now been committed by County Council.</p>
Member: A statement really.	This is a fantastic project and the pupils do not realise how much their lives will change. A great idea.
Parent/Carer/Governor	I am so excited by the whole process. I have 2 children who are wheelchair users and this project is so exciting.
Member: With regard to pupil numbers. I note the new designated number will be 336. There is new housing development and the population is growing. Is 336 realistic and does this allow room for expansion?	<p>DA: There has been a lot of debate. The new school with its designation at 336 is as big as we would want it to be. Dover does not have a PSCN school, there are two units. Ashford's provision is smaller and we know some youngsters come down from Ashford. KCC would rather address the provision in Dover and Ashford.</p> <p>NB: There is a point where a school ceases to be special as it grows larger and larger. Potential growth is a good point but this will be addressed by other means.</p>

There were no further questions. LR asked if the consensus of opinion was that this project was heading in the right direct. All agreed.

DA – Reminded reiterated that comments should be received by 17 January 2014 and thanked everyone for attending the meeting.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

14/00012

For publication

**Subject: Proposal to merge and relocate Foxwood and Highview Schools**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

Issue a public notice to merge Foxwood and Highview Schools by

- (i) closing Foxwood School
- (ii) relocating Highview School and increasing the designated number from .282 to 336 for September 2015

And, subject to the closure of the Public Notice a further Cabinet Member decision will be taken to:

- (i) close Foxwood School
- (ii) relocate Highview School and increase the designated number from .282 to 336 for September 2015
- (iii) Allocate £16.8m from the Education, Learning and Skills Capital Budget in order that the proposal may go ahead.

Reason(s) for decision:

The SEND Strategy sets out an aim to increase the number of places in special schools from 3,491 to 3,700 (209 places). This proposal will add 54 of those places to special schools in South Kent, whilst at the same time it will improve the educational opportunities for the pupils currently at both schools. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 10 December, and those put in writing in response to the consultation;
- the views of the local County Councillors; the Executive Headteacher and Governing Body of the schools;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

**Financial Implications:**

a. **Capital:** The proposal requires the provision of a new purpose built building on KCC owned land at Park Farm Road, Folkestone. A feasibility study has been completed. The total cost is estimated to be in the region of £16.8m. Appropriate funding has been identified as part of the Medium Term Capital Programme, which includes funding from the Targeted Basic Need allocation from the DfE made in August 2013. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b. **Revenue:** The schools delegated budget will be allocated on the combined numbers of the two predecessor schools.

The Place Plus funding rate will include an element to reflect a lump sum. The Place Plus funding rate for the amalgamated school will only include one lump sum element and will result in a reduction of £360,148 over time when compared to the total of the two predecessor school budgets.

Full protection will be provided on the lump sum elements for the period from the point of

amalgamation to the end of the financial year and at 85% of the combined lump sums for the full financial year following the year in which the schools amalgamated.

c. Human: The school will appoint additional teachers and support staff as required.

Cabinet Committee recommendations and other consultation:

**27 September 2013**

The Committee endorsed the Kent Commissioning Plan, which identified a need to enlarge both Foxwood and Highview Schools. The County Council's commitment to rebuilding and/or refurbishing its special schools has been well recorded over the years. The Education Cabinet Committee was informed of the public consultation on this proposal by email on 2 December 2013.

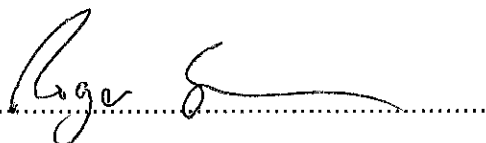
**2 December 2013**

The Education Cabinet Committee was informed of the public consultation on this proposal by email on 2 December 2013.

Any alternatives considered:

The Commissioning Plan for Education Provision 2013-18 explored all options and this proposal is the only suitable option for these schools.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:



Signed

.....

Date

**From:** Patrick Leeson, Corporate Director, Education, Learning and Skills

**To:** Roger Gough, Cabinet Member for Education & Health Reform

**Decision No:** 14/00013

**Subject:** Proposed expansion of Garlinge Primary School & Nursery

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 27 September 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Thanet – Margate West (Local Member: Jeffrey Elenor)

**Summary:**

**This report sets out the results of the public consultation on the proposal to commission an enlargement of Garlinge Primary School & Nursery from 3FE (90) to 4FE (120) from September 2014.**

**Recommendations:**

The Cabinet Member for Education and Health Reform is requested to take the decision to:

i. issue a public notice to expand Garlinge Primary School & Nursery from 3FE to 4FE increasing the published admission number to 120..

And, subject to no objections being received to the public notice

- ii. Expand the school
- iii. Allocate £2,500,000 from Education, Learning and Skills Capital Budget.
- iv. 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
- v. 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 The Thanet district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The district of Thanet is forecast to have a deficit of up to 42 places in September 2016 and in the Margate, Garlinge and Birchington planning areas, a deficit of up to 38 places in September 2014 and a deficit of up to 57 places in September 2015.

- 1.2 It is proposed to enlarge Garlinge Primary School & Nursery by 30 reception year places, taking the published admission number (PAN) from 90 to 120 (three forms of entry) for the September 2014 intake. Successive Reception Year intake will offer 120 places each year and the school will eventually have a total capacity of 840 pupils.
- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Garlinge Primary School & Nursery.
- 1.4 This report sets out the results of the public consultation which took place between 11 December 2013 and 27 January 2014. A public meeting was held at the school on 8 January 2014.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Garlinge Primary School & Nursery by 210 places taking the PAN to 120 (4FE) for the September 2014 intake and eventually a total capacity of 840 places.

a. Capital: The enlargement of the school requires the provision of 9 additional classrooms, as well as ancillary facilities. A feasibility study has been completed and a planning application submitted. The total cost is estimated to be in the region of £2,500,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b. Revenue: For a period of three academic years from September 2014, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c. Human: Garlinge Primary School & Nursery will appoint additional teachers, as the school size increases and the need arises.

## **3. Bold Steps for Kent and Policy Framework**

- 3.1 This proposal will help to secure our ambition, “to ensure every child can go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’..
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the future demand for up to 803 Reception Year places within the planning areas of Margate and Birchington and Garlinge, resulting in a deficit of up to 98 Reception Year places should the proposal not go ahead.

## **4. The Consultation Outcomes**

- 4.1 A total of 42 responses were received with 28 supporting the proposal and  
14 objecting to the proposal.



4.2 A summary of the comments received at the time of writing is provided at Appendix 1.

4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

## **5. Views**

5.1 The view of the Local Member: Jeffery Elenor Local Member for Thanet – Margate West has been consulted

5.2 The view of the Member of Parliament:  
Mr Roger Gale wrote on 14 January that he had confirmed with the Governors of Garlinge School that they are satisfied and in support of the proposal and therefore he had no hesitation in welcoming the proposal to expand the school.

5.3 The Headteacher and Governing Body:  
The Headteacher and Governing Body support the Local Authority proposal to enlarge Garlinge Primary School & Nursery.  
The Chair of Governors wrote on behalf Governing Body to endorse their agreement of the proposal to expand the school to 4FE.  
“We have discussed the proposal and believe that it will be in the interests of the children in the area. We do have the space for expansion on our large site with hopefully minimal impact on the present pupils. Additional buildings proposed will also enhance the educational opportunities for both the pupils already attending the school and the future intakes. We also believe that our teaching and support staff have the capacity to absorb the increased numbers without detriment to our present high standards.”

5.4 The views of the Area Education Officer:  
The Area Education Officer for East Kent 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 increase demand in the area. All other schools in the planning area have been considered.

Garlinge Primary School & Nursery is a popular and inclusive school. The school’s location means it is ideally placed to meet the forecast demand for primary school places in Thanet.

## **6. Proposal**

6.1 The proposed expansion of Garlinge Primary School & Nursery will increase the value of KCC’s property portfolio by adding value to the school buildings.

6.2 The proposed expansion of Garlinge Primary School & Nursery is subject to KCC statutory decision making process and planning.

6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

## **7. Delegation to Officers**

- 7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, proves a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

## **8. Conclusions**

- 8.1 Forecasts for the Thanet district indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

## **9. Recommendations**

The Cabinet Member for Education and Health Reform is asked to consider the responses to the public consultation and agree to:

- i. Issue a public notice to expand Garlinge Primary School & Nursery, by 210 places from 3FE (90) to 4FE (120).

And, subject to no objections being received to the public notice

- ii. Expand the school
- iii. Allocate £2,500,000 from Education, Learning and Skills Capital Budget.
- iv. 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
- v. 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.

## **10. Background Documents**

Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your\\_council/priorities,\\_policies\\_and\\_plans/priorities\\_and\\_plans/bold\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

Kent Commissioning Plan for Education Provision 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

Consultation Document and Equalities Impact Assessment

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

## **11. Contact Details**

Report Author

Marisa White, Area Education Officer – East Kent

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Relevant Director:

Kevin Shovelton, Director of Education Planning and Access

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Email address:

[kevin.shovelton@kent.gov.uk](mailto:kevin.shovelton@kent.gov.uk)

**The proposed expansion of Iwade Community Primary School to increase the PAN from 60 to 90 places**

**Summary of written responses**

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

	Support	Against	Undecided	Total
Parents/Carers	4	5	-	9
Governors	-	-	-	-
Members of Staff	19	-	-	19
Interested Parties	2	9	1	12
<b>Total</b>	<b>25</b>	<b>14</b>	<b>1</b>	<b>40</b>

**In support of the proposal**

Staff:

- This is a fantastic opportunity for Garlinge and the wider community. As a fully inclusive school with good results the expansion can only benefit future generations of Margate children.
- This would be a very good long term solution for the increased demand on places, due to the capacity of the site, which was previously being used as a 4FE school, and the rapidly increasing attainment achieved by the children at Garlinge.
- There is clearly a need for more school provision in an area with more housing proposed.

Parents:

- I agree to the proposal to increase in take for Garlinge Primary School

Other Interested Parties

- I have no objection to increasing pupil numbers but am concerned about road safety for children.

**Undecided**

Other Interested Party

- I understand that extra places are needed, the problem is the parking.

**Against the proposal**

Parents:

- The increased numbers in classes is unsettling and impacted on my own child's performance.
- I feel the quality of education presently would suffer.
- We feel that an increase in capacity will not be good for the area.
- I am against this proposal as the children joining the school will mostly be non-English speaking families and I feel it will not benefit my child's education or the school.

- 

Other Interested Parties:

- I strongly disagree with this proposal as it is not viable on safety grounds with congested roads, lack of parking and inadequate infrastructure.
- By making the school bigger there is going to be more cars, more safety risks to children, no parking for local residents.
- It would be nice for local residents to have the option of a one way street to be put in place or a local reduced rate in drop kerbs as residents struggle as it is.
- I do not agree with the proposed expansion only due to the lack of parking facilities and the increased traffic this will bring.

**Proposal to expand Iwade Community Primary School,  
Public Consultation Meeting – Monday 18 November 2013**

<b>Panel</b>	<b>Mr Leyland Ridings (Chair)</b>	<b>Chair of Education Cabinet Committee</b>
	<b>Mrs Marisa White</b>	<b>Area Education Officer (East Kent)</b>

**In Attendance**

	<b>Mrs Jane Wiles</b>	<b>Area Schools Officer</b>
	<b>Mrs Ann Davies</b>	<b>Public Meeting Recorder</b>
	<b>Mrs Di Springett</b>	<b>Headteacher</b>
	<b>Mr William Herbert</b>	<b>Chair of Governors</b>

The meeting was chaired by Mr Leyland Ridings and was attended by approximately 10 people including parents, governors, staff and other interested parties.

A short presentation outlining the proposal for expansion and the reasons for the proposal being brought forward by KCC was given by Marisa White. Marisa White explained that this is the consultation for the education case and that a separate planning consultation had taken place. She explained that the school would grow over a 7 year period as each successive Year R admission number increases from 90 to 120.

James Williams, Deputy Headteacher at Garlinge Primary School gave a presentation outlining the school's improved attainment at both KS1 and KS2 over the past three year period.

Di Springett, Headteacher spoke about how the school was going from strength to strength and had served the local community for 80 years.

William Herbert, Chair of Governors spoke about when Garlinge had been two separate infant and junior schools and at that time both schools had been four forms of entry. The new buildings would make a big improvement to the school accommodation.

<b>Issues Raised</b>	<b>Response from Marisa White unless otherwise denoted</b>
Can the school be sure that the building development and provisions will be made in time so that the children won't suffer from lack of provision.	The local authority is confident that the building project will delivered in one phase and on time for occupation in September 2014. Weekly meetings will be held with the school and the contractor. Some work will go on during the holiday periods and areas will be zoned and closely managed to ensure the health and safety of the children.
Will the number of TAs increase for non-English speaking children.	Di Springett, Headteacher responded saying that the school was already working on a plan for staffing and looking at the breadth of experience of teaching staff and TAs. The school

<b>Issues Raised</b>	<b>Response from Marisa White unless otherwise denoted</b>
	already has a pastoral care team with pupil mentors, a language TA and SENco.
Will there be more parking	The school will produce a new travel plan. As part of the design and planning application, parking is being investigated for enough spaces and spaces for additional staff. Governors are looking at drop-off points. All options will be looked at to mitigate issues and to look at easing the situation.
Do the bus companies know that Garlinge is expanding and will KCC be liaising with transport services	We will be informing KCC's Transport Integration Service who work with the bus companies. We cannot predict numbers from the Margate area but we can let them know about the expansion. William Herbert, Chair of Governors responded that the governors had held discussions with the bus company.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough

Cabinet Member for Education and Health Reform

DECISION NO:

14/00013

: For publication

**Subject: Proposal to expand Garlinge Primary School & Nursery**

Decision:

**As Cabinet Member for Education and Health Reform, I agree to**

- i. Issue a public notice to expand Garlinge Primary School & Nursery, by 210 places from 3FE (90) to 4FE (120).

And, subject to the closure of the Public Notice a further Cabinet Member decision will be taken to:

- ii. Expand the school
- iii. Allocate £2,500,000 from Education, Learning and Skills Capital Budget.
- iv. 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
- v. 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.

**Reason(s) for decision:**

The Thanet section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 42 additional Reception Year places within Thanet district. The expansion of Garlinge Primary School & Nursery will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a popular and inclusive school. In reaching this decision I have taken into account:

- The views expressed by those attending the public consultation meeting on 8 January 2014;
- The views of the Governing Body and Staff of the School and the local Member of Parliament;
- The Equalities Impact Assessment and comments received regarding this

**Financial Implications**

It is proposed to enlarge Garlinge Primary School & Nursery by 210 places taking the PAN to 120 (4FE) for the September 2014 intake and eventually a total capacity of 840 places.

a. Capital: The enlargement of the school requires the provision of 9 additional classrooms, as well as ancillary facilities. A feasibility study has been completed and a planning application submitted. The total cost is estimated to be in the region of £2,500,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b. Revenue: For a period of three academic years from September 2014, the school will

receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c. Human: Garlinge Primary School & Nursery will appoint additional teachers, as the school size increases and the need arises.

**Cabinet Committee recommendations and other consultation:**

**27 September 2013**

The Committee endorsed the Kent Commissioning Plan on 27 September 2013, which identified a need to expand Garlinge Primary School & Nursery.

**Local Member**

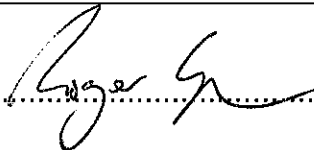
Jeffery Elenor Local Member for Thanet – Margate West has been consulted

**Any alternatives considered:**

The Commission Plan for Education Provision 2013-18 explored all options and the expansion of the school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

None



4/2/14

Signed

date