

**EDUCATION AND YOUNG PEOPLE'S SERVICES  
CABINET COMMITTEE**

**Wednesday, 15th April, 2015**

**10.00 am**

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





## AGENDA

### EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

**Wednesday, 15 April 2015 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Christine Singh**  
Telephone: **03000 416687**

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

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

Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr D L Brazier, Mrs M E Crabtree, Mr S C Manion, Mr M J Northey, Mr J M Ozog and Mr C R Pearman

UKIP (2) Mr L Burgess and Mr T L Shonk

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

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#### **UNRESTRICTED ITEMS**

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

#### **A - Committee Business**

A1 Introduction/Webcast announcement

A2 Membership

To note that Mr Brazier has replaced Mr Balfour on this Cabinet Committee.

A3 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present.

**A4** Declarations of Interest by Members in items on the Agenda

To receive any declarations of interest made by Members in relation to any matter on the agenda. Members are reminded to specify the agenda item to which it refers and the nature of the interest being declared.

**A5** Minutes of the meeting held on 13 January 2015 (Pages 9 - 18)

To consider and approve the minutes as a correct record.

**A6** Verbal updates

To receive a verbal update from the Cabinet Members for Education and Young People's Services, Community Services and Specialist Children's Services, and the Corporate Director of Education and Young People's Services, on issues including the following:

- Commons Education Select Committee report on Academies and Free Schools
- Marlow/Ellington and Hereson situation

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

**B1** The Future of Furness School (Pages 19 - 72)

To receive a report from the Corporate Director for Education and Young People's Services, to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to issue a public notice to discontinue Furness School and, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015 and initiate the statutory consultation proposal process to establish a satellite provision of Broomhill Bank School on the Furness site from 1 September 2015.

**B2** The Future of Stansted CEP School (Pages 73 - 114)

To receive a report from the Corporate Director for Education and Young People's Services, to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to issue a public notice to discontinue Stansted Church of England Primary School and, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015.

**B3** Proposal to establish a Specialist Resource Base Provision for students with a Statement of Special Educational Needs or Education and Health Care Plan equivalent for Autistic Spectrum Disorder at Hugh Christie Technology College. (Pages 115 - 126)

To receive a report from the Corporate Director for Education and Young People's Services, to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to issue a public notice to establish a new Specialist Resource Base Provision

(SRBP) within Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU, for pupils with a statement of Special Educational Needs or Education, Health and Care Plan equivalent for ASD, for September 2015 and, subject to no objections not already considered, implement the proposal for September 2015

**B4 Oasis Academy, Hextable: closure (Pages 127 - 134)**

To receive a report from the Corporate Director for Education and Young People's Services and to consider and note the action in relation to the closure of Oasis Academy Hextable, the relocation of the Speech and Language Unit to the Leigh Academy, the need to review pupil place planning for the secondary phase in the Hextable, Swanley and Dartford area and the need to determine the future of the Hextable site.

**C - Other items for comment/recommendation to the Leader/Cabinet Member/Cabinet or officers**

**C1 Post 16 Transport Policy (Pages 135 - 156)**

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services and to note the proposed Post 16 Transport Policy, which is currently out to consultation and remains unchanged from 2014/15, and endorse its future implementation and determination by the Cabinet Member, pending any feedback from the formal consultation currently underway.

**C2 Basic Need Funding Allocation (Pages 157 - 160)**

To receive a report from the Corporate Director of Education and Young People's Services that sets out the annual schools capital funding Basic Need Funding Allocation, announced by the Department for Education in February 2015, which the Committee is asked to consider and note.

**C3 Adult Learning, Skills and Employment Strategy 2015 - 2018 (Pages 161 - 242)**

To receive a report from the Cabinet Member for Education and Health Reform, the Cabinet Member for Community Services and the Corporate Director of Education and Young People's Services that presents the final draft of the Adult Learning, Skills and Employment Strategy and reports on the consultation process. The Committee is asked to endorse the amended Strategy, following consultation, and recommend to the Cabinet to approve the Adult Learning, Skills and Employment Strategy for Kent.

**C4 Update on Children's Centres (Pages 243 - 248)**

To receive a report from the Cabinet Member Specialist Children's Services and the Corporate Director of Education and Young People's Services and to consider and endorse or make a recommendation to the Cabinet Member on the proposals set out and endorse the management actions taken in regard to future delivery of the Children's Centres core purpose.

**C5 Education and Young People's Services Directorate Business Plan for 2015/16 (Pages 249 - 314)**

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services, to consider and comment on the draft Education and Young People's Directorate Business Plan 2015-16 and note that the final Directorate Business Plan will be published online in May 2015.

C6 Work Programme 2015 (Pages 315 - 320)

To receive a report by the Head of Democratic Services which gives details of the proposed work programme for the Education and Young People's Services Cabinet Committee.

**D - Monitoring of Performance**

D1 Risk Management - Strategic Risk Register (Pages 321 - 346)

To receive a report from the Cabinet Member for Education and Health Reform, the Cabinet Member for Community Services and the Cabinet Member for Specialist Children's Services and the Corporate Director of Education and Young People's Services, and to consider and comment on the directorate risk register and relevant corporate risk appended to the report.

D2 Education and Young People's Services Directorate Scorecard (Pages 347 - 370)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services, and to review and comment on the new Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate.

**EXEMPT ITEMS**

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

Peter Sass  
Head of Democratic Services  
(01622) 694002

**Tuesday, 7 April 2015**

*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.*

## KENT COUNTY COUNCIL

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### EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 13 January 2015.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mr W Scobie, Mr T L Shonk and Mr M J Vye

ALSO PRESENT: Mr P J Oakford and Mr P M Hill, OBE

IN ATTENDANCE: Mr P Leeson (Corporate Director Education & Young People Services), Mr K Abbott (Director School Resources), Mr D Shipton (Head of Financial Strategy), Mr S Bagshaw (Head of Fair Access), Ms S Dunn (Head of Skills and Employability), Mrs L Simpson (Acting Head of Inclusion) and Ms C A Singh (Democratic Services Officer)

#### UNRESTRICTED ITEMS

**49. Apologies and Substitutes**  
(Item A2)

Apologies were received from Mr Balfour, Mr Manion, Mr Tear and Mr Brunning. Mr Brookbank attended as substitute for Mr Balfour.

**50. Declarations of Interest by Members in items on the Agenda**  
(Item A3)

No declarations were received.

**51. Verbal updates**  
(Item A4)

1. The Cabinet Members, Mr Gough and Mr Oakford; and the Corporate Director gave their verbal updates and highlighted the following:-

2. The Corporate Director, Mr Leeson, advised that Ofsted published its annual report on Schools and Early Provision in December and held good news for Kent on Early Years provision and outcomes for children at the Early Years Foundations Stage were mentioned as one of the examples of best practise in the country. The validated assessments for Key Stage 2 were available and Kent achieved 79% at level 4 in reading, writing, mathematics at the end of primary at the age of 11 years which was in line with the national average and a significant step forward for Primary education in Kent.

3. The Cabinet Member, Mr Gough, spoke on the National Funding Schemes advising that there were likely to be announcements on the range of future national

funding schemes with include; (1) Basic Need – news was expected on the allocation for 2017/18, Kent had made representation on the particular demographic pressures in Kent including inward migration in to the county following, what was considered, inadequate funding for 2015/17. Mr Gough explained that during the announcement of the 2015/17 funding the government held back £300 million for allocation of areas of particular pressure. (2)The Priority School Build II [A partial substitute for Building Schools for the Future] of £2 billion, Kent had submitted bids for 19 Kent maintained schools a total of £75.5 million, some schools, academies, had made their own bids. (3)There was a small additional pot of money available to local authorities of £20 million in relation to universal Free School Meals. Kent submitted 16 bids, totalling just over £3 million. The outcome of the all the bids was awaited.

4. The Cabinet Member, Mr Oakford, advised that a report would be submitted to the next meeting of the Children’s Social Care and Health Cabinet Committee on 20 January 2015 regarding the implementation of the work carried out by Newton Europe on the Service Design phase of the 0-25 Unified Programme.

5. Mr Oakford praised the Swattenden facility which he visited on 13 January.

6. Mr Oakford advised that he had been accompanying social workers once a week, attending their offices and making visits to clients. He had also free up time to spend time every other week with an Early Prevention officer and planned to visit every Children Centre across Kent over the coming months.

7. Mr Gough. Mr Oakford and Mr Leeson noted comments and responded to questions as follows:

a) Mr Leeson advised that the school improvement services offered support to every school in Kent whether it was a local authority school or not. Time was allocated to every academy and the offer was made and largely the offer of support was accepted. There were a small number of cases where the offer was refused. Marlow Academy had been experiencing difficulties for some time and the local authority had been speaking with the DfE and the Regional Schools Commissioner for the South East of England about the declining standards in the school. There had been some progress in recent weeks in terms of the schools openness with the local authority’s School Improvement Service which was a break though. For the past year the local authority had brokered areas of support for the Marlow Academy from other schools in the area. The criticism by the Ofsted report was fact but it was difficult when the local authority was not permitted to have direct intervention power over an academy when it was under performing and they chose not to engage. He advised that there were now positive steps being made with Marlow Academy. Mr Leeson considered that the wording by Ofsted was not helpful as the inspectors were fully aware of the limits of the local authority regarding academies and he would be taking this up with Ofsted as the wording gave the wrong impression to those who did not have knowledge of the limitations the local authority had regarding its intervention with academies.

b) Mr Leeson advised that he had spoken with Mr De Haan about the two academies he sponsors. There had been every indication from Mr De Haan that he wanted regular conversations with the local authority but the



decision to engage with the local authority had been made by the school's governing body.

- c) Mr Oakford advised that a grass root review on fostering had been completed. He welcomed the opportunity to speak with Mr Cowan on his views.
  - d) Mr Gough agreed that the number of primary school places had been increasing and would continue to do so, although there had been a drop in the birth rate in 2013 but it was not known whether this was a blip. He considered that it would be interesting to note what happens in the secondary sector as this had been a dip for some time and those presently in primary school would be working their way through the system to secondary school. Seven new primary Kent schools would be opening in September 2015. Pressures for primary school places would remain. The local authority would have to wait to see what it received from Basic Schools allocations to see how best to respond to the pressures.
  - e) Mr Gough agreed to submit a report on the conditions of all Kent schools to a future meeting of the Capital Group and a decision to be made at that meeting on the need for any issues to be submitted to this Cabinet Committee.
  - f) Mr Gough advised that some of the seven new primary schools would not be fully opened but would open in a phased way.
  - g) Mr Leeson agreed to submit a report on how the Kent interacts with Kent academies.
  - h) A Member highlighted that the data from the Education and Young People's Services Directorate and Corporate Parenting Panel needed to co-ordinate their figures when reporting on the attainment of children in care. Mr Gough advised that the Management Information Unit used published data.
8. RESOLVED that the responses to questions by Members and the information in the verbal updates be noted.

**52. Proposed Co-ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2016 /17**  
*(Item B1)*

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education and Young People's Services)*

*(Mr S Bagshaw, Head of Fair Access, was also present for this item)*

- 1. The Corporate Director, Mr Leeson, introduced a report on the outcome of the consultation on the proposed scheme for admission to Primary and Secondary School in September 2016 including the proposed process for non-coordinated In-Year Admissions which would be determined by Cabinet.

2. The Head of Fair Access, Mr Bagshaw, highlighted that there were no proposals to change community and voluntary controlled schools. There were minor changes including Ramsgate Primary School to introduce a linked arrangement and consultations were being held presently, which may result in minor changes to the report.

3. Mr Leeson and Mr Bagshaw noted comments and responded to questions as follows:-

- a) Mr Bagshaw advised that the local authority did consult with neighbouring authorities most conformed to the nationally set term dates.
- b) Mr Bagshaw advised that the local authority has the authority to direct schools to take children in care. There was mostly a good understanding from schools as the local authority would not want to put a child in the wrong place.
- c) Mr Leeson advised that due to the exceptional pressures in Thanet on primary school places the local authority would speak with the placing authority about not placing children in Thanet. This was not a special rule but was appropriate to manage the situation and it would not be appropriate to make a reference to this in the Admissions documentation. Mr Bagshaw advised that there was clear legislation on this matter; these were arrangements for school settings and not beyond.
- d) Mr Leeson confirmed that the local authority was obliged by law not to exceed 30 in a class at Key Stage 1 but in exceptional circumstances for Key Stage 2 also.

4. RESOLVED that:-

- a) the responses to questions by Members be noted; and
- b) the Education and Young People's Cabinet Committee endorsed the proposed decision to be made by Cabinet to accept and determine:
  - i) the Coordinated Primary Admissions Scheme 2016/17 incorporating the In Year admissions process as detailed in Appendix A of the report.
  - ii) the Coordinated Secondary Admissions Scheme 2016/17 incorporating the In Year admissions process as detailed in Appendix B of the report.
  - iii) the oversubscribed criteria relating to Community and Voluntary Controlled Infant, Junior and Primary schools in Kent 2016/17 as detailed in Appendix C (1) of the report.
  - iv) the oversubscribed criteria relating to Community and Voluntary Controlled Secondary schools in Kent 2016/17 as detailed in Appendix D (1) of the report.
  - v) the Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2016/17 as set out in Appendix C (2)

- vi) the Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2016/17 as set out in appendix D (2).
- vii) the relevant statutory consultation areas for Kent Primary School 2016/17 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2016/17 as set out in appendix D (3).

**53. Elective Home Education Policy**  
*(Item B2)*

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People's Services)*

*(Ms L Simpson, Acting Head of Inclusion was also present for this item)*

1. The Cabinet Member, Mr Gough introduced the report on the draft Elective Home Education (EHE) Policy. He explained that Cabinet Agreed to defer approval of the revised EHE Policy pending further consideration and a process of engagement on the revised EHE policy.
2. Mr Gough highlighted paragraph 1.2 of the report regarding the significant increase in EHE registrations from 703 in 2008 to 1326 in 2013-14. There was particular concern with vulnerable groups which had formed the focus for the revised Policy. The current practise had shown that some families had been using EHE as a last resort and were not choosing the option proactively. Mr Gough identified that the law and guidance in 2007 offered no clarity as to how the local authority would know there was an issue. Paragraph 4.2 highlighted the conditions where heightened risks would be identified. A decision report would be submitted to Cabinet for consideration.
3. The Corporate Director, Mr Leeson, explained that there were varying positions from other local authorities on the issue of EHE but Kent's view was to be proactive. There had been a rapid increase in EHE, especially adolescents who had been consistently absent from school or who had been excluded. The Policy was required to ensure where there was some reason for concern the child and the evidence of learning would be seen. Where there had been a breakdown of communication between the parents and the school or cases of bullying there had been a good back record of getting those issues resolved and those children back to school.
4. Mr Gough, Mr Leeson and Ms Simpson responded to questions by Members as follows:-
  - a) Mr Leeson advised that there were no exam results available for EHE. There were 1400 EHE in Kent and half of those were not visited, there was no contact and there was no one monitoring them.
  - b) Ms Simpson advised that 50% of EHE had visits and 300 had returned to mainstream education.
  - c) Mr Gough explained that the local authority had to act within the law and guidance and it could not exceed its powers. Kent was doing everything it could. If a child did not fall into one of the categories set out in the report

where there is a whistle blower it would come under the category “reason to believe” which would give the local authority access.

- d) Members noted that there were excellent examples of EHE but the Policy was the best way to reconcile principles to keep children safe and well educated.

5. RESOLVED that:-

- a) the responses to questions by Members and the report be noted; and
- b) the Education and Young People’s Services Cabinet Committee agreed that a process of engagement be undertaken on the revised EHE Policy, prior to consideration by Cabinet.

**54. Adult Learning and Skills Strategy 2015 - 2018**

*(Item B3)*

*(Report by Mr P Leeson, Corporate Director for Education and Young People’s Services)*

*(Ms S Dunn, Director of Skills and Employability, was also present for this item)*

1. The Corporate Director, Mr Leeson, introduced the report that outlined the consultation process on the draft Adult Learning and Skills Strategy for Kent. The Strategy would help to increase adult employment, provide better pathways, increase participation especially for vulnerable and disability groups and refocus the County Skills Service.

2. Mr Leeson and Ms Dunn responded to questions by Members which included the following:

- a) A comment was made that this was an excellent report and a comprehensive Kent Adult Datapack and congratulations were extended to the Skills and Employability Team.
- b) A Member looked forward to receiving the outcome of the consultation at the 7 April meeting.

3. RESOLVED that:-

- a) the responses to questions by Members be noted;
- b) the Education and Young People’s Services Cabinet Committee endorsed the recommendations to the Cabinet Member for Education and Health Reform to undertake consultation on the Adult learning and Skills Strategy for Kent; and
- c) agreed to receive the outcomes of this consultation at the Education and Young People’s Services Cabinet Committee meeting on 7 April 2015.

**55. Budget 2015/16 and Medium Term Financial Plan 2015/18**  
*(Item C1)*

*(Report by Mr J Simmonds, Deputy Leader and Cabinet Member for Finance and Procurement, Mr R Gough, Cabinet Member for Education and Health Reform, Mr M Hill Cabinet Member for Community Services and Mr A Wood, Corporate Director for Finance and Procurement)*

*(Mr D Shipton, Head of Financial Strategy and Mr K Abbott, Director of School Resources were also present for this item)*

1. The Head of Financial Strategy, Mr Shipton, introduced the report that sets out the proposed draft budget 2015/16 and the Medium Term Financial Plan (MTP) 2015/18 as it affect the Education and Young People's Services. He advised that the provisional settlement had been received on 18 December and the settlement on 23 December and the final draft budget was published on 12 January 2015.

2. The draft Budget was based on the provisional settlement from government received on 18 December 2014, and the provisional Council Tax figures, which had been received just before Christmas. The provisional settlement had been largely as expected but the Council Tax base showed a 1.7% increase on the current year, which was higher than expected. The budget consultation had been based on an increase of 0.5% providing an extra £6.2m available in the budget. This additional tax base had been allocated in the draft budget to cover additional spending of £2.8m; including pressures on school transport. There were no savings proposals that directly affected this portfolio.

3. The Cabinet Member, Mr Gough, advised that the Education and Young People's Services Directorate budget would contribute to the overall budget savings of the County Council.

4. Mr Gough highlighted that there were particular pressures with SEN transport of £1.8m. There were steps being taken to deliver savings through a range of initiatives including travel training for vulnerable young adults, personal budgets for families and the devolution of some budgets to schools. He referred to SEND Strategy, which was building up capacity in Kent for more local SEN provision, which would also help deliver savings.

5. Mr Gough stated the successes of the trading activity eg Education psychology and School Improvement. There was restructuring being carried out and the reduction in staffing was being carried out where possible through natural wastage. Many of the posts proposed to be deleted are already vacant. Wherever possible frontline serves would be protected.

6. Mr Gough explained that we were in the fifth year of flat cash for the DSG in 2015/16 and within this pressure on schools continued to mount. A change in the funding formula tied closely to pupil numbers and the demography of number in the secondary schools being at a relatively low level at present were adding to the pressure on schools.

7. Mr Gough, Mr Shipton and Mr Abbott noted comments and responded to questions by Members follows:

- Members thanked officers for arranging the budget to be available for consideration at the meeting. [The draft budget appendices 1, 2, 3 and 4 were restricted from publication until 12 January when they were made available to the public]. Member agreed to this method being used for future budget reports.
- Members were advised that the virements that had occurred throughout the year and base budget adjustments would be detailed in the final budget book for submission at the next County Council meeting in February.
- Members were advised that the Travel pass was negotiated through the Integrated Transport Unit and any reports are submitted to the Environment and Transport Cabinet Committee.

8. RESOLVED that:-

- a) the responses to questions by Members be noted; and
- b) the draft budget 2015/16 and MTFP 2015/2018 (including responses to consultation and Government announcements) and make recommendations to the Cabinet Committee Member for Finance and Procurement and the relevant Cabinet Members for Education and Young People's Services on any other issue which should be reflected in the budget and MTFP prior to Cabinet on 28 January 2015 and County Council on 12 February 2015.

**56. Supporting the Well-Being and Effectiveness of Headteachers**  
(Item C2)

*(Report by Mr P Leeson, Corporate Director of Education and Young People's Services)*

1. The Corporate Director, Mr Leeson, introduced a report that sets out the way the Local Authority worked with Headteachers to support them in being effective in carrying out their responsibilities to lead good schools, and how the Local Authority discharged its duty of care for the wellbeing of Headteachers.

2. Mr Leeson advised that schools continued to be supported by local government services. Every school has named officers from a range of local authority services that were attached to the school and worked with them, including the four Area Education Officers and School Improvement Advisors.

3. The local authority supports the recruitment of new Headteachers and provides advice, support and guidance, training and other professional development opportunities.

4. The Kent Association of Headteachers supports collaborative working and partnership arrangements between Headteachers through specific funding allocated by the Schools Funding Forum.

5. Kent continues to provide a wide range of support to school where Headteachers should not be without support, both professional and personal support.

Where Headteachers are experiencing stress they are encouraged to take up support from a trusted colleague or to access County Council's counselling service.

6. Mr Leeson responded to questions by Members as follows:

- a) A Member commented that this was a timely report as it listed the types of support that can be offered to Headteachers and teachers.
- b) A Member commented that the contents of the report was the right way forward in supporting Headteachers particularly those with difficulties in their schools. He stated that Headteachers had made representation to him regarding their fears for their careers. Mr Leeson stated that the success of the education system in Kent depended on the quality of its Headteachers. Kent had strong school leadership with nearly 80% of schools in Kent being judged good or outstanding and this would not be achieved without good leadership and management. Mr Leeson said that Kent was enormously grateful for the work carried out by its Headteachers to improve Kent schools. 25 schools in Kent had failed their Ofsted inspections and the aim was to reduce that number significantly and avoid schools having that experience in the future. In a number of cases that would have been through the failure in leadership. He clarified what he said at previous meetings by stating that it was government policy that a failed school in Ofsted terms would become an academy with a change in leadership and governors as a result. This was not necessarily the case as Kent had supported Headteachers in schools that received an inadequate rating because they had not been in post that long and were effective leaders. Support would be given to continue the improvements they were there to achieve. Kent had a responsibility to take action where leadership was unable to do the job.

7. RESOLVED that:-

- a) the responses to questions by Members be noted; and
- b) the Education and Young People's Cabinet Committee noted the contents of the report and endorsed the actions being taken by the Local Authority to support Headteachers to be effective leaders of their schools.

## **57. Work Programme 2015**

*(Item C3)*

*(Report by Mr P Sass, Head of Democratic Services)*

1. The Democratic Services officer, Mrs Singh, invited Members to suggest items for future meetings.
2. In response to a request, Mr Leeson agreed to submit a report explaining the interaction between the Local Authority and Academies and for decisions on proposed Commissioning agreements to be submitted to future meetings of the Cabinet Committee.
3. RESOLVED that the Work Programme appended to the report be noted subject to the additional items detailed in paragraph 2 above being included.

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From: Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee  
15 April 2015

Subject: The Future of Furness School

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swanley & Hextable, Robert Brookbank

**Summary: This report sets out the results of the public consultation on the proposal to close Furness School with effect from 31 August 2015.**

**Recommendation(s): The Education and Young People's Services 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 Furness School,**
- (ii) and, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015,**
- (iii) and initiate the statutory consultation proposal process to establish a satellite provision of Broomhill Bank School on the Furness site from 1 September 2015**

## **1. Introduction**

- 1.1 Furness School is a Special School in Hextable in the northern part of Sevenoaks District. It has a designation for 60 Key Stage 3 and 4 students with Autism Spectrum Disorder.
- 1.2 There is a small residential provision on site currently occupied by 8 students. At the time of writing the school has a total of 31 students on roll, of which 8 are Behavioural Emotional, Social Need (BESN) pupils.
- 1.3 The school is only 52% full. Despite increased numbers of students with Autism Spectrum Disorder (ASD), it is not a popular choice with parents, many of whom have declined offers of placements there for their children.
- 1.4 Several years of low numbers have created an environment where costs are higher than the available funding, meaning there is a budget deficit that will

worsen every year. The cumulative deficit for Furness School will be £1.6m at this financial year's end. This is unsustainable.

- 1.5 The school was inspected by Ofsted in December 2013 and judged to be 'Requiring Improvement', following a period of the school being in special measures. During 2014, there were three progress reviews, all judging the school to still be requiring improvement.
- 1.6 In July 2012, the school's governing body was replaced by an Interim Executive Board (IEB) and the decision was taken not to admit any new students for the next year while the school consolidated and improved standards, behaviour and safeguarding. KCC entered into a contract with Lilac Sky Schools Trust to provide management and improvement support to Furness with the aim of Furness converting to Academy status within Lilac Sky and moving the school to a Good OFSTED judgement.
- 1.7 Subsequently Lilac Sky declined the option to sponsor Furness School as an Academy but continued to provide leadership support and back office support to the school.

## **2. Background**

### **Financial Position**

- 2.1 The primary reason for proposing closure of Furness School is the financial position, resulting from low pupil numbers and declining confidence on the part of parents. This budget deficit is aggravated by other factors such as the changes in the funding formula for Special Schools, the result of which is that Furness School has a budget deficit of £1.6m at the end of the 2014/15 financial year. The current costs of running the school significantly exceed the available income, which is unsustainable.
- 2.2 The national methodology for funding high needs students changed in April 2013, resulting in the majority of funding being linked to individual students and the months they are on the school roll. Previously, funding was allocated to Special Schools based wholly on the number of places available (regardless of the number of students actually attending). Place-led funding is now only guaranteed at £10,000 per annum per place. The remaining funding then fluctuates during the year dependent on the actual number of students on roll. The place funding equates to £10,000. The school then receives "Top Up Funding" for each student on roll which is the balance of funding between the individual total cost of the student and the £10,000. For an ASD day student the top up funding is in excess of £16,000 per annum.
- 2.3 For the financial year Special Schools are guaranteed an agreed number of places at £10,000 per place, and will receive this funding regardless of the actual numbers attending the school. Top Up funding, however, follows the student in real time on a monthly basis. Therefore if the student leaves the Top Up funding will stop at the end of the same month.

- 2.4 Low numbers of students compared to the high staffing ratios that were retained to maintain and improve standards have contributed to the significant budget deficit. In addition, student numbers are not expected to increase, which would see the deficit becoming worse, year on year.
- 2.5 Furness School was closed briefly in 2013 due to unsafe behaviour by the students and the lack of capacity among the staff to manage this. At the time the school was designated for students with Behavioural, Emotional, Social Needs (BESN). This undoubtedly contributed to the perception of the school in the wider community. In 2014, the school was re-designated to offer 60 places to students with ASD, but it has proved difficult to change the perceptions of parents quickly.
- 2.6 The law allows parents a preference for a particular maintained school unless one of two strict caveats apply; or in a particular non-maintained special school where it represents an efficient use of the public purse and is necessary for the student to access education. Where the cost of the parent's preferred school is lower than the alternative proposed by the Council, its duty is to have regard for the parents' wishes. This means the parent's preferred placement is likely to be agreed. This, tied with the unpopularity of the school, means that not only are parents choosing other provisions, but the local authority cannot allocate places at Furness School.
- 2.7 **Capital** – (Premises) The Furness School building and the site is owned entirely by KCC. In the event that the school is closed, the site should be retained for educational provision. Figure 10.10 on page 50 of the [2015 – 2019 Kent Commissioning Plan](#) indicates a trend of increasing numbers of children with ASD. Paragraph 10.24 describes the need to increase the number of ASD places, both through Special School places and through mainstream schools that have developed expertise in supporting children with ASD. This proposal, the related proposal to establish a new satellite provision and the associated proposals at Hugh Christie Technology College and Wilmington Academy, would see a net increase in the number of ASD places in North and West Kent areas.
- 2.8 **Revenue** – The school is costing more to run than there is available through delegated funding. There is an accumulated budget deficit of £1.6m and this is expected to increase significantly, should the school remain open for another financial year. Furness School currently has twelve Year 11 students who will be leaving the school in July 2015. If less than twelve students accept a place at the school for September 2015, then the annual deficit will continue to increase.
- 2.9 Even before this proposal was first announced, there was very limited interest from parents, with no firm preferences being made for Furness for the coming school year. Since the proposal was announced, there have been two indications of interest. It is therefore, highly unlikely that there will be sufficient students accepting places at Furness to be able to reverse the budget deficit.
- 2.10 **Human** - The scale of reduction needed for the 2015/16 budget to be viable would further affect the school's ability to deliver the necessary improvements

and to recruit and retain staff. If a decision to close is determined, then staff would be placed at risk of redundancy.

- 2.11 **Transport costs** – There will be an impact on the transport budget, but it is too early to say whether there would be an increase or decrease. Discussions between staff and students are underway to determine appropriate provision in other schools for the students if the proposal for school to close is agreed. Home to school transport will continue to be provided in accordance with Kent County Council’s published policies with individual cases being considered on their merits.

### **School Standards**

- 2.12 Furness School received an Ofsted judgement of Grade 4 “Inadequate” in all areas in May 2012.
- 2.13 Furness School was closed briefly in 2013 due to unsafe behaviour by the students and the lack of capacity among the staff to manage this. At the time the school was designated for students with Behavioural, Emotional, Social Needs (BESN).
- 2.14 The OFSTED inspection in December 2013 removed the school from special measures. Instead the school was judged to be ‘Requiring Improvement’ but inspectors did identify areas for further improvement. Leadership and management was judged as ‘good’ but all other areas were judged as ‘requiring improvement’. The full report can be found on the Ofsted website [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- 2.15 Student achievement required improvement because “not all learners have been able to catch up with where they need to be when they leave school.” While some progress has been made on this, progress reviews identify this as an ongoing challenge.
- 2.16 Student safety and pastoral care were judged as strengths but the strategies to improve behaviour were “not always used to support their learning in class.” Attendance overall continued to be an issue but student attendance at lessons had improved. Progress has been made in both these areas as noted by the LA monitoring visits with continued improvement being made.
- 2.17 Standards within the school continue to cause concern. During 2014, there were three progress reviews, all judging the school to still be requiring improvement.
- 2.18 The Department for Education (DFE) School Organisation Guidance for Proposers and Decision-makers (January 2014) states that the Secretary of State may direct a LA to close a maintained school requiring special measures under Section 68 of the Education and Inspections Act 2006. However, for Furness School, the primary reason to propose closure is that the school is financially and educationally not viable.

### **Student Numbers**

- 2.19 Furness School was re-designated from BESD to ASD in 2014.

- 2.20 The number of young people entering the school each year is very small and these low numbers are not expected to increase within a reasonable timeframe. This is due to:
- the significant budget deficit which will cause a deleterious effect on the staffing and resources available.
  - the current Ofsted rating of 'requires improvement'.
  - the numbers of students and parents who have decided to take up places elsewhere, citing the poor reputation of the school.

### **Leadership Structure**

- 2.21 Concern about the quality of education provided by the school led to KCC making a formal request to the Secretary of State for an Interim Executive Board (IEB) to be established. The IEB was approved and it is chaired by a National Leader of Governance.
- 2.22 The IEB and KCC appointed the Lilac Sky Schools Academy Trust to provide management support to Furness with the intention of moving the school to a Good OFSTED judgement. Under their leadership the school was removed from Special Measures. In 2014, with the agreement from the IEB, KCC re-designated Furness to be an ASD provision following a full public consultation.
- 2.23 Due to the severity of the budget position Lilac Sky withdrew their interest in sponsoring Furness School as an Academy, as they believed the school was no longer financially viable. They have, however, continued to provide leadership and management support to the school, on contract to KCC.

### **Students**

- 2.24 This proposal has caused significant concern to parents and carers and students at Furness. The local authority initiated a comprehensive series of one-to-one meetings during February and March in which students and parents and carers were offered the opportunity to discuss options for the future, with their teachers. Following the one-to-one meetings, the Equality Impact Assessment was updated.
- 2.25 However, it is accepted by the local authority that there will always be students, of both Primary and Secondary age, who will need a place at a Special school in order for them to receive a satisfactory education.
- 2.26 As stated, at 2.7 above, the 2015 – 2019 Kent Education Commissioning Plan describes increasing numbers of children with ASD. The [KCC SEND strategy](#) illustrates the need to ensure that even as mainstream schools develop their SEN expertise in partnership with Special schools, there will also be a need for increased Special school places for the children and young people for whom mainstream is not appropriate to their needs.
- 2.27 KCC is working with Wilmington Academy and Hugh Christie Technology College to create two new Specialist Resourced Based Provisions, for students with ASD. The proposals are for the creation of a new Specialist Resource Base Provision for 50 students with ASD at Hugh Christie

Technology College in Tonbridge, with up to 10 per year group, and a 15 place provision at Wilmington Academy in Dartford district.

- 2.28 KCC is required to inform parents so that they can make a fully informed decision for the place for their child. Therefore, if parents expressed a preference for Furness School for September 2015 entry, they were notified in writing about the proposal to discontinue Furness School. Those parents were reminded of their right to amend their preference until the 6th February 2015.

### **3. Consideration of an Alternative Solution**

- 3.1 The local authority recognises the need to continue providing sufficient special school places for SEN pupils with ASD. This could be achieved by expanding another existing Special School while the existing Furness site could be used to provide a site and buildings for such an expansion. The Kent Association of Special Schools are strongly committed to sustaining sufficient special school places and have helpfully facilitated active consideration of an alternative solution should Furness Schools close.
- 3.2 What is clear from the consultation is that parents and students believe that there should be no break in the provision between July 2015 and the new term in September 2015.
- 3.3 Therefore the recommendation to Education Cabinet Committee is that the proposal to close Furness School is supported by a proposal to expand Broomhill Bank School utilising the Furness School site and buildings and to transfer the existing Furness pupils onto the roll of Broomhill Bank from 1 September 2015.
- 3.4 KCC Officers and the Governors and SMT of Broomhill Bank School have reached early agreement on this proposal. Broomhill Bank is a coeducational Foundation Special School, catering specifically for students with communication and interaction difficulties (C&I) who have a Statement of SEN and are likely to benefit from a place in a special school. Students eligible for places will probably have a diagnosis of autism, aspergers or other significant social communication difficulty, such as pervasive developmental disorder, and/or severe receptive or expressive language impairment or disorder.
- 3.5 Following an Ofsted inspection in December 2013, Broomhill Bank was judged to be a 'good' special school.
- 3.6 Broomhill Bank is already expanding over the next five years - from 80 students aged 11-19 (which includes up to 30 places in a Further Education Department) to 136 students - and the first two form year 7 entry started in September 2012.
- 3.7 The current designation of Broomhill Bank enables the school to meet the needs of the pupils currently attending Furness and to offer places for High Functioning ASD pupils in the future. However, Broomhill Bank is not currently designated for residential provision and so this would require a public

consultation, which could be concluded before September 2015, to ensure this provision could continue on the Furness site.

3.8 The proposals are to:

- Expand Broomhill Bank to 210 pupils
- Utilise the current Furness site as an extension/satellite of Broomhill Bank, for high functioning students with communication and interaction difficulties and ASD
- Enable the existing students at Furness with high functioning ASD to continue to access the current specialist provision.
- Continue to provide residential provision on the Furness site through redesignation of Broomhill Bank by carrying out a public consultation to secure this designation.
- Broomhill Bank, in conjunction with KASS and KCC will introduce robust plan to market the School, identifying potential students to create a sustainable model on two sites.

3.9 The benefit of these proposals would be to enable children with high functioning ASD on the current Furness roll to continue to access specialist provision and ensure that future cohorts of children with high functioning ASD continue to have access to specialist provision in line with need and parental preference

#### **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’.

##### **Legal Implications**

4.2 Under section 16(3) of the Education and Inspections Act 2006 a proposer of a school closure must have regard to any guidance issued by the Secretary of State. The current guidance ‘School Organisation Guidance for proposers and decision-makers (January 2014)’ published by the Department for Education (DfE) sets out the five stage statutory process for the discontinuance of a school.

4.3 Schedule 2 of The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 sets out the information which must be included in a proposal to close a school.

## 5. Consultation Outcomes

- 5.1 All applicable statutory requirements to consult in relation to this proposal have been complied with.
- 5.2 A public consultation was carried out by KCC from 4 February 2015 to 25 March 2015. A consultation document was produced together with an Equality Impact Assessment which can be obtained from KCC's website. The consultation document was distributed to statutory stakeholders, including but not limited to the following groups:
- The parents of all students attending Furness School, staff and governors
  - The Department for Education
  - The Diocese of Rochester, Canterbury and Southwark
  - Elected Members (Kent County Council, Sevenoaks District Council and Parish Councils)
  - Local MP
  - Trade Unions
  - Local Children's Centres and pre-school providers
  - Schools in the Sevenoaks area
  - National Association for Small Schools
  - Local Libraries in the area
- 5.3 All stakeholders were able to access copies of these documents on the KCC website. An opportunity to send in written responses using the response form and email was provided.
- 5.4 By the closure of the consultation period, 48 responses were received.
- 46 of the responses objected to the proposal.
  - 2 responses did not express either support or objection
  - None of the responses supported the proposal.

A summary of the responses received are provided at **Appendix 1**.

- 5.5 A Public Consultation meeting was held on 24 February from 4pm to 7pm at Furness School. A summary of the discussion is attached at **Appendix 2**. The meeting was recorded and copies of this recording were provided to individuals who requested it.
- 5.6 A Public Consultation meeting for parents was held on 5 March from 4pm to 6pm at Furness School. A summary of the discussion is attached at **Appendix 3**. The meeting was recorded and copies of the recording were given to parents who requested it.
- 5.7 Three petitions were handed in with a total of 293 names.



- 5.8 There has been considerable interest in the proposal through social media, including Facebook and various blogs. Responses made through social media cannot form part of the consultation, although it can be mentioned that the overwhelming trend was of opposition to the proposal.

## **6. Views**

### **Local Member Opinion**

- 6.1 The Local Member for Swanley and Hextable Mr Robert Brookbank has said "As local member I have been aware of the proposal and advised constituents accordingly. The outcome of the consultation and the deliberations of the Education Cabinet Committee are awaited"

### **The Interim Executive Board**

- 6.2 Since its inception, the IEB had sought to help the school to improve its quality of provision, and ensure it provided all students with at least a good education. Unfortunately the last visit from Ofsted HMI confirmed the IEB's own findings and the local Authority's view. The Board previously recommended closure of the School at the earliest opportunity and further endorses that decision.

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

- 6.3 The Area Education Officer for North Kent is of the view that this proposal is regrettably unavoidable insofar that the budget deficit will only worsen. This will impact on the amount of funding available for SEN provision elsewhere in Kent. KCC is working very hard to secure alternative and appropriate provision for the students at Furness School

### **View of the District Council**

- 6.4 While KCC are stating that the proposed closure of Furness Special School is not a foregone conclusion, Sevenoaks District Council recognises that it may not be financially viable to keep the school open given the £1.6million budget deficit set out in the consultation papers and the low school roll numbers. The District Council would like to set out the following points for consideration:

We appreciate that there will be an option to transfer to new autistic spectrum (ASD) provisions at Huge Christie in Tonbridge or the Wilmington Academy, which will aim to integrate ASD pupils into the mainstream. However, we are concerned about the removal of Special School provision in West Kent, particularly as it doesn't have an equivalent of the oversubscribed provision for pupils on the autistic spectrum (ASD) at the Laleham Gap School in East Kent.

Other provision in the county identified by KCC is also oversubscribed; this includes unit provision (Tydeman at The Malling (West Malling), The Nick Hornby Centre at Meopham, Spectrum at Longfield and Special school

provision at Broomhill Bank and Grange Park. In Sevenoaks this leaves New School with other provision in Tonbridge (Meadows), Paddock Wood (Quest), Rochester (Trinity) and Bromley (Browns and Baston Schools).

We appreciated that the final notification of closure coincides with the term timetable published by KCC for term 6 (1 June -24 July). We support a consultation timeframe which enables pupils to complete their term and cause the minimum disruption.

Sevenoaks District Council wishes to emphasise the duty of care which KCC has towards pupils affected by the closure. This includes consideration and support of emotional and wellbeing issues which may arise from change in provision among ASD pupils. For parents, carers and pupils, we wish to stress the importance for transport provision to be considered on an individual pupil basis and to ensure that parents and carers are supported with additional transport costs.

We note and appreciate that parents and carers are being offered support to identify the most suitable provision for their child or child in their care. We would expect this support to be on a 1:1 basis.

We note that experienced staff who work at the school will be affected by the proposed closure. We would expect staff to be fully supported and consulted about redundancy. This involves ensuring that agencies such as Job Centre Plus are in a position to support staff as appropriate.

We would hope that KCC will continue to use the site for educational provision.

As part of our response, we asked Hextable Parish Council whether they wished us to include their response which is given below:

“Hextable does not have any pupils at the school but a couple of staff live in the village. It is with regret that the Parish Council is informed of the consultation regarding a possible closure of Furness School but not unexpected.

The Parish Council is publicising the consultation and members and residents are being encouraged to respond direct to the consultation. The front field of Furness School was once part of the village green and it is hoped this will be something that can be reinstated if the school closes.”

#### **View of Kent Association of Special Schools (KASS)**

- 6.5 The Kent Association of Special Schools (KASS) strongly believes that a Kent Special School provision should not be lost. However, KASS would support the proposed closure of Furness School on the understanding that the Local Authority, in partnership KASS, would support the expansion of another Kent Special School on the Furness site for high functioning ASD provision.

Following careful consideration of the consultation document, the Equality Impact Assessment and discussion with the Local Authority, KASS has made the following observations:

There has been significant capital investment in Special Schools in Kent, including Furness School, and this should not be lost for educational provision in the county. When the ASD provision at Furness was first created, it was to ensure this was part of the Local Authority's SEND strategy to complement the provision at Laleham Gap covering East Kent. There is well documented evidence that more specialist provision for ASD in Special schools and mainstream schools is required and this is set out in KCC's SEND Strategy. KASS would also wish to see resources spent on provision out of the county is invested in expanding provision in Kent schools, which is also a priority in the SEND Strategy.

## **7. Proposal**

- 7.1 To close Furness School with effect from 31 August 2015 and initiate a statutory consultation proposal to establish a 60 place satellite provision of Broomhill Bank School on the Furness site from September 2015.
- 7.2 This proposal is in accordance with section 15(4), 16 (3) Education and Inspections Act 2006 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.
- 7.3 This proposal is subject to KCC statutory decision making process and planning.
- 7.4 An Equality Impact Assessment (EQIA) has been completed as part of the consultation process. During the consultation period three respondents made reference to the EQIA. The Equality Impact Assessment has been updated in response to issues raised during the consultation. A copy is attached as **Appendix 4**.

## **8. Delegation to Officers**

- 8.1 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.

## **9. Conclusion**

- 9.1 The County Council, having taken into account the consultation responses, does not believe Furness School is viable because:
  - a) it has accumulated a budget deficit of £1.6m.
  - b) there is insufficient demand from parents expressing a preference for this school.

- c) the school has being graded as 'Requires Improvement' since December 2013 and has not made good progress in improving the quality of education.

## 10. Recommendation(s)

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

**Issue a public notice to discontinue Furness School,**

**and, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015,**

**and initiate the statutory consultation proposal process to establish a 60 place satellite provision of Broomhill Bank School on the Furness site from 1 September 2015**

## 11. Background Documents

- 11.1 Bold Steps for Kent and Policy Framework  
[http://www.kent.gov.uk/your\\_council/priorities\\_policies\\_and\\_plans/prioritiesand\\_plans/bold\\_steps\\_for\\_kent.aspx](http://www.kent.gov.uk/your_council/priorities_policies_and_plans/prioritiesand_plans/bold_steps_for_kent.aspx)
- 11.2 Kent Commissioning Plan for Education Provision 2015-19  
[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)
- 11.3 Consultation Document and Equalities Impact Assessment  
[www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations)

## 12. Contact details

- 12.1 Report Author  
Ian Watts, Area Education Officer – North Kent  
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- 12.2 Relevant Director:  
Kevin Shovelton, Director of Education Planning and Access  
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**Proposal to discontinue Furness School**

**Summary of written responses**

Consultation documents (hard copies) distributed: 100  
Responses received: 50

	Support	Against	Undecided	Total
Parents/Carers	0	5	0	5
Students	0	10	1	11
Members of Staff	0	18	0	18
Member of Staff at another school	0	3	0	3
Local residents	0	8	0	8
Governors	0	0	0	0
Other	0	4	1	5
Total	0	48	2	50

Following the closure of the consultation period, 50 responses were received. The responses received are summarised below. 293 signatures were presented on three petitions, all opposing the proposal. The petitions are at Appendix 4

**Summary of Responses**

- The proposal to close Furness School is shocking and is a result of four years of mismanagement by KCC.
- No surprise that at the end of the financial year, the school had a deficit.
- There surely is a clear view that numbers will continue to grow.
- Numbers not increasing due to Lilac Sky and Kent County Council.
- Additional funds could be generated by offering school facilities for hire.
- I absolutely love this school and will hate it if you shut it down.
- Please do not shut our school its brilliant.
- Furness is a fantastic place we are like a family.
- I am proud to call myself a student at Furness and I am proud to call it my home!
- I know you will suggest putting pupils in to mainstream but it won't work.
- I came to this school because I needed help with my education and when I did get it I felt a glimmer of hope.
- I don't think I could carry on my with my life if the school closed.
- Most of my working life was at Furness and this is an emotional time for me.
- Please don't sell the land for development.
- Dismayed and saddened to hear about the proposed closure of Furness School.
- It seems contradictory that such a school should be closed instead of attempting to return it to its past standards.
- I used to be scared to go to school because I get bullied in my other school.

- Since I have been here, my handwriting has improved tremendously.
- This school has really saved my life and education.
- Outstanding school for Autistic children.
- There is no good publicity on how the school has turned itself around.
- Furness School has changed my son's life.
- Teachers and pupils get along as a family and one unit.
- We are showing improvements on all sorts of levels.
- I never had real friends before here.
- Why has nothing been done to rebrand the school?
- Furness is more than just a school.
- There is NO provision like it.
- I understand the issues for closing the school are financial but it has only been an ASD school since 2014 and needs more time to increase our numbers.
- From the minutes I have available, this is the first mention of any significant financial issues, all the way back in October 2012.
- I actually find it quite concerning that the IEB and Lilac Sky were seemingly discussing "a give up plan" at this very early stage.
- As the LA would pay the deficit back then, why can't the same thing happen NOW?
- The relationship between the IEB, Lilac Sky and the KCC has clearly been quite a difficult one at times, with obvious financial challenges, clear periods of perceived lack of interest and feedback along with significant and alarming conflicts of interest between all the parties.
- It seems like this was a disaster waiting to happen and the innocent victim here is the school.
- This school helped me get to where I am now.
- I enjoy coming to this school because they are very supportive.
- If you close this school, you will accomplish nothing.
- Furness School should be considered an integral part of Hextable
- I feel safe and happy at Furness.
- I used to be angry all the time, but not since I have been at Furness.
- There is clearly a desire by local parents to send their children to Furness.
- Kent County Council should write off the current deficit.
- Furness has exemplary facilities due to the rebuild in 2007.
- I find it unbelievable that some pupils have also been offered a return to the original setting where they failed.
- Lilac Sky clearly did not value the pupils involved.
- Many pupils at Furness have not had an easy journey through education.
- Parents have finally believed they have found a safe haven.
- I work with the parents of our pupils on a daily basis. There are none that would want their children to be at a mainstream unit.
- A high percentage of pupils who have looked at the school have chosen Furness.
- Is the decision to pay Lilac Sky to manage the school, made by KCC, at part fault for the deficit?
- A consultation should not be a foregone conclusion.
- There is a great deficit of specialist school places in Kent.

- Standard 20 visits of boarding, which are held six times a year, provide powerful evidence that boarding is offering high-quality care, safety and great outcomes for current ASD pupils.
- It is clearly unrealistic to expect a boys EBD school to re-designate to a co-ed ASD school within five months.
- In January of this year, pupils who wanted to come to Furness were refused by the LEA.
- Parents do not want their ASD child educated in a mainstream school with a unit attached.
- Current ASD pupils have come to the school because units in mainstream schools have not met their needs.
- The proposal omits the huge potential to generate income, maximise assets, etc.
- Why was deficit allowed to build up and spending continue without any warning from KCC/IEB? Who is responsible for budget deficit? How much of the deficit is attributable to Lilac Sky. Is Lilac Sky fee part of the deficit?
- KCC offered no support, rebranding, training or positive publicity for re-designation.
- ASD children in NW Kent now left vulnerable.
- How can it make sense to send pupils out of county or to private schools at huge cost to KCC?
- When budget allocation changed to 'bums on seats' why did KCC allow no new admissions for over a year?
- Why were parents/pupils who visited Furness for YR 7 this coming September told by their local authority that they could not come to Furness, forcing them to look elsewhere?
- Is five months a realistic time frame to allow a newly re-designated school to pick up on numbers?
- The implications of moving our children to an 'alternative provision' are unthinkable.
- I feel the school has been thoroughly let down by Kent County Council.
- The statement 'parents of high functioning children with ASD are ambitious for their children and would like them to be supported in mainstream schools' incomprehensible.
- I really cannot put into words just how special Furness is.
- We have evidence following a meeting with an MP that the decision to close Furness was made a while ago.
- Children/parents do not want mainstream units where it is proven they cannot cope.
- How much was Lilac Sky's fee?
- Is there not a huge cost to KCC in sending pupils to private schools.

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**Notes of Furness Drop-In Session Meeting  
24<sup>th</sup> February 2015  
at 16:00-19:00**

<b>Panel</b>	<b>Mr Kevin Shovelton</b>	<b>Director of Education Planning and Access</b>
	<b>Ian Watts</b>	<b>Area Education Officer (North Kent)</b>
	<b>Julie Ely</b>	<b>Head of SEN Assessment &amp; Placement</b>

**Introduction**

Introductions were made by Mr Kevin Shovelton.

Kevin explained that the meeting was advertised as a Drop-In session but due to the large number of people attending would be formalised and recorded. The meeting will be recorded and a transcript presented to the Kent County Council Education Cabinet meeting on 15 April 2015. All views expressed will be taken into consideration by the Cabinet Member for Education and Health Reform when the local authority is looking at whether to go ahead with this proposal.

**Purpose of the Meeting**

- Kent County Council and the Interim Executive Board (IEB) have agreed to launch a public consultation, with regret, on the proposal to discontinue Furness School by 31 August 2015.
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

**Proposal**

Furness School is currently designated as a Special School, offering 60 places for pupils with Autism Spectrum Disorder (ASD). The school was previously designated as a 60 place provision for pupils with Behavioural, Emotional & Social Needs (BESN).

If the proposal goes ahead, Kent County Council will work closely with schools in the locality to secure appropriate education for children in other schools.

KCC recognises the need to support parents & carers during this process. The local authority are also mindful of parental preference and some may like their children to be supported in mainstream schools where they have access to high quality specialist teachers and teaching facilities. For this reason this proposal is linked to a Kent County Council plan to establish a Specialist Resource Base Provision for pupils with ASD, at Hugh Christie Technology College, White Cottage Road in Tonbridge, Kent from September 2015.

This proposal is associated but not linked to a Leigh Academy Trust proposal to establish a Special Resource Base Provision with pupils with ASD, at Wilmington Academy, Common Lane, Wilmington, Dartford, Kent DA2 7DR.

## Reasons

Since 2011-12 Furness School has encountered significant budget difficulties which can be attributed to low pupil numbers and high staffing ratios. This position has been exacerbated by the national changes to Special School funding introduced in April 2013.

The school is forecasted to have a cumulative budget deficit of £1.6m which is unsustainable.

The methodology for funding high needs pupils has changed. In April 2013 in line with government policy this changed to Place Plus funding which resulted in the majority of funding being linked to individual pupils need type and the months they remain on school roll. Previously funding was allocated to a Special School on the number of places available (regardless of how many attending). In 2013-14 the national funding methodology changed so only £10,000 per annum per place is available. The remaining funding then fluctuates during the year depending on actual numbers on pupils on roll.

This is currently a proposal on the future of Furness School for which the local authority is seeking views from parents, carers, staff and local residents. It is a proposal for consideration.

Questions were invited from the floor.

Question	Answer
During a recent meeting local authority colleagues categorically said that Furness School was closing.	It is a proposal, and I would like to emphasise that no decision has been taken to close the school. The EYPS Cabinet Member will formally consider the proposal, taking into account any comments received during the consultation period. The Cabinet Member decision will be taken by 23 April, with a Public Notice being issued on 15 May for 4 weeks. If a Public Notice is issued, the decision on whether the school should close will be made by KCC's Cabinet Member and the school will close in August 2015.
The deficit budget did not happen overnight, so why was the school re-designated in September 2014, offering an additional 60 places for pupils with Autism Spectrum Disorder.	A high percentage of the children on roll at Furness had a primary need of ASD. It was decided that the school would be more appropriately designated to serve the needs of pupils with ASD. It appears the previous poor reputation of school remains and so it has continued to operate with low numbers. Potentially 24 children could have been accommodated at Furness but for one reason or another, parents have decided to send their children elsewhere.
Why was Lilac Sky instructed not to take any children for a year when the school budget is generated by pupils on roll and now the	I acknowledge the decision made at the time. Lilac Sky restricted the number of pupils coming into the school to allow standards to

<p>school is faced with a massive deficit.</p>	<p>improve, following the Ofsted report in May 2012 which put the school in Special Measures.</p>
<p>The school has low numbers following re-designation but 5-6 months on, parents are still not offered Furness as an option.</p>	<p>Furness can only admit pupils subject to a SEN statement. The needs of the child have to be determined and discussed with the parents to assess suitability. The parents have a right to say where they wish their children to go and on numerous occasions when asked to consider Furness School, parents indicated a preference to Laleham Gap, or an alternative special school.</p>
<p>Paul Farthing, Parent My son has attended Furness School for 7 months and it's changed him in so many ways. We had several schools in mind for Kieran but many had no places or deemed unsuitable for him so Furness was our last option. We were aware of the serious problems the school had encountered but after visiting Furness were convinced that it was the right school for our son. Unfortunately if you 'Google' Furness School you get various reports which highlight the issues of the 'old days' which is unfair and irrelevant now. I think given a chance and the relevant direction and promotion, the school are well placed to thrive in going forward. You said potentially 24 pupils had been offered the school but refused places. Had they been informed of the good progress school is making and how different it is now.</p>	<p>The school was re-designated to meet the pressure for Autism Spectrum Disorder places and better serve the needs of the pupils. At that time parents would have been reassured of the progress the school was making, in terms of recovery but unfortunately families talk to other families, undertake research to get more information and in doing so, many have decided not to send their children to Furness.</p>
<p>Local Resident KCC are saying that they are proposing to close the school because of a deficit budget of £1.6m and the impact on funding as fewer children are attending Furness. When Lilac Sky took over the school's budget had a surplus and the school roll which is now 31, had over 100 pupils on it. Lilac Sky stopped admitting children for over a year, surely that will have had an impact.</p>	<p>The level of pupils attending Furness has been reducing for some time which we have ascertained is mainly attributed to loss of confidence among parents who have chosen to place their children in other schools. In August 2012 the decision was taken not to admit any new pupils for a year as the school looked to improve standards, behaviour and safeguarding. The school was re-designated in September 2014 to try and address the increased need for ASD provision, however, due to its poor reputation and parental choice it has been unsuccessful in increasing pupil numbers to a level that makes the school financially viable.  KCC entered into a contract with Lilac Sky to provide leadership and management support to the school. They continue to work with KCC and the IEB to improve standards, and doing so the school is now Requires</p>

	Improvement.
<p>Ex-Pupil</p> <p>I am an ex-pupil of the school and am disgusted how this has been handled. Thanks to this school for making me the man I am today. The school needs the backing of KCC as there are a lot of people who would benefit from attending this school.</p>	Thank you for your statement.
<p>Staff</p> <p>The school was re-designated in September 2014. Do KCC consider that a reasonable amount of time for school to change.</p>	The evidence proves there is a need for ASD provision in this area and by re-designating the school KCC felt numbers would increase. Unfortunately that has not happened.
<p>Staff</p> <p>As you represent KCC at this meeting, how many boarders do the school currently have. You are the head of SEN and have come here tonight with a proposal to discontinue the school, surely you must have this information.</p>	I don't know off hand. Apologies, I cannot remember every school I deal with.
<p>Well we currently have 8 boarders, near to capacity, with 3 day boarders wanting to attend and others enquiring about provision. In January we had 3 parents not only interested in the school but also in boarding. I am sure you will see that from September 2014 the trend is going upwards.</p>	
<p>Staff</p> <p>We are being told that in September 2014 KCC were unaware that the school budget was in deficit. Surely there are control mechanisms in place to ensure this does not happen. KCC must have been aware of the situation.</p>	KCC does not have a way of predicting the level of vacancies. Action was taken last year, through re-designation, to try and increase the number of pupils attending the Furness. The responses to the consultation last year did not indicate any concern about parents perception of the provision.
<p>Will the public be allowed to see the type of figures involved as there isn't that level of detail in the consultation document.</p>	Enquiries will be made to see if some figures can be made available.
<p>How much does it cost to send a high needs pupil to another establishment in the county or out of the county.</p>	The cost varies, dependant on whether the provision is Kent maintained, from the independent sector or need type. If the local authority is unable to support a pupil then the independent sector is looked at through the procurement system. It is quality assured to ensure best price is sought for the child.
<p>Staff</p> <p>Surely by placing pupils out of county, the costs rack up. Surely it has to be more cost effective to keep the pupils here at Furness. We just need help in re-branding the school to promote facilities and increase numbers.</p>	The maintained sector is cheaper and better value for money. It very much depends on who runs the school, i.e. a Charity or the Priory Group (the latter being very expensive). Unfortunately parents seem unwilling to send their children to Furness and the school has a deficit of £1.6m which you cannot get away from.
<p>You keep talking about the deficit and lack of pupils at the school. Is KCC looking at other options rather than just closing the school.</p>	Unfortunately it is not just about balancing the budget and what we do with the £1.6m deficit. The needs for specialist provision for

<p>How will you recoup the money once the school has closed. What about refurbishing the school to make it more attractive to parents.</p>	<p>ASD continues to rise but unfortunately it's persuading parents to send their children here. Due to the low pupil numbers being experienced the viability of the school comes into question. KCC are looking at alternative options even at this late stage.</p>
	<p>The methodology for funding high needs pupils changed to Place Plus funding from April 2013 and this resulted in the majority of funding being linked to individual pupils needs type and the months they are on school roll. Place Plus funding only guarantees £10,000 per annum per place. The remaining funding then fluctuates during the year depending on the actual numbers of pupils on roll. Issues surrounding Ofsted and safeguarding have led to reduced pupil numbers and this situation is going to be difficult to reverse.</p>
<p>Why didn't the proposal to re-designate identify funding issues as the school is now left with a huge deficit. The school were not permitted to admit pupils during 2013/14 and then there was a change in funding policy. The staff have worked extremely hard to turn school around and now we are faced with a deficit of £1.6m and closure.</p>	<p>Reluctance of parents to place children here still exists today. We thought numbers would increase following re-designation but this has not happened. The school's reputation was damaged following the Ofsted report and in order to raise standards a decision was taken not to admit pupils for one year. KCC are not disputing that staff have not worked hard for the school.</p>
<p>Paul Farthing, Parent  There's been lots of details on finance and I personally feel that the school has been set up to fail financially in that year.  When my wife and I originally visited the school we had a positive meeting with the Principal where she highlighted key principles underpinning the way the school was working and that the school was hoping to build numbers. She answered all our questions regarding the schools funding position and was clearly confident that things were set up for the medium/long term. Clearly they were not. The need for this school was obviously prior to re-designation and in January this year 3 prospective parents made enquiries to the school. I do not know how many children currently attend the school but I know that the school deserves a chance. Write the £1.6m deficit off, give the school a promotional push and try to attract some of the pupils currently educated outside of Kent to this school. No-one asked me if I wanted Furness, Kieran loves his school so why aren't KCC pushing Furness more to keep this school open.</p>	<p>Parents of children and young people with special education needs have a choice where their child is educated.   It was evident from the SEND strategy that parents wanted the broadest range of provision available for their children, including mainstream, special schools and if appropriate out of county.   The SEND strategy also acknowledged more places were need for pupils with autism spectrum disorder but unfortunately parents have chosen not to send their children to Furness.   Lilac Sky has worked with KCC and the IEB to improve standards, acquiring an Ofsted judgement of Requires Improvement. With the re-designation and this upward trend we were hoping more parents would be convinced to send their children here. Unfortunately that has not happened so funding remains low.</p>

<p>Staff</p> <p>At the time of re-designation there were over 100 children on roll with ASD, BESN and ADHD needs. I cannot understand that since re-designation the number of children coming to Furness has fallen so dramatically that we now have a school with no children which is not financially viable. Perhaps the consultation around re-designation was not extensive enough.</p>	<p>KCC consulted fully with parents, carers and pupils on the re-designation of Furness School.</p> <p>We worked with the Kent Parent Carer Forum to gather views on the services provided. Roadshows and information events were held across Kent and the forum undertook a number of surveys of parents which they shared with us to illustrate what parents would like to see put in place.</p>
<p>Resident</p> <p>The consultation document is completely wrong as the building is not an old Manor House it was an Orphanage for boys and has had children here for over 60 years. The Governing Body was disbanded, why? Pupil numbers have halved despite the fact that there is a great need for this school and what it stands for.</p>	
<p>Do you feel you are discriminating children with ASD in West Kent by not providing a school similar to Laleham Gap in East Kent.</p>	<p>In West Kent we are not discriminating, quite the reverse. By re-designating Furness to an ASD establishment we were intending to offer an equivalent education to Laleham Gap. Unfortunately parental choice and the decision not to send their children to this establishment have demonstrated that Furness isn't considered equivalent.</p>
<p>Staff</p> <p>I understand that a child who currently boards at Furness school has been offered a place at a school in Shropshire which means the boy will be travelling from Folkestone in Kent to Shropshire. Is that correct. I can appreciate the school is in deficit but cannot see how the county is saving money by sending pupils out of Kent for an education.</p>	<p>Sorry I cannot comment on individual cases that I am unaware of. We have to look at the options available to parents and pupils according to their need type and suitability.</p>
<p>If KCC are conducting a public consultation like this then I think you need to be aware of issues such as this.</p>	<p>Sorry KCC are not aware of this particular case but accepts it is a valid point. Parents have a huge say in finding the most suitable placement for their children and sometimes the independent sector is the most appropriate. KCC is not always in a position to dictate where children with special education needs go.</p>
<p>Staff</p> <p>We had prospective parents visiting the school in January were they told of the decision to go out to public consultation on 4 February on the future of Furness School.</p> <p>We had a new child start at Furness a couple of weeks ago, so why was this allowed if the</p>	<p>The County Council and the Interim Executive Board agreed to launch a public consultation.</p> <p>Parents have a choice. If a parent wishes to send their child to Furness School we cannot stop them, even if at the end of the consultation period a decision is taken to</p>

<p>school is due to close by August 2015.</p>	<p>close the school.</p>
<p>What efforts have KCC made to promote Furness School. They have done nothing and allowed this to happen.</p>	<p>Unfortunately, it's down to parental preference.</p>
<p>The changes in funding have impacted hugely on the school and we would have expected someone to look at long term financial strategies to overcome this. I have worked at the school for 2 years and have seen no plans to develop or maximise its potential. It seems that no-one externally seems to take responsibility and has allowed school to go into deficit.</p>	
<p>I think you are probably aware, the staff are passionate about the school, it is not just a job for them. The staff have jumped through hoops to try and improve standards from Special Measures to Requires Improvement and prior to re-designation the school was over-subscribed. KCC changed the status of the school and since then numbers have fallen, the anticipated pupils have not come, therefore, Kent must accept their mistake and not put the blame on our shoulders.</p>	<p>There is nothing in the consultation document to imply that it is the fault of the staff. If you feel like that, then I am sorry you have the wrong impression. No-one is attaching blame. The authority acknowledges responsibility.</p>
<p>Ex-Pupil I have ASD and BESN and left the school 6½ years ago. I think the school is the best school with fully qualified teachers to help people like me. The school has undergone massive change. I love and cherish this school with all my heart and it must stay open. Money is one thing but the pupils, hearts and souls and compassion are important so you must listen to what we say.</p>	<p>Thank you.</p>
<p>A lot has been said about parents perception and choice but I cannot understand why we were never asked what we wanted, we never had a choice. Furness was the only school available to us. Someone mentioned a pupil being offered a place in Shropshire which is very upsetting for both the parents and child alike. We held a summer party here and all the students who left now have work placements and I wonder how many schools can say that. Its pupil's lives we are talking about.</p>	
<p>There has been a lot of discussion about the budget but what about the income from students who board. Prior to re-designation the school had over 100 students and a Headteacher. Lilac Sky were contracted to provide a Principal and leadership and</p>	<p>Enquires to be made as to whether figures can be released.</p>

management support but at what cost. Could the figures be made available to the public.	
If Furness should close, KCC are now recommending that the needs of many ASD pupils can be met in a mainstream environment. Pupils with ASD can find changes to their environment challenging, taking longer to adjust than many mainstream pupils. I have visited a unit and seen classes of 30+ pupils with no SEN qualified teachers teaching. By closing this school I do not feel the students will get a sufficiently good education in mainstream schools/units.	For some pupils an alternative Special School will be most appropriate. The units are aimed at pupils who are capable of achieving academic success in mainstream schools. These pupils are sometimes described as high functioning ASD. As an authority we will take the broadest possible view, so that includes looking at the independent and non-maintained sector and neighbouring authorities to ensure that pupils needs are met.
KCC entered into a contract with Lilac Sky to help improve standards. Following a second Ofsted inspection in 2013, the school was judged to be requiring improvement and currently still is. If Lilac Sky has not fulfilled their contractual obligations, has termination of the contract been considered.	Lilac Sky is contracted to KCC to provide a Principal and leadership & management support.
Is it correct that the ex KCC Director of Education is now the Managing Director of Lilac Sky.	I cannot confirm whether or not this is the case. I genuinely do not know the answer to that question.
Why didn't the proposal to re-designate highlight the funding issues.	The whole purpose of the re-designation was to try to address those funding issues. There is a need for more ASD provision across Kent and the proposal to re-designate related to the demand for places. The responses to the consultation did not indicate that the parents had any concerns about placement at Furness school. In fact we felt re-designation would fill the school and make it more viable.
If at the end of the consultation period a decision is taken not to close the school, will consideration be given to updating the website, promotion of school to prospective parents and strategic support. Have you looked at ways of keeping our school open.	We have tried academisation and re-designation in an attempt to attract more parents to the school. If the school remained open then of course we would be looking to re-market the school to make it more attractive to parents.
Over the last 2 years there does not appear to have been any attempt to look creatively at developing the school and maximising its physical aspects. If the case for closure is financial, can you demonstrate that all options have been exhausted and all business plans have been explored to give a realistic assessment of whether or not the school is viable. I do not think you have. Once Lilac Sky is out of the way I think a long term strategy can be looked into supporting the school. Perhaps Mr Farthing could be on the governing body.	



<p>Mr Farthing, Parent I still have not received a reply to my 4 page letter. My view is that KCC, the IEB and SEN have seriously let Furness School down due to the lack of strategic approach, relevant support and genuine promotion of what it is doing now and not recognising its true full potential. Whose responsibility is it to fill this school with pupils.</p>	<p>Kent County Council has a contract with Lilac Sky to provide the post of Principal but the overall responsibility is Kent County Council.</p>
<p>There are a lot of people with various ideas of how to support the school. We have different facilities to offer and different ideas to suggest but no one is listening to us.</p>	<p>If the school remains open there will be an opportunity to look at the good ideas that have been suggested.</p>
<p>If the school remains open these options will be looked at. Why aren't they being explored now in an attempt to raise revenue like could the spare boarding accommodation be utilized in any way.</p>	<p>Options have been and continue to be explored to try and support the school. In so far as the boarding facilities are concerned, unfortunately the County Council is not able to operate in the same way as independent sector.</p>
<p>In the Public Consultation document it refers to the poor reputation of the school and that it continues to operate below capacity. That judgement was done on old way of teaching but there is nothing on the consultation document about the positive steps being undertaken. Things are progressing in terms of pupils performance improving but there is no mention of this in your documentation.</p>	<p>Apologies if the statement in the Public Consultation document is factually incorrect but there are negatives. I thought the positives were recognised in the document but obviously you disagree. We try to concentrate on the facts but I am sorry if you feel this.</p>
<p>Do you accept that the IEB are responsible for the deficit. I feel the officer responsible should be subject to a disciplinary for running our school into the ground but no they've all moved on to better jobs. I am not aware of any of them being disciplined.</p>	<p>I said that KCC has the overall responsibility for the school. KCC manage the school and therefore is responsible for the financial situation.</p>
<p>If you do shut the school how are you going to get your money back then. If we close are you going to sell the land for housing to help recoup costs.</p>	<p>I do not know is the honest answer. There is no intention at the moment to sell off the land. The population continues to rise and the need for school places is increasing therefore, my advice to KCC would be to retain the site for educational purposes as it may be required in the future.</p>
<p>Are you saying that this site will remain as a school. Yes or no that is all that we are asking. That is your advice so it could be sold off for housing.</p>	<p>There is a need to provide sufficient school places for all children and that at the moment is one of the biggest challenges for KCC. My advice would be to retain the site for educational purposes so it could not be sold off to a developer.</p> <p>It has NOT been a consideration behind these proposals.</p>
<p>Furness School is doing a fantastic job and is part of the community, something that is now sadly lacking. KCC have embarked on</p>	<p>As part of the regulations around these proposals, KCC are required to provide an offer of an alternative place.</p>

<p>a consultation process to close the school and parents are being offered alternative placements.</p>	
<p>Staff are being approached by parents wanting to move their children now, regardless of the results of the consultation. Parents are unhappy about the uncertainty and want to move the children now as feel it will be less unsettling.</p>	<p>The conversations we are having with parents is about their options if the closure goes ahead, simply their options. There are some children whose circumstances may be changing regardless of these proposals so we are looking at alternative schools. If parents are unhappy with the uncertainty and want to look at options we would be happy to have those conversation but at the moment we are pushing that as this is merely a consultation at this moment in time.</p>
<p>If this is a public consultation and the decision has not been made, why were we told on 2 February by Deborah Bruce and Ian Watts that the school would be closing. Why were we told to advise the children on Tuesday that school was shutting. Parents have been feeding back that during phone calls they were told it was shutting. Why are Y10 pupils being moved out before Easter if the school is not closing, as all the evidence suggests that the decision has already been made.</p>	
<p>No, why did you tell us that the school was shutting and not that this was a consultation. I think if we spoke to everyone at the meeting the words were the school is closing. Words were not used that it is a consultation. So basically you are accusing all staff of being liars.</p>	<p>Referring back to pre-consultation meeting with staff attended by Deborah and I the opening line was that it was a proposal and views were being sought. We met with all staff and it was clear that this was a proposal and that a decision had not been made. We worked through the timelines at the second meeting with staff, showing the different time periods.</p> <p>The opening meeting was billed as a pre-consultation meeting and that it was a proposal.</p>
	<p>There is a difference of opinion on this. It is a proposal and no decision has been taken. This point has been reiterated a number of times.</p>
<p>I understand that there is a special needs school in Tower Hamlets that is keen to engage with KCC to try and retain a school in the Hextable area.</p>	<p>I am not aware of that approach.</p>
	<p>Thank you for your views expressed here this evening. I am aware that not everyone will be entirely happy with the responses they have received. We have tried to be as open with you as possible and all the comments are recorded as part of the decision making process. I would urge you</p>

	all to submit your responses to
<p>Mr Farthing</p> <p>Is the meeting recorded. If so, could a copy of the meeting be made available to us.</p> <p>It seems the only way to keep the school open is to get more pupils. Can I have a plan or strategy of how KCC intend to do this as it is the only way this will happen. I want to know how, what and when the changes will happen. There is a suggestion that if this is not put in place before the deadline, then there is only one decision.</p>	
<p>Could we have copies of the strategies of what you have tried already and failed as you said you have looked at other avenues. We could take a look and try to promote our school in a more positive way.</p>	
<p>Where are the 70+ pupils previously at the school went and where the BESD pupils now attend school</p>	<p>Most of the children moved to independent sector or Kent maintained provision. What is available in West Kent is Rowhill, both primary and secondary provision. Our strategy is about getting children into local schools, perhaps a mainstream, unit or special school and where we opening new schools we are opening specialist provision alongside those schools.</p>
<p>BESD pupils do not sit very well with mainstream school. 70+ pupils with BESD seem to have disappeared, don't know where they have gone. At vast cost those 70 children were moved out.</p>	<p>I don't know where they went as it all happened before I was here. I can reassure you that they were moved somewhere to match their statements as there are not 70 children out of school.</p>
<p>Lilac Sky were brought in to recover the school and it was due to convert to Academy status. Why didn't that happen.</p>	<p>Following the Ofsted inspection in 2012 the school was placed in Special Measures. KCC entered into a contract with Lilac Sky to provide management support to the school with the aim of converting to academy status. Despite levels of ASD pupils the school became financially unviable. Due to the severity of the budget position Lilac Sky withdrew their interest in sponsoring Furness as they believe it is no longer financially stable. They are continuing to provide managerial support to the school, under contract to KCC.</p>
<p>You are proposing to spend £8.3m on new schools but you can't invest in this school at a lower cost and greater need for children.</p>	<p>It is a valid point. Funding for new school places, given by central government can only be used for new school places and cannot be re-invested into an existing school.</p>
<p>If you rebranded the school as new school, closed Furness with a new name the parents would be looking at a brand new school with 30+ trained staff and I am sure people would come with new facilities and a lot cheaper than £8.3m to build a new school</p>	<p>We can only use the funding for specific things. It would not be a new school, it would be a re-branded school. If it were possible, it would have been done.</p>



**Notes of Furness Primary School Parent/Carer Meeting  
5 March 2015 at 1600-1900**

<b>Panel</b>	<b>Mr Kevin Shovelton</b>	<b>Director of Education Planning and Access</b>
	<b>Ian Watts</b>	<b>Area Education Officer (North Kent)</b>
	<b>Julie Ely</b>	<b>Head of SEN Assessment &amp; Placement</b>

**Introductions**

Kevin Shovelton introduced the panel and explained that this is a Parents consultation meeting about the proposal to discontinue Furness School from 31 August 2015.

**Purpose of this meeting**

- To explain the proposal to discontinue Furness School
- To give parents an opportunity to ask questions about the proposals on how they will affect pupils and their parents/carers
- To listen to all views and opinions about the proposals
- To emphasise this is a **consultation** and as yet no decision has been taken about the future of Furness School. The more views received the more complete the feedback to County Members.

**Format of the meeting**

There will be a short presentation followed by the opportunity to ask questions. Could you please indicate if you wish to ask a question as the meeting is recorded and comments need to be heard through the microphone.

The school has significant budget difficulties, including a revenue deficit of £1.6m. As the annual budget for the school is determined largely by the number of pupils on roll and due to changes in special school funding, it is unlikely that the school will be able to reduce this deficit. The school has 60 places but currently has 30 pupils.

The school has low numbers and is not popular with parents. Decline is attributed to a loss of confidence by parents and prospective parents and their decision to chose an alternative provision. Unfortunately Furness School is unlikely to have a significant increase in number of pupils applying for a place at the school.

<b>Question</b>	<b>Answer</b>
Parent If the local authority allowed the school to take pupils without a formal diagnosis, then you would fill the school 10 times over.	Unfortunately special schools can only admit pupils subject to a SEN statement, although an assessment placement can be agreed in exceptional circumstances but only for the duration of the assessment.
Several questions asked at same time.	I understand that this is an emotive subject but if you want your comments taken into account, they have to be recorded, so I ask if

	you could speak one at a time, please.
<p>Parent</p> <p>Your consultation last year clearly stated that there is obviously a demand for ASD places, so why aren't there enough pupils here at Furness and why is there still over 200 pupils being educated outside of the county? Why are they being put in the independent sector at huge cost to KCC and the taxpayer?</p>	<p>We do not dispute that there is a need for ASD provision in this part of Kent, as demonstrated by the oversubscription of Laleham Gap. Unfortunately this consultation is about Furness School and it is not a popular choice for parents as indicated by the low number of pupils on roll. There were 24 pupils that were offered Furness but they chose not to come.</p>
<p>Parent</p> <p>Where are these figures coming from? My son started school in September and I was aware of its reputation and was very wary of sending him here. How can you change the reputation of 20 years in 5 months, you haven't given the school a chance. I know it is all about the money. I have spoken to a number of schools and they say that this school is needed.</p>	<p>We are not seeing the evidence of the pupils coming into the school. I am really sorry if you want this heard, you need to speak into the microphone.</p> <p>I am Head of Special Needs and I understand what you are talking about. When a child is assessed for a statement proposed placements are discussed with each family. At this point the local authority can raise awareness of its schools and invite parents to consider suitability. Responses from parents asked to consider Furness indicated that their preferences continued to be Laleham Gap school or an alternative special school, or mainstream resourced provision. We cannot force parents to take a school they do not want.</p>
<p>Parent</p> <p>Some parents cannot accept that their children have special educational needs and expect them to cope with mainstream school. My son went to an Academy for 6 months and he was bullied, self-harmed and tried to commit suicide all because it was a normal school but here they are one big family and all understand one another.</p>	
<p>Pupil</p> <p>Don't shut the school – this £1.6m deficit - how do you expect school to change ways in 5 months – answer that question now.</p>	
	<p>The parents were asked not to call out as the meeting needed to be recorded. We will try to keep the answers as short as possible, just lots of noise and not an opportunity to hear what you are saying</p>
<p>Parent – Mr Farthing</p> <p>I wrote you a letter to which I have just received a reply. I would just like to thank you for acknowledging Lilac Sky's moratorium on not admitting pupils to the school for 2012/13 may have contributed to the current financial position of the school. You also acknowledge on the internet there's</p>	<p>Thank you for your point but I don't think there is a question in there.</p>

<p>a lot negative views and you state this is frustrating and may have influenced some parents in their choice. I stated that it did not affect my choice, I came and had a look. Despite nothing being done, circa 20 ASD pupils have joined the school this year so if you believe generally parent perception is bad, that is not the case and parents can still make their choice. There are many aspects in the consultation papers that indicate that there will not be enough ASD places in Kent immediately. Please clarify on this position especially as Shropshire has been mentioned and over 247 pupils are being educated outside of Kent.</p> <p>Also in the last paragraph of the Q&amp;A document it states that there are 4 schools with more than 10% vacant places. However, 3 of these are related to planned building works. The DfE states that KCC must meet children's needs, the Q&amp;A papers states alternative provision that is most suitable to their needs. I think discrimination has already been mentioned and I think this is the case.</p>	
<p>Parent What about selling the school, where is the management, why aren't they selling the school to prospective parents? You have got to work at it, promote it. Sell it on the internet, get the 24 people here tonight, we will sell it to them. It's your job to sell the school.</p>	
<p>Why did you bring Lilac Sky in and why are you considering shutting the school now? Why didn't you do it once the Ofsted result was known, when the kids were running riot? Why upset these kids that don't like change?</p>	<p>As parents of children at the school now you are perfectly happy with the school. The way that the special education needs placement works is that parents have a big say of where they want their children to go. Unfortunately a large number of parents do not want their children to come here.</p>
<p>Parent Get a team in here to work on it, get people to stand up and be counted as the children are on their own.</p>	
<p>Parent My son travelled from Canterbury to board here – it wasn't my choice and the journey time is over an hour. We took a risk with the school but cannot praise the staff and carers here enough, they are a family. In fact there are a lot of children in Canterbury who would like to come to a school like this – you have got to sell the school.</p>	<p>We do try and tell parents where the most suitable local school is. We try not to persuade parents but ultimately the law says the parents have a right to express a preference. At the same time as we tried to persuade parents to come here, there were 7 tribunal appeals for Laleham Gap. Of the 24 children who could have come here some chose West Heath, Sevenoaks or Pru</p>

	College in Sussex. Every family is different, some do not want boarding.
<p>Parent</p> <p>Two years ago we were at crisis point, we were having police removals from school and home and this is why it is very difficult to engage in education. This is why my son was permanently excluded from primary school but since being here he is engaged, has excelerated a year, is now part of gifted and talented programme, is off medication and has only had one physical intervention once when we were taking daily. Why. You say the school is not working. Why is the school in deficit. Why go through consultation and cost to re-designate school and why are we sat here now looking at closure. I am not the only parent who feels school has worked wonders for their child and we are now looking down the barrel of a gun and you are going to pull the trigger. Who is going to be accountable get to crisis point take up resource 4 police and get him to safety with 2 paramedics and 2 police restraining are you going to explain to siblings that you are the cause of this crisis. Explain to community that your choices and financial mismanagement has led to where he is now. My friend had 17 year old son who is burying her son due to the mismanagement of other services. I do not want to be the next statistic.</p>	Thank you.
<p>Parent</p> <p>If there was a deficit budget last year, why were we suggested this school as my son only started last September. My son hasn't had stability at school since primary school. We have had to deal with the police and medication over the years and he is now stable, yet now we are looking at an alternative school.</p>	The budget for the school is determined by the government regulations and tied to the number of pupils at the school so when it goes down the money the school gets is low. We were expecting children, we hoping an additional 24 children would take up places at Furness. It is tied to the budget and the numbers and we have explained how we have not been able to persuade parents to send children to the school.
<p>You say the school is for children with a statement yet my eldest son has a statement and my youngest child has more learning difficulties and doesn't have a statement so the council refuse to help him. His attendance is below 50% but the council refuse to help so if you took children without a formal diagnosis you would fill the places.</p>	We would love to have children come to the school. The law says you can only be admitted to a special school if you have a statement or waiting for a statement. 2.8% of Kent population has a statement and has been the same for 5 years.
<p>It is your decision not to take them without a formal diagnosis. Your numbers mean nothing to me. My son needs a statement and you are failing my son because he does</p>	I accept that some children are having assessments and turned down. Designation of ASD not a diagnosis of ASD doesn't mean you need a special school. We are still



not have a formal diagnosis.	statementing at the same levels it doesn't mean your pathway is to a special school.
<p>Parent – Mr Farthing</p> <p>I do not feel the question regarding the deficit was answered properly. When the school was re-designated it failed to mention the deficit and as you were aware when we visited the school we were told by the Principal of the school that finances were good and future bright. Why weren't we told. It was clearly untrue that schools financial position was good and clearly not mentioned when re-designation that took place that school had lost £1.6m.</p>	<p>At the time of re-designation the expectation was that there were children out there to come to Furness. There were 24 pupils expected to come to this school and the budget for the school was determined by number of at Furness so felt positive going forward. Unfortunately the numbers have remained below what anticipated.</p>
<p>In the Q&amp;A document you mention the top up funding which follows the pupil which is £16,000 per pupil. So if numbers rose from 31 to 60, that would raise an extra £464,000. The deficit over the last 2 years was over £800,000 so something other than pupil numbers is the causing deficit. I think there are some costs relating to Lilac Sky and I have requested some information on this. The cost of teaching 20 children in appropriate private schools is about £50,000 each which is £1m. KCC acknowledge there is a cost to putting pupils in boarding schools outside of Kent of up to £150,000 per year, per pupil. Surely, therefore, it makes financial sense to KCC and the DfE to keep this school open. I am an accountant surely the figures make this school work.</p>	<p>Your last comment about making financial sense, you are right. It would depend on the school having more pupils on roll. It is the only way the school can be funded.</p>
<p>Parent</p> <p>You are ignoring the fact that KCC will be spending more money sending children across the county to educate.</p>	<p>We would prefer to spend less money and having pupils nearer to their homes. That is our preference, clearly.</p>
<p>Parent</p> <p>I have been told there is no provision for my son in Kent so there is no option but out of County. If Furness should close, he wants home tuition as an option. Are pupil's needs being taken into consideration with this or is everyone just focussed on the £1.6m. The finances should not come into it, you cannot discriminate against a disabled person, that is the law. It is all about money.</p>	
<p>Parent</p> <p>Why have none of you have helped us look for a new school for our son's or daughter's?</p>	<p>There is a named case worker for every single child. If the closure goes ahead they will help on an individual basis to help your son or daughter. If anyone wanted to move we would help and look for a move but we do not want to force you to make a choice now. If you want us to tell you what the options might be we can help. Give me your name</p>

	before you go I will talk to your Area Manager about it.
Parent I was told by a teacher downstairs that my son's education is suffering now because of this proposal. – what are you going to do?	Clearly this is a very anxious time for everybody and this will have an impact.
Parent My son is due to move, reluctantly as Furness has tried to do everything possible for him. Lovely place and sad to leave but reached a point because his needs are very complex. This decision was reached before the phone call telling us of Furness closing. As a Y10 pupil his move would be a priority. I was assigned a case worker and told to look on google, one particular school mentioned by social worker. I have two schools who have not expressed an interest so do not feel that case worker is all that interested. Kent has failed my son. What is the point of having a case worker telling parents to look on Google.	If case worker is out of their depth I would expect them to bring to the attention of their Line Manager and if not bring to me. If you do not feel that the service is good enough you have a right to make a complaint as I do not want poor quality case work. We are having a development day and your comments will be fed into those discussions.
Pupil I feel that this is discrimination and I feel it is our right and our parent's right to say what school we go to. I believe that parents have chosen to send their children to this school so why are you making them leave.	Valid point and one that is related to the answers given already around the fact, if we were in a better situation, if we could persuade other parents to send their children to this school
Parent You keep saying that people have a choice but when they applied to get them into school they were incompetent and are the same people who are trying to sell this school.	I understand your point.
Parent Google is quite frustrating as all you get is negative views on Furness School.  Kieran is my son and he is in Y9 currently given Meadows School as an option but not accepted as this is not an option. I am advised that Roger Gough does not expect parents to make a choice yet because this still a consultation and you do not want to put pressure on the pupils.	I understand that Meadows School has been suggested to a number of parents and has been quite aggressive in insisting parents accept the places – putting undue stress and pressure on parents. You do not need to take a place.  We do not condone any school putting pressure on you or any parents to accept places. We can only advise of the options available to you.
Parent We are scared of not accepting a place in case it is too late because if the school closes where will our children go.	Places become available throughout the whole school year because it changes on a daily basis. We can only give an indication of what places are available. If the closure goes ahead we will look at what is actually available.
Parent	

<p>Son was given Portal House but he was restrained by staff and injured as a result so it was not the most suitable place for him. Furness is. Children with autism do not like the unknown it messes with their heads so they need to be supported.</p>	
<p>Pupil It took my mum 10 years to get me into this school and I underwent a lot of bullying. Do we have to fight for another 10 years to get into another school.</p>	<p>If we get into a position of transferring to another school, the transfer would happen very quickly.</p>
<p>Pupil This is the best school as there is no bullying. We are just like a family and everyone is really nice.</p>	
<p>Parent Why are parents being forced to accept a school if this is still a proposal and not closing.</p>	<p>Nobody is being forced to accept another school. We want to give people the opportunity to look and see what is available.</p>
<p>Parent – Mr Fathing I note some Y10 students could be leaving at Easter. If they do go to another school what will happen to them if school remains open. Kieran is in Y9 and will be considering his options so it is important to him too.</p>	<p>Anxiety or uncertainty is something parents don't want to live with and if your son/daughter is in a GCSE year group it would be their choice to move. It is not limited to Y10 but we are just making the point to Y10 parents.</p>
<p>Parent – Mr Farthing General consensus for our children is this school is our first choice. Who was responsible for the under Y10 being told about different choices, who took that decision because you have caused a lot of stress to the pupils and parents. It's quite an important point.</p>	<p>That is what the code says about having discussions with parents. It says in the SEN Code of Practice we have no choice.</p>
<p>Parent It is not just about education the children have learnt a lot about life here and this is really their last chance. Is this connected with the election and Mr Cameron by any chance?</p>	<p>This has nothing to do with Mr Cameron.</p>
<p>Parent We have signatures from the public saying they want to keep the school open. We have set up a Facebook page with over 2,000 people supporting us. We also have a signed petition. So how can you say there is not the interest.</p>	<p>When County Councillors take the decision re closure you need to ensure the link is submitted so they can see the amount of comment. If you have a petition please let us have a copy.</p>
<p>I am annoyed that the children were told the news on the same day as us, not allowing us time to prepare for the news. We couldn't prepare our children for what is happening. Decision to tell the children should have been down to us.</p>	

<p>Parent Had my phone call and officer said Furness will close. I cannot find another school that can do the exams he has chosen so do I put him back a year. Exams can be delayed but it reduces his opportunities. I have visited three schools and they do not match Furness at all. Frone College, had a niece who went there and she still cannot read so absolutely shocked that you are promoting that college. It takes an hour to get my son here and are you really going to fund a taxi and boarding at an independent school because I cannot match what I have here. I have two children with special needs and it is very difficult. Son here because previous HT gave him an opportunity to come here. If you were a parent you would see how stressful this whole situation is. Told initially it was closing and now told that it is just a proposal. It is not fair.</p>	<p>I am not promoting Frone College.</p> <p>We are trying to be clear that this is an open consultation. It is often perceived as a done deal but I can assure you that this is a genuine consultation.</p> <p>There is another public consultation in West Kent tonight. There is a proposal to open a SRPB at Hugh Christie school. No we are not trying to send children to that school.</p>
<p>Funny enough I asked Dave Holland that and he said we were trying to get children into mainstream school and I said over my dead body.</p>	<p>This consultation relates to Furness. The mainstream settings are often linked to special schools. On the proposal it mentions Hugh Christie and Wilmington and that is going forward to meet demand we are seeing for places. The offer is there for 1:1 discussions re alternative places should Furness close.</p>
<p>Pupil Been a student for 10 years but previous to that I did not attend school regularly. Small classes work better for me as I suffer from depression and school has helped me in different aspects. The school are also helping me to come to terms with losing my mum and I cannot exaggerate how brilliant the school has been in helping me.</p>	
<p>Parent Something should be done about the bad management, apologies for information on Google, pressure on parents, the closures a lot of apologies surely bad management should be a priority. The parents and children are not responsible for these mistakes.</p>	<p>We are not going to lay blame and we have tried to stress that we are taking comments on board. You will be listened to. We will present all comments, either verbal or written to go to the decision makers to see where we can go with this. The council will look to act on your comments to help improve the service to you.</p>
<p>Parent Last consultation a question was raised by a resident about the future of the Furness site. I understand KCC has given backing to Aspire school to open a Free School and is currently approaching DfE to set up school and then Furness comes up for consultation.</p>	<p>This is issue focusses on this particular school. The only other settings it may relate to is Hugh Christie and Wilmington Academy. It is not linked to Aspie School.</p> <p>Aspire is a group of parents wishing to set up Free School provision for pupils with ASD in Sittingbourne and have approached DfE for</p>

<p>Last consultation said it would remain as educational setting.</p>	<p>funding. They have approached KCC to see if we would be willing to buy in places at that setting. If parents wish to send their children there and it meets the needs of the child we would consider the approach. It is no way linked with what is happening here.</p>
<p>Parent I am told funding in an independent school would only be for 2 years.</p>	<p>The law changed in Sept 2014, children have support until they are 25. Schools go up until they are 18 or 19, so they would have provision at a college or equivalent setting.</p>
<p>Pupil What are you going to do with the school if it closes down.</p>	<p>The site is still up for discussion. We have pressures on all places for education. It has not been decided as we are dealing with people issues first. It sits within the EYPS and we have made no decision on its future use.</p>
<p>Parent If we do not know outcome until April this year it doesn't give us enough time to look at alternative places.</p>	<p>Unfortunately it is a statutory consultation period which we have to follow. Timeline slide shown. This public consultation continues until 25 March. We have to collate responses and put a report together to Education Cabinet Committee by 15 April. A decision will be made re Council's view and Public Notice published. A formal decision cannot be given until July.  The most important date on that slide is 15 April. The closure will be discussed by County Members and Cabinet Member will take a decision on the closure of the school. That is the most certain date we are going to get. There is a further formal consultation period but it is unusual to hear any further representations.</p>
<p>Parent What happens to children if staff start to leave and you have 30 children still in school. Teachers are being offered redundancy and some may decide to take.</p>	<p>Staff have been consulted with separately and they do not want school to close. We are not getting the impression that staff will be leaving to find alternative jobs. Period of notice for a teacher is more than half a term, several months before they can leave.</p>
	<p>I think we need to draw meeting to a close, so if there are no further questions.</p>
<p>Parent – Mr Farthing We had three hours for the meeting last week. Not sure why this is meeting is only billed for two. Deficit £1.6m placing pupils in private schools outside of County must cost more than £1.6m. I stated pupil numbers are not the full reason for deficit. Ofsted says Requires Improvement but a lot of people feel how good the school is. My son is predicted to</p>	

get a Grade C in Maths.	
What is the cost of making all teachers redundant?	I do not know this but I can be pretty sure that it will be expensive.
I don't think our children are going to find schools that are suitable for them and I find it a massive discrimination against pupils with ASD right now.	
Parent If you took Lilac Sky away from school we would have money to run this school. I know it was to help build school up but I think there were different ways to do this.	The Lilac Sky contract pays for Principal and some senior staff. If the contract was removed the cost would still be there as you would still need a Principal.
	Jill Howson – the budget deficit – the Lilac Sky fee was only added July 2014 and is a tiny percentage of £1.6m deficit. The proposal to reduce numbers was started before Lilac Sky came to the school. The strategy to reduce roll of students had already been taken.  Lilac Sky was brought in to remove school from Special Measures and it is now Requires Improvement as Ofsted have faith we are improving the school. Finance run in same way, no strategic decisions have been made by Lilac Skys alone they have been working in conjunction with KCC.
Parent Do you feel that Lilac Sky has been set up Mrs Howson?	
Parent Lilac Sky have not done their job then. Take them out and let the school run with KCC. Let a new HT come in. Take Lilac Sky away and then consider closure.	This measure will not have an impact on the £1.6m deficit. It would still cost the same to employ a new management team.
	Thank you for your views.
Parent – Mr Farthing. The meeting started at 20 past 6. We are the main stakeholders so it does not look good if only given 2 hours.  I asked whose responsibility it was to fill the school and was given the answer that it was KCC's. I would like a copy of the recording of last week's meeting and tonight's meeting. It is on record that you could provide a copy of the recording.	It is difficult to get a recording but we will endeavour to get one to you.  Your views have been made very clear.
	Thank you for your views and we can see you are very passionate about your school. I can assure you that everything said tonight

	will go towards the County Councillors coming to a decision regarding the future of Furness School. Thank you for coming.
Parent What are you going to do to calm the children? They are stressed and anxious what are you going to do to help them through this process?	We appreciate that coming out with a proposal like this creates uncertainty. We will be keeping in close contact with the school to make sure any young person who is particularly affected gets the support they need.
Parent Before this school my son was incredibly violent and because this is stressing them out a lot of parents will experience abuse from their children as a result.	As I have said, the school will pick up on any anxieties and I am sure there will be sufficient support put in place to help with those issues.
Pupil It says here that Wilmington Academy and Hugh Christie Schools will be for pupils who are capable of achieving academic success in mainstream. We cannot cope with mainstream that is why we are here.	We are trying to ensure that there is a range of provision across the county. Some pupils are considered high functioning ASD and might be able to cope with some subjects in mainstream school. The provision at Wilmington & Hugh Christie is not suitable for pupils with learning difficulties.
Everyone is capable of getting the right grades with the right support, because of this school. By closing this school, they will find it difficult to cope with a new school. I want an answer why you are bothering to close a school where everyone is capable of getting grades that may exceed their expectations.	I appreciate your comment. You need staff to run the school and you need money to pay the staff and we do not have that.
Parent Why are we going through this process if you have already made your minds up to close this school. You are saying that you cannot afford to pay the staff because of the deficit.	It is a proposal.
Parent – Mr Farthing In my letter sent to various people, including Kevin and Ian. I quoted a BBC article, Dan Leighton, Policy Officer National Autistic Society. 'Getting the right support can be expensive but can make all the difference between a young person developing & flourishing than their progress plummeting. DfE says, Councils must ensure all children including those with autism are educated in a place that meets their special needs.	
Pupil If money matters so much to education why don't you take a pay cut to pay for our education.	The largest part of the schools budget pays for the staff and unfortunately without change it is not a viable option, coupled with lack of pupils has attributed to this situation.
Are you saying this school is not worth your money. The school needs staff and money, are you not prepared to pay for our education. Why did you let the deficit get so big. Why didn't you stop this situation.	It is not targeting individual pupils, we have seen in SEND strategy the need for special places in mainstream and special schools.  There was a very significant change to the way schools funded in April 2013. Schools

	<p>guaranteed funding for the number of places, ie. 60 special school funded for 60 even if 5 attended. Nationally the funding changed due to market forces, Kent lobbied against it as they made over 60% of funding attributable to pupils on roll. If school only half full they are losing 43% of the budget. We have to abide to legislation there is no route to overstep those regulations.</p> <p>This school currently has a strand of residential. The cost per pupil is higher, £46,000. So many places designed as residential and day – where we do not fill places as residential gap is £43,000.</p> <p>There are options needed to take remedial action. It has still been designated same number of places, running costs, that partially higher cost places still available, hence a 43% drop.</p>
<p>Parent Requested son to board because it meant him an hour of travel each way. He is suffering because of not boarding. We have problems at home, I have been attacked by my son, verbally abused and we have requested help and don't get any. Not that parents do not chose to board but you saying no.</p>	<p>Where the assessment is taken that is the decision. We have to accept what is given under the statutory process.</p>
<p>Q&amp;A paper there was question regarding boarding provision. 'The Council does not always have the power to operate in the same way as the independent sector. The Council cannot set a price for boarding based on a figure which includes a margin of profit because it is subject to recoupment regulations which mean it can only recover a share of the actual costs'. It sounds like it is set up to fail.</p>	<p>It is statutory when we charge for place in boarding provision only allowed to take actual expenditure and divided by the pupils that are there. Every Council bound by that legislation.</p>
<p>Surely it is still cheaper for people to board than be sent to independent schools outside the County. This is going to cost the government more money than the deficit over the next two years.</p>	<p>Local maintained provision that does not have a profit margin in it is cheaper than the private sector that has a profit margin in it. We are not in a position to make money.</p>
<p>Pupil You are thinking short term. When pupils get GCSE's they will pay more in taxes. If you let the school run and see if it can get financial position under control and let more children have an easier future.</p>	
<p>Parent Are these dates in concrete as a couple of years ago the school shut down. Is that</p>	<p>That was a special circumstance and it was done as it was unsafe to keep the pupils on site. A decision was taken for a brief period</p>



going to happen again.	of time to close the school and we had to make a decision about taking school forward. In 2012 Lilac Sky was brought in and an IEB established to take action. Had about 90 pupils on roll and numbers dropped to about 50.
Parent What help are the parents likely to get. As my son is suffering with his education because he is so stressed out.	The staff at the school is your first point of call. Should there be specific cases of exceptional need we are desperate to ensure this is not to the detriment to the education of these children.
Parent Staff trained to deal with pupils at this time.	There is always an opportunity for challenging behaviour and staff have expertise to deal with these situations.
Parent Teachers are under a certain amount of stress themselves as well as our children. They still have own worries.	There are two consultations running. The staff are subject to their own consultation and were given an opportunity to liaise with union reps and local authority colleagues and the IEB over any queries they may have.
Parents I spoke to a couple of teachers who were annoyed they were not allowed to attend this meeting so why is the headmistress allowed to contribute to this meeting. Why was she allowed to speak. You are saying that she is right to stay in each meeting to hear what is said. The teachers should be given the same say. Can one of the teachers come here to have their say.	In terms of global establishment of staff in school. Parents were told that pre-consultation meeting for staff so had opportunity to digest information. The staff consultation meeting took place after that and then there was a public meeting a week ago and had 30-40 staff attend who had opportunity to raise questions. Jill Howson works for Lilac Sky and therefore was allowed to have her say. The same explanations are given at each of these meetings. Obviously as parents you have more personal direct issues to address, the public meeting last week was an opportunity for everyone.
	Miss Howson has not had any extra opportunity. When we have consultation meetings about changes to the school we always have the Headteacher present, the fact that a member of staff needs to be here, she is not a KCC employee she is Lilac Sky. What she said tonight answered a question and was the first thing she said.
Pupil It is important for parents and teachers to have a meeting together to express their views together.	I understand what you are saying but there have been 3 strands of meetings. One for staff, one for the public and one for parents and pupils. Everyone was welcome to attend the meeting last week.
Parents Primarily a public meeting for everyone and it was 3 hour meeting but this is for parents and was billed for 2 hours.	It was billed as a Drop-In session originally and we thought some would want individual time with officers but due to large numbers attending, it was decided to do a collective meeting and formalise it. This was billed as formal meeting and we usually run these for 2 hours, which we have now overrun.

	<p>I would like to thank you for your comments, if you have anything further you would like to add then please let us have them so we can take them to the Cabinet Member in April.</p> <p>Good night.</p>
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**Proposal to discontinue Furness School**

**Equality Impact Assessment**

The Equality Impact Assessment has been updated in response to issues raised during the consultation.

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**KENT COUNTY COUNCIL  
EQUALITY IMPACT ASSESSMENT**

**Directorate:**

***Education & Young People's Services***

**Name of policy, procedure, project or service**

***Proposed Closure of Furness School***

**What is being assessed?**

***Project***

**Responsible Owner/ Senior Officer**

***Ian Watts, Area Education Officer – North Kent***

**Date Initial Screening Completed**

***30 January 2015***



## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
Age	Yes – Secondary aged students	Low	Low	Age profile of students currently attending Furness School established by Year group. Identification of appropriate vacancies in relevant Year groups in SRBPs in other schools serving the area to identify whether demand matches need and commissioning of additional capacity in specific year groups in certain schools if required. <i>See actions within Closure Plan.</i>	Yes – with a detailed transition plan in place for the affected students that takes account of the individual needs of the young people and their families (in particular the individual support needs), the students could benefit from attending schools with SRBPs where learning opportunities and experiences could be significantly broadened. Kent's Admission to Secondary School in Kent 2015 will be applied. Kent's Transport Policy will be applied.
Disability	Yes – all students attending the school have either Statements of Special Educational Needs or Education, Health and Care Plans; for either ASD or BESD.	Med	Med	An appropriate placement for every student with a Statement of Special Educational Needs or Education, Health and Care Plans will be identified through meetings with the SEN department and families in liaison with receiving schools.  Individual needs of all students will be identified through meetings with the families to identify requirements to ensure transition to receiving schools is smooth and records are up to date and transferred in time to receiving schools.	Yes – transfer to a larger school could potentially provide more flexibility of resource to support the young person's needs. Each student and their parents/carers will have one to one discussions to fully understand their needs and how best the local authority can support them.  Schools that offer places to students from Furness will provide the same level of provision, or better. Parent and student wishes will be the driver that decides where the student will be placed.

					Kent's Transport Policy will be applied and any student that continues to need and qualify for transport assistance will receive it.
<b>Gender</b>	Yes	Med	Low	No particular action over and above that provided for other protected groups	The majority of students at the school are male, which matches the national clinical picture of ASD affecting a higher percentage of males than females. The gender of the student will not affect the level of support & individual consultation that will be provided during transition to a new provision
<b>Gender identity</b>	No				
<b>Race</b>	Yes	Low	Low	Individual needs of all students will be identified through meetings with the families to identify requirements to ensure transition is smooth and records are up to date and transferred in time to receiving schools.	Yes – transfer to school that is a larger than Furness will enable more flexibility of resource to support the young person's needs. This will result in individual needs continuing to be met at the same or better level in their new school.  Kent's Admission to Secondary School in Kent 2015 will be applied.
<b>Religion or belief</b>	No – Furness School is not a faith school	Low	Low	Discussions with the nearest schools to student's homes to identify availability of places and capacity may identify places at faith schools. Discussions with families with regard to preference for a school with a particular ethos.	Students who express a faith-based need during their one to one discussions will have those wishes taken into account when considering a new provision. Depending on the faith need, this may require KCC to investigate specialised provision in a dedicated faith school. This will be determined following individual discussions.
<b>Sexual orientation</b>	No	N/A	N/A	N/A	N/A

<b>Pregnancy and maternity</b>	No	N/A	N/A	N/A	N/A
<b>Marriage and Civil Partnerships</b>	No	N/A	N/A	N/A	N/A
<b>Carer's responsibilities</b>	Yes	Med	Low	The local authority needs to be cognizant of carer's circumstances, for both boarders and day students.	While there is no requirement for the local authority to make decisions based on the impact of carer's circumstances, it may be considered as a mitigating factor, especially if there are other siblings who would be adversely affected by the decisions.

**Part 1: INITIAL SCREENING**

<b>Low</b>	<b>Medium</b>	<b>High</b>
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

**Proportionality - Based on the answers in the above screening grid what weighting would you ascribe to this function**

Medium – Medium numbers affected; mitigating actions will be sufficient.

**Context**

Furness School was re-designated from BESD to ASD in 2014. Now a school for students with ASD, it currently provides for:

Yr	7	8	9	10	11	total
<b>ASD</b>	3	5	2	6	6	22
<b>BESD</b>		1	1		6	8
<b>SCLN</b>				1		1
<b>tot</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>12</b>	<b>31</b>

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The number of young people entering the school each year is very small and these low numbers are not expected to increase within a reasonable timeframe. This is due to:

- the numbers of students/parents who have decided to take up places elsewhere, citing the poor reputation of the school.
- the significant budget deficit which will cause a deleterious effect on the staffing and resources available.
- the current Ofsted rating of ‘requires improvement’.

More and more schools are establishing specialist resource based provisions resulting in increased numbers of ASD places being created in mainstream schools. It is completely accepted by the local authority that there will always be a number of students, both primary and secondary, who will need a place at a special school in order for them to receive a statutory education. The local authority continues to investigate sources of school places. Retaining Furness School is not a viable solution because of the

significant budget deficit and the unpopularity of the school. The number of students on roll at the school is diminishing, although some of that may be attributable to the redesignation of the school from BESD to ASD. The Equality Impact Assessment that was completed for the redesignation can be viewed here: <http://consultations.kent.gov.uk/consult.ti/Furness/consultationHome>

### **Historic Numbers of Students on Roll (using annual September data collection)**

<b>Sept 2008</b>	<b>Sept 2009</b>	<b>Sept 2010</b>	<b>Sept 2011</b>	<b>Sept 2012</b>	<b>Sept 2013</b>	<b>Sept 2014</b>
72	81	68	90	50	34	30

Schools receive funding based on student numbers and the decline in numbers results in a corresponding decline in funds available to the school. The school has a considerable budget deficit which means that it will be impossible to maintain the current staffing levels necessary to maintain and sustain the improvements required by HMI.

Some of the school's buildings are in poor condition and substantial additional funding would be required to continue to maintain them.

### **Aims and Objectives**

- To discontinue Furness School due to the large budget deficit and the unlikelihood of the school being able to recover
- To ensure that students in the current Year 11 who remain on site have the opportunity to complete their GCSE studies
- Should the proposal be progressed:
  - To ensure that every student currently in Year 7, 8, 9 and 10 attending or who has applied for a place in Year 7 at Furness School for September 2015, secure a school place at their nearest appropriate school - operating within KCC policy and procedures, in particular, with regards to Admissions, Transport and support for SEN.
  - To ensure the current Year 11 students are supported in making alternative and suitable decision on the post-16 options.

### **Beneficiaries/ Stakeholders**

- Students attending Furness School and their parents and carers
- Parents making an application for a place at Furness School for their children for September 2015



- Families in the locality who may have identified Furness School as a preference at some point in the future
- Primary, Secondary and Special schools serving the locality
- KCC as commissioners of education
- Other users of the school site
- Local residents
- Hextable parish council
- local members/councillors
- Staff of Furness School
- Other stakeholders identified through the Public Consultation process.

## **Consultation and data:**

### **(i) Consultation:**

#### ***Parents and Carers***

There will be a meeting with parents and carers during February/March 2015. All families will be offered the opportunity for one to one discussions to look at their preferences and the needs of their children before the end of the consultation period. Following the one-to-one meetings, the Equality Impact Assessment will be updated if required

#### ***Public***

- The consultation period will run from 4 February to 25<sup>th</sup> March 2015, allowing additional time for school holidays.
- A public drop in will be held at the school during the Public Consultation on a date TBA.
- Following the consultation period, feedback as a result of the consultation will be reported to KCC Education Cabinet Committee on 15 April 2015. A decision to issue a public notice will be taken by the Cabinet Member for Education and Health Reform.
- The public notice period (if issued) will be 8 May to 12 June 2015.
- The decision on closure will be taken by the Cabinet Member for Education and Health Reform at the end of the public notice period.

#### ***Staff***

Consultation will be undertaken with staff and their respective professional associations according to agreed policy and procedure. Early consultation will commence on the 11 February 2015.

## **(ii) Data**

Data used on student numbers and future projections for the Sevenoaks district is to be found in the Kent Commissioning Plan: [http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)

There are no forecasts for numbers of young people with SEN, although the trend indicates that the number of young people with ASD continue to increase. KCC continues to monitor the numbers and apart from creating SRBP places, we continue to commission special school places for students with ASD.

## **Free School Meals**

There are 11 (35.5%) students that are eligible for Free School Meals. These students attract additional funding. However, it is not significant enough to impact on the viability of the school.

## **SEN**

All students have Statements of Special Educational Needs or an Education, Health and Care Plan.

## **LACs**

3 (10%) of students are LAC.

## **EAL**

At the time of writing, all 31 pupils have recorded their first language as English.

## **Gender**

Of the 31 students on roll at the time of going to consultation, 3 are girls and 28 boys.

### ***Race & Ethnicity***

Of the 31 students on roll, 30 have indicated their ethnicity as English. One student is of Gypsy/Roma origin.

### ***Religion or Belief***

Details of religion or belief are not recorded for students at this school. The school is non-denominational.

### **Potential Impact**

#### **Adverse Impact:**

Any potential adverse impact that students may experience from a move to a new school will be countered through:

- close working with the school and parents/carers around their individual needs
- close liaison with receiving schools around individual needs of the young people and educational performance
- consideration of transport requirements (within the constraints of current agreed KCC policy) particularly for those where financial constraints may have an adverse impact
- consideration of uniform costs
- consideration of placement of siblings
- work with other local schools to agree additional capacity where required to meet the needs of young people currently attending Furness School
- ongoing consultation and evaluation to ensure equality of outcomes for all students and that mitigating action is put into place

#### **Positive Impact:**

- Linked proposals will ensure that there will be a net increase of ASD provision in the area. An additional 50+ places are being proposed for Hugh Christie Technology College, and at least 15 more are proposed at the Wilmington Academy.
- KCC continue to work with local special schools to
- the relocation of Furness students will be to schools in a much stronger financial position, and who have thriving rolls. This will enable the individual needs of young people to be met and provide greater opportunities and a broader curriculum for students

- those attending larger schools will benefit from the larger staffing and, therefore broader range of skills that a larger staffing establishment should be able to provide.

## **JUDGEMENT**

**Internal Action Required                      YES**

There is a risk of students being unable to find a provision that will entirely suit their needs. Through one to one discussions, the number of occurrences will be kept to a minimum, with the aim of all students receiving the same or better provision to that which they were receiving at Furness.

There is a risk of the local authority having to commission additional places at special schools, over the SRBP places being proposed at Hugh Christie Technology College and Wilmington Academy.

As issues arise during one to one meetings with families and through the consultation period, we will reflect these in this Equalities Impact Assessment and in the actions reflected in our closure plan to ensure that we are mitigating any potential adverse impacts for those groups with protected characteristics.

**Full Impact Assessment                      NO**

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### **Sign Off:**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

Name:            Ian Watts, Area Education Officer                      Date:                      30 January 2015

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### **Revised:**

Following feedback and comments from stakeholders, I have revised the equality impact assessment.

Name: Ian Watts, Area Education Officer      Date: 9 March 2015

## Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Age	Young people of secondary school age potential to be affected by change of school	Detailed transition plan to be developed	Smooth transition, school places secured, receiving schools confident of young person's needs.	Local Authority	5 February ongoing	
Race	Individual needs of students to be considered and responded to	1-2-1 meetings with parents to identify needs. Information to be passed to receiving schools re individual needs.	Any potential for adverse impact mitigated.	Furness School/Local Authority	5 February ongoing	
Religion or belief	Furness School is not a Faith school	Work with Faith and Non Faith secondary schools to identify capacity and willingness to take over Published Admission Number if parents indicated a preference for a school with a particular ethos.	Ability to accommodate wishes of parents who have a strong preference for a school with a particular ethos.	Local Authority	5 February ongoing	

From: Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee - 15 April 2015

Subject: The Future of Stansted CEP School

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Malling North

**Summary: This report sets out the results of the public consultation on the proposal to close Stansted Church of England Primary School with effect from 31 August 2015.**

**Recommendation(s): The Education and Young People's Services 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 Stansted Church of England Primary School**
- (ii) And, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015**

## 1. Introduction

1.1 Stansted Church of England Primary School (CEPS) is a small Primary school in the north of Tonbridge and Malling District with a published admissions number (PAN) of 15 pupils and a total capacity of 105 pupils. At the time of writing the school has a total of 14 pupils on roll. The Headteacher has received confirmation that another 7 pupils will leave the school after the Easter break, leaving a maximum of 7 pupils on roll from term five. Stansted CEPS is confirmed as a rural school under the Designation of Rural Primary Schools (England) Order, October 2014.

1.2 Due regard has been given to the presumption against closure of rural schools as set out under section 15(4) of the Education and Inspections Act 2006 in that KCC has explored:

- Alternatives to closure including the potential for federation with another local school, or conversion to academy status and joining a multi-academy trust, or umbrella trust to increase the school's viability.
- The scope for an extended school to provide local community services and facilities for family and adult learning, healthcare and community internet access have also been considered;

- The availability and cost of transport to other schools; and
  - The likely effect of closure of the school on the local community.
- 1.3 The school was inspected by Ofsted on 3rd July 2013 and placed into Special Measures. When a school fails its Ofsted inspection it is deemed not to be providing a satisfactory education and that leadership, including Governance has not been able to deliver a good level of education to its pupils.
- 1.4 KCC put in place an Interim Executive Board (IEB) in May 2014 to replace the governing body, which was approved by the Secretary of State for Education. This followed a period in which the Governing Body was provided with the opportunity to make the necessary improvements following the unsatisfactory Ofsted inspection.
- 1.5 Since being placed in Special Measures by Ofsted, Stansted has received a high level of external support from both the Local Authority and the Diocese of Rochester. This includes but is not limited to support from both an Early Years Advisor and Senior Early Years Advisor, support and advice from the Literacy Adviser and a Primary Improvement Adviser providing fortnightly support visits, advice and guidance. The advisers worked alongside the then Interim Headteacher in monitoring improvements in the school's work.
- 1.6 The Interim Headteacher and staff at Stansted also had access to a wide range of training and briefings and additional support provided by the Diocese and other local schools. KCC has also provided additional funding towards the costs of employing teaching staff. Every effort has been made to improve this school so that parents would not lose confidence.
- 1.7 During this period the local authority explored the possible federation of Stansted with other, more successful schools. Based on the professional advice of the Senior Improvement Advisers for North and West Kent and the Diocese of Rochester, three local Primary schools and one secondary school were approached about possible federation with Stansted CEPS. All of the schools approached declined to enter into discussions about federation and expressed concerns over the future viability of Stansted CEPS on the basis of low pupil numbers. The IEB formally approached the Diocese of Rochester about the possibility of converting the school to a sponsored academy as part of a multi-academy trust. This was formally ruled out by the Diocese of Rochester Board of Education.
- 1.8 Despite significant external support the school has been in Special Measures for over 18 months. Following the fourth HMI Section 8 monitoring visit in December 2014, which found that the school was not making reasonable progress towards the removal of Special Measures, the County Council, the IEB for Stansted CEP School and the Diocese of Rochester agreed to commence a public consultation on a proposal to close Stansted CEP School with effect from 31 August 2015.
- 1.9 Due regard has been given to the presumption against closure of rural schools as set out under section 15(4) of the Education and Inspections Act 2006.



## **2. Background**

### Leadership and Teaching Structure

- 2.1 At the time of the Ofsted Inspection in July 2013, the Headteacher had been on long-term sick leave for a number of months. The Senior Teacher managed the school for the remainder of the spring term. When the Headteacher's absence continued, two Headteachers from local schools provided day-to-day support from March 2013.
- 2.2 KCC worked with the Governing Body of Stansted CEP School until concerns about its ability to improve necessitated a request to the Secretary of State for an Interim Executive Board (IEB).
- 2.3 An IEB made up of experienced members was appointed by the Secretary of State on 22 May 2014.
- 2.4 The IEB's remit was to ensure Stansted CEP School improved its quality of provision, and its pupils achieved good outcomes. Since its inception in May 2014, the IEB has struggled to recruit to key staffing posts and has not been able to achieve a sufficient level of progress.
- 2.5 KCC recognises that a number of factors including, falling standards and pupil numbers, sickness absence and the inability to recruit staff to key posts have contributed to the decline of the school. In an attempt to attract a high calibre leadership candidate the previous Governing Body had issued a fixed term contract to an Interim Headteacher at a substantially higher grade than the substantive salary would offer. Despite this significant investment, the new leadership made insufficient progress in improving the quality of teaching and learning at Stansted CEP School. Following a period of absence, the IEB confirmed that this Interim Headteacher would not be returning to the school in February 2015.
- 2.6 Following this, the IEB and KCC officers worked together to identify an experienced Headteacher from Brenchley and Matfield CEPs to provide interim leadership until the end of this academic year.
- 2.7 The current structure of the school is such that there is now one permanent member of teaching staff and two Teaching Assistants delivering provision across all year groups from the Foundation Stage to Key Stage 2.

### School Standards

- 2.8 Stansted CEP School was required to improve the quality of teaching so that it is typically good or better through the school; improve leadership and management; and improve pupils' achievement, particularly in writing.
- 2.9 There were some improvements to the phonics outcomes for six year olds in the past year, given that only 22% achieved the standard the previous year. However, following the 2014 National Curriculum assessment tests it was clear that Stansted pupils were still under-achieving compared to pupils nationally.
- 2.10 Key Stage 1: at the end of Year 2, the number of pupils achieving the expected level of achievement (Level 2B+) was considerably below the

national average on all measures. There were no pupils exceeding the expected level of achievement (L3+).

Key Stage 1 L2B+

<b>2014 (All)</b>	<b>Stansted (%)</b>	<b>National (%)</b>
Reading	28.6	80.6
Writing	57.1	69.7
Maths	71.4	79.9

Key Stage 1 L3+

<b>2014 (All)</b>	<b>Stansted (%)</b>	<b>National (%)</b>
Reading	0	30.5
Writing	0	16.1
Maths	0	24.2

- 2.11 Key Stage 2: at the end of Year 6, the number of pupils achieving the expected level of achievement (Level 4+) was considerably below the national average on all measures. The number of pupils exceeding the expected level of achievement (L5+) was also considerably below the national average.

Key Stage 2 L4+

<b>2014 (All)</b>	<b>Stansted (%)</b>	<b>National (%)</b>
Reading	77.8	89
Writing	55.6	85
Maths	77.8	86
GPS	55.6	76

Key Stage 2 L5

<b>2014 (All)</b>	<b>Stansted (%)</b>	<b>National (%)</b>
Reading	55.6	50
Writing	11.1	33
Maths	44.4	42
GPS	33.3	51

- 2.12 When visiting schools in special measures, HMI judgements take into account the progress the school has made since they last visited the school. This will include the impact of actions taken by the school to date, the most recent data on attainment and progress and the school's own monitoring of the quality of teaching.
- 2.13 In making their judgement on Stansted CEP School in December 2014, HMI looked at the school's capacity for sustained improvement. In this case, HMI felt that the progress made by the school was not sufficient. HMI noted that "there is very little evidence that the current group of children in Reception are making reasonable progress" and that "standards remained below average at the end of Key Stage 2 last year". HMI also noted the difficulty faced by staff with teaching a wide range of ages and abilities, and how this affected Key Stage 2 and Reception children.
- 2.14 The Department for Education (DFE) School Organisation Guidance for Proposers and Decision-makers (January 2014) states that the Secretary of State may direct a LA to close a maintained school requiring special measures under Section 68 of the Education and Inspections Act 2006. This will usually be done where there is no prospect of the school making sufficient improvements and where there is a sufficient supply of alternative school places in the area.

Pupil Numbers

- 2.15 Currently there are 14 pupils on roll. However, taking into consideration confirmed moves there will be 7 pupils on roll after Easter 2015. In addition the school has been advised by a number of other parents about the possibility of their child leaving the school after Easter.

- 2.16 The number of children joining Stansted CEP School each year is very small and these low numbers are not expected to increase. Pupil numbers have reduced significantly over recent years as exemplified in the table below.

**Reception Year Preference Data for Stansted CEP School:**

Year	PAN	1st	2nd	3rd	Total
2015	15	2	7	3	12
2014	15	5	8	6	19
2013	15	8	3	6	17
2012	15	10	5	3	18
2011	12	13	13	5	31
2010	12	7	4	7	18

**Number of pupils on Roll at Stansted CEP School**

Census	2010-11	2011-12	2012-13	2013-14	2014-15
Spring	74	78	67	56	56
Autumn	66	81	68	58	35

- 2.17 The consultation process to discontinue Stansted CEPS overlapped with the 2015/16 Primary school admissions round. KCC notified parents expressing a preference for Stansted for September 2015 Reception year about the proposal to discontinue Stansted CEP School. This was in line with the duty under the Admissions Code (December 2014) to ensure that admissions arrangements are fair and transparent, and ensured that parents can make a fully informed decision for the place for their child. Those parents were informed of the rights of all parents in Kent to amend their preferences until the 6th February 2015.
- 2.18 The majority of schools' funding is based on pupil numbers and the decline in numbers results in a corresponding decline in funds available to the school. In the event that the school remains open, the scale of reduction for the 2015/16 budget will further affect the school's ability to deliver the necessary improvements and to recruit and retain staff. This increases the concerns over the school's viability.

Displaced pupils

- 2.19 The local authority recognises that this proposal has caused concern to parents and carers and pupils at Stansted. In order to reduce the uncertainty KCC approached schools within the locality to identify where there were vacancies in the relevant year groups. The Admissions Code (December 2014) places a duty upon the local authority to collaborate with schools to secure provision for pupils in the area in the event of a potential school closure. Prior to the commencement of the consultation on 15 January parents and carers were provided with an offer of an alternative school place. This offer was made according to the 'nearest appropriate school' to the pupil's address. A summary of places offered is shown in the table below. Parents and carers were able to accept or reject their child's offer until 30 January 2015. Parents and carers were also free to contact any other school to seek a place and details of spaces within the locality at the time of writing were provided. Seven offers of alternative places were accepted by 30 January 2015.

## Offers made to pupils on roll at Stansted CEP School

School	Ofsted	Total	R	1	2	3	4	5	6
West Kingsdown CEPS	3 RI	23	4	4	5	2	4	2	2
New Ash Green	2 Good	3		1			1	1	
Vigo Village	2 Good	2			1		1		
Langafel	3 RI	2	1		1				
Borough Green	2 Good	3	1			1		1	
Seal CEPS	2 Good	2			1	1			
<b>Total</b>		<b>35</b>	6	5	8	4	6	4	2

### Travel

- 2.20 In the event of closure we recognise that there may be an impact upon the length of journeys between home to school for some pupils on roll. At the time of consultation there were 35 children on roll, of those, 10 pupils have an address within the parish of Stansted, 25 live outside the parish, at distances ranging from 0.5 miles to in excess of 10 miles. Of the 25 from outside the parish; 12 children live in West Kingsdown; 3 children live in excess of 6 miles from the school (Sevenoaks or Maidstone).
- 2.21 Home to school transport will be provided in accordance with Kent County Council's published policies, with individual cases being considered on their merits. An assessment has been undertaken of the potential transport costs for pupils remaining at Stansted CEPS.

### Religious Denomination

- 2.22 In respect of the religious denomination of Stansted Church of England Primary School under Section 18(4) of the Education and Inspections Act 2006 it is not possible to alter the character of a maintained school if that alteration would mean that the School would change or lose its religious character. Thus, the only way to open a non-religious school on the same site as the current religious school is to close the current School and then go through the procedure for opening a new school.
- 2.23 In the event that the closure of the school proceeds and the Interim Executive Board, or the Rochester Diocesan Board of Education following its dissolution, wish to dispose of the school site, there are specific tests which would need to be followed under Schedule 22 of the School Standards and Framework Act 1998. This would include the Secretary of State's determination of whether to establish an academy on the school site. It should be noted however that the Secretary of State has not to date exercised her right to issue an Academy Order which would require the conversion of Stansted CEP School to an academy within a set time frame.

### The Local Community

- 2.24 Within a radius of three miles of Stansted Church of England Primary School there are 15 alternative schools: 7 Community Primary Schools, 1 Voluntary Controlled Infant School, 1 Voluntary Controlled Junior School, 1 Voluntary Aided Primary School, 1 Voluntary Aided Roman Catholic Primary School, 1 Free School and 3 Primary Academies.

- 2.25 The Parish of Stansted has a village hall which is within close proximity of the school and local church. Community activities involving the school are listed below:
- The Horticultural Society runs three shows a year which have classes for children and has always been well supported by the School. It is most unlikely that any entries will be received if the school closes.
  - The annual May Fair and May Queen have been organised by the school. The May Queen opens the Fairseat and Stansted village fetes.
  - The School has in recent years run the village Bonfire Night celebrations.
  - On Armistice Day (if a weekday) a special service has been held at the War Memorial attended by the children and wreaths laid by the school and Parish Council.
  - The Village Hall benefits from hiring to the school for events such as the May Fair, Bonfire Night and children's parties.
  - The monthly Village Market was used by the school to teach the children how to spend money, and at Christmas they came and sang carols. The parents at the school were valued customers when they dropped off their children.
- 2.26 Stansted School building and the site are owned by the Diocese of Rochester. The playing fields are owned by Stansted Parish Council and currently occupied under licence by KCC. The site is also currently used for community facilities for a weekly Pilates class and ad hoc prayer group. In the event of school closure, the Diocese of Rochester will consider current community usage and the future usage of the school buildings.
- 2.27 KCC Officers considered the potential for an extended school offering additional community based facilities. It was the view of Officers that this would not significantly increase the viability or potential income generation of the school and it was acknowledged that the school is adjacent to the village hall, which provides a range of community facilities.
- 2.28 Section 4 of this report sets out the results of the public consultation, which took place between 16 January 2015 and 6 March 2015.

## **2. Financial Implications**

- 2.1 This is a proposal to close Stansted CEP School from 31 August 2015.

**a) Capital** – (Premises) Stansted CEP School building and site is owned by the Diocese of Rochester. The playing fields are owned by Stansted Parish Council and currently occupied under licence by KCC. In the event of school closure the licence to occupy the playing fields would cease. KCC have been made aware that the Parish Council would not permit access to the site across their land and nor would the adjacent landowner. The estimated cost of reinstating the land is approximately £132,000.

Subject to the decision to discontinue the school, KCC would enter into discussions with the Diocese of Rochester and Stansted Parish Council over the future of the school site and playing fields respectively.

In the event that the Diocese of Rochester wishes to seek the disposal of the school building or future development of the site, KCC will request that the Secretary of State to exercise his/her powers under sub-paragraph 4B of Part II of Schedule 22 SSFA 1998. These powers allow the Secretary of State, amongst other things, to direct the trustees to pay KCC as the Secretary of State may specify the whole or any part of the value, as at the date of the direction, of the whole or any part of the land. Consideration will be given as to whether KCC's previous capital investment acquires 'Enhanced Land' status, which would necessitate the Diocese to give KCC notice of any intention to dispose of the site and enable KCC to seek recovery of some or all of the proceeds from the same. Should the application be successful the monies recouped will be used to invest in other education establishments.

**b) Revenue** - The budget for Stansted CEP School for 2014/15 was based on 59 pupils. In the event that the school remains open, the budget for 2015/16 will be based on 35 pupils. This will result in a reduction to the school's formula delegated budget of approximately £70,000.

Stansted CEP School is following the standard restructuring and redundancy procedure. In the event of closure staff with over two years' service will be eligible for redundancy pay.

Subject to a decision to discontinue the school, the local authority will work with the IEB and Interim Headteacher to ensure that any residual delegated budget and resources are secured for the benefit of pupils at local schools.

**c) Transport costs** - An analysis has been undertaken of the travel to school distances for those schools which have been offered as an alternative place, including the potential impact of eligibility for transport and likely costs implications to the local authority. Home to school transport will be provided in accordance with Kent County Council's published policies with individual cases being considered on their merits.

An assessment was undertaken of potential transport costs for those pupils that remain at Stansted CEPS, based on assumptions over the likely destination school for those pupils. This analysis indicates a potential annual cost of up to £5,700 for a maximum of two years. Therefore the estimated total cost of providing transport is estimated at up to £11,400. Any actual costs would be based upon eligibility of pupils at the time of application.

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

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

### **4. Legal Implications**

- 4.1 KCC is aware that Stansted CEP School is considered a rural school under the Designation of Rural Primary Schools (England) Order, October 2014 and recognises that there is a presumption against closure of rural schools.

This does not mean that a rural school must never close, but when formulating a proposal, the proposer must carefully consider the criteria set out under section 15(4) of the Education and Inspections Act 2006.

- 4.2 Under section 16(3) of the EIA 2006 a proposer of a school closure must have regard to any guidance issued by the Secretary of State. The current guidance 'School Organisation Guidance for proposers and decision-makers (January 2014)' published by the Department for Education (DfE) sets out the five stage statutory process for the discontinuance of a school.
- 4.3 Schedule 2 of The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 sets out the information which must be included in a proposal to close a school.

## 5. Consultation Outcomes

- 5.1 All applicable statutory requirements to consult in relation to this proposal have been complied with including the special requirements in relation to the presumption against closure of rural schools as set out under section 15(4) of the Education and Inspections Act 2006.
- 5.2 Parents of Stansted pupils were invited to an information meeting on 15 January to hear our intention to commence a consultation on the proposal to close the school. The parents of any pupils with a Statement or Education, Health and Care Plan of SEN received a specific letter inviting parents to have discussions with their child's SEN Placement Officer.
- 5.3 The consultation was carried out by KCC from 16 January 2015 to 6 March 2015. A consultation document was produced together with an Equality Impact Assessment which can be obtained from KCC's website. The consultation document was distributed to statutory stakeholders, including but not limited to the following groups:
- The parents of all pupils attending Stansted CEP School, staff and members of the Interim Executive Board
  - The Department for Education
  - The Diocese of Rochester, Canterbury and Southwark
  - Elected Members (Kent County Council, Tonbridge and Malling Borough and Parish Councils)
  - Local MP
  - Trade Unions
  - Local Children's Centres and pre-school providers
  - Schools in Tonbridge and Malling and Sevenoaks area
  - National Association for Small Schools
  - Local Libraries in the Tonbridge and Malling area
  - KCC Community Engagement Officer
- 5.4 All stakeholders were able to access copies of these documents on the KCC website. An opportunity to send in written responses using the response form, email and online was provided. A consultation meeting for parents was held on 4 February at Stansted CEP School. A summary of the discussion is attached at Appendix 1.

- 5.5 Stansted Parish Council called an Extraordinary Parish Council meeting on 26 January 2014 where the future of Stansted CEP School was discussed. KCC were in attendance including the Director for Education Planning and Access, the Area Education Officer for West Kent and the Senior Improvement Adviser for West Kent.
- 5.6 Following the closure of the consultation period a total of 84 responses were received from members of the public who have multiple interests or involvement with the school including responses from parents and carers, pupils, former parents, former pupils, current and ex-residents of Stansted and Fairseat, former governors, local borough councillors and anonymous responses. In total 2 respondents were in support and 82 objected to the proposal to close Stansted School.
- 5.7 Of the 84 responses five were received from Parish Councils (four objections and one in favour). Tonbridge and Malling Borough Council (TMBC) has provided a view on this proposal. In addition three local TMBC councillors expressed personal views about the proposal. A complete set of responses received have been passed to the Cabinet Member for Education and Health Reform for his consideration. A summary of written comments received is provided at Appendix 2.

## **6. Response to specific points raised in the consultation process**

### Anticipated capital investment

- 6.1 Stansted Parish Council requested that elected members be furnished with information on the anticipated capital that will be spent on schools in the surrounding area over the next 5 years.
- 6.2 The Kent Commissioning Plan for Education Provision 2015-19 sets out our commissioning intentions over a five year period. The plan is reviewed every year. In terms of increasing capacity within the area surrounding Stansted CEP School there have been no projects identified within the West Kent and North Kent districts respectively.
- 6.3 Capital expenditure will be incurred by nationally funded initiatives such as the Priority School Building Programme (PSBP) which is addressing the needs of schools most in need of urgent repair; and the universal infant free school meals capital funding allocations to support schools implementing universal infant free school meals.
- 6.4 The PSBP will support improvements at the following schools within 5 miles of Stansted CEP School, Culverstone Green Primary School (PSBP 1) 1.8 miles; Platt CEP School (PSBP 2) 3.1 miles. These schemes are funded direct from the Education Funding Agency.

### New Housing

- 6.5 Throughout the consultation period many respondents expressed their view that future housing would impact positively upon Stansted CEP School roll.



Respondents made reference to housing applications in the Downs Ward and Culverstone Valley.

- 6.6 Over the period 2008-2013, 11 new dwellings were completed in the Downs Ward. There is currently planning permission for the construction of a further 108 dwellings in the ward. Of that total, 91 dwellings are on a single site in Ryarsh – these are expected to be occupied in 2019 and development contributions are secured towards the expansion of Ryarsh Primary from this site when it is required.
- 6.7 There are currently no further sites allocated for housing within the Ward by Tonbridge and Malling Borough Council; there are currently 4 applications for new dwellings within the ward for consideration by TMBC, two of these include the demolition of existing dwellings.
- 6.8 Many of the permissions in the Culverstone Valley involve the demolition and replacement of existing dwellings, the expected pupil product from these dwellings is less than 4.
- 6.9 The level of new housing, if any, is subject to further technical work and consultation. Should development be forthcoming in the Culverstone area in the future, the additional pupils generated are likely to be accommodated within Culverstone Green Primary School and others in the District.

## **7. Views**

- 7.1 The view of Interim Executive Board:  
The Board previously recommended closure of the School at the earliest opportunity and further endorses that decision.
- 7.2 The view of the Rochester Diocesan Board of Education  
The Rochester Diocesan Board of Education is aware of the impact of the proposed closure on the parents and children attending the school and recognises the sense of loss especially to a village community with a strong awareness of its local history.
- The Diocesan Board of Education does not seek to close any of its Church of England schools within the Diocese. However it does take its responsibilities for the quality of education provision within its schools very seriously. It has always stated that it will act in the best interests of the children who attend this school and for this reason and with a real sense of sadness, the Diocesan Board of Education has given its agreement for the Local Authority to move forward with publishing a proposal for closure.
- 7.3 The view of the Area Education Officer:  
The Area Education Officer for West Kent is of the view that, in the absence of other viable options, closure of the school is in the best interests of the pupils of Stansted CEPS. The school has experienced a significant decline in pupil numbers over several years and is now too small to be effective or viable. There are no realistic indications that demand for the school would increase from parental preference or population growth in the medium term.

Despite extensive support from the local authority and the Diocese of Rochester the improvements in the standard of education have not been sufficient to meet the requirements of Ofsted or KCC. Further reductions in the school's budget would further impact on its capacity to drive the necessary improvements and provide a satisfactory quality of education to its pupils.

#### 7.4 View of the Tonbridge & Malling Borough Council

The view of the Borough Council is that it is regrettable that the concerns relating to the school have reached the stage which could now lead to its full closure. Its primary concern is to seek assurance from the County Council, that if the closure proposals proceed, every effort is made to identify suitable and sufficient educational provision for the families directly affected and that, as far as possible, the first preference of those families regarding alternative schools can be honoured.

### **8. Proposal**

- 8.1 This proposal is in accordance with section 15(4), 16 (3) Education and Inspections Act 2006 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.
- 8.2 The proposal is subject to KCC statutory decision making process and planning.
- 8.3 Stansted CEP School building and the site is owned by the Diocese of Rochester. Therefore, there will be no impact on the value of KCC's property portfolio.
- 8.4 An Equality Impact Assessment (EQIA) has been completed as part of the consultation process. The needs of pupils of SEN were considered as part of the Equality Impact Assessment.

### **9. Delegation to Officers**

- 9.1 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.

### **10. Conclusion**

- 10.1 Closure of a school is always the last resort; this is particularly the case with a small Primary school in a village. Nevertheless the County Council has a moral and legal duty to ensure that pupils receive a good standard of education. Stansted CEP School has been in Special Measures for more than 18 months and is not making reasonable progress towards the school providing a satisfactory quality of education. It is a matter of great regret that Stansted pupils are still under-achieving, which is a concern and cannot be allowed to continue.
- 10.2 Pupil numbers have been too low for some time, and are now so low that the school is too small to be effective. The future capacity of the school would be further impacted by further reductions in its delegated budget and staffing resources. Having considered the feedback from the consultation process and the alternative options, it is the recommendation of the

Corporate Director for Education and Young People's Services that Stansted CEPS be discontinued from 31 August 2015. Any remaining pupils and their parents are being supported in seeking an alternative school place.

## 11. Recommendation(s)

Recommendation(s): The Education and Young People's Services 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 Stansted Church of England Primary School
- (ii) And, subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015

## 12. Background Documents

- 12.1 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)
- 12.2 Kent Commissioning Plan for Education Provision 2015-19  
[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)
- 12.3 Consultation Document and Equalities Impact Assessment  
[www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations)
- 12.4 The Government's Priority School Building Programme -  
<https://www.gov.uk/government/collections/priority-school-building-programme-psbp>
- 12.5 The Government's allocation of Universal Infant Free School Meals funding:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/399316/Universal\\_infant\\_free\\_school\\_meals\\_-\\_capital\\_funding\\_allocations\\_table\\_v....pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399316/Universal_infant_free_school_meals_-_capital_funding_allocations_table_v....pdf)

## 13. Contact details

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**Stansted CEP Primary School Parent/Carer Meeting  
Notes of Parent Consultation Meeting 4<sup>th</sup> February January 2015**

Panel	Mr Kevin Shovelton	Director of Education Planning and Access
	Mr Jared Nehra	Area Education Officer (West Kent)
	Mrs Tel German	Senior Improvement Adviser
	Mr Alex Tear	Director of Education – Diocese of Rochester

**Also in attendance:**

- Michelle Hamilton, Area Schools Organisation Officer (West Kent)
- Deborah Ledniczky, Public Meeting Recorder
- Interim Education Board Members: Jack Keeler (Chair of IEB), Diana Robinson, David Adams, Mariam Armstrong, Jean Craig
- Sarah Hohler - County Council Member for Malling North

**Introduction**

Mr Shovelton introduced the members of the panel and the Interim Executive Board (IEB) for Stansted CEP School. Mr Shovelton explained that the meeting will be recorded and that a transcript of the meeting will be presented to the Kent County Council Education Cabinet meeting in April, and will be considered when the Local Authority (LA) is looking at whether to go ahead with this proposal.

**Purpose of the Meeting**

- To discuss the proposal to discontinue Stansted Church of England Primary School by 31<sup>st</sup> August 2013
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

**Proposal**

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

<b>Question</b>	<b>Response</b>
<p><b>Parent</b> Could you please repeat again the sentence that states you would not respond to anything and explain what you mean by that?</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> Mr Shovelton read out the passage. He told the room that the panel will do it's best to answer questions and will endeavour to clarify anything that they are not sure of. He explained the purpose of a public consultation adding that if someone expresses a different opinion about the process it may well be that it is not appropriate to respond to that comment but that their view will be recorded.</p>
<p><b>Parent</b> Why didn't the IEB do anything about the secretary that was working here that was found to be telling parents of pupils and perspective</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> We are keen to tackle what is happening now. Inevitably the situation we have</p>

parents not to bring their children to this school because the school is going to close? She targeted all the families that were fighting for this school using her position to make them leave.

I put my complaint in writing and was assured it was going to be dealt with as a serious matter but nothing happened and she got away with it. If the IEB wanted to help then they should have told the parents that the school isn't going to close. Pupil numbers were dropping because we had someone representing the school telling parents that the school was going to close. What is happening now is the result of what happened back then. If that had been dealt with correctly pupils would not have left and we wouldn't be in this situation now

reached is a result of a combination of past events. We will make an attempt to answer your questions about matters that have happened in the past but tonight's consultation is about the situation that we're facing as it is now.

**Mr Keeler - Chair of IEB**

The complaint was investigated. Discussions were entered into at the time with the Interim Headteacher and the Diocese with regard to that particular person. As Chair of the IEB I was told that that particular person had left the employment of the school. The situation had moved on and unfortunately whatever was said was unable to be dealt with.

**Mr Shovelton - Director of Education Planning & Access**

Mr Shovelton acknowledged that this would not have helped

**Mr Keeler - Chair of IEB**

Following an enquiry with the Interim Headteacher he assured me that he had come back to you and you were satisfied that she had moved away.

**Mr Shovelton - Director of Education Planning & Access**

Asked people to keep to a question and answer format to ensure that as many questions as possible are heard.

**Grandparent of pupil**

Slide shows that pupil numbers at the school between 2010-2013 continue to fall. This is a small community school with various people joining and leaving and it's never going to have a 100 people join in one year but I think those figures are reasonably substantial. The fall in pupil numbers from 56-35 is when the school went into Special Measures. Why was it that this year when there were more people putting Stansted School as their first preference the school was not given the chance to get the pupil numbers up? Instead we had a letter saying that the school is closing and to please find alternative school for your child/children. To the best of my knowledge we would have had a net gain of 5 plus anyone else who expressed an interest but they were told not to join because the school was closing.

**Mr Nehra - Area Education Officer**

I would say that the number of reductions year on year is significant. I appreciate that in a rural primary school the numbers are quite small but a reduction well in excess of 10% year on year is quite a significant decrease.

The budget is based on a 'per pupil' figure and that figure is based upon the head count in the previous October, i.e. October 2014 will inform the budget for the entire 2015/16 financial year irrespective of the number of pupils that join. If the pupil numbers increase at all there will be a lag before the funding increases. The year on year budget decrease is expected to be in excess of £70,000 for the year 2015/16. It is quite clear, as indicated on the slide, that there is no indication that the number of pupils at Stansted will increase significantly in future years.

You projected that the budget is going to

significantly reduce year on year to the tune of £70,000. How can that be true when by the end of next year we would have had a minimum of five more pupils to what we have this year; our budget must increase?

Those figures were known back in October and we were not informed that this school was going to close till January. Those figures were constant and nothing has changed but now the school is under threat of closure because there are not enough pupils here. We did get pupils to come here but they are now all being sent a letter saying don't turn up. This is ridiculous argument that you are using to shut the school.

**Mr Adams - IEB Member**

The current school budget will have been predicated on the 56 pupil numbers and it will drop to the 35 pupil numbers. The IEB had taken action with the Interim Headteacher to start adjusting the staffing structure down towards that new budget. The Headteacher's pay is based on the group size of the school. Mr Livingston said at the meeting "pay me what I currently get paid" which is in excess of the salary that would be paid for a school of this group size and significantly in excess of the budget figure that is sitting within the budget based on that 35 pupil roll and would cause a budget pressure so there have been actions which have already been taken. The budget we are expecting this year is at least a £100,000 lower than the current budget which is less than £400,000. It's not just about whether you can pay the salaries or have or the people you think you want but it's also around the proportion of the budget that goes into staffing versus how much goes into resources i.e. maintaining your estate, replacing IT equipment, putting in place the curriculum resources needed etc and at some point it reaches the point where too much is spent on staffing and too little spent on other things, and that is the balance we have to work through.

**Parent**

At the last meeting you told us that the school was financially viable

**Parent**

The Two Interim Headteachers from two local schools that were here stood outside the school handing out information about their own school. You prove to me that you have not had people standing outside. All of you have lied to us. Schools in this area have been told that this school will be shutting down and that has led to friends that had wanted to come to this school going to other local schools. What right did the Headteachers with no invested interest in this school have to take children away from this school and cause its demise? It's the LA's fault for not putting in a permanent member of staff and bringing it up to where it should be.

**Mr Shovelton - Director of Education Planning & Access**

Do not think there is a question to be answered but note your comment about the Interim Headteachers allegedly handing out flyers about their own schools whilst in post at another school.

**Parent**

Disagree that there is no progress being made by the children in the reception class. My son is making very good progress and the other 4

**Mr Nehra - Area Education Officer**

Think we are talking about different figures e.g. 2014, there were five 1st preferences for the school and six children took up an

<p>parents feel the same. That needs to be looked into because it's not true.</p> <p>Our PAN intake used to be 12 and was increased to 15. No figures noted for 2011 or 2012 because there was 31 interested and 12 places taken. Figures for 2012/13 are incorrect; you say 10 but 12 took up places, as per the FOI request. Figures for 2014/15 are incorrect, there are 6, 1 is on a dual role. Your consultation paper is incorrect and you need to check. A child had to appeal for a place when 5 were taken.</p>	<p>offer for the school.</p> <p>We believe that no child has had to appeal for a place in the last three years. All first preferences received were allocated Stansted.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>The parent of the child claiming they had to appeal for a place declined the offer to talk on record.</p> <p>There is obviously a misunderstanding because the LA knows of all appeals from the records. If the parent believes that is different and would like to discuss the point I am quite happy to stay behind afterwards and have that discussion. I acknowledged that highlighting an individual in this forum is difficult.</p>
<p><b>Parent</b></p> <p>Your roll shows 35. There were 7 siblings due to start before you started ringing round everyone so our roll would have increased which is one of the main points of the consultation. You are also giving the impression that we are already in a deficit budget. We asked our Headteacher that question and he assured us that he has saved over £20,000 this year. We accept that we might not be able to afford Mr Livingstone but that doesn't mean that you would not be able to afford another Headteacher that would fit the budget. The budget obviously would increase if those 35 were still here and the Headteacher assured us the budget would work on 39.</p> <p>One of the main points of the consultation that the roll with further decline is completely untrue. You've made it true by ringing round everybody and got them to remove Stansted but it was not correct when we went into consultation.</p>	<p><b>Mr Nehra - Area Education Officer</b></p> <p>As you know from the Parish Council meeting we are not at this point going to reveal the exact number of first preferences. However, I can tell you that the number is very low and as it says on the slide there is no indication that low numbers at Stansted are going to change in future years and there have been very few changes to preferences following the publication of the consultation paper.</p> <p>I entirely refute that I have suggested at any point that there is a deficit budget.</p> <p><b>Mr Adams - IEB Member</b></p> <p>There is an in year surplus in this year's budget because it's based on 56. Assumptions at the moment are that there will be an in year deficit next year based at the time on a higher forecast number of 39. That will be a greater in year deficit next year if the school continued. That is not saying that that is where we will end up, what it is saying is, if you do not take action to reduce your costs more than that, it is the position the school will be in.</p>
<p><b>Grandfather</b></p> <p>Nothing can be done to rectify and change what's happened, that's history. How we can move forward when everything we have done to improve this school has been sabotaged by the IEB, KCC and the Diocese?</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>Thank you for your comments.</p> <p>The situation in other schools in this area is that children are achieving more highly, we wouldn't be in this situation if this wasn't the</p>

<p>All of the figures shown differ totally from what we were told in October when the IEB said we had a viable school. At the Parish Council meeting it was worked out that you had put in 10 hours over the last 2 years; that is not huge resources. I dispute your figures showing the percentages of pupils at this school falling below the national average. We have figures that differ and show Stansted to be viable against alternative schools that are not better than the school we were leaving. The Headteacher at an alternative school that I visited told me that my grandsons learning ability was 80% higher than the other children in their reception class. How can you then tell me this school is failing its reception children when they are far better in all areas than the children in other local schools?</p>	<p>case.</p> <p><b>Tel German - Senior Improvement Advisor</b></p> <p>When looking at individual snippets of data there are some things that have improved and some things that have declined. We are looking at the overall picture of the school. The children enter early years at this school above average and leave under-achieving, that means that they are not making good progress and that was the judgement of the HMI inspector having looked at the children's learning, spoken with the children and looked in their books. Achievement for children by the end of Yr2 found the school was the lowest performing school in the district for reading, writing and science. By the end of Yr6 the school is in the bottom 7% of schools in the district i.e. bottom 3 or 4 for spelling, punctuation, grammar, reading, maths, writing for the more able and the worst performing school in the district for writing. Looking at the broad picture the school is not providing the quality of education that the children need in the majority of areas of learning.</p>
<p><b>Parent</b></p> <p>I have been offered West Kingsdown as a place, a school that is at the bottom of the achievement table. Stansted is above West Kingsdown for reading, writing and math and in December 2014 league table Stansted achieved 56%, West Kingsdown achieved 38%.</p> <p>You talk about there being no girls in reception but because they are in a joint class they all interact together. Both my children are happy and very sociable, more so than probably children who attend a larger school.</p> <p>Do we know who is going to head our school when Mr Livingstone's contract ends on the 31<sup>st</sup> March?</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>We will accept what you are saying.</p> <p><b>Tel German - Senior Improvement Advisor</b></p> <p>Explained that Stansted comes under the 'district' of Tonbridge &amp; Malling and the 'area' covers Tonbridge &amp; Malling, Tunbridge Wells and Maidstone. West Kingsdown comes under the area of Sevenoaks. I am not disputing the West Kingsdown data but within this school's district and those schools in this area Stansted is lowest in those specific areas.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>I think the issue is the rate of improvement at West Kingsdown has been palpable.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>I don't think that decision has been taken and that is a matter for the IEB. I recognise that this is a particular concern and as soon as a decision is taken you will be informed.</p>



	<p><b>Mr Keeler - IEB Chairman</b> IEB have approached the Local Authority and are awaiting a reply about an interim head. As soon as that happens we will make the announcement.</p>
<p><b>Parent</b> Neither parents nor the panel will see eye to eye about the future of the school. The situation has upset the children and they feel they are being made out to be failures when they are not. A year ago my daughter's father passed away and I asked for him to be buried in the church because she is here. This school is her safe haven. She has done so well but could have gone completely the opposite way. If the current Headteacher had been here a few years ago we probably wouldn't be in this situation. Just think about the children.</p> <p><b>Parent</b> The father was buried at the church to keep an eye on his daughter and would not have been buried there if the family knew this was going to happen</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> Thanked the parent for sharing that with the meeting and recognised the heartfelt nature of the comment adding that the relationships within the school were something that was mentioned as positive in the Ofsted inspection.</p>
<p><b>Parent</b> I think the HMI visit is null and void. On the day of the inspection my son, who is a statemented child with special needs, was asked by the inspector to read. She turned away his support worker and then grilled him for not being up to standard. The Headteacher confronted her about this and told her that he has a statement and explained the situation. Her attitude was that he should be at the expected level of every other Yr3 child. I made a complaint to HMI and in return I have received emails, a phone call and an apology from the HMI for the way my son was treated. They are now investigating what went on that day so I don't know how you can bring that report in to the closure of our school.</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> Thanked the parent for their comments and said that he was not aware of the incident.</p>
<p><b>Parent</b> Eldest daughter flourished when she joined Stansted from West Kingsdown and went on to do fantastically well at secondary school and college. You can't say that there is a problem for the children when leaving the school. Tel German told Mrs Matthews she was doing a good job but she had followed the wrong curriculum which kick started the problem with this school so I am not interested in what you</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> I have not heard that the school is in the top 6% and have not seen any information coming to the authority formally from the Headteacher.</p> <p><b>Mr Adams - IEB Member</b> Some of the comments that have been made in relation to data are correct. You</p>

<p>have to say because if she'd followed the right curriculum we wouldn't be in this position. The turbulent few years where we have not had the right people in place have led to a lack of confidence for this school. The IEB haven't done anything to stop that and we are all here now trying to justify why this school should be kept open. You don't want to answer the questions that we are asking because you have whatever answers you want to project on the power point slides.</p> <p>Why can't the facts and figures that Mr Livingston had that showed Stansted school in the top 6% of primary schools in Kent for some of the results we have had be shown alongside those on your slide? The HMI inspector that totally insulted H's child spent 2.5 minutes standing in a hallway monitoring the children. How can she justify what she has reported? We are never going to be great in an HMI report because it goes on statistics. Mr Livingston's figures justify the school remaining open. My daughter jumped 2 sub levels in 2 weeks.</p>	<p>are talking about very small cohorts, about children who are here and some who have left. I think some of the figures Mr Livingston was talking about were the 'value added' figures so, if you look at this cohort of children and their progress they have made in a particular subject, they progress some distance and that puts us in the top 6%. This data is disputed and that's in the HMI report. The really important thing for the IEB is how the children who are here at this moment in time are progressing. As a member of the IEB I can say we have the school development plan which has targets in it around the progress that pupils would be making, the targets that the Headteacher has set in that plan and they are 'rag rated' red because the children have not made the progress that the Headteacher has said they should be making</p>
<p><b>Parent</b></p> <p>How is it that my daughter who is Year 6 will be going to the secondary school with a grammar stream if she is doing that poorly? She failed the 11+ but the Headmaster can justify why she would thrive in a grammar stream. How can you flag red when there are only 2 children in Yr 6?</p>	<p><b>Mr Adams - IEB Member</b></p> <p>We are looking at the progress the children are making and that would be different for different cohorts and different pupils. HMI obviously commented on the progress that she understood it to be for YrR. Key Stage 1 pupils were making better progress, Key Stage 2 pupils at the moment in some year groups have not been making the progress that we would want, so there are mixed patterns within the school. The HMI, LA and the IEB consider that there are still challenges in making the progress that we need to make both in terms of quality of teaching and the quality of learning and that is the bit that is really important for us.</p>
<p><b>Parent</b></p> <p>You can manipulate your data and go over things that have happened. No one here is taking into consideration in what is happening to the children, the parents and the community. I moved my daughter here from a school in Tonbridge where she had struggled and showed no interest in education. Within a week of being here I noticed a difference and she has gone up to levels that I would never have expected. I don't drive. If my child is hurt at the school you are not going to provide transport for me to get to my child. You are going to isolate the people who rely on the</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>Thank you for most of the comments. It was not necessary to insult the IEB. I believe that when we go back in history and look at all the circumstances and the reasons we shouldn't try to blame anybody, the situation has developed to where it is now and that's the point we have to face what is happening now.</p>

<p>school as a support network and the community. People who have lived here for generations and hold it dear to their heart. I don't agree with you that our children are not getting educated properly here. We have had letters from Headteachers saying that they wish they had more pupils like those coming from Stansted. The IEB are a disgraceful bunch of people and I hope that no other school falls in your hands.</p>	
<p><b>Parent</b>  The Year 6 figures you are using in your consultation document include those of a stated child. Because of the small class that represented 11% of that figure. If you take that child out we would have been above in every single subject apart from the writing that was under appeal. The IEB prematurely signed that off without the agreement of the Headteacher which is why the writing falls below in Year 6  We were forced by the LA to have an Interim Headteacher who was proven not to have performed, that is why the HMI report made the governors replace him. The LA and IEB have not done what they should have done to stabilise the situation. At the only meeting we had with the IEB they reassured us that they would not close the school. Since then they have not done anything. We have had no communication from them just this unstabilising influence.  What I will ask Tel German as Senior Improvement Advisor is, we have had Cathie Aldis, (IA) for 5 years. If you think we are not making the improvements and progress that we should be making why have you still let her come into this school? We don't want her here, she is not improving the school</p>	<p><b>Tel German - Senior Improvement Advisor</b>  The school has had 21 school improvement support visits over the last year that has included 2 Early Years Advisers support. Visits have been subject specific support from specialist advisors for maths and literacy and for assessment and moderation. In addition the Headteacher has been allocated a mentor, been offered significant support for teaching and learning together with briefing and guidance around the new curriculum and assessment. Since taking over the leadership of the area in September we have looked at the support and found that it was better for the school to have continuity of the Improvement Advisor and to continue to offer the school access to a wide range of support and additional advisors which the Headteacher then agrees to or declines</p>
<p><b>Sarah Hohler - County Councillor for Tonbridge North</b>  The community have raised a lot of money to extend and improve the church due partly because of its close links with this school. There are a lot of people who can't drive and the school is a life line for them. It is the heart of the community and I think it is extremely sad that this school has to close. I understand that the roll, which is low, will have an impact in the future however, in September if we were to get more children that would begin to improve. A lot of people have mentioned that parents have been rung up and told to take their children off the applications forms and my question is, is</p>	<p><b>Mr Nehra - Area Education Officer</b>  I dispute that anyone has been called and instructed to change their preferences for Stansted CofE Primary School. It is a matter of record from the previous meeting that a letter was sent to all parents that have expressed a preference for Stansted for September 2015 reception round giving all those parents the opportunity to amend their preference data until the 6<sup>th</sup> February. Every parent has this right, it is not something specifically extended to the prospective parents of Stansted. We are duty bound to inform parents so that they can make a fully informed decision for the</p>

<p>that true? And if so why has it been done? Because if so it looks as though it has been done deliberately to disadvantage the roll of this school starting in September</p>	<p>place for their child and the Admissions Code under which admissions happen within the LA is very clear. We are duty bound to inform parents. We could not in good faith not advise parents that there was a potential that the school may close before their child was even admitted.</p>
<p><b>Parent</b> Have you got any evidence with regards to preparing students for going into secondary school because as a parent I opted to keep my son in a very small school? I know that will impact him when he moves to secondary as there will be more pupils. As far as I am concerned that is my responsibility as a parent to prepare my child for that as well as school but it is my choice to keep him in a small primary school. Have you got any statistical evidence to support that because you have put that in the consultation document and I would like to know?</p>	<p><b>Mr Nehra - Area Education Officer</b> That information is based predominately upon our professional judgement as educational professionals. There is research about preparing pupils appropriately for secondary school but this is based on our professional judgement. We do have concerns about the social groupings in the school as previously referred to and as referenced on the slides and as you have already alluded to transferring from a cohort of 2 in Yr6 to potentially a cohort of 240, with possibly classes in excess of 30 is quite a significant change but I understand your views.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> Being a small school doesn't necessarily equal children not achieving highly as we have other small schools in Kent, smaller than Stansted if it were full, with a smaller admissions number who are doing very well. In my view the best basis on which children transfer into their secondary setting is to do so with substantial achievement and to be doing the best. Small schools do achieve good outcomes, do the best for their children's progress and achieve well but sadly that has not been the case at Stansted, that's the point. It's not necessarily just the small size, it's the connection with the low pupil numbers, standards, the budget, it's the whole picture.</p>
<p><b>Parent</b> Last year I wrote to admissions because my son was due to start in the September and I was concerned about the IEB being bought in the school possibly closing. I wrote again and emailed them asking if places could be held in a school of my choice if case Stansted closes. Linda Mellor from KCC called back to say that she didn't know anything about our school but she said that the fact that we had all been given letters that the writing was on the wall. The fact that letters had been sent with places</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b> Comments are noted</p>

<p>more or less spoke for itself, the school was going to shut.</p> <p>I have emails to Roger Gough about my worries that the IEB are going to shut our school and can he promise that when my son starts that within 6-12 months the school will not close. Roger Gough said I can assure you the IEB have no remit to shut your school it is to improve standards. Not even 5 months later the IEB are proposing to close the school.</p>	
<p><b>Grandfather</b></p> <p>One of the other children that the HMI tested was my grandson who suffers with Irelens disease and reads with acetate over the top of the page. The inspector refused to let him have the acetate. That was not taken into account and he was one of the children where the reading was specified from.</p> <p>I have no idea how or what the IEB have done to enforce or improve this school. Previous HMI report in January said there was a vast amount of improvement then at the parents evening the IEB said that they were as shocked as we were that the school had gone backwards. At the Parish Council meeting the IEB then said that they were not shocked at all. It seems to me that they are covering their backsides and the help that this school has had is zero. The people that are suffering are our children. You have just made the point about children moving from a small school into possibly one of 200 and we are talking about taking children at 8 or 9 that are a lot more mature than children of 4 years old who like my grandson are probably going to have to leave this school and go to a school where there are 200 pupils, how do you expect my grandson to cope with this</p> <p>You have not answered my question about how you expect them to cope</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>Thank you for your comments but it is a shame that the IEB continue to be insulted and they don't deserve to be. The July - December report lists what the IEB have carried out and the Ofsted HMI would not have written that without seeing the evidence. I know the enormous amount of contact there has been with this school, very often on a day to day basis. You may wish to disbelieve what I or the IEB are saying but that is a fact.</p> <p>Apologies, I didn't take that as a question I took it a rhetorical comment</p>
<p><b>Parent</b></p> <p>If the school closes my daughter has to move school. She is not going to the school named in your letter. Considering what she has been through she is doing very well at the moment. What support am I going to get from KCC if she goes backwards? How are you going to help me with her?</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>The Immediate response to individual children and their anxieties will be in school. The school will be the first line of recognition in identifying any issues or difficulties that a child might have particularly where children are moving school and especially when they have had the experience of their school closing. We will make it clear to the Headteachers of the receiving schools that they have to make a particular effort to ensure that those children are assimilated</p>

	<p>into school and work through the different teams within KCC for support for children with specific problems. If the difficulties are very significant then the school may be able to bring extra help. Any good school would be able to respond to concerns from a parent about what their child is feeling and the difficulties that they might have attending school and assimilating properly into a new school</p> <p><b>Mr Nehra - Area Education Officer</b>  We do recognise the uncertainty that is created through potential closure. Parents were told that there would be individual discussions with admissions colleagues to talk about individual circumstances and we did also say that through the Interim Headteacher. We had to make a firm offer that was according to the nearest appropriate school but there is no requirement to accept that offer. There are a number of other available spaces within the area. If anyone wishes to look and consider those now or at any point in the future, or indeed if the school does close, admissions we will be prepared to have that consultation with you on a personal basis and talk about the individual circumstances of your child to support you in identifying a school that is appropriate for your child and there particular needs.</p>
<p><b>Parent</b>  You refer to your duty of care and informing parents of Stansted School in consultation how about informing us that West Kingsdown is currently in consultation to become an academy which, if it does become an academy, is happening at the end of this school year? I have seen the paper work that has been sent to all West Kingsdown parents. Do you not think that was relevant to let us know because academies are not everyone's choice? Also they are just coming out of Special Measures and although I hear that the Headteacher is doing a great job she will then possibly have extra children forced upon her. Can you really say that is best for my child to go to a school that is under performing Stansted at the moment with all those extra strains on a Headteacher which at the end of the day is all about?</p> <p>When we have asked admissions if there is</p>	<p><b>Mr Nehra - Area Education Officer</b>  I don't think I or anyone else from the County Council would pretend that we are best placed to decide what is best for your child; that is parental preference. We think there is the need for a proposal to consider the closure of this school as we have significant concerns about the unsatisfactory quality of education as we have set out. We would be happy to support parents in considering alternative schools whether that's West Kingsdown or anywhere else in the area.  There are a number of alternative places available.</p> <p>In terms of the individual circumstances of individual schools what we have done is to encourage parents to speak with the school that they are potentially going to take their child to. Visit that school to discuss your child's individual circumstances to see</p>

<p>anything we should know we were told no. These letters went out to the parents of West Kingsdown last June telling them about the academy proposal.</p>	<p>whether your child would be best served by admission to that school. You are referring to a separate consultation process which I acknowledge. They two are separate processes.</p> <p>West Kingsdown has been judged by HMI to be on an upward improving trend and the school is out of Special Measures whereas Stansted is not. Despite the fact that West Kingsdown is relatively low on their published admissions number they do have a significantly higher number of pupils than in Stansted. That leads them to have additional resources which are not available to the school that has very low numbers and the financial impact on the budget and staff trying to deliver the standard of education across the wide age range as we have talked about.</p>
<p><b>Parent</b>  For those parents who have been allocated West Kingsdown because it is the nearest geographical school we are not being consulted and don't know how becoming an academy will impact the school. I know you say we have a choice but some of us don't. I would like to know if we will be part of a consultation in West Kingsdown and are we going to know how it will effect a school just coming out of Special Measures, how the budget will be effected and how our children's education will be effected? We do not want to make a decision on sending our child somewhere where we don't know what's happening</p>	<p><b>Mr Tear, Director of Education - Diocese of Rochester</b>  The two consultation processes are completely separate but I do take the point in terms of how you connect one with the other. I think the consultation process which is running for West Kingsdown to become an academy was officially launched last week after a delay in June. The background to that school seeking academy status was because when it was in Special Measures the Department of Education said to the Diocese that they wanted an academy solution. I think that I am on record in several meetings about the options for this school in that area and the Department have made it clear to the Diocese that it feels that it would not be sensible to take a another school in Special Measures into the Diocesan Trust. As a prospective parent you wouldn't be included in the consultation for the existing academy. If you choose to send your children to West Kingsdown then of course you will be included within that consultation but actually the two consultation processes are separate</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b>  Clarified that when Mr Alex Tear referred to the 'Department' he was referring to the Government not the County Council</p>
<p><b>Parent</b>  In the Ofsted report of July 2013 when we first</p>	<p><b>Mr Keeler - IEB Chairman</b>  We have made a request to KCC for</p>

went into Special Measures one the main points was 'taking a concerted action to ensure the long term and leadership and management of the school'. We are now in 2015 and still have no Headteacher and still do not know who will be the Headteacher in a couple of weeks. What did KCC do to put a Headteacher in place or the IEB?

You are talking about 2014. We have not had a Headteacher since 2013. KCC did nothing. I understand that we are a designated rural school, are you following the government guidelines?

Was the community consulted about the closure of this school? because the head of the Parish Council didn't know it was closing until we as parents informed him.

The consultation says that the decision makers must also consult parents, district and Parish Councils, they were not consulted

support. I spoke about it last evening and made the enquiry today.

**Mr Adams - IBM Member**

The circumstances that the IEB came in have shifted. We were put into a position of having to work around the contractual arrangement that the outgoing Governing Body had provided the existing Interim Headteacher with. The solutions that we would be looking at were around Federation and Academy status to see if those options provided solutions for the long term viability of the school and a solution for the school which would provide a leadership solution. Those solutions were not available to us. We were in a process and we had set for a substantive Headteacher and the reason that we did not do that was because we got to the point with issues around pupil numbers, the HMI report and pupil progress and instead made the recommendation for closure. Having made that recommendation it is clearly totally inappropriate for us to be seen to be looking for a substantive Headteacher with the process in motion.

**Mr Shovelton - Director of Education Planning & Access**

Yes

That was not the case. The Parish Council is one of many consultees that we circulate information to and therefore they would have been informed.

**Sarah Hohler - County Councillor for Malling North**

The chairman of the Parish Council is my son-in-law and a lot of conversations go on between us so therefore he would have been informed. He had not had sight of the 'consultation document' because it went to the clerk who then passed it to him prior to the meeting. I represent 8 other local parishes and I can confirm that they have been consulted and I have been urging them to give their support to the parents of Stansted School to keep the school open and reply to the consultation document. My parishes only meet at the beginning of every month, the consultation goes on till the



	<p>beginning of March and I have been trying this week to get to all my parishes.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>The information was sent out by post to all consultees that we are required to consult with, which can be found on the DfE website. There is no requirement for a public consultation meeting, there is a requirement to publicly consult and that is what we have done and we were happy to come along to the Parish Council meeting. That is not unusual for that to happen and we are confident that the local community has been given every opportunity to make its views known.</p>
<p><b>Parent</b></p> <p>Parents have been distributing public consultation documents to the residents of the village, something the KCC should have been doing.</p>	
<p><b>Parent</b></p> <p>IEB have destabilised the school by the fact that they haven't corrected the issue about leadership. They should have done that before everybody knew that his contact ended at the end of March. Maybe you were waiting for something to happen such as the HMI report? When my daughters attended this school transition was brilliant. This is not a problem for families. You're making it out to be an issue when it isn't. We have letters from all previous students that left in July to say that the process was handled brilliantly.</p> <p>I have a huge list of the opportunities that the children have here that they would not get in a larger school that have driven by the Headteacher not the IEB. I will put this list in my consultation document because I don't agree with what you are saying.</p> <p>In the consultation document it states the LA, IEB and Diocese will work closely with parents to provide support at this time. I believe that 3 weeks on none of us have been contacted by the IEB, diocese or LA to offer any support whatsoever. You have allocated a school to my 9 year old daughter that is 10 times the size of this school. How do you expect her to cope with that? It is also not the nearest school with vacancies, so yet again you seem to be wrong with your information. What support have you offered to the parents of the 7 children who have accepted places within the time limit that</p>	<p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>Mr Nehra has explained about the support for transfer to other schools.</p> <p><b>Mr Nehra - Area Education Officer</b></p> <p>The Primary School admissions manager for KCC and a colleague of his spent an entire day at Stansted Primary School. They asked the Interim Headteacher to co-ordinate a booking system for parents to book on. They spent a significant amount of time here to allow those parents that wished to come for an individual consultation to do so. Following that it was agreed that the Interim Headteacher would inform parents of their ability to have an individual consultation by telephone, email or meeting so there is the ability for those conversations to be had. I do not know whether that has been taken up or not but that is an offer of support that has been made.</p> <p><b>Mr Shovelton - Director of Education Planning &amp; Access</b></p> <p>The IEB role has the overall oversight of the school and to support you through the Headteacher and staff of the school.</p> <p><b>Mr Jack Keeler - IEB Chairman</b></p> <p>We have made the recommendation and it is a recommendation that we stand by and</p>

you have put on us and why haven't any of you offered us any support in this time?

it's now out to consultation, your consultation. It's quite right that you should feed back your views and it has been emphasised more than once that it is so important that you do so, not only here but on those forms that go back to the Cabinet Member so that he knows exactly how you feel and can then assess alongside our recommendation exactly what should be happening here at Stansted.

As far as the school support is concerned, following our last meeting with you all I then visited the school the next day to see the staff and the children. I did see happy smiling children, children in KS2 engrossed in writing a story and in Reception the Early Adviser had made changes to that format in that class area. I have been back again since and there have been further changes, things are still happening to improve what's going on.

**Mr Shovelton - Director of Education Planning & Access**

The IEB are supporting the parents and children through the work they do with the school with the Headteacher and with the staff

**Parent**

I feel we are being pushed to make a decision. We need to know what the plan is when Mr Livingston's contract ends on the 31<sup>st</sup> March. The IEB say they are supporting us by offering to buy uniform. That's telling us to go. Certain parents like me have to find 2 places which is more difficult and because of this I have provisionally accepted a place but I am waiting until I know the school is definitely going to close. My children have said that they do not want to move but I have no choice because I have to do what is best for their education. Because you are not giving us any positives this will result in less and less pupils on roll and then you will say we are just going to close it. For the last 2 years we have been told support the school and every parent feels their child is progressing. Everyone is standing firm because they believe in the school but everything you are doing is just making people go.

**Mr Tear, Director of Education - Diocese of Rochester**

I was in the school last Monday afternoon and I spoke with Andrew Livingston and gave assurances that the Diocese would give him, the school and also the local community and parents support in managing what we acknowledge and all recognise to be a difficult situation. I think in addition to that it has been mentioned the level of support that has come from the LA officers but also the Diocesan advisers have also been visiting in school within that time. I think I am very open to parents if they want to share their concerns with us about some of the issues around movement of children and places and would be happy to listen to you. I don't think the Diocese has a responsibility for allocation of local places that falls to the LA but I am very happy to listen and do what I can and help in what is a difficult situation.

I did reply to Mr O'Brien and I would hope that he would share that response with you.

I emailed Jared Nehra who forwarded my message to the Diocese and three weeks on I have not received a reply	
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**Mr Shovelton - Director of Education Planning and Access**

The messages have been very clear and strong and if anything occurs to you that you haven't said then please use the written consultation to express your opinion.

The timescales for the consultation process were read out as detailed on the presentation and Mr Shovelton reiterated that no final decision will be made until the consultation process has concluded. People were reminded to complete a response form and return it before the closing date for public comment which is the 6<sup>th</sup> March.

**What happens next?**

Following meeting on the 15<sup>th</sup> April the Cabinet Member considers all the responses and decides whether to go ahead and if so he would go ahead with publishing a Public Notice proposing that the school is going to close so you would know at that point what the decision was and that it has got to that next stage. After that meeting if there's a decision not to go ahead that will be very clear to everyone. This is a consultation process that we have to go through nationally. Public notice gives another 4 week period and there has to be a public notice in a public place proposing closure and it would be at the end of that period that would be the final decision

Approximately 26 people attended the meeting.

**Proposal to discontinue Stansted CEP School**

**Summary of written responses**

Consultation documents (hard copies) distributed: 500

Total responses received: 84 – 2 in Support, 82 Against

A total of 84 responses have been received from respondents who have various interests/involvement with the school, including responses from parents/carers, pupils, former parents, former pupils, current and ex-residents of Stansted and Fairseat, former governors, councillors and anonymous responses.

Of the 84 responses five were received from Parish Councils (four against and one in favour of the proposal); three from TMBC councillors who were also against the proposal.

**IN SUPPORT**

**Parish Council**

- Addington Parish Council - At the Parish Council meeting held on 4 February 2015 Members discussed the consultation and although it was considered to be a very sad situation Members resolved to support the KCC proposal to discontinue Stansted CEP School.

**Member of Staff**

- Have worked at this school for the past 5 years in different positions.
- Also had three children who have attended this school, over the last couple of years I have seen changes happening, none of which were good.
- I removed my children in June 2014 due to falling standards.
- The standard of assessing children's progress is wrong, as I found out with my youngest child when starting new school.
- The cleanliness of the school declined to a standard which is appalling.
- The teaching and level of education these children receive is way below standard, I have seen a drop in worshipping religion to now it is non-existent.
- The standards have dropped, children are rude and have no manners and no discipline is put into force. It is like the kids run this school not the staff.

**AGAINST**

**General comments**

- Stansted School has been part of the community for 150 years and is a way of life for all people that have lived here and live here now.
- To shut this school is a very sad and unnecessary step to take.
- Reconsider the closure of the school, if not for the children's sake alone, the impact it will have on this beautiful and idyllic village and its way of life.
- Concern that school closure will lead to depreciation in the values of properties in Stansted.
- The school is a Church of England School and has a very strong bond with the village church. The school promotes the upmost Christian family values which are the reason for having C of E schools so those traditions can be kept alive in our country for years to come.

- Concerned about the emotional wellbeing of children and the effects to the learning and progress already made.
- Recognition that teachers within the school work extremely hard to do the best for all the children.
- Significant investment made in the school over recent years - £600k+ of taxpayers money.
- Anger that funds raised to improve the facilities will be passed to the Diocese.
- Housing in Stansted/Downs Ward and 500 houses in Culverstone Valley expected which will impact on Stansted CEP School roll
- Lack of transparency, misinformation
- Anger over timing of the consultation and meaningful engagement – lack of public meeting.
- Dispute about performance data provided by LA and DfE summary of data provided by respondents.
- Concerns about standards and performance of named receiving schools.
- Concerns about lower performing schools and environment of surrounding schools.
- LA and IEB comments about concerns around transition to secondary school disputed by current and former parents.
- Unsatisfactory support from the Local Authority, including the same Improvement Adviser for 5 years.
- Inconsistent leadership and management of the school resulting in a deterioration of standards and decline in school roll.
- Dispute over LA statement that current 2 class structure has a negative effect on teachers' ability to deliver the curriculum with wide age range/small roll.
- Disputed legitimacy of recent (December 14) HMI Inspection report of Stansted CEP School.
- Lack of support provided by the Diocese
- Disputed effectiveness and disappointment of the IEB
- Concerns about transport implications for alternative school places.
- Freedom of Choice – believe that closure of the school will significantly reduce choice for those parents who wish to send their child to a smaller school or one with a Christian ethos.

### **Parent/carer**

- We have had several visits from Ofsted who reported we as a school were making improvements and progress towards coming out of special measures. We had in inspection in December and were all excited about the results coming out in January. We were totally unaware of the report being so bad and we were not making progress even though the last two reports were very encouraging and we all as parents could see the dramatic improvements in all of our children's progress.
- Every child has a place in the hearts of every member of the teaching staff being such a small school it is almost as if they are all one family, the older children look after the younger ones and every child knows each other's name.
- I hope you renew the current headteacher's contract in March because anyone else would not care about the school like he does.
- If the school does close it will be for some reason to benefit the council not the children.
- The children are learning more than other schools in the area.
- The headteacher has done a first class job.
- It is appalling that you would close a school just because of numbers.

- My child is the 5<sup>th</sup> generation of my family to attend the school and I wanted to send my child there because of the community feel it has. The caring nurturing side of the school is second to none as is its location. The environment the children are being raised in is phenomenal.
- My child enjoys school every day and has friends in all year groups.
- Despite Ofsted report my child has made good progress both educationally and socially.
- Not impressed at the consultation meeting where we were hand at the offer of a new place at an alternative school at the end.
- The school I was given was at a lower performing school. I did not accept the offer of a place so if the school does close there is no place for September.
- I have felt bullied into making a decision about taking my child to another school.
- Under the Equality Impact Assessment under potential/positive impact. I have to disagree being in a larger school will not enable individual needs of children to be met but probably the reverse where individual needs will be missed and problems missed as there will be more children in a class. At least at Stansted you know things will be picked up and dealt with quickly,

### **Pupils**

- I think it is a bad idea because I was at Stansted school for almost 6 years and had to move schools. I am very upset about this and if Stansted School does close part of my life would be missing.
- I don't want the school to shut because I do not want to leave my friends. We play in the park every day after school. I do love my school and I feel safe.

### **Staff**

- Unnecessary school is under threat of closure. It is due to the blunders of leadership, constant changes led to unsettlement of staff and pupils.
- Despite changes Stansted has remained a solid place in the community utilising its traditions e.g. May Fayre.
- Why was an inexperienced headteacher appointed for a school in special measures? Only someone with experience would rectify any problems.
- More houses are being built in the area and places at local schools are limited so where will these children go?
- Stansted is a lovely new building surrounded by countryside and farm animals, other local schools are inadequate.

### **Potential Parent**

- I live in the village next to Stansted and have no desire to send my child to school New Ash Green or West Kingsdown.
- School is not just about passing tests and attaining academic levels, although that is important. Stansted School engages the community over a cross section of ages and backgrounds promoting community spirit.
- Not every child will thrive in a large school, parents are best placed to choose the type of school which will enable their children to learn and become confident, helping their transition to secondary school. A local rural village school offers many children the right environment to thrive and should be an option available to parents.
- The management of Stansted School by KCC has been (at best) poor, or (at worst) there has been deliberate manipulation of events to ensure the closure of this rural school. This needs to be investigated.

- As a prospective parent I have been scared to choose Stansted due to the fear of closure and then being forced to send my child to one of the alternatives which have spaces. West Kingsdown is currently rated as inadequate and needs improvement and Culverstone is not fit for purpose.
- Rural communities need to be protected.
- Expecting twins and hope that the school will stay open.

### **Ex pupils**

- Would like to register disgust at the current proposal to close the school.
- What is to happen should the school close? Are parents then to send their children to other already oversubscribed primaries in the area? Surely those same primaries will suffer the same fate as Stansted, with intakes becoming unsustainable and performance dropping as a result?
- With a population of the South East increasing each year, closing schools seems counterintuitive.
- KCC need to acknowledge this proposal is a short term cost cutting exercise and nothing more.
- Deeply saddened about the proposal to close the school. My father who is still a resident in the village was a school governor for many years and was one of the many people who fought hard to keep the school open when it was threatened with closure back in the 1970s. I feel closure of the school will not benefit the village or the closer community.
- What will happen if the school is not there? It will be knocked down and houses built – where will those extra people send their children to school if there is no school there? The school is a big part of the Stansted Community, and I feel that by closing it Stansted will be lost without it.
- With no local school the village will not attract new blood and this will be a disaster to a lovely place to live.
- Would like to see KCC's help in the current situation instead of trying to close this resource.
- Why have 8 five-bedroom houses been allowed to be built when we need affordable homes. Too many barn conversions.
- Do not agree, can only express what a wonderful school and environment it was for my primary education. If there is anything that can be done to stop the closure so future pupils don't have to travel to other more built up schools.
- We have no facilities in Stansted and are fast becoming a dormitory village. Our nearest chemist, grocers, doctors and anything else you can name are all at least three miles away with no buses.
- We have a wonderful building that is waiting for somebody to come and help lead it through this difficult time. We have local villagers that could and would use this resource again. I am sure the threat of closure and the mismanagement of it in recent years could soon reverse its fortunes. Please consider reversing its future instead of closing a much needed village asset.

### **Ex Parent**

- My children attended Stansted between 1990 and 2000. The school was very effective in providing the children with solid primary education, helping all three to gain places at what are now called 'super-selective' grammar schools in Tonbridge. In addition there was strong community spirit within the school, extending out into the surrounding villages.
- As a member Friends of Stansted School, I could always rely on local businesses and individuals to support our fund-raising activities. The annual May Fair was always very well supported and profitable. There were bonfire

nights with firework displays, Christmas concerts and summer concerts combined with family picnics which were all very well attended. The money we raised provided the school with many extra resources such as playground equipment and library materials.

- As a community we cared about the school and assumed some responsibility for its continued success. We worked to ensure it and contributed as much as we were able to. It was a lovely school, beautiful setting and it provided a caring and nurturing environment and a great education for our children. It could do so again.
- I appeal to KCC, IEB and the Diocese of Rochester to explore every option in an attempt to keep this school open and restore it to the success it was.
- Sorry to hear the school is being considered for closure, my three children attended the school and came away with a very good education. I hope the school can continue to stay open and children within the vicinity can prosper as my three children did.
- School accommodation has improved over the years and part of its accommodation is protected as a Grade II listed building. It would be tragic to lose this local provision when population in Kent is rising sharply.
- Why does the Rochester Diocese wish to abandon education in Stansted after its 150 year long association with the community? Having looked at the DfE regulation I can find no reason that would cause a school in Special Measures to close, policy seems to indicate that the school should transfer to an academy. Surely it can only be the Diocese that prevents this transition? There seems to be a very deep injustice in all of this and I urge KCC to find ways to secure improvement and protect it from closure including possibility of removing from CofE designation and connecting its organisation with another.

### **Resident**

- This closure will directly impact the life of the village and will result in depreciation in the values of our properties.
- My children went to Stansted School during 1999-2007 when it was a two-classroom school with about 35 pupils in total. Both children thrived and gained an early love for learning. Both passed 11+ and went to grammar school. One attended Christ Church, Oxford and gained a double first in Biology. Both have extremely fond memories of the school and feel that it gave them an excellent start in life both academic and social.
- The IEB say that the new curriculum makes it very difficult to operate on a two-class basis. This may be so, but it doesn't make it impossible. The small school/pupil roll issue applies to small rural schools up and down the country. The presumption in the Rural Primary Schools Order is to protect such schools not to close them.
- This school is an essential part of village life. It helps with the church, village fete and horticultural society.
- There is no bad school only bad management. This school has been rebuilt in recent years to a high standard but the running of the school has been let down by the constant changing of staff.
- The present head started to reverse this and a good Ofsted report in March 2014 but not enough time has been given for this to continue.
- The IEB have not been helpful to the present headteacher (Andrew Livingstone) and have not taken the school forward as was their remit.
- There is widespread belief that there has been unlawful procedures taken to close this village school, these are being challenged.



- Having recently attended a Parish Council meeting where this proposal was discussed with representatives from KCC, Diocese and Ofsted, it would seem that residents of Stansted have not been consulted or contacted.
- KCC is blinkered, there is in the local area, plans for a large building project of affordable homes and primary school places will be at a premium in a few years time. The school in Standard is modern, bright and airy and was refurbished seven years ago when a considerable sum of money, our money was given to the school. This money will be wasted if the school is knocked down for housing or left derelict. Nothing would be recouped for villagers.
- About 7 years ago KCC invested over £650k of public money into upgrading the premises with the effect that they are now of an excellent standard. If the school closes it appears that the value of this investment will revert to the Church of England. I object to this very strongly, how on earth can the passing of such a sum to the Church be justified?
- Some local schools have offered places to Stansted parents teach from poor quality temporary accommodation. Stansted has top-notch premises that will revert to the Church and, no doubt, be sold as residential accommodation – thus bringing to a sad end a fine record of over 100 years of educating youngsters in Stansted. If it happens what an abject failure by all concerned.
- Devastated that a school with such a fine previous record of educating our children is in such a pickle.
- This is a little rural gem that should be cherished and given every possible support by outside education professionals.
- In the 1970s numbers were low and the school's future was in doubt. Fortunately a good number of new pupils were enrolled from nearby New Ash Green which formed a fresh cohort who brought their siblings to the School in following years. The school only ran two classes (Infant and Juniors) whilst our children attended and the quality of teaching from The Head and her Assistant Teachers was superb. We are forever grateful to them for helping us to rear three well-rounded citizens and I urge that you do not deny future generations of local children the same opportunities.

### **Ex Governors**

- I understand the fact that the school is no longer viable with only thirty odd children on roll (when my child was there were fewer children at the school and two teachers and two classes). However, the school buildings are in excellent shape and a great deal of money has been spent. The school is in a lively position and there are many advantages for young children in attending a small school where there have the opportunity to thrive.
- At the meeting, the report on the children's progress seemed to contradict the very unfavourable Ofsted report, in which no mention was made of how well the children settled into their senior schools and were able to cope with the transition to a more demanding environment.
- Suggest that the Education Authorities and Diocese follow the example of successful businesses and actually promote the school, making the most of all its advantages, with an enthusiastic and encouraging head. We keep hearing there is a shortage of primary school places and a demand everywhere for more houses, which in turn will lead to a demand for more schools. It seems very short-sighted to close a school with such potential instead of making the best use of the very valuable asset.

- Freedom of Choice – I believe that closure of the school will significantly reduce choice for those parents who wish to send their child to a smaller school or one with a Christian ethos.
- Education Standards – I do not feel that the school has been given sufficient time to improve standards. Much damage was done to the schools as a result of poor management and leadership of the previous headteacher. I was on the Governing body at the end of this period and saw first hand how the delay in dealing effectively with this situation by the KCC led to the loss of staff morale, parent confidence and pupil progress. I firmly believe the KCC has a moral duty to give the school more time to recover from this position. Those parents who have kept their children at the school are committed to it for their children and future siblings.
- Pupil transition – It has been stated that smaller schools like Stansted do not prepare pupils for the transition to secondary education. I have not seen any evidence of statistics to support this claim. In spite of being a pupil at a very bleak time in the schools' recent history, my grandchild achieved a grammar school place in 2013. His transition was smooth, as was the case with all of this peer group. I think this claim is without foundation.
- Value to the community – The school has always been a central and important part of the life of the village. We have already lost our village shop, post office and post office bus service. The school brings life to this rural area and the absence of these vibrant young people at the heart of our community would be a tragedy.

### **Parish Councils**

- Stansted Parish Council - The Parish Council formally objects to the closure of Stansted School. The Key reasons for maintaining Stansted School are outlined below:
  - a) The basis for making the decision to consult on the closure
  - b) The efficient use of the school asset
  - c) The demand for places
  - d) The effect on the Parish
- Due to the instability caused by the current consultation and poor management by all parties over the last two years, we believe that a moratorium should be placed on closure by KCC issuing a public pronouncement that the school will be kept open for at least two years. This would provide time to rebuild the pupil roll from the bottom up. It would also provide the opportunity to obtain input from Stansted's parish community which is willing and able to provide resources to ensure the survival of the school.
- Stansted School is one of the most modern small schools in the district owing to the amount of money invested by KCC into the school to ensure its viability (over £600,000 in the last 10 years). Other village schools of a similar size (Ryarsh and Trottiscliffe to name but two) have old buildings that require significant investment in order to make sure they are fit for the 21st century.
- In a period when the government and KCC are having to make significant savings and cuts in essential services, it would be a scandal to close a modern

school whilst pouring money into other facilities that require significant capital investment. As part of the consultation, it is important that the elected members are provided with information on the anticipated capital that will be spent on schools in the surrounding area over the next 5 years, to create environments fit for the modern student. We will be checking with our elected members that they have been furnished with these facts when the recommendation is put forward to the head of education.

- The financial obligation is to Kent taxpayers, in protecting the £600,000 investment KCC made to the school to make it one of the most modern in the district. Should the planning use of the school buildings change then there will be a significant cost in reinstating parish land which should be factored into any costing calculations.
- Trottscliffe Parish Council. In our view the importance of a school to a small rural community is of utmost importance. Although we acknowledge that the school is presently unviable as well as being in Special Measures for an unacceptable period of time, we would like to see every effort made to utilise this wonderful facility for the benefit of the local children and the community as a whole.
- Borough Green Parish Council does not support the proposal to discontinue the school by 31 August 2015. There is serious concern about the location of alternative schools available and the inevitable consequential increase of traffic to travel to alternative schools. The council supports the retention of the existing school.
- Platt Parish Council - object to the above proposal, This appears to be a knee jerk reaction to an Ofsted Report. Unfortunately, quick turn arounds are expected these days without a long term view taken into consideration. Catch 22 situation - a bad Ofsted with panic reaction by parents taking away their children thus reducing the number of children attending the school which has led to a two-class structure being implemented. The latter is not necessarily a detrimental situation and has gone on in the past for many years with no adverse affect on children.
- It is vitally important that villages have their own schools to provide a well-balanced community. No village school means no young families thus creating an imbalance of residents. A village school plays an active part in the community and benefits all ages. Closing Stansted School puts pressure on other nearby village schools and could, long term, affect their respective intakes and possibly mean that parents are forced to send their children to another village school. It can also put financial strain on to parents who have to take their children to another village school..
- It should be acknowledged that some things take time and confidence has to be restored. In view of the fact that Stansted has received financial investment in the buildings in recent years, Platt Parish Council urges you not to rush into discontinuing Stansted School. It is hoped that KCC will not be looking at this proposal in terms of finance. Alas it seems an easy solution without too much effort being made by KCC but it will have a long term impact on Stansted and the surrounding area for many years. Closing Stansted School is very short sighted and we urge KCC to reject this proposal.

## **The view of the Local Member for Malling North: Sarah Hohler**

I am deeply saddened that the committee is today considering a proposal to close Stansted CEP School. I have represented Stansted for 26 years, and lived here for nearly 40.

The school is at the heart of the community, between the church and the village hall, with a large recreation ground linking all three. Closing the school, which has seen so many of our current residents' children and grandchildren (mine included) flourish, and which has been serving the community for over 150 years, would be a severe blow to this and neighbouring villages.

This consultation comes at a time when the community is about to celebrate the conclusion of the improvement works to the church, much used by the local school, and the result of a successful local fund raising campaign. At a time, when the parish council, having first consulted the school children about new equipment, has managed to raise £10,000 for the recreation ground. At a time when new houses, to attract young families, are being built in both our villages. And soon after the completion of a modernisation programme which has turned the school from a draughty Victorian building to a larger modern school with great facilities, the envy of its neighbours.

So what has gone wrong, and why are we facing this situation? The first that I, and the parish council, heard that the school was faltering was in July 2013. A governor came to see me and told me that the head teacher had been on leave since February, was resigning at the end of August, and that head teachers from outside were running the school. A replacement head had not been found. Rumours were circulating that the school would close. Parents started looking for other schools.

At about this time, Ofsted put the school in to special measures but this was not made public until the start of the new academic year when an interim head, recruited by the LEA with difficulty, was also announced. The head was popular but standards did not improve and he left early in 2014. This did nothing to improve confidence in the school, rumours still circulated about closure, and more parents, reluctantly, withdrew their children, concerned they would not find suitable alternative schooling if they did not act quickly.

Another interim head was recruited and the governing body gave him a contract until the end of March 2015. Sadly, the anticipated improvement did not occur with the new head and he left early this year, before his contract expired. The governing body was replaced, at the end of summer 2014, by an Interim Executive Board. Standards still failed to improve and more children left. A visiting head has now been appointed to look after the remaining pupils.

I think we have failed our pupils. Professional skills and resolve have not been in place to improve their attainment. With so many changes of leadership and management, the school has not been given a fair chance. Other local schools have bounced back after similar setbacks and reduced rolls. We know we have a very sound building. We know that there is a demand for a small rural school in a community such as ours. A recent village survey tells us that there are families with young children who are hoping to attend the school. Our population is growing. As is the demand for primary places.

This community needs a school, whether an academy or a free school or an infant school. If the diocese really cannot take this church school in to its own academy trust then we should find one that will. Young children in the vicinity should be able to benefit from the same quality of provision and resource that so many of us valued when our own children arrived and grew. Successive generations of children surely deserve no less. Closing the school will damage this close knit community and must be avoided.

I urge members to read and consider the heartfelt letters which have been sent in response to this consultation exercise, and please advise the cabinet member to save our school. Thank you.

### **Ann Kemp – Local Borough Councillor**

- Small rural schools are very important in our small village communities, having a real impact on village life and the total wellbeing of the community.
- The school buildings are in good condition and the position idyllic – many parents feel their children benefit from starting their education in such surrounds, as well as being in small classes.
- With the right leadership a school here could thrive and prosper – closing it without finding that leadership would be premature.
- I understand the school, at present, is unviable – but feel strongly that the impact on the community from its closure should be considered when making your decision.

### **Matthew Balfour – Member and TMBC Councillor**

- I am, along with being a county councillor, currently one of the Tonbridge and Malling Borough Council members for the village of Stansted until the next election when there is a boundary change. I am not standing again for election for the village of Stansted.
- I entirely endorse the views of my ward colleague, Mrs Ann Kemp, which I understand have been sent to you.
- I would however say that I have a firm belief that a village and the community living in and around it, of the nature of Stansted both deserves and needs a thriving “village” school.
- Stansted School has, I believe, suffered a series of problems caused by a number of individuals over the last five to six years that have put the school into the state that it is in now. This I believe to be unfair on the school itself, the village and, particularly, the children of the area. This, in itself is unfair and could, with the right help and regulation, have been avoided.
- I would urge the authority to resist now closing the school for ever and consider how with real help and support it can be reinvigorated and continued.

### **Cllr Martin Coffin – TMBC Cabinet Member for Finance, Property & Innovation**

- It would be virtually impossible to recover the reputation of the school from its current position. There is a record of poor decision making from a number of the parties involved – each has conspired to make the school a poor proposition for prospective entrants.
- The school has been a part of the village social structure for over a hundred and fifty years. It has a valuable contribution to both the education of children and for village cohesion.

- If the school has been put into a position whereby it is decided to close, then I would ask that it be shut for a year – mothballed. I agree that the reputational damage has been done to the school. Mothballing the school to allow the investigation of a 'free school' and in my opinion would be the best solution to the current crisis. The poor image of a school in special measures could be shrugged off, a team of dedicated people could be involved and the school allowed to thrive and prosper.
- I do not believe that the closure and disposal of the school is in the best interests of either the County Council, the Church or the residents of the local area. The investment into the facilities is such that this school could become a beacon for small rural education.

### **Other**

- For a village that is so close to the centre of London, Stansted is unique. It has a great community spirit and Stansted school is an integral part of the whole. At our monthly Farmers' Market, the school children will often come over to spend a few pennies and learn how to add up and subtract with real money. They will come with a clipboard and interview the stallholders which is good for the communication skills and at Christmas they come to sing carols.
- The school has an active fund raising committee and the villagers always support these events. I have had the opportunity to meet a number of the children during the choosing of the May King and Quest. It seems extraordinary that a child who passed 11+ with a 100% mark can have come from a failing school.
- It is on record that Kent is short of 8,500 primary school places, so why do you feel it necessary to close this school as opposed to West Kingsdown which apparently has a lower educational standard?
- There was no emotional input from the 'consultants' who came to the Parish meeting, nor did they have the facts to hand. It beggars belief that a thriving community can be split in such an impersonal way and one wonders why we voted for these people to represent us.
- A parent of two ex pupils who attend Stansted School several years ago, resident in neighbouring village of Ash. Carefully researched Stansted School and never regretted sending children there. Both are successful.
- Difficulty of staff teaching subjects to a range of ages and abilities. It has always been the case at Stansted and with excellent teaching staff who aim for each child to reach their individual potential, this can be and was achieved. In fact, with smaller classes, a child's potential can be easily drawn out. The two class structure certainly worked brilliantly before. I feel that with such small numbers, each child can have their abilities catered for and encouraged and their education can be tailored to their individual needs, which is so difficult to do in a large school.
- Low Numbers – it is a small village school, whose annual intake should be expected to fluctuate from year to year. I cannot emphasise the advantages of small numbers, in that pupils become happy, secure, well known to all the staff and with the right input should do well. Stansted children become good all rounded, well-grounded and confident children through the security gained from their first experience of education where they are valued and treated as individuals.

- Object to the statement that low numbers restrict the school's ability to suitably prepare children for transition to secondary school. When people heard that my children went to a tiny village school, they intimated that they would find the transition to secondary school traumatic. In fact, it is my experience that all the children from Stansted School settle admirably and easily in their secondary schools precisely because they had gained self-confidence and self-belief from the excellent caring environment of their small school. A small school can involve all the children in so many ways that encourage them to blossom, from encouraging their individual strengths and talents to allowing them to become caring role models for the younger children.
- Appreciate that there are many things and possible opportunities that a very small school cannot provide as well as a larger school but believe the advantages gained more than compensate for this.
- A comprehensive list of the loss to the village community as a result of the school closure:
  1. The Horticultural Society runs three shows a year which have classes for children and has always been well supported by the School. It is most unlikely that any entries will be received if the school closes.
  2. The annual May Fair and May Queen have been organised by the school. The May Queen opens the Fairseat and Stansted village fetes.
  3. The School has in recent years run the village Bonfire Night celebrations.
  4. On Armistice Day (if a weekday) a special service has been held at the War Memorial attended by the children and wreaths laid by the school and Parish Council. There will be little point in holding such a service with only 2 or 3 Parish Councillors present.
  5. The Village Hall benefits from hiring to the school for events such as the May Fair, Bonfire Night and children's parties.
  6. The monthly Village Market was used by the school to teach the children how to spend money, and at Christmas they came and sang carols. The parents at the school were valued customers when they dropped off their children.
  7. The local pub enjoyed the patronage of teachers, parents and governors after meetings.
- If the school could be resurrected I would strongly support it.
- Lack of choice at other schools
- In rural areas schools bring communities together and it is important for children, parents and villagers.
- Children need to have friends in the area they live.
- In this area schools are generally oversubscribed and village school places have been at a premium as is the case at Fawkham School.
- The school had a good Ofsted last July it needs time to consolidate the good work with strong substantive HT and without so many changes.

# 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 discontinue Stansted CEP School, Malthouse Road, Stansted**

Decision:

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

- (i) Issue a public notice to discontinue Stansted Church of England Primary School, Malthouse Road, Stansted, Sevenoaks, Kent TN15 7PH

And, subject to no objections to the public notice not already

- (ii) Determine the proposal

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 in order to allow for proper consideration of the points raised.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by 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 Equalities 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:

Any alternatives considered: - None

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:  
None

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**From:** Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Services Cabinet Committee – 15 April 2015

**Subject:** Proposal to establish a Specialist Resource Base Provision for students with a Statement of Special Educational Needs or Education and Health Care Plan equivalent for Autistic Spectrum Disorder at Hugh Christie Technology College.

**Classification:** Unrestricted

**Past Pathway of Paper:** Cabinet Committee -13 October 2014

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

**Electoral Division:** Tonbridge, Richard Long and Chris Smith

**Summary:** This report sets out the results of the public consultation on the proposal to establish a Specialist Resource Base Provision at Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU for students with a statement of Special Educational Needs or Education, Health and Care Plan equivalent for Autistic Spectrum Disorder (ASD).

**Recommendation(s):** The Education and Young People's Services 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 establish a new Specialist Resource Base Provision (SRBP) within Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU for pupils with a statement of Special Educational Needs or Education, Health and Care Plan equivalent for ASD for September 2015
- (ii) And, subject to no objections not already considered, implement the proposal for September 2015

## 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 additional provision across the county. The SEND Strategy shows how we will create 164 extra 'specialist resource base' places in mainstream schools.
- 1.2 A number of students have Statements of Special Educational Needs (SEN) or Education Health and Care Plans (EHCP) which are legal documents that describe the help given to students who have the greatest difficulty learning. They require higher levels of support than can be provided in their local mainstream schools, but their needs are not so complex that Special School placements are needed.

For these students we maintain a range of Specialist Resource Base Provisions (SRBP) which are based in mainstream schools with places reserved for students with statements of SEN or EHCP equivalent.

- 1.3 The number of pupils with Autistic Spectrum Disorder (ASD) need type has increased significantly over recent years. From 2010 – 2014 numbers have increased by 65% and ASD remains the most prevalent need type in Kent. The Kent Commissioning Plan 2015-19 sets out our intention to create additional provision to support those students. We are providing additional Primary SRBPs in the six new Primary Schools that are proposed to open in September 2015.
- 1.4 For Secondary provision, we continue to closely monitor the impact of specialist SEN Primary provision on individual students' needs to identify whether continuity of provision is necessary. For many students appropriate early intervention and suitable placement at Primary School will mean that at Secondary age, their needs can be met in their local Secondary School.
- 1.5 We are already aware of some pressure at Secondary age within our Special Schools and the Secondary forecasts indicate that there will be significant pressure on Secondary school places from 2018/19 onwards. SEN pupils typically represent 2.8% of the wider population, although the percentage in mainstream schools is approximately 1.3%. We continue to monitor the growth in the Secondary age school population and respond accordingly with new SEN provision where required. We have already created additional provision at the Malling School and Holmesdale Technology College. We are also aware that Leigh Academy Trust propose to establish a Specialist Resource Based Provision for pupils with ASD, at Wilmington Academy, Common Lane, Wilmington, Dartford, Kent, DA2 7DR.
- 1.6 Hugh Christie Technology College is recognised by Ofsted as a good school. Based in Tonbridge with excellent transport links, the school is housed in modern buildings on an attractive campus with excellent facilities for Sport, Performing Arts, Science, Design Technology and ICT. The school has been developing a highly personalised curriculum which aims to provide as much choice as possible over when, where, what and how students learn.
- 1.7 We recognise that the school has invested in developing its staff expertise in ASD to create an ASD friendly environment across the whole school. Therefore, we would like to build upon the existing provision and the school's inclusive approach by establishing a new SRBP for up to 50 students with a statement of SEN or EHCP equivalent for ASD for September 2015.
- 1.8 It is anticipated that the SRBP will initially open with up to 20 students. Those students attending the SRBP at Hugh Christie Technology College would be students who experience difficulty with communicating and interacting with other people but they will be suitable for a mainstream school and capable of achieving good GCSE grades. Students will be able to receive individual and small group teaching and support. They will not spend all of their time in the SRBP but will be integrated into mainstream

classes during the school day, where suitable. The approach will be one which reflects the individual needs of each student.

- 1.9 This recommendation is linked to the proposal to discontinue Furness school and to establish a set provision for Broomhill Bank school on the Furness site. It is recognised that there is an increasing need for a range of ASP provision in West Kent.
- 1.10 This report sets out the results of the public consultation, which took place between 4 February 2015 and 23 March 2015. A drop-in information session for parents was held on 5 March 2015 at Hugh Christie Technology College.

## **2. Financial Implications**

- 2.1 This is a proposal to make a prescribed alteration to Hugh Christie Technology College, White Cottage Road, Tonbridge TN10 4PU by creating a Specialist Resource Base Provision for up to 50 students with a statement of SEN or EHCP equivalent for ASD for September 2015.
  - a. It is proposed that Hugh Christie Technology College will reconfigure their existing teaching rooms to make provision for specialist teaching spaces. Therefore, there is no capital cost associated with this proposal.
  - b. Additional funding will be allocated for an agreed number of commissioned places in accordance with the Place Plus High Needs funding methodology.
  - c. Hugh Christie Technology College is happy to host the SRBP and is confident that staff have the relevant expertise and skills to meet the needs of these students. However, the school will appoint additional teachers, as 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 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, 2015-19 has identified the need to add 275 additional SEN places in Kent for pupils with ASD and Behavioural Needs. The SEND Strategy shows how we will create 164 extra ‘resource base’ places in mainstream schools.

## **4. Consultation Outcomes**

- 4.1 KCC recognises the significant importance given to parents’ and carers’ views in the Children and Families Act reforms of SEN and Disabilities which came into force from September 2014. The local authority has sought to ensure they are involved in shaping and influencing strategic decisions that affect their children and young people.

4.2 KCC has recognised that parents of high functioning pupils with autistic spectrum disorder conditions are ambitious for their children and some would like them to be supported in mainstream schools where they have access to high quality subject specialist teachers and access to specialist teaching facilities.

4.3 All applicable statutory requirements to consult in relation to this proposal have been complied with. A public consultation was carried out by KCC from 4 February 2015 to 23 March 2015. A consultation document was produced together with an Equality Impact Assessment which can be obtained from KCC's website. The consultation document was distributed to statutory stakeholders, including but not limited to the following groups:

- The parents of all pupils attending Hugh Christie Technology College, staff and governors
- The Department for Education
- The Diocese of Rochester, Canterbury and Southwark
- Elected Members (Kent County Council, Tonbridge and Malling Borough and Parish Councils)
- Local MP
- Trade Unions
- Local Children's Centres and pre-school providers
- Schools in Tonbridge and Malling and Sevenoaks area
- Local Libraries in the Tonbridge and Malling area

All stakeholders were able to access copies of these documents on the KCC website. An opportunity to send in written responses using the response form, email and online was provided. An information drop-in session was also held for parents on 5 March from 5pm – 7pm at Hugh Christie Technology College. Local 'feeder' schools were also notified of this meeting.

4.4 In total 9 responses to the consultation were received. 7 respondents supported the proposal; 2 objected to the proposal. A summary of written comments received is provided at Appendix 1.

## **5. Views**

5.1 Mr Richard Long, the Local Member for Tonbridge fully supports the aim of bringing children and young people on the autistic spectrum where their education will benefit by their being in mainstream education. Mr Long understands that this leaves adequate resources for those whose needs are such that they cannot reasonably access mainstream education; the mixing of young people with a wide diversity of ability and motivation in one school can be achieved in such a way as to allow all pupils to progress at their own best pace; and that this proposal has the broad support of pupils and families.

- 5.2. The Executive Principal Tonbridge Federation has given his full support for the ASD provision as described in the current consultation documentation. He supports the proposal because it further develops the inclusive nature of the school and its success with high functioning ASD children. This has been significant, enabling them to lead happy, successful and independent lives after leaving the school. Many have progressed to University, making their parents very proud of what they have achieved. This proposal will enable Hugh Christie to extend its current provision to enable more children to benefit from the school's expertise.
- 5.3 The Governing Body of the Tonbridge Federation (which includes Hugh Christie) met on Tuesday 3rd February 2015 to discuss the proposals outlined in the public consultation and approved the proposal unanimously. The Governing Body are fully supportive of the proposal because:
- Students would benefit from accessing a mainstream school for the majority of the school day but having the support of trained staff in the Skills Centre.
  - Parents, who would prefer their children accessing mainstream education, will have a greater choice of provision within the West Kent area, currently this is not available.
  - Our school is co-educational meaning we can offer places to both boys and girls with ASD.
  - The school has a strong track record supporting children with ASD and this will enable us to widen and strengthen the provision.
- 5.3 The view of the KCC Head of SEN Assessment and Placement
- Through their children's individual assessments and discussion about placements, a number of parents and carers have asked the Council to provide the broadest range of provision so that they have a choice of a local school. They also wish to ensure the staff in the school have received the training and support needed to understand what can act as a barrier to learning. We recognise that Hugh Christie has invested in increasing the level of expertise of its staff in order to offer a good balance of ambitious academic opportunity and a supportive learning environment for those learners who are capable of achieving examination success but find social situations challenging.
- 5.4 The view of the KCC Area Education Officer:
- The Area Education Officer for West Kent fully supports this proposal as a cost-effective and sustainable approach towards meeting the continuing need for ASD places in West Kent. Hugh Christie Technology College is an inclusive school, which is judged as 'Good' by Ofsted and this SRBP will build upon the success of the school in educating pupils with ASD.

## **6. Proposal**

- 6.1 This proposal is in accordance with Section 19(1) of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent, TN10 4PU to create a Specialist Resource Based

Provision for 50 pupils with a Statement of Special Educational Needs or Education and Health Care Plan equivalent for ASD.

- 6.2 This proposal is linked to, but not contingent upon, the proposal to discontinue Furness School, Rowhill Road, Swanley, Kent BR8 7RP.
- 6.3 This proposal is subject to KCC statutory decision making process and planning.
- 6.4 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.
- 6.5 There will be no impact on the value of KCC's property portfolio.

## **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.

## **8. Conclusions**

- 8.1 This proposal will create an additional 50 places for pupils with ASD, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

## **9. Recommendation(s)**

**Recommendation(s):** The Education and Young People's Services 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 establish a new Specialist Resource Base Provision (SRBP) within Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU for pupils with a statement of Special Educational Needs or Education, Health and Care Plan equivalent for Autistic Spectrum Disorder (ASD) for September 2015
- (ii) And, subject to no objections not already considered, implement the proposal for September 2015

## **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 2015-19  
[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)
- 10.3 Consultation Document and Equalities Impact Assessment  
[www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations)
- 10.4 Strategy for Children & Young People with Special Educational Needs and Disabilities  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/childrens-social-care-and-families-policies>

## **11. Contact details**

### 11.1 Report Author

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**Proposal to create a new Specialist Resource Base Provision (SRBP) within Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU for up to 50 students with a statement of SEN/EHCP or equivalent for Autistic Spectrum Disorder (ASD)**

**Summary of written responses**

Consultation documents (hard copies) distributed: 1500

Responses received: 9

	Support	Against	Undecided	Total
Student	1			
Parents/Carers	3	1		
Governors	1			
Members of Staff				
Member of Staff at another school	1			
Parent at another school		1		
Other	1			
<b>Total</b>	<b>7</b>	<b>2</b>		<b>9</b>

**In support of the proposal**

**Yr 11 Student (HCTC) /Student Leader & ASD Skills Centre Mentor**

I would like to say how fantastic the Skills Centre is in supporting the ASD students within Hugh Christie. As a Year 11 Student Leader, my main role is Skills Centre Mentor, where I focus on improving school life for those students with ASD. I work with one student in particular, although during break and lunch times I also support other students by helping them to socialise and resolving any issues they may have. This responsibility has also helped me to manage my own anxiety difficulties, by enabling me to develop my self-esteem and confidence. In the Sixth Form I hope to develop my role within the Skills Centre, so that I can support and mentor more ASD students.

I can confirm that I am in support of the proposal from the KCC to enhance the Skills Centre Provision from September 2015. This will enable the school to develop its resources, which will benefit all ASD students within the Skills Centre, whilst supporting a local need within the community.

**Views of current HCTC Students with ASD**

- It has really helped and they would like it to help others
- The staff at school are really helpful and know a lot about ASD
- It could save a lot of travelling time for some people.



### **Parents/Carers**

- Delighted that this consultation to extend the schools services in this field are being explored. Can speak positively about how the school has already helped my child with communication and particularly in respect of realising academic potential.
- HC would be an ideal place to extend ASD services for other children and young people, to gain from their expertise and to make a real difference.
- Very strong agreement to this proposal happening – an amazing idea. Already have a child who attends HC, who recently diagnosed, receives support. If this proposal goes ahead would also send other child to HC too.
- Proposal is good as long as criteria set out is met, i.e. the children can cope reasonably well in a mainstream school and the governors and staff have a say who attends.

### **Governor (HCTC)**

- The Skills Centre at HCTC is already a well-established support mechanism for students with difficulties, including ASD. Staff are skilled, dedicated and extremely adept at ensuring the best education for students with difficulties within the mainstream setting.
- My support is based on my knowledge and information provided by Senior Leaders and data analysis and observations when I visit or conduct monitoring exercises as part of my role as Governor.
- The work currently undertaken in the Skills Centre, which the proposal extends, has an extremely positive impact for all students of HCTC, not just for those with difficulties. There is no detrimental effect on the achievement and outcomes for any student, and if issues arise during the school day staff handle them sensitively and appropriately.
- This proposal will enhance the learning experience for all students that attend HCTC and will ensure that students with ASD will have an excellent opportunity to receive an excellent education and obtain desirable outcomes.

### **Member of Staff at another school**

#### **Agree**

- I believe there is certainly a local need for this provision.
- As a primary SRP next door to Hugh Christie we are delighted with the proposal of a secondary provision to match our pupils' needs and provide a suitable progression for secondary placement. At the Phoenix Centre we work hard at developing our pupils' independence and learning skills to enable them to integrate successfully with their main school peers, however, up until now, there has been very limited replication of our provision in a secondary setting, which has resulted in the majority of our students going onto special schools for their secondary schooling. We would be very pleased to work alongside Hugh Christie in getting this SRBP up and running and providing our skills and experience in developing this provision (Phoenix Centre, Cage Green School).

### **Parent/carer at another school**

- As a parent of a child that attended HCTC (until 6<sup>th</sup> form whom had SEND issues), I know first-hand that HCTC staff has the skills, enthusiasm and professionalism to support students who experience difficulties.
- HCTC staff are specialists in handling all kinds of issues but enable students to be educated in a mainstream setting. This is not only beneficial to students who have difficulties but to all students. Their education is enriched by mixing with young people who are often high achievers and who overcome difficulties with the right support.

### **Other**

- Hildenborough Parish Council feel this will be a welcome addition to the Skills Centre at Hugh Christie School, providing much needed places for ASD students in the area.

### **Against the Proposal**

#### **Parents/Carers**

- Opposed to the inclusion of children with ASD in a mainstream school.
- ASD is a condition that affects social interaction, communication, interests and behaviour. It includes Asperger Syndrome and childhood ASD. Integration of such children into a class would cause disruption to the learning of my child.
- The current management team have done a sterling job in improving teaching and behaviour within the school. Integrating children with these specific special needs will send a message out to the local community that although they are an all- inclusive school they are not aspiring to compete with other good schools in the area. This will have an effect on those parents applying for the school.
- A new SRBP is not appropriate considering the Skills Centre is intended as an integration provision and not as a special unit within the school.
- All comprehensive schools should be encouraged to set up similar provisions to support students with ASD in order that the needs of a school's catchment area can be met.
- Understand that if Furness School in Swanley close, there is an intention to offer places at Hugh Christie to some of their existing ASD students, if the SRBP is put in place. Do not consider Swanley to be in the local area and many ASD students of a special school would find inclusion into a mainstream environment very difficult and stressful. In this situation all parties can suffer – the ASD student, the family, the learning and well-being of other students as well as the effects on the teaching and support staff.
- Strongly believe that inclusion does not work for all young people with ASD which is why special schools such as Furness School offer an important learning environment which is adapted to the particular needs of these young people.

# 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 make a prescribed alteration to Hugh Christie Technology College**

Decision:

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

- (i) Issue a public notice to make a prescribed alteration to Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU to create a new Specialist Resource Base Provision (SRBP) within the school for 50 students with a statement of Special Educational Needs or Education and Health Care Plan for Autistic Spectrum Disorder (ASD) for September 2015.
- (ii) And, subject to no objections not already considered, determine the proposal

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 in order to allow for proper consideration of the points raised.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by 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 Equalities 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:

**13 October 2014**

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 additional capacity for ASD provision.

**4 December 2013**

Education Cabinet Committee were asked to endorse the actions to implement key proposals set out in the SEND Strategy.

Any alternatives considered: - None

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:  
None

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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From: Patrick Leeson, Corporate Director of Education and Young People's Services,  
Roger Gough, Cabinet Member for Education and Health Reform

To: Education and Young People's Services Cabinet Committee - 15<sup>th</sup> April 2015

Subject Oasis Academy, Hextable: Closure

Non-Key Decision

Classification: **Unrestricted,**

**Electoral Division:** Swanley Division : Robert Brookbank

### **Summary:**

This report sets out the circumstances of the decision by the Secretary of State for Education to approve the closure of Oasis Academy Hextable, and explains the consequences for Kent County Council, indicating the likely challenge of providing sufficient school places for pupils in Sevenoaks and Dartford districts. It describes the arrangements that will be put in place for pupils currently attending Hextable Academy.

### **Recommendation(s):**

The Education and Young People's Services Cabinet Committee is asked to consider and note:

- i) the action in relation to the closure of Oasis Academy Hextable;
- ii) the relocation of the Speech and Language Unit to the Leigh Academy;
- iii) the need to review pupil place planning for the secondary phase in the Hextable, Swanley and Dartford area;
- iv) and the need to determine the future of the Hextable site.

## **1. Introduction**

1.1 Following the decision by the Secretary of State for Education, received on Friday 13<sup>th</sup> February 2015, to close Oasis Academy Hextable, this report is intended to brief the Education and Young People's Services Cabinet Committee of the circumstances and consequences of the closure, and draw attention to likely future decisions that will need to be taken in relation to ensuring there are sufficient school places to meet anticipated need in Hextable, Swanley and Dartford.

1.2 The local Authority opposed the closure on the basis of on-going need for Secondary school places in the area. Our objections were considered by the DfE but the Secretary of State still approved the closure. Oasis Academy

Hextable was only sponsored and managed by Oasis Community Learning Trust (OCL) for less than a year before a proposal was made to seek closure on the basis of falling pupil numbers attending the school. The Local Authority took the view that this was an unreasonable action to take in the light of the projected need for places in the near future.

## **2. Relevant history and Context**

- 2.1. Oasis Academy Hextable is a non-selective Secondary school located in Hextable. As Hextable School it was judged to “require improvement” by Ofsted in June 2013, having previously been in special measures. The possibility of closing the school was considered and rejected by KCC on the basis that there was a medium and long term strategic need for school places in the area because of rising numbers already in Primary schools. An academy sponsor was sought by the DfE and Oasis Community Learning Trust was appointed to run the school by the Secretary of State for Education. The Trust had carried out its full due diligence before taking over the school, including an assessment of its pupil numbers and finances.
- 2.2. Hextable School became an academy within OCL multi-academy trust on 1<sup>st</sup> September 2013. Soon afterwards OCL became concerned about low and falling numbers on roll at the school and alerted Kent County Council and the Department for Education (DfE) of its concerns early in 2014. Following discussions with both DfE and KCC in December 2014, it made a formal request that its Funding Agreement to operate Oasis Academy Hextable be terminated on the grounds of the unviability of the school. Kent County Council opposed the proposal on the grounds that school number projections indicated that in the medium and long term, Secondary school places would be required in north and west Kent. After consideration, the DfE announced on 13<sup>th</sup> February 2015 that it accepted OCL’s request, although it acknowledged KCC’s strategic concerns about school place planning, and recognised that new provision would need to be commissioned.
- 2.3. Notwithstanding KCC’s concerns about the strategic implications of the removal of school places, officers have worked closely with OCL and the Academy Headteacher to plan the practical steps needed for the implementation of closure. The main focus of this work has been to coordinate the offer of alternative school places to current Hextable pupils.
- 2.4. Current Year 7, 8 and 9 pupils (x150) have all been offered places at alternative schools and academies in the local area. Their parents retain their right to express a preference for a place at any school, and these will be considered in accordance with each school’s admissions policy. The process has been managed well overall and it is the expectation that all pupils will transfer to their new school no later than September 2015. OCL has agreed to fund one set of uniform including sports kit for each young person transferring to an alternative school.
- 2.5. Current Year 11 pupils will have the opportunity to seek places in schools and colleges for their post 16 learning. Current Year 13 pupils will leave school at the end of this academic year and embark on work, further education or training. Current Year 10 and 12 pupils will complete their courses at Hextable

through the 2015-16 school year. The school will finally close to all pupils at the end of summer term 2016.

- 2.6 On the termination of OCL's funding agreement with the Secretary of State, the Hextable site will revert to KCC.
- 2.7 The decision to close Oasis Academy Hextable was not taken by KCC, therefore no alternative options were available. KCC continued to make the case for the retention of the academy, whilst also acknowledging its current difficulties in the short term. Options for providing sufficient school places in the medium and long term will be brought forward in line with further analysis of pupil number forecasts as part of KCC's Education Commissioning Plan

### **3. Policy Framework**

- 3.1 This report does not relate directly to a plan or strategy set out in the Council's Policy Framework. The planning of school places across the county is made in the context of the Commissioning Plan for Education Provision in Kent which is revised and adopted every Autumn. The most recent revision relating to 2015-2019 was considered by the Education and Young People's Services Cabinet Committee on Wednesday 24<sup>th</sup> September 2014.

### **4. Financial Implications**

- 4.1 Oasis Academy Hextable is an academy operating under a funding agreement between the Secretary of State for Education and OCL, which means its main revenue and capital budgets are provided by the Education Funding Agency (EFA). The costs of closure will fall to OCL. This includes the costs associated with transferring current pupils to alternative schools and maintaining the school for the 2015/16 school year. Redundancy and severance costs will fall to OCL.
- 4.2 Kent County Council is likely to incur ongoing costs related to the security and maintenance of the site when it is returned to the ownership of the Council. The return to Council ownership has been confirmed by the Regional School Commissioner for the South East. The extent and duration of these costs are currently unknown, and will depend on future decisions on the long term future of the site. Officers in Property and Infrastructure Services have been commissioned to undertake the necessary studies to quantify the associated costs.
- 4.3 Whilst the number on roll at Oasis Academy Hextable is currently low, it is known that demand for Secondary school places in the area will increase as the large year groups currently in Primary school reach secondary school age. There can be no doubt that new places will have to be commissioned within the next 2-3 years and this is likely to require significant investment either by KCC or the DfE. Growth will occur across Dartford as well as in north Sevenoaks. However, there are few sites suitable for commissioning new Secondary school provision, which means existing Secondary schools will need to be approached to consider the possibility of expansion.
- 4.4 The Speech and Language Unit within Oasis Academy Hextable is funded by the EFA and Kent County Council. The EFA funds a fixed number of places and KCC funds on a per pupil basis. The Unit will now transfer to Leigh

Academy. The cost to KCC will therefore not be affected by the closure of Oasis Academy Hextable, and will continue to be driven by the number of pupils allocated to the Unit through statements of Special Educational Need, or Education, Health and Care plans. There should also be no additional cost to KCC in relation to relocating the SLU.

- 4.5 The cost of home to school transport should be no greater in the short term as a consequence of the closure of Oasis Academy Hextable. This is because the average distance to the alternative schools offered to displaced pupils is shorter than the average distance currently travelled by pupils to Hextable. In the longer term costs are likely to rise due to pupils being offered places further from their homes as pressure on the available places arises. It is not possible to quantify the possible additional travel costs at this stage.

## **5. Legal implications**

- 5.1 The closure of Oasis Academy Hextable will require KCC to commission additional school places to meet its statutory duty to provide school places for all children requiring a place in the near future. However steps will be taken to secure additional places before this becomes a substantial risk. KCC owns the freehold of the Hextable site, which is leased to Oasis Community Learning. The lease will terminate on the termination of the academy funding agreement, with full ownership reverting to the County Council.

## **6. Equalities implications**

- 6.1 Some vulnerable and disadvantaged groups may be adversely affected by the closure of Oasis Academy Hextable. The school hosts a Speech and Language Unit (SLU). It has been agreed with the Leigh Academies Trust that this will be relocated to the Leigh Academy, supported by the existing specialist staff at OAH.
- 6.2 The school has a number of gypsy and traveller children on roll. It has had particular success in supporting the education of this group. KCC's Gypsy Roma Traveller Outreach Officer is working with the parents of those children to assist in finding appropriate alternative school places. However, there is a risk that parents will not wish to place their children into alternative provision
- 6.3 The closure of any school by definition reduces opportunities for parental preference, however no particular group will be disproportionately affected.

## **7. Public Health implications**

- 7.1 The site of Oasis Academy Hextable is large (approximately 15 hectares). Therefore by losing this education provision there is the possible loss of access to significant outdoor space and playing fields. As stated previously the future use of the site it is still to be determined.
- 7.2 Another issue that is still to be resolved is the future of the Dance Studio facility that is on the site, which was used by both the school and local community groups. This is explained in paragraph 8.2 below.



## **8. Property portfolio**

- 8.1 KCC owns the freehold of the Oasis Academy Hextable site, which was granted to OCL on a 125 year lease. The DfE agrees that full title to the site will return to KCC when OAH finally closes on 31<sup>st</sup> August 2016. It is recognised that KCC has a medium and long term requirement to provide Secondary school places in North West Kent and the site may be needed for this purpose. However, Members should note that the Secretary of State retains the power to require the site to be made available for a Free School.
- 8.2 South East Dance has a lease on premises on the site which were built with Arts Council Funding. This lease is directly with KCC rather than OCL and so is not directly affected by the closure of the academy. Property and Infrastructure Support officers will be advising on any measures that may be required to ensure access to the South East Dance building, and provision for parking is maintained.
- 8.3 There is a caretaker's house adjacent to the school. The lease on the house will be terminated in accordance with the terms of the contract of the caretaker when the academy closes.
- 8.4 Property and Infrastructure Support officers are working on plans to ensure the return of the site and buildings to the full ownership of the Council is properly managed in liaison with Oasis Community Learning, and that arrangements will be in place for their on-going security and maintenance.
- 8.5 The Director of Property and Infrastructure Services will be delegated all necessary powers in relation to the return of the site to KCC and its security and safety. Longer term decisions about options for the site will remain with Cabinet.

## **9. Provision of Secondary School Places**

- 9.1 The Corporate Director of Education and Young People's Services will be delegated all necessary powers to manage the council's role in the closure of Oasis Academy Hextable, ensuring the quality and continuity of Secondary school provision for current pupils, and bringing forward proposals to commission such provision as may be required to meet future needs.
- 9.2 The closure of Oasis Academy Hextable has already led to a shortfall of Year 7 places in maintained schools and academies in north Sevenoaks and Dartford districts, for the allocation of places for September 2015. For the first time KCC has had to offer Secondary school places at schools located in the London Boroughs of Bexley and Bromley to Kent resident children. This is likely to be required increasingly as larger cohorts reach Secondary age in the next couple of years. Most of the Secondary schools in the area will be full to capacity across many year groups once the displaced Hextable pupils have been accommodated. This is likely to lead to problems for families with Secondary age children moving into the area, who will be unlikely to be able to secure a place in a local school. This could have consequences for KCC's home to school transport budget as such children would be entitled to

assistance from the Council. It is proposed to bring forward plans to increase Secondary school provision in this area, in the very near future as part of the next update of the Education Commissioning Plan in Autumn 2015.

## **10. Conclusions**

10.1 Following the closure of Oasis Academy Hextable, the medium and long term forecasts show that school places will be required in the area. This presents some serious challenges for Kent County Council in meeting its statutory duty to offer a school place to all children requiring a place in the near future.

10.2 Work is already underway to identify options to commission additional places to meet anticipated need, either by expanding existing schools and academies or commissioning new schools. This will include the consideration of how the Hextable site and buildings can contribute to meeting the longer term need for school places in the area. A further report will be brought to Education and Young People's Services Cabinet Committee when options have been identified and their feasibility assessed.

10.3 KCC will continue to work closely with OCL and other local schools and academies to ensure that the closure of Oasis Academy Hextable is implemented efficiently and that the educational needs of Hextable pupils are given priority throughout the closure process.

## **11. Recommendation(s):**

The Education and Young People's Services Cabinet Committee is asked to consider and note:

- i) the action in relation to the closure of Oasis Academy Hextable;
- ii) the relocation of the Speech and Language Unit to the Leigh Academy;
- iii) the need to review pupil place planning for the secondary phase in the Hextable, Swanley and Dartford area;
- iv) and the need to determine the future of the Hextable site.

## **12. Appendices to report**

## **13. Background Documents**

Kent Commissioning Plan for Education Provision 2014 – 2019

[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)

## **14. Contact details**

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From: **Roger Gough, Cabinet Member for Education and Health Reform** Agenda Item C1

**Patrick Leeson, Corporate Director for Education, and Young People's Services**

To: Education and Young People's Services Cabinet Committee –  
15 April 2015

Subject: **Post 16 Transport Policy**

Classification: Unrestricted

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

**Summary:** Each year KCC has a legal duty to consult on its Policy for Post 16 Transport and publish a Post 16 Transport Policy Statement by the 31 May.

**Recommendation(s):**

**The Education and Young People's Services Cabinet Committee** is asked to note the proposed Post 16 Transport Policy (attached), which is currently out to consultation and remains unchanged from 2014/15, and endorse its future implementation and determination by the Cabinet Member, pending any feedback from the formal consultation currently underway.

**1. Introduction**

- 1.1 The report is designed to update Members in regard to decisions taken relating to the 16+ Travel Card.
- 1.2 The attached policy makes it clear that in the first instance there is an expectation that learners will make use of the 16+ Travel Card, seeking bursary funding support where necessary to access this as a preferred means of accessing education, training or a work based learning setting. It also sets out the duties on the LA to consider requests for transport and is a continuum of existing policy.
- 1.3 KCC is required to enable access to education and will consider applications for support where a 16+ Travel Card is not suitable and where additional support is refused learners can appeal to the Transport Regulation Committee Appeal Panel.

**2. Financial Implications**

- 2.1 In 2014-15 the cost to the public of the 16+Travel Card reduced from £520 a year to £400. The year-end subsidy required to deliver the 16+ Travel Card at this reduced cost rate was £339k. The scheme is uncapped and costs will vary marginally depending on take up levels and journeys undertaken by cardholders. We would expect the level of subsidy required for the 16+ Travel Card to be broadly similar in 2015-16.

**3. Policy Framework**

3.1 The Post 16 Transport Policy will assist learners in accessing their preferred learning environments and contribute to Kent's Strategic Outcomes which state that children and young people in Kent will get the best start in life and achieve good outcomes by participating in education or training to age 18.

#### **4. The Report**

4.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the 16+ Travel Card. This is a generous discretionary scheme which aids access to both education and employment with training. The card will continue to be made available at the agreed cost of £400 a year with no limit on the use. Learning providers, at their discretion, can subsidise this further using bursary funding and we would expect charges to be reduced by up to 50% for low income families.

4.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.

4.3 There are no equalities implications that have not been considered during previous consultations on the Post 16 Transport Policy.

4.4 Schools, colleges and learning providers have been consulted, as have their students. Neighbouring local authorities and Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy will run until the 21 May 2015 and to date has been shared with:

- 162 Schools and Colleges
- 12 PRU's
- 56 Training Providers
- 61 Chairs of Governors
- And approximately 91 Libraries

#### **5. Conclusions**

5.1 The consultation is a requirement set out in our legal duties. Despite there being no material changes to the policy we must undertake this consultation process. Invariably feedback centres on the cost of the pass and a desire for rail travel to be included. The latter has been explored with rail operators which proved cost prohibitive. Instead KCC has written to the Transport Minister seeking the introduction of reduced fares at peak times for this age group of learners as a formulated national scheme.

5.2 The entitlement of learners with a Statement of Special Educational Needs or with an Education, Health and Care Plan remains unchanged from existing policy. There is however an expectation that where appropriate learners with SEND will also access public transport using the 16+ Travel Card and KCC will deliver Independent Travel Training where necessary to assist in developing these necessary life skills.

#### **6. Recommendation(s)**

**Recommendation(s):**

**The Education and Young People's Services Cabinet Committee** is asked to note the proposed Post 16 Transport Policy (attached), which is currently out to consultation and remains unchanged from 2014/15, and endorse its future implementation and determination by the Cabinet Member, pending any feedback from the formal consultation currently underway.

**7. Background Documents**

Post 16 Transport Policy

**8. Contact details**

Report Author

- Scott Bagshaw – Head of Fair Access
- 01622 694185
- scott.bagshaw@kent.gov.uk

Relevant Director:

- Kevin Shovelton – Director of Education Planning and Access
- 01622 694174
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## 16+ Transport Policy Consultation 2015/16

**For 16 - 19 year olds** in the pursuit of, or receiving education or training at schools, academies and other institutions within the further education sector.

1. Kent County Council considers that in most circumstances the provision of a Kent 16+ Travel Card at the subsidised rate of £400 per annum is sufficient to facilitate the attendance of persons aged between 16 – 19 at their chosen education or training provider. This may be at schools, academies, colleges or in the workplace through an apprenticeship or other work based training provision.

The Kent 16+ Travel Card is available to purchase from any registered learning provider. The 16 + Travel Card offers free at the point of travel access on the entire public bus network operating in Kent including single destination journeys out of Kent and back into the County. It is available for use 24 hours a day, 7 days a week. The 16+ Travel Card gives unlimited access to the public bus network and learning providers can choose to subsidise this charge further to their students or trainees if they wish.

2. To support the provision of suitable education or training for young people who are 16 and 17 and not in education, employment or training (NEET), Kent County Council may offer fixed term (up to one month) travel cards at subsidised rates to facilitate travel to interviews, work experience and other activities necessary to secure appropriate provision. To be eligible, young people must be registered and receiving support through Early Help and Preventative Services.

3. If, however, you have special circumstances which you believe should make you eligible to receive help of an alternative nature you should write to **The Transport Eligibility Team, Room 2.24, Sessions House, County Hall, Maidstone ME14 1XQ** setting out those circumstances, in full. You may rely upon any circumstances which are relevant to your application. The way that Kent County Council exercises its duty to enable access to education, be it with financial or practical support is entirely at the discretion of Kent County Council, including where appropriate a decision to meet the full cost of your transport or alternatively to offer no additional support. The following considerations will be given greater weight by us when we consider your application, but do not guarantee you will be eligible to receive additional assistance from Kent County Council.

(i) that it is not/would not be reasonably practicable for you to attend the educational establishment at which you are registered or at which you would like to register to receive education or training using a Kent 16+ Travel Card on the terms described above

(ii) that the distances and/or journey times, between your home and the educational establishment at which you are registered or would like to register makes the use of Kent 16+ Travel Card, on the terms described above impractical or not practical without additional assistance. Kent County Council will usually only provide one form of support for Low Income Families

(iii) that you and your family cannot afford the Kent 16+ Travel Card on the terms described above.

This will normally require proof of receipt of certain benefits i.e.

- Income support
- Income based jobseekers allowance
- Child Tax Credit (TC602 for the current tax year with a yearly income of no more than £16,190pa)
- Guaranteed element of state pension credit
- Income related employment and support allowance
- Maximum level of Working Tax Credit

and assistance on this ground will normally only be given where the educational establishment is not more than 6 miles from your home. Any additional provision or assistance would be reviewed on an annual basis and your parents would be required to provide the Transport Eligibility Team with up to date proof of the family's income at that time.

(iv) that the nature of the route, or alternative routes, which you can reasonably be expected to take with a Kent 16+ Travel Card makes the use of the Card impractical or not practical without additional assistance.

(v) that reasons relating to your religion of belief (or that of your parents) mean that the use of the Kent Travel 16+ Card is not practical or is not practical without additional assistance.

Where a learner is attending an educational establishment of the same denomination as themselves (or religion in cases where the religion does not have denominations) in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or religious leader of the same denomination (or religion where there are no denominations) as the school stating that the learner is a regular and practising member of a church or other place of worship of the same denomination (or religion where there are no denominations) as the educational establishment concerned.

Where a learner is attending a church school of a different denomination or religion to that of the parent, in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or other religious leader stating that the learner is a regular and practising member of that religion or denomination. The learner will also need to explain why their religion of belief makes it desirable for the learner to attend that particular educational establishment rather than another educational establishment nearer to the learner's home, given that the chosen educational establishment is not of the same religion or denomination as that practised by the learner.

Where a learner is attending an educational establishment for reasons connected with his or her (non-religious) belief, in order to be considered for transport assistance the learner will need to explain what that belief is and why the belief

makes it desirable for the learner to attend that particular educational establishment rather than another nearer educational establishment. The learner will also need to provide evidence to prove that they do indeed hold the belief in question. This could be confirmation from a person of good standing in the community who knows the learner, for example a councillor, a doctor, a social worker or a lawyer or alternatively proof of the learner or his parent's medium or long term membership of a society or other institution relating to that belief.

Free transport or other transport assistance will only be awarded under any of the three categories above where Kent County Council is persuaded that the religion or belief is genuinely held and that the placement of the learner at the institution in question will be of significant benefit to the learner because of the relationship between the religion or belief of the learner and the nature of the educational institution in question.

(vi) that any disability or learning difficulty that you have means that the use of the Kent Travel 16+ Card is not practical or is not practical without additional assistance. Kent County Council recognises that in some circumstances public transport may not be appropriate as a result of a disability or learning need and again in these exceptional circumstances other means of support will be considered on the provision of evidence supplied by supporting documentation from a range of appropriate specialists or professionals, for example health/educational consultant.

The Local Authority will normally only agree to such requests for a maximum period of one year. Arrangements would then be reviewed. The Local Authority can then agree such requests for the duration of the course up until the end of the year in which the young person reaches the age of 19.

Learners aged 16 – 19 for whom the Local Authority maintains a SSEN, or where the learner has an LDA or EHC plan are also expected to seek a 16+ Travel Card from their learning provider. Where the learners are unable even with appropriate independent travel training, to access public bus travel as a result of their levels of need, consideration will be given to other means of support.

If the learner has a disability or mobility problems in accessing public transport, evidence from their consultant must be provided to the Local Authority in order to consider and review the request.

You should also state what additional or alternative steps you would like Kent County Council to take to assist you in attending the educational institution at which you are registered/would like to register.

4. Please note you will be asked to provide evidence to support any arguments that you may have, for example and where relevant-

- (i) proof that you have applied to or are registered at a particular educational establishment such as a copy of your acceptance/offer letter from the college;
- (ii) proof of your and/or your family's income and savings e.g. TC602 from HM Inland Revenue;
- (iii) proof of any disability or learning difficulty that you have; (report from consultant or report from Special Educational Needs Department providing confirmation that

you are unable to access a nearer educational establishment to your home and/or are unable to access public transport for example);

(iv) proof that you have applied to colleges or other educational establishment closer to your home (for the same course or for a similar course), which if accepted would have meant that you would not have required additional assistance from us and proof that those applications were turned down. (Copies of refusal letters would be required);

(v) details of the unsuitable route that you say you would need to travel and detailed reasons why you consider the same to be unsuitable;

(vi) proof that you are a member of a particular religion or religious denomination or (where possible) that you have a particular belief where that is relevant to your argument. Ordinarily, where you are making an application on faith grounds, you will be required to attend an establishment with the same religious denomination as your place of worship.

5. Please send the details of your special circumstances to **The Transport Eligibility Team, Room 2.24, Sessions House, County Hall, Maidstone ME14 1XQ**. We will let you have a written decision as to whether we are able to make any additional financial or other support available to you within 14 days of you providing any supporting evidence that we may require and of you answering any additional questions that we may raise. In the event that transport assistance is refused, details of the appeals procedure as set out below will be included in the decision letter.

6. Further information about transport availability and public bus networks to assist with journey planning can be found at the link below:

[www.kent.gov.uk/schooltransport](http://www.kent.gov.uk/schooltransport)

## **Home to School Transport Appeals Procedure**

### Introduction and Purpose

This procedure is designed to be used in circumstances where parents, guardians or in the case of those aged 16+ the learners themselves have applied for free or subsidised transport for their child (or for themselves in the case of a person aged 16+) to an educational institution situated either within or outside of Kent County Council's geographical area at which their child has or they personally have been offered a place or at which they are a registered pupil and who have had their application for free or subsidised transport refused.

This procedure only applies to those children and adults for whom KCC has a duty to provide or consider the provision of free or subsidised transport to educational establishments. (To be considered, children/families/applicants must be resident in the administrative boundary of Kent).

Please note references to child and school below, also apply to any eligible educational institution and to the applicant his or herself where the applicant is aged 16+.

Please note that the term school includes an Academy.

### How and when do I appeal?

In response to your application for free or subsidised transport you will have received a decision letter from the County Council's Transport Eligibility Team rejecting your application. You have 28 days from the date of that letter in which to appeal.

In order to appeal you must put all of the reasons which you think support your appeal in writing and send it to the Assistant Democratic Services Manager, Democratic Services, Room 1.99, Sessions House, County Hall, Maidstone, ME14 1XQ.

If you are able to do so within the 28 day time limit you may also send copies of any supporting documentation with your reasons for appeal. If not you will be able to send this to us later, provided the appeal has been lodged accordingly.

Please remember that your appeal must be received by the Assistant Democratic Services Manager within 28 days of that date of the letter rejecting your application. If your appeal is not received within this time your appeal will not be allowed and you will have no further right to appeal.

### Upon what grounds can I appeal?

You can appeal for any reason or combinations of reasons that you wish. The Members of the County Council's Regulation Committee Appeal Panel ("the Members") who will consider your appeal will be willing to consider any arguments that you wish to put to them.

Please remember that you can either appeal for free transport to and from school and/or that the Council should make a financial contribution towards the costs of your child's transport.

Common grounds for appeal include, but are not limited to-

1. Financial considerations (I can't afford it);
2. Unsuitability of route (I live within statutory walking distance to the school but the route, in my opinion, is too dangerous for a child accompanied by a parent or responsible adult to walk in safety);
3. Ill health/disability of parent or of child (I live within statutory walking distance to the school but my child cannot walk to school accompanied by me or a responsible adult because of my or my child's ill health or disability);
4. Religion or philosophical belief (I have a religious or recognised philosophical belief which means that I would like free/subsidised transport to enable my child to attend the school in question, because of the nature of that school or the nature of the teaching provided at that school).
5. Error of law (my child is entitled to free transport by law and the Council made an error of law when they rejected my application).

What other information must I include in/with my appeal letter?

For your appeal to be considered you must include your grounds of appeal (see above), your name, your child's name, your child's date of birth, your address, the reference on our letter refusing your application for free/subsidised transport (or a copy of that letter), the full name and address of the school to which you would like free/subsidised transport and a contact e-mail address and/or telephone number.

Additionally, where you are appealing on the grounds of religion or philosophical belief you must explain your religious or philosophical belief and provide (where possible) supporting evidence that you do indeed hold that religious or philosophical belief (for example a supporting letter from a priest, vicar, or other religious leader, or in the case of a person applying on the basis of a non-religious belief, a person of standing in the community who has known you for some time) or proof of medium to long term membership of a society or institution recognising or promoting that belief.

Failure to provide this information will not initially lead to your appeal being rejected but you will not be entitled to have your appeal listed for a hearing until you have supplied us with this information (please see "What happens once I have lodged my appeal?") for more information.

Is there any fee for appealing?

No, but you must meet any costs you incur for preparing your appeal or attending the hearing, such as photocopying or transport costs, yourself.

What happens once I have lodged my appeal?

Once your appeal has been received by the Assistant Democratic Services Manager, assuming that it is received within the 28 days allowed, it will be acknowledged in writing as being accepted. If your appeal is received after the 28 day period has expired your appeal will not be allowed and you will be informed of this in writing. You will then not be allowed to appeal again for the same child in respect of the same school unless there has been a significant and material change in circumstances since the hearing.

Once we have accepted your appeal we will check it to ensure that all of the information which you must include in your appeal (please see above) has been included. If the information which we require has not been included we will write to you and tell you what we require, we will also give you a time limit by which you must provide us with the information that we require. If you fail to provide the information that we request within that time limit your appeal will not be allowed and you will be informed of this in writing. You will then not be allowed to appeal again for the same child unless there has been a significant and material change in circumstances.

Once your appeal had been accepted and we have all of the information which we need we will then pass details of your appeal to the County Council's Transport Eligibility Team who will prepare the Council's response to your appeal.

We will then offer you a hearing date which will be no later than 31 days from that date when we receive your letter requesting an appeal. You may if you provide us, in writing, with a good reason reject the first hearing date. If you do reject the first hearing date you must in your letter to us provide us with details of any other dates in 12 weeks following the first hearing date upon which you are unavailable. If you do reject the first hearing date and we are satisfied with your reason we will offer you a second hearing date. We will endeavour to offer you a second hearing date within 3 months of the date when we received your appeal letter. If you reject the second hearing date or if you fail to attend a hearing on a date that you have accepted you will not, save in cases where there are genuinely exceptional circumstances, be offered a further hearing, although Members will still consider your appeal based upon the information that you have provided to us in writing if you so wish.

*Please note that it is not possible for us to hold appeals in the evenings or at the weekend.*

When we offer you a hearing date we will also inform you and the Officer presenting the Council's case of any additional information we require from you and from them in order to properly consider your appeal. We will give you both a time limit by which to comply with this request. Failure to provide the requested information within the time limit will, save in cases of genuine exceptional circumstances, prevent either the Council or you (as the case may be) from relying upon the evidence that you did not produce in time.

At least 5 days before the hearing date we will send you and the Officer presenting the Council's case a copy of each others written case and supporting documentation.

#### Can I bring witnesses to the appeal hearing?

Yes, both you and the Officer presenting the Council's case can bring witnesses to the hearing providing you or the Officer presenting the Council's case notify us at least 14 days in advance of the name of the witness(es) and the purpose of that person attending the hearing. We will tell you and the Officer presenting the Council's case of any witness that the other party intends to call, in advance of the hearing. You may wish to provide a written summary of the witnesses' evidence on the day of the hearing as this may be helpful to the Members considering your case.

Please note that the Members hearing your appeal have the right to refuse to listen to witnesses produced by you or by the Officer presenting the Council's case if they believe that the evidence given is irrelevant to the appeal.

Can my witnesses claim any fee, allowances or expenses from the Council?

No fees, expenses or allowances will be paid to your witnesses by the Council under any circumstances.

Can I be accompanied by a friend at the hearing?

Yes, providing you let us know his or her identity at least 14 days prior to the hearing date.

Can my friend represent me and/or present my case at the hearing?

No, unless we have agreed that he or she will do so in advance of the hearing. We will only agree to your friend representing you and/or presenting your case if you can demonstrate that you cannot represent yourself and/or present your own case by reason of illness or disability.

Can my friend be a lawyer?

Yes, but only if they are not acting as a lawyer as part of a lawyer/client relationship.

Can I have legal representation at the hearing?

No, this is not allowed. The Officer presenting the case on behalf of the County Council will also not be allowed to have legal representation. The Members deciding your appeal have the right to have a legal adviser if they so wish.

Can I bring my own video or audio recording device to the hearing?

No, this is not allowed. There will be an official note taker at the hearing provided by the Council. Any attempt by you to record the hearing will lead to its immediate termination and the dismissal of your appeal.

Can I bring new or last minute evidence to the hearing?

Only in exceptional circumstances and in the absolute discretion of the Members hearing your appeal will new or last minute evidence be accepted from you or from the Officer presenting the Council's case. Production of last minute evidence may lead to your hearing being adjourned to a later date.

What is the procedure to be used at the hearing?

1. There will be a panel of between 3 and 5 Members considering your case. There will be a clerk (who may be legally trained or qualified) to advise Members and take notes of the appeal hearing.
2. The Chairperson elected by the Members will introduce everyone present at the hearing.
3. The Officer presenting the Council's case will be asked to present the Council's case and call any witnesses. The Officer presenting the Council's case and/or his or her witnesses may then be questioned by you and the panel.
4. You will be asked to present your appeal and call any witnesses. You and/or your witnesses may then be questioned by the Officer presenting the Council's case and the panel.



5. The Officer presenting the Council's case will then be invited to present a closing summary of the Council's grounds for resisting the appeal.
6. You will then be invited to present a closing summary of your grounds of appeal.
7. Members may ask anyone questions at any time or may alter the order of steps 3 and 4 at their discretion.
8. Members may agree to consider written evidence only for either or both parties at their request.
9. At the close of the appeal, both you and the Officer presenting the Council's case will be asked to leave in order for Members to consider the evidence presented to them. Members may either make their decision immediately at the end of the hearing or they may reserve their decision until a later date. Irrespective of when Members choose to make their decision you will receive a decision in writing giving reasons within 10 working days of the date of the appeal hearing. You will not be advised of the outcome on the day of the hearing as this will only be given in writing.

What criteria will Members use in deciding whether to allow my appeal?

Members will allow an appeal and authorise the provision of free transport where in their opinion, after hearing all of the evidence presented by both parties, the strength of your case outweighs the additional cost to the Council in providing the free or subsidised transport.

Alternatively, where free transport had been requested and Members are satisfied that you have a very strong case but the strength of your case does not outweigh the additional cost to the Council in providing free transport Members may decide to offer you a financial subsidy towards your child's transport costs.

If your appeal is on the basis that you would like your child to attend a particular school because of your religion or philosophical belief; if you are able to satisfy Members that you legitimately follow that religion or have that belief and Members are satisfied that the school you seek free or subsidised transport to would benefit your child because they share your religion of belief, then Members will give your religious or philosophical belief extra weight in your favour when making their decision.

Is there any further appeal against the decision of the Members?

No, there is no further appeal within the Council's procedures.

Can Members backdate my entitlement to free or subsidised transport?

Yes, at their discretion, but only to the date upon which you lodged your appeal and only in case where you have kept relevant receipts e.g. bus or train tickets.

Can I repeat my application for free or subsidised transport for the same child at the same school at some time in the future if my appeal is rejected?

No, you will not be able to make any further applications for free or subsidised transport in relation to the same child at the same school unless-

(i) you can demonstrate a significant and material change in your circumstances since your previous appeal was decided; or

(ii) we change the criteria for offering free or subsidised transport under the Council's published Post 16 Transport Policy and that change is relevant to your case; or

(iii) there is a relevant change to the law.

If you do wish to make a further appeal or application for free or subsidised transport in relation to the same child at the same school and you can demonstrate a significant and material change in your circumstances since your previous appeal was decided or you think one of the other two options above applies then you should write to the Assistant Democratic Services Manager, Democratic Services, Room 1.99, Sessions House, County Hall, Maidstone, ME14 1XQ setting out your reasons in detail. You will then be informed whether the Council will be prepared to consider your new application.

There is no appeal against this decision under the Council's policy.

### **Complaints relating to the Council's Post 16 Transport Policy**

If wish to complain about the Post 16 Transport Policy you may in the first instance direct any concerns to KCC corporate complaints via the following link:

[www.kent.gov.uk/complaints](http://www.kent.gov.uk/complaints)

If you are not satisfied with your response in regard to the Post 16 Transport Policy you complain further about the policy to the Secretary of State.

## KENT COUNTY COUNCIL EQUALITY IMPACT ASSESSMENT

Please read the EqIA GUIDANCE and the EqIA flow chart available on KNet.

**Directorate:**

Education and Young Peoples Services

**Name of policy, procedure, project or service**

Post 16 Transport Policy

**What is being assessed?**

Access to Post 16 Education in 2015.

**Responsible Owner/ Senior Officer**

*Scott Bagshaw*

**Date of Initial Screening**

*15 February 2013*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Scott Bagshaw	14/2/13	1 <sup>st</sup> draft before consultation
2	Scott Bagshaw	04/03/15	This considers existing transport policy unchanged from the provision and policy agreed and implemented for 2014.

Feb 2013

Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
Age	No	medium	low		Yes – revised policy can widen access to young adults in education/ apprenticeships who currently cannot access a discounted travel option
Disability	No	medium	low		Yes- policy for this group remains unchanged- Can also help to promote independence for CYP who have disabilities/ SEN
Gender	No	low	low		
Gender identity	No	low	low		
Race	No	low	low		
Religion or belief	No	medium	low		Yes - those who travel further to attend a school/ college that fits in with religion belief or none are able to do so using the Post 16 pass. This will be available to more students than was previously the case.
Sexual orientation	No	low	low		
Pregnancy and maternity	No	medium	low		Yes- those who are pregnant or within six months of delivery are able to still attend school college or undertake/ complete an apprenticeship which will result in better employment and further

Updated 07/04/2015

KCC/EqIA2012/

					education options
<b>Marriage and Civil Partnerships</b>	No	medium	low		Yes - those who are married or in a civil partnership, are able to still attend school college or undertake/ complete an apprenticeship which will result in better employment and further education options
<b>Carer's responsibilities</b>	No	medium	low		Yes- Carers tend to have lower incomes- the scheme will enable children and young people from lower socio- economic backgrounds to access education through the provision of a subsidised travel costs.

**Part 1: INITIAL SCREENING**

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function

<b>Low</b>	<b>Medium</b>	<b>High</b>
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

**Medium**

Because it is providing an additional benefit that would not otherwise be available to target groups.

We have run it for the first year but we will be analysing the take up data to investigate if there is disproportional take up or potential gaps in access to the scheme.

**Context**

KCC currently operates a discretionary post-16 transport policy for learners on low incomes and others who live more than 3 miles away from their nearest appropriate learning institution. KCC provides a subsidy for each eligible post-16 learner

**Aims and Objectives**

To provide a post 16 Transport policy for KCC following legislative and policy changes. This has also been impacted by a change in funding allocations to LA with budgets being directly delegated schools colleges and other learning providers. Further the rise in the school leaving age will result in the growth of demand for access to education and the change in policy will widen the opportunity for Kent’s young adults to access the education provision of their choice.

**Beneficiaries**

This policy applies to all Kent resident learners in Years 12 and 13 (and Year 14 students who are completing their 14 – 19 studies).

16-24 year-old learners with Statements of Educational Need or a Learning Difficulty Assessment (139a) or Educaiton Health and Care Plan, will continue to receive assistance from KCC in line with the 16-19 Statutory Duty and existing KCC discretionary transport policy and so no change is being made to this group as a result of this policy. As such beneficiaries are:

- KCC
- Eligible children and young people
- Parents/Carers
- Schools, Academies and colleges

## **Consultation and data**

There has been significant take up of the Kent Post 16 Travel Card, not only have there been the anticipated increase in the numbers purchasing the card as an alternative to the previous Vacant Seat Payment Scheme (which provided single journeys to and from school at a cost of £490) but significantly more young adults are now travelling on the bus network than in previous years indicating a significant shift in modes of transport by Kent's young adults.

Additional guidance and standards will be drafted to support the implementation of Policy proposals for Learning Providers. They will take Equality Obligations under the 2010 Act into account and will enable schools colleges and learning providers to expedite the Public Sector Equality duties in relation to this policy accordingly.

Consultation will be held with the following groups

- Learning Providers
- Bus/train companies
- Children and Young People affected by proposals
- Parents/carers
- Schools, Academies and colleges

Feedback from last year's consultation was mostly positive the main concern being the cost of the pass associated with the Post 16 Travel Policy. This was a consistent theme across all groups responding to the consultation. No one group stood out as having any particular issues or concern. The great majority of respondents consider that the 16 + Travel Card greatly benefits Kent's young adults. Every group considered that the price of the pass should be less, and this was reduced to £400 from £520 as a result. There remains concern that there is a price difference between the Young Persons Travel Pass at £200 for pre sixteen learners but there is a distinction between the two schemes which gives far greater flexibility of use for the Post 16 learner.

## **Potential Impact**

### **Adverse Impact:**

Further information required to assess the impact of each option

### **Positive Impact:**

Further information required to assess the impact of each option

## **JUDGEMENT**

**Option 2 – Internal Action Required                      YES**

**At this stage we do not know, but we haven't identified any and will test the data alongside this year's consultation with beneficiaries.**

Feb 2013

## **Equality and Diversity Team Comments**

### **Sign Off**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

#### ***Senior Officer***

Signed:

Name:

Job Title:

Date:

#### **DMT Member**

Signed:

Name:

Job Title:

Date:





**Equality Impact Assessment Action Plan**

<b>Protected Characteristic</b>	<b>Issues identified</b>	<b>Action to be taken</b>	<b>Expected outcomes</b>	<b>Owner</b>	<b>Timescale</b>	<b>Cost implications</b>
<b>All</b>	<b>Statutory consultation on policy</b>	<b>Consultation with stakeholders and beneficiaries</b>	<b>Policy is improved  Greater efficiency</b>	<b>Scott Bagshaw</b>	<b>March 2015</b>	<b>Part of core business</b>
<b>All</b>	<b>Understanding who has purchased card</b>	<b>Analysis of uptake from 14/15 Cohort</b>	<b>Better understanding of who is purchasing the cards and if there are any adverse impacts which can then be mitigated</b>	<b>Scott Bagshaw</b>	<b>April 2015</b>	<b>Part of core business</b>

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From: Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee

15 April 2015

Subject: Basic Need Funding Allocation

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

**Summary: This report sets out the annual schools capital funding Basic Need Funding Allocation, announced by the Department for Education in February 2015.**

**Recommendations: The Education and Young People's Services Cabinet Committee is asked to consider and note the report.**

## 1. Introduction

This report sets out the recent positive news of a capital funding allocation for Basic Need which more accurately reflects the level of need in Kent for creating additional school places for the rising school-age population. This allocation follows substantial lobbying of Government Ministers by KCC Officers during the past year and by Paul Carter, Leader of Kent County Council and Roger Gough, Cabinet Member for Education and Health Reform.

The total Basic Need capital funding allocation for Kent amounts to £92m. The previous allocation, announced in February 2014, for 2015-16 and 2016-17, provided insufficient capital funds for the planned school building programme to 2017, resulting in significant prudential borrowing being built into the medium term capital programme in order to meet the shortfall. The recent allocation provides a fair level of funding for 2017-18 and top-up funding for 2015-17, such that the level of prudential borrowing can be reduced.

## 2. Basic Need Funding Allocation

2.1. On 12 February 2015, the Basic Need capital allocations were announced by the Department for Education (DfE) to support the capital requirement for

providing new school places by expanding existing maintained schools, or academies, and by establishing new schools.

2.2. A national Basic Need Allocation of £1.3 billion has been provided by the Department for Education to local authorities for the financial year 2017-18. This has been allocated principally on data collected from local authorities in the 2014 School Capacity Survey (SCAP). This survey collects information on the capacities of schools in each planning area of each local authority, as at May 2014, and local authorities' forecasts of pupil numbers for several years ahead. Basic Need funding is allocated on the basis of a comparison of forecast pupil numbers with school capacity, with shortfalls in capacity attracting funding.

2.3. The Basic Need allocation 2017-18 for Kent is **£38,653,638**

2.4. The Department for Education has also made additional allocations for 2015-16 and 2016-17. The 2015-17 Basic Need funding allocation included £300 million held back by Central Government for those LAs with unexpected increases in forecast pupil numbers. This is also being allocated, alongside the funding for 2017-18

2.5. The Basic Need 2015-16 top up allocation for Kent is **£16,251,855**

2.6. The Basic Need 2016-17 top up allocation for Kent is **£ 34,642,059**

2.7. The Department for Education has also made additional payments to local authorities that have built new Primary schools, or whole Primary school expansions of seven year groups that opened in 2013-14. The Department is making these payments to recognise that the allocations methodology would otherwise only cover the cost of five of the seven year groups for these projects.

2.8 The additional allocation (to be paid in 2017/18) for Kent is **£2,274,368**.

The table below shows a comparison between the Basic Need funding allocation announced in February 2014 and that recently announced:

<b>Basic Need Allocations</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>Total</b>
Government Grant previously announced allocation (Feb 2014)	-13,390	-14,059		-27,449
Government Grant new allocation			-38,654	-91,822
Government Grant top up allocation	-16,252	34,642		
Government Grant additional payment			-2,274	

### 3. Conclusion and Next Steps

The recent central government capital funding allocations for Basic Need are higher than the assumptions made in the medium term capital programme and help to reduce the reliance on KCC prudential borrowing. Alternative options can now be explored for how the funding is allocated across the breadth of school building programmes and a delivery strategy can be developed to implement the next phase of the Basic Need programme to 2017-18. This is excellent news for the County and the confidence we can have in delivering the necessary school expansion programme for the future in providing sufficient places for Kent pupils. However, it should be noted that although the allocation is more generous than anticipated it simply enables us to do what is required to deliver the necessary growth in school places as set out in the Education Commissioning Plan.

### 4. Recommendation

**The Education and Young People's Services Cabinet Committee is asked to consider and note the report**

### 5. Background Documents: none

### 6. Contact Details

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**By:** Mike Hill – Cabinet Member for Community Services  
 Roger Gough – Cabinet Member for Education and Health Reform  
 Patrick Leeson, Corporate Director for Education and Young People’s Services

**To:** Education and Young People’s Services Cabinet Committee  
 – 15<sup>th</sup> April 2015

**Subject:** Adult Learning, Skills and Employment Strategy 2015 - 2018

**Classification:** Unrestricted

**Future Pathway of Paper:** Cabinet Decision

**Electoral Division:** All

**Summary:**

This report presents the final draft of the Adult Learning, Skills and Employment Strategy and reports on the consultation process.

**Recommendation:**

The Education and Young People’s Services Cabinet Committee is asked to endorse the amended Strategy, following consultation, and recommend to the Cabinet to approve the Adult Learning, Skills and Employment Strategy for Kent.

**1.0 Introduction**

- 1.1 The Draft *Adult Learning, Skills and Employment Strategy* and accompanying *Datapack* were presented to this Committee in January 2015, with a proposal to go out to consultation.
- 1.2 The consultation was subsequently undertaken, during February and March, with key stakeholders, including: other relevant departments of KCC, FE Colleges and HE institutions, training providers and employers. The consultation ended on March 20<sup>th</sup>. The responses to the *Strategy* consultation are set out below.

**2 Responses from consultation**

- 2.1 The *Strategy* was, generally, well received by stakeholders. However a number of respondents, although agreeing to the broad aims of the strategy, had questions about how such ambitious targets could be delivered. It was felt that the draft *Strategy* explained ‘what’ we would like to achieve, but not ‘how’ we would like to achieve it. A more detailed delivery plan will be developed as the next stage of taking this Strategy forward.

- 2.2 Respondents suggested that the title '*Adult Skills, Learning and Employment Strategy*' better reflected the content of the Strategy
- 2.3 Providers asked for an addition to the document explaining current context, specifically: changes to funding (including a 24% reduction, nationally, in the Adults Skills budget); the Review of Adult Vocational Qualifications currently taking place; and the review of Apprenticeships. In response to this request an additional section has been added to the *Strategy*
- 2.4 Some respondents felt that the emphasis of the *Strategy* on economic growth and employment pays insufficient regard to the wider benefits of community learning for social inclusion, community cohesion, health and wellbeing. Additions have been made to reflect this view.
- 2.5 Colleagues in the KCC Social Care, Health and Wellbeing Directorate asked for recognition of the role that adult skills and learning can play in the lives of vulnerable adults, including those with sensory and learning disabilities, autism and mental illness. This request has been partially reflected in the revised *Strategy* and will be further developed in the subsequent *Action Plan*.
- 2.6 There was general agreement that the Priority Sectors, as defined by the LEP and by KCC, needed further refinement before specific KPIs could be determined. Currently they provide a broad framework, but there needs to be recognition of occupations within sectors and specific local requirements.
- 2.7 Subsequent to the completion of the consultation process the Department of Business Innovation and Skills (BIS) published its own consultation on the future of adult skills, 'A Dual Mandate for Adult Vocational Education'. This government report places an emphasis on higher level skills for growth, and for inclusive programmes for adults with no or low level qualifications. This is consistent with the proposals in the *Adult Learning, Skills and Employment Strategy*.

### 3 **Next Steps.**

- 3.1 A detailed action plan, containing the Key Performance Indicators and milestones will be developed, which will be reported to the Kent and Medway Education, Learning and Skills Partnership Board. This board is an advisory group to the Local Enterprise Partnership on skills. This will ensure there are clear interdependencies between the LEP Skills Strategy and a new *Adult Learning, Skills and Employment Strategy* for Kent.
- 3.2 Employer engagement will be critical to the successful delivery of the strategy. This will be achieved by working through the Chambers of Commerce and other employer led organisations.
- 3.3 The Strategy will also inform the service specification for the Community Learning and Skills Service currently under consideration for becoming a Local Authority Trading Company. The CLS growth strategy and service plan, regarding provision from September 2015, will include commissioned services that will contribute to the KPIs in the Adult Learning, Skills and Employment Strategy.



#### 4. Recommendations

The Education and Young People's Services Cabinet Committee is asked to endorse the amended Strategy, following consultation, and recommend to the Cabinet to approve the Adult Learning, Skills and Employment Strategy for Kent.

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**Background documents:** none

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**Kent County Council**  
**Education and Young People's Services**  
**Adult Learning, Skills and Employment Strategy 2015 -2018**

## **Introduction**

In 2013 KCC launched its 14 – 24 Learning, Employment and Skills Strategy that laid out our ambitions for the young people of Kent. This strategy builds on this work and focuses on the for education, training and employment of adults in the County. The importance of this strategy has become apparent in recent months with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners and employers.

The adult skills agenda has always been a priority. In 2014 there has been greater attention given to adult skills, by a variety of stakeholders including government, politicians, educators and employers. There is considerable concern from all quarters that our adult population is insufficiently skilled to deliver the long awaited economic growth that is expected as we recover from recession and meet the needs of the economy in a more competitive global market. There is recognition that as well as improving the education and skill levels of young people, there is also a need to do the same for adults in order to fill the skills gaps identified. There is concern that a failure to increase the skill levels of our adult population will lead to higher levels of unemployment and under-employment, both of which are expensive, wasteful and socially divisive.

**It is, therefore timely that an ambitious and aspirational Adult Learning, Skills and Employment Strategy is delivered across Kent for 2015-18**

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

*Confederation for British Industry 2014<sup>1</sup>*

In addition to the compelling case for skills for economic growth, adult learning and skills can make an important contribution to equality, social inclusion, community cohesion, health and wellbeing and thereby the strategy contributes to other ambitions of Kent County Council and its partners.

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<sup>1</sup> Gateway to Growth: CBI/Pearson Education and Skills Survey 2014

## **Adult Skills Datapack**

This Strategy should be read in conjunction with the Kent Adult Skills Datapack that is published alongside the strategy. The Datapack follows a similar format to the existing District 14-24 Datapacks produced by the KCC Skills and Employability Service. The Adult Skills Datapack contains information about the current skill levels of the adult population in Kent, explains the current provision of skills training in the County and outlines the skill requirements of the local economy.

A draft version of the Adult Skills Datapack accompanies this strategy. The Datapack will be finalised in April 2015 adding annual information which is released in March 2015.

## **Purpose of the Strategy**

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

Kent County Council contributes to the Strategy through some of its services as well as providing a strategic overview and facilitating collaborative activity between education providers, training providers and employers.

## **Ambition and Vision**

The overarching ambition for Kent providers is to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion, community cohesion, health and wellbeing..

The vision is for Kent to be a place where lifelong learning enables all of its citizens to enjoy life, take part in society and have sustainable and productive skilled employment.

## **Strategic Framework**

The Strategy is built around the following objectives to:

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

These objectives respond to the national and local challenges, and the framework closely mirrors the four key themes in the 14-24 Learning, Employment and Skills Strategy which are:

- Participation and Youth Employment,
- Achievement and Attainment,
- Vocational Education and Apprenticeships and
- Support for Vulnerable Learners.<sup>2</sup>

## **Adult Learning and Skills - The Challenges We Face**

Ten years ago Lord Leitch commenced his investigation into the skill levels of the adult population of the UK. The final report, published in 2006<sup>3</sup>, alerted government, politicians, educators and employers to the need to rapidly improve adult skill levels in order to retain our competitiveness in the global economy.

The review made the following proposals: investing in skills training to reduce the proportion of adults without the equivalent of level 2 qualifications (31% in 2005, 7million adults); shifting the balance of intermediate skills to Level 3, with an increase in apprenticeships to over 500,000; broadening the ways to achieve Level 4 other than via a university degree; and engaging employers more fully in skills training.

Nine years later and these messages have been repeated and updated in a number of reports that have been published in 2014, by, amongst others, the Confederation of British Industry<sup>4</sup>, the Federation of Small Businesses<sup>5</sup>, the UK Commission for Employment and Skills<sup>6</sup>, and the National Institute for Adult Continuing Education<sup>7</sup>. For the purposes of this Strategy, the most significant of this year's reports was produced by the Centre for Economic and Social Inclusion for the Local Government Association (LGA).<sup>8</sup> This report repeats Lord Leitch's concerns, and illustrates clearly the potential loss of economic growth that will result from a failure to improve the skills of the adult population.

The LGA report 'Realising Talent' predicts that, by 2022, 9.2 million people with skill levels at level 2 and below will be chasing 3.5m low skilled jobs, a gap of 5.5 million people who will have a high risk of unemployment or under employment. This represents a huge level of spare capacity and human capital in the economy. This also needs to be considered alongside the low levels of productivity in the UK, compared to international competitors, which are also partly due to skills gaps and lack of training in work.

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<sup>2</sup> 14 -24 Education, Learning & Skills Strategy 2013-2016

<sup>3</sup> 'Prosperity for all in the global economy – world class skills' Leitch Review of Skills, Final Report (December 2006)

<sup>4</sup> 'Gateway to Growth', the CBI Education & Skills Survey (2014)

<sup>5</sup> Small Business Index, Q2 2014. Federation of Small Businesses

<sup>6</sup> 'Precarious Futures? Youth unemployment in an international Context'. UKCES. June 2014

<sup>7</sup> NIACE Adult Participation in Learning Survey (2014)

<sup>8</sup> 'Realising Talent: employment and Skills for the future', a report for the Local Government Association. Centre for Economic and Social Inclusion.(July 2014)

At the other end of the skill spectrum, it is predicted that there will be 14.8 million high skilled job roles, but only 11.9 million people sufficiently qualified to fill them - a gap of 2.9m people.

The report concludes that we need to increase the skill level of the working population from the current national average of level 2.3 (just above 5 GCSEs) to level 3 (A level equivalent).

The CBI adds to this ambition, declaring that we need ‘alternative escalators to high skills’, combining work and high level skills training.<sup>9</sup>

### A Skills Portrait of Kent

At all levels of skill the people of Kent do better compared to their contemporaries in many parts of the UK, having skill levels slightly above the national average. However, they do less well in comparison to Kent’s neighbouring local authorities in the South East region. (See table 1)

Table 1. Adult Skill Levels <sup>10</sup>

	Adults with no quals %	Adults at level 2 (Equivalent to 5 x GCSE A*-C) %	Adults at level 3 (Equivalent to 2 A Levels) %	Adults at Level and above. %
Kent	7.3	74.6	55.4	33.6
South East	6.5	76.5	59.3	38.3
GB	9.3	72.5	55.8	35.2

This picture is mirrored in the unemployment figures for 2014, with Kent unemployment being below the national average but above the South East average. The number of unemployment claimants aged 16-64 is 16,162 in Kent equivalent to 1.8% of the population, compared to 1.3% in the South East, and 2.2% nationally. <sup>11</sup>

This Strategy sets out an ambition for Kent to match and exceed its South East region neighbours at all skill levels so that Kent has one of the most educated and skilled workforces in the Country.

**Employment and skills is a key driver of local economic growth: a *motivated, flexible and skilled workforce attracts employers and boosts productivity (LGA).***

A significant aspect of Kent’s economy is the significant number of Small and Medium sized businesses. In Kent, 84% (61,000) businesses have fewer than ten employees and there are only 790 firms with more than 100 employees. <sup>12</sup>The federation of Small Businesses recently highlighted that skill shortages act as a significant barrier to growth for small businesses. <sup>13</sup> It is important that providers pay due regard to the needs of small

<sup>9</sup> ‘Gateway to Growth’, the CBI Education & Skills Survey (2014)

<sup>10</sup> ONS Annual Survey (2013)

<sup>11</sup> Kent Unemployment Bulletin. Kent County Council. October 2014

<sup>12</sup> The State of the Kent Economy. Research & Evaluation, Business Intelligence. Kent County Council. June 2014

<sup>13</sup> Federation for Small Business

businesses and apply the necessary additional efforts to communicate with the small business sector. This will require introducing mechanisms, such as the development of 'Guilds' (already created for the catering industry in Kent ) which bring together small and medium sized employers in a given sector.

### **Adult Skills for Economic Growth**

Research indicates that there is a strong relationship between skills and productivity. Any shortfall in the qualifications needed for the future will, potentially, lead to a shortfall in productivity and economic growth. The LGA report calculates that, by 2022, between 16% and 25% of growth could be lost, amounting to £375 billion, if we do not address the skills gaps described.

Importantly for this strategy, both the Leitch Review (2006) and the LGA report (2014) point out that it will not be sufficient to rely on schools and colleges, through continuing to improve the skill levels of young people entering the labour market, to achieve the necessary improvement in skills. We must do something about the adult population as a whole.

***Achieving a step change in qualification levels is not possible by relying on ever better qualified young people – adults already in the workforce will need to continue to attain higher qualifications [LGA]***

This need is exacerbated as the average age of the workforce is increasing as the numbers of adults aged 50-64 remain in work. There has been an increase of over 2 million people in this age group since 2000 to 7.7 million people. The average age of the workforce has recently increased to over 40.

***Kent will be more reliant on our adult workforce to deliver the economic growth we need. It will primarily be adults' skills and capabilities that will either deliver or constrain growth. [LGA]***

A recent CBI report underlines the need for a more age inclusive skill system stating 'We need to ensure people of all ages can learn and aren't discouraged from improving their skills by the system'<sup>14</sup>

### **Adult Skills Provision - Responsive to Employers**

As well as increasing the volume of skills training available to the adult workforce, it is important to teach the right skills in the right sectors, so the impact on productivity and employment is maximised.

Lord Leitch recommended that there should be a 'focus on economically valuable skills and demand led skills, responding to employer needs'. This view was echoed more recently by the Commission for Adult Vocational Teaching and Learning <sup>15</sup> which

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<sup>14</sup> 'A Better off Britain: Improving lives by making growth work for everyone'. CBI. November 2014

<sup>15</sup> 'It's About Work : Excellent adult vocational teaching and learning'. Commission on Adult Vocational Teaching and

determined that adult vocational training should have ‘a clear line of sight to work’ requiring ‘a two-way street’ with employers.

The requirement to link skills training with economic needs is perhaps best illustrated in the STEM sector, which is a subject of concern for the CBI: <sup>16</sup>

*Science, technology, engineering and maths (STEM) skills underpin innovation and the UK’s ability to compete successfully in high-value, high-growth sectors. Demand for these skills is rising strongly as economic recovery takes hold. This is already causing a rise in the proportion of businesses reporting current difficulties in recruiting technicians and experienced staff with STEM skills. And the shortage problems are expected to intensify in the coming years. There is an urgent need to improve the supply of STEM-skilled people if economic growth is not to be held back. [CBI, Gateway to Growth 2014]*

The need for education and employers to work closer together is a common theme that runs through all of the reports listed - and also from Ofsted in its annual review of the FE sector.

*Training providers need to ensure that vocational provision is better matched to the needs of local businesses and communities <sup>17</sup>*

The LGA report calls for ‘more local responsiveness ... a more agile and responsive skills and employment system’. This Strategy aims to respond to this need by identifying those sectors in Kent where skills training will facilitate economic growth and increased employment. This requires using labour market information to determine where local jobs will become available and to engage employers in the design of training. It also provides the opportunity to develop centres of excellence for particular sectors on a regional basis (such as NWK College’s provision for the Maritime sector), potentially exploiting LEP funding.

The CBI has recently underlined this concern regarding the lack of relevant skills training, pointing out that ‘we train five hairdressers for every vacancy in a salon, yet only two people for every five jobs in the automotive industry’. In the same report they conclude that:

*We must build a vocational education system that better adjusts to the changing needs of our economy and rewards provision that helps people find a job instead of simply rewarding institutions based on the number of people taking a course<sup>18</sup>*

In short, employer engagement, by necessity, is an integral part of our Strategy for Adult Learning, Skills and Employment.

## **Impact of Unemployment**

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Learning (2013)

<sup>16</sup> ‘Gateway to Growth’, the CBI Education & Skills Survey (2014)

<sup>17</sup> Further Education and Skills. Sector Report. 2012/13. OFSTED

<sup>18</sup> ‘A Better off Britain: Improving lives by making growth work for everyone’. CBI. November 2014



Unemployment is costly to individuals and to wider society in a variety of ways. In 2014, 4,475 young Kent adults aged 18 to 24 were claiming Job Seekers Allowance. Although this represents a considerable fall from over 8,000 young adults five years ago, the cost to DWP in benefits alone still exceeds £12m per annum.

Added to this is the cost of lost tax revenue that would have resulted had these young adults been gainfully employed. The average annual taxation of an employee returning to work is £9800. If 18-24 year olds could pay only half that amount the 'fiscal disbenefit', the lost tax revenue, of 4,475 young adults equates to over £22million. Young adults aged 18-24 account for 25% of claimants and, of course, similar costs can be attributed to older unemployed adults, which means these sums can be quadrupled.

From an industry point of view, unemployment should be seen as unused capacity, a waste of human capital that could otherwise contribute to productivity – if the right training and skills opportunities were made available.

As well as the impact of unemployment on productivity and growth there are also the social costs that place additional pressures on local government and other local services, such as health services.

## **Unemployment in Kent**

In Kent unemployment is below the national average but above the South East average. The number of unemployment claimants aged 16-64 is 16,162 in Kent equivalent to 1.8% of the population, compared to 1.3% in the South East, and 2.2% nationally. <sup>19</sup>

All parts of Kent have not benefitted equally from recent economic growth and as a result, there is also considerable District variation in unemployment from 0.9% in Sevenoaks to 3.9% in Thanet. Like other parts of the South and South East, seaside towns and thereby, Coastal Districts, have fared less well than their neighbours.

Of 67 Districts in the South East, only 9 have unemployment above the National Average [September 2014 figures]. Five of these are in Kent. Notably, the other four are all Coastal Districts, (Hastings, Eastbourne, Havant and Medway)

Although unemployment in Kent as a whole is below the national average, both youth unemployment and adult unemployment levels in five Districts remain above the national averages (young people aged 18-24 at 3.7%, and Adults at 2.2%). In Dover these figures are 4.9% and 2.2%, Gravesend (4.2% and 2.3%), Shepway (4.6% and 2.4%), Swale (5.4% and 2.2%) and Thanet (7.8% and 3.9%).

And within each District there is variation, as unemployment is concentrated in a handful of wards. There are also some localised pockets of unemployment and below average qualification levels, at ward level, within Districts that appear to be doing well. For example, Stanhope in Ashford, Joyce Green in Dartford, Parkwood in Maidstone, Swanley St. Mary's in Sevenoaks and Trench in Tonbridge all have claimant counts significantly

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<sup>19</sup> Kent Unemployment Bulletin. Kent County Council. October 2014

above the national average. This means there is a need to target resources at ward and neighbourhood level.

It is clear that a reduction in unemployment and an increase in adult skill levels will only be achieved with particular targeted effort in the five Districts and other localities described above.

The LGA report proposes that the Department for Business, Innovation and Skills (BIS) and the Department for Work and Pensions (DWP) jointly place more emphasis on upskilling unemployed adults. It concludes that Local Authorities 'need a wide acceptance that ...the effectiveness of employment and skills support is critical to developing local economies and to reducing the social costs of unemployment and poverty' It proposes a more co-ordinated approach between agencies at local level.<sup>20</sup>

**For this reason KCC works in partnership with DWP and training providers to address unemployment, particularly of young adults, and is developing a Social Impact Bond to address this issue.**

Meanwhile, disabled people, including those with learning difficulties, and adults with mental illness continue to be under- represented in the workforce. In terms of equality and social justice this is unacceptable – but it also represents an under- used resource and, often, an unnecessary cost to society. There is a compelling case to support more disabled adults into the workplace. The work of Kent Supported Employment (KSE) and its partners will continue to address this imbalance

### **More Equal Access to Learning**

THE NIACE survey of Adult Participation in Learning determined that 'engagement in learning is not evenly distributed across society'<sup>21</sup>. The survey shows that participation in learning is determined by social class, employment status, age and prior learning.

Adults in work are more likely to access learning than those out of work (45% compared to 21%); adults who left school at 16 are less likely to attend future learning than those who stayed on, even for a short time (25% and 47% respectively); and adults in professional occupations are more likely to participate than adults in elementary occupations (57% versus 28%).

This has implications for this Strategy. It determines a need for targeted work, including distribution of resources, towards those groups who are currently not participating in learning and training. This will include a call to providers for some geographical targeting at neighbourhood level and for specific work with under- represented groups. Community Learning has a role to play in engaging adults that might otherwise be excluded from learning. This 'second chance' education is an end in itself and has proven benefits for the health and wellbeing of its participants. In providing basic training in numeracy and literacy,

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<sup>20</sup> Realising Talent: employment and Skills for the future', a report for the Local Government Association. Centre for Economic and Social Inclusion.(July 2014)

<sup>21</sup> NIACE Adult Participation in Learning Survey (2014)

family learning and neighbourhood projects, Community Learning also provides the first rung of the skill training ladder for adults that might otherwise stagnate in their learning.

This Strategy includes a priority to meet the needs of people with a learning disability, autism, sensory loss and mental health issues to participate in training and learning, not only to achieve suitable employment but also for social inclusion, health and wellbeing.

In the interests of social justice, equality and the economy it is important to include all adults in the skills agenda and this will require targeted work and additional support for some groups of adults.

As low skilled employment opportunities decrease there is potential for adults with disabilities or mental illness to be further squeezed out of opportunities for independence. Providers need to recognise this and continue to provide learning opportunities as well as encouraging employers to engage with these vulnerable people.

## **Drivers for Change**

The changing nature of work arising from rapidly developing technologies and globalisation has created a pressing and urgent need to improve the skill levels of the UK workforce.

There are already significant gaps in the skill requirements of the economy and the skill levels of the adult population which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Upskilling and retraining the existing workforce is vital if we are to gain the benefits of growth arising from the economic recovery and the opportunities available in a global market.

Failure to improve skill levels will certainly lead to more unemployment in the medium to longer term which, as has been demonstrated, is both wasteful, costly and socially divisive. It is therefore important to engage with adults at all stages of learning. The role of basic skill training and engagement in learning is fundamental.

A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource there must be co-ordination at a local level requiring collaboration between providers. This Strategy has as a key priority the importance of engaging employers in adult vocational education and training. Such training should have 'a clear line of sight to work'.

In addition to the requirements of a growing economy for more and better skills another driver for change is social inclusion. It is apparent that the levels of financial returns, - wages and salaries - for low skilled and high skilled workers are polarising, leading to greater inequality. Community Learning has a role to play in engaging with those communities and vulnerable groups that might otherwise suffer from such potential inequality.

The Key Performance Indicators within this Strategy focus on these key issues or drivers for change.

## The Local Enterprise Partnership (LEP)

The Heseltine Review 2012<sup>22</sup> recommended that resources for economic development and regeneration were devolved to local level and Local Enterprise Partnerships were created as the vehicle to manage this process. Kent is part of the South East LEP that includes Essex, East Sussex and three Unitary Authorities (Medway Thurrock and Southend).

Importantly for this Strategy LEPs have been given responsibility for distributing the next round of the European Social Fund. In the South East LEP £82.5 million of revenue funding is available to support employment, social inclusion and skills for the next six years to 2021. Kent's share of this fund based on population of the six Local Authorities amounts to a nominal sum of approximately £30m.

A considerable amount of work has been undertaken by officers from the various local authorities to determine the priorities and criteria for this funding. This Strategy takes account of the work already undertaken by the LEP and the Key Performance Indicators set out at the back of this strategy are aligned with the priorities of the South East LEP.

### Identifying Key Partners

We recognise that this Adult Learning, Skills and Employment Strategy can only be delivered by working in collaboration with all stakeholders, which include the partners listed in the table below:

Table 2: Partner organisations and funding bodies

FE Colleges	Schools	Training Providers (inc. those outside KATO)	UK Commission for Employment and Skills
Community Learning Providers	Job Centre Plus (DWP)	National Careers Service	Business sector organisations (e.g. Chambers, FSB)
Recruitment Agencies	Sector Skills Councils	Skills Funding Agency	Voluntary and Community Sector
District Councils	Infrastructure bodies (e.g. Locate in Kent)	Strategic Bodies (e.g. ELS Partnership Board, LEP)	Universities
Employers			

As has been described employers' organisations (CBI, FSB), research bodies (UKCES), and educational bodies (CAVTL, Ofsted) have each recently called for a stronger relationship between employment and education; 'earning and learning'; skill training with

<sup>22</sup> 'No Stone Unturned - In Pursuit of Growth'. The Rt Hon Lord Heseltine [October 2012]

a 'clear line of sight to work'; and a 'two way street' between training providers and employers.

Any collaborative models that are developed in the County need to include the substantial involvement of employers and employer representative groups. This Strategy includes a key priority to improve the engagement of all providers and partners with employers to involve them fully in the skill training infrastructure.

The current drive from central government is for employers and individuals to shoulder some of the burden of training – hence increasing the use of adult loans and a reduction in the skills budget, despite calls from employer organisations for more and better skills.

It is vital that employers understand the requirement for them to contribute to skills training with finance and resources.

# **The Adult Learning and Skills Strategy Framework and Key Performance Indicators (KPIs)**

## **Context – Recent Developments**

In February 2015, during the period of consultation for this Strategy, the Skills Funding Agency announced a reduction in the Adult Skills Budget of 17%. Within this, Apprenticeships are ring fenced and protected, so for the remainder of the Adult Skills Budget this represents an effective cut of 24%.

At the same time BIS, and subsequently the Skills Funding Agency (SFA), have expressed concern at the quantity and quality of subcontracting by SFA contract holders and have placed additional requirements on these arrangements.

Both of these announcements have potential for a serious adverse impact on adult skills provision in the County. To mitigate we aim to ensure that providers:

- collaborate and co-ordinate their offer;
- encourage larger employers to fund or otherwise resource training;
- and encourage adult learners, through co-ordinated marketing, to utilise adult loans

## **Vocational Qualification Review**

In response to a series of reports that have reviewed the quality of vocational qualifications (Wolf 2011, CAVTL 2013, Richards 2013, Whitehead 2014), such qualifications, including adult vocational qualifications are currently undergoing significant change.

The number of qualifications has been reduced and there is a focus on ensuring greater relevance to the workplace, 'a clear line of sight to work'. This is consistent with the demand for employers to be more engaged with the design and delivery of skills training. The range of new qualifications becoming available are designed to provide better quality and more work related vocational pathways, that are more accessible to more learners. This could transform vocational learning in this country. Our priority is to ensure these new opportunities are widely available across Kent.

## **Priorities and Key Performance Indicators**

The following framework and Key Performance Indicators (KPI's) forms the basis of the Strategy against which a three-year Action Plan and Annual Work Programmes will be developed, in consultation, and subsequent collaboration with key partners.

The Strategy outlines the key priorities and what we aim to achieve. This has wide agreement among all our partners and stakeholders. A more detailed action plan will set out how we will achieve our objectives, which we will develop with partners between May and September 2015.

### **Priorities**

#### **1. Reduce Unemployment**

Activity to reduce unemployment is centred on Job Centre Plus, the key agency that works with unemployed people, to provide benefits but also to support adults back into employment. Job Centre Plus delivers projects to this end, largely funded by the Flexible Support Fund provided by DWP.

There is also much activity taking place in FE Colleges and with other training providers to provide adults with the tools, such as basic skills, job-search skills, self-confidence and self-presentation, to obtain employment. It is important that this valuable work is co-ordinated to gain the maximum impact on unemployment

The work undertaken in schools and colleges with 16-18 year old students, and the related work for NEET young people and those at risk of NEET has an important contribution to make to reducing unemployment further down the line.

Recently, the KCC Skills and Employability Service, JCP and several training organisations worked together to deliver short term engagement programmes specifically targeted at 18 year olds claiming Job Seeker's Allowance. These pilots successfully moved many of the participants into work and the evidence from the pilots is being used, alongside other projects, to support an application for a Social Impact Bond to combat Youth (18-24) Unemployment.

The concentration of unemployment in the Coastal Districts and some other wards in other Districts will require targeting of the work.

The ambition is to reduce unemployment in Kent to at least levels commensurate with our neighbouring Local Authorities in the South East and to achieve this it will be necessary to reduce unemployment to below national levels in the Coastal Districts. This ambition is reflected in two separate KPIs.

<b>Reduce unemployment KPIs</b>		
<b>KPI.1.1</b>	Reduce adult unemployment in Kent to at least match and or decrease to below the South East Average.	Baseline: [June 2014]: National 2.4%. South East 1.4%. Kent 2.0% Source: NOMIS July 2014
<b>KPI.1.2</b>	Reduce adult unemployment in all Districts to below the national adult unemployment level	Baseline [June 2014]; Districts above National Level (2.4%): Dover 2.6%, Gravesham 2.5%, Shepway 2.5%, Swale 2.5%, Thanet 4.5% Source: NOMIS July 2014

## **2. Improve Adult Skill Levels**

Schools and Colleges have an important role to play in ensuring that more young people achieve higher level qualifications by the age of 19. The 14-24 Learning, Employment and Skills Strategy has clear targets and actions to deliver this agenda.

Significantly, three out of four learners achieve level 2 by age 16 (5 or more GCSE grades at A\*-C), but only two out of four go on to achieve level 3 by age 19. Clearly, more needs to be done to ensure that young people succeed in achieving the level 3 qualification regarded as the benchmark by the LGA.

It is not sufficient to rely on producing more skilled young people – it is also necessary to upskill the existing adult population at all levels. This means reducing the number of adults with no qualification at all, and increasing the numbers that achieve levels 2, 3 and 4 so that our adult population has skill levels in line with or better than the South East region. This Strategy includes KPIs for each of these skill levels.

In order to achieve these targets it will be necessary for more people to access learning, at all levels and this is reflected in KPI 2.1 which is for more people to participate in learning.

The Apprenticeship model is key to delivering high quality adult training and we will continue to promote and develop Apprenticeship opportunities. Much has been achieved by KCC, FE Colleges and training providers working together to promote 16-18 Apprenticeships; and the Kent Employment Programme team, working with JCP, has delivered over 760 Apprenticeships to 18-24 year olds.

However, the number of Adult Apprenticeships (25+) has recently fallen, largely due to the changes to funding introduced in 2013, and the introduction of Adult Loans. There were over 5000 starts in 2012-13 but in 2014 the number of starts has fallen to 2030. This trend must be reversed to achieve the step change in adult skill levels required. It is important that this growth is achieved by adults developing their skills through the Adult Apprenticeship framework delivering high quality training.

<b>2. Improve Adult Skill Levels KPIs</b>
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<b>KPI.2.1</b>	Increase participation in learning amongst the adult population of Kent to over xxxxxx learners	Baseline: in 2012/13 92,040 adult (19+) learners were funded by SFA
<b>KPI.2.2</b>	Decrease the number of adults with no qualifications to below 6%	Baseline : Kent 7.3%, SE 6.5%, GB 9.3% Source: ONS Population Survey 2013
<b>KPI. 2.3</b>	Increase the proportion of adults at level 2 and above to at least 80%	Baseline: Kent 74.6%, SE,76.5%, GB 72.5% Source: ONS Population Survey 2013
<b>KPI. 2.4</b>	Increase the proportion of adults at Level 3 and above to at least 60%	Baseline : Kent 55.4%, SE 59.3%, GB 55.8% Source: ONS Population Survey 2013
<b>KPI. 2.5</b>	Increase the proportion of adults in Kent at level 4 and above to at least 40%	Baseline: Kent 33.6%, SE 38.3%, GB 35.2% Source: ONS Population Survey 2013
<b>KPI 2.6.</b>	Re-establish the number of Adult (25+) Apprenticeship starts to 5,000 per annum.	2012/13 5,000 starts. 2013/14 2,030 starts to quarter 3

### 3. Increase Training and Employment in Priority Sectors

The South East LEP has identified the following as its priority sectors: Advanced Manufacturing; Transport and Logistics; Life Sciences and Health Care; Environmental Technologies and Energy; Creative, Cultural and Media and the Visitor Economy.

The LEP also allows for some local discretion for each Authority to determine its Priority Sectors and Kent has determined the following as its priorities: low carbon and environmental goods and services; life sciences and medical technologies; creative and media industries; food production; manufacturing and engineering; construction; higher education; and tourism.

Determining which sectors of the economy will generate growth and employment is not an exact science and these priorities will be subject to change. However, they provide a useful starting point to indicate where the emphasis should be placed for adults seeking training or employment. It is sensible to direct more adults into training and re-training opportunities in those sectors where they are more likely to obtain a job – and contribute to productivity and growth.

Broad skill sectors alone are a rather blunt instrument to determine future training provision. Within each sector there will be demands for particular skill levels and particular occupations. For instance, in the health and care sector, there is greater demand for workers at level 3; in transport and logistics there is demand for drivers – a very transferable occupation. A level of refinement in planning will be required.

If successful there will be more people training in these sectors and more people employed in these sectors. An important contribution can be made by increasing the availability of Apprenticeships in these sectors. The KPIs under this section reflect these three ambitions.

<b>3. Increase training and employment in priority sectors, KPIs</b>		
<b>KPI.3.1</b>	Increase the number of adults accessing training relevant to each of the priority sectors by 10%	To be agreed once priority sectors are finalised
<b>KPI.3.2</b>	Increase employment in the priority sectors by 10% per annum	To be agreed once priority sectors are finalised
<b>KPI.3.3</b>	Increase the number of apprentices, 18-24 and 25+, in priority sectors by 10%	To be agreed once priority sectors are finalised

#### **4. Increase Employment and Participation in Learning Amongst Priority Groups**

As has been described, access to skills education and training is unequal across society – and those who might benefit most from skills education, such as those adults who left school at 16 with no qualifications are less likely to participate. Apart from the social injustice and exclusion that results, it is inefficient to ignore those who would benefit greatly from skills training.

This Strategy calls for more targeted work with two particular under-represented groups: disabled adults and socially deprived adults. The aim is for more adults with disabilities to access education, training and employment; and for more adults from deprived neighbourhoods to engage in learning.

<b>4. Increase employment and participation in learning amongst priority groups, KPIs</b>		
<b>KPI. 4.1</b>	Increase the number of adults with disabilities accessing education and training to 17,500	Baseline: in 2012/13 15,390 adults with a learning difficulty or disability were funded by EFA or SFA
<b>KPI. 4.2</b>	Support 100 adults with disabilities into employment each year.	Kent Supported Employment .FSC contract. 100 adults per annum.
<b>KPI.4.3</b>	Increase participation in learning amongst the adult population in the 20 most deprived neighbourhoods in Kent.	Baseline to be calculated: participation in learning with FE or CLS by postcode (Proxy measure)



# Adult Learning, Employment & Skills Data Pack 2015

Kent County Council, Skills & Employability Service  
April 2015 (#2)

## Kent Adult Learning Employment & Skills Data Pack 2015 Index

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## Section1: The Adult Skills National Context

### 1.1 Legislative Background

In its 2010 strategy document, **“Skills for Sustainable Growth<sup>1</sup>,”** the Coalition Government stated its aim to;

*“return the economy to sustainable growth, extend social inclusion and social mobility, and build the Big Society.....during the life of the parliament.”*

The commitment to raising skills levels was clear:

*“We need a more competitive, rebalanced economy, which is environmentally sound and resource efficient, and we need to reduce the deficit. There should be no illusions about the scale of the challenge we face. Our working age population is less skilled than that of France, Germany and the US and this contributes to the UK being at least 15% less productive than those countries<sup>1</sup>. We are currently weak in the vital intermediate technical skills that are increasingly important as jobs become more highly skilled and technological change accelerates. Approximately 80% of the people who will be in the workforce in 2020 have already left compulsory education. If we are to achieve a world-class skills base we need to increase the level of their skills and meet the demands of our economy.”*

Five key policy documents were produced to achieve this:

**“New challenges, new chances. Skills investment strategy – investing in a world class system<sup>2</sup>”** which focused investment in skills on high quality provision that delivered good value for money and focused on young adults, the low skilled and those who are unemployed. The stated aim was to improve the overall quality of the FE and skills teaching system.

**“Further Education and Skills Reform Plan: Building a world class system<sup>3</sup>”** which set out what the government would support financially and the programme of work required to take forward BIS’ reform plans for the FE and skills system for adults aged 19 and over in England, based on the principles set out in *Skills for Sustainable Growth* in 2010.

Specifically government would put learners at the heart of the system and would support those;

- *who did not achieve basic English and Maths in school.* The Skills for Life programme was expanded to include and fund those who need GCSE English and/or Maths Level 2 from September 2012;
- young people aged 19 up to 24 to access full funding for Foundation Learning *‘where they need that to progress into further learning or to get a job’.* They also access full funding for their first qualifications at Level 2 (or 3), including an

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<sup>1</sup> BIS 2010 – Skills for Sustainable Growth Strategy Document, Full report

<sup>2</sup> BIS 2011 - *New challenges, new chances. Skills investment strategy – investing in a world class system*

<sup>3</sup> Extract from LSIS summary paper July 2011

opportunity to get GCSE English and Maths;

- unemployed people on benefits who are looking for work to access labour market relevant courses, which help them improve their skills or re-train to help them get a job; and
- at risk of social exclusion to support them to access community learning.

In partnership with employers and individuals, government would support those;

- who wished to undertake an Apprenticeship framework. BIS aimed to refocus the Apprenticeships programme to target public funding *'where returns are greatest'*;
- in SMEs who need further management training and workplace training to support their growth plans; and
- individuals over 24 who want to retrain or up-skill at Level 2 *'in order to secure different employment and/or improve their life-chances'*.

Government provided FE loans for those;

- over 24 year olds who wish to do full Level 3 (2 A-Levels or the vocational equivalent) or Level 4 (Higher Vocational Education) *'in order to qualify for a professional job and/or progress to higher education'*.
- Government would promote innovation and enterprise by supporting FE colleges and providers to draw down funding for programmes that meet a particular employer skills need.

***"Higher Education: Students at the heart of the system – white paper<sup>4</sup>."*** Policy on higher education has been focused mainly on increasing access to system through loans and financial support. In March 2014 the ***"National strategy for access and student success<sup>5</sup>"*** was published. The strategy looks at how funding for widening access from the government, HEFCE, universities and further education colleges might be used more effectively through access agreements. The main action proposed in the strategy is to develop a national network of collaborative outreach partnerships.

***"Community Learning Trust Pilots<sup>6</sup>"*** which were set up to test new ways of planning and delivering community learning, and understand whether these had the potential to effectively deliver new community learning objectives. The pilots were run between August 2012 and July 2013 and involved more local development of community learning offers, with local people, organisations and providers working together to;

- shape their own community learning priorities.
- develop local strategies and partnership structures to deliver these and ultimately, tailor community learning provision to meet the needs of their communities.

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<sup>4</sup> Higher Education: Students at the heart of the system – white paper – BIS 2011

<sup>5</sup> National strategy for access and student success – BIS 2014

<sup>6</sup> BIS website summary

Community learning includes a range of community-based and outreach learning opportunities, and is designed to help people of different ages and backgrounds to;

- get a new skill
- reconnect with learning
- follow an interest
- prepare to progress to formal courses
- learn how to support their children better

## 1.2 The current skills picture in the UK: drivers for change

In comparison to 2010, when “*Skills for Sustainable Growth*” was formulated, the prospects for the UK economy are the strongest they have been for many years. Growth has picked up in the last year and forecasts predict slow but continuous growth into the future. Unemployment continues to fall and more people have jobs than ever before. But have recent policy changes been the right ones to give the workforce the right skills and qualifications?

The UK Commission on Employment and Skills<sup>7</sup> estimates that up until 2022 there will be over 12 million jobs to which employers will need to recruit skilled workers. This comprises 1.8 million new jobs and 12.5 million vacancies created by people retiring or leaving the labour market. However the nature of these jobs is predicted to change dramatically.

**Table 1: predicted occupation growth 2012-2022<sup>8</sup>**

Percentage Share	2012	2022	% change
Managers	10.7	11.8	17.7
Professional occupations	19.7	22.1	18.6
Associate professional	13.4	14.4	14
Admin and secretarial	11.7	9.5	-13.5
Skilled Trades occupations	10.8	9.3	-8.8
Caring, leisure and services	9	10.4	22.8
Sales and customer service	8.4	7.8	-2.1
Process, plant and machine operatives	6.2	5.2	-10.4
Elementary occupations	10.3	9.5	-1.8

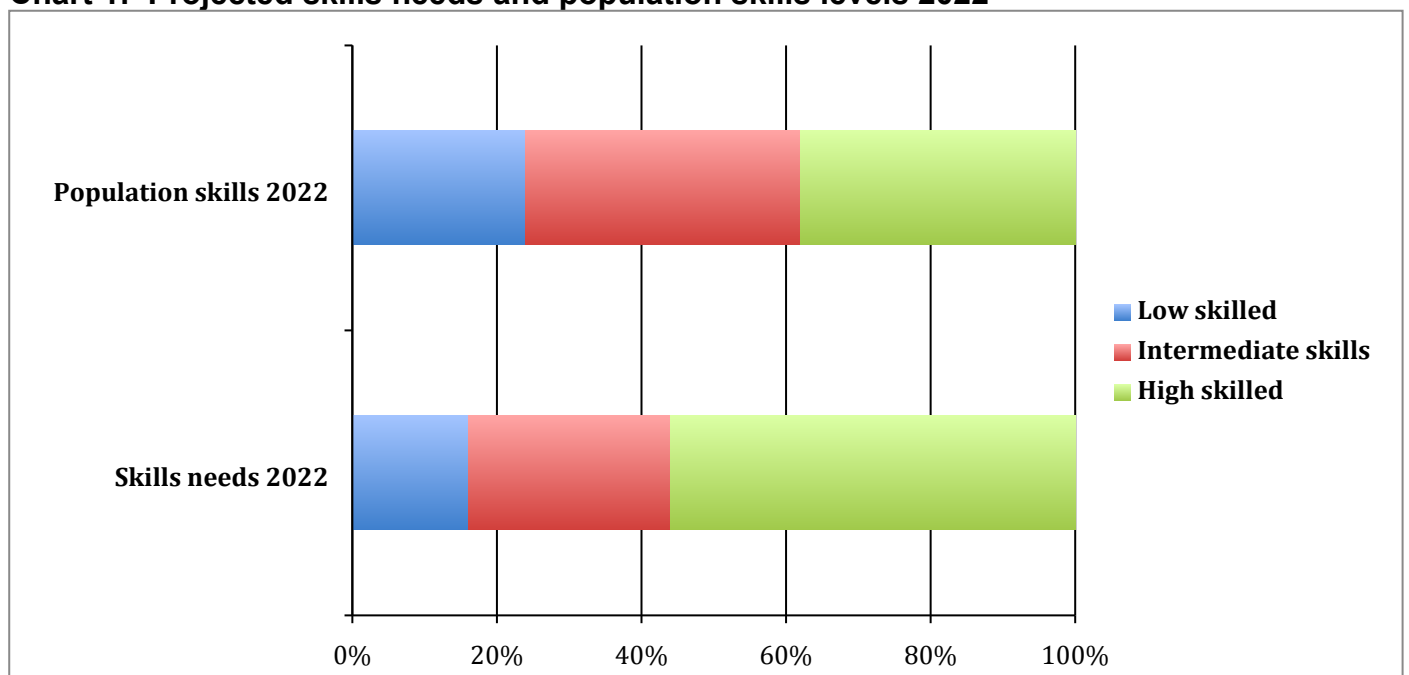
As table 1 illustrates, growth is predicted for managers, professional and technical jobs and caring and leisure occupations. Unfortunately the number of people with higher, or appropriate qualifications is not growing fast enough in the UK to meet future demand.

<sup>7</sup> “Working Futures 2012-2022” UKCES, 2014, England analysis

<sup>8</sup> “Working Futures 2012-2022” UKCES, 2014, England analysis

The Centre for Economic & Social Inclusion (CESI), in its report **“Realising Talent: employment and skills for the future”<sup>9</sup>** written for the LGA, has estimated that England has a skills gap that is the equivalent of increasing everyone from an average of five GCSEs to an average of three A-Levels (or equivalent), by 2022. **Specifically they estimate that the impact on skills of current reforms are not working fast enough.** Employers will want more highly qualified people, and fewer people with low<sup>10</sup> or no qualifications. There will always be a supply of low skilled jobs, but there will be too many low skilled people. Chart 1 below illustrates the predicted skills need in 2022 against the predicted actual population. (The next chapter looks at the actual skills levels of the Kent population.)

**Chart 1: Projected skills needs and population skills levels 2022**



Using the same analysis, CESI estimate that the consequences of not addressing this issue by 2022 will be:

- 9.2 million low skilled people chasing 3.7 million low skilled jobs
- 12.6 million people with intermediate skills chasing 10.2 million jobs
- employers struggling to recruit 14.8 million high skilled workers with only 11.9 million high skilled workers (assuming no immigration).

Although harder to estimate, CESI propose that this skills gap will cost the UK between **16% and 25% of lost growth, or £375 billion by 2022.**

Achieving the change in qualification levels implied by these estimates will come equally from upskilling adults in the workforce as well as training young people. Office for National Statistics<sup>11</sup> estimates that by 2020 the over 50”s will represent one third of the workforce. Currently 44% of thirty year olds have a degree, but only 30% of 55-64 year olds have

<sup>9</sup> “Realising Talent: employment and skills for the future” CESI 2014

<sup>10</sup> Low means entry level and level 1

<sup>11</sup> Workforce Qualification Survey, ONS



one. In other words at the moment qualifications reduce with age, yet the workforce is aging. For at least the next 10 to 20 years we will rely on an older workforce that lags behind in qualifications.

### **1.3 South East Local Enterprise Partnership**

The future development and delivery of adult skills locally is focused around the work of the South East Local Enterprise Partnership. Covering Essex, Southend, Thurrock, Kent, Medway and East Sussex, the South East Local Enterprise Partnership (SELEP) brings together key leaders from business, local government, further and higher education in order to create the most enterprising economy in England through exploring opportunities for enterprise while addressing barriers to growth. Funding comes via an intelligent funding package comprising European structural funding, existing regional growth funds, developer contributions, local authority funds and match funding sources such as DWP.

Under the heading Skills for Business Growth, Kent and Medway expect to focus approximately £16 million over six years on sector based skills initiatives that;

- enables employers to better participate in informing skills provision
- delivers improved information, advice and guidance
- develops brokerage and recruitment services to help jobseekers and employers access work
- makes it easier for young people to access work and training.

The first bidding round for local projects begins in January 2015.

## Section 2: Skill Levels of Adults in Kent

### 2.1 Comparative Qualification Levels with the South East and GB

Table 2.1 below compares the qualification levels of Kent's resident population (16-64) against the South East and the UK, as at December 2013.

**Table 2.1: Qualification levels of Kent's population**

	Kent %	South East %	GB %
<b>NVQ4 and above</b>	33.6	38.3	35.2
<b>NVQ3 and above</b>	55.4	59.3	55.8
<b>NVQ2 and above</b>	74.6	76.5	72.5
<b>NVQ1 and above</b>	87.4	88.4	84.4
<b>No qualifications</b>	7.3	6.5	9.3

Source: ONS annual population survey.

Kent residents are notably less well qualified at all NVQ levels, and have more people with no qualifications, compared to the rest of the South East. Fewer Kent residents have qualifications at NVQ Levels 3 and 4, compared to the rest of the country. However Kent residents are better qualified at NVQ Levels 2 and 1, and fewer Kent residents have no qualifications, than the rest of the country.

Looked at on a time series basis the improvement in qualifications of the workforce overtime is evident, but Kent residents still lag behind. Tables 2.2 to 2.6 illustrate the growth in qualification levels from January 2004 to December 2013.

**Table 2.2: Time series for NVQ Level 4 qualifications and above.**

	Kent Actual	Kent %	South East %	GB %
<b>Jan 04-Dec 04</b>	196,900	24.2	29.2	26.1
<b>Jan 05-Dec 05</b>	196,100	23.8	29.3	26.5
<b>Jan 06-Dec 06</b>	212,100	25.4	30.3	27.4
<b>Jan 07-Dec 07</b>	217,100	25.9	30.7	28.5
<b>Jan 08-Dec 08</b>	218,400	25.1	31	28.6
<b>Jan 09-Dec 09</b>	250,000	28.6	32.6	29.9
<b>Jan 10-Dec 10</b>	264,500	29.9	33.9	31.3
<b>Jan 11-Dec 11</b>	279,100	31.6	36.2	32.9
<b>Jan 12-Dec 12</b>	263,700	29.6	36.8	34.4
<b>Jan 13-Dec 13</b>	298,500	33.6	38.3	35.2

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 4 or above grew by 9.4% percentage points, compared to 9.1% for both the South East and the whole country. The rate of growth for Kent residents will have to improve if the county wishes to be competitive at this skill level.

**Table 2.3: Time series for NVQ Level 3 qualifications and above.**

	<b>Kent Actual</b>	<b>Kent %</b>	<b>South East %</b>	<b>GB %</b>
<b>Jan 04-Dec 04</b>	363,600	44.6	50.4	46.8
<b>Jan 05-Dec 05</b>	373,900	45.4	50.8	47.1
<b>Jan 06-Dec 06</b>	382,100	45.9	51.4	47.9
<b>Jan 07-Dec 07</b>	388,900	46.5	51.3	48.4
<b>Jan 08-Dec 08</b>	408,100	46.8	51.7	48.2
<b>Jan 09-Dec 09</b>	429,700	49.1	52.5	49.3
<b>Jan 10-Dec 10</b>	439,300	49.7	53.8	51
<b>Jan 11-Dec 11</b>	455,900	51.7	56.7	52.7
<b>Jan 12-Dec 12</b>	473,600	53.2	58.2	55.1
<b>Jan 13-Dec 13</b>	492,400	55.4	59.3	55.8

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 3 or above grew by 10.8 percentage points, compared to 8.9% for the South East and 9% for the whole country. This represents a more encouraging rate of growth and, if sustained, will see Kent competing at this skill level.

**Table 2.4: Time series for NVQ Level 2 qualifications and above.**

	<b>Kent Actual</b>	<b>Kent %</b>	<b>South East %</b>	<b>GB %</b>
<b>Jan 04-Dec 04</b>	497,100	61	66.2	62.1
<b>Jan 05-Dec 05</b>	508,800	61.9	67.1	62.9
<b>Jan 06-Dec 06</b>	529,300	63.5	67.6	63.6
<b>Jan 07-Dec 07</b>	528,600	63.2	67.8	64.2
<b>Jan 08-Dec 08</b>	553,200	63.5	67.7	63.9
<b>Jan 09-Dec 09</b>	584,600	66.8	69	65.4
<b>Jan 10-Dec 10</b>	608,900	68.9	70.7	67.2
<b>Jan 11-Dec 11</b>	610,800	69.2	73.3	69.7
<b>Jan 12-Dec 12</b>	632,500	71.1	75.4	71.8
<b>Jan 13-Dec 13</b>	663,100	74.6	76.5	72.5

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 2 or above grew by 13.6 percentage points, compared to 10.3% for the South East and 10.4% for the whole country. This represents a significantly larger rate of growth and, if sustained, will see Kent competing at this skill level against the South East.

**Table 2.5: Time series for NVQ Level 1 qualifications and above.**

	<b>Kent Actual</b>	<b>Kent %</b>	<b>South East %</b>	<b>GB %</b>
<b>Jan 04-Dec 04</b>	639,800	78.6	81.4	76.5
<b>Jan 05-Dec 05</b>	655,100	79.6	82.2	77.1
<b>Jan 06-Dec 06</b>	666,000	79.9	82.4	77.6
<b>Jan 07-Dec 07</b>	663,700	79.3	82	77.9
<b>Jan 08-Dec 08</b>	700,300	80.3	82.4	77.7
<b>Jan 09-Dec 09</b>	714,600	81.7	83	78.9
<b>Jan 10-Dec 10</b>	728,200	82.4	84	80.2
<b>Jan 11-Dec 11</b>	744,800	84.4	86.6	82.7
<b>Jan 12-Dec 12</b>	755,400	84.9	87.7	84
<b>Jan 13-Dec 13</b>	777,100	87.4	88.4	84.4

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 1 or above grew by 8.8 percentage points, compared to 7% for the South East and 7.9% for the whole country. Kent has caught up with the South East over time, at this qualification level, and remains ahead of the country as a whole.

**Table 2.6: Time series for Kent residents with no qualifications**

	<b>Kent Actual</b>	<b>Kent %</b>	<b>South East %</b>	<b>GB %</b>
<b>Jan 04-Dec 04</b>	106,700	13.1	10.9	15.1
<b>Jan 05-Dec 05</b>	109,400	13.3	10.3	14.4
<b>Jan 06-Dec 06</b>	105,200	12.6	9.9	13.9
<b>Jan 07-Dec 07</b>	104,400	12.5	9.9	13.3
<b>Jan 08-Dec 08</b>	109,900	12.6	9.7	13.5
<b>Jan 09-Dec 09</b>	102,400	11.7	9.2	12.3
<b>Jan 10-Dec 10</b>	102,900	11.6	8.5	11.3
<b>Jan 11-Dec 11</b>	92,300	10.5	7.9	10.6
<b>Jan 12-Dec 12</b>	73,000	8.2	6.9	9.7
<b>Jan 13-Dec 13</b>	65,200	7.3	6.5	9.3

Source: ONS annual population survey.

During this period the number of Kent residents without a qualification has fallen by 5.8%, compared to 4.4% in the South East and 5.8% in the rest of the country.

**It is clear that in the South East and the country as a whole, more people have been converting their NVQ 2 qualifications into higher qualification levels, than is happening in Kent. Kent is catching up, as will be illustrated below, but must focus on upskilling the existing workforce.**

## 2.2 Comparative qualification levels with Kent's statistical neighbours

Statistical neighbours are counties whose basket of attributes (population, geography, local GDP, business sectoral breakdown etc) match one another for the purposes of statistical analysis. Kent's statistical neighbours are: Essex; Swindon; East and West Sussex; Northamptonshire; Worcestershire; Staffordshire; Lancashire and Nottinghamshire. Tables 2.7 to 2.11 compare time series qualification data between Kent and these counties.

**Table 2.7: Time series comparison of qualification levels NVQ 4 and above for Kent and statistical neighbours (aged 16-64)**

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	24.2	21.2	24.7	28.2	23.2	27	26.1	22.7	24.7	25.7
Jan 05-Dec 05	23.8	22.1	24	27.9	25.3	26.4	27.3	22.4	31.8	25.6
Jan 06-Dec 06	25.4	21.9	22.8	25.8	27.9	29.6	29.3	24.7	26.9	25.2
Jan 07-Dec 07	25.9	23.4	23.5	25.4	26.7	28.1	30.2	25.9	33.3	27.1
Jan 08-Dec 08	25.1	23.1	22.9	26.5	26.1	26.1	29.3	25.7	29.3	26.9
Jan 09-Dec 09	28.6	23.7	23.1	29.4	23.6	28.1	30.6	25.5	32.2	26.3
Jan 10-Dec 10	29.9	23	23.7	30.2	24	29.5	29.3	29	41.1	28.3
Jan 11-Dec 11	31.6	24.2	27.1	31.3	29.1	30.6	35.5	27	37.6	30.3
Jan 12-Dec 12	29.6	28.1	29.3	30.1	27.5	32.5	35	27.1	34.9	30.3
Jan 13-Dec 13	33.6	28.3	28.1	32.4	31	35	35.4	27.6	27.7	30.4

Source: ONS annual population survey.

Kent residents perform well at NVQ level 4 and above compared to its statistical neighbours, with only West Sussex and Worcestershire out performing it in absolute terms as at December 2013. More significantly, between January 2004 and December 2013, Kent showed the highest percentage point growth at this skill level and moved ahead of six of its statistical neighbours.

**Table 2.8: Time series comparison of qualification levels NVQ 3 and above for Kent and statistical neighbours.**

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
<b>Jan 04-Dec 04</b>	44.6	41.3	46.3	49.2	44	45	50.5	44.1	47.9	49.8
<b>Jan 05-Dec 05</b>	45.4	41.7	43	49.3	45.3	46.8	50.2	43.8	61.9	49.8
<b>Jan 06-Dec 06</b>	45.9	40.9	44.2	49.2	47.8	51.3	51.7	44.8	53.9	49.1
<b>Jan 07-Dec 07</b>	46.5	41.4	44.4	45.8	44.9	49.7	52.3	44.5	56.4	48.7
<b>Jan 08-Dec 08</b>	46.8	41.7	42.2	47.4	44.7	47	49.5	47.2	52	46.7
<b>Jan 09-Dec 09</b>	49.1	43.1	43.9	50.2	44.1	48	49.8	45.9	57.1	46.5
<b>Jan 10-Dec 10</b>	49.7	43.7	46	48.6	45.2	48.8	48.8	50	61.9	48.1
<b>Jan 11-Dec 11</b>	51.7	46.3	49.7	51.5	48.6	49.8	56.7	47.7	62.7	51.3
<b>Jan 12-Dec 12</b>	53.2	49.8	51.5	51.4	49.4	53.4	55.1	49.5	61.9	53.4
<b>Jan 13-Dec 13</b>	55.4	48.9	50.2	54.3	53.6	57.5	56.5	51.9	55.2	53.1

Source: ONS annual population survey.

As above, Kent residents perform well at NVQ level 3 and above compared to its statistical neighbours, with only West Sussex and Worcestershire out performing it in absolute terms as at December 2013. Between January 2004 and December 2013, Kent showed the second highest percentage point growth at this skill level, 10.8, compared to the highest growth of 12.5 percentage points in Worcestershire and the lowest, 3.9, in Swindon.

**Table 2.9: Time series comparison of qualification levels NVQ 2 and above for Kent and statistical neighbours.**

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
<b>Jan 04-Dec 04</b>	61	60	63	65.3	61.7	61.9	67.7	59.1	61.8	64.2
<b>Jan 05-Dec 05</b>	61.9	60.1	60.9	66	62.7	64.5	69.6	60	72.6	64.5
<b>Jan 06-Dec 06</b>	63.5	58.9	62.1	68	65.1	66.2	68.9	62.1	67.6	63.5
<b>Jan 07-Dec 07</b>	63.2	59.1	62.1	65.7	62.4	67.4	69.6	61.7	69.9	63.1
<b>Jan 08-Dec 08</b>	63.5	60.3	58.5	66.2	60.5	65.3	67.2	64.9	71	62.7
<b>Jan 09-Dec 09</b>	66.8	63.1	62.5	69.3	62.5	65.3	68.8	64.8	71.9	64.8
<b>Jan 10-Dec 10</b>	68.9	63.5	65.2	69.2	64.6	65.3	68.1	67.5	75.5	67.3
<b>Jan 11-Dec 11</b>	69.2	65.8	68	69.4	66.9	66.4	73.7	68.9	81	70.6
<b>Jan 12-Dec 12</b>	71.1	70.3	71.4	70.3	69.2	72.1	75.4	68.5	75.6	71.2
<b>Jan 13-Dec 13</b>	74.6	70	70.7	71.1	69.6	74.4	76.5	71.2	68.3	68.6

Source: ONS annual population survey.

At December 2013, Kent residents had the second highest level of qualifications at NVQ 2 and above, behind West Sussex. Between January 2004 and December 2013, Kent had significantly higher growth at this level than any of its statistical neighbours, moving up 13.6 percentage points compared to the next highest county, Staffordshire at 12% and Nottinghamshire, the lowest at 4.4%.

**Table 2.10: Time series comparison of qualification levels NVQ 1 and above for Kent and statistical neighbours.**

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	78.6	77	79.7	78.9	78.2	76.1	82.3	74.2	79.4	79
Jan 05-Dec 05	79.6	77.4	78.2	81.3	79.6	77.8	84.3	76.7	84.5	80.5
Jan 06-Dec 06	79.9	75.8	80	82.9	80.2	80.4	85	77.1	85.7	79.4
Jan 07-Dec 07	79.3	76.5	79.9	80	77.5	81.2	85.5	77.4	85.7	79.2
Jan 08-Dec 08	80.3	76.1	78.4	81.9	76.6	78.5	82.9	81.4	83.6	79.4
Jan 09-Dec 09	81.7	78.8	82.3	84.6	77.3	79.3	83.8	80.4	84.3	81
Jan 10-Dec 10	82.4	81.4	83.6	84	77.5	80.6	83.6	81.8	88.9	81.5
Jan 11-Dec 11	84.4	84.4	84.8	84.5	80.9	79.1	88	84.2	91.7	83.7
Jan 12-Dec 12	84.9	85.7	84.7	84.6	83.5	83.4	88.3	82.3	88.4	84.4
Jan 13-Dec 13	87.4	86	85.1	84.6	83.3	84.2	88.9	83.5	82.7	82.3

Source: ONS annual population survey.

At NVQ Level 1 and above, Kent residents continue the trend of high growth compared to statistical neighbours, and is the second highest county overall as at December 2013, compared to the sixth highest in January 2004.

**Table 2.11: Time series comparison of no qualifications for Kent and statistical neighbours.**

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	13.1	15.6	10.1	12.9	14.8	17.7	11	18.7	14.4	15.5
Jan 05-Dec 05	13.3	15.7	13.4	12	13.5	16.4	8.2	15.7	11.5	12
Jan 06-Dec 06	12.6	17.7	9.7	10.2	13.7	13.6	8.1	17.5	7	14.1
Jan 07-Dec 07	12.5	14.7	9.5	11.3	14.7	11.8	7.6	15.8	10.2	13
Jan 08-Dec 08	12.6	15.8	11.3	10.3	15.9	13.5	10.6	13.5	11.4	13.1
Jan 09-Dec 09	11.7	13.6	10.6	7.9	14.3	13.9	9.8	12.5	8.5	11.6
Jan 10-Dec 10	11.6	11.1	8.5	9	13.9	12.5	8.2	11.2	8	10.5
Jan 11-Dec 11	10.5	9.2	8.7	10.5	11.9	12.2	6.9	10.2	#	9.8
Jan 12-Dec 12	8.2	8.5	9.1	8.6	8.6	10.7	7	11.7	5.1	9.2
Jan 13-Dec 13	7.3	8.5	9	10.1	10.5	11.3	6.5	10.2	13.8	11.3



Compared to its statistical neighbours, Kent has the second lowest level of 16-64 year olds without a qualification, behind West Sussex, as at December 2013.

**Following on from the conclusion in section 2.1, Kent is clearly moving rapidly to upskill its 16-64 year olds, compared to its statistical neighbours. Kent has a historical reputation for having a lower skilled workforce than other counties, but it is clear that the system has been working hard to address this issue and catch-up, particularly at Levels 3 and 4. We will see later, in the section on the needs of the Kent economy, that this will be crucial to meet the future needs for economic growth.**

### 2.3 Comparisons between Kent districts.

There are also significant differences in the relative performance of Kent residents aged 16-64 between districts in Kent, as illustrated by Table 2.12 below.

**Table 2.12: Comparison of qualification levels by Kent district, in December 2013, for residents aged 16-64.**

	Kent %	Ash	Cant	Dart	Dov	Graves	Maids	Seven	Shep	Swale	Thanet	Ton & Malling	Tun Wells
<b>NVQ4 and above</b>	33.6	26.3	35.1	31.8	32.4	30.3	32.6	49.4	26.8	27.1	21.4	48.5	42.0
<b>NVQ3 and above</b>	55.4	52	62.6	54.8	56.0	51.1	52.6	66.3	52.9	50.0	42.1	65.5	58.6
<b>NVQ2 and above</b>	74.6	69.2	78.7	70.9	73.9	70.6	73.6	80.6	75.1	73.2	67.4	81.5	79.2
<b>NVQ1 and above</b>	87.4	83.9	90.4	84.5	85.7	87.5	86.8	89.3	86.9	86.1	86.7	90.9	88.7
<b>No qualifications</b>	7.3	7.6	4.7	8.3	10.8	±	8.3	±	9.4	8.5	8.2	6.7	±

Source: ONS annual population survey.

± = sample size too small.

Comparing districts against the Kent average:

- Canterbury, Sevenoaks, Tonbridge & Malling and Tunbridge Wells have a more highly skilled resident population.
- Ashford, Shepway, Swale and Thanet have a lower skilled resident population.
- Dartford, Dover, Gravesham and Maidstone sit around the average.

## 2.4 Skills for Life comparisons

Skills for Life qualifications (literacy, numeracy and ESOL) sit below and above the NVQ Level 1 measures used in the tables above. Table 2.13 below attempts to illustrate the achievement of Skills for Life qualifications in Kent from January 2013 to December 2013 using SFA data, for 19 to 64 year olds. For this particular dataset, SFA have chosen to use parliamentary constituency boundaries in Kent, reflecting the context in which the data was originally requested. Table 2.14 illustrates the same information for January 2005 to December 2005 to demonstrate the changes in the take up of Skills for Life qualifications in Kent.

**Table 2.13: Skills for Life Achievement in Kent, January 2013 to December 2013**

	Total Skills for Life Achievement	English			Maths			ESOL		
		Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2
<b>Kent</b>	<b>25,800*</b>	<b>2,580</b>	<b>9,100</b>	<b>8,980</b>	<b>2,340</b>	<b>9,000</b>	<b>8,070</b>	<b>1,920</b>	<b>340</b>	<b>200</b>
Ashford	2,370	190	1,080	770	140	1,060	660	130	30	20
Canterbury	1,640	160	510	560	170	480	490	230	10	-
Chatham and Aylesford	1,790	50	750	620	110	770	530	160	20	10
Dartford	1,740	100	630	680	130	600	600	120	20	10
Dover	1,800	150	630	670	200	640	590	150	10	10
Faversham and Mid Kent	1,380	90	570	460	100	600	440	70	10	-
Folkestone and Hythe	2,580	290	800	890	160	860	860	130	90	90
Gravesham	1,800	120	670	580	170	640	540	200	20	10
Maidstone and The Weald	1,840	180	620	640	120	580	580	180	50	40
Sevenoaks	1,000	100	400	320	70	350	290	70	10	-
Sittingbourne and Sheppey	3,420	570	1,130	1,140	420	1,130	980	210	10	-
South Thanet	1,810	290	550	650	220	510	560	140	10	-
Tonbridge and Malling	1,000	110	350	320	110	330	310	80	30	10
Tunbridge Wells	1,230	80	380	410	110	390	390	150	40	20
North Thanet	1,650	130	550	650	180	600	580	70	-	-

Source: SFA

\*Please note, individuals are only counted once, but may have participated in a combination of English, maths and ESOL qualifications.

Table 2.14: Skills for Life Achievement in Kent, January 2005 to December 2005

	Total Skills for Life Achievement	English			Maths			ESOL		
		Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2
<b>Kent</b>	<b>21,270*</b>	<b>6,460</b>	<b>4,360</b>	<b>4,440</b>	<b>2,960</b>	<b>3,600</b>	<b>3,450</b>	<b>1,980</b>	<b>420</b>	<b>180</b>
<b>Ashford</b>	1,820	470	330	390	140	230	300	110	30	20
<b>Canterbury</b>	1,660	680	430	370	210	280	190	140	40	20
<b>Chatham and Aylesford</b>	1,160	330	240	320	220	240	250	190	30	10
<b>Dartford</b>	1,260	260	200	270	190	250	240	150	10	-
<b>Dover</b>	1,860	530	310	340	200	260	290	130	30	10
<b>Faversham and Mid Kent</b>	850	360	200	260	100	170	170	30	10	-
<b>Folkestone and Hythe</b>	2,550	750	700	480	300	500	340	120	60	20
<b>Gravesham</b>	1,550	360	190	270	190	220	220	310	40	10
<b>Maidstone and The Weald</b>	1,070	320	250	320	190	250	230	140	40	20
<b>Sevenoaks</b>	780	90	140	160	110	130	130	150	30	20
<b>Sittingbourne and Sheppey</b>	1,980	820	550	490	460	420	380	50	10	-
<b>South Thanet</b>	1,610	490	270	290	210	260	270	190	40	10
<b>Tonbridge and Malling</b>	780	150	140	160	110	130	160	110	20	10
<b>Tunbridge Wells</b>	1,260	370	240	240	230	180	200	230	40	30
<b>North Thanet</b>	1,900	720	360	280	230	260	260	110	20	10

Source: SFA

\*Please note, individuals are only counted once, but may have participated in a combination of English, maths and ESOL qualifications

It is clear from the two tables that the focus for the participation and achievement of Skills for Life qualifications has reflected the trends evident from Tables 2.1 to 2.11; that is there has been a focus on raising the levels of attainment of the workforce overtime. Between 2005 and 2013, the numbers of people taking Level 1 and Level 2 English and maths qualifications has more than doubled, while the numbers taking entry level qualifications has fallen or stayed the same. **This reflects a changing adult funding policy overtime, and indicates that Kent adult learners are moving the right direction to meet future skills needs.**

### Section 3: Attributes and Behaviours of the Adult Workforce in Kent

The purpose of this section is to consider whether increasing the levels of adult skills in Kent can result in improvements to attributes of the workforce, including life expectancy, crime reduction and increasing civic engagement. .

It is recognised that there is no **direct** measurable link between the level of adult learning and any of the behaviours listed below and, subsequently, it would be inappropriate to subscribe targets or other performance measures to adult learning providers relating to crime rates, life expectancy or voting patterns. Clearly a number of social factors will affect these attributes and behaviours. However, they serve as loose proxy measures for community engagement, social inclusion and community wellbeing and it will be interesting to see how they change over time.

#### 3.1 Life Expectancy

Table 3.1 below considers changes to life expectancy at birth for people born since 1991, for men and women in Kent, by district.

**Table 3.1: Life expectancy at birth in Kent**

Sex	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District																				
Ashford	74.6	74.9	75.0	75.4	75.2	75.4	76.1	77.2	77.7	77.9	78.0	78.5	78.8	79.2	79.3	80.1	80.1	80.5	80.7	81.3
Canterbury	74.8	75.1	75.6	75.6	75.4	75.9	76.3	76.9	77.0	77.0	77.0	76.7	77.2	77.8	78.6	78.8	78.6	79.1	79.5	80.2
Dartford	73.5	73.7	73.8	74.6	75.1	75.5	75.1	75.3	75.6	76.3	76.8	77.1	77.2	77.6	78.2	79.0	79.0	79.0	79.1	79.1
Dover	74.0	74.5	74.1	74.0	73.7	74.3	74.9	75.4	75.8	76.1	76.2	76.6	76.6	77.6	77.4	78.2	77.5	78.5	78.5	79.2
Gravesham	73.9	74.8	74.8	75.0	74.6	75.2	75.6	76.0	76.1	76.0	76.2	76.8	77.5	78.2	78.5	78.6	78.3	78.4	78.8	79.6
Maidstone	74.7	75.1	75.7	76.0	76.2	76.4	76.5	76.9	76.9	77.3	77.0	77.4	77.3	78.1	78.1	78.8	78.9	79.1	79.4	79.9
Sevenoaks	75.6	76.1	76.2	76.0	76.5	77.3	77.8	77.7	77.7	78.3	78.8	79.0	79.3	80.0	80.6	80.8	80.7	81.1	81.2	81.5
Shepway	74.1	74.5	74.4	75.1	74.9	74.4	74.9	75.3	76.2	76.3	75.9	76.4	76.5	77.4	77.9	78.5	79.0	79.3	79.3	79.3
Swale	74.1	74.5	74.4	74.5	74.2	74.7	74.8	75.1	75.6	76.1	76.3	75.9	76.6	76.8	77.1	77.0	77.3	78.0	78.5	79.3
Thanet	73.6	73.9	73.9	73.7	73.7	73.8	74.2	74.6	74.8	75.1	74.7	75.1	75.1	75.8	76.4	76.9	76.6	76.6	76.6	77.6
Tonbridge and Malling	74.9	75.1	75.5	75.9	76.1	76.1	76.3	76.7	77.3	77.4	77.4	78.1	78.7	79.4	79.5	79.8	80.2	80.3	80.4	80.6
Tunbridge Wells	75.3	75.7	76.0	75.7	76.2	76.2	77.0	76.8	77.9	78.0	78.4	77.9	78.4	78.8	79.4	79.7	80.4	81.1	81.5	81.4

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
District																				
Ashford	80.1	80.0	80.0	80.4	80.6	80.8	80.9	81.1	81.7	82.0	81.5	81.6	81.8	82.1	82.2	82.8	83.5	83.7	84.1	84.4
Canterbury	80.0	80.1	80.0	80.5	80.3	80.7	80.7	81.1	81.1	81.5	81.6	81.6	81.4	81.5	81.9	82.2	82.5	82.7	83.2	83.4
Dartford	78.4	78.7	79.1	79.1	79.6	79.6	79.9	79.8	79.8	80.2	80.0	80.3	80.4	81.3	81.7	81.5	81.2	81.2	81.4	81.7
Dover	79.7	79.8	80.1	80.0	80.0	80.0	80.0	80.1	79.9	80.1	80.6	81.3	81.5	81.7	81.6	81.8	82.4	82.4	82.5	82.3
Gravesham	79.2	79.4	79.7	80.3	80.3	80.2	80.3	80.3	80.6	80.8	81.1	81.0	81.4	81.6	81.8	82.0	82.2	82.6	82.9	83.4
Maidstone	80.3	80.2	80.1	80.2	80.4	80.6	80.8	80.9	81.1	81.2	81.6	81.7	82.0	82.1	82.3	82.4	82.7	82.8	83.3	83.4
Sevenoaks	80.1	80.0	80.7	80.8	81.0	81.4	82.1	82.3	82.5	82.4	83.0	83.1	83.3	83.9	83.7	83.5	83.3	83.6	84.3	84.4
Shepway	79.8	79.8	79.4	79.7	80.0	80.5	80.4	80.3	80.0	80.1	80.3	81.2	81.2	81.4	81.7	82.8	83.5	83.7	83.7	83.6
Swale	78.6	79.1	79.5	79.7	79.6	79.8	79.9	80.1	79.7	79.8	79.8	80.4	80.7	81.0	81.0	81.1	81.3	81.6	82.2	82.7
Thanet	79.2	79.5	79.1	78.8	78.8	79.0	79.6	79.6	80.2	80.2	80.3	80.2	80.1	80.6	80.9	81.6	81.8	82.0	82.2	82.5
Tonbridge and Malling	79.7	80.1	80.3	80.6	80.7	80.9	80.7	80.8	81.2	82.2	82.5	82.5	82.4	82.9	83.4	83.9	84.2	83.8	84.0	84.4
Tunbridge Wells	79.9	80.1	80.5	81.0	80.7	80.4	80.3	80.6	81.1	81.3	81.5	81.2	81.9	82.4	82.9	83.2	83.3	83.7	84.4	85.1

Source: ONS Life Expectancy Report Dec 2013

Unfortunately no data is available that measures life expectancy by qualification level in the current workforce and we must use the above as a proxy. However, extrapolating from Section 2 where qualification levels by district were considered, it was determined that Ashford, Shepway, Swale and Thanet have lower workforce qualification levels than other districts, on average. Canterbury, Sevenoaks, Tonbridge & Malling and Tunbridge Wells have the highest workforce qualification levels. Comparing to the table above:

- Thanet, Dover, Dartford, Shepway and Swale (in this order) have the lowest life expectancy.
- Tunbridge Wells, Tonbridge & Malling, Ashford, Canterbury and Sevenoaks (in this order) have the highest life expectancy.

As higher skill levels equate to higher incomes, this result is perhaps unsurprising.

### 3.2 Community Engagement

We can use electoral turnout as a proxy for community engagement. Table 3.2 below looks at turnout by electoral constituency over the last 4 elections.

**Table 3.2: General election voter turnout since 1997.**

Constituency	2010		2005		2001		1997	
	% Turnout	Registered Electorate	% Turnout	Registered Electorate	% Turnout	Registered Electorate	% Turnout	Registered Electorate
Ashford	67.90	81,271	65.00	79,493	62.50	76,699	74.60	74,149
Canterbury	66.39	74,121	66.10	72,046	60.86	74,159	72.60	74,548
Chatham & Aylesford	64.46	67,694	59.70	70,515	56.96	69,759	71.10	69,172
Dartford	65.66	76,271	63.20	74,028	61.92	72,258	74.60	69,726
Dover	70.14	71,833	67.60	70,884	65.14	69,025	78.90	68,669
Faversham & Mid-Kent	67.84	68,858	65.70	66,411	60.37	67,995	73.50	67,490
Folkestone & Hythe	67.69	78,005	68.40	70,914	64.13	66,240	73.20	71,153
Gillingham & Rainham	66.07	70,814	62.50	72,223	59.54	70,898	72.00	70,389
Gravesham	67.39	70,195	65.80	68,705	62.71	69,590	76.90	69,234
Maidstone & the Weald	68.87	71,041	65.80	74,054	61.59	74,002	74.00	72,466
North Thanet	63.18	68,602	60.10	72,734	59.32	70,581	68.00	71,112
Rochester & Strood	65.04	73,758	61.10	67,251	59.46	64,930	72.50	61,736
Sevenoaks	71.00	65,591	66.50	65,109	63.94	66,648	75.40	66,474
Sittingbourne & Sheppey	64.04	75,855	64.80	62,950	57.51	65,825	72.30	63,850
South Thanet	65.58	70,045	65.00	63,436	64.16	61,462	71.70	62,792
Tonbridge & Malling	71.48	71,790	67.30	68,444	64.36	65,939	76.00	64,798
Tunbridge Wells	68.13	733,855	65.80	64,630	62.29	64,534	74.10	65,259
<b>Kent Average</b>	<b>67.12</b>		<b>64.70</b>		<b>61.57</b>		<b>73.61</b>	
<b>UK Average</b>	<b>65.10</b>		<b>61.40</b>		<b>59.40</b>		<b>71.40</b>	

Source: House of Commons Research Papers 01/37, 01/54, 05/33 & 10/36.

General election turnout will clearly vary due to a number of factors. Although constituency boundaries are not coterminous with districts, it is clear that:

- The Kent average voter turnout across all constituencies is higher than the UK average in all of the last 4 elections.
- The lowest voter turnout in 2010 was in Swale, Thanet, Dartford and Canterbury (which may be effected by a high student population)
- The highest voter turnout in 2010 was in Tonbridge & Malling, Sevenoaks, Dover and Tunbridge Wells.

The correlation between skill level and voter turnout is therefore less clear, when it used as a proxy for community engagement.

Table 3.3 below consider ward level engagement during the last 2 local elections in Kent. The correlation between ward level skills and community engagement is challenging to identify, but the data is included for completeness.

**Table 3.3: Local election turnout by ward**

<b>District</b>	<b>Ward</b>	<b>Turnout % 2009</b>	<b>Turnout % 2013</b>
<b>Ashford</b>	Central	33	26
	East	35	27
	Rural East	42	33
	Rural South	37	25
	Rural West	41	28
	South	31	23
	Tenterden	42	34
<b>Canterbury</b>	City North East	37	24
	City South West	38	29
	South East	44	29
	West	36	23
	Whitstable	40	32
	Herne and Sturry	35	27
<b>Dartford</b>	Darent Valley	39	27
	Dartford East	34	26
	Dartford North East	34	26
	Dartford Rural	40	31
	Dartford West	39	29
	Swanscombe & Greenhithe	30	21
	Swanley	33	22
	Wilmington	39	28
<b>Dover</b>	Deal	41	34
	North	44	36
	Town	32	27
	West	42	35
	Sandwich	40	34
<b>Gravesham</b>	East	34	29
	Rural	43	31
	Northfleet & Gravesend West	35	27
<b>Maidstone</b>	Central	32	28
	North East	36	29
	Rural East	42	30
	Rural North	38	29
	Rural South	40	30
	Rural West	42	31
	South	35	28
	South East	28	20



<b>District</b>	<b>Ward</b>	<b>Turnout % 2009</b>	<b>Turnout % 2013</b>
<b>Sevenoaks</b>	East	41	27
	North East	37	27
	South	41	28
	West	41	27
	Central	43	30
<b>Shepway</b>	Folkestone North East	34	25
	Folkestone South	34	24
	Folkestone West	38	29
	Elham Valley	44	35
	Romney Marsh	39	32
	Hythe	46	28
<b>Swale</b>	Sheerness	29	23
	Sheppey	30	27
	Swale Central	33	29
	East	34	28
	West	35	30
	Faversham	37	30
<b>Thanet</b>	Birchington	40	34
	Broadstairs	36	33
	Margate & Cliftonville	31	27
	Margate West	31	29
	Ramsgate	35	31
<b>Tonbridge &amp; Malling</b>	Malling Central	38	34
	Malling North	37	31
	Malling Rural East	38	30
	Malling Rural North East	41	29
	Malling West	43	30
	Tonbridge	39	28
<b>Tunbridge Wells</b>	Tunbridge Wells East	38	34
	North	37	29
	Rural	37	31
	South	39	30
	West	34	32
<b>Average Turnout</b>		<b>37</b>	<b>29</b>

Source: KCC Election website - ward level

### 3.3 Crime

This section looks at data related to crime in Kent and how this has changed overtime with skill level. Once again many social factors are at work. This data is from the Office for National Statistics and correlates all current crime surveys (listed underneath Table 3.4) and is considered the completest collection of crime data, rather than individual headline grabbing surveys.

**Table 3.4: Recorded crime from June to May in each year from 2012 to 2014**

Area Name	Total recorded crime - including fraud	Total recorded crime - excluding fraud	Victim based crimes				Other crimes against society					
			Violence against the person	Sexual offences	Robbery	Burglary offences	Criminal damage and arson	Drug offences	Possession of weapons offences	Public order offences	Miscellaneous crimes against society	Fraud and forgery
<b>Kent 2014*</b>	111,970	111,970	27,747	2,447	1,049	53,650	18,285	3,753	484	3,131	1,424	N/A
<b>Kent 2013**</b>	100,924	99,429	19,692	1,588	951	51,287	17,803	4,167	428	2,299	1,214	N/A
<b>Kent 2012***</b>	97,101	94,066	19,830	1,308	923	48,995	17,961	3,645	N/A	N/A	1,404	3,035

**Source: Office for National Statistics Police Force Area Tables, year comparisons June to June.** These comprise the completest set of crime data, from police data, the Crime Survey, the Courts, National Fraud intelligence Bureau and the Commercial Victimization Survey.

\*For 2014, Kent changed the way it treated and recorded certain offences against the person, particularly sexual offences. The large increase between 2013 and 2014 reflects this and sadly brings Kent into line with forces of a similar size.

\*\*Fraud data is now collected centrally and not on an area wide basis.

\*\*\* Changes in data collection after 2012 added certain categories. Data listed N/A is counted elsewhere within the table.

Recorded crime in Kent has increased over the last three years in all virtually all categories of crime and no correlation with increasing skill levels can be easily determined.

Another measure of attitudes and behaviours is anti-social behaviour. Table 3.5 below compares experiences of anti-social behaviour observed in the South East throughout 2013, collected by the Crime Survey.

**Table 3.5: Observed anti social behaviour in the South East**

<b>South East</b>			
	<b>Any anti-social behaviour</b> Percentage experienced/ witnessed	<b>Drink related behaviour</b> Percentage experienced/ witnessed	<b>Groups hanging around on the streets</b> Percentage experienced/ witnessed
Hampshire	27	8	9
<b>Kent</b>	<b>27</b>	<b>8</b>	<b>7</b>
Surrey	28	11	8
Sussex	45	23	24
Thames Valley	29	10	11

The UK average for experiencing any anti-social behaviour is 28%. Kent residents are less likely to experience anti-social behaviour than other South East counties and England as a whole. Again correlations with skill levels are difficult to draw, Kent appears to be a slightly less anti-social place to live.

**The data presented in this section is interesting background to the attributes and behaviours of adults in Kent. The data pack will now consider the make-up of the Kent economy and whether skills levels, behaviours and skills provision meet its needs.**

## Section 4: The Kent Economy

### 4.1 Economic Activity in Kent

Table 4.1 below illustrates employment and unemployment rates in Kent, compared to the South East and Great Britain, in June 2014. These are obtained from the ONS Annual Population Survey and reflect total economic activity and inactivity levels, not benefit claimant levels, which are lower.

**Table 4.1: Kent Economic Activity Rates as at June 2014.**

	Kent Numbers	Kent %	South East %	GB %
<b>All people</b>				
Economically active†	735,700	78.2	79.9	77.5
In employment†	692,600	73.6	75.7	72.1
Employees†	583,200	62.6	64.3	61.6
Self employed†	109,400	10.7	11	9.9
Unemployed§	43,100	5.9	5	6.8
<b>Males</b>				
Economically active†	381,800	83	85.3	83.2
In employment†	357,800	77.7	81	77.1
Employees†	283,300	62.3	66	63.1
Self employed†	73,200	15.1	14.5	13.5
Unemployed§	24,000	6.3	4.9	7.1
<b>Females</b>				
Economically active†	353,800	73.7	74.6	71.8
In employment†	334,800	69.6	70.6	67.1
Employees†	299,900	62.9	62.6	60.2
Self employed†	33,700	6.5	7.5	6.4
Unemployed§	19,100	5.4	5.2	6.5

**Source:** ONS annual population survey

† numbers are for those aged 16 and over. % are for those aged 16-64

§ numbers and % are for those aged 16 and over. % is a proportion of economically active.

Unsurprisingly, Kent falls between the South East and the country as whole. Those that are economically active make up approximately 78% of 16-64 year olds.

Table 4.2 below breaks the remaining 22% into the categories of the economically inactive. In the table below the following definitions apply:

**Economically inactive:** People who are neither in employment nor unemployed. This group includes, for example, all those who were looking after at home or retired.

**Wanting a job:** People not in employment who want a job but are not classed as unemployed because they have either not sought work in the last four weeks or are not available to start work.

**Not wanting a job:** People who are neither in employment nor unemployed and who do not want a job.

**Table 4.2: Kent economic inactivity rates as at June 2014**

All People	Kent Actual	Kent %	South East %	GB %
<b>Total</b>	195,100	21.8	20.1	22.5
<b>Student</b>	49,200	25.2	26.8	26.3
<b>Looking after family/home</b>	47,100	24.2	27	25.5
<b>Temporary sick</b>	4,100	2.1	1.8	2.2
<b>Long-term sick</b>	39,900	20.5	16.8	21.4
<b>Discouraged</b>	#	#	0.4	0.6
<b>Retired</b>	35,400	18.2	16.9	15
<b>Other</b>	18,100	9.3	10.2	9
<b>Wants a job</b>	60,400	30.9	26.7	24.9
<b>Does not want a job</b>	134,700	69.1	73.3	75.1

Source: ONS annual population survey

# Sample size too small for reliable estimate

Kent has a much higher proportion of long-term sick than the rest of the South East, and a higher proportion of 16-64 year olds who are retired. However the proportion of adults not wanting a job is 4% lower than the South East and 6% lower than the rest of the country.

Table 4.3 below compares Kent economic activity rates overtime, since June 2010.

It is clear from table 4.3 that the numbers entering employment and self-employment in Kent have increased significantly since the recession. There are 21,600 more employed people, and 10,900 self-employed people since June 2010. There are 7,500 less unemployed people, and they represent a fall from 7.1% to 5.9% of the economically active population.

**Table 4.3: Kent economic activity rates from June 2010 to June 2014**

	Kent Numbers 2014	Kent %	Kent Numbers 2013	Kent %	Kent Numbers 2012	Kent %	Kent Numbers 2011	Kent %	Kent Numbers 2010	Kent %
<b>All people</b>										
Economically active†	735,700	78.2	721,700	77.6	714,600	77.6	725,000	79	715,000	79
In employment†	692,600	73.6	667,100	71.6	660,500	71.6	662,400	72	664,500	73.3
Employees†	583,200	62.6	551,900	60.4	548,800	60.1	559,500	61.3	561,600	62.2
Self employed†	109,400	10.7	109,200	10.5	106,100	11	97,400	10.1	98,500	10.7
Unemployed§	43,100	5.9	54,700	7.6	54,200	7.6	63,000	8.7	50,500	7.1

**Source: ONS annual population survey**

† numbers are for those aged 16 and over. % are for those aged 16-64

§ numbers and % are for those aged 16 and over. % is a proportion of economically active.

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## 4.2 Economic Activity by District

Table 4.4 below compares economic activity data across Kent's districts, highlighting some significant variations.

**Table 4.4: Economic activity across districts in Kent, June 2014**

All people	Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Economically active†	60,700	80.3	77,500	73.7	54,100	85.8	50,200	71	51,200	78	83,700	82.6
In employment†	58,000	76.5	69,400	66	50,400	79.9	45,700	64.3	49,600	76.2	80,100	78.9
Employees†	48,900	65.7	56,500	55	42,700	67.5	38,100	54.1	46,100	70.6	67,700	67.1
Self employed†	8,400	10.3	12,900	11	7,700	12.4	7,200	9.5	#	#	12,500	11.8
Unemployed	3,200	5.3	4,800	6.4	2,800	5.2	3,700	7.5	3,500	6.6	4,400	5.2

**Source: ONS population survey.** † numbers are for those aged 16 and over, % are for those aged 16-64

**Table 4.4 cont'd**

	Sevenoaks		Shepway		Swale		Thanet		Tonbridge & Malling		Tunbridge Wells	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
<b>All people</b>												
Economically active†	58,000	78.8	51,300	79.4	69,500	80.1	58,400	69.3	65,800	82.2	55,400	79.4
In employment†	54,300	73.6	48,400	75.5	65,500	75.4	54,200	64.1	63,300	78.9	53,600	76.7
Employees†	46,600	63.1	38,000	62	55,700	63.7	47,700	57	51,800	65.1	43,400	63.7
Self employed†	7,700	10.5	9,800	13.1	9,800	11.7	6,200	6.8	11,500	13.8	9,700	12.4
Unemployed	2,200	4	3,600	6.9	4,900	6.9	5,800	9.6	2,700	4.1	2,100	3.8

- Ashford, Dartford, Swale, Tunbridge Wells and Tonbridge have the highest levels of economic activity and the lowest levels of unemployment in the 16-64 population, and exceeding the Kent totals overall. This suggests the economies are relatively vibrant and responding well to increased economic stimulus.
- Dover and Thanet have the lowest levels of economic activity and the highest levels of unemployment. This represents a challenge in terms of addressing factors of economic inactivity, but also an opportunity in terms of the potential for a pool of available labour.
- The figures for Canterbury are skewed by a high student population which artificially reduces the economically active population. Unfortunately a full district level analysis of economic inactivity is not possible due to small sample sizes. However available data tells us that Canterbury has a student population of about 11,000, or 41% of total economic inactivity, compared to 20-25% in other districts.

### 4.3 Employment in Kent – what do people do

Using the Office for National Statistics Business Register and Employment Survey (BRES) we can describe the employment profile of Kent by occupational sector. See the table 4.5 below. This excludes self-employment.

**Table 4.5: Employment by occupational sector in Kent 2009 - 2013**

KCC	2009	2010	2011	2012	2013	2009-13 % change
Primary Industries (Agriculture/Mining/Utilities)	20,700	22,100	21,300	20,400	20,000	-1.5%
Manufacturing	40,500	40,400	39,000	37,800	35,900	-11.4%
Construction	38,500	35,500	30,300	31,300	35,300	-8.3%
Wholesale and retail trade	100,800	103,600	106,000	106,100	106,100	5.3%
Transportation and storage	29,000	29,500	29,100	29,700	27,500	-5.2%
Accommodation and food service activities	35,300	36,000	41,200	34,500	39,900	13.0%
Information and communication	13,700	13,000	13,400	15,100	15,900	16.1%
Financial and insurance activities	16,000	16,300	15,800	16,200	16,700	4.4%
Real estate activities	6,900	8,000	7,300	8,200	7,500	8.7%
Professional, scientific and technical activities	34,500	33,400	33,500	34,000	30,000	-13.0%
Administrative and support service activities	41,500	41,400	44,900	48,200	49,000	18.1%
Public administration and defence	31,000	31,400	27,000	24,400	24,900	-19.7%
Education	58,900	64,800	61,200	57,200	62,100	5.4%
Human health and social work activities	75,400	76,100	80,400	73,800	72,700	-3.6%
Arts, entertainment and recreation	11,700	12,200	12,800	12,300	12,800	9.4%
Other service activities	11,100	10,800	11,000	11,500	11,900	7.2%
<b>Total</b>	<b>565,400</b>	<b>574,500</b>	<b>574,000</b>	<b>560,700</b>	<b>568,200</b>	<b>0.6%</b>

Source: BRES 2013

This indicates that, following the recession;

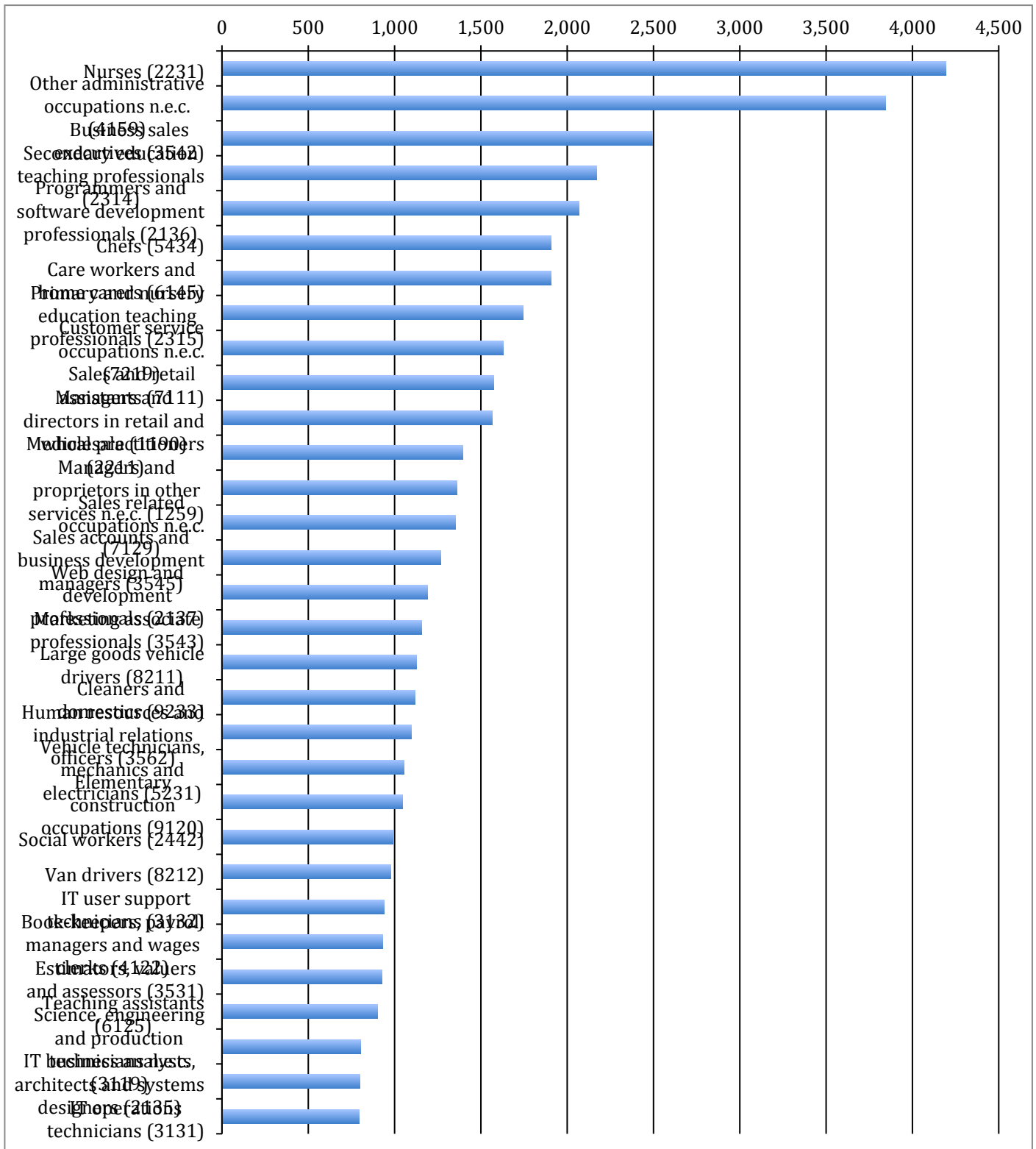
- Total employment within Kent businesses is still approximately 6,000 below 2010 levels.
- The wholesale and retail trade dominates employment in Kent, closely followed by human health activities and education. The wholesale and retail sector has grown by 5,300 jobs since the recession from 2009.
- Administrative and support service activities have seen the greatest overall employment growth since the recession, with 7,500 new jobs.
- 18% of all employment in Kent is in the public sector, compared to 16% in the South East and 19% across the UK.
- The largest falls in employment over the recession have been in construction; public administration; professional, scientific and technical services; and manufacturing.
- Although representing small overall employment, the information and communication sector and real estate sector have grown by approximately 16%.

Using a web searching tool called Labour Insight, we can also see all job adverts that have been placed on the internet over a defined period, and use it as a proxy for labour and



skills demand in Kent. Between November 2013 and October 2014, the following top 30 vacancies were recorded in Kent:

**Chart 4.1: Comparison of vacancies by occupation in Kent Nov.13 to October 14.**



Source: Labour Insight Database 2014

- Despite the human health sector declining in employment overall in Kent, the turnover of nursing vacancies is very large. In a similar way, education at nursery, primary and secondary level is large compared to other occupations.
- Vacancies for programmers, software developers and IT operations technicians reflect the growth of the sector in Kent. The specific skills required by employers to fill these vacancies include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.
- By totalling up all sales related vacancies, approximately 10,000 separate vacancies were listed within this sector, a turnover of 10%, reflecting both the overall size of the sector and the short term nature of many opportunities.
- Vacancies for LGV drivers, van drivers and warehouse staff are high reflecting the continuing importance of the transport and storage sector in Kent, but also the temporary nature of many of the job opportunities within it.
- The level of vacancies in administrative occupations reflects the overall employment growth in the sector.

We can also compare the number of vacancies within Kent by broad occupation classification in 2013/2014 to the same period in 2012/2013.

**Table 4.6: Comparison of vacancies by occupation grouping 2012/13 vs 2013/14**

<b>Occupation group Source: Labour Insight 2014</b>	<b>Total vacancies 11/2013 - 10/2014</b>	<b>% Total vac. 11/2013- 10/2014</b>	<b>Total vacancies 11/2012- 10/2013</b>	<b>% Total vac. 11/2012 - 10/2013</b>
<b>Professional occupations</b>	27,590	28.1%	23,301	26.7%
<b>Associate professional and technical occupations</b>	18,886	19.2%	16,366	18.8%
<b>Administrative and secretarial occupations</b>	9,923	10.1%	8,231	9.4%
<b>Sales and customer service occupations</b>	9,249	9.4%	7,865	9.0%
<b>Caring, leisure and other service occupations</b>	8,024	8.2%	7,114	8.2%
<b>Skilled trades occupations</b>	6,696	6.8%	6,856	7.9%
<b>Elementary occupations</b>	6,301	6.4%	6,851	7.9%
<b>Managers, directors and senior officials</b>	6,294	6.4%	5,601	6.4%
<b>Process, plant and machine operatives</b>	5,267	5.4%	5,064	5.8%
<b>Total</b>	<b>98,230</b>		<b>87,249</b>	

Source: Labour Insight 2014

Compared to the same period in 2012/2013:

- The total number of vacancies in the Kent economy has increased by 11,000, or 12%.
- There have been significant increases in job vacancies in:
  - Professional and associate professional and technical occupations (greater than 12%.)

- There have been relative percentage declines in vacancies for skilled trade occupations, elementary occupations and process, plant and machine operatives.
- Managerial, sales and caring occupations have remained at approximately the same percentage.

The UK Commission on Employment and Skills (UKCES Employer Skills Survey 2014) estimates that, despite recent falls in the UK, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2022. This is clearly born out by the available Kent data and highlights the concerns expressed in sections 1 and 2 that we could potentially have a skills gap moving forward in Kent.

#### 4.4 Kent Priority Sectors

In partnership with the Local Economic Partnership (LEP) KCC has established long-term partnerships with leading business sectors. Using sector knowledge, focussed interventions will be undertaken where there are gaps in the market. Key sector opportunities over the next 6 years are summarised below:

**Table 4.7: Opportunities within Kent's priority sectors.**

Sectors	Opportunities
Life Sciences	6,000 jobs. Concentrations of activity at Discovery Park Enterprise Zone and at Kent Science Park near Sittingbourne, with emerging opportunities at the new Maidstone Medical Campus.
Creative and Media	14,000 jobs. 85% sector growth over the last decade. Strengths in software and digital media, especially in Tunbridge Wells, Maidstone and East Kent.
Low Carbon	21,000 jobs in renewable energy, energy efficiency and carbon reduction technologies. Underpinned by the designation of the Kent coast as a Centre for Offshore Renewable Engineering.
Land-based/food production	Comparative advantage in horticulture, accounting for over two thirds of national top fruit production. Research intensive growth opportunities, such as East Malling Research Centre.
Manufacturing and engineering	44,000 jobs accounting for over 10% of GVA. Strong concentrations in North Kent, with major businesses and a strong SME business base.
Construction	36,000 jobs. Proximity to London and South East market and major post-recession developments will support growth in this sector. New opportunities in sustainable construction technologies.
Tourism and leisure	64,000 jobs. Strong tourism product offer in coastal, historic and rural Kent, which will be reinforced by major investment in the Paramount development in North Kent.
Higher Education	7,000 jobs. Kent has one of the UK's largest university clusters at Canterbury, with a growing presence in Medway. Technology transfer and links with local business are strong.

#### 4.5 Skills Gaps – what do employers in Kent want?

Extracting from the UK Commission on Employment and Skills (UKCES) employer surveys, we know that employers report the following skills deficiencies as the largest contributors to unfilled vacancies:

**Table 4.8: Employer skills needs**

Skill Gap	Companies in UK	
	Number	Percentage
Basic computer literacy/using IT	16,832	16%
Advanced IT or software skills	21,988	21%
Oral communication skills	39,113	38%
Written communication skills	33,859	33%
Customer handling skills	41,349	40%
Team working skills	33,728	33%
Foreign language skills	16,773	16%
Problem solving skills	37,882	37%
Planning and Organisational skills	42,431	41%
Strategic Management Skills	29,853	29%
Numeracy Skills	26,775	26%
Literacy skills	30,151	29%
Office admin skills	17,559	17%
Technical or practical skills	47,992	46%
Job specific skills	68,385	66%
Motivation/work ethos	2,743	3%
Other	911	1%

**Source: UKCES employer survey 2013**

- Unsurprisingly job specific skills and technical skills account for the highest proportion of unfilled vacancies, 66% and 46% respectively.
- More surprisingly, IT skills account for relatively few skills related vacancies.
- Customer handling skills, planning and organisational skills, and problem solving skills appear to be in shorter supply than written communications skills and numeracy in the workforce.

Similarly table 4.9 shows the percentage of employers within each sector in the UK who are reporting skills gaps (when employees are not ‘fully proficient’ in their job) and an estimate of the total number of employees in each sector who are not fully proficient in their job.

**Table 4.9: % employers by sector who report a skills gap 2013**

Sector	Employers with Skills Gaps			Employees with Skills Gaps		
	Count	%	Total	Count	%	Total
Primary Industries	10,665	10%	110,220	20,149	4%	466,870
Energy Production and Utilities	2,000	16%	12,610	17,250	5%	333,050
Manufacturing	21,520	16%	130,709	148,007	6%	2,541,188
Construction	31,925	10%	306,403	99,148	4%	2,235,270
Wholesale and retail trade	72,233	15%	470,200	300,344	6%	4,674,684
Transportation and storage	11,540	9%	122,058	55,391	4%	1,320,126
Accommodation and food service activities	43,000	20%	220,055	193,549	8%	2,313,487
Information and communication	6,647	9%	72,281	34,775	6%	614,641
Arts, entertainment and recreation	9,155	6%	143,772	41,091	4%	1,086,978
Financial and insurance activities	20,954	12%	170,887	92,599	5%	2,052,039
Real estate activities	13,185	8%	166,486	64,302	5%	1,183,601
Public administration and defence	7,980	15%	54,687	94,735	5%	1,780,058
Education	12,304	19%	64,540	94,884	4%	2,538,545
Human Health	9,776	19%	52,370	101,986	5%	2,004,436
Care	14,886	17%	87,899	78,458	5%	1,504,729
	<b>300,941</b>		<b>2,299,921</b>	<b>1,489,540</b>		<b>27,547,123</b>

Source: UKCES 2013

- The largest number of employers reporting a skills gap, and the highest overall number of employees with skills gaps, are in the accommodation and food service industries, not industries with the highest technical requirements.

#### 4.6 What is the make up of Kent companies?

Kent has a large and diverse economy. Table 4.10 illustrates the size of companies in Kent compared to the South East and the country as a whole in December 2013.

**Table 4.10: Comparison of size of Kent companies to the South East and country**

Enterprises	Kent	Kent		South East	GB
		Number	%	%	%
	Micro (0 to 9)	44,985	88.6	89.1	88.2
	Small (10 to 49)	4,770	9.4	8.9	9.7
	Medium (50 to 249)	815	1.6	1.6	1.7
	Large (250+)	180	0.4	0.4	0.4
	<b>Total</b>	50,755	-	-	-
<b>Local Units</b>					
	Micro (0 to 9)	50,740	83.5	84.2	82.6
	Small (10 to 49)	8,165	13.4	12.8	14
	Medium (50 to 249)	1,665	2.7	2.7	2.9
	Large (250+)	220	0.4	0.4	0.5
	<b>Total</b>	60,790	-	-	-

Source: Inter Departmental Business Register (ONS)

The table presents analysis of businesses at both Enterprise and Local Unit level. An Enterprise is the smallest combination of legal units (generally based on VAT and/or PAYE records) which have a certain degree of autonomy within a bigger company.

An individual site (for example a factory or shop or branch) in an Enterprise is called a Local Unit.

Therefore there are 50,755 individual businesses (enterprises) in Kent. There are 60,790 individual premises, factories or shops in Kent. There is minimal variation between the make-up of business by size between Kent, the South East and the country as a whole.

Although not reproduced here, the approximate proportions of companies by size have not changed over the last 4 years.

There are some district variations, which are illustrated in table 4.11 below.

**Table 4.11: District comparison of company sizes across Kent**

Enterprise	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Micro (0 to 9)	44,985	88.6	4,630	90.4	3,995	88	2,655	86.8	2,540	87.4	2,505	90.1	5,465	88.5
Small (10 to 49)	4,770	9.4	415	8.1	455	10	305	10	305	10.5	235	8.5	580	9.4
Medium (50 to 249)	815	1.6	60	1.2	70	1.5	75	2.5	50	1.7	40	1.4	105	1.7
Large (250+)	180	0.4	15	0.3	25	0.6	20	0.7	5	0.2	5	0.2	20	0.3
<b>Total</b>	50,755	-	5,120	-	4,540	-	3,060	-	2,905	-	2,780	-	6,175	-
Local Units														
Micro (0 to 9)	50,740	83.5	5,130	84.9	4,645	82.4	3,095	77.6	2,970	82.3	2,795	85.7	6,125	83.4
Small (10 to 49)	8,165	13.4	760	12.6	810	14.4	690	17.3	530	14.7	370	11.3	975	13.3
Medium (50 to 249)	1,665	2.7	135	2.2	150	2.7	175	4.4	100	2.8	85	2.6	215	2.9
Large (250+)	220	0.4	20	0.3	30	0.5	30	0.8	10	0.3	10	0.3	25	0.3
<b>Total</b>	60,790	-	6,045	-	5,635	-	3,990	-	3,610	-	3,260	-	7,340	-

Source: Inter Departmental Business Register (ONS)

Table 4.11 continued.

Enterprise	Kent		Sevenoaks		Shepway		Swale		Thanet		Tonbridge & Malling		Tunbridge Wells	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Micro (0 to 9)	44,985	88.6	5,325	90.1	2,730	88.5	3,420	87.4	2,610	87.1	4,135	87.7	4,970	89.5
Small (10 to 49)	4,770	9.4	495	8.4	305	9.9	400	10.2	310	10.4	465	9.9	505	9.1
Medium (50 to 249)	815	1.6	70	1.2	40	1.3	80	2	65	2.2	90	1.9	75	1.4
Large (250+)	180	0.4	20	0.3	10	0.3	15	0.4	10	0.3	25	0.5	10	0.2
<b>Total</b>	50,755	-	5,910	-	3,085	-	3,915	-	2,995	-	4,715	-	5,555	-
Local Units														
Micro (0 to 9)	50,740	83.5	5,695	87.3	3,185	83.5	3,900	82.4	3,125	81.1	4,560	82.6	5,510	85.3
Small (10 to 49)	8,165	13.4	700	10.7	515	13.5	665	14	595	15.4	760	13.8	790	12.2
Medium (50 to 249)	1,665	2.7	120	1.8	100	2.6	145	3.1	120	3.1	170	3.1	145	2.2
Large (250+)	220	0.4	15	0.2	15	0.4	20	0.4	10	0.3	25	0.5	15	0.2
<b>Total</b>	60,790	-	6,525	-	3,815	-	4,735	-	3,855	-	5,520	-	6,460	-

Local Units  
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- Maidstone District has the largest number of businesses in Kent (6,175), and the breakdown of businesses by size is equivalent to the Kent average.
- Tonbridge Wells, Sevenoaks and Ashford have over 5,000 businesses each, and the highest proportions of micro enterprises at between 89.5% and 90.4% of total enterprises.
- Dover, Gravesham and Thanet have the least number of businesses, between, 2,780 and 2,995.
- Thanet and Dover have the highest proportions of small businesses (10 – 49 employees) at 10.5% and 10.4% respectively.
- Dartford has the highest proportion of large businesses, at 0.7%
- Canterbury and Tonbridge and Malling have the highest number of large businesses in Kent, 25 each. These account for 28% of large businesses in Kent.



#### 4.7: What do people earn in Kent?

Table 4.12 below compares the gross weekly and hourly income of employed people who live in Kent (but may work elsewhere) against the South East and the country as a whole. It also shows how Kent income has changed overtime. This does not include the income of the self-employed.

**Table 4.12: Comparison of average pay for Kent households**

December 2013	Kent £	South East £	GB £	Dec-12 Kent £	Dec-11 Kent £	Dec-10 Kent £	Dec-09 Kent £
<b>Gross weekly pay</b>							
Full-time workers	540.7	559.7	518.1	538.9	546.8	530.4	518.0
Male full-time workers	610.4	619.5	558.8	595.2	604.7	581.6	559.3
Female full-time workers	446.4	481.1	459.8	446.7	441.9	440.6	434.0
<b>Hourly pay - excluding overtime</b>							
Full-time workers	13.74	14.31	13.08	13.63	13.75	13.29	13.00
Male full-time workers	14.80	15.29	13.68	14.68	14.81	14.13	13.79
Female full-time workers	11.71	12.87	12.26	12.12	11.98	11.64	11.50

Source: ONS annual survey of hours and earnings.

- Kent employees earn less than the South East average but more than the average for the country as a whole.
- The divide between male and female income in Kent is clear, and is bigger than the average difference for the South East and the country as a whole. The difference is larger than it has been in any year since, and including, December 2009.
- Gross weekly pay is higher than December 2009, but has remained fairly constant since December 2011, reflecting national slow to zero income growth.

Table 4.13 below compares gross income across the districts in Kent and highlights some key disparities, mostly related to the impact of out commuting to London and East Sussex.

**Table 4.13: Comparison of gross income across Kent districts.**

<b>December 2013</b>	<b>Kent £</b>	<b>Ashford £</b>	<b>Canterbury £</b>	<b>Dartford £</b>	<b>Dover £</b>	<b>Gravesham £</b>	<b>Maidstone £</b>
<b>Gross weekly pay</b>							
Full-time workers	540.7	514.7	577.3	544.0	503.8	527.3	502.7
Male full-time workers	610.4	567.6	647.0	596.5	651.8	578.8	561.0
Female full-time workers	446.4	392.8	432.7	500.4	452.0	405.9	437.2
<b>Hourly pay - excluding overtime</b>							
Full-time workers	13.74	12.97	14.37	14.05	13.06	12.73	12.68
Male full-time workers	14.80	14.47	15.67	14.46	14.57	13.73	14.21
Female full-time workers	11.71	10.17	11.65	13.06	11.62	10.81	11.31

<b>December 2013</b>	<b>Kent £</b>	<b>Sevenoaks £</b>	<b>Shepway £</b>	<b>Swale £</b>	<b>Thanet £</b>	<b>Tonbridge and Malling £</b>	<b>Tunbridge Wells £</b>
<b>Gross weekly pay</b>							
Full-time workers	540.7	607.6	498.0	538.3	446.5	600.0	646.1
Male full-time workers	610.4	690.7	610.0	604.0	496.7	633.2	746.6
Female full-time workers	446.4	539.9	367.3	451.3	387.7	528.3	479.1
<b>Hourly pay - excluding overtime</b>							
Full-time workers	13.74	16.42	12.22	13.04	10.97	15.50	17.22
Male full-time workers	14.80	17.15	15.05	13.26	12.02	15.91	20.03
Female full-time workers	11.71	15.39	10.07	11.16	9.74	14.39	13.52

**Source: ONS annual survey of hours and earnings**

- The highest paid employees in Kent live in Tunbridge Wells, Sevenoaks and Tonbridge and Malling, earning more than an average of £600 a week.
- The second tier of gross income is earned by residents in Canterbury, Dartford and Swale, earning between £577 and £538 a week.
- The third tier of income is earned by residents in Gravesham, Ashford and Dover, earning between £527 and £514 per week.
- The lowest tier is earned by residents in Maidstone, Shepway and Thanet, earning between £502 and £446 per week.
- In Tunbridge Wells, male full-time workers earn on average £268 a week more than women, the biggest disparity in Kent.
- The smallest disparity between male and female full-time workers can be found in Dartford (£96 difference) and Thanet (£109 difference).

**The data pack will now consider what provision there has historically been available from Kent providers and how this meets the needs of employers and employees in Kent.**

## Section 5: Education and Training Provision in Kent

**5.1 Learners by type of learning, gender, age, learning difficulties and disabilities and ethnicity in Kent, 2012/2013 for all FE and Skills.** (The first table is a summary of the next four, but Total Learners is not the exact sum of Education and Training, Workplace Learning, Apprenticeships and Community Learning. Due to the introduction of the Single Individualised Learner Record (ILR) data collection system, learners undertaking courses in more than one mode of provision will be counted once in each applicable mode of provision but only once in the Total Learners)

5.1.1 All FE and Skills																			
Local Authority District Learner Residence	Total Learners	Type of Learning							Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Below Level 2	Skills for Life	Level 2	Full Level 2	Level 3	Full Level 3	Level 4 and above	F	M	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known
Ashford	6,900	1,550	3,310	3,650	2,700	1,920	1,700	70	3,700	3,200	1,850	1,630	3,420	1,220	5,520	160	850	5,940	110
Canterbury	7,600	2,460	2,560	3,840	2,940	2,170	1,770	110	4,050	3,550	1,940	1,630	4,030	1,700	5,610	290	580	6,930	90
Dartford	5,510	1,560	2,030	2,510	2,040	1,600	1,440	80	2,980	2,540	1,490	1,090	2,930	850	4,380	290	640	4,770	100
Dover	6,740	2,050	2,690	3,480	2,650	1,770	1,470	70	3,570	3,170	1,870	1,500	3,380	1,350	5,190	200	290	6,370	80
Gravesham	6,560	1,920	2,500	2,960	2,300	1,700	1,490	70	3,490	3,070	1,810	1,440	3,310	1,060	5,190	310	1,150	5,340	80
Maidstone	8,330	2,340	3,090	4,400	3,110	2,190	1,860	100	4,400	3,940	2,110	1,700	4,530	1,430	6,570	330	830	7,300	210
Sevenoaks	4,520	970	1,600	2,030	1,560	1,320	1,120	60	2,610	1,920	1,260	870	2,390	730	3,630	170	240	4,220	70
Shepway	6,830	1,860	2,980	3,590	2,610	1,810	1,530	70	3,720	3,110	1,690	1,540	3,600	1,280	5,360	180	700	6,040	90
Swale	10,520	3,650	4,100	5,300	3,350	2,350	1,810	110	4,560	5,960	2,140	2,360	6,020	1,860	7,460	1,200	820	9,400	300
Thanet	10,100	2,430	4,010	4,980	3,820	2,720	2,260	120	5,580	4,520	2,730	2,230	5,140	2,020	7,680	400	590	9,320	190
Tonbridge and Malling	5,210	1,200	1,950	2,640	1,890	1,530	1,310	80	2,970	2,240	1,550	1,010	2,660	850	4,180	180	260	4,870	90
Tunbridge Wells	4,690	1,100	1,660	2,290	1,570	1,270	1,070	80	2,590	2,100	1,270	860	2,550	860	3,660	160	310	4,290	90
<b>TOTAL</b>	<b>83,510</b>	<b>23,090</b>	<b>32,480</b>	<b>41,670</b>	<b>30,540</b>	<b>22,350</b>	<b>18,830</b>	<b>1020</b>	<b>44,220</b>	<b>39,320</b>	<b>21,710</b>	<b>17,860</b>	<b>43,960</b>	<b>15,210</b>	<b>64,430</b>	<b>3,870</b>	<b>7,260</b>	<b>74,790</b>	<b>1500</b>

Typically Kent has more learners over the age of 25, than it does learners who are 16-24 year olds. A similar pattern is repeated when all modes of learning are considered

5.1.2 Education & Training																			
Local Authority District Learner Residence	Total Learners	Type of Learning							Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Below Level 2	Skills for Life	Level 2	Full Level 2	Level 3	Full Level 3	Level 4 and above	F	M	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known
Ashford	4,310	1,540	1,570	1,990	1,110	1,050	870	50	2,380	1,940	1,460	860	2,000	1,010	3,190	110	560	3,680	70
Canterbury	5,310	2,420	1,240	2,480	1,690	1,260	950	80	2,730	2,570	1,700	960	2,650	1,490	3,570	240	480	4,760	70
Partford	3,450	1,550	970	1,470	1,040	900	790	50	1,880	1,570	1,210	570	1,680	690	2,590	170	460	2,920	70
Cover	4,620	2,030	1,370	2,170	1,420	990	750	50	2,390	2,230	1,590	860	2,170	1,180	3,280	160	230	4,320	70
Gravesham	4,350	1,910	1,420	1,790	1,160	980	810	40	2,360	1,990	1,540	770	2,040	880	3,290	180	770	3,540	50
Maidstone	5,460	2,340	1,530	2,590	1,350	1,210	940	60	2,820	2,640	1,710	890	2,870	1,180	4,050	240	600	4,670	190
Sevenoaks	2,800	970	700	1,140	680	780	610	40	1,590	1,210	1,010	440	1,350	590	2,100	110	150	2,600	50
Shepway	4,630	1,860	1,580	2,260	1,340	960	740	50	2,450	2,190	1,400	890	2,340	1,120	3,380	130	540	4,050	50
Swale	7,410	3,640	2,410	3,440	1,590	1,230	840	70	2,810	4,610	1,710	1,470	4,230	1,580	4,730	1,110	710	6,430	270
Thanet	7,030	2,420	2,220	3,150	2,070	1,600	1,210	90	3,860	3,170	2,270	1,320	3,440	1,720	4,970	340	470	6,420	140
Tonbridge and Malling	3,460	1,200	980	1,630	920	920	720	60	1,960	1,500	1,280	510	1,670	710	2,620	140	200	3,190	60
Tunbridge Wells	3,270	1,100	960	1,500	820	820	640	50	1,790	1,480	1,100	480	1,690	730	2,410	140	230	2,970	80
<b>TOTAL</b>	<b>56,100</b>	<b>22,980</b>	<b>16,950</b>	<b>25,610</b>	<b>15,190</b>	<b>12,700</b>	<b>9,870</b>	<b>690</b>	<b>29,020</b>	<b>27,100</b>	<b>17,980</b>	<b>10,020</b>	<b>28,130</b>	<b>12,880</b>	<b>40,180</b>	<b>3,070</b>	<b>5400</b>	<b>49,550</b>	<b>1170</b>

5.1.3 Apprenticeships															
Local Authority District of Where Learner Lives	Total Learners	Type of Learning			Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Interme diate	Advanc ed	Higher	Female	Male	Under 19	19- 24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known /Not Provid ed
Ashford	2,060	1,290	800	10	1,080	980	410	700	960	140	1,890	30	250	1,800	20
Canterbury	1,700	950	750	20	930	770	340	600	750	160	1,520	20	70	1,630	10
Dartford	1,300	730	580	20	690	610	290	420	600	90	1,190	20	100	1,180	20
Dover	1,580	920	660	20	880	700	320	560	710	130	1,430	20	30	1,540	10
Gravesham	1,350	750	610	20	740	610	260	500	590	110	1,230	10	170	1,170	10
Maidstone	2,020	1,210	830	30	1,130	890	430	700	890	220	1,760	40	120	1,890	10
Sevenoaks	1,140	670	480	10	640	500	250	390	500	100	1,030	10	40	1,090	10
Shepway	1,720	990	750	20	1,040	680	310	600	810	110	1,560	40	90	1,590	40
Swale	2,130	1,260	890	30	1,210	930	510	740	880	200	1,910	20	60	2,050	20
Thanet	2,310	1,360	970	30	1,280	1,030	510	800	1,000	220	2,050	40	70	2,220	20
Tonbridge and Malling	1,250	730	530	20	730	520	290	440	520	100	1,120	20	20	1,210	10
Tunbridge Wells	890	510	380	20	500	400	180	330	390	90	800	10	30	860	10
<b>TOTALS</b>	<b>11,460</b>	<b>6,730</b>	<b>4,830</b>	<b>160</b>	<b>6,530</b>	<b>4,950</b>	<b>2,480</b>	<b>4,000</b>	<b>4,990</b>	<b>1,040</b>	<b>10,230</b>	<b>180</b>	<b>430</b>	<b>10,910</b>	<b>120</b>

**5.1.4 Workplace Learning**

Local Authority District of Where Learner Lives	Total Learners	Type of Learning		Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Full Level 2	Full Level 3	Female	Male	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known /Not Provided
Ashford	500	350	70	200	300	10	100	400	40	450	10	30	460	10
Canterbury	620	430	140	360	260	-	130	490	30	580	10	40	570	10
Dartford	500	330	100	240	260	-	70	420	30	450	10	50	440	10
Dover	590	380	110	290	300	10	130	450	40	540	10	30	550	10
Gravesham	610	430	100	220	390	-	120	490	30	560	20	180	420	20
Maidstone	800	600	120	370	430	10	130	660	30	730	40	100	690	10
Sevenoaks	340	220	50	190	150	-	50	290	10	320	10	30	300	10
Shepway	510	350	100	250	260	10	100	400	30	470	10	70	430	10
Swale	890	620	150	450	440	10	170	720	40	810	40	40	850	10
Thanet	710	480	160	390	320	20	140	560	60	640	10	40	650	30
Tonbridge and Malling	410	280	80	190	220	-	70	330	20	370	10	30	370	10
Tunbridge Wells	370	280	60	180	200	10	70	300	20	340	10	40	330	10
<b>TOTALS</b>	<b>6,850</b>	<b>4,750</b>	<b>1,240</b>	<b>3,330</b>	<b>3,530</b>	<b>80</b>	<b>1,280</b>	<b>5,510</b>	<b>380</b>	<b>6,260</b>	<b>190</b>	<b>680</b>	<b>6,060</b>	<b>150</b>

**5.1.5 Community Learning**

Local Authority District of Where Learner Lives	Total Learners	Type of Learning				Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Personal and Community Development Learning	Neighbourhood Learning in Deprived Communities	Family English, Maths and Language	Wider Family Learning	Female	Male	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known/Not Provided
Ashford	180	140	10	30	-	150	30	-	10	170	50	120	20	20	150	10
Canterbury	340	280	50	10	-	240	100	-	20	330	80	240	30	20	320	10
Dartford	430	260	160	10	10	280	160	10	80	350	50	280	90	50	380	-
Dover	150	100	40	20	10	120	40	-	20	140	30	110	20	10	140	-
Gravesham	470	240	210	10	30	310	160	10	100	360	80	280	110	70	400	-
Maidstone	280	220	20	30	10	220	70	-	20	260	40	210	30	20	260	10
Sevenoaks	430	380	30	10	-	320	110	10	20	400	50	330	50	10	400	10
Shepway	180	150	20	10	-	120	60	-	-	180	50	120	10	10	170	10
Swale	420	220	130	40	50	300	120	10	40	370	90	290	40	20	390	10
Thanet	590	210	340	40	10	370	220	-	130	460	140	410	40	40	530	20
Tonbridge and Malling	270	250	10	10	10	210	60	-	10	260	50	200	20	10	260	-
Tunbridge Wells	360	340	-	10	10	260	90	-	20	340	60	270	20	10	340	10
<b>Totals</b>	<b>4,100</b>	<b>2,790</b>	<b>1,020</b>	<b>230</b>	<b>140</b>	<b>2,900</b>	<b>1,220</b>	<b>40</b>	<b>470</b>	<b>3,620</b>	<b>770</b>	<b>2,860</b>	<b>480</b>	<b>290</b>	<b>3,740</b>	<b>90</b>



**5.2 Year on year comparisons of participation for all FE and Skills.** At the time of writing this data pack, detailed participation data for 2013/14, broken down by funding type, is not available. However overall participation by county and district is provided by the SFA for Education and Training, Workplace Learning, Apprenticeships and Community Learning, with comparisons going back until 2005/2006. These are presented below.

The SFA do provide the caveat that figures for 2011/12 onwards are not directly comparable to earlier years as the Single Individualised Learner Record (ILR) data collection system has been introduced, leading to a removal of duplicate learners and a reduction in overall learner numbers of approximately 2 per cent.

**5.2.1 Comparison of Year on Year participation all FE and Skills for under 19's.**

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Kent</b>	<b>19,100</b>	<b>19,220</b>	<b>20,530</b>	<b>20,990</b>	<b>21,520</b>	<b>21,210</b>	<b>21,700</b>	<b>21,690</b>	<b>19,690</b>
Ashford								1,850	1,610
Canterbury								1,940	1,840
Dartford								1,490	1,470
Dover								1,870	1,770
Gravesham								1,810	1,530
Maidstone								2,110	1,840
Sevenoaks								1,260	1,150
Shepway								1,690	1,430
Swale								2,140	2,100
Thanet								2,730	2,390
Tonbridge and Malling								1,550	1,430
Tunbridge Wells								1,270	1,140

<b>5.2.2 Comparison of Year on Year participation all FE and Skills for 19+</b>									
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Kent</b>	<b>84,940</b>	<b>67,600</b>	<b>77,250</b>	<b>82,680</b>	<b>79,830</b>	<b>71,640</b>	<b>70,330</b>	<b>61,810</b>	<b>66,500</b>
Ashford								5,040	5,030
Canterbury								5,660	5,640
Dartford								4,030	3,900
Dover								4,880	5,090
Gravesham								4,750	5,090
Maidstone								6,230	7,500
Sevenoaks								3,260	3,510
Shepway								5,140	5,470
Swale								8,380	9,310
Thanet								7,370	7,890
Tonbridge and Malling								3,670	3,920
Tunbridge Wells								3,410	4,150

<b>5.2.3 Comparison of Year on Year participation all FE and Skills for All ages</b>									
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Kent</b>	<b>104,040</b>	<b>86,820</b>	<b>97,790</b>	<b>103,660</b>	<b>101,350</b>	<b>92,850</b>	<b>92,030</b>	<b>83,500</b>	<b>86,200</b>
Ashford								6,900	6,640
Canterbury								7,600	7,490
Dartford								5,510	5,370
Dover								6,740	6,860
Gravesham								6,560	6,620
Maidstone								8,330	9,340
Sevenoaks								4,520	4,660
Shepway								6,830	6,900
Swale								10,520	11,410
Thanet								10,100	10,270
Tonbridge and Malling								5,210	5,350
Tunbridge Wells								4,690	5,280

### **5.3 Learning aims delivered in Kent in 2012/2013 by sector lead body**

We can use sector lead body learning aims as a proxy to indicate the course areas that are being delivered across Kent. This has been broken down by district. For example, 1,920 learning aims were delivered in Kent in the automotive sector, yet only 20 maritime aims were delivered during the same period.

Table 5.3.1 is the summary of all FE and Skills Learning aims delivered in Kent in 2012/2013. Table 5.3.2 (Education and Training Learning aims), table 5.3.3 (Apprenticeships) and table 5.3.4 (workplace learning) break this down by type of learning. Community Learning is not divided up into learning aims in this way and is not listed.

<b>TABLE 5.3.1 FE &amp; Skills</b>	<b>Ashford</b>	<b>Canterbury</b>	<b>Dartford</b>	<b>Dover</b>	<b>Gravesham</b>	<b>Maidstone</b>	<b>Sevenoaks</b>	<b>Shepway</b>	<b>Swale</b>	<b>Thanet</b>	<b>Tonbridge</b>	<b>Tunbridge</b>	<b>TOTALS</b>
<b>Active, Leisure and Wellbeing</b>	210	1120	1030	100	220	810	150	230	200	280	470	490	<b>5,310</b>
<b>Adult Social Care</b>	550	780	440	480	260	820	300	670	710	700	680	300	<b>6,690</b>
<b>Adult Social Care/Healthcare</b>	20	20		20		10	20	50	30	20	10	10	<b>210</b>
<b>Automotive Industries</b>	180	400	50	150	380	280	30	40	60	160	60	130	<b>1,920</b>
<b>Building Services Engineering</b>	90	180	120	40	180	110	80	120	60	70	70	110	<b>1,230</b>
<b>Business Information Technology &amp; Telecommunication</b>	260	720	740	370	450	540	40	230	540	930	240	240	<b>5,300</b>
<b>Business, Administration &amp; Governance</b>	670	1050	1020	270	410	860	320	410	700	550	720	260	<b>7,240</b>
<b>Central Government including Armed forces</b>	10	340	260	120	70	280	10	20	10	30		40	<b>1,190</b>
<b>Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, Polymer</b>	-	340	90	-	650	260	-	-	-	10	-	-	<b>1,350</b>
<b>Children &amp; Young People</b>	40	390	160	20	140	190	50	180	30	370	320	30	<b>1,920</b>
<b>Construction</b>	320	430	280	100	240	570	50	290	510	380	100	200	<b>3,470</b>
<b>Creative &amp; Cultural</b>	80	1800	910	10	-	230	10	100	180	220	360	20	<b>3,920</b>
<b>Creative Media</b>	-	720	430	-	10	100	-	-	-	10	110	20	<b>1,400</b>
<b>Customer Service &amp; Contact Centre</b>	40	60	20	30		80	10	30	50	90	120	40	<b>570</b>
<b>Energy &amp; Utility</b>	10	-	130	20	-	10	10	10	-	-	40	-	<b>230</b>
<b>Engineering Construction Industry</b>	-	-	10	-	-	-	-	-	10	-	-	-	<b>20</b>
<b>Enterprise &amp; Small Business</b>	-	210	10	-	-	20	-	-	130	40	-	-	<b>410</b>
<b>Facilities Management, Housing, Property, Planning &amp; Cleaning</b>	480	810	480	410	470	460	220	430	770	570	670	210	<b>5,980</b>
<b>Fashion &amp; Textiles</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>

<b>Finance, Accountancy &amp; Financial Services</b>	180	880	500	10	110	400	60	10	40	130	150	30	<b>2,500</b>
<b>Food &amp; Drink</b>	20	30	-	20	-	100	-	-	20	20	20	110	<b>340</b>
<b>Freight Logistics &amp; Wholesale</b>	10	40	120	80	40	90	-	30	210	10	170	40	<b>840</b>
<b>Hair &amp; Beauty</b>	170	860	430	130	320	380	10	150	240	510	300	10	<b>3,510</b>
<b>Healthcare</b>	160	1170	860	90	300	260	50	80	250	140	140	30	<b>3,530</b>
<b>Hospitality, Leisure, Travel &amp; Tourism</b>	290	560	480	180	360	440	100	260	350	360	280	170	<b>3,830</b>
<b>Industrial Relations</b>	60	1230	20	60	40	140	20	50	200	120	410	10	<b>2,360</b>
<b>Justice &amp; Community Safety</b>	-	160	-	-	-	-	-	-	-	-	-	-	<b>160</b>
<b>Land-Based &amp; Environmental Industries</b>	50	820	10	30	20	70	50	70	30	540	1560	40	<b>3,290</b>
<b>Languages &amp; Intercultural Working</b>	10	20	10	10	10	50	-	-	10	10	-	-	<b>130</b>
<b>Life Long Learning</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Management &amp; Leadership (including HR &amp; Recruitment)</b>	10	50	10	20	-	20	20	10	30	10	30	10	<b>220</b>
<b>Maritime</b>	-	-	-	-	20	-	-	-	-	-	-	-	<b>20</b>
<b>Marketing &amp; Sales</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Parking</b>	10	-	-	-	10	-	-	-	-	-	-	-	<b>20</b>
<b>Passenger Transport</b>	40	50	110	50	50	70	-	20	40	100	-	20	<b>550</b>
<b>Process &amp; Manufacturing</b>	10	10	30	10	-	50	-	510	510	40	200	30	<b>1,400</b>
<b>Retail</b>	90	160	90	70	70	140	50	80	150	120	70	100	<b>1,190</b>
<b>Science, Engineering &amp; Manufacturing Technologies</b>	550	820	140	50	510	80	30	20	120	300	140	60	<b>2,820</b>
<b>Security Industry</b>	20	50	40	10	-	10	190	-	-	-	230	-	<b>550</b>
<b>Supporting Teaching and Learning in Schools</b>	60	190	80	30	30	40	40	60	60	100	70	20	<b>780</b>
<b>Voluntary Sector</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Unknown</b>	6,450	20870	5630	4040	5920	11340	2620	5960	23640	9590	12640	5130	<b>113,830</b>
<b>TOTALS</b>	<b>11,150</b>	<b>37,340</b>	<b>14,740</b>	<b>7,030</b>	<b>11,290</b>	<b>19,310</b>	<b>4,540</b>	<b>10,120</b>	<b>29,890</b>	<b>16,530</b>	<b>20,380</b>	<b>7,910</b>	

<b>TABLE 5.3.2 Ed &amp; Train</b>	<b>Ashford</b>	<b>Canterbury</b>	<b>Dartford</b>	<b>Dover</b>	<b>Gravesham</b>	<b>Maidstone</b>	<b>Sevenoaks</b>	<b>Shepway</b>	<b>Swale</b>	<b>Thanet</b>	<b>Tonbridge</b>	<b>Tunbridge</b>	<b>TOTALS</b>
<b>Active, Leisure and Wellbeing</b>	10	1020	950	40	150	540	10	70	50	60	330	400	<b>3630</b>
<b>Adult Social Care</b>	170	100	50	50	40	50	30	70	60	80	220	10	<b>930</b>
<b>Adult Social Care/Healthcare</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Automotive Industries</b>	110	320	-	100	350	180	-	-	10	120	-	100	<b>1290</b>
<b>Building Services Engineering</b>	30	130	-	-	120	20	-	80	-	-	-	80	<b>460</b>
<b>Business Information Technology &amp; Telecommunication</b>	240	610	730	360	440	490	10	220	520	900	220	230	<b>4970</b>
<b>Business, Administration &amp; Governance</b>	170	400	610	10	230	190	-	10	170	60	320	-	<b>2170</b>
<b>Central Government including Armed forces</b>	10	340	260	120	70	280	10	20	10	30	-	40	<b>1190</b>
<b>Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil &amp; Gas, Petroleum, Polymer</b>	-	340	90	-	650	250	-	-	-	-	-	-	<b>1330</b>
<b>Children &amp; Young People</b>	10	350	120	10	120	140	10	150	-	350	290	-	<b>1550</b>
<b>Construction</b>	180	350	70	30	130	460	-	210	260	210	20	150	<b>2070</b>
<b>Creative &amp; Cultural</b>	80	1790	910	10	-	230	-	100	180	220	350	20	<b>3890</b>
<b>Creative Media</b>	-	720	430	-	10	100	-	-	-	10	110	20	<b>1400</b>
<b>Customer Service &amp; Contact Centre</b>	20	40	10	-	-	40	-	30	10	70	70	30	<b>320</b>
<b>Energy &amp; Utility</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Engineering Construction Industry</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Enterprise &amp; Small Business</b>	-	210	10	-	-	20	-	-	130	40	-	-	<b>410</b>
<b>Facilities Management, Housing, Property, Planning &amp; Cleaning</b>	470	800	390	400	450	430	210	420	530	650	190	-	<b>5700</b>
<b>Fashion &amp; Textiles</b>	-	---	-	-	-	-	-	-	-	-	-	-	<b>0</b>

<b>Finance, Accountancy &amp; Financial Services</b>	170	860	490	-	110	140	10	-	30	120	140	20	<b>2090</b>
<b>Food &amp; Drink</b>	-	-	-	-	-	-	-	-	-	10	10	-	<b>20</b>
<b>Freight Logistics &amp; Wholesale</b>	-	-	-	10	-	-	-	-	40	-	-	-	<b>50</b>
<b>Hair &amp; Beauty</b>	140	860	430	120	310	360	-	130	230	510	290	-	<b>3380</b>
<b>Healthcare</b>	140	1110	800	40	270	200	-	60	210	100	110	10	<b>3050</b>
<b>Hospitality, Leisure, Travel &amp; Tourism</b>	170	430	400	90	300	310	-	120	230	240	180	70	<b>2540</b>
<b>Industrial Relations</b>	40	1190	-	40	-	120	-	20	170	40	390	-	<b>2010</b>
<b>Justice &amp; Community Safety</b>	-	160	-	-	-	-	-	-	-	-	-	-	<b>160</b>
<b>Land-Based &amp; Environmental Industries</b>	10	790	-	-	-	10	-	20	-	-	1530	-	<b>2360</b>
<b>Languages &amp; Intercultural Working</b>	10	20	10	10	10	50	-	-	10	10	-	-	<b>130</b>
<b>Life Long Learning</b>	-	-	-	-	-	-	-	-	-	--	-	-	<b>0</b>
<b>Management &amp; Leadership (including HR &amp; Recruitment)</b>	-	30	-	-	-	10	10	-	-	-	-	-	<b>50</b>
<b>Maritime</b>	-	-	-	-	20	-	-	-	-	-	-	-	<b>20</b>
<b>Marketing &amp; Sales</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Parking</b>	10	-	-	-	10	-	-	-	-	-	-	-	<b>20</b>
<b>Passenger Transport</b>	-	40	70	30	-	40	-	-	-	20	-	-	<b>200</b>
<b>Process &amp; Manufacturing</b>	-	-	-	-	-	30	-	-	480	30	190	30	<b>760</b>
<b>Retail</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Science, Engineering &amp; Manufacturing Technologies</b>	90	780	90	-	470	30	-	-	-	220	90	40	<b>1810</b>
<b>Security Industry</b>	--	-	10	-	-	-	-	-	-	-	190	-	<b>200</b>
<b>Supporting Teaching and Learning in Schools</b>	50	150	40	-	20	30	-	40	40	80	30	10	<b>490</b>
<b>Voluntary Sector</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Unknown</b>	4900	18920	4080	2920	4160	8840	670	4040	22140	7220	11260	2540	<b>91690</b>
<b>TOTALS</b>	<b>7230</b>	<b>32860</b>	<b>11050</b>	<b>4390</b>	<b>8440</b>	<b>13590</b>	<b>970</b>	<b>5810</b>	<b>25510</b>	<b>11400</b>	<b>16530</b>	<b>3800</b>	

<b>TABLE 5.3.3 Apprentices</b>	<b>Ashford</b>	<b>Canterbury</b>	<b>Dartford</b>	<b>Dover</b>	<b>Gravesham</b>	<b>Maidstone</b>	<b>Sevenoaks</b>	<b>Shepway</b>	<b>Swale</b>	<b>Thanet</b>	<b>Tonbridge</b>	<b>Tunbridge</b>	<b>TOTALS</b>
<b>Active, Leisure and Wellbeing</b>	190	80	80	40	70	240	110	160	140	200	50	90	<b>1,450</b>
<b>Adult Social Care</b>	280	390	300	340	160	620	240	450	410	420	240	200	<b>4,050</b>
<b>Adult Social Care/Healthcare</b>	20	20	-	20	-	10	20	50	30	20	10	10	<b>210</b>
<b>Automotive Industries</b>	60	70	50	40	40	80	30	30	40	40	50	30	<b>560</b>
<b>Building Services Engineering</b>	60	40	120	40	60	100	80	40	60	70	60	30	<b>760</b>
<b>Business Information Technology &amp; Telecommunication</b>	20	30	10	10	10	40	20	10	20	20	30	10	<b>230</b>
<b>Business, Administration &amp; Governance</b>	470	630	400	250	180	650	320	400	500	480	380	250	<b>4,910</b>
<b>Central Government including Armed forces</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil &amp; Gas, Petroleum, Polymer</b>	-	-	-	-	-	-	-	-	-	10	-	-	<b>10</b>
<b>Children &amp; Young People</b>	10	10	-	-	10	10	20	20	-	-	10	-	<b>90</b>
<b>Construction</b>	70	50	100	40	30	80	20	50	220	130	20	20	<b>830</b>
<b>Creative &amp; Cultural</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Creative Media</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Customer Service &amp; Contact Centre</b>	10	-	-	-	-	10	-	-	-	-	10	-	<b>30</b>
<b>Energy &amp; Utility</b>	10	-	120	20	-	-	-	10	-	-	30	-	<b>190</b>
<b>Engineering Construction Industry</b>	-	-	10	-	-	-	-	-	10	-	-	-	<b>20</b>
<b>Enterprise &amp; Small Business</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Facilities Management, Housing, Property, Planning &amp; Cleaning</b>	10	10	20	10	-	-	10	10	10	30	-	10	<b>120</b>
<b>Fashion &amp; Textiles</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>



<b>Finance, Accountancy &amp; Financial Services</b>	10	30	10	10	10	260	50	10	10	10	10	10	<b>430</b>
<b>Food &amp; Drink</b>	10	-	-	-	-	10	-	-	-	10	-	10	<b>40</b>
<b>Freight Logistics &amp; Wholesale</b>	10	10	60	40	-	10	-	10	50	10	90	20	<b>310</b>
<b>Hair &amp; Beauty</b>	20	-	-	-	-	20	10	20	20	10	10	10	<b>120</b>
<b>Healthcare</b>	10	40	20	20	-	10	10	10	10	30	10	10	<b>180</b>
<b>Hospitality, Leisure, Travel &amp; Tourism</b>	90	100	50	60	40	90	90	100	60	90	60	50	<b>880</b>
<b>Industrial Relations</b>	20	40	20	20	40	20	10	20	20	70	20	10	<b>310</b>
<b>Justice &amp; Community Safety</b>	-	10	-	-	-	-	-	-	-	-	-	-	<b>10</b>
<b>Land-Based &amp; Environmental Industries</b>	40	30	10	30	20	60	50	20	30	30	30	40	<b>390</b>
<b>Languages &amp; Intercultural Working</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Life Long Learning</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Management &amp; Leadership (including HR &amp; Recruitment)</b>	-	-	-	-	-	-	-	-	10	-	-	-	<b>10</b>
<b>Maritime</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Marketing &amp; Sales</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Parking</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Passenger Transport</b>	-	-	30		10	20	-	-		60	-	-	<b>120</b>
<b>Process &amp; Manufacturing</b>	10	-	20	10	-	10	-	-	20		10	-	<b>80</b>
<b>Retail</b>	90	160	90	70	70	140	50	80	150	120	70	100	<b>1,190</b>
<b>Science, Engineering &amp; Manufacturing Technologies</b>	450	40	30	50	30	50	30	20	110	40	50	20	<b>920</b>
<b>Security Industry</b>	10	50	30	-	-	10	-	-	-	-	-	-	<b>100</b>
<b>Supporting Teaching and Learning in Schools</b>	-	10	10	-	-	-	10	10	-	-	-	-	<b>40</b>
<b>Voluntary Sector</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Unknown</b>	70	70	50	30	20	60	40	70	40	80	50	50	<b>630</b>
<b>TOTALS</b>	<b>2,050</b>	<b>1,920</b>	<b>1,640</b>	<b>1,150</b>	<b>800</b>	<b>2,610</b>	<b>1,220</b>	<b>1,600</b>	<b>1,970</b>	<b>1,980</b>	<b>1,300</b>	<b>980</b>	

<b>TABLE 5.3.4 Workplace</b>	<b>Ashford</b>	<b>Canterbury</b>	<b>Dartford</b>	<b>Dover</b>	<b>Gravesham</b>	<b>Maidstone</b>	<b>Sevenoaks</b>	<b>Shepway</b>	<b>Swale</b>	<b>Thanet</b>	<b>Tonbridge</b>	<b>Tunbridge</b>	<b>TOTALS</b>
<b>Active, Leisure and Wellbeing</b>	-	30	-	20	-	40	20	10	-	20	90	-	<b>230</b>
<b>Adult Social Care</b>	100	290	80	100	70	140	30	150	240	200	220	90	<b>1,710</b>
<b>Adult Social Care/Healthcare</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Automotive Industries</b>	10	10	-	10	-	10	-	20	10	10	10	-	<b>90</b>
<b>Building Services Engineering</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Business Information Technology &amp; Telecommunication</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Business, Administration &amp; Governance</b>	30	20	10	-	-	20	10	10	30	10	20	-	<b>160</b>
<b>Central Government including Armed forces</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil &amp; Gas, Petroleum, Polymer</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Children &amp; Young People</b>	20	30	40	10	20	40	20	20	30	10	20	20	<b>280</b>
<b>Construction</b>	80	40	110	20	70	30	30	40	30	40	60	20	<b>570</b>
<b>Creative &amp; Cultural</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Creative Media</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Customer Service &amp; Contact Centre</b>	20	10	10	30	-	30	10	10	40	20	40	10	<b>230</b>
<b>Energy &amp; Utility</b>	-	-	-	-	-	10	10	-	-	-	10	-	<b>30</b>
<b>Engineering Construction Industry</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Enterprise &amp; Small Business</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Facilities Management, Housing, Property, Planning &amp; Cleaning</b>	-	-	70	10	20	20	-	10	-	10	20	10	<b>170</b>
<b>Fashion &amp; Textiles</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>

<b>Finance, Accountancy &amp; Financial Services</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Food &amp; Drink</b>	10	20	-	10	-	100	-	-	20	10	-	110	<b>280</b>
<b>Freight Logistics &amp; Wholesale</b>	10	30	60	40	40	80	-	20	120	-	80	20	<b>500</b>
<b>Hair &amp; Beauty</b>	10	-	-	-	-	-	-	-	-	-	-	-	<b>10</b>
<b>Healthcare</b>	-	30	10	20	10	20	50	10	30	10	20	-	<b>210</b>
<b>Hospitality, Leisure, Travel &amp; Tourism</b>	40	30	30	30	20	40	20	40	60	40	40	50	<b>440</b>
<b>Industrial Relations</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Justice &amp; Community Safety</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Land-Based &amp; Environmental Industries</b>	-	10	-	10	-	-	-	30	-	-	10	-	<b>60</b>
<b>Languages &amp; Intercultural Working</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Life Long Learning</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Management &amp; Leadership (including HR &amp; Recruitment)</b>	10	10	10	20	-	10	10	-	20	10	30	10	<b>140</b>
<b>Maritime</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Marketing &amp; Sales</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Parking</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Passenger Transport</b>	30	10	10	20	40	10	-	20	40	20	-	20	<b>220</b>
<b>Process &amp; Manufacturing</b>	10	-	10	-	-	20	-	-	10	-	10	-	<b>60</b>
<b>Retail</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Science, Engineering &amp; Manufacturing Technologies</b>	-	-	20	10	-	-	10	-	10	30	-	-	<b>80</b>
<b>Security Industry</b>	-	-	-	10	-	-	190	-	-	-	40	-	<b>240</b>
<b>Supporting Teaching and Learning in Schools</b>	10	30	30	30	10	20	30	10	20	30	30	10	<b>260</b>
<b>Voluntary Sector</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>0</b>
<b>Unknown</b>	260	130	110	120	160	130	90	50	130	140	180	50	<b>1,550</b>
<b>TOTALS</b>	<b>650</b>	<b>730</b>	<b>610</b>	<b>520</b>	<b>460</b>	<b>770</b>	<b>530</b>	<b>450</b>	<b>840</b>	<b>610</b>	<b>930</b>	<b>420</b>	

Section 4 of the data pack listed Kent's priority sectors as: Life sciences, creative & media, low carbon, land based/ food production, manufacturing engineering, construction, and tourism & leisure. Table 5.4 below lists the approximate learning aims that have been delivered to these sectors in 2012/2013 from EFA and SFA funded sources.

**Table 5.4: Provision of learning aims against Kent priority sectors 2012/2013**

Priority sector	Learning aims delivered
Life sciences	170
Creative & Media	5,320
Low carbon	170
Land based/food production	3,290
Manufacturing engineering	4,220
Construction	4,720
Tourism & leisure	3,960

Source: SFA

From table 5.4, it is clear that life sciences and low carbon industries are not well served by provision from publically funded sources. Other provision may be available from full cost recovery provision, particularly short courses. HE provision is considered below.

Section 4 also listed the largest sectors by employment levels and employment growth. These are: wholesale & retail, human health, education, administration, information technology & communications, and real estate. Table 5.5 below compares learning aims delivered against these sectors. HE provision is considered below.

**Table 5.5: Provision of learning aims against Kent's largest employment sectors and growth sectors 2012/2013**

Priority sector	Learning aims delivered
Wholesale & retail	2,940
Human health	10,430
Education	780 (Also see H.E.)
Business administration	7,240
Information & communications	5,300
Real estate	% of Business Admin

Source: Sills Funding Agency

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With the exception of the wholesale and retail sector, which is the largest single employment sector in Kent, the other growth sectors in Kent seem well served with provision.

#### 5.4 Providers and SFA Funding Allocations 2014/15

Table 5.6 below outlines the adult funding received by FE providers in Kent.

**Table 5.6: FE adult based funding 2014 to 2015\***

Provider Name	Adult Skills Budget 2014/15**	ESOL Mandation (Included within Adult Skills Budget 2014/15)	16-18 Apprenticeships 2014/15 (Including Agency funded 16-18 Traineeships)	Community Learning 2014/15	19+ Discretionary Learner Support 2014/15	24+ Advanced Learning Loans Facility & Bursary 2014/15	Age Facility 2014/15
CANTERBURY COLLEGE	£3,857,259	£0	£610,653	£65,283	£453,717	£1,634,833	£204,000
HADLOW COLLEGE	£1,136,004	£0	£177,914	£75,319	£283,697	£156,494	£72,000
KENT COUNTY COUNCIL	£3,275,728	£531,018	£580,766	£6,199,557	£68,830	£189,565	£199,500
MID-KENT COLLEGE	£3,398,696	£0	£1,178,421	£0	£327,694	£1,332,529	£262,500
NORTH WEST KENT COLLEGE	£2,950,966	£0	£1,294,150	£305,317	£365,927	£871,053	£217,500
UNIVERSITY FOR THE CREATIVE ARTS	£412,740	£0	£0	£0	£39,851	£161,723	£0
WEST KENT AND ASHFORD COLLEGE	£4,109,490	£0	£1,013,737	£0	£372,528	£807,427	£61,500

**Source: Skills Funding Agency.**

No allocations are given for East Kent College and Hadlow. Each of these Colleges has assumed responsibility for part of K College the data for which has been difficult to separate out. As a result, these figures are currently unavailable via the SFA database.

\* as at January 2015. Contract values are not published for a provider if SFA/provider contract values not finalised or delivery performance is being discussed.

\*\* The Adult Skills Budget covers: All learners aged 19 and over undertaking accredited qualifications, but if the learner is 24 or over when they start their learning, and provision is at level 3 or 4, and not part of an advanced or higher apprenticeship, the provision is not supported by the Adult Skills Budget but may be supported by a 24+ Advanced Learning Loan. This also includes Traineeships.

In addition, there are 50+ providers who are members of Kent Association of Training Providers (KATO) and other national providers delivering across the county. Looking at the SFA allocation spreadsheets, an estimate of the total budget available for adult learning and skills in 2014 to 2015 in Kent is:

<b>Budget Heading</b>	<b>£</b>
Community Learning	6,650,000
Adult Skills	54,500,000
19+ Discretionary learner support	3,000,000
Learner loan allocations	6,000,000
<b>Total</b>	<b>70,150,000</b>
(16-18 Apprenticeships)	(39,500,000)

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This can only be an estimate because:

- actual budgets will depend on actual provider performance.
- it includes allocations that could be spent across other regions by national providers who deliver in Kent.
- the Apprenticeship Grant for Employers (AGE) facility relates to 16-24 year olds and cannot be broken down to 19+.

## 5.5 Higher Education

Using data from HESA, HEIs in Kent delivered the following percentage breakdown of first degree courses in 2012/13 is given in table 5.7 below:

**Table 5.7: Estimates of Kent HEI first degree course uptake by subject sector 2012/2013**

	Total all first degree	Subjects allied to medicine	Biological sciences	Agriculture & related subjects	Physical sciences	Mathematical sciences	Computer science	Engineering & technology	Architecture, building & planning	Social studies	Law	Business & administrative studies	Mass communications & documentation	Languages	Historical & philosophical studies	Creative arts & design	Education
All HEIs	100%	8%	8%	1%	3%	1%	7%	2%	4%	12%	7%	16%	2%	7%	5%	11%*	6%

\*Assumes 50% of UCA students study in Kent campuses.

Kent HEIs, and FE Colleges delivering HE, provide a very broad range of provision, which is expected as only two providers, University of the Creative Arts and Hadlow, are specialist institutions.

- Business and Administrative Studies constitute 16% of all first degree courses.
- Social sciences contribute 12% of first degree courses.
- Business and Administrative Studies, Social Sciences and Creative and Media together constitute 39% of first degree courses.
- In contrast Physical Sciences, maths, Computer Science and Engineering and Technology constitute 12% of first degree courses.

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**From: Peter Oakford, Cabinet Member for Specialist Children's Services,  
Patrick Leeson, Corporate Director, Education and Young People's Services**

**To: Education and Young People's Services Cabinet Committee – 15 April 2015**

**Subject: Update on Children's Centres**

**Classification: Unrestricted**

**Summary:**

Children's Centres in Kent remain integral to delivering Early Help and Preventative Services, both through open access and targeted work with a core purpose of improving outcomes for young children and their families. They give greatest priority to supporting those families in greatest need. They work to make sure all children are properly prepared for school, regardless of background or family circumstances. They also offer a wide range of support and advice to parents, for example to develop their skills to access employment and to ensure maximum take up of benefits for poorer families.

The creation of the integrated Early Help and Preventative Services Division clarified the need for a review of the wider organisational structure, and this activity is an integral part of the 0-25 transformation programme. Children Centres have been included in this restructure and further managerial and front line delivery changes are being proposed as part of our current consultation proposals.

This paper sets out some of the proposals and management actions taken in regards to future delivery of the Children's Centres core purpose.

**Recommendation:**

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make a recommendation to the Cabinet Member for Specialist Children's Services on the proposals sets out in this paper and endorse the management actions taken in regard to future delivery of the Children's Centres core purpose.

**1. Background and Update**

- 1.1 There has been no further Children's Centre inspections in Kent so far during 2015. However all remaining hubs are still scheduled to be inspected prior to

July 2015. The ongoing review of current data sets and internal audits have highlighted that further work is required to be confident that all Kent Children Centres are consistently performing at a level that would be recognised by Ofsted as Good or better.

- 1.2 In an effort to consolidate our self-evaluation, the former Director of early Years at Ofsted has been commissioned to externally evaluate a number of Children Centre Hubs. The first of these took place in January in Dartford, the second in Swale in February and the third is planned for 30th and 31st March in Shepway. The learning from these reviews has been extremely valuable and has helped complement and strengthen the improvement work already being undertaken. Further reviews of more hubs are planned.

## **2. Key issues arising from recent internal reviews and externally commissioned audits**

- 2.1 It is important to recognise that over recent years Children Centres have experienced a lot of change, enhanced inspection expectations, and a reducing financial envelope. It is therefore positive to note that the various inspection and self-evaluation work that has taken place over the past six months has identified significant strengths in Kent as well as confirming areas for improvement that remain broadly similar to those identified in previous Ofsted reports.

- 2.2 The following are an example of some of the strengths identified across the two hubs that have been reviewed to date.

- Careful evaluation of the work of the Children's Centres has taken place and appropriate action is being taken to address the key priorities.
- There is evidence that access for targeted groups is slowly improving due to an increase in activities.
- The staff have effective partnerships with Health professionals, schools and voluntary settings. This is enabling the Hub to provide better support for vulnerable and mainstream families.
- Overall access to the Centres' activities is improving.
- Staff teamwork is strong and much has been achieved in the past year.
- Working relationships with a wide range of external professionals are very good. There is evidence that their combined work is helping vulnerable parents to develop better levels of confidence, raised self-esteem and in some cases, a route to qualifications and paid employment.
- Staff are tracking children's progress well and aligning their tracking to Early Years Foundation Stage (EYFS) non-statutory benchmarks.
- Parents speak highly about the Centres' work. They report that staff are welcoming and friendly, that activities are well-planned and structured and that these help them and their children to gain independence.

Furthermore the improved collection, use and interpretation of data has also been recognised more widely with KCC having been recommended by the South East Ofsted regional lead for Early Years to support another Local Authority in this specific area of work.

2.3 The following are some of the key areas of development identified.

- Some Hubs have not yet formulated a strategic plan with targets for improvement across its Children's Centres; key priorities are not aligned to improvements in the early year's provision or to staff performance targets.
- The monitoring and evaluation of day-to-day practice is not sufficiently robust and does not satisfactorily inform the Hub's planning and self-review.
- The governance of the District Advisory Board (DAB) is not challenging enough.
- While relationships with parents, carers and other users are good and starting to influence the timing of sessions, users do not yet have sufficient influence on wider aspects of the work of the Hub.
- There needs to be better consistency across the county with regards to use of data to profile the work of the centres and monitor progress.
- Greater linking between Children Centre staff, Early Years teams, and Free for Two teams is needed to ensure joined working/planning to ensure the EYFS is fully embedded.
- A number of policies are out of date and require review.

### 3. Moving Forward

The model of how Children Centres are grouped, that came into effect in April last year (85 centres being grouped into 17 Hubs) is not coterminous with the proposed organisational structure within Early Help and Preventative Services. The newly proposed structure in the current consultation reverts to a model based on District boundaries and aligns with arrangements within other divisions of Education and Young People Services as well as Specialist Children Services.

- 3.1 The proposal recommends additional management capacity in all districts including the introduction of several KR9 posts to oversee the work of centres to a maximum of 2.5 full time equivalent centres.
- 3.2 The consultation concluded on the 20<sup>th</sup> March. Implementation of new arrangements will take place over the next few months and with as minimal impact as possible on current staff, the vast majority of whom have experienced recent change.
- 3.3 A further proposal is the creation of a dedicated central team in the Information and Intelligence team specifically dedicated to Children Centre Improvement. This team will oversee internal quality assurance and offer support and challenge to district management teams. This team will focus on:
- a) Standardising policies and process as well as training/supporting centres with compliance.
  - b) Establishing standard processes in regards to data collection, self-evaluation, monitoring, tracking.
  - c) Supporting effective performance management cycles including the annual conversation and strategic action planning.
  - d) Developing the work and function of the DABs.

- e) Carrying out a Quality Assurance function to monitor performance across all centres.

#### 3.4 Other areas of development include;

- The opportunity for staff within Children Centres across the County to meet with the Children's Centre review team in May in order to understand and consolidate the learning from the recent reviews.
- The continued development of the role of the specialist advisers from the Early Years and Childcare Service so that this support becomes fully embedded across all centres.
- The continued refinement and use of data to improve outcomes.
- The transfer of commissioning responsibility for Health Visitors and the Healthy Child Programme later this year into the Local Authority which will enable further integration and improved information sharing which will undoubtedly result in improved outcomes for children.

#### **4. Recommendation:**

The Education and Young People's Services Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Specialist Children's Services on the proposals set out in this paper and endorse the management actions taken in regards to future delivery of the Children's Centres core purpose.

#### **5. Background Documents**

[Kent Children's Centres Strategy April 2013](#)

[Early Help Prospectus June 2014](#)

[Surestart Children Centres Statutory Guidance for Local Authorities April 2013](#)

[EHPS Consultation documents; February 2015](#)

## **6. Contact Details**

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**From:** Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Services Cabinet Committee –15 April 2015

**Subject:** Education and Young People's Services Directorate Business Plan 2015-16

**Classification:** Unrestricted

**Future Pathway of Paper:** The Education and Young People's (EYPS) Directorate Business Plan 2015-16 will be formally agreed by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services, following consideration by the EYPS Cabinet Committee at this meeting.

**Summary:** This report outlines the draft Education and Young People's Services Directorate Business Plan 2015-16. The Plan (attached as an Appendix to this report) provides a summary of the services that make up the EYPS Directorate and their role and purpose, with the key directorate priorities and performance measures for 2015-16.

**Recommendations:**

The Education and Young People's Services Cabinet Committee is invited to:

- (i) **Consider and comment** on the draft Education and Young People's Services Directorate Business Plan 2015-16.
- (ii) **Note** the final Directorate Business Plan will be published online in May 2015.

## 1. Introduction

- 1.1 In December 2014, the Policy and Resources Cabinet Committee agreed the business planning approach for 2015-16, which focuses on developing Directorate Business Plans.
- 1.2 The EYPS Directorate Business Plan 2015-16, when approved by Cabinet Members, will be published online at Kent.gov and sets out:
  - How the Education and Young People's Services Directorate contributes to delivering the County Council's new five year Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015 -2020'.
  - How the Directorate is organised and the services it provides
  - The key strategic priorities and targets for 2015-16

- The key actions to deliver the priorities and signposting to detailed existing strategies 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.

1.3 The EYPS Cabinet Committee is invited to consider and comment on the draft Directorate Business Plan, set out in the Appendix to this report. This will inform any amendments before final approval by Lead Cabinet Members, prior to publication online in May 2015.

## **2. Financial Implications**

2.1 Facing the Challenge and the Medium Term Financial Plan 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 on activity which supports transformation and the continued delivery of key education and early help services.

2.2 All of the strategic priorities identified within the Directorate's Business Plan will be achieved within the agreed Directorate funding envelope for 2015-16, including the challenging savings and additional income generation targets.

## **3. KCC's Strategic Outcomes and Policy Framework**

3.1 EYPS' Directorate Business Plan plays an important part in reflecting how the Directorate will support the achievement of the County Council's new five year Strategic Statement "*Increasing Opportunities, Improving Outcomes*".

3.2 The Strategic Outcome 'Children and young people in Kent get the best start in life' and its supporting outcomes detailed in '*Increasing Opportunities, Improving Outcomes*' 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 The priorities set out in the EYPS Directorate Business Plan 2015-16 and the accompanying targets set out in the Directorate Performance Scorecard seek to support the achievement of 'Increasing Opportunities, Improving Outcomes'. These priorities are drawn from the Directorate's key strategic document - EYPS Vision and Priorities for Improvement 2015-2018, considered by the EYPS Cabinet Committee at its meeting on 16 December 2014. The vision and priorities detailed in this document seek to promote and champion education excellence and support the drive towards ensuring that Kent becomes 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.

- 3.4 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 stakeholders to achieve the improvements detailed in the EYPS Directorate Business Plan 2015-2016.

#### 4. Business Planning Process 2015-2016

- 4.1 Kent County Council is moving towards becoming a more strategic commissioning authority, and the business plans increasingly need to reflect this change. To support this, the Policy & Resources Cabinet Committee agreed a series of additional information to be included in the 2015-16 plans.
- 4.2 This was designed to encourage the organisation to become more forward looking (beyond the annual business planning cycle), and to support the Commissioning Advisory Board and Cabinet Committees to inform their agenda setting and pre-scrutiny role, by highlighting major forthcoming expected activity they may wish to explore in more detail.
- 4.3 The additional information includes:
- **a directorate commitment on social value** – a priority identified by members in KCC's '*Commissioning Framework*'
  - **which services in the Directorate are delivered internally (in-house) or externally** (commissioned services over £1m, including details of the external provider, contract length and contract value)
  - **major expected forthcoming activity** (service redesign and commissioning activity over £1m that requires a key decision, as far as can be anticipated over the next three years).
  - **identification of where the Directorate is putting in place a Service Level Agreement (SLA) with new KCC delivery vehicles such as a Local Authority Trading Company.**

#### 5. EYPS Directorate Business Plan

- 5.1 The draft EYPS Directorate Business Plan is set out in the Appendix to this report. 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 Early Help services for 0-25 year olds and for families.
- 5.2 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.

5.3 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 little business as usual and more continuous improvement and transformation.

## 6. Conclusion

6.1 This EYPS Directorate Business Plan 2015-16 aims 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.

## 7. Recommendations

### Recommendation:

The Education and Young People's Services Cabinet Committee is invited to:

- (i) **Consider and comment** on the draft Education and Young People's Directorate Business Plan 2015-16.
- (ii) **Note** the final Directorate Business Plan will be published online in May 2015.

## 8. Background Documents

- The EYPS Vision and Priorities for Improvement 2015-2018.
- More detailed delivery plans have been set out in the Early Years and Childcare Strategy, the School Improvement Strategy, the 14-24 Learning, Skills and Employment Strategy, the SEND Strategy, the Education Commissioning Plan and the Early Help and Preventative Services Prospectus and One Year Action Plan.

## 9. Contact details

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**Foreword from the Corporate Director**

I am pleased to introduce the Education and Young People's Services Directorate Business Plan for 2015-16.

The Plan 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 0-25 year olds and for families. Our ambition is to be one of the best places in England to be educated and to grow up.

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 in the education system. 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 places and child care provision, and for the early years education and childcare sector. As well as business as usual there is more continuous improvement and transformation.

All these strands of our work require highly effective partnerships and good relationships with other agencies and stakeholders, especially schools. They also require new structures and organisation for better delivery at local level, hence the emphasis on delivering more joined up local services in districts that meet the needs of local people. Our agenda is a shared one as partners and our stakeholders 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 Directorate Business Plan 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**

## **Executive Summary**

The Education and Young People's Services (EYPS) vision is for Kent to be the best place 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 social background.

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

### **Purpose of Directorate Business Plan**

This Business Plan describes the key functions and responsibilities of the Education and Young People's Services Directorate and sets out the priorities and targets for achieving better outcomes for children and young people, as well as improving services for 0-25 year olds and their families.

We are aiming for outcomes that are 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 amongst Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan.

The establishment of the Early Help and Preventative Services Division in April 2014 has resulted in a more joined-up approach to supporting vulnerable children and young people. A restructure of the Early Help Division to ensure better outcomes is underway and will result in a change in service delivery focused on integrated support, open access and targeted work.

### **EYPS Strategic Priorities**

This Business Plan sets out a wide range of priorities and targets for improvement, built up over time in partnership with schools and other partners, to achieve what we believe is a shared vision for educational improvements in Kent.

Our strategic priorities are set out in the Directorate's Strategic Plan: 'Education and Young People's Services Vision and Priorities for Improvement 2015-18'. Our strategic priorities for 2015-16 are:

- to ensure all children get the best start in the early years and all pupils can go to a good school and achieve their full potential;
- to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and
- to improve services and outcomes for the most vulnerable children, young people and families in Kent.

Our main focus continues to be on raising standards of attainment, closing achievement gaps, improving attendance and reducing exclusion, increasing participation to age 18 and having more good and outstanding early years settings and schools.

We are giving very high priority to ensuring all young people are engaged in learning or training until age 18, including increased numbers of apprenticeships, so that there are good outcomes that lead to employment. We will continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment with training to age 24.

One of our major developments is to deliver improved multi-agency support for children and families who have additional needs by implementing effective Early Help and Preventative Services and working in a more integrated way to achieve better outcomes. As a consequence we expect to see fewer children needing the protection of statutory social care.

### **Supporting Plans and Strategies**

These priorities and targets are set out in more detail in our key strategy documents:

- The School Improvement Strategy;
- The Early Years and Childcare Strategy;
- The SEND Strategy;
- The Education Commissioning Plan;
- The 14-24 Learning, Skills and Employment Strategy;
- The Early Help Prospectus and One Year Plan.

Significant progress has been made since our strategic priorities plan was originally published in 2012. The Plan is refreshed annually and sets out the focus for the Directorate's services for the forthcoming year, informed by new developments. The refreshed set of priorities and targets (which are appended to this Plan) are underpinned by a clear ambition to see all children and young people do well in education, find employment and lead happy and fulfilled lives.

### **Key Challenges for the Directorate in 2015-16**

While we continue to make good progress in raising attainment, narrowing some achievement gaps and increasing the number of good and outstanding early years settings and schools, we also continue to face significant challenges:

- Closing the achievement gaps for vulnerable groups which are still too wide for the following groups – FSM / SEN / Gender / Children in Care.
- Continuing to increase the number of good and outstanding schools as we move forward (from 55% in 2012 to 78% in January 2015).
- Addressing post-16 challenges in terms of participation, progression and provision, reflected in low participation figures, high drop-out rates at age 17, challenging NEET figures, insufficient progress in respect of the attainment of children in care and the need to develop more appropriate vocational and technical pathways for young people to flourish.

These challenges inevitably shape our response to delivering transformational change and influence our priorities for the year ahead.

## **Changing the way we do things**

Our Vision and Priorities for Improvement document also includes the ways we have been changing the services provided by KCC to ensure more effective use of our resources and better local delivery, especially our PRU, SEND and Early Help services that support vulnerable children, young people and families.

We can only achieve our planned improvements through partnership and collaboration, and by spreading the influence of the best practice around the county. We continue to be fully committed to school to school support, the work of the Kent Association of Headteachers and partnership with FE Colleges, employers, training providers, health services and the Police.

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.

## **Helping to Transform KCC for the Future**

The cornerstone of KCC's response to the challenges is the ambitious transformation plan announced in July 2013, 'Facing The Challenge: Delivering Better Outcomes', which is underpinned by five key principles:

- Integration of services around client groups or functions
- Single council approach to projects, programmes and review
- Active engagement of the market for solutions
- Creating viable businesses from traded services
- Embedding commissioning authority arrangements

Good progress is being made by EYPS in reviewing and redesigning services whilst maintaining and driving improvements in standards and outcomes for children, young people and their families.

## **Strategic Outcomes**

KCC wants to become a more outcome-focused organisation. In order to do so, we have a clear statement of high level outcomes that the County Council is seeking to achieve. Our Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015-2020' links the vision and priorities of the Council to a series of strategic outcomes that will drive the commissioning and service delivery across KCC.

KCC's vision is to focus on improving lives by ensuring every pound spent in Kent is delivering better outcomes for Kent's residents, communities and businesses. We are committed to achieving our vision through three strategic outcomes which provide a simple

and effective focus for everything we do that is recognised by Members, staff, partners and the wider public.

This Directorate Business Plan plays an important part in reflecting how Education and Young People's Services will support the achievement of the County Council's new five year strategic statement. The key strategic outcome for the Directorate, in partnership with all our stakeholders, is to ensure that children and young people in Kent get the best start in life. All of the priorities and actions detailed in this Directorate Business Plan underpin the delivery of this strategic outcome.

### **Scale of Resources available to EYPS**

The Directorate comprises three Divisions and a small strategic unit supporting the Corporate Director:

- Quality and Standards: 458.2 FTE
- Planning and Access: 338.0 FTE
- Early Help and Preventative Services: 758.7 FTE
- Corporate Director's Office: 14.4 FTE

The total number of FTE staff employed by Education and Young People's Services Directorate from 1 April 2015 is **1,569.3 FTE**.

The total net budget for the Education and Young People's Services Directorate for 2015-16 is: **£72,646,700**.

All of the strategic priorities identified within this Directorate Business Plan will be achieved within the agreed Directorate funding envelope for 2015-16, including the challenging savings and additional income generation targets. We will focus our limited resources on activity which supports transformation and the continued delivery of key education and early help services.

## **Context for Change – KCC's Strategic Approach to Transformation**

The challenges ahead for the Education and Young People's (EYPS) Directorate and Kent County Council (KCC) are significant:

- Continuing to improve outcomes for children and young people and narrow achievement gaps
- Continuing to improve the quality and range of provision available for 0-25 year olds
- Addressing the increasing financial pressures on local government and school funding
- Increasing demand for services and population growth
- Significant legislative and policy changes which have a direct impact on the services we provide to schools, children, young people and families.

The growth of school autonomy is one of the defining features of the recent history of the education system. A range of reforms have been introduced that have dramatically increased the autonomy schools can exercise over aspects of the education system, and have aimed to create a self-improving school to school support system led by networks of schools. These reforms have transformed the role of schools and the local authority, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system. Kent County Council (KCC) is committed to supporting school collaborations and school to school support. This has developed significantly in the past two years in close partnership with the local authority, involving academies, academy chains and KCC maintained schools.

Our ambition is to provide a sustainable model of school support for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform services and improve outcomes for children and young people.

We recognise also that children, young people and schools need the support of effective early help services to ensure more vulnerable children succeed in life and at school. Our ambition is therefore to ensure that in every part of Kent there are well integrated services involving schools, early years settings, PRUs, KCC services and partner agencies such as health and the police.

Achieving this will require a continued level of strong strategic leadership by KCC, implementing change and further improvement within education and young people's services. This is underpinned by a continued commitment to collaborative working with and amongst Kent's school leaders, and with partner agencies.

These challenges inevitably shape our response to delivering transformational change and influence our priorities for the year ahead.

### **Becoming a Strategic Commissioning Authority**

From April 2015, KCC will be a more Strategic Commissioning Authority. This means that we will have a strong understanding of education stakeholders' needs, whether that be early years providers, schools, children and young people or employers. A better understanding of the needs of our stakeholders helps us to define better the outcomes we want to achieve.

Given the scale of the financial challenge, to achieve more with less, this Directorate is becoming increasingly agile and adaptable to change, redesigning and integrating our



services to meet the changing needs of our learning community. The change process is providing us with a detailed analysis of the range of options available to transform the way we deliver Education and Young People's Services now and in the future. Service redesign is helping to bring about innovative solutions to achieving better outcomes, regardless of the delivery model or provider.

## **Facing the Challenge**

The cornerstone of KCC's response to the challenges is the ambitious transformation plan announced in July 2013, 'Facing The Challenge: Delivering Better Outcomes', which is underpinned by five key principles:

- Integration of services around client groups or functions
- Single council approach to projects, programmes and review
- Active engagement of the market for solutions
- Creating viable businesses from traded services
- Embedding commissioning authority arrangements

Good progress is being made by EYPS in reviewing and redesigning services whilst maintaining and driving improvements in standards and outcomes for children, young people and their families.

KCC's transformation approach is enabling EYPS to explore the full range of new delivery vehicles. The following reviews of EYPS to date include:

- Community Learning and Skills
- EduKent
- SEN Assessment, Support and Transport
- Home to School / College Transport

## **'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020**

KCC wants to become a more outcome focused organisation. In order to do so, we have a clear statement of high level outcomes that the County Council is seeking to achieve.

KCC's Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015-2020' links the vision and priorities of the Council to a series of strategic outcomes that will drive the commissioning and service delivery across KCC.

The strategic statement is intended to help KCC, the public, our providers and partners to:

- Be clear about what KCC is seeking to achieve as an organisation;
- Determine where KCC should focus its efforts;
- Drive the commissioning and design of KCC's in-house and externally commissioned services.

By putting outcomes at the heart of everything we do, and co-designing them with users and providers, KCC will deliver new innovative services that help us achieve the outcomes we want.

KCC's vision is to focus on improving lives by ensuring every pound spent in Kent is delivering better outcomes for Kent's residents, communities and businesses. We are committed to achieving our vision through three strategic outcomes which provide a simple and effective focus for everything we do that is recognised by Members, staff, partners and the wider public:

- Children and young people in Kent get the best start in life;
- Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life;
- Older and vulnerable residents are safe and supported with choices to live independently.

The strategic and supporting outcomes detailed in the '[Increasing Opportunities, Improving Outcomes](#)' will guide our activity now and into the future, influencing our policies, financial, business and service planning, transformation activity and commissioning plans.

The key strategic outcome for the EYPS Directorate to lead on delivering, in partnership with all our stakeholders, is to ensure that children and young people in Kent get the best start in life. Detailed below are the supporting outcomes and performance indicators that underpin the delivery of this strategic outcome.

<b>Strategic Outcome: Children and young people in Kent get the best start in life</b>	
<b>Supporting Outcome</b>	<b>The indicators we will monitor to understand whether we are making a difference</b>
Kent's communities are resilient and provide strong and safe environments to successfully raise children and young people	<ul style="list-style-type: none"> <li>• Infant mortality</li> <li>• Child road accident casualties</li> <li>• Child poverty</li> <li>• Hospital admissions for 0 to 14 years olds by unintentional and deliberate injuries</li> </ul>
We keep vulnerable families out of crisis and more children and young people out of KCC care	<ul style="list-style-type: none"> <li>• Number of children in care</li> <li>• Percentage of TAF cases closed with outcomes achieved</li> <li>• Referrals to children's social services</li> <li>• Re-referrals to children's social services within 12 months</li> </ul>
The attainment gap between disadvantaged young people and their peers continues to close	<ul style="list-style-type: none"> <li>• Attainment gaps for children with Free Schools Meals (FSM) at Key Stage 2 and Key Stage 4</li> <li>• Attainment gaps for children in care at Key Stage 2 and Key Stage 4</li> <li>• Attainment gaps for children in need at Key Stage 2 and Key Stage 4</li> </ul>
All children, irrespective of background, are ready for school at age 5	<ul style="list-style-type: none"> <li>• Percentage of children with good level of development at Foundation Stage Profile (FSP)</li> <li>• Achievement gaps at FSP for children with FSM</li> <li>• Early years settings with good or</li> </ul>

	outstanding Ofsted inspections
Children and young people have better physical and mental health	<ul style="list-style-type: none"> <li>• Infant mortality</li> <li>• Children with healthy weight</li> <li>• Emergency hospital admissions for 0-17 years olds</li> <li>• Average waiting time for routine assessment from referral to CAMHS</li> </ul>
All children and young people are engaged, thrive and achieve their potential through academic and vocational education	<ul style="list-style-type: none"> <li>• Percentage of pupils achieving level 4 and above at Key Stage 2 in reading, writing and maths</li> <li>• Percentage of pupils achieving 5+ A* to C GCSE including English and Maths</li> <li>• Percentage of schools below government floor targets</li> <li>• Number of schools in Ofsted category</li> <li>• Apprenticeships age 16 to 18</li> <li>• Young people age 16 to 19 with Qualification and Credit Framework awards (vocational training)</li> </ul>
Kent young people are confident and ambitious with choices and access to work, education and training opportunities	<ul style="list-style-type: none"> <li>• Apprenticeships for 18 to 24 years olds</li> <li>• Ratio of percentage of 18 to 24 who are JSA claimants to percentage for all ages</li> <li>• Young people with level 3 qualification at age 19</li> <li>• Inequality gaps at age for level 3 qualification</li> <li>• Young people not in education, employment or training age 16-18</li> <li>• Percentage of young people age 16 and 17 with September Guarantee met</li> <li>• First time entrants to the youth justice system</li> </ul>

### Strategic Cross-Cutting Priorities

A number of cross-cutting strategic priorities have been identified by Cabinet as areas of particular focus and improvement to help KCC achieve its strategic and supporting outcomes. These are reflected in this Directorate Business Plan so that all staff and partners are clear about what they need to deliver and are focused on their contribution towards delivering better outcomes. Key amongst these for EYPS are:

- A focus on prevention through using our universal service offer (including schools, early years settings, children's centres, youth hubs and health visitors) to **pro-actively identify vulnerable individuals and families at risk of needing intensive support**, and deliver targeted support to families in crisis to help turn their lives around as quickly as possible.
- **A zero tolerance approach to Child Sexual Exploitation (CSE) across Kent** and ensure the systems, procedures and intelligence across all agencies tackling CSE in Kent is joined up, effective and robust to pro-actively protect children and support victims.

- Working with all Kent businesses to **develop an innovative and independent sector based approach to vocational and technical careers advice** so Kent's young people have a clear understanding of the skills, opportunities and career paths, choices and options open to them post-16 that specific sectors of the Kent economy can provide.
- Ensuring that KCC gets its fair share of national and local funding to ensure there are sufficient primary and secondary places of high quality, in the right locations, for all learners so **young people and parents have choice and access to good and outstanding early education and childcare, schools and post-16 destinations** in their local community.
- Working with schools and teachers to identify and **support the professional development of the next generation of school leaders**, so that all schools in Kent can benefit from high quality leadership, and that we **continue to facilitate effective collaboration and partnership between groups of schools in Kent to continuously improve education standards** and pupil achievement.
- Ensuring that our commissioners and service providers engage, involve and consult with our service users on a regular basis to understand whether our services are meeting their needs, how they can be improved, and **ensure that the service user voice influences our future commissioning decisions**.
- Working with all schools to **ensure that the pupil premium is delivering the step-change in the education achievement of the most disadvantaged pupils** in Kent.

### **Maximising Social Value from Commissioned Services**

As a Council, we are becoming smarter at determining social value through the commissioning and procurement process, particularly our leverage from external providers (for example, by obliging them to take on apprenticeships).

The Public Services (Social Value) Act 2013 places a duty on public service commissioners to consider securing added economic, social or environmental benefits when buying services above the OJEU threshold (currently £174,000). This means that factors other than pure cost need to be considered when assessing bids for contracts.

KCC's Commissioning Framework (published in December 2014) sets out our commitment to maximise social value as one of the fundamental principles, in order to engrain social value in every aspect of KCC's commissioning. The EYPS Directorate will act from the very earliest possible stage of designing and specifying a service to ensure that best value can be secured and equality advanced:

- through the delivery of services;
- through additional value that a provider might offer in addition the core requirements of a contract.

It is the role of commissioners and procurement officers to consider, on a contract by contract basis, the potential social value outcomes that could be delivered through the procurement process and the most appropriate procurement strategy to achieve this. Commissioners will be expected to evidence that social value has been considered as part of commissioning intention plans, KCC decision-making process and any associated impact assessments.

### **Delivering Our Outcomes**

Our priority is to ensure that the strategic and supporting outcomes drive the commissioning and service delivery of the authority, with a 'golden thread' running through our plans and

strategies that directly links delivery to these outcomes. We ensure this through our strategic planning process by:

- Updating our **strategies and strategic plans** and our **transformation priorities** to ensure they are aligned to the outcomes.
- Ensuring the **Medium Term Financial Plan (MTFP)** and annual budget setting progress sets out the resources available to support the delivery of these outcomes.
- Continue to develop annual **Directorate Business Plans** which set out how EYPS Directorate's services commissions and provides support the delivery of these outcomes and priorities.
- **Service level commissioning and business plans** setting out how individual EYPS services, whether provided in-house or externally, will contribute to the delivery of these outcomes.

## **Measuring and Reporting Our Progress**

Having defined the outcomes and priorities we want to achieve, it is important that we measure our progress, to ensure we are on track to deliver our vision.

We use a broad evidence base when we report our progress, so that we evaluate and evidence the impact we are making. Reporting progress against the supporting outcomes will focus on the overall direction of travel for the county, balanced against the resources expended and the impact achieved.

**The EYPS Vision and Priorities for Improvement 2015-18 document and the Directorate Performance Scorecard** (Appended to this Directorate Business Plan) will help us to ensure that we stay on track in terms of delivering our strategic and supporting outcomes.

The EYPS Directorate is supported by the **0-25 Change Portfolio Board**. The Change Portfolio Board provides strategic direction and oversight of all transformation programmes for 0-19 year olds and services for disabled children up to age 25. The Board is responsible for ensuring all programmes are effectively coordinated, joined up and achieve the service transformations, improved outcomes and savings agreed. The Board reviews progress, receiving monitoring and evaluation reports on all 0-25 transformation programmes across the Council, and takes necessary remedial action where programmes are not on track. The Board is accountable to KCC's Transformation Advisory Group (TAG), Cabinet and County Council.

The 0-25 Change Portfolio Board provides a single integrated view of change activity taking place across our services for children, young people and their families. By placing them at the heart of everything we do and working in a more integrated way, we can make sure that everything we do and every penny we spend is used to support Kent's children and young people effectively.

## Education and Young People's Services (EYPS) Vision and Priorities for Improvement 2015-18

Our vision is for Kent to be the best place 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 social background.

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

Our strategic priorities are set out in the **Directorate's Strategic Plan: 'Education and Young People's Services Vision and Priorities for Improvement 2015-18'**. Our strategic priorities for 2015-16 are:

- to ensure all children get the best start in the early years and all pupils can go to a good school and achieve their full potential;
- to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and
- to improve services and outcomes for the most vulnerable children, young people and families in Kent.

We aim to target early help services for the most vulnerable children, young people and families who require additional support, with an absolute focus on delivering better outcomes. Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

Every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities them now and in the future, including their active engagement in learning and employment.

Significant progress has been made since our strategic priorities plan was originally published in 2012. The Plan is refreshed annually and sets out the focus for the Directorate's services for the forthcoming year, informed by new developments. The refreshed set of priorities and targets (which are appended to this Plan) are underpinned by a clear ambition to see all children and young people do well in education, find employment and lead happy and fulfilled lives.

While we continue to make good progress in raising attainment, narrowing some achievement gaps and increasing the number of good and outstanding early years settings and schools, we also continue to face challenges.

In particular the outcomes for vulnerable groups and those supported by the pupil premium are not yet where we could begin to be satisfied. We continue to push for a more rapid rate

of improvement in the number of good and outstanding schools, especially Primary schools. And we are still some way off our expectations for achieving the full participation of all young people in education and training to age 18, with many more students following quality vocational routes including apprenticeships. In all of these areas Kent is still doing less well than the national picture, in spite of recent improvements.

This Business Plan sets out a wide range of priorities and targets for improvement, built up over time in partnership with schools and other partners, to achieve what we believe is a shared vision for educational improvements in Kent.

### **Changing the way we do things**

Our Vision and Priorities document also includes the ways we have been changing the services provided by KCC to ensure more effective use of our resources and better local delivery, especially our PRU, SEND and Early Help services that support vulnerable children, young people and families.

We can only achieve our planned improvements through partnership and collaboration, and by spreading the influence of the best practice around the county. We continue to be fully committed to school to school support, the work of the Kent Association of Headteachers and partnership with FE Colleges, employers, training providers, health services and the Police.

Our main focus continues to be on raising standards of attainment, closing achievement gaps, improving attendance and reducing exclusion, and having more good and outstanding early years settings and schools.

We are giving very high priority to ensuring all young people are engaged in learning or training until age 18, including increased numbers of apprenticeships, so that there are good outcomes that lead to employment. We will continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment with training to age 24.

The local authority will continue to be a good commissioner of school places and other specialist provision to support greater choice for parents and families in every area. Our Education Commissioning priorities set out how we will continue to deliver a sufficient and diverse supply of places in strong schools and quality early years settings.

And lastly one of our major developments is to deliver improved multi-agency support for children and families who have additional needs by implementing effective Early Help and Preventative Services and working in a more integrated way to achieve better outcomes. As a consequence we expect to see fewer children needing the protection of statutory social care.

### **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**

This Business Plan 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 0-25 year olds and their families.

We are aiming for outcomes that are 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 amongst Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan.

The establishment of the Early Help and Preventative Services Division in April 2014 has resulted in a more joined-up approach to supporting vulnerable children and young people. A restructure of the Early Help Division establishment to ensure better outcomes is underway and will result in a change in service delivery focused on integrated support, open access and targeted work.

There are three Divisions within the Directorate:

- Quality and Standards
- Planning and Access
- Early Help and Preventative Services

An EYPS Directorate Structure Chart appears as Appendix 3 of this document.

## 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, early years settings and post 16 provision. 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 School Improvement Strategy was launched in 2014 and reflects the support and challenge that will ensure more than 90% of schools in Kent are a good school by 2018.

### **Skills and Employability Service**

The ambition for the Service is, by 2018, that all young people in Kent to age 18 will participate in 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 and technical 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.

KCC recognises that greater collaboration between groups of schools, FE colleges, work-based learning providers and employers, through local 14-19 partnerships, is the best way to develop the curriculum and training offer, progression pathways and work-based training opportunities for local young people. To support this collaborative provision planning between learning providers, we publish District Data Packs to influence and shape these local offers. The Data Packs summarise key legislative changes that impact on qualifications, provision and learning, provides analysis of district economies, review changes made to the curriculum and sets the scene for developing the 2015-16 curriculum. They also illustrate the impact on participation, attainment and progression.

The Skills and Employability Service is responsible for delivering the refreshed 14-24 Learning and Skills Strategy 2015-18 to enable young people in Kent to become better qualified and more work-ready; to radically improve vocational and technical 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 14-24 Strategy is providing a coherent framework for our partnership in ensuring young people and adults become more highly skilled and work-ready. The refreshed document reviews the positive steps made so far and outlines next steps to achieve our ambition.

The Skills and Employability 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 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 Education 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 special educational needs or a disability (SEND).

## Planning and Access

This Division covers a number of key statutory functions for the EYPS 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 continue rising significantly from 114,275 in 2013-14 to 129,338 in 2018-19, which is more than 15,000 extra pupils over the next five years. The number of secondary age pupils (Year 7-11) in Kent schools, is expected to rise significantly from 78,222 in 2013-14 to over 94,000 in 2023-24.

The service 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 Kent Education Commissioning Plan 2015-19, therefore, identifies the need for additional permanent and temporary school places as follows:

By 2015-16	By 2016-17	By 2017-18	2018-19 and after
<b>Primary</b> 29.3 FE permanent 1 95 Year R places 90 places in Years 1-5	<b>Primary</b> 15.5 FE permanent 275 Year R places	<b>Primary</b> 21.4 FE permanent 130 Year R places	<b>Primary</b> 46.5 FE permanent 30 Year R places
<b>Secondary</b> 60 Year 7 places	<b>Secondary</b> 13 FE permanent	<b>Secondary</b> 7 FE permanent	<b>Secondary</b> 60 FE permanent 120 Year 7 places

### Commissioning School Places

The Kent Education Commissioning Plan 2015-19 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 the start of the last school year.

As the strategic commissioner of school places, the service liaises 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 service is delivered by four Area Education Officers, each with a responsibility for provision in three of the 12 Kent Districts. Their responsibilities include:

- Ensuring that a place in a good school is available for every Kent child through planning, commissioning and securing sufficient high quality school places.
- Improving parental choice and access to good school provision through structural changes to school provision and by developing the diversity of provision.
- Ensuring that pupils continue to benefit from a good education through the delivery of leadership and management changes within schools.
- Improving outcomes for children and young people through the strategic development and co-ordination of district-based delivery of services with schools.
- Ensuring 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 the Council's statutory duties under the Children and Families Act 2014. The Service is responsible for Special Educational Needs (SEN) assessment within statutory timescales, issuing and maintaining Education, Health and Care Plans (EHCP) as well as the conversion of over 7,000 Statements and Learning Disability Assessments to EHCPs. The Service also includes an impartial Information and Advice Service for parents, (formerly Parent Partnership) to support parents to understand the process of Education, Health and Care assessments.

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 KCC. The Act replaces Statements and Learning Disability Assessments with Education, Health Care Plans (EHCP) with transparent personalised Budgets.

We are now eight months into 'the most transformational change in SEN for thirty years' with reforms set out in the Children and Families Act that came into force from September 2014. One of the most significant changes, set out in section 19 of the Act, is the duty to have regard to the views and wishes of children and their parents. This involves ensuring they are able to participate and giving them an entitlement to information and support. To do this successfully will require huge cultural change in how we perceive the contribution of parents and carers and will require us to reflect on how we work.

Significant improvements have been made to the information we publish about services for children and young people on Kent.gov, through our Local Offer. A multi-agency group has been established with parent involvement to ensure that the local offer meets parents' expectations as well as giving KCC a tool to gather feedback and inform future commissioning intentions. As part of Facing the Challenge phase 2, a health check explored our readiness to implement the statutory changes. A whole SEN service Review is currently underway to assess the progress in implementing the changes required.

During 2015-16 we will review the Special Educational Needs and Disability (SEND) Strategy implementation which sets out how we will deliver the required changes and improve and expand SEN provision in Kent. We will ensure that the SEND workforce development plan helps to create capacity and expertise to improve outcomes for Kent's children and young people.

## **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 Service**

The Fair Access Service is responsible for three key areas of work: managing school admissions; ensuring children can access suitable education 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 that 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, co-ordinates 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.

Children missing education and those children educated at home are tracked, monitored and supported within the Fair Access Service to ensure that all practicable measures to secure appropriate education and safeguard children are undertaken.

## Early Help and Preventative Services

In April 2014 the County Council re-organised all the services to support vulnerable children and young people into a new division for Early Help and Preventative Services (EHPS), which forms part of Education and Young People's Services directorate. This includes Children's Centres and the integrated 0-25 Early Help Service, the PRU, Inclusion and Attendance Service, Youth Justice and Safer Young Kent, Troubled Families and Projects, the Youth and Adolescence Service and the Information and Intelligence Service. It also includes the Kent Family Support Framework (KFSF) and Triage – which is activity to improve the way we assess the needs of children and young people, and to make sure we provide the right help to the right people at the right time. EHPS also collaborate with health services to better integrate commissioned health services for children and young people. Schools are at the heart of this new way of working at district level.

### Early Help and Prevention

Early help means intervening 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 Early Help and Preventative Services.

Our aim is to deliver early help, which is timely and effective to children, young people and families who need it, enabling them to flourish and preventing costly, harmful long-term consequences and the need for more specialist services.

Early Help support is provided to children in need, children in care and those on the child protection register. Early Help provision aims to contribute to a reduction of around 10% in the demand for Specialist Children's Services (SCS) in the next couple of years.

Early Help works closely with Social Care professionals to reduce the referrals to SCS, reduce the number of children in care and reduce the number of families requiring statutory social care interventions. Early Help and SCS are working together to co-locate and align the SCS Central Referral Unit and Early Help Triage processes. This will ensure one 'front door' to support services and ensure that decision-making and access to Early Help Services is safe and made at the earliest possible opportunity.

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 and families at high risk, or those showing early signs of a particular problem, to reduce family breakdown or problematic behaviour before concerns escalate leading to statutory intervention.
- Providing early help services which respond effectively to needs, to redress the situation, stop problems getting worse and sustain and improve outcomes.
- Delivering services in a joined-up, multi-disciplinary and multi-agency way to secure maximum impact on improving outcomes.

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 EHPS 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 co-ordination or result in duplication.

### **Integrated 0-25 Early Help Services Structure and Delivery Model**

A review of Early Help and Preventative Services (EHPS) structures and budget in 2014 resulted in the redesign of 0-25 services providing integrated support for children, young people and their families, to provide a more outcome focused, flexible and responsive service for those children at risk of poor outcomes in their lives.

The service is undergoing a restructure currently which will be fully operational by July 2015. A new senior management structure was appointed in January 2015 operating across the four geographic areas of Kent, co-terminus with Specialist Children's Services (SCS) and EYPS service area structures. The four Early Help Area Managers support the strategic development of the 0-25 integrated service delivery model and provide operational management support for the three districts within their area.

The Early Help Senior Management restructure has also created a distinct role of Head of PRU, Inclusion and Attendance to manage Pupil Referral Units (PRU) and relationships with schools, emphasising the focus on inclusion and attendance, and a new Head of Service to lead the performance, quality assurance and analysis across the EYPS Directorate – the Information and Intelligence Service. Youth Justice and Troubled Families functions have retained their management arrangements, pending future service redesign.

The Early Help model within the 0-25 unified service will encompass:

- New forms of delivery to realise between 2% - 8% improvement in efficiencies;
- Early Identification – rigorous and consistent threshold application within the Central Referral Unit (CRU) and Kent Family Support Framework (KFSF) triage process to ensure appropriate case referral;
- Consistent application of needs thresholds, including step down processes, so that Early Help provision contributes to a reduction of between 3.5% - 9% in the demand for SCS.

Early Help Services will be organised into specialist county-wide services, open access and targeted provision and 44 Early Help Units (EHUs) within the districts. These integrated EHUs will deliver services from Youth Hubs and Children's Centres.

Specialist county-wide services include Kent Family Support Framework Triage processes, Youth Justice, Outdoor Education, Youth Participation, PRU Attendance and Inclusion Services and Troubled Families and Projects.

A review of the Common Assessment Framework (CAF) in 2014 delivered KFSF to ensure more consistent assessment, planning, monitoring and review processes for all casework within EHPS.



Each Early Help Area Head of Service will lead the delivery of Early Help and Preventative Services across the three districts within their area and have a strategic responsibility:

- Early Years and Children's Centres
- 5-11 year olds
- Adolescence and the Youth Offer
- Health and Safeguarding

Each District will be led by an Early Help District Manager, responsible for day-to-day management of services across the 0-25 age range in their district, assigning a dedicated worker to each case.

The EHUs will undertake casework with a range of families requiring early help support. These cases will include out of court disposals, standard youth justice statutory cases, step down from SCS or prevention of the need for statutory social care intervention, children and young people experiencing attendance or behaviour difficulties at school or older young people who are not in Education, Training or Employment. Casework will also include additional support, where necessary, for children in need, children with a child protection plan and children and young people in the care system. The Units will also work with children or young people experiencing transitional difficulties or low level emotional health or well-being concerns.

### Early Help Range of Activity

#### Universal – Open Access

- Children's centres
- Parents groups
- Youth hubs
- Duke of Edinburgh Award
- Outdoor education
- Youth Fora
- Schools

#### Additional – Targeted

- Groups or individual work in schools
- Attendance and exclusion work
- Parenting classes
- Targeted Early Years Work in Children's Centres
- Group work
- Support to access family and youth opportunities
- Youth justice pre court diversion work
- Residentials
- NEET work

#### Intensive

- Step Down from SCS
- Edge of care family and adolescent work
- Youth Justice Statutory Supervision
- Resettlement from custody
- Penalty Notices

Individual and family support through KFSF

Identification of families and young people requiring additional support

## **Information and Intelligence Service**

The Information and Intelligence Service is a new service designed to provide comprehensive information and service development support to the whole Education and Young People's Services Directorate.

It brings together all existing management information staff into the Management Information team. Management Information manages complex datasets and is responsible for statutory returns to government, including the school census, and manages the administration of the Free Early Education for 3 and 4 Year olds. It reports on a wide range of datasets held across numerous systems to provide regular operational and performance reporting for all divisions, as well as for schools. These reports are being developed further to reflect the changing requirements within Early Help and Preventative Services.

The Information and Intelligence Service will provide a critical function around service development and delivery planning to ensure that service decision-making is intelligence-led, and is supported by effective insight, planning and evaluation.

There are also specific Early Help and Preventative Services functions for the improvement of Youth and Youth Justice, Children's Centres, and the Early Help process, in order to ensure consistency of process and practice across the county, and inspection readiness.

The Service also manages the Early Help Triage process, which acts as the 'front-door' into targeted Early Help support and provides valuable information on children and young people to ensure safe and efficient allocation of cases in the districts.

The vision for the new Information & Intelligence Service is to create a strong, expert service that can provide end-to-end functions from data collection and data management through to reporting and analysis through to insight and improvement.

The Service will join up recording and reporting requirements across the whole directorate to create systems and processes that are fit-for-purpose and avoid duplication, and which can provide vital operational and strategic reporting.

## **PRU, Inclusion and Attendance Service**

The new PRU, Inclusion and Attendance Service (PIAs) works to reduce exclusion from school, to improve pupil attendance and to facilitate good quality PRUs and alternative provisions for those who would otherwise not be able to attend schools due to exclusion or health needs. The Head of PRU, Inclusion and Attendance is responsible for the engagement with Pupil Referral Units and for building relationships with schools in Kent to fortify inclusion and attendance.

Forming an integrated part of the Early Help and Preventative Strategy, the PIA Service adopts a new approach of intervening early and acting timely to support schools, children and families in addressing the issues of behaviour, attendance and exclusion. In reducing exclusion, Attendance and Inclusion Officers work in partnership with schools to prevent exclusion where appropriate and to re-integrate excluded pupils with effective support. Working closely with other practitioners, in the Early Help and Preventative Division and with external partners, Education Welfare Officers and Attendance and Inclusions Advisers work to support schools to address absenteeism and exclusion more effectively.

The PIA Service supports the PRUs and Alternative Provision through professional advice and appropriate challenge. Working with the Management Committees and PRU management, the PIA Service also carries out rigorous monitoring of PRUs and Alternatively Provision's use of the delegated budgets. For the vast majority of pupils school is the best place, however for some, due to exclusion or being at risk of exclusion, medical needs or emotional vulnerability, alternative provision is required and PIA acts to ensure the provision quality is of good or excellent standard. For primary aged children PIA works with PRUs in the latter's outreach help provided to KS1 and KS2 pupils within their school setting.

## **Children's Centres**

Since 1 April 2014 there are 78 designated Children's Centres in Kent and of these, 61 centres operate full time (at least 37 hours a week) and 17 Centres operate part time (18 hours a week). In addition there are 7 Children's Centre buildings (called Outreach Centres) which are linked to a designated Children's Centre and continue to deliver some services on a part time basis.

Kent's Children's Centres are currently managed in hubs across the 12 districts with one Centre in each group being classified as the hub. The Centres are an integral part of the newly integrated District Early Help Teams which include practitioners in Children's Centres as well as staff previously based in Early Intervention teams and in the Attendance and Inclusion service, together with Troubled Families workers.

The age range for support has been extended to 11 in recognition of the need to reflect the breadth of ages within a family and to ensure greater consistency with one worker becoming the key support to a family.

Currently 72% of Children Centres in Kent are judged as good or outstanding by Ofsted compared to a national rate of 67%. The target set within the Early Help and Preventative services One Year Plan is to raise the KCC performance to at least 75% by 2015 and 80% by 2016.

Children's Centres have a significant role to play in helping to ensure a range of improved health, education and social outcomes for children and their families. Children's Centres support the update of Free for 2 early education places in order to help improve children's development, their socialisation and to help them begin to get ready for school.

Targets have been agreed that aim to increase the percentage of children being breastfed at six to eight weeks and sustained over time as well as reducing the number of babies born to mothers who still smoke at the latter stages of pregnancy. It is also critical that Children's Centres promote healthy living and lifestyles in order to address the concerning rise in the number of children who are obese or overweight.

Weight issues amongst Reception age children have been consistently less prevalent than the national average and improved at a faster rate in the last few years which indicates the success of current strategies and interventions. However weight issues for 11 year olds remain a concern.

With regards to breastfeeding data, the rates between Children's Centres within hubs and between hubs and districts, varies widely, with only a few above the national average. Thus improvement to Kent's breastfeeding rates remains a high priority at all levels. Actions to

improve the rates are featured in KCC's and NHS strategies, as well as CCG and Children's Centres action plans and service delivery plans.

There has been significant improvement in reducing teenage conceptions over 3 years. Children Centres offer a variety of services that support this area of work using well evidenced and successful prevention programmes well as offering support to teenage parents.

There has also been steady improvement in the take up of child immunisations. The national target is 95% and Kent reached and out-performs this overall this year with the majority of children's centre hubs exceeding the expected rates.

## **Youth Justice**

The ambition of Kent's Youth Justice Plan is to reduce re-offending and help young offenders focus on achieving positive outcomes. The key indicators by which we measure our performance are:

- First time entrants to the criminal justice system
- Reducing custodial sentences
- Reducing re-offending
- Reducing the number of remands to youth detention
- Increasing the number of young offenders accessing full time education

In 2013-14 performance was strong in four areas – particularly in continuing the downward trend of first time entrants – 709 compared with 1121 in 2011-12. The number of remands to youth detention accommodation was 40 compared to 68 in 2011-12. The engagement of statutory school age young offenders in full time education also significantly improved to 82.8% compared to 72.4% in 2012-13. In 2013-14 100% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which compares very favourably with 86.8% in 2011-12.

In the remaining areas the performance for the number of custodial sentences in 2013-14 was the same as in 2012-13 at 4.3% of all court disposals, against a target of 3.5%. The target of 90% for suitable accommodation of 16 and 17 year olds on community based interventions was narrowly missed in 2013-14 achieving 88.8%. However this represents a significant improvement when compared with 2011-12 at 81.4%.

Kent's Youth Justice Plan for 2014-2015 sets out the Youth Justice Service's priorities and key service developments to further improve outcomes for this vulnerable young cohort, with the intention of reducing the number who enter the youth justice system. Priorities include:

- working with criminal justice partners to continue the downward trend in reducing first time entrants by the use of restorative interventions
- determining with colleagues, as an integral part of Early Help and Preventative Services, how the risk factors most commonly associated with the offending behaviour of children and young people can be most effectively addressed by preventative
- working with a "live cohort" of young offenders to understand the characteristics of their re-offending. The findings will determine future interventions, increasing their effectiveness and reducing re-offending

- Increasing the engagement of young offenders in education, training and employment by working in a more joined- up way with schools, Pupil Referral Units, alternative curriculum providers, training providers and Further Education Colleges
- implementing robust procedures in relation to children missing from home, care and education, using the Kent Family Support Framework, working closely with the Kent Safeguarding Children's Board

## Prevent

The Education and Young People's Directorate will respond to the growing threat of radicalisation and violent extremism by being fully engaged with the Prevent programme, ensuring schools are aware of their safeguarding responsibilities and the use of the Channel referral process for assessing and managing risk. We also have an important part to play in raising awareness and in working with vulnerable groups who may be at risk of radicalisation and or violent extremism.

The Counter-Terrorism and Security Act 2015 underpins the Government's Prevent Strategy. The Prevent Strategy has three main objectives to:

- Respond to the **ideological challenge** of terrorism and the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

Significant demands are placed upon schools at all levels to ensure staff and governors understand and are in a position to respond to radicalisation.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

The safeguarding statutory guidance is set out Working Together to Safeguard Children (March 2013) and Keeping Children Safe in Education (April 2014). Radicalisation is listed as a specific safeguarding issue within this latest statutory guidance and is addressed within the Government Prevent Strategy.

## Troubled Families Programme

The Kent Troubled Families Programme is now an integral part of EHPS. Engaging with families, with workers taking a whole family approach, has resulted in successfully enabling many families with multiple problems turn their lives around. In the last year 1,707 families (66.7%) in the target group have been 'turned around' out of a total cohort of 2560 families. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at school has improved, with fewer exclusions. For example, offending amongst 10-17 year olds in troubled families has decreased by 26% and levels of anti-social behaviour amongst troubled families has reduced by 32%.

Positive engagement with education has improved. 78.5% of school age children in troubled families are now regularly attending school and are not being excluded.

In enabling families into employment, 209 families have now had at least one member return to work. Kent is the 3<sup>rd</sup> best performing local authority for these improved outcomes for families.

Due to its successful outcomes the Kent Troubled Families Programme was selected as an early starter for the expanded Troubled Families Programme from January 2015. This phase 2 programme is scheduled to last until 2020 and has a target of reaching an additional 8960 families across Kent. In the expanded programme the criteria used to identify families will be broadened to the following six themes:

- Children who need help are identified as in need or subject to a Child Protection Plan;
- Children who have not been attending school regularly;
- Adults out of work or at risk of financial exclusion or young people at risk of worklessness;
- Parents and children involved in crime or anti-social behaviour;
- Families affected by domestic violence and abuse;
- Parents and children with a range of health problems.

EduKent was formed in April 2011 and is a range of traded education support services to schools drawn from across KCC's Directorates. EduKent provides 14 key services with over 400 employees to most of Kent's schools and indeed to schools beyond the Kent boundaries. The current annual turnover is £22 million per annum. KCC is keen to accelerate the growth of EduKent as a service and is exploring the future opportunities for this commercial venture.

EduKent is currently going through a market testing exercise for its 14 core services as part of the Facing The Challenge process that KCC is currently engaged in. This will continue to be a significant piece of work for EduKent in 2015-16. As well as engaging with all the bidders through the process as part of that market testing, EduKent has also been supporting the work of the separate team engaged in developing an in-house comparator for the local authority.

Alongside this, the EduKent team are continuing to work with all the service providers to further develop the EduKent brand and products with increases in income targets set as part of KCC's Medium Term Financial Plan.

EduKent includes the following services:

- Education IT Service (EIS);
- Schools Personnel Service (SPS);
- Client Services (CS);
- Schools Financial Services (SFS);
- Kent Educational Psychology Services (KEPS);
- Kent Governor Services (KGS);
- Kent Teach (KT);
- Newly Qualified Teachers (NQT);
- Inclusion Support Service for Kent (ISSK);
- Outdoor Education Unit (OEU);
- Hardelet Centre (HC);
- Horton Kirby Environmental Education Centre (HKEEC);
- Safeguarding and E-Safety;
- EduKent

## Key Directorate Priorities for 2015-16

In the Vision and Priorities for Improvement 2015-18 document we set out the key strategic priorities and targets for the work of the Education and Young People's Services Directorate. The document details the ambition, key priorities for improvement, the progress made in 2013-14 and our targets for 2015-16 and beyond. The targets extend to 2018 and are provided at the end of this document. Each performance target has 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:

- The School Improvement Strategy;
- The Early Years and Childcare Strategy;
- The SEND Strategy;
- The Education Commissioning Plan;
- The 14-24 Learning, Skills and Employment Strategy;
- The Early Help Prospectus and One Year Plan.

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.

The key challenges for the Directorate in 2015-16 are:

- Closing the achievement gaps for vulnerable groups which are still too wide for the following groups – FSM / SEN / Gender / Children in Care. These achievement gaps need to close to at least the national averages.
- Continuing to increase the number of good and outstanding schools as we move forward (from 55% in 2012 to 78% in January 2015).
- Addressing post-16 challenges in terms of participation, progression and provision, reflected in low participation figures, high drop-out rates, challenging NEET figures, insufficient progress in respect of the attainment of children in care and the need to



develop more appropriate vocational and technical pathways for young people to flourish.

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 the area based 0-25 Integrated Early Help teams.

### **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 2018.

#### **In 2015-16 we will:**

- Improve good outcomes in the Early years Foundation Stage to 73%
- Increase by a further 3% the standards achieved at Key Stage 1
- Increase Key Stage 2 attainment to 83% of pupils attaining level 4 or above combined in reading, writing and mathematics
- Increase five good GCSEs with English and maths to 62%
- Reduce the pupil premium gap at Key Stage 2 to 14% and the GCSE gap to 29%
- Increase the percentage of good and better schools to at least 80%
- Reduce the number of schools in an Ofsted category to no more than 12
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 75%
- Reduce NEETS to 4% or below
- Reduce permanent exclusions to no more than 50
- Embed and integrate Early Help and Prevention services so that there is at least a 10% reduction in the numbers of children in need and those with a child protection plan, and at least 80% supported through an early help programme achieve a good outcome.
- Continue to deliver the targets in the 14-24 Skills and Employment Strategy, including priorities to develop the vocational offer so that there is further improvement in the number of young people taking up and successfully completing apprenticeships and a further reduction in youth unemployment.
- Deliver the SEND changes required by the Children and Families Act and the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is reduction in out of county places and their cost, and a reduction in SEN transport costs

- Make a significant improvement to outcomes for Children in Care and markedly reduce the number of CiC who are NEET and in the youth justice system.
- Deliver 7 new Primary schools, 29 new forms of entry in Primary and Secondary schools, 195 temporary Reception class places, 90 temporary Primary school places in years 1-5 and 60 temporary Secondary school places in Year 7.
- Ensure schools are well supported to deliver the new National Curriculum and assessment arrangements, as well as new GCSE and vocational qualifications, and new school performance measures from 2015-16.
- Deliver the new Health Needs Service and improve outcomes for pupils with mental health needs.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and a refreshed leadership strategy, so that there are fewer schools requiring improvement.
- Develop phase 2 of the Troubled families programme and ensure it is well integrated into the models of family support provided through Early Help.
- Ensure the Community Learning and Skills service becomes a successful local authority trading company, delivering improved outcomes for adults and young people, especially the more vulnerable.
- Continue to develop and expand EduKent as a successful trading organisation delivering good value support services to schools at competitive cost.
- 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 through programmes such as the Future Leaders programme.
- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups with a specific focus on the pupil premium, SEN and Children in Care.
- Work with outstanding and good schools to increase their capacity to sponsor and improve schools requiring improvement, through academy, federation, trust, executive headship or other structural arrangements.
- Continue to implement the Early Years and Childcare Strategy to ensure there are sufficient high quality free places for two year olds, yet more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early years settings and schools.
- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care.
- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2015, there is improved parental choice and planned improvements for September 2016 are on target.
- Reduce the rising cost of SEN Transport and make more efficient use of DSG funding by reducing the increasing costs 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 2016.

- Successfully implement a new system of high needs funding for pupils with special educational needs, which proves to be more effective at earlier intervention to improve pupil outcomes.

**To ensure all pupils meet their full potential, working in close partnership with schools and settings, we aim to achieve the following by 2018:**

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving a Good Level of Development will improve from 69% in 2014 to 73% in 2015 and 85% in 2018.
- The FSM achievement gap in the EYFS will close from 12% in 2014 to 11% in 2015 and 8% by 2018.
- We aim to ensure 83% of eligible two year olds will be taking up a free nursery place by 2015 and this should rise to 96% by 2018.
- Key Stage 1 attainment will be amongst the best for our statistical neighbours and improve in Reading to 85% in 2015 and 92% by 2018; in Writing to 77% in 2015 and 87% by 2018; and in Maths to 85% in 2015 to 92% by 2018.
- Key Stage 2 attainment at Level 4 will be amongst the best for our statistical neighbours, above the national average and improve from to 83% in 2015 and to 92% by 2018.
- At Key Stage 2, pupils making 2 levels of progress in Reading will improve to 93% in 2015 and to 99% by 2018. Progress rates in writing will improve to 95% in 2015 and to 99% by 2018. Progress rates in mathematics will improve to 91% in 2015 and to 96% by 2018.
- Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 62% in 2015 and to 72% by 2018 for pupils attaining 5 good GCSEs including English and mathematics.
- The FSM achievement gaps at Key Stages 2 and 4 will continue to reduce from the 2014 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 14% by 2015 and to 8% by 2018. In Key Stage 4 the FSM gap will reduce to 29% in 2015 and 23% by 2018.
- The achievement gaps for Children in Care at Key Stage 2 and Key Stage 4 will reduce to 32% and 42.5% respectively in 2015 and by 2018 we expect these to be 25% and 37% respectively. This would represent good progress.
- The achievement gaps for SEN at Key Stage 2 and GCSE will improve to 45% and 41% respectively by 2015 and by 2018 these will reduce to 37% and 35% respectively.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2018 no schools will be in this category. At the start of September 2014 there were 26 schools judged inadequate. In 2015 we aim to ensure there will be no more than 12 schools in this category.
- There will be an increase in the number of good schools, with at least 90% of all schools judged as good or outstanding by 2018. In September 2014 we have 75% of schools deemed good or outstanding. In 2015 we expect to see this increase to at least 80%.
- By 2018, at least 95% of Secondary schools will be performing above the floor standard and all Primary schools will be above the floor standard. There are currently 95% of Primary schools and 75.5% of Secondary schools above the floor standard. In 2015 we expect this to be 96% and 80% respectively.
- By 2018, teaching will be consistently good in 90% of schools. Currently teaching is good or better in 76% of schools. We expect this to be at least 80% in 2015.

- By 2018, 95% of Education, Health and Care plan (EHC) assessments will be completed within a reduced timescale of 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks. This figure will be at least 95% by 2015.
- By 2015, we will reduce the number of Kent's children who are placed in independent and non-maintained Special school placements to 460, from 599 in 2014. We set out our intention to provide more specialist provision in local schools to reduce the number of children who require placement out county to 395 by September 2016, 272 by 2017 and to 260 by 2018.
- We will provide least 275 additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) by 2015 and increase Special school places from 3491 to over 3700 by 2016.
- By 2015, every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will continue to help more parents access a preferred school place for their child by increasing the number of online admission applications to 95% by 2015 and increase the number of parents who get their first preference Secondary school to above 84% and first preference Primary school to above 85%. First and second preferences combined for primary and secondary sectors will improve to 94%.
- We will aim to increase our surplus capacity in school places to at least 5% and ensure we deliver additional school places in line with demand and parental preferences, each year, as set out in the Education Commissioning Plan to 2019.
- As part of the Commissioning Plan, by September 2015, we will expand school places by 29.3 permanent forms of entry; 195 temporary Reception places and 90 temporary places in Year 1-5 in Primary Schools and 60 temporary Year 7 places in Secondary Schools. We will also deliver 7 new Primary schools.
- By 2018 the Kent Educational Psychology Service will have service level agreements with 60% of Kent schools, in addition to the delivery of its core services.

**To improve outcomes for 16-19 year olds and shape education and skills around the needs of the Kent economy we will work with our partners to achieve the following by 2018:**

- By 2015, we aim to ensure there will be no more than 4% of young people aged 16-18 who are NEET and 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% by 2018.
- 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. By 2015 we expect this to be 86% and 92% of the cohort will achieve a Level 2 qualification by 2018.
- By 2018, we expect there will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 3%. By 2015 we aim to reduce this to no more than 7% of the cohort.
- We aim to improve the outcomes at Level 3 for 19 year olds to 58% by 2015 and to at least 70% by 2018.
- The Level 3 achievement gap for young people from disadvantaged backgrounds is a priority for improvement. We aim to ensure this will be above the national average and the gap between this group and other students will have reduced to 23% by 2015 and to 16% by 2018.

- The uptake of Level 2 and 3 vocational training in skills shortage areas will increase to 25,100 young people by 2015 and 26,175 by 2018.
- The KCC Apprenticeship scheme will continue to recruit at least 100 apprentices each year, totalling 800 successful apprenticeships delivered by KCC by 2018. By 2015 the numbers will increase to 500.
- By 2015 we aim to ensure the number of apprenticeships for 16-18 year olds increases to 3224, and for success rates for completion to be at least 76%. By 2018 we expect the number to increase to around 4000 and success rates to be in excess of 80%.
- By 2018 we aim to ensure at least 70% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2015, we expect at least 45% of schools will have taken on apprentices.
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce. By 2018 youth unemployment will be no more than 2%, from 4.6% in August 2014. By 2015 we expect this to be no more than 3.0%.
- By 2018, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 150 and by 2015 at least 120 young people will be supported in this way.
- Post 16 attainment in English and mathematics will improve so that by 2018 we aim to ensure at least 60% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2015 we expect this will be 42%.
- By 2018, we aim to ensure the number of young people to achieve a Level 2 qualification in English by age 19 will improve to 40%. We expect this to be at least 25% by 2015.
- By 2018, we aim to ensure the number of young people to achieve a Level 2 qualification in maths by age 19 will improve to 40%. We expect this to be at least 20% by 2015.
- We expect to see steady improvement in A Level performance in Kent above the national average on all measures by 2016. We aim to ensure performance at 2 and 3 passes will be above the national average by 2015.
- Performance in vocational qualifications post 16 should also improve more rapidly and the gap between Kent's results and the national average should narrow progressively each year between now and 2018. In 2015 we expect the average point score per student to be at least 670. This is still some way off the national average of 688.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty and participation rates improve year on year.
- By 2015, 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, with a local district employability and skills offer on Kent Choices 4U.

**Through Early Help and Preventative Services we aim to ensure we achieve the following by the end of 2015 and beyond:**

- We will reduce re-offending by young people to below 30% by summer 2015 and ensure at least 82% engage in full time education. We will also ensure at least 80% of young offenders aged 16 and 17 engage in learning or employment with training.
- We will reduce referrals to children's social care by 15% to no more than 16,779 by summer 2015
- We will increase the number of cases stepped down from social care to early help by 30% from 1145 in 2014 to at least 1490 by summer 2015

- We will increase the number of early help assessed and supported cases to achieve a positive outcome from 66% in 2014 to 83% by summer 2015
- We will reduce the percentage of NEETs for vulnerable groups to 2.5% by 2015
- We will improve the attendance of children and young people by supporting the reduction of persistent absence to 1.5% in Primary and 5.0% in Secondary schools by 2015 and to 1.2% in Primary and 4.3% in Secondary schools by 2018
- By 2015, no children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2014 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the implementation of new models for PRUs and Alternative Curriculum provision there will be fewer than 20 pupils permanently excluded from school by 2018. By 2015 permanent exclusions will have reduced to no more than 50.
- By 2015, all young people attending a PRU will have achieved qualifications at age 16 including English and mathematics, and will have a positive learning or training destination at ages 16 and 17.
- By 2015, all Children Missing Education will be identified, tracked and monitored, and at least 70% of all new children referred who are found will be offered suitable education provision within 30 days.
- We will increase the percentage of parents from target groups completing a parenting programme to 60% by 2015
- We will increase the number of families in phase one of the Troubled Families Programme to have positive outcomes to 75% by 2015.

## Directorate Resources

### Financial Resources

The total net budget for the Education and Young People's Services Directorate for 2015-16 is: **£72,646,700.**

Division	Staffing	Non Staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost
	£000s	£000s	£000s	£000s	£000s	£000s	£000s
Strategic Management	571.8	8,716.8	9,288.6	0.0	-684.0	-2,299.0	6,305.6
Quality and Standards	21,015.8	9,546.7	30,562.5	-4,850.6	-4,435.7	-16,496.5	4,779.7
Planning and Access	15,681.2	75,998.1	91,679.3	-4,434.1	-6,933.5	-46,022.7	34,289.0
Early Help and Preventative Services	27,013.7	20,644.5	47,658.2	-3,603.4	-3,359.9	-11,684.4	29,010.5
School Resources	152.3	87,943.0	88,095.3	-2,730.7	-11,482.4	-75,620.3	-1,738.1
Schools' Delegated Budgets	507,163.6	168,367.1	675,530.7	0.0	-48,749.3	-626,781.4	0.0
<b>Directorate Sub Total</b>	<b>571,598.4</b>	<b>371,216.2</b>	<b>942,814.6</b>	<b>-15,618.8</b>	<b>-75,644.8</b>	<b>-778,904.3</b>	<b>72,646.7</b>

Further details on financial resources are available in the **Medium Term Financial Plan** and **KCC's Budget Book**.

### Directorate Staff Establishment

The total number of FTE staff employed by Education and Young People's Services Directorate from 1 April 2015 is **1,569.3 FTE**.

The staff divisional breakdown is:

- Quality and Standards: 458.2 FTE
- Planning and Access: 338.0 FTE
- Early Help and Preventative Services: 758.7 FTE
- Corporate Director's Office: 14.4 FTE

The FTE numbers reflect actual numbers in post as at 28 February 2015 and exclude agency staff and vacancies, as these are not recorded in the HR system

## Workforce and Organisation Development Priorities

As KCC becomes a strategic commissioning authority, our organisational development priorities need to reflect the strategic outcomes we are seeking.

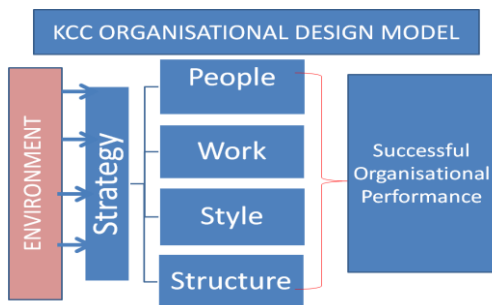
The KCC Organisational Design Model and supporting tools/guidance enables this by considering and aligning four key components:

- People
- Work
- Style and Culture
- Structure

This approach puts customers and outcomes at the heart of design; helps develop the culture of the organisation, service or team; ensures overall team performance is maximised by looking at all factors, not just structures; encourages consideration of alternative ways of delivering services; identifies how and where resources need to be focussed and enables resources to be re-configured when priorities change.

As a result KCC will be able to deliver a focussed, effective and efficient service to all our customers.

All review exercises are expected to apply the model



### Organisational Development Priorities

Complementing our approach to Organisation Design noted previously in the KCC Organisation Design Model, our workforce and organisational development priorities for 2015/16 are set out in the **Organisation Development Plan**. This will help us to plan and develop a workforce that is flexible, adaptable to change and has the mindset, knowledge, skills, behaviours, competencies and capacity to deliver the transformation and integration programmes set out in Facing the Challenge.

Central to delivering services differently is planning for the workforce KCC requires in the future, so that they have the above to deliver services in the right way for service users. Our workforce strategies will support our employees to ensure that they have the ability to work across and outside the Council, sharing expertise and skills, with our resources directed to where they are needed most. Workforce resourcing, including development, also directly enables managers to think about the future as part of the dynamic annual business planning model now embedded in KCC as well as organisation design.



## **Strategic Priorities 2015/16 in the Organisation Development Plan:**

The strategic priorities have been designed to support the delivery of the Council's transformation plans. They have been discussed and agreed by the Directorate OD Groups (ODG's), the Directors' OD Group and the Corporate Management Team. The strategic priorities budget will also be used to fund our statutory and mandatory training requirements, Induction and Member Development.

Our strategic priorities are as follows:

1. Becoming a Strategic Commissioning Authority.
2. Leadership and Management Development.
3. Resourcing, Resilience and Retention – right people, right place, right time.
4. Organisation Design and Culture
5. Knowledge transfer / management.
6. Strategic Development Frameworks
7. Young People (including apprenticeships and graduate recruitment programmes)
8. Self Sufficiency.
9. Member Development.
10. Information Governance.
11. KCC e-induction.

An Action Plan will be drawn up by the KCC Directors OD Group in conjunction with the Directorate Organisation Development (OD) Groups.

The Action Plan will detail 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:

1. Commissioning – incorporating customer service, integration and analytical skills.
2. Contract and procurement – part of commissioning discussion but requiring a specific focus.
3. Programme management skills – Implementation of a KCC competency framework.
4. Project management skills – part of programme management discussion but requiring a specific focus.
5. Commercial acumen – defining the skills and developing a private sector mindset.
6. Leadership and Management Development - Increasing our leadership and management capability. Using evaluation data to inform future decisions, eg skills gaps, resourcing priorities, behavioural change.
7. Apprenticeships and Graduates - KCC's strategy for the future incorporating a review of current practice.

The EYPS Directorate has 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.

Change and improvement is being delivered through a number of strategies and success depends on everyone in the Directorate having the right skills and capacity. Organisation Development planning and activity is critical to this success, ensuring that we recruit and retain the right people at the right time, that all managers and staff continuously develop their knowledge and skills and they are engaged and motivated in their roles. In addition,

organisation design, including processes and structures, have to be aligned with customer needs and specific OD interventions will support this transformation activity.

An Organisation Development (OD) Plan has been drawn up by the Directorate (OD) Group which sets out the Directorate priorities for 2015-16 and the structure in place to identify and support delivery. The key strategic priority areas are:

- Service redesign
- Service impact through systems evaluation
- Improving outcomes for vulnerable children and young people
- Identifying good practice
- Culture and mindset

### **EYPS Service Priorities**

Each Service has considered its own specific priorities to deliver their 2015-16 Service Business Plan and have their own workforce and OD plan for the year ahead. Workforce development needs should largely be met through the four strategic frameworks for:

- Social Care and Education and Young People's Services
- Health and Safety
- Leadership and Management
- Staff Development

These will continue to be shaped by legislative changes and business needs which are fed into the OD Groups through Divisional Management Teams. Other OD priorities will be met through KCC HR advice, support and interventions.

## 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 relate to:

- The risk of a small percentage of schools who are currently deemed to be 'Requiring Improvement' or in an Ofsted category failing their Ofsted inspections and requiring additional support.
- Achievement of Special Educational Needs (SEN) transport budget savings.
- The need to deliver additional local maintained-school places for pupils with statements of SEN on time and within budget to prevent over-use of places in the specialist independent sector, which results in increased costs for the County Council.
- 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 to budget against a backdrop of higher than expected build costs and lower Developer contributions.
- 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 national changes to school funding.
- The prompt identification of any safeguarding concerns relating to children that have elective home education.
- The challenge of ensuring that children known to KCC services not receiving education are identified, and those that aren't are able to access education within 30 days.
- The potential for staff to be working with incomplete information on children and young people due to non-integration of information systems.
- Achievement of outcomes and savings relating to Early Help and Preventative Services in required timescales.
- Ensuring that any potential move to an alternative service delivery model for the Community Learning & Skills service is appropriately planned and resourced.

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.

Further details of the risks and their mitigations can be found in the Directorate and Corporate Risk Registers.

## Key Performance Indicators (KPI's)

The KPI's support the delivery of the key priorities detailed earlier in this Business Plan.

The Directorate has developed a Performance Management Scorecard which is appended to this Business Plan. The Scorecard is used by the Directorate as the monitoring tool for targets and milestones for each year up to 2018.

Detailed below are the Key Performance Indicators drawn from the Directorate Scorecard. Current performance against these KPIs and targets until 2018, can be viewed in the Appendix.

<b>Key Performance Indicators for the Education and Young People's Services Directorate</b>
Percentage of Early Years Settings with Good or Outstanding Ofsted Inspection Judgements (non-domestic premises)
Percentage of children 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
Percentage of permanent exclusions from schools - all pupils
Percentage of 16-18 year olds not in education, employment or training (NEET)
Percentage of apprenticeship starts for 16-18 year olds
Percentage of 19 year olds with level 2 qualifications
Percentage of 19 year olds with level 3 qualifications
Number of schools in Ofsted Category (Special Measures or Serious Weaknesses)
Percentage of statements of SEN issued within timescales (26 weeks)
Percentage of Early Help cases closed with a positive outcome
Percentage of children in need cases stepped down to EHPS
Number of first time entrants to the youth justice system
Percentage of pupils who are persistently absent from primary schools
Percentage of pupils who are persistently absent from secondary schools
Percentage of Children's Centres with Good or Outstanding Ofsted Inspection Judgements

Education and Young People's Services Directorate Performance Scorecard

Vision & Priorities for Improvement - Performance & Targets

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
Early Years & Childcare	Percentage of pupils at EYFS achieving a Good Level of Development	68	69	60	73	77	81	85
Early Years & Childcare	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	17	12	N/A	11	10	9	8
Early Years & Childcare	Percentage of pupils at EYFS achieving a Good Level of Development - lowest 20% / mean achievement gap	24	27.1	33.9	24	23	22	21
Early Years & Childcare	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	79	78	N/A	83	87	91	95
Early Years & Childcare	Percentage of PVI EY providers with an early years graduate	60	N/A	N/A	68	70	72	74
Early Years & Childcare	Percentage of EY providers working as part of a collaboration	60	N/A	N/A	70	80	90	95
Early Years & Childcare	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	87	91	82	92	93	94	95
Early Years & Childcare	Percentage of FF2 placed in Good or Outstanding settings	83	83	N/A	86	89	92	93
School Improvement	Percentage of pupils at KS1 achieving L2B+ in Reading	82	82	81	85	88	90	92
School Improvement	Percentage of pupils at KS1 achieving L2B+ in Writing	72	70	70	77	82	85	87
School Improvement	Percentage of pupils at KS1 achieving L2B+ in mathematics	82	82	80	85	88	90	92

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2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15

		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
School Improvement	Percentage of pupils at KS2 achieving L4+ in Reading, writing & mathematics	76	78	79	83	85	88	92
School Improvement	Percentage of pupils at KS2 achieving L5+ in Reading, writing & mathematics	24	25	24	27	29	31	33
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in reading	88	91	91	93	95	97	99
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in writing	93	93	93	95	97	98	99
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in mathematics	90	89	89	91	92	94	96
School Improvement	Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in reading	30	34.1	N/A	36	38	40	42
School Improvement	Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in writing	32	35.5	N/A	38	40	42	44
School Improvement	Percentage of pupils at KS2 achieving 3+ Levels Progress KS1-2 in mathematics	32	35.7	N/A	38	40	42	44
School Improvement	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (Best result)	66	60.3	58.2	62	65	68	72
School Improvement	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First result)	N/A	58.0	53.4	59	62	65	69
School Improvement	Percentage of pupils in selective schools at KS4 achieving 5+ A*-A including GCSE English and mathematics	40	35	N/A	50	55	60	65
School Improvement	Percentage of schools above floor standards at KS2	90	95	94	96	98	99	100
School Improvement	Percentage of schools above floor standards at KS4	85	77.6	89	85	85	90	95
School Improvement	Percentage of pupils at KS2 achieving L4+ in	20	21	18	14	13	10	8

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15

		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
	reading, writing & mathematics - FSM achievement gap							
School Improvement	Percentage of pupils at KS2 achieving L4+ in reading, writing & mathematics - CIC achievement gap	30	35	31	30	29	27	25
School Improvement	Percentage of pupils at KS2 achieving L4+ in reading, writing & mathematics - SEN achievement gap (mainstream only)	46	46	52	43	41	39	37
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in reading - SEN progress gap (mainstream only)	N/A	13.3	TBC	12	10	8	6
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in writing - SEN progress gap (mainstream only)	N/A	9.6	TBC	9	8	7	6
School Improvement	Percentage of pupils at KS2 achieving 2+ Levels Progress KS1-2 in mathematics - SEN progress gap (mainstream only)	N/A	16.4	TBC	14	12	10	8
School Improvement	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	30	33.4	27.0	29	27	25	23
School Improvement	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - CIC achievement gap	44	47.2	56.5	43	41	39	37
School Improvement	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap (mainstream only)	42.5	37.7	45.0	35	33	31	29
School Improvement	Percentage of pupils at KS4 achieving 3+ Levels Progress KS2-4 in English - SEN progress gap (mainstream only)	N/A	20.8	28.4	18	16	14	12
School Improvement	Percentage of pupils at KS4 achieving 3+ Levels	N/A	31.4	36.2	28	26	24	22

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2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
	Progress KS2-4 in mathematics - SEN progress gap (mainstream only)							
School Improvement	Number of schools in Ofsted Category (special measures or with serious weakness)	14	26	N/A	12	6	0	0
School Improvement	Number of primary schools in Ofsted Category (special measures or serious weakness)	12	23	N/A	10	5	0	0
School Improvement	Number of secondary schools in Ofsted Category (special measures or with serious weakness)	2	3	N/A	1	1	0	0
School Improvement	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	75	74.6	80	82	84	86	90
School Improvement	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	72	72.0	80	78	80	84	88
School Improvement	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	81	82.1	71	86	89	91	94
School Improvement	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	80	83.3	87	91	93	95	97
School Improvement	Percentage of all schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	75	76.2	80	82	84	86	90
School Improvement	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	75	72.2	80	78	80	84	88
School Improvement	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	81	82.1	71	86	89	91	94
School Improvement	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Leadership & Management	78	77.3	83	81	84	87	90

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2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
School Improvement	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Leadership & Management	80	86.3	77	88	91	94	94
School Improvement	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, writing & mathematics	22	13	15	16	19	22	25
School Improvement	Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	17	8.1	7.9	18	20	22	24
School Improvement	Post-16 % 2+ A-Levels A*-E	91	88.4	92.4	91	93	95	97
School Improvement	Post-16 % 3+ A-Levels A*-E	73	73.3	79.5	75	77	79	81
School Improvement	Post-16 % 3+ AAB A-Levels in facilitating subjects	9.5	8.5	9.5	9.5	10.0	10.5	11.0
School Improvement	Post-16 APS per Entry (A-Levels)	220	212.4	215.5	220	222	224	226
School Improvement	Post-16 APS per Student (A-Levels FTE)	800	794.9	787.1	805	810	815	820
School Improvement	Post-16 APS per Entry (Vocational)	228	216.7	216.6	230	232	234	236
School Improvement	Post-16 APS per Student (Vocational FTE)	665	554.4	560.1	675	685	690	695
SEND	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	2.8	2.8	2.8	2.7	2.6	2.5	2.4
SEND	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	92	92.4	N/A	95	95	95*	95*
SEND	Number of pupils being placed in independent or out-of-county special schools	472	599	N/A	460	395	272	260
VSK	Number of permanent exclusions from schools - CIC	0	1	N/A	0	0	0	0
VSK	Percentage of pupils who are persistently absent -	10	9.7	N/A	8	6	5	4

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
	CIC							
Fair Access	Percentage of admissions applications for school places made online	94	92.2	TBC	94	94.5	95	95.5
Fair Access	Percentage of parents getting first preference of primary school	87	86.4	N/A	86	86	86	86
Fair Access	Percentage of parents getting first preference of secondary school	84	84.2	85.2	85	85	85	85
Fair Access	Percentage of parents getting first or second preference of primary school	94	93.3	N/A	94	94	94	94
Fair Access	Percentage of parents getting first or second preference of secondary school	94	93.8	92.9	94	94	94	94
Fair Access	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	70	64.6	N/A	70	75	80	85
Fair Access	Percentage of children offered a visit by the LA within 10 days of the LA being informed of their decision to home educate	N/A	N/A	N/A	80	85	90	95
Fair Access	The percentage of registered EHE children that receive a visit by the LA	50	50	N/A	60	65	70	75
Fair Access	Percentage of EHE children, who having engaged with the LA, are in receipt of suitable education within 90 days of the initial visit	85	85	N/A	87	90	93	96
Fair Access	Percentage of registered EHE children preferring a school place, offered a school within 60 days of the initial home visit	10	10	N/A	15	20	30	40
Provision Planning	Percentage of surplus school places in Kent Primary schools	7	5.2	9.8	4	4	5	5
Provision Planning	Percentage of surplus school places in Kent Secondary schools	10.7	9.9	N/A	10	9	8	7

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
Provision Planning	The number of districts with at least 5% surplus Year R places	5	5	N/A	6	4	7	8
Skills & Employability	Percentage of young people with Level 2 attainment by age 19	83	82.7	83.3	86	87	90	92
Skills & Employability	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	18	24.1	17.2	16	15	14	13
Skills & Employability	Percentage of young people with Level 3 attainment by age 19	56	56.7	56.8	58	60	65	70
Skills & Employability	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	27	33.1	25.2	23	20	18	16
Skills & Employability	Percentage of 16-18 year olds not in education, employment or training (NEET)	5.0	5.9	5.3	4.0	3.5	1.0	1.0
Skills & Employability	Percentage of pupils achieving no improvement in qualifications between 16 and 19	9	11.4	11.3	7	5	3	3
Skills & Employability	Number of apprenticeships 16-24 year olds	7058	6100	275300	7000	7800	8500	9300
Skills & Employability	Number of apprenticeships 16-18 year olds	2874	2560	118200	3000	3500	4000	4400
Skills & Employability	Number of apprenticeships 19-24 year olds	4184	3540	157100	4000	4300	4500	4900
Skills & Employability	Percentage of the 16-24 population in an apprenticeship	N/A	3.65	4.42	4.19	4.67	5.09	5.57
Skills & Employability	Percentage of the 16-18 population in an apprenticeship	N/A	4.46	6.07	5.23	6.10	6.97	7.67
Skills & Employability	Percentage of the 19-24 population in an apprenticeship	N/A	3.23	3.67	3.65	3.92	4.10	4.47
Skills & Employability	Percentage successful completion of apprenticeships 16-24 year olds	79	TBC	N/A	82	85	88	89
Skills & Employability	Percentage successful completion of apprenticeships 16-18 year olds	73	TBC	71.5	76	79	80	81

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
Skills & Employability	Percentage successful completion of apprenticeships 19-24 year olds	78	TBC	72.6	81	84	87	88
Skills & Employability	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	1569	TBC	N/A	1600	1660	1700	1750
Skills & Employability	Number of Level 2 & 3 vocational training places offered in skills shortage areas	24350	TBC	N/A	25100	25600	26000	26400
Skills & Employability	Number of starts on the Kent Success Apprenticeship scheme	400	424	N/A	500	600	700	800
Skills & Employability	Percentage of schools offering L2/3/4 apprenticeships	40	33	N/A	45	50	60	70
Skills & Employability	Percentage of unemployment among 18-24 year olds	5.5	4.6	4.8	3.0	2.5	2.0	2.0
Skills & Employability	Number of assisted employment opportunities for learners with learning difficulties and disabilities	110	117	N/A	120	125	135	145
Skills & Employability	Number of 14-19 year olds in Troubled Families programme participating in pre-apprenticeships or apprenticeships	30	52	N/A	60	90	120	140
Skills & Employability	Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils]	95	TBC	N/A	96	97	98	98
Skills & Employability	Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils]	77	TBC	N/A	78	79	80	82
Skills & Employability	Post-16 % of students end of KS5 moving to education, training or employment with training	79	TBC	N/A	85	91	97	98
Skills & Employability	Percentage of those not achieving a L2 qualification in English & maths by age 16 that do go on to achieve by age 17	35	TBC	N/A	42	49	55	60
Skills & Employability	Post-16 % of students achieving L2 in English by age 19 - excludes all students who gained L2 at KS4	20	TBC	N/A	25	30	35	40

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
Skills & Employability	Post-16 % of students achieving L2 in maths by age 19 - excludes all students who gained L2 at KS4	15	TBC	N/A	20	25	30	40
Skills & Employability	Percentage of Learners with LLDD able to participate aged 16-19	100	TBC	N/A	100	100	100	100
Skills & Employability	Number of vulnerable learners on apprenticeships	31	87	N/A	100	135	170	200
Early Help & Preventative Services	Percentage of pupils who are persistently absent from primary schools - all pupils	2.0	2.9	2.8	2.6	2.4	2.2	1.8
Early Help & Preventative Services	Percentage of pupils who are persistently absent from secondary schools - all pupils	5.5	6.4	5.8	5.5	5.0	4.5	4.3
Early Help & Preventative Services	Number of permanent exclusions from schools - all pupils	100	88	N/A	50	40	30	20
Early Help & Preventative Services	Number of permanent exclusions from primary schools - all pupils	24	26	N/A	11	8	6	5
Early Help & Preventative Services	Number of permanent exclusions from secondary schools - all pupils	76	62	N/A	39	32	24	15
Early Help & Preventative Services	Number of fixed term exclusions from primary schools - all pupils	1464	1299	N/A	1350	1250	1150	1050
Early Help & Preventative Services	Number of fixed term exclusions from secondary schools - all pupils	9112	9217	N/A	8000	7000	6000	5000
Early Help & Preventative Services	Percentage of Early Help cases stepped up to Specialist Children's Services	N/A	9.5	N/A	7	6	5	4
Early Help & Preventative Services	Percentage of Specialist Children's Services cases stepped down to Early Help	N/A	18	N/A	20	22	24	26
Early Help & Preventative Services	Number of NEETs coming from vulnerable groups	944	995	N/A	300	200	130	70
Early Help & Preventative Services	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	72	72	69	75	81	90	100
Early Help &	Number of first time entrants to the youth justice	709	N/A	N/A	628	615	602	589

2014 PERFORMANCE UP-TO-DATE AS AT 24/02/15

		Performance (Provisional)			Targets			
Service	Indicators	Target 2014	Kent 2014	National 2014	Target 2015	Target 2016	Target 2017	Target 2018
Preventative Services	system							
Early Help & Preventative Services	Rate of re-offending by CYP	31	32.2	35.5	30	29	28	27
Early Help & Preventative Services	Percentage of young offenders of school age in full time education (25 hours)	80	82.8	N/A	83	84	85	86
Early Help & Preventative Services	Percentage of young offenders post statutory school age in full time ETE (16 hours)	75	66.2	N/A	80	81	82	85
Early Help & Preventative Services	Accumulated Numbers of Troubled Families 'turned around' Phase 1 2014 to 2015 against Cohort 2560 Families	2560	1212	N/A	N/A	N/A	N/A	N/A
Early Help & Preventative Services	Accumulated Numbers of Troubled Families 'turned around' Phase 2 2015 to 2017 against Cohort 8448 Families	N/A	N/A	N/A	N/A	1013	4680	6631

## EYPS Services, Provider and Commissioning Planning

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
<b>Standards and School Improvement:</b>			
Intervention and action where leadership / quality of teaching is weak	In-house service provided through substantive posts in the SSI structure.	N/A	N/A
Advice & consultancy on school improvement & preparation for Ofsted inspections	In-house service provided through substantive staff & commissioned consultants.	N/A	N/A
Brokerage of alternative provision to support school leadership and management	In-house service provided through substantive posts in the SSI structure.	N/A	N/A
CPD programme for school staff	In-house service.	N/A	N/A
Support for schools in category to secure improvement	In-house service provided through substantive posts in the SSI structure & external partners (St Thomas More RC School in Greenwich, Swale Academy Trust & Coastal Academy Trust).	N/A	N/A
Intervention projects for leadership	In-house service provided through substantive posts in the SSI structure & external partners (CfBT).	N/A	N/A

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
<b>Safeguarding Service:</b>			
<u>Core Functions (Statutory)</u> Telephone Consultations Safeguarding Newsletter St 20 Care Standards Monitoring e-safety advice and support Collate/respond Ofsted complaint KSCB Operational Groups work Page 3	In-house service provided by substantive posts but income target of £150k required to meet operational costs. Staffing establishment of: <ul style="list-style-type: none"> <li>• 1 Manager</li> <li>• 4 Area Advisers</li> <li>• 1 e-safety officer</li> <li>• 2 .5 FTE (admin support)</li> </ul>	N/A	N/A
<u>Commissioned Service (Traded)</u> Centralised/bespoke CP training Safeguarding Reviews Management Investigations AIM risk assessments Specialist e-safety training	In-house service provided by substantive posts but income target of £150k required to meet operational costs. Staffing establishment of: <ul style="list-style-type: none"> <li>• 1 Manager</li> <li>• 4 Area Advisers</li> <li>• 1 e-safety officer</li> <li>• 2 .5 FTE (admin support)</li> </ul>	N/A	N/A
<b>Skills and Employability:</b>			
Tracking and engagement	In-house	N/A	N/A
14-19 Progression Pathways and Securing Provision	In-house	N/A	N/A
Careers Education Advice and Guidance	In-house	N/A	N/A



EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
Apprenticeship placements	In-house	N/A	N/A
Adult skills (including Community Learning Service)	In-house	N/A	Following a TAG decision in July 2014, CLS is in scope to become a LATCo by 1 August 2016. Current budget £14million.
Supporting Vulnerable Adults (Kent Supported Employment Programme)	In-house	N/A	N/A
Employer liaison	In-house	N/A	N/A
<b>Early Years and Childcare:</b>			
Sufficiency and Sustainability	In-house	N/A	N/A
Improvement and Standards	In-house	N/A	N/A
Partnership and Integration	Majority In-house Service Level Agreement to deliver support services for childminders, held by an external provider, Professional Association for Childcare and Early Years (PACEY) until the end of March 2015, but then by Prospects with effect from April 2015 (subject to contract)	N/A	N/A
Equality and Inclusion	In-house	N/A	N/A

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
<b>Planning and Access:</b>			
Area Education Officers	In-house	N/A	N/A
Outdoor Education Unit	In-house	N/A	N/A
Client Services - Catering  Page 306	GS Plus Ltd. Eden Foodservice Chartwells Principals Caterlink	The Framework Agreement runs from 1.08.12 to 31.07.16. The Framework Agreement has no value as the schools choose to have individual call off contract from the Framework Agreement. But when advertised the estimated value across the County was £8,097,517	Client Services are part of the Facing the Challenge (FtC) process. The outcome of this will determine how a new group contract is procured.
Client Services - Premises Cleaning	Metro Solo Steadfast	The Framework Agreement runs from 1.08.12 to 31.07.16 but has been extended by one year to 31.07.16 due to the uncertainty of the impact of the Facing the Challenge review. The Framework has no value as schools choose to have a call off contract form the Framework Agreement but the estimated annual value across the schools using it is £2,243,000	Client Services are part of the Facing the Challenge process. The outcome of this will determine how a new group contract is procured.

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
Client Services - Waste Management	Viridor Countrystyle	The Viridor County let contract runs from 01.08.09 to 31.07.16. This is a KCC contract, the annual value is £720,000 The Countrystyle Framework Agreement is set up like the catering and cleaning, and runs from 01.08.14 to 31.07.16 with an annual value of £160,000	Client Services are part of the Facing the Challenge process. The outcome of this will determine how a new group contract is procured.
Educational Psychology Service (KEPs)	In-house	N/A	KEPs is part of the Facing the Challenge phase 1 – part of Lot 2
Special Educational Needs Assessment and Placement Service			
SEN Assessment and Placement	In-house provided service. Commissions strands externally: <ul style="list-style-type: none"> <li>• mobility training from Kent Association for the Blind. £40k pa contract (matched by Social Care, Health &amp; Wellbeing £40k pa)</li> <li>• Qualified Teacher for Blind delivered by RLSB. Annual contract £ pa</li> </ul>	Below £1m threshold	N/A

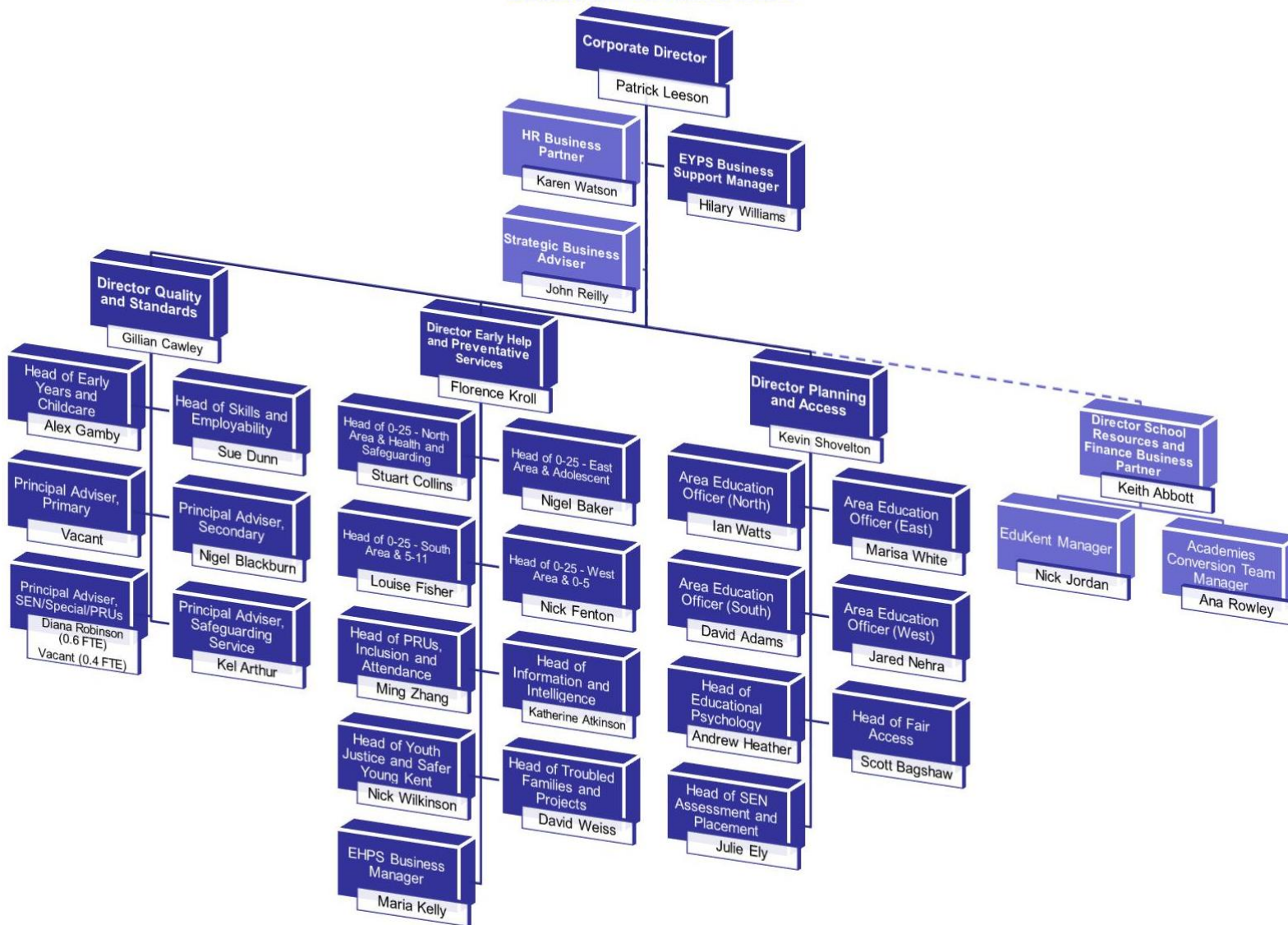
EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
Page 308	<ul style="list-style-type: none"> <li>• Dispute mediation (statutory) procured for NHS, social care and 16 LAs. KCC SEN as lead. Re tendering now £28k pa</li> <li>• Equipment ICES: joint contract with Social Care, Health &amp; Wellbeing (Lead) and NHS. £140k pa</li> <li>• Speech Therapy: 3 NHS providers and single commissions following Tribunal</li> <li>• Occupational Therapy and Physiotherapy – as above</li> </ul>		
Information and Advice Service for parents	In-house service. No external commissions	N/A	N/A
Communication Assistive Technology Team	Service is jointly provided at the point of delivery. Teaching and admin staff employed by KCC work alongside therapists and a technologist from Kent Community Health Foundation NHS Trust (KCHFT) and East Kent Hospitals University NHS Foundation Trust (EKHUFT). £120k is received from NHS	N/A.	N/A

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
	England as a commission to deliver the specialised augmentative communication service for Kent and Medway area.		
Portage	In-house	N/A	N/A
<b>Fair Access:</b>			
School Admissions	In-house	N/A	Undergoing FtC Phase 2 Review
Home to School / College Transport Eligibility Assessment	In-house	N/A	Undergoing FtC Phase 2 Review
Appeals (School and Transport)	In-house	N/A	Undergoing FtC Phase 2 Review
Children Missing Education	In-house	N/A	Undergoing FtC Phase 2 Review
Elective Home Education	In-house	N/A	Undergoing FtC Phase 2 Review
Independent Travel Training	In-house	N/A	Undergoing FtC Phase 2 Review
<b>0-25 Integrated Early Help Service:</b>			
EHPS Open access (including Children's centres), family support and NEET.	<p>The service has a range of in-house and external provision. A range of contractual and grant arrangements are in place with over a hundred external providers.</p> <p>Of the 85 CCs in Kent, 5 are commissioned-each from a</p>	<p>The total spend for commissioned services in 15/16 is £12,499,203.98.</p> <p>There is only one contract that is over £1m which is awarded to CXK. The contract is due to expire on 31<sup>st</sup> March 2016.</p>	EHPS is going through a major transformation programme to restructure the internal services and way we work. As part of this programme all commissioned contracts have been aligned to end in March 2016. This will enable a review of performance and reshape of the

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
Page 310	different provider. Action for Children; Hythe Bay Primary school; Millmead Children Centre Partnership Canterbury City Council Children and Families Limited.	All EHPS contracts including CCs will end on 31 <sup>st</sup> March 2016.	commissioning intentions in line with revised ways of working.  Work is progressing with partners and stakeholders to refresh the strategic requirements and assessment of needs of vulnerable children and young people in Kent. This is due to complete by September 2015.  The new commissioning framework will be implemented from April 2016.
<b>PRU, Inclusion and Attendance:</b>			
Inclusion and Attendance	In-house	N/A	N/A
Gypsy, Roma, Traveller and Minority Ethic	In-house	N/A	N/A
Pupil Referral Units	In-house	N/A	N/A
<b>Information and Intelligence:</b>			
Management Information	In-house	N/A	N/A
Service Development	In-house	N/A	N/A
Early Help Improvement	In-house	N/A	N/A
Early Help Triage	In-house	N/A	N/A

EYPS Service / Function Area	Is the Service provided In-house or externally? (If externally provided, name the provider)	If the Service is externally provided and budget is over £1million, identify contract length and date of renewal	Where the budget is £1million or over, is the Service the subject of major redesign or a commissioning or procurement exercise over the next 3 years? If Yes, provide summary details.
<b>Youth Justice and Safer Young Kent:</b>	In-house	N/A	Redesign as part of the 2015 Early Help and Preventative Services restructure
<b>Troubled Families</b>  Page 311	Family Intervention Project Workers (FIPs) are provided by: <ul style="list-style-type: none"> <li>• KCA</li> <li>• Project Salus</li> </ul> Mentoring Adults – Royal British Legion Industries (RBLI)  Mentoring Young People – Young Lives Foundation	£1,019,999  30 March 2016	The Programme is currently implementing Phase 2 of the Expanded Troubled Families Programme.  As part of this work, future procurement arrangements for the commissioned services will also be considered.
<b>EduKent Support Team</b>	In-house	N/A	Part of Facing the Challenge Lot 2

### Education and Young People's Services Directorate Structure Chart





From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet  
Committee – 15 April 2015

Subject: **Work Programme 2015**

Classification: Unrestricted

**Past Pathway of Paper:** 13 January 2015  
**Future Pathway of Paper:** Standard item to Cabinet Committee

**Summary:** This report gives details of the proposed Work Programme for the Education and Young People's Services Cabinet Committee.

**Recommendation:** The Education and Young People's Services Cabinet Committee is asked to consider and suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015.

## 1. Introduction

- 1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decision List; from actions arising from previous meetings, and from topics identified at agenda setting meetings, held 6 weeks before each Cabinet Committee meeting in accordance with the Constitution and attended by the Chairman, Mr Ridings, Vice Chairman, Mrs Cole and 3 Group Spokesmen, Mr Burgess, Mr Cowan and Mr Vye.
- 1.2 Whilst the Chairman, in consultation with the Cabinet Member for Education and Health Reform, is responsible for the final selection of items for the agenda, this item gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

## 2. Terms of Reference

- 2.1 At its meeting held on 27 March 2014, the County Council agreed the following terms of reference for the Education and Young People's Services Cabinet Committee '*To be responsible for those functions that fall within the responsibilities of the Corporate Director of Education and Young People's Services as well as some functions transferred from the former Communities Directorate and now located within the Education and Young People's Services*'. The functions within the remit of this Cabinet Committee are:

### Preventative Services

- Integrated Youth Services includes Youth Justice, Youth Work (including Youth Centres and outdoor activity centres)
- Children's Centres
- Early Intervention and Prevention for children, young people and their families including Family CAF co-ordination
- Adolescent Services Social Work Assistants
- Inclusion and Attendance includes Education Youth Offending, Educational

Welfare, Inclusion Officers, Child Employment and Young Carers Co-ordination, Early Years Treasure Chest, Commissioned Services for early intervention and prevention

- Troubled Families

### **Education Planning and Access**

- Provision Planning and Operations (includes school place planning and provision, client services, outdoor education and the work of the AEOs)
- Fair access Admissions and Home to School Transport (includes Elective Home Education, Home Tuition and Children Missing Education)
- Special Educational Needs Assessment and Placement Educational assessment processes for pupils with Special Educational Needs and Disabilities (includes Portage and Partnership with Parents,
- Educational Psychology Service)

### **Education Quality and Standards**

- Early Years and Childcare Safeguarding and Education
- School Standards and Improvement including Governor Services,
- School Workforce Development and Performance and Information,
- Skills and Employability for 14-24 year olds includes Kent Supported
- Community Learning & Skills

### **School Resources**

- Finance Business Partners
- Development of delivery model for support services to schools
- Academy Conversion

2.2 Further terms of reference can be found in the Constitution at Appendix 2 Part 4 paragraph 21 and these should also inform the suggestions made by Members for appropriate matters for consideration.

## **3. Work Programme 2015**

3.1 An agenda setting meeting was held on 25 February 2015, at which items for this meeting's agenda and future agenda items were agreed. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

3.3 When selecting future items the Cabinet Committee should give consideration to the contents of performance monitoring reports. Any 'for information' or briefing items will be sent to Members of the Cabinet Committee separately to the agenda or separate Member briefings will be arranged where appropriate.

## **4. Conclusion**

4.1 It is vital for the Cabinet Committee process that the Cabinet Committee takes ownership of its work programme to help the Cabinet Member to deliver informed and considered decisions. A regular report will be submitted to each meeting of the Cabinet Committee to give updates of requested topics and to

seek suggestions for future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings for consideration.

**5. Recommendation:** The Education and Young People's Services Cabinet Committee is asked to consider and suggest any additional topics for consideration to be added to future agendas and agree its work programme for 2015.

**6. Background Documents**

None.

**7. Contact details**

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**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET  
COMMITTEE  
WORK PROGRAMME 2015**

<b>FORTHCOMING EXECUTIVE DECISIONS</b>		
<b>Decisions to be taken under the remit of this Cabinet Committee as of 9 March – 30 September 2015</b>	<b>Lead officer/s</b>	<b>Decision Taker</b>
Halfway Houses Primary school, Expansion from 2FE to 3 FE	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed expansion of Bysing Wood Primary School from 1FE to 2FE from September 2016	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed expansion of West Minster Primary School from 2FE to 3FE from September 2016 and proposed addition of a 15 place SRP for children with ASD from September 2015	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed amalgamation of Murston Infant School and Murston Junior School from September 2016	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform

<b>STANDARD ITEMS</b>	
<b>Item</b>	<b>When does the Cabinet Committee receive item?</b>
Final Draft Budget Reports	Annually (January)
Commissioning Plan	Bi-annually (September and December)
School Performance – Exam Results	Annually (November/ December)
Performance Scorecard	At each meeting
Strategic Priority Statement	(December?)
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (May)
Recruitment of Teachers – Annual figures	Annually (September)
Annual Equality and Diversity Report	Annually (September)
Work Programme	At each meeting
Proposed Co-Ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools	Annually – (March)

<b>ITEMS REQUESTED BY MEMBERS</b>		
<b>Item</b>	<b>Date requested</b>	<b>Cabinet Committee Meeting</b>
The co-option of Teacher Advisers/Union reps.	25/7/2013	tba
Early Years Commissioning /Children's Centres	20 November 2014	15 April 2015
SEND Mediation and Disagreement Resolution Services	16 December 2014	15 December 2015
Virtual School Kent - Tony Doran	16 December 2014	tba
Troubled Families Initiative	16 December 2014	tba
The extent and effectiveness of the Directorate's monitoring of, and support for, academies. This would include figures showing a comparison between levels of attainment at KS2 and GCSE at academies/non-academies	24 February 2015	tba
The performance of EduKent	24 February 2015	tba
Report on what the Directorate is doing to ensure that schools are able to pick up and appropriately deal with/refer on cases of children suffering from mental distress, domestic violence, sexual exploitation, etc.	24 February 2015	tba
Report on interaction between the local authority and academies	At 13 January 2015 meeting	tba
Decisions on proposed commissioning agreements	At 13 January 2015 meeting	tba

From: **Roger Gough, Cabinet Member for Education and Health Reform** Agenda Item D1

**Peter Oakford, Cabinet Member for Specialist Children's Services**

**Mike Hill, Cabinet Member for Community Services**

**Patrick Leeson, Corporate Director for Education and Young People's Services**

To: Education and Young People's Services Cabinet Committee –  
15<sup>th</sup> April 2015

Subject: **Risk Management - Strategic Risk Register**

Classification: **Unrestricted**

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

**Summary:** This paper presents the strategic risks relating to the Education and Young People Services directorate, in addition to a risk featuring on the Corporate Risk Register for which the Corporate Director is the designated joint 'Risk Owner'. The paper also explains the management process for review of key risks.

**Recommendation(s):**

The Education and Young People's Services Cabinet Committee is asked to consider and comment on the directorate risk register and relevant corporate risk outlined in appendices 1 and 2.

**1. Introduction**

- 1.1 Directorate business plans are reported to Cabinet Committees each March / April as part of the Authority's business planning process. The plans include a high-level section relating to key directorate risks, which are set out in more detail in this paper.
- 1.2 Risk management is a key element of the Council's Internal Control Framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled. The process of developing the registers is therefore important in underpinning business planning, performance management and service procedures. Risks outlined in risk registers are taken into account in the development of the Internal Audit programme for the year.
- 1.3 Directorate risk registers are reported to Cabinet Committees annually and contain strategic or cross-cutting risks that potentially affect several functions across the Education and Young People Services (EYPS) directorate. These

often have wider potential interdependencies with other services across the Council and external parties. The EYPS directorate risk register is attached in appendix 1.

- 1.4 Corporate Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register. The Corporate Director for Education and Young People Services directorate is designated joint 'Risk Owner' for the corporate risk relating to the management of demand on specialist children's services. This is presented for comment in appendix 2.
- 1.5 A standard reporting format is used to facilitate the gathering of consistent risk information and a 5x5 matrix is used to rank the scale of risk in terms of likelihood of occurrence and impact. Firstly the current level of risk is assessed, taking into account any controls already in place to mitigate the risk. If the current level of risk is deemed unacceptable, a 'target' risk level is set and further mitigating actions introduced with the aim of reducing the risk to a tolerable and realistic level.
- 1.6 The numeric score in itself is less significant than its importance in enabling categorisation of risks and prioritisation of any management action. Further information on KCC risk management methodologies can be found in the risk management guide on the KNet intranet site.

## **2. Financial Implications**

- 2.1 Many of the strategic risks outlined have financial consequences, which highlight the importance of effective identification, assessment, evaluation and management of risk to ensure optimum value for money.

## **3. Strategic Priorities and Policy Framework**

- 3.1 Risks highlighted in the risk registers relate to strategic priorities of the *Facing the Challenge* KCC transformation agenda and achievement of outcomes in KCC's Strategic Statement, as well as the delivery of statutory responsibilities.
- 3.2 The presentation of risk registers to Cabinet Committees is a requirement of the County Council's Risk Management Policy.

## **4. Risks relating to the Education and Young People Services directorate**

- 4.1 There are currently twelve directorate risks featured on the EYPS directorate risk register (appendix 1), four of which are rated as 'High'. Many of the risks highlighted on the register are discussed implicitly as part of regular items to Cabinet Committees.
- 4.2 Since last reported in July 2014, two risks have been closed. One related to delivery of free school meal requirements and the other was linked to implementation of the Children & Families Act 2014. Three new risks have been added to the register. All relate to potential implementation issues of transferring the Community Learning and Skills service into a Local Authority Trading Company.
- 4.3 The risk relating to achievement of outcomes and savings relating to Early Help and Preventative Services has reduced from 'High' to 'Medium' to reflect progress being made to move this Page 120 forward.



- 4.4 A number of mitigating actions have completion or review dates listed as 31<sup>st</sup> March 2015. Progress against these actions is currently being reviewed with action owners, with findings to be reviewed by the Directorate Management Team as part of regular quarterly risk reviews.
- 4.5 Inclusion of risks on this register does not necessarily mean there is a problem. On the contrary, it can give reassurance that they have been properly identified and are being managed proactively.
- 4.5 Monitoring and review – risk registers should be regarded as ‘living’ documents to reflect the dynamic nature of risk management. Directorate Management Teams formally review their risk registers, including progress against mitigating actions, on a quarterly basis as a minimum, although individual risks can be identified and added to the register at any time. Key questions to be asked when reviewing risks are:
- Are the key risks still relevant?
  - Have some risks become issues?
  - Has anything occurred which could impact upon them?
  - Has the risk appetite or tolerance levels changed?
  - Are related performance / early warning indicators appropriate?
  - Are the controls in place effective?
  - Has the current risk level changed and if so is it decreasing or increasing?
  - Has the “target” level of risk been achieved?
  - If risk profiles are increasing what further actions might be needed?
  - If risk profiles are decreasing can controls be relaxed?
  - Are there risks that need to be discussed with or communicated to other functions across the Council or with other stakeholders?

## 5. Recommendation

### **Recommendation:**

The Education and Young People’s Services Cabinet Committee is asked to consider and comment on the directorate risk register and relevant corporate risk outlined in appendices 1 and 2.

## 6. Background Documents

- 6.1 KCC Risk Management Policy on KNet intranet site.

## 7. Contact details

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# Education and Young People Services Risk Register

MARCH 2015

## Education & Young People Services Directorate Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.*	Risk Title	Current Risk Rating	Change since July 2014	Target Risk Rating
EYPS 01	Schools going into Category	15	↔	5
EYPS 02	Transport budget savings	16	↓	12
EYPS 03	Demand for specialist provision and placement of pupils with statements of SEN	9	↓	6
EYPS 05	School provision planning – capital budget pressures	12	↑	9
EYPS 06	More schools will move into a potentially deficit budget position	20	↔	8
EYPS 07	Safeguarding children who are home educated	12	↔	6
EYPS 08	Children not in full time education	9	↔	6
EYPS 09	Free school meal requirement	CLOSED		
EYPS 10	Non-integrated data information systems	16	↔	4
EYPS 11	Achievement of outcomes and savings relating to Early Help and Preventative Services	12	↓	8
EYPS 12	Implementing the new Children & Families Act 2014	CLOSED		
EYPS 14	Viability of Community Learning and Skills LATCo	15	NEW	5
EYPS 15	Costs of transferring Community Learning & Skills service into a LATCo	16	NEW	4
EYPS 16	Impact on EYPS services if Community Learning & Skills LATCo fails	15	NEW	4

\*Each risk is allocated a unique code, which is retained even if a risk is transferred off the Directorate Register. Therefore there will be some 'gaps' between risk IDs.

NB: Current & Target risk ratings: The 'current' risk rating refers to the current level of risk taking into account any mitigating controls already in place. The 'target residual' rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

<b>Likelihood &amp; Impact Scales</b>					
<b>Likelihood</b>	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
<b>Impact</b>	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

<b>Risk ID EYPS 01</b>	<b>Risk Title Schools going into category</b>				
<b>Source / Cause of risk</b> Schools going into category	<b>Risk Event</b> Whilst the vast majority of KCC schools are either good or better, there remains approximately 20% of schools who are 'Requiring Improvement' or currently in an Ofsted category. Therefore there is a risk that a small percentage of these schools may fail their Ofsted inspection. This risk has significantly reduced over the last 12 months.	<b>Consequence</b> This would lead to additional support being required, reputational damage and financial implications	<b>Risk Owner</b> Patrick Leeson, Corporate Director EYPS	<b>Current Likelihood</b> Possible (3)	<b>Current Impact</b> Major (5)
				<b>Target Residual Likelihood</b> Very Unlikely (1)	<b>Target Residual Impact</b> Major (5)
<b>Control Title</b>			<b>Control Owner</b>		
A school improvement strategy is in place to reduce the risk of schools going into an Ofsted category or maintaining "Requiring Improvement"			Patrick Leeson, Corporate Director EYPS		
<b>Action Title</b>		<b>Action Owner</b>	<b>Planned Completion Date</b>		
Reframing support for schools that have been judged to be in Ofsted Category as Local Authority resources diminish.		Nigel Blackburn, Principal Adviser (Secondary)	31 <sup>st</sup> July 2015		
Regular monitoring by School Improvement Advisors and Improvement Advisors on visits to schools to ensure that Ofsted revisions are understood and reacted to		Nigel Blackburn, Principal Adviser (Secondary)	31 <sup>st</sup> July 2015		

Risk ID EYPS 02						
Risk Title		Transport budget savings				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
There is a legal requirement on the LA to make appropriate provision for transport for SEN learners where their needs require it.	There is insufficient budget allocation to meet rising costs of SEN transport. The SEN transport budget has been set at £17.8m. The projected cost of transport for 2014/15 financial year is expected to be between £20-£21m when accounting for recent rises in transport costs and the existing travel patterns.	The extent of shortfall will create a significant budgetary pressure on KCC because the LA has no alternative but to meet its legal duties in this regard.	Kevin Shovelton, Director Education Planning and Access	Likely (4)	Serious (4)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Possible (3)	Serious (4)	
<b>Control Title</b>			<b>Control Owner</b>			
Revised working practice to reduce demand on KCC delivered services			Scott Bagshaw, Head of Admissions and Transport/Julie Ely, Head of SEN Assessment and Placement			
Results of pilot scheme analysed and our approach adjusted to increase take up of personalised transport budgets			Scott Bagshaw, Head of Admissions and Transport			
Policy on eligibility for SEN transport now completed			Scott Bagshaw, Head of Admissions and Transport			
Centralised eligibility assessment process			Scott Bagshaw, Head of Admissions and Transport			
Transport Integration Team have reviewed costings and produce detailed reports with user demographic and key information that are presented to a review body each month to enable strategic targeting of activity.			Scott Bagshaw, Head of Admissions and Transport			
Dedicated project manager in place to manage PTB's and to progress ITT			Scott Bagshaw, Head of Admissions and Transport			
Small ITT team recruited from November 2014 to quickly roll out ITT			Scott Bagshaw, Head of Admissions and Transport			
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>		
The implementation of the SEN strategy will reduce the amount of school travel and create new school places.		Scott Bagshaw, Head of Admissions and Transport		31 <sup>st</sup> March 2015		
3 year programme to be developed to enable some Special Schools to		Scott Bagshaw, Head of Admissions and		31 <sup>st</sup> March 2015		

operate their own transport	Transport	
Co-location of Education Officers assessing eligibility and the SEN Transport logistics team based in Transport Integration.	Scott Bagshaw, Head of Admissions and Transport	31 <sup>st</sup> March 2015
Deep dive reviews of transport activity into establishments	Scott Bagshaw, Head of Admissions and Transport	31 <sup>st</sup> March 2015
Analysis of journey types to identify prospective candidates for a personal transport budget	Scott Bagshaw, Head of Admissions and Transport	31 <sup>st</sup> March 2015
Work closely with Special Schools to identify suitable candidates to receive ITT with a view to transition to public transport	Scott Bagshaw, Head of Admissions and Transport	31 <sup>st</sup> March 2015



<b>Risk ID EYPS 03</b>	<b>Risk Title Demand for specialist provision and placement of pupils with Statements of SEN</b>				
<b>Source / Cause of risk</b> Proposals in SEND strategy to increase commissioned places to 3700.	<b>Risk Event</b> Additional numbers are on track but there is a risk that the additional places in Kent are not delivered on time or within budget.	<b>Consequence</b> Budgetary pressure on KCC as a consequence of legal duty to make specialist provision and continued placement in costly specialist independent schools.	<b>Risk Owner</b> Patrick Leeson, Corporate Director EYPS	<b>Current Likelihood</b> Possible (3)	<b>Current Impact</b> Significant (3)
				<b>Target Residual Likelihood</b> Unlikely (2)	<b>Target Residual Impact</b> Significant (3)
<b>Control Title</b>			<b>Control Owner</b>		
Kent SEN strategy review and implementation			Kevin Shovelton, Director Education Planning and Access		
Workforce development plans issued			Julie Ely, Head of SEN Assessment and Placement		
Full scale rollout of plan (since September 2014) to be used to scale up local decision making using core standards			Julie Ely, Head of SEN Assessment and Placement		
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>	
Increase capacity in Kent's mainstream schools; raise awareness of core standards to increase the number of pupils who can be included in a local mainstream school		Julie Ely, Head of SEN Assessment and Placement		30 <sup>th</sup> June 2015	
Commission additional places in Kent special schools to maximise use of existing accommodation; target capital resources to improving and increasing physical environment and places in special schools.		Julie Ely, Head of SEN Assessment and Placement		30 <sup>th</sup> June 2015	
Increase the number of Profound, Severe and Complex Needs (PSCN) places at FiveAcre Wood (50) by September 2015. PSCN places at Ridgeview (67) by September 2015. Autistic Spectrum Disorder (ASD) places at Broomhill Bank (56) by September 2015.		Julie Ely, Head of SEN Assessment and Placement		30 <sup>th</sup> September 2015	
Planning consents and Governing Body agreement are being sought for new provision		Julie Ely, Head of SEN Assessment and Placement		31 <sup>st</sup> March 2015	

<b>Risk ID EYPS 05</b>						
<b>Risk Title</b>		<b>Delivering of New School Places - Capital Budget pressures</b>				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
A significant expansion of schools is required to accommodate major population growth in the short term to medium term (primary age) and long term (secondary age). The "Basic Need" capital grant from DfE will not fund the expansion in full. A funding gap to deliver the programme for schools will be created by cost pressures from higher than expected build costs, low contributions from developers and sudden increases in pupil demand.	The expansion required may not be delivered, meaning KCC is not able to provide appropriate school places.	The duty to provide sufficient school places is not met, which may lead to legal action against the council. Some children have to travel much further to attend a school.	Kevin Shovelton, Director Education Planning and Access	Likely (4)	Significant (3)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Possible (3)	Significant (3)	
<b>Control Title</b>			<b>Control Owner</b>			
The Kent Commissioning Plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped, coasted and kept under review.			Kevin Shovelton, Director Education Planning and Access			
The school expansion programme is under member scrutiny and review by relevant Education and Property programme boards/forums/committees.			Kevin Shovelton, Director Education Planning and Access			
Alternative strategies could be employed if required to reduce the impact of risk consequences e.g. more temporary solutions, scaling back of maintenance.			Kevin Shovelton, Director Education Planning and Access			
EYPS capital monitoring mechanism with Member involvement now created			Kevin Shovelton, Director Education Planning and Access			
Policy and operations to secure sufficient developer contributions are overseen by Cabinet sub-group.			Paul Crick, Director Environment Planning & Enforcement/ Kevin Shovelton, Director Education Planning and Access			
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>		
A new director level Basic Need Programme Board has mapped and costed the school expansion in detail to 2017 and is exploring more cost effective delivery solutions.		Kevin Shovelton, Director Education Planning and Access		31 <sup>st</sup> March 2015		
A bid has been made for extra funding under the priority school building programme Phase 2		Kevin Shovelton, Director Education Planning and Access		31 <sup>st</sup> March 2015		
Negotiations taking place with District Councils regarding allocation of		Kevin Shovelton, Director Education		31 <sup>st</sup> March 2015		



<b>Risk ID EYPS 06</b>	<b>Risk Title More schools will move into a potentially deficit budget position.</b>				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>
The fourth year of a "flat cash" DSG settlement for schools coupled with continuing impact of the major national changes to school funding and the formula will put serious pressure on the budgets of a number of schools - especially those with falling rolls - in the short to medium term. Secondary schools are also expressing additional pressures as a result of national changes in 6th Form funding and falling rolls. Also changes in the Ofsted frameworks could result in more schools moving into category. Experience shows that the additional costs incurred as a result of this can also push a school into deficit.	More schools move into a potentially deficit budget position.	There will be pressure on school budgets with knock-on consequences as they make budget savings to balance the budget. There will be increased pressure on the central redundancy budget and also increased demands upon Schools Financial Services. SPS (Schools Personal Service) and School Improvement. There may also be a negative impact upon standards in some schools.	Patrick Leeson, Corporate Director EYPS	Very Likely (5)	Serious (4)
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>
				Likely (4)	Moderate (2)
<b>Control Title</b>			<b>Control Owner</b>		
The potential implications of all of the changes to school funding have been identified and DfE have been lobbied. Budget tool issued for 2014/15 and beyond.			Keith Abbott		
Joint work is underway with school improvement colleagues to identify those schools at most risk as a result of the financial changes. Meeting has now taken place with school improvement colleagues.			Keith Abbott		
Paper re long term implications of funding and school roll numbers in Secondary Schools taken to DMT away day on 5th February 2014			Keith Abbott		
Direct conversations taking place with the Chief Executive of the Education funding Agency (EFA).			Keith Abbott		
Met with Permanent Secretary regarding funding issues			Keith Abbott		
<b>Action Title</b>		<b>Action Owner</b>	<b>Planned Completion Date</b>		
For schools that have declared a balanced budget position, close monitoring of management action		Keith Abbott	31 <sup>st</sup> March 2015		
Recovery plans with schools that have flagged up problems		Keith Abbott	31 <sup>st</sup> March 2015		
Commence discussions with other schools that have showed future problems		Keith Abbott	31 <sup>st</sup> March 2015		

More detailed work to be carried out on top 12 schools of concern. A dedicated resource is now employed to deal with this.

Keith Abbott

31<sup>st</sup> March 2015

Risk ID EYPS 07		Risk Title Safeguarding children who are home educated				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
The Elective Home Education process does not require a young person to be seen by a member of the local authority tasked with identifying the suitability of education	Risk of delay in identifying potential safeguarding concerns.	Failure of KCC to fulfil its safeguarding duties.	Patrick Leeson, Corporate Director EYPS	Possible (3)	Serious (4)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Unlikely (2)	Significant (3)	
<b>Control Title</b>			<b>Control Owner</b>			
Revised policy taken to Cabinet on 28/1/2015 and approved			Patrick Leeson, Corporate Director EYPS			
Revised policy to include interaction with child as mandatory			Kevin Shovelton, Director Education Planning and Access			
Raising awareness amongst other practitioners to recognise potential implications of children home educated that are not in contact with universal education services			Scott Bagshaw, Head of Admissions & Transport/Hilary Alford, Manager Secondary Admissions			
Early intervention prior to decision will reduce the number of vulnerable young people entering into Elective Home Education			Florence Kroll, Director Early Help and Preventative Services			
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>		
Ensuring that every child receives a home visit.		Scott Bagshaw, Head of Admissions & Transport		31 <sup>st</sup> March 2015		

<b>Risk ID EYPS 08</b>	<b>Risk Title Children not in full time education</b>					
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
Section 436a of the Education Act 1996 (inserted by the Education and Inspections Act 2006) "requires all local education authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children in their area who are not receiving a suitable education". The local authority must also ensure that it "monitors the numbers of children/young people in the authority who are not receiving an education, including those new to the area of the country".	Information on Children and Young Persons not in full-time education is held on a number of different systems that are not fully integrated. There is a risk that professionals working with a C&YP may not be aware that they are not accessing education.	Failure of KCC to fulfil its duty to identify and monitor those children/young people not receiving an education and to ensure education is offered.	Patrick Leeson, Corporate Director EYPS	Possible (3)	Significant (3)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Unlikely (2)	Significant (3)	
<b>Control Title</b>			<b>Control Owner</b>			
Information sharing systems between Admissions, Children Missing Education and Elective Home Education Teams.			Scott Bagshaw, Head of Admissions & Transport			
Attendance offer revised to facilitate more robust monitoring of school attendance registers			Louise Simpson, Inclusion Manager			
The Elective Home Education Policy and process has been revised			Scott Bagshaw, Head of Admissions & Transport			
Provision continues to be delivered to meet statutory obligation following PRU review.			Louise Simpson, Inclusion Manager			
Centralised provision now results in an education programme for pupils not on a school roll.			Scott Bagshaw, Head of Admissions & Transport			
<b>Action Title</b>		<b>Action Owner</b>	<b>Planned Completion Date</b>			
Single management information system being developed to ensure improved data sharing between agencies (see risk EYPS10).		Katherine Atkinson, Performance and Information Manager	31 <sup>st</sup> March 2015			
Corporate Director to re-issue guidance to schools and other professionals in order to set up a central register.		Louise Simpson, Inclusion Manager	31 <sup>st</sup> March 2015			
Ensure that the proposal secures full-time (or as much as it is suitable) entitlement for pupils with health needs		Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance	31 <sup>st</sup> March 2015			

Risk ID EYPS 10	Risk Title	Non- integrated data information systems					
<b>Source / Cause of risk</b> Over a period of time, the number of data collection systems has increased. There is a great deal of duplication and a lack of consistency in the data, and none of the systems are integrated with each other. In some cases, staff are also recording off-system on spreadsheets. This is leading to an uncoordinated approach towards working with children and young people as, staff are having to cross-reference and input on multiple systems potentially causing delay or confusion in supporting children and young people. We are taking steps to procure a single system, or rationalised number of systems, that should be in place in 2016/17.	<b>Risk Event</b> There is a risk that staff will be working with incomplete information on children or YP due to the amount of data and systems that are collecting the data.	<b>Consequence</b> If staff work with incomplete data on children or YP it may lead to safeguarding issues for the child and reputational issues for the Authority. In addition, performance is presented in an uncoordinated manner due to inconsistency of the systems.	<b>Risk Owner</b> Katherine Atkinson, Head of Information and Intelligence.	<b>Current Likelihood</b> Likely (4)	<b>Current Impact</b> Serious (4)	<b>Target Residual Likelihood</b> Unlikely (2)	<b>Target Residual Impact</b> Moderate (2)
<b>Control Title</b>			<b>Control Owner</b>				
Demonstrations of new systems have been carried out			Katherine Atkinson, Head of Information and Intelligence.				
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>			
Make more widespread use of common identifiers in order to assist joining up systems in the short-term		Katherine Atkinson, Head of Information and Intelligence.		31 <sup>st</sup> March 2015			
Write business case for CMT and Project Appraisal Group seeking approval to procure a single system solution for the Directorate		Andrew Jackson, Business Lead for the Early Help Module Implementation.		31 <sup>st</sup> March 2015			
Develop the single system specification further to make it "procurement ready"		Katherine Atkinson, Head of Information and Intelligence		30 <sup>th</sup> November 2015			
ICT Business Analysts gathering detailed information about exactly what is recorded in current EYPS systems		Andrew Jackson, Business Lead for the Early Help Module Implementation.		30 <sup>th</sup> May 2015			
Implementation of Early Help Module to provide a full case management system and link with Specialist Children's Services Liberi system		Andrew Jackson, Business Lead for the Early Help Module Implementation.		1 <sup>st</sup> October 2015			



<b>Risk ID EYPS 11</b>	<b>Risk Title</b>	<b>Achievement of outcomes and savings relating to Early Help and Preventative Services</b>				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
As part of KCC's transformation programme, EHPS has been working with Consultants Newton Europe to redesign the services in order to provide a cohesive service offer to families, ultimately reducing demand on education and social services. This is a wide reaching restructure embedding new ways of working and requiring a wide ranging cultural shift.	The required benefits and savings are not achieved in time.	Non-achievement of savings: additional budget pressure for the directorate and / or Authority at a time of diminishing resources. Non-achievement of outcomes: demand for children's social care services does not reduce.	Florence Kroll, Director Early Help and Preventative Services	Possible (3)	Serious (4)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Unlikely (2)	Serious (4)	
<b>Control Title</b>			<b>Control Owner</b>			
A vision for Early Help Services has been developed			Florence Kroll, Director Early Help and Preventative Services			
Ongoing work with Social Care to reduce demand for social care			Florence Kroll, Director Early Help and Preventative Services			
By working with Organisational Development we have developed "The Way we do things here" document			Florence Kroll, Director Early Help and Preventative Services			
Analysis with Newton Europe has been undertaken to identify how savings will be achieved			Florence Kroll, Director Early Help and Preventative Services			
A staff survey has informed a communication strategy to ensure staff are on board with the required changes.			Florence Kroll, Director Early Help and Preventative Services			
<b>Action Title</b>		<b>Action Owner</b>	<b>Planned Completion Date</b>			
To assess likelihood of achievement of in year savings 2014/2015.		Florence Kroll, Director Early Help and Preventative Services (EH&P)	31 <sup>st</sup> March 2015			
Consultation process started 4/2/2015 and to be completed by 20/3/2015		Florence Kroll, Director EH&PS	1 <sup>st</sup> April 2015			
To consider any new areas against which savings can be achieved.		Florence Kroll, Director EH&PS	31 <sup>st</sup> March 2015			
Recruitment of staff will take place between April-September 2015. Head of Service and District Managers have already been recruited.		Florence Kroll, Director EH&PS	30 <sup>th</sup> September 2015			
Preparations are underway for a single district model		Florence Kroll, Director EH&PS	30 <sup>th</sup> September 2015			

<b>Risk ID EYPS 14</b>	<b>Risk Title</b>	<b>Viability of CLS LATCO</b>				
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
As part of the Transformation agenda, KCC is considering the creation of a Community Learning and Skills (CLS) LATCO by either August 2015 or August 2016, in order to provide greater freedom and flexibilities for the service that would allow it to compete more effectively and grow its current offer.	There is a risk that the operation of the LATCO in its current form will lead to budgetary pressures from SFA and EFA across the EYPS Directorate, calling into question the viability of this business model.	Budgetary pressures for the EYPS Directorate leading to further savings having to be made across all services within the directorate. Failure of the LATCO and reputational damage.	Keith Abbott, Director School Resources and EY Finance Business Partner/Sue Dunn, Head of Skills and Employability Service	Possible (3)	Major (5)	
				<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
				Very Unlikely (1)	Major (5)	
<b>Control Title</b>				<b>Control Owner</b>		
Service costs and agreed management fee of operating the LATCO model have now been established				Sue Dunn, Head of Skills and Employability Service		
Action plan now prepared from the Financial Plan				Sue Dunn, Head of Skills and Employability Service		
<b>Action Title</b>		<b>Action Owner</b>		<b>Planned Completion Date</b>		
New financial models are being prepared		Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015		
Development of a financial plan is underway		Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015		
Management fee, consumer services charge and commercial rent to be annually negotiated.		Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015		
Further discussions to take place regarding the costs of commercial rent		Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015		

<b>Risk ID EYPS 15</b>	<b>Risk Title</b>	<b>Costs of transferring CLS into a LATCO</b>				
<b>Source / Cause of risk</b> In July 2014 the Transformation Advisory Group (TAG) recommended the creation of a LATCO to operate CLS services within Kent. Subject to the proposals being brought forward, funding towards the implementation costs have yet to be identified.	<b>Risk Event</b> There is a risk that there will be a significant detrimental impact on other services within the EYPS Directorate, as a result of the legal, business transformation, infrastructure, staffing and redundancy issues (including costs) within CLS, that could be raised during the implementation phase.	<b>Consequence</b> Reduction in the level of service provided by all services within EYPS and reputational impact on the Authority and Directorate if the implementation fails. The overall service provided by the Directorate falls to such a level that children and young people's futures are adversely affected.	<b>Risk Owner</b> Keith Abbott, Director School Resources and EY Finance Business Partner/Sue Dunn, Head of Skills and Employability Service	<b>Current Likelihood</b> Likely (4)	<b>Current Impact</b> Serious (4)	
				<b>Target Residual Likelihood</b> Unlikely (2)	<b>Target Residual Impact</b> Moderate (2)	
<b>Control Title</b>			<b>Control Owner</b>			
<b>Action Title</b>			<b>Action Owner</b>		<b>Planned Completion Date</b>	
A proper assessment of the costs of the CLS transfer to be carried out			Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015	
To monitor the costs of the implementation			Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015	
Report back to CLS Steering Group			Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015	

<b>Risk ID EYPS 16</b>	<b>Risk Title</b>	<b>Impact on EYPS services if LATCO fails</b>					
<b>Source / Cause of risk</b> In July 2014 the Transformation Advisory Group (TAG) recommended the creation of a LATCO to operate CLS services within Kent. The LATCO would require significant public and stakeholder consultation relating to the possible withdrawal from current CLS properties.	<b>Risk Event</b> The risk could lead to severe reputational and political damage to KCC.	<b>Consequence</b> The risk could lead to a reduction in the quality of services, to a level that is lower than the services currently provided. Such a result would impact significantly on children and vulnerable groups and cause them to rely more heavily on the social care services or increase levels of NEET.	<b>Risk Owner</b> Sue Dunn, Head of Skills and Employability Service	<b>Current Likelihood</b> Possible (3)	<b>Current Impact</b> Major (5)	<b>Target Residual Likelihood</b> Unlikely (2)	<b>Target Residual Impact</b> Moderate (2)
<b>Control Title</b>			<b>Control Owner</b>				
<b>Action Title</b>			<b>Action Owner</b>		<b>Planned Completion Date</b>		
Project Management Plan being prepared			Mark Starns, Sales & Marketing Manager		30 <sup>th</sup> June 2015		
Regular reporting to fortnightly Steering Group meeting of progress			Sue Dunn, Head of Skills and Employability Service		30 <sup>th</sup> June 2015		
Communication plan being developed re: the CLS implementation			Sue Dunn, Head of Skills and Employability Service		31 <sup>st</sup> July 2015		



# KCC Corporate Risk Register

## CORPORATE RISK LED BY OFFICERS IN THE EDUCATION & YOUNG PEOPLE SERVICES DIRECTORATE

## Corporate Risks led by Officers in the Education and Young People Services Directorate Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.*	Risk Title	Current Risk Rating	Target Risk Rating
CRR 10(b)	Management of Demand –Specialist Children’s Services	20	12

\*Each risk is allocated a unique code, which is retained even if a risk is transferred off the Corporate Register. Therefore there will be some ‘gaps’ between risk IDs.

NB: Current & Target risk ratings: The ‘current’ risk rating refers to the current level of risk taking into account any mitigating controls already in place. The ‘target residual’ rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

Likelihood & Impact Scales					
<b>Likelihood</b>	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
<b>Impact</b>	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

Risk ID CRR10(b)	Risk Title Management of Demand – Specialist Children’s Services				
<p><b>Source / Cause of risk</b></p> <p>Local Authorities continue to face increasing demand for specialist children’s services due to a variety of factors, including consequences of highly publicised child protection incidents and serious case reviews, and policy/legislative changes.</p> <p>At a local level KCC is faced with additional demand challenges such as those associated with significant numbers of Unaccompanied Asylum Seeking Children (UASC) There are also particular ‘pressure points’ in several districts.</p> <p>These challenges need to be met as specialist children’s services face increasingly difficult financial circumstances and operational challenges such as recruitment and retention of permanent qualified social workers.</p>	<p><b>Risk Event</b></p> <p>High volumes of work flow into specialist children’s services leading to unsustainable pressure being exerted on the service.</p>	<p><b>Consequence</b></p> <p>Children’s services performance declines as demands become unmanageable.</p> <p>Failure to deliver statutory obligations and duties or achieve social value.</p> <p>Additional financial pressures placed on other parts of the Authority at a time of severely diminishing resources.</p> <p>Ultimately an impact on outcomes for children, young people and their families.</p>	<p><b>Risk Owner</b></p> <p>Andrew Ireland, Corporate Director SCHWB</p> <p>Patrick Leeson, Corporate Director EYPS</p> <p><b>Responsible Cabinet Member(s):</b></p> <p>Peter Oakford, Specialist Children’s Services</p>	<p><b>Current Likelihood</b></p> <p>Likely (4)</p> <p><b>Target Residual Likelihood</b></p> <p>Possible (3)</p>	<p><b>Current Impact</b></p> <p>Major (5)</p> <p><b>Target Residual Impact</b></p> <p>Serious (4)</p>
<b>Control Title</b>			<b>Control Owner</b>		
Analysis and refreshing of forecasts to maintain the level of understanding which feeds into the relevant areas of the MTFP and the business planning process			Andrew Ireland, Corporate Director SCHWB / Mark Lobban, Director Commissioning SCHWB		
Kent Integrated Adolescent Support Service (KIASS) aims to reduce demands by enabling swift access to specific additional and early help, particularly for the most disadvantaged and vulnerable young people, to meet their needs quickly and flexibly.			Patrick Leeson, Corporate Director EYPS		
Plans developed to appropriately manage the number of children in care (subject to continual monitoring)			Philip Segurola, Acting Director Specialist Children’s Services		
Intensive focus on ensuring early help to reduce the need for specialist children’s support services.			Patrick Leeson, Corporate Director EYPS / Andrew Ireland, Corporate Director SCHWB		
Continued support for investment in preventative services through voluntary sector partners			Mark Lobban, Director		

		Commissioning SCHWB
Maintain the use of appropriate tools to obtain value for money in relation to the commissioning of expensive specialist residential and independent fostering accommodation		Mark Lobban, Director Commissioning SCHWB
Dedicated Children in Care project action plan being presented to June 2014 Children's Transformation Board		Philip Segurola, Acting Director Specialist Children's Services
Scoping of diagnostic work for children's services with aid of efficiency partner has been completed		Philip Segurola, Acting Director Specialist Children's Services
Early Help & Preventative Services one year plan 2014/15 produced setting out priorities for service development and change and ambitious targets to improve outcomes for children, young people and families		Florence Kroll, Director of Early Help & Preventative Services
Weekly management information reports track key children in care milestones		Philip Segurola, Acting Director Specialist Children's Services
New and innovative service design concepts tested in 'sandbox' to inform the business case and associated savings projections		Andrew Ireland, Corporate Director SCHWB/Patrick Leeson, Corporate Director EYPS
<b>Action Title</b>	<b>Action Owner</b>	<b>Planned Completion Date</b>
In-house fostering capacity to be developed and assertive monitoring of all children in care performance milestones	Philip Segurola, Acting Director Specialist Children's Services	April 2015
Implementation of Unified 0-25 programme with projects targeted within Specialist Children's Services, Early Help and Prevention and External Spend	Patrick Leeson, Corporate Director, Education & Young People's Services/Andrew Ireland, Corporate Director SCHWB	December 2015



From: **Roger Gough, Cabinet Member for Education and Health Reform**  
**Patrick Leeson, Corporate Director for Education & Young People's Services**

To: **Education and Young People's Services Cabinet Committee – 15 April 2015**

Subject: **Education and Young People's Services Directorate Scorecard**

**Summary:** The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2018, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

**Recommendations:** The Education and Young People's Services Cabinet Committee is asked to review and comment on the new Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate.

## 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 the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

## 2. Education & Young People's Services Performance Management Framework

- 2.1 The performance scorecard has been redeveloped following the formation of the Education and Young People's Services directorate in April 2014.
- 2.2 Management Information has been liaising with Heads of Service to develop service scorecards, which are more detailed than the summary level directorate scorecard.
- 2.3 The indicators on the directorate scorecard have been chosen to give a broad overview of directorate performance, and are supported by the greater detail within the service scorecards.
- 2.4 District pages have now been developed to underpin the headline Kent figures. Consideration is also being given to showing links between indicators that impact upon each other, to aid interpretation.
- 2.5 The new directorate scorecard will be published quarterly.
- 2.6 The formation of an integrated Information and Intelligence service will lead to more joined up reporting, monitoring and evaluation across the directorate.

## 3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status.
- 3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to as the reporting period differs between measures.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 Results for pupils at the end of the Early Years Foundation Stage (EYFS) have improved in 2013/14 by 6 percentage points with 69% of children achieving a good level of development compared to 63% in 2012/13. This is above the England average figure of 60%. The achievement gap between children eligible for Free School Meals (FSM) and their peers has reduced by 6 percentage points to 12 from 18%.
- 3.5 At Key Stage 2 the combined achievement at Level 4+ in Reading, Writing and Maths is 79% which is a 5 percentage point rise on the previous year. This is in line with the national average, which represents a significant step forward. The achievement gap between FSM eligible children and their peers has narrowed from 25 to 21 percentage points. The national gap is narrower at 18 percentage points.
- 3.6 In 2014 two major reforms were implemented which effected the calculation of the key stage 4 measures. The Wolf reforms restricted the qualifications counted and the weightings applied and the early entry policy meant only the pupils' first attempt at a GCSE qualification could be counted. The impact of this was the percentage of pupils achieving 5+ A\* - C grades and GCSE including English and maths declined slightly. Due to this change in methodology it is not appropriate therefore to compare the outturns for 2014 to that of previous years. In 2013/14 the outturn for Kent is 59.0% which compares favourably to the national figure of 53.4%
- 3.7 The percentage of young people by age 19 with a level 2 decreased from 84.9% in 2013 to 82.7% in 2014 which is slightly lower than the national figure of 83.3%. The FSM gap widened to 24.1percentage points and is considerably higher than the national gap of 17.2%. More young people achieved a level 3 qualification, which increased to 56.7%. This is in line with national figure. The FSM gap at 33.1% is considerably higher than the national figure of 25.2%.
- 3.8 The number of schools in an Ofsted category is higher than anticipated and is consequently red but the percentage of schools judged to be good or outstanding is above target and is therefore green.
- 3.9 The number of pupils being placed in independent or out-of-county special schools has fallen in December but remains higher than target. A redesign of the SEN service took place last year and the new structure and ways of working, together with ongoing work to plan increased provision of SEN school places, should support improvement in this area.
- 3.10 The percentage of 16 – 18 year olds not in education, employment or training (NEET) is currently 4.6% which is an improvement on the 2013/14 outturn of 5.9% but is red as it has not met the 2013/14 target. Close working between the Skills and Employability and Early Help & Preventative Services is seeking to improve both data capture processes and support given to young people who are NEET.

- 3.11 The number of permanent exclusions from Primary schools is higher than anticipated, though they continue to fall in Secondary schools. A project is currently being planned to work with a group of schools to explore a holistic approach to behaviour management in Primary schools with the aim of reducing both fixed term and permanent exclusions.
- 3.12 The rate of re-offending by children and young people (CYP) has increased slightly (based on a 12 month cohort) to a rate of 34.6%. This equates to 573 individuals. The number of re-offenders has continued to fall cohort on cohort although the decrease between the 573 in the most recent cohort and the 587 in the previous cohort was much smaller than the falls recorded for previous cohorts. However the number of further offences, and as a consequence the average number of further offences per re-offender, both increased. The re-offending rate of CYP for England & Wales is 35.7%, higher than that of Kent.

#### **4. Recommendations**

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the new Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate.

#### **Background Documents**

EYPS Directorate Scorecard – January 2015 release (December 2014 data)

#### **Contact details**

##### **Lead Officer**

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##### **Lead Director**

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Education & Young People's Services Performance Management

# Education & Young People's Services Directorate Scorecard

January 2015 Release (December 2014 Data)

Produced by: Management Information, KCC

Publication Date: 19th March 2015

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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 (Red/Amber/Green) ratings



- GREEN** Green indicates that the 2013-14 outturn performance has met or exceeded the 2013-14 target
- AMBER** Amber indicates that the 2013-14 outturn performance has not met the 2013-14 target but is within acceptable limits\*
- RED** Red indicates that the 2013-14 outturn performance has not met the 2013-14 target and is below an acceptable pre-defined minimum\*

\* For the majority of indicators a tolerance of 3% above/below the target has been applied

### DIRECTION OF TRAVEL (DOT)

-  Performance has improved compared to previously reported data
-  Performance has worsened compared to previously reported data
-  Performance has remained the same compared to previously reported data

### Incomplete Data

-  Data not available
-  Data to be supplied

Data in italics indicates 2012-13 data period

### MANAGEMENT INFORMATION CONTACT DETAILS

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### Education & Young People's Services Scorecards

- EYPS Education & Young People's Services Directorate Scorecard
- SISE School Improvement and Skills & Employability Scorecard
- EY Early Years Scorecard
- EH Early Help Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard

### KEY TO ABBREVIATIONS

- EYFS Early Years Foundation Stage
- EYFE Early Years Free Entitlement
- EY Early Years
- DWP Department for Work and Pensions
- FF2 Free For Two
- FSM Free School Meals
- SEN Special Educational Needs
- NEET Not in Education, Employment or Training
- CYP Children and Young People
- M Monthly
- T Termly
- A Annually
- MI Management Information

Indicator Definitions

Code	Indicator	Definition
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	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 Early Years Foundation Stage framework.
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage 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 Early Years Foundation Stage framework.
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	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.
SISE17	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	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.
SISE25	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	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.
SISE28	Number of schools in Ofsted Category (special measures or serious weakness)	Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection.
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units.
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	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.
EYPS1	Number of pupils being placed in independent or out-of-county special schools	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools.
EYPS2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
EYPS3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EYPS4	Percentage of surplus school places in Kent Primary schools	The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities.
EYPS5	Percentage of surplus school places in Kent Secondary schools	The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities.
SISE43	Percentage of young people with Level 2 attainment by age 19	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.



Indicator Definitions

Code	Indicator	Definition
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	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.
SISE45	Percentage of young people with Level 3 attainment by age 19	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.
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	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.
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CXK (Connexions).
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	The number of young people aged 16-18 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	The number of young people aged 19-24 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
EH39	Percentage of pupils who are persistently absent from Primary schools - all pupils	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.
EH40	Percentage of pupils who are persistently absent from Secondary schools - all pupils	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.
EH38	Number of permanent exclusions from Primary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Primary school or a Primary academy during the last 12 months.
EH41	Number of permanent exclusions from Secondary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Secondary school or a Secondary academy during the last 12 months.
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent Children's Centres judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent Children's Centres.
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Definition to be confirmed.
EYPS7	Rate of re-offending by CYP	The data is looking at a 12mth cohort that is tracked for 12mths to identify any further alleged offending. Tracked for a further 6mths to confirm the outcome of the alleged offending behaviour. This report uses data from the Police National Computer (PNC) published by Ministry of Justice (MoJ) and is only available at County level.
EH3	Number of notifications received by EH&PS (All notifications)	The number of notifications received during the current reported month. The data includes <b>all</b> notifications received by EH&PS. <b>Data quality work is currently being undertaken on the information behind this indicator. Totals are liable to fluctuate until this work has been completed.</b>
EH5	Number of EH&PS open cases (All open cases)	The number of open cases as at the end of the current reported month. The data includes <b>all</b> open cases received by EH&PS. <b>Data quality work is currently being undertaken on the information behind these indicators. Totals are liable to fluctuate until this work has been completed.</b>

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# Education & Young People's Services Directorate Scorecard

## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2013-14 data from Keyphas online dataset	Aug 2014
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	End of year assessments based on new EYFSP framework	2013-14 data from Keyphas online dataset	Aug 2014
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	2013-14 Bold Steps Outturn Data	Sept 2014
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	Early Years & Childcare Ofsted Spreadsheet	Inspections data as at Dec 2014	Feb 2015
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	Test/TA results for end of academic year	2013-14 DfE Published (LA) Keyphas (Distr)	Dec 2014
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year - Based on First Result	2013-14 DfE Published (LA) EPAS (Distr)	Jan 2015
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	Test/TA results for end of academic year	2013-14 DfE Published (LA) Keyphas (Distr)	Dec 2014
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year - Based on First Result	2013-14 DfE Published (LA) EPAS (Distr)	Jan 2015
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	MI Ofsted Database	Inspections as at end of December 2014	Jan 2015
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of December 2014	Jan 2015
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2014	Oct 2014
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	Impulse database - monthly reported data	Snapshot as at December 2014	Jan 2015
EYPS1	Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data	Snapshot as at December 2014	Jan 2015
EYPS2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers outturn data for 2012-13	Sept 2014
EYPS3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers outturn data for 2012-13	Sept 2014
EYPS4	Percentage of surplus school places in Kent Primary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
EYPS5	Percentage of surplus school places in Kent Secondary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
SISE43	Percentage of young people with Level 2 attainment by age 19	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE45	Percentage of young people with Level 3 attainment by age 19	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of Dec 2014	Jan 2015
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	Quality Data Services	2011-12 annual data	Sept 2014
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	Quality Data Services	2011-12 annual data	Sept 2014
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	MI Calculations based on Termly School Census	2013-14 annual data	Jan 2015
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	MI Calculations based on Termly School Census	2013-14 annual data	Jan 2015
EH38	Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to December 2014	Jan 2015
EH41	Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to December 2014	Jan 2015
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted reporting	Snapshot as at December 2014	Jan 2015
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Impulse database - monthly reported data	Rolling 12 months up to December 2014	Jan 2015
EYPS7	Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for Jan 2012 to Dec 2012 cohort	Jan 2015
EH3	Number of notifications received by EH&PS (All notifications)	SKWO monthly reporting	Data for end of December 2014	March 2015
EH5	Number of EH&PS open cases (All open cases)	SKWO monthly reporting	Data for end of December 2014	March 2015

Directorate Scorecard - Kent

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Kent Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69	↑	63	73	69	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	12	↑	18	11	12	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T	78	↓	79	83	78	RED
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	91.0	↔	91.0	92	89.2	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	79	↑	74	83	79	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	58.0	↓	63.1	59	58.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	21	↑	25	14	17.8	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	34.3	↑	34.5	29	34.3	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	25	↑	27	12	28	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	76.5	↑	75.5	82	74.6	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A	2.8	↔	2.8	2.7	2.8	GREEN
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	87.5	↓	90.5	95	92	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	633	↓	613	460	599	RED
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A	86.4	↑	85.1	86	86.4	AMBER
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A	84.2	↑	82.8	85	84.2	GREEN
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.2		7.0	4	5.2	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	9.9		8.7	10	9.9	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.7	↓	84.9	86	82.7	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	24.1	↓	23.8	16	24.1	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	56.7	↑	55.9	58	56.7	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33.1	↑	33.9	23	33.1	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.6	↑	8.1	4.0	5.9	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A	69.6	↓	71.0	76	TBC	
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A	75.0	↓	77.5	81	TBC	
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.3	↑	3.1	1.5	2.3	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.2	↑	6.7	5.0	6.2	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	32	↓	27	11	26	AMBER
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	59	↑	60	39	61	GREEN
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q	72			75	72	
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	63.4	↑	63.2	70	64.6	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q	34.6	↓	33.7	30	32.2	AMBER
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	910					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	4389					

## Directorate Scorecard - Ashford

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	66.0	↑	63.5	73	66.0	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.5	↑	24.3	11	13.5	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	95.5	↑	93.8	92	92.9	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	77.0	↑	71.6	83	77.0	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	54.7	↓	59.2	59	55.5	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	17.9	↑	22.3	14	17.9	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	↑	30.3	29	29.8	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↑	3		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	85.4	↑	81.6	82	78.0	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	97.4	↓	97.7	95	97.9	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	43	↓	39		37	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.5		3.9	4	3.5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	7.5		5.8	10	7.5	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.2	↓	83.2	86	81.2	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33.8	↓	23.2	16	33.8	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.0	↑	51.2	58	53.0	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	30.1	↑	37.9	23	30.1	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.3	↑	8.3	4.0	5.3	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.7	↑	2.9	1.5	1.7	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.0	↑	6.9	5.0	6.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	72.0	↓	77.8	70	80.8	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	104					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	496					

## Directorate Scorecard - Canterbury

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69.2	↑	68.0	73	69.2	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.5	↑	21.1	11	13.5	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	92.5	↓	93.7	92	93.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	80.6	↑	74.7	83	80.6	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	57.1	↓	59.0	59	56.7	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	17.3	↑	25.0	14	17.3	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.2	↑	40.0	29	32.4	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↔	2		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	71.7	↔	71.7	82	70.8	RED
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	92.2	↓	93.5	95	93.3	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	54	↑	58		57	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.3		10.7	4	6.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.4		10.7	10	8.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.7	↓	84.2	86	83.7	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.3	↑	24.0	16	23.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	59.0	↑	56.0	58	59.0	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34.7	↑	36.3	23	34.7	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.5	↑	7.9	4.0	4.9	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.6	↑	3.3	1.5	2.6	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.7	↑	7.2	5.0	6.7	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	2	↑	3		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	0	↑	1		1	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	71.1	↓	72.1	70	73.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	94					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	431					

## Directorate Scorecard - Dartford

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	68.1	↑	62.4	73	68.1	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	6.4	↑	11.6	11	6.4	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	97.8	↑	88.2	92	91.3	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	80.0	↑	75.2	83	80.0	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	71.6	↓	73.7	59	68.4	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.7	↑	18.1	14	14.7	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	31.4	↑	33.0	29	35.4	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	75.0	↔	75.0	82	75.0	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	74.3	↑	70.0	95	73.1	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	41	↓	38		39	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.7		4.4	4	2.7	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	4.4		1.8	10	4.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	92.4	↑	90.5	86	92.4	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31.3	↓	14.0	16	31.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	67.4	↑	60.1	58	67.4	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	38.6	↓	36.7	23	38.6	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.4	↑	8.3	4.0	5.3	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.3	↑	4.5	1.5	3.3	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	3.9	↑	4.9	5.0	3.9	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	8	↓	5		5	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	61.0	↑	59.2	70	50.7	RED
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	52					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	222					

## Directorate Scorecard - Dover

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69.7	↑	69.0	73	69.7	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	5.9	↑	7.3	11	5.9	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	92.0	↑	90.2	92	86.5	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	81.1	↑	76.4	83	81.1	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	54.7	↓	54.8	59	54.1	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	18.2	↓	14.7	14	18.2	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.4	↑	32.4	29	27.3	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↑	3		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	82.4	↔	82.4	82	82.4	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	86.7	↓	95.2	95	90.0	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	43	↔	43		40	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	9.8		13.8	4	9.8	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	10.6		11.9	10	10.6	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.5	↓	83.0	86	82.5	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.5	↑	23.2	16	18.5	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	54.3	↑	51.8	58	54.3	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28.8	↓	28.3	23	28.8	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.7	↑	9.4	4.0	7.0	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.1	↑	3.2	1.5	2.1	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.6	↑	6.7	5.0	6.6	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	2	↓	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	4	↑	5		8	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	53.9	↑	53.3	70	54.0	AMBER
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	87					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	381					

## Directorate Scorecard - Gravesham

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	64.7	↑	59.3	73	64.7	RED
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	7.1	↑	20.7	11	7.1	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	92.6	↓	93.5	92	96.4	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	75.3	↑	71.5	83	75.3	AMBER
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	65.0	↓	66.0	59	64.0	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	21.5	↓	21.4	14	21.5	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	31.7	↑	40.1	29	31.7	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↔	2		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	75.0	↑	68.8	82	68.8	RED
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	90.0	↓	90.6	95	96.6	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	33	↑	35		34	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.3		3.5	4	2.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.7		6.2	10	8.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.0	↓	85.2	86	83.0	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.4	↑	20.6	16	18.4	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	58.6	↑	55.7	58	58.6	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31.8	↑	33.9	23	31.8	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.0	↑	9.1	4.0	5.2	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.7	↑	4.5	1.5	2.7	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.0	↓	5.5	5.0	6.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	6	↔	6		4	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	55.0	↓	56.3	70	54.4	AMBER
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	50					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	313					



## Directorate Scorecard - Maidstone

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	70.5	↑	64.3	73	70.5	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	15.6	↑	24.8	11	15.6	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	88.6	↓	89.7	92	86.6	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.4	↑	71.3	83	76.4	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	64.7	↓	70.7	59	64.5	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	22.2	↑	26.2	14	22.2	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	37.1	↓	31.1	29	35.8	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	4	↔	4		5	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	65.5	↑	63.8	82	61.9	RED
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	94.1	↓	98.2	95	100.0	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	55	↓	52		51	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.7		7.3	4	5.7	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	11.4		10.4	10	11.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.2	↓	89.9	86	87.2	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	20.6	↓	19.4	16	20.6	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	63.7	↓	65.9	58	63.7	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34.9	↑	36.5	23	34.9	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.1	↑	7.1	4.0	4.9	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.1	↑	2.8	1.5	2.1	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	5.0	↑	6.3	5.0	5.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↓	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	16	↓	13		14	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	64.1	↑	62.5	70	61.4	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	59					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	325					

## Directorate Scorecard - Sevenoaks

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	73.1	↑	65.3	73	73.1	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	18.7	↓	15.8	11	18.7	AMBER
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	87.5	↑	85.0	92	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	82.4	↑	77.6	83	82.4	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	41.0	↑	38.9	59	40.7	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	22.4	↑	26.0	14	22.4	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	20.4	↓	11.5	29	20.3	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	78.7	↑	76.6	82	73.9	AMBER
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	66.7	↓	75.0	95	82.6	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	62	↓	58		58	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	8.0		8.4	4	8.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	27.4		23.6	10	27.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	69.7	↑	67.8	86	69.7	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	43.5	↑	47.2	16	43.5	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	37.7	↑	35.6	58	37.7	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22.3	↑	32.9	23	22.3	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	3.4	↑	5.2	4.0	3.6	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.9	↑	2.7	1.5	1.9	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.7	↑	8.0	5.0	6.7	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↓	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	3	↑	4		2	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	64.0	↑	63.0	70	66.7	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	35					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	227					

Directorate Scorecard - Shepway

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	67.9	↑	58.2	73	67.9	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	9.2	↑	16.9	11	9.2	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	87.5	↓	89.6	92	84.6	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	78.8	↑	74.7	83	78.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	50.7	↓	58.4	59	52.8	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.1	↑	25.6	14	14.1	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	29.3	↓	26.3	29	29.4	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	3	↔	3		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	71.4	↔	71.4	82	73.8	AMBER
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	89.5	↓	91.7	95	93.9	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	26	↑	29		30	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.8		7.8	4	6.8	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	17.0		14.0	10	17.0	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.4	↓	86.3	86	83.4	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	16.5	↔	16.5	16	16.5	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.6	↑	48.2	58	49.6	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21.9	↑	31.6	23	21.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.1	↑	9.4	4.0	7.0	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.4	↑	3.2	1.5	2.4	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	7.3	↑	8.0	5.0	7.3	RED
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	2	↑	3		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	4	↔	4		4	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	63.3	↑	59.8	70	59.3	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	68					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	371					

## Directorate Scorecard - Swale

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	67.5	↑	64.6	73	67.5	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	9.4	↑	19.8	11	9.4	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	86.2	↑	85.5	92	84.7	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.3	↑	70.7	83	76.3	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	47.3	↓	59.2	59	47.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.6	↑	21.4	14	14.6	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	35.7	↓	34.7	29	35.1	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	3	↑	4		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	75.9	↔	75.9	82	76.4	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	92.1	↓	92.2	95	92.5	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	75	↓	68		66	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.0		5.0	4	3.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	6.7		4.4	10	6.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.4	↓	82.8	86	82.4	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.1	↑	23.9	16	23.1	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.3	↓	52.4	58	49.3	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28.3	↓	24.8	23	28.3	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.5	↑	10.6	4.0	8.2	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.2	↑	3.5	1.5	2.2	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.1	↓	8.2	5.0	9.1	RED
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	4	↔	4		4	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	5	↑	9		11	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	56.0	↓	60.9	70	60.6	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	122					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	492					

## Directorate Scorecard - Thanet

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	60.0	↑	55.2	73	60.0	RED
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	11.2	↑	13.2	11	11.2	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	90.2	↑	84.1	92	83.3	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.2	↑	71.4	83	76.2	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	45.0	↓	57.0	59	43.2	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	16.4	↑	22.8	14	16.4	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	↓	23.3	29	28.6	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	3	↓	2		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	73.8	↓	76.2	82	76.7	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	86.3	↓	92.0	95	92.2	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	71	↓	69		63	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.5		3.7	4	2.5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	7.7		6.4	10	7.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	68.8	↓	81.5	86	68.8	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	17.9	↑	20.4	16	17.9	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	43.9	↓	48.6	58	43.9	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26.9	↓	20.6	23	26.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.6	↑	9.8	4.0	8.9	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.2	↑	3.3	1.5	2.2	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.1	↑	6.7	5.0	6.1	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	13	↔	13		12	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	3	↔	3		3	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	67.7	↑	64.0	70	60.9	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	119					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	496					

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	73.7	↑	67.5	73	73.7	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.6	↑	21.7	11	13.6	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	93.4	↑	90.7	92	94.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	83.8	↑	75.9	83	83.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	60.4	↓	67.6	59	60.2	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	15.6	↑	23.2	14	15.6	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	29.9	↓	28.6	29	32.0	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	81.8	↑	80.0	82	80.0	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	94.4	↓	94.7	95	94.7	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	53	↓	50		51	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.0		8.4	4	6.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.4		5.9	10	8.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	85.8	↓	87.6	86	85.8	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.3	↑	29.1	16	23.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	61.8	↑	60.0	58	61.8	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26.9	↑	34.6	23	26.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	3.5	↑	5.6	4.0	4.6	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.9	↑	2.5	1.5	1.9	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	7.0	↓	6.6	5.0	7.0	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	6	↓	3		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	8	↑	10		9	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	66.7	↓	78.8	70	77.8	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	68					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	314					

## Directorate Scorecard - Tunbridge Wells

December 2014 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	74.0	↑	65.3	73	74.0	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	14.1	↑	23.5	11	14.1	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY9	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	93.2	↑	88.9	92	91.8	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	79.8	↑	76.7	83	79.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	73.2	↓	74.4	59	73.0	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	20.7	↑	21.1	14	20.7	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	37.9	↓	36.7	29	39.9	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	81.4	↔	81.4	82	79.1	GREEN
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	53.8	↓	70.0	95	87.5	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	48	↑	51		46	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.3		7.7	4	7.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	12.5		12.6	10	12.5	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	91.5	↑	89.1	86	91.5	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.7	↑	36.9	16	18.7	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	74.1	↑	70.6	58	74.1	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	51.7	↓	49.1	23	51.7	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	2.9	↑	4.9	4.0	4.1	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.3	↑	3.1	1.5	2.3	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	4.2	↑	4.7	5.0	4.2	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↔	1		1	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	2	↓	0		0	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	78.0	↑	70.0	70	70.3	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	52					
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	211					

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