

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

**Tuesday, 15th December, 2015**

**10.00 am**

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





## AGENDA

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

**Tuesday, 15 December 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 R Truelove

Liberal Democrat (1): Mr M J Vye

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

#### **Webcasting Notice**

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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 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 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 number to which it refers and the nature of the interest being declared

A4 Minutes of the meeting held on 18 September 2015 (Pages 9 - 22)

To consider and approve the minutes as a correct record

A5 Verbal updates

To receive a verbal update by the relevant Cabinet Members and the Corporate Director for the Education and Young People's Services portfolio.

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

B1 Proposed changes to Wouldham All Saints CEP School (Tonbridge & Malling) (Pages 23 - 40)

To receive the report by 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 in the report.

B2 Proposed alterations to Ridge View School (Tonbridge) (Pages 41 - 56)

To receive the report by 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 in the report.

B3 Proposal to increase the Designated Number at Grange Park School, Wrotham (Pages 57 - 62)

To receive the 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 in the report.

B4 Proposed expansion of Hoath (Community) Primary School (Pages 63 - 76)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services setting out the results of the public consultation on the proposal to commission a .2FE enlargement of Hoath Primary School and asking the Cabinet Committee to consider and endorse the proposed decision in the report.

B5 Proposal to expand Wyvern School, Ashford (Pages 77 - 86)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that asks the committee to consider and endorse the decision to permanently increase the designated number of Wyvern School to 270.

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

### **C1 Commissioning Plan for Education Provision 2016-18 (Pages 87 - 242)**

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that asks the committee to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 25 January 2016

### **C2 Early Years and School Performance in 2015 - National Curriculum Test and Public Examination Results (Pages 243 - 258)**

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), and GCSE and post 16 results for 2015.

### **C3 Education and Young People's Services NEET Strategy and Action Plan 2015/16 (Pages 259 - 330)**

To receive a report by the Cabinet Member for Education and Health Reform, and the Corporate Director of Education and Young People's Services that asks the committee to consider and endorse or make recommendations to the Cabinet Member on the NEETs Strategy and Action Plan for 2015/16

### **C4 Performance and progress of EduKent (Pages 331 - 338)**

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services providing an update on the progress of EduKent over the last two years and outlining future developments.

### **C5 Work Programme 2016 (Pages 339 - 344)**

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

## **D - Monitoring of Performance**

### **D1 Performance Scorecard (Pages 345 - 368)**

To receive the report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that reviews the performance Management Framework, a monitoring tool, for the targets and the milestones for each year up to 2018 set out in the Strategic Priority Statement and Service Business Plans.

**Motion the Exclude the Press and Public**

That under Section 100A of the Local Government Act 1972 the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 4 of Part 1 of Schedule 12A of the Act.

**E - Key or Significant Cabinet Member Decision for recommendation or endorsement**

E1 Secondary Provision in the South Kent Area (Pages 369 - 378)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services.

Peter Sass  
Head of Democratic Services  
(01622) 694002

**Monday, 7 December 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 Friday, 18 September 2015.

PRESENT: Mrs P T Cole (Vice-Chairman), Mr D L Brazier, Mr R E Brookbank (Substitute for Mr L B Ridings, MBE), Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mr S Foulkes (Substitute for Mr Q Roper), Mr S C Manion, Mr M J Northey, Mr R Truelove, Mr T L Shonk, Mr A Tear and Mr M J Vye

ALSO PRESENT: Mr R W Gough, Mrs S V Hohler and Mr P J Oakford

IN ATTENDANCE: Mr P Leeson (Corporate Director Education and Young People Services), Ms G Cawley (Director of Education, Quality and Standards), Ms S Vandersteen (Kent-Tech Manager), Mr S Bagshaw (Head of Fair Access), Mr S Good (SEN Review - Project Manager), Mr D Adams (Area Education Officer - South Kent), Ms A Agyepong (Equalities and Diversity Manager), Ms J Hook (Commissioning Manager), Ms F Kroll (Director, Early Help and Preventative Services) and Ms C A Singh (Democratic Services Officer)

**UNRESTRICTED ITEMS**

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

Apologies were received from Mr Ridings, Mr Pearman, Mr Ozog, Mr Brunning, Mr Roper and the Cabinet Member, Mr Hill.

Mr Brookbank was present representing Mr Ridings, Mr Foulkes was present representing Mr Roper; and Deputy Cabinet Member, Mrs Hohler, was present representing Mr Hill.

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

No declaration of interest were made.

**99. Future meeting dates 2016/17**  
(Item A4)

RESOLVED that the future meeting dates for 2016/17 were noted as follows:

2016	2017
Thursday, 21 January	Wednesday, 1 February
Thursday, 17 March	Thursday, 30 March

Wednesday, 11 May

Friday, 1 July

Thursday, 22 September

Wednesday, 23 November

**100. Minutes of the meeting held on 8 July 2015**

*(Item A5)*

RESOLVED that the Minutes of the meeting held on 8 July 2015 were correctly recorded and that they be signed by the Chairman.

**101. Verbal Updates**

*(Item A6)*

*(Mr Cowan made a declared of interest as he is a Foster Parent)*

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

2. Mr Gough advised that the GCSE results were in line with the first entry level results that were achieved in 2014.

3. Many MPs had been raising their concerns about the issue of Fair Funding as parts of the country had been underfunded in relation to schooling. Kent was one of those that had been underfunded especially when looking at the schools block. Last year there had been some mini reforms from the government with the allocation of £390m to support some of the underfunded local authorities but the way this had been drawn up meant that Kent did not benefit. This was because it did not take account of the degree of extensive delegation and devolution to schools that Kent had undertaken over the years, in accordance to what the government had been keen for local authorities to do, particularly in areas of high need. Mr Gough assured Members that Kent would remain engaged in the debate and considered that there was some prospect of improvement in the area of the schools block but he was wary of seeing a repeat of reforms which by not taking in the full picture would not work in Kent's favour. He added that with aggregate DSG flat cash settlements it was not clear that the government could move radically without creating large numbers of losers as well as winners.

4. A report was being submitted to the Governance and Audit Committee on 2 October 2015 that had Education and Young People's Services Cabinet Committee relevance. The report related to a complaint from School Governors that addressed a number of issues, in particular, the scope for complaints of that kind to go to the Local Government Ombudsman. The Local Government Ombudsman had taken a view that it had no locus in this area and took the view that it should be able to be complained to, if appropriate. The paper would also look at improving the process and record keeping regarding decisions made in accordance with some statutory powers.



5. Mr Gough responded to questions by Members as follows:
- a) Mr Gough advised that it was incumbent on the Local Authority to act as an advocate for those schools that were having budget difficulties. A vast amount of schools funding was driven by pupil numbers. There were serious concerns regarding the 2013 school funding reforms and the impact of Kent's ability to provide support to schools that were undergoing periods of financial pressure. He referred to the situation of secondary schools giving the example of a maintained school; Chaucer Technology School, Canterbury and Oasis Academy, Hextable that were both closed at the time due to low pupil numbers and deficit budget situations. Both closures could be soon followed by the need to put back secondary provision in those areas, when the intake of secondary pupils will increase in the next few years. Representations had been made on this issue and for more flexibility in the way that the government applied this to all schools in Kent.
  - b) Mr Gough advised that there were significant changes to how vocational courses were treated last year. The issues this year were about GCSE grade boundaries which was still the subject of appeals. There was now a greater focus on core subjects. Mr Leeson referred to the Wolfe report recommendations and the removal of a large number of vocational qualifications from those that could be counted as GCSE equivalent grades. There was a significant falling off of schools delivering vocational courses because they would no longer count in GCSE outcomes. In the past two to three years there had been a dip in the extent to which the vocational offer had been available in schools. Mr Leeson considered that schools had picked up the ball quickly following the delivery of new vocational and technical qualifications and that this year's results had not been overly affected. The issues this year were to do with what had been happening with developing new GCSE qualifications and changes to grade boundaries, especially with IGCSE in English. Schools have had to make quick decisions in a short period of time in turbulent change about what their KS4 curriculum should include and what should be available. He considered that there had been an impact this year in a number of schools in terms of what had been achieved. This had an impact on the options and pathways that were available to Post 16 year olds. All schools were aware that young people were expected to stay in the system beyond the age of 16 on a training or further learning pathway. This was a key area and one of enormous change that had not bedded down yet.
6. Mr Leeson gave his verbal update. He advised on the outcome of a process looking at the future direction of Community Learning and Skills. There had been a proposal for Community Learning and Skills to become a local authority trading company for its future sustainability. Following much work, the decision was made that it would be better for the service to remain in KCC with a new commissioning approach to the service giving a clear client-provider relationship between the County Council and Community Learning and Skills.
7. Many schools had improved their examination results. 244 Kent Primary schools performed above the national average this year, 22 Primary schools were below the floor standard.

8. Mr Leeson advised that overall, the schools' provisional National Curriculum and examination results were positive. The Early Years Foundation Stage results [5yr olds] 73% of those children achieved a good level of development. This result was above the national average of 62%. KS1 [7yr olds] improved in reading, writing and maths. The results were above the national average of 84%-85% of youngster achieving in reading and maths but was slightly lower in writing. In KS2 [11yr olds] there was a small but welcome uplift in the results achieving the combined Level 4 in reading, writing and maths to just over 80%. This figure was 78.8% last year. The results were provisional and last year there was a 1% uplift after the validated results were received. He reminded Members that in 2011 the figure was 65% and in 2012 it was 72% indicating a good upward trend at KS2.

9. Mr Leeson advised that the GCSE results were stable in line with what was achieved in 2014. 57.4% had achieved 5 good GCSEs including English and maths, which was above the national average last year. There had been turbulence in the results again this year. Some schools had done very well improving their performance and a number of schools had surprising dips in their GCSE outcomes. There were more secondary schools now below the secondary floor standard, currently 40% of pupils achieving 5 good GCSEs including English and maths, this was 29 schools. There was significant work to be carried out with those schools to consider what the underlining causes for the dip in outcomes were.

10. Mr Leeson reflected on Post 16 saying that performance remained static, with a slight increase in the number of A and B grades achieved at A Level. There had been a three year decline in core A Level performance overall. Mr Leeson reminded Members of the July Ofsted figures for the good and outstanding schools in Kent was 82%, including 83% of Secondary schools and 82% of Primary schools and 87% of Special Schools. 90% of Pupil Referral Units (PRUs). This continued an upward trend in terms of Ofsted outcomes and a welcome improvement of 10% in Primary school performance over the last year. The number of Kent schools requiring improvement had reduced to 85. There were 67 Primary schools and 14 secondary schools that were not yet good schools. The impact on pupils was significant, with 83% of pupils in Kent now attending a good or outstanding school. Members were reminded that this figure was 62% in 2012, a 20% improvement made a great difference to pupils' life chances. In 2012, 126,000 Kent pupils attended a good or outstanding school. In 2015, 178,000 Kent pupils attended a good or outstanding school.

11. All of the new school places had been delivered for September this year, the majority of which were for Primary school places. 19 new forms of entry had been added to Primary at reception year classes and 300 temporary reception places that would not be needed in the long term. A small number had also been added to secondary schools eg a new form of entry at the Judd school, Tonbridge. In total, over the last year, more than 2500 places had been added to the Primary schools in Kent. Mr Leeson referred to the Education Commissioning Plan and said that officers continued to work hard to keep pace with the increasing demand for school places through migration into Kent on a continual basis. There were a significant number of new arrivals, this summer, of families and children that the local authority was not aware of. Through the work of the Admissions Team and Area Education Officers 150 children arrived in the summer who needed school places of which there were 14 children that the Local Authority was still working with to secure a school place for the

start of the new school year. Mr Leeson highlighted that this had taken a lot of work and cooperation of schools to go over their Published Admissions Number. He expressed his gratitude to those schools for responding so positively.

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

- a) Mr Leeson explained that there were many factors regarding the A levels and Post 16 results, one of which was a number of students following A level pathways who perhaps would achieve more following high level technical and vocational qualifications instead. Last year the vocational qualifications Post 16 were very positive and had improved significantly and had good outcomes for a number of Post 16 students.
- b) Mr Leeson said that the migration into Kent was mostly from areas of London. They were locating in the North of Kent in Gravesham, Swale and Sheppey, adding to increasing pressures on school places. Mr Gough added that progress measures were important. A Key point from the Education and Adoption Bill was the definition of a “coasting school”. There were definitions of absolute levels of performance and also progress. Kent was keen to advocate strongly the focus on progress, with the system in Kent with absolute levels Kent schools were likely to be caught by the floor measure in terms of absolute performance, even if they were doing well in their progress.
- c) Mr Leeson advised that this would be the last year for reporting on the national curriculum levels and the last year for reporting on 5 GCSEs with English and maths. Members noted that next year the reporting on school results would be unfamiliar.
- d) The Education and Young People’s Services Directorate was congratulated on its achievements.
- e) The improvement in the Ofsted reviews of the PRUs was welcomed.
- f) A comment was made that the gap in the Early Years Foundation Stage was very important at this level.
- g) A request was made for a future report on diminishing the attainment gap. Mr Leeson advised that a more detailed report would be submitted to the December meeting on the outcomes which would include the detail regarding attainment gaps etc.
- h) Mr Leeson advised that there were many things that needed to be in place to improve the attainment levels at A level and Post 16. This included the curriculum offer expanded to meet the development needs of all young people. There were still gaps in provision in parts of Kent. There was a need to ensure that every young person coming to the age of 16 years achieves the best they can but those opportunities needed to be available Post 16 and onwards. The vocational opportunities needed to be available in 6<sup>th</sup> Form as well as FE colleges.
- i) Mr Leeson agreed to give Members information to support their understanding on the new way the curriculum was being measured and reported as from next year. It was advised that School Governors would need support too.

13. Mr Oakford gave his verbal updates highlighting that he attended the Virtual School Kent (VSK) Annual Awards Day that celebrates the academic achievement of children in care. He advised that all categories of attainment bar one were above the

national average. Mr Oakford commended the work of the Headteacher of VSK, Mr T Doran, and his Team.

14. The Cabinet Committee noted that there had been less Unaccompanied Asylum Seeking Children (UASC) arriving in Kent during September. However, there had been a change in the makeup of those children with more under 16 year olds in September than seen in previous months. This would put more pressures on school places. He advised that there were currently 730 UASC children in Kent. He clarified that the number had reduced as when they turn 18 years old they became care leavers. As a care leaver, if they were in education the local authority was still responsible for them until they were 21 years old. Mr Oakford advised that the number of care leavers was growing as the UASC became 18 years old. He advised that the support from the government was lower for a care leaver and this was where the largest gap was and biggest financial burden. There were currently 400 care leavers and the number was growing each week. Since the Cabinet Committee last met two temporary reception centres had been opened; Swattenden Centre, Cranbrook and Ladesfield, Whitstable, to accommodate the increased number of UASC.

15. Mr Oakford formally thanked the Youth Service Team who managed to make the buildings ready to receive the UASC in four weeks.

16. Mr Oakford explained that the Corporate Director, Andrew Ireland, through a network had approached other local authorities through a voluntary distribution system. To date 35 UASC had been placed within other local authorities [The local authority where the child was placed would have full financial and care responsibility and accountability]. The Cabinet Committee noted that some UASC had been placed outside of Kent but remained Kent's responsibility which put pressure on the resources.

17. A short documentary was produced and released to the media that showed interviews with a few of the UASC in the reception centre [The identities of the UASC were disguised]. Mr Oakford said this was carried out in response to the influx of enquires from the national press, to allow the local authority to retain control of the situation. However, there was an incident where a report interviewed a young person in supported accommodation over a long period of time. The reporter was advised not to use the film as Kent as the Corporate Parent did not give permission and would seek to take legal action if any part of the interview was released.

18. Kent continued to have discussions with the government on a national dispersal scheme to move the UASC across the UK, so that the young people can be better supported. Mr Oakford considered that the news that the UK was going to take in refugees from Syria, reported in the national press, had deflected the attentions away from this at present but Kent would keep that dialogue going.

19. Mr Oakford responded to questions by Members as follows:

- a) Mr Cowan congratulated the effective work of the VSK Team.
- b) A comment was made that it was important for the UASC to be assessed as soon as possible so that those young people can be in school.
- c) A Member commented that they were pleased and supported the decision to control the information released to the media by making a short

documentary and regretted the incident of a young person being used by the media.

- d) Mr Oakford advised that money had been received from the government for last financial year and for the first quarter of this financial year but there was still funding that had not been received. He reminded Members that the largest funding gap was with the care leavers as only half of the cost was covered by the government. The government had suggested that the allowance for this financial year should be slightly less than in the past which would create more of a challenge. The Leader was corresponding with the government regarding funding.
- e) The Youth Service was thanked for the efficient way it reacted over Swattenden Centre, Cranbrook.
- f) Mrs Hohler advised that a suitable location had been found for the Youth Hub in Tunbridge Wells and was underway.
- g) Mr Oakford advised that between 8 and 10% of UASC were likely to go missing. It was assumed that part of this was due to trafficking. This put pressure on the Police and other agencies. For the time a child was missing they remained on the missing register, some were never found.

20. RESOLVED that the responses to questions by Members and the information given in the verbal updates be noted with thanks.

## **102. Procurement of SEN Transport provision for Phase 1 Schools**

*(Item B1)*

1. The Cabinet Member, Mr Gough, introduced the report advising that SEN Transport was an area of the Education Budget that had often proved difficult to control. The aim was to save money and boost the experience for the young people and the schools that manage those relationships. This would be carried out through a single provider and route optimisation for each of the schools undertaking the pilot. At present there were three Special schools; Ifield, Gravesend, St Nicolas, Canterbury and Grange Park, Wrotham. There had been extensive engagement with the schools, the parents and the providers as the process moved closer to the contract award next April 2016.

2. The Head of Admissions and Transport, Mr Bagshaw, advised that there had been a move from contracting on a single route basis to schools to one where all the different transport routes to a school had been looked at to seek procurement for all of the routes to one school through one operator or a group of operators that came together. The benefits of this approach would provide the opportunity to drive down costs, improve the quality of supporting the journeys and challenging poor performance.

3. Mr Leeson, Mr Bagshaw and Mr Good responded to questions by Members as follows:

- a) Mr Bagshaw advised that there had been engagement with all the operators. There were a number of small operators that would not be able to cover a contract as large and as in depth as this on their own. Those small businesses had been encouraged to come together as a consortium to ensure that they an opportunity to bid for the contract. This was a pilot and how the market developed to meet the change was awaited.

- b) Mr Bagshaw and his Team were congratulated for the work they carried out
- c) Mr Bagshaw agreed to supply the exact number of students that were receiving home to school transport, but advised that this figure was fluid.
- d) Members commended the communications made with parents, students, schools and operators.
- e) Mr Good advised that lessons learned through this process would be used in the future to ensure that schemes were sustainable. There was an understanding that each school would have different needs and the transport arrangements would be designed with those in mind.
- f) Mr Good advised that within the SEN transport contracts there would be clauses that would be mandatory including meeting with parents and the child beforehand and attending parents evening during the Spring Term. Where there was a struggle with change for the family there would be a phased approach so that disruption was minimised.
- g) Mr Leeson said that this was well planned. Headteachers were supporting the project. Phase II would be rolled out next year.

4. RESOLVED that:-

- (a) the responses to questions by Members be noted; and
- (b) the Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform for the award of contract for SEN Transport Provision in Phase 1 following completion of the procurement process for the provision of SEN Transport provision on a single school basis.

**103. Early Help and Preventative Services Commissioning Intentions for 2016-17**  
(Item B2)

1. The Corporate Director, Mr Leeson, introduced a report that outlined the proposals for future commissioning intentions, central to which was the alignment of approaches with Public Health to ensure the maximum utilisation of resources and integrated approaches to service delivery.

2. Mr Leeson advised that a restructure of the Early Help and Preventative service had been undertaken to integrate teams at district level. The second phase of reorganising the service, to produce better quality support for children and families with better outcomes, was to look at the range of commissioned services that were used to support those families. There were over 100 different contracts in place to provide different kinds of support for families in their localities. This report looked at the re-commissioning of many of those services and rationalising those to integrate with the models that were now delivered in each district.

3. The Director of Early Help and Preventative Services, Mrs Kroll, highlighted the four appendices to the report; (i) KCC strategic and supporting outcomes, (ii) Existing EHPS contracts, (iii) Diagnostic report and (iv) Procurement timeline. All of the work had been informed by the 2015 Commissioning Framework for KCC, delivering better outcomes through improved commissioning and aligned with the new structure of EHPS. Mrs Kroll stated that underpinning all commissioning must be the outcomes for children and young people. There also needed to be a

consistent approach across Kent. Mrs Kroll advised that all of the 100 contracts across Kent had been aligned to end at the same time. The first phase to end by March 2016 and the second phase by October 2016. She explained that many of the contracts dealt with single issues instead of the whole family. Many of the contracts had cumbersome pathways to access services causing delays and waiting lists due to a high level of bureaucratic processes before children could access services. Work had been carried out to improve the specification to improve access to support services. The work needed to complement EHPS as well as Specialist Children's Services.

4. Mrs Kroll gave an overview of the scope of the Commissioning Framework. This included all the family work, the youth offer contracts, the Emotional Health and Wellbeing, to be aligned with the Public Health work regarding the Child and Adolescent Mental Health Services (CAMHS) specification. The re-commissioning would be for a "family approach" that included the Troubled Families work, the Youth offer, Young Carers; and Emotional Health and Wellbeing. This would also be aligned with the recommissioning in October 2016 of Health Visitors, School nursing, substance misuse and Emotional Health and Wellbeing.

5. Mrs Kroll advised that there was a grant programme being developed to ensure that small local organisations had access to grants and promoted innovation and promoted local solutions.

6. Mrs Kroll explained the timeline. There were two phases; (i) the Youth Services and Young Carers and the grant programme which would be at the start of the procurement in October 2015. The award would be made in January 2016 for the contract to start in April 2016 and (ii) the Emotional and Wellbeing would follow the same path as the first phase but with the contract starting in October 2016.

7. Mr Leeson and Mrs Kroll received comments and responded to questions by Members as follows:

- a) Members welcomed the report.
- b) Mrs Kroll advised that Emotional Health and Wellbeing needed to be looked at in a different way to how it was looked at before. The Young Healthy Minds contract had led to very lengthy waiting lists with a cumbersome way of accessing that service. This meant that the problems could get worse and lead to referrals to the CAHMS service. The aim was to build capacity in schools and youth hubs by training all staff on the importance of good early identification of emotional need. The detail of that specification had not been fully formed.
- c) The Cabinet Committee noted that the second contract dealing with community work would ensure the CAHMs services were delivered in family focused places where young people felt comfortable eg children centres or youth hubs. Mr Leeson advised that the recommissioning of KCC resources for Mental Health and Wellbeing was also being carried at the same time intentionally to align with the commissioning for the CAHMS contract. The CAHMS contract was a large piece of work, especially with reducing the waiting times and putting the work of CAHMS into schools and children centres.

- d) Mrs Kroll had been working closely with the Strategic Commissioning Team to ensure that there were sound processes in place as part of the specification with robust contract monitoring systems.

8. RESOLVED that:-

- (a) the comments and responses to questions by Members be noted; and
- (b) the Cabinet Committee endorsed the decision to be taken by Cabinet to proceed with the outlined commissioning intentions and to re-commission Early Help services in 2016.

**104. Performance of Early Help and Preventative Services**

*(Item C1)*

1. Mr Leeson introduced a report on the progress made to date in delivering an effective Early Help and Preventative Service, the current performance of the service and the performance monitoring arrangements that had been developed. The performance of this service was also scrutinised by Kent Safeguarding Children's Board, where regular reports were presented.

2. Mr Leeson and Mrs Kroll received comments and responded to questions by Members as follows:

- a) Mrs Kroll advised that skilled staff were working with children who looked after their parents.
- b) Mrs Kroll advised that where required a family would continue to be monitored for a year. This reduced the need for high intensive work. There was a lot of work being carried out with young people and families through a structure that had clear lines of responsibility. Members of staff were no longer isolated. There were now integrated units of four or five members of staff. They would come together once a week to review their client caseloads.

3. RESOLVED that:-

- (a) the responses to questions by Members be noted; and
- (b) the progress to date, the current performance and the arrangements for monitoring performance through the scorecard be noted.

**105. Teacher Recruitment and Retention Activity for 2015**

*(Item C2)*

1. The Cabinet Member, Mr Gough, introduced a report that gave an update on Teacher Recruitment and Retention Activity for 2015 and key issues in relation to teacher recruitment and retention in Kent schools.

2. The Director of Education, Quality and Standards Mrs Cawley, highlighted that in common with the national picture, schools in Kent were experiencing difficulties in teacher recruitment in Science, Mathematics, English, Modern Foreign Languages and Design Technology. She advised that work was being undertaken



with Canterbury Christ Church University to address the issue; this included retraining courses run for teachers that wanted to change the subject they taught.

3. Mr Leeson, Mrs Cawley and Mrs Vandersteen received comments and responded to questions by Members as follows:

- a) A Member referred to the difficulties that Sheppey Academy was having in recruiting teaching staff.
- b) Mrs Cawley advised that there was an important area of work being undertaken regarding the development of a Leadership Strategy to nurture and develop our own school Leaders. The Teachers School Alliance and Teachers Network were looking at tools to find pathways to support teachers.
- c) Mrs Cawley explained that there was a clear message that it was difficult to recruit Mathematics and Science teachers in all schools including Grammar schools. This was a national problem. Mr Leeson stated that it was important that schools to have good leaders. He advised that there was a significant turnover of Headteachers. Kent had done well in securing good leadership of its schools and was confident with its arrangements. It was recognised that a number of schools with headteacher vacancies were being led by an Executive Headteacher but the arrangements in each case were robust. These also included a Head of School or an interim Headteacher. Mr Leeson advised that arrangements were underway to support small Kent schools to federate with Executive Headteacher arrangements.
- d) A Member advised that schools in Sevenoaks had difficulties in recruiting teachers due to the cost of housing in the area. Mrs Cawley advised that this may not change but a teacher applying to that area may need to think long term about their career and progression.
- e) Mrs Cawley stated that Kent was not losing more teachers than elsewhere in the country.

4. RESOLVED that the responses to questions by Members and the report be noted.

## **106. Active Travel Strategy** *(Item C3)*

1. The Area Education Officer, Mr Adams, introduced a report on the development of an Active Travel Strategy to be adopted as County Council policy. The strategy would be cost neutral and provide strategic guidance in order to maximise existing investment in projects. He highlighted that if developed the Strategy would; provide a commissioning framework for all directorates and partner organisations, inform local transport and health policies, provide a context for bids for external funding; and deliver an increase in walking and cycling to contribute to keeping Kent moving and healthy.

2. Mr Adams received comments and suggestions by Members as follows:

- a) A comment was made that this was a good initiative, but it was important to have parents on side when encouraging children to be more active.

- b) A suggestion was made that it was about changing attitudes. There had been similar initiatives developed over the years including cycling lanes on the roads but the roads were considered too dangerous for cyclists. To allow this initiative to work there would need to be radical change.
  - c) It was suggested that there were parents that did not allow their children to walk or cycle to school because of the volume of traffic, a fear of strangers and because of bad weather. The attitudes of parents would need to change.
  - d) A Member referred to a cycling scheme set up for Pfizer employees to cycle to the town centre but there were fears regarding the increase in traffic year on year.
  - e) A suggestion was made that the 106 scheme could be used in this strategy.
  - f) A comment was made that consideration needed to be given to children who were travelling further from home to get to school.
3. Mr Adams considered that an overarching strategy was required. He agreed with the suggestions regarding parents' attitudes being key. The Cabinet Committee noted that there were practical issues that would need to be addressed in schools including; storage for bikes, wet clothes etc.
  4. RESOLVED that the comments and suggestions by Members be noted and the development of an Active Travel Strategy for Kent be noted.

**107. Work Programme 2015/16**

*(Item C4)*

1. The Cabinet Committee considered its proposed work programme for 2015/16.
2. A comment was made that there were sufficient topics on the work programme to be carried out.
3. RESOLVED that the work programme for 2015/16 be agreed.

**108. Annual Equality and Diversity Report for Education and Young People's Services 2014-15**

*(Item D1)*

1. The Equality and Diversity Corporate Lead, Mrs Agyepong, introduced a report that sets out the position statement for services within the Education and Young People's Services (EYPS) Directorate regarding equality and diversity work and provided an update on progress in delivering Kent County Council's Equality Objectives for the year 2014-15.
2. RESOLVED that the following be noted:-
  - (a) the current performance of EYPS in relation to equality priorities in Appendix 1 of the report;
  - (b) the progress EYPS had made in reducing inequalities in 2014-15 and future key actions proposed in Appendix 1 of the report; and

- (c) future reports be received annually in order to comply with the Public Sector Equality Duty (PSED).

**109. Education and Young People's Services Directorate Scorecard**  
*(Item D2)*

1. The Cabinet Committee considered a report that reviewed the performance management framework, a 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.
2. RESOLVED that the revised and expanded Education and Young People's Services performance scorecard, which had been designed to reflect the expanded scope of the work the Directorate, including Early Help be noted.

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

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

Subject: Proposed changes to Wouldham All Saints CEP School (Tonbridge & Malling)

Decision number: 15/00092

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 4 December 2013;

Future Pathway of Paper: Cabinet Member decision

Electoral Divisions: Malling Rural North East (Peter Homewood) and Tonbridge: (Richard Long and Christopher Smith)

**Summary: This report sets out the results of the public consultation on proposed changes to Wouldham All Saints CEP School (Tonbridge & Malling)**

**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 proposed decision to:**

Issue a public notice to:

- (i) Relocate Wouldham All Saints CEP School to a site adjacent to Hall Road and expand the number of places from 210 to 420 for 1 September 2017.

And, subject to no new objections to the public notice:-

- (ii) Implement the proposals for 1 September 2017;
- (iii) Allocate £7.95 million from the Basic Needs budget, which will be met in part by the capital receipt from the current Wouldham All Saints CEPS school site and £4.43 million from developer contributions;
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## 1. Introduction

- 1.1 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. This duty applies to special school provision, as well as mainstream settings.

These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2015-19.

- 1.2 Wouldham All Saints CEP School has recently celebrated 150 years of established education. The school environment and ethos is very different now to 1865 but the basic principle of working hard to get every child to reach their potential is still a guiding force.
- 1.3 The school has grown significantly over recent years and is now over-subscribed and the roll is expected to be under pressure in the coming years and so the governors have created a proposal to ensure a sustainable and promising future for education in the area. The Governing Body of Wouldham All Saints CEP School, with the support of the Diocese of Rochester approached KCC to request that the school be considered for relocation and expansion.
- 1.4 The Governing Body of Wouldham All Saints CEPS with Kent County Council (KCC) and the Diocese of Rochester consulted on the proposal to relocate the school to a larger site located approximately 0.65 miles south of the existing school and at the same time to increase the school to two forms of entry.
- 1.5 It is proposed that the school would be rebuilt on this new site as a two form entry primary school expanding from 210 to 420 school places; with the possibility of increasing to three forms of entry in the longer term should there be a local need for this. If the proposal goes ahead the school would permanently admit up to 60 children into Year R from September 2017 and in subsequent years.
- 1.6 The new school site would be significantly larger than the current one offering increased outside space and parking provision. The site would be acquired through a planning obligation with the developers of Peters Village to the south of Wouldham; this development will also contribute significantly to the construction of the new school buildings; offering a rare opportunity for a successful school to gain new modern facilities on a comfortably sized site. The new school site sites between Wouldham Village and Peters Village and will continue to serve the pupils from Wouldham Village.

Proposal to establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017

- 1.7 Kent County Council's strategy for children and young people with special educational needs and who are disabled (SEND) identified the need to add capacity across the county. The SEND Strategy shows how we will be creating 209 extra places in special schools and 164 in mainstream schools.
- 1.8 Further to the successful implementation of Satellite classes of special schools located within mainstream schools KCC is proposing to establish additional classes for Ridge View School within the proposed new location of the Wouldham All Saints CEP School site. It is intended that the Satellite have its own accommodation which will be fully integrated into the new plans for Wouldham All Saints CEPS and will operate on the Ridge View School

model. Pupils will remain on the role of Ridge View schools and it will be staffed by Ridge View School staff and pupils attending the satellite will continue to have access to the support they need.

- 1.9 The proposal to establish a Satellite provision is linked to and contingent upon the relocation and expansion of Wouldham All Saints CEPS.
- 1.10 Wouldham All Saints CEPS is being asked to host a new Satellite provision for up to 48 pupils with moderate to complex learning difficulties. The Headteacher and Governing Body at Wouldham All Saints CEPS are happy to host the satellite and are confident that staff from Ridge View School will bring the relevant expertise and skills to meet the needs of the children, for the benefit of both schools.
- 1.11 An assessment of the individual needs of the child will identify that they are suitable for Satellite provision at a mainstream school. For example, those children who will benefit from having some opportunities to join in mainstream school activities for either social situations i.e. lunchtime clubs, breaks etc. or for taught subjects such as Maths, English, PE or any area relevant to the individual child. The Headteachers and Governors at both schools will be invited to take part in the discussions about which pupils are most appropriate and should be admitted. All of the children in the Satellite will have met the entry criteria for Ridge View School and will be on the roll of Ridge View School whilst attending the Satellite.
- 1.12 Ridge View School provides outstanding education, as recognised by Ofsted. The School has established outreach services which support all the mainstream schools within the Tonbridge and Malling District. Ridge View School is a vital part of KCC's strategy for ensuring special schools are at the heart of their communities so enabling many pupils with SEN to remain within their local mainstream school. To continue to provide this service Ridge View School must remain within the District of Tonbridge and Malling. The proposed relocation and expansion of Ridge View School would facilitate an increase in, and greater utilisation of, training facilities and shared resources to benefit all schools within the District.
- 1.13 KCC recognises the significant importance given to parent/carer views in the Students and Families Act reforms of SEN and Disabilities which came into force from September 2014 and has looked to ensure they are involved in shaping and influencing strategic decisions that affect their students and young people. Therefore, we undertook a consultation with parents at Ridge View School and a full range of stakeholders on these proposals.
- 1.14 KCC's statutory decision making process for the Ridge View Satellite is referred to in a separate report on proposed alterations to Ridge View School.

#### Existing school site

- 1.15 The Rector and Churchwardens of Wouldham All Saints' Parish Church, as Trustees, own part of the Wouldham All Saints school site. The Trustees with the support of the Rochester Diocesan Board of Education have provided agreement in principle to reinvest the value of the school site into the new school in exchange for an unencumbered transfer of the freehold title of the equivalent replacement new school site. KCC will seek to maximise the

potential funding that can contribute to providing the best possible facilities at the new school. This may include some redevelopment of the existing school site; if redevelopment were to proceed then this would be subject to separate consultation and any proposal would be required to meet with Tonbridge and Malling Borough Council's planning approval.

## **2. Financial Implications**

2.1 KCC is proposing to relocate and enlarge Wouldham All Saints CEPS by 30 places taking the PAN to 60 (2FE) for the September 2017 intake and eventually a total capacity of 420 places.

- a. Capital – The proposed project is for the existing 1FE school to be rebuilt as a 2FE school with the infrastructure for potential expansion to 3FE in the future. The proposed scheme also incorporates a new SEN unit which will be a satellite hub of Ridgeview Special School in Tonbridge. The SEN hub consists of four classrooms, two for both Key Stage 1 and Key Stage 2, each being able to accommodate 8 to 12 pupils. The proposed site is adjacent to a proposed residential development named Peters Village. Outline planning permission was granted on the 10th May 2006 consisting of the formation of development platforms including residential development and a mixed use village centre (including A1, A3, B1 community facilities). The nearby village of Wouldham has its own 1FE primary school, however the school is on a restricted site and would be unable to cater for the increased in population. It is therefore proposed that the school would be relocated and expanded on a site on the northern edge of Peters Village. The total cost is estimated to be in the region of £7,950,000. The costs of the project are to be allocated from the Basic Need Capital Budget which will be supplemented by substantial Developer Contributions and the capital receipt from the existing Wouldham All Saints CEPS school site. The costs are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocated the additional funding.

### Developer Agreement

Agreement has been reached on Heads of Terms with the developer Trenport (Peters Village) Ltd to sell to KCC the site for a 3 form entry school for £1, serviced and accessed via a vehicular bell mouth.

On the transfer of the new school all obligations concerning Education Contributions and Education Land as set out in the May 2006 Section 106 Agreement will be cancelled and new obligations entered into to provide KCC with a total of £4.43 million by the end of 2018. The payment dates have been agreed in principle with Trenport.

### b. Revenue

- i. The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.



- ii. Growth funding will be provided annually for the new Reception Year class for three years. This will include a £6,000 contribution towards the set up costs of each class.
  - iii. The costs of the satellite unit would be met from the Dedicated Schools Grant, with funding being provided to Ridge View School to run the provision. A detailed agreement will be set out in a Memorandum of Understanding, which will be agreed and signed by both schools.
- c. Human – Wouldham All Saints CEPS and Ridge View School will appoint additional teachers and support staff, as the school size increases and the need arises.

### **3. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020) Policy Framework**

- 3.1 These proposals will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’
- 3.2 These proposals reflect KCC’s aspirations to increase the number of SEN school places across the County, as set out in Kent’s Commissioning Plan for Education Provision in Kent 2015-19.

### **4. Consultation Outcomes**

- 4.1 Approximately 400 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Tonbridge and Malling Borough Council, and others. The consultation document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was also provided.
- 4.2 A drop-in session was organised on 14 October between 4.30 and 6.30pm at Wouldham All Saints CEPS.
- 4.3 Following the closure of the consultation period 31 positive responses were received, 8 were negative and 10 were undecided bringing the total to 49 responses. The majority of responses received were positive including a response from the Leader of Tonbridge and Malling Borough Council indicating the Borough Council’s strategic support for this project at this stage. The full response and a summary of all written responses are attached at Appendix 1. The Cabinet Member for Education and Health Reform has been passed a copy of the full set of responses for his consideration.

### **5. Views**

- 5.1 The Local Members for Malling Rural North East and Tonbridge have been consulted about these proposals.

## 5.2 The View of Tracey Crouch MP, Chatham and Aylesford

I am grateful to the Council for giving me the opportunity to submit a response and for engaging with the local community throughout the consultation.

Having considered the proposals, I would like to register my support for the relocation of the school. The current school is in need of renovation to accommodate growth, due in no small part to the excellent provision by the Head and teaching staff as well as general population changes, but lacks capital funding to do so.

With the development of Peters Village I believe this is an ideal opportunity to expand a school already rated as “Good” by Ofsted and therefore welcome the prospect of new, modern facilities on a purpose built site that will help teaching staff deliver an outstanding education for local children. I am also encouraged that a key part of the proposal is for pupils to have sufficient outdoor play spaces suitable to their needs, something that is significantly lacking at the current school site.

## 5.3 The View of the Rochester Diocese Board of Education

The Rochester Diocesan Board of Education has considered the proposals carefully. It welcomes and supports the proposals for the re-location and extension of Wouldham All Saints Church of England Primary School. The Board of Education believes that this proposal will provide the additional school places which will be much needed by the local community and at the same time, will improve the quality of educational provision and facilities for the children already attending the school.

## 5.2 The View of the Headteacher and Governing Body of Wouldham All Saints CEPS

Wouldham All Saints is very excited about the prospect of relocating and expanding the present provision within the Wouldham area.

The school has grown considerably over the past few years and is now operating at capacity within the first four years of our age range. The building is very cramped in places and additional space to deliver effective provision is becoming an ever increasing issue. The age of the Victorian building, alongside a small number of sanitary facilities, including not having kitchen facilities, mean that the present school building is in need of serious capital investment to ensure it is fit for the demands of modern-day education.

The school is also very keen to be involved with a fully integrated specialist provision enabling children with particular individual needs to be able to share in the outstanding facilities that are being proposed. This will see the new location becoming a hub of support for schools within the area and especially for our River collaboration group which, collectively, have already achieved good results from closer working in the area of Special Educational Needs.

With expected population growth as well as new transport links across the Medway Valley we are expecting demand for places to exceed our current capacity and so are pleased to support the idea of a school design that may be further expandable in the future as and when required.

Travel to and from our current site is also becoming a greater issue as the numbers of children rise. There is very limited opportunity for parking around the school and the narrow lanes are a frequent cause of concern for many

local residents. A new site has the opportunity for sensible travel planning for all to benefit from.

Re-locating will give the opportunity for all of these challenges to be overcome whilst still retain the ethos of the school.

#### 5.4 The View of the Headteacher and Governing Body of Ridge View School

Ridge View school are very keen to provide a range of educational experiences for their pupils. The development of a satellite provision within a mainstream primary school will be an exciting opportunity for pupils. The purpose built SEN environment within the school will support pupils to access relevant mainstream experiences whilst also providing the levels of support that these pupils require. For staff and the leadership team it is an opportunity to develop professionally by both sharing and gaining skills and knowledge within and beyond Wouldham All Saints CEPS.

#### 5.5 The View of the Head of SEN Assessment and Placement

Establishing a primary satellite of Ridge View School at Wouldham will increase the opportunity for the most able to benefit Ridge View students to benefit from learning alongside children of the same age. 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. The location of the satellite will mean that children from the furthest point of the district to Ride View may no longer need to travel in order to access specialist teaching. The space will be used by Ridge View pupils and has been designed with their needs in mind to enable flexible grouping and smaller areas for highly specialist intervention such as speech and language therapy. It is envisaged that the satellite will also support outreach to other schools through the work of specialist teaching and learning service and the local inclusion forum LIFT.

#### 5.4 The View of the Area Education Officer

The Area Education Officer for West Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this is the most sustainable solution. Wouldham, All Saints CEPS has an inclusive and welcoming ethos. Ridge View School is recognised for its expertise in providing outreach support to mainstream schools. There are clear benefits to both schools through a partnership.

### **6. Proposal**

6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to relocate Wouldham All Saints CEP School to a site adjacent to Hall Road and expand the number of places from 210 to 420 for 1 September 2017.

6.2 The proposed alterations to Ridge View School and Wouldham, All Saints CEPS are subject to KCC statutory decision making process and planning.

6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

6.4 There will be an impact on KCC's property portfolio with the value increased.

## 7. Delegation to Officers

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

## 8. Conclusions

8.1 This proposal will create an additional 210 places at Wouldham All Saints CEPS for students and eventually 48 SEN places in line with Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

## 9. 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 proposed decision to:**

Issue a public notice to:

- (i) Relocate Wouldham All Saints CEP School to a site adjacent to Hall Road and expand the number of places from 210 to 420 for 1 September 2017.

And, subject to no objections, not already considered, to the public notice:-

- (ii) Implement the proposals according to the dates identified above;
- (iii) Allocate £7.95 million from the Basic Needs budget, which will be met in part by the capital receipt from the current Wouldham All Saints CEPS school site and £4.43 million from developer contributions;
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## 10. Background Documents

10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

10.2 Kent Commissioning Plan for Education Provision 2015-19

[http://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0018/16236/Commissioningplan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/__data/assets/pdf_file/0018/16236/Commissioningplan-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/childrensocial-care-and-families-policies>

**11. Report Author**

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**12 Relevant Director**

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**Summary of Written Responses**

**Proposal to:**

- **Relocate Wouldham All Saints CEP School to a site adjacent to Hall Road and expand the number of places from 210 to 420 for 1 September 2017.**

Consultation documents (hard copies) distributed: approximately 400  
Responses received: 49

	Support	Against	Undecided	Total
Parents/Carers	10	2	5	17
Governors	2			2
Members of Staff	11			11
Other Interested Parties	8	6	5	19
<b>Total</b>	<b>31</b>	<b>8</b>	<b>10</b>	<b>49</b>

**In support of the proposals**

**Parents/Carers**

**Agree**

- Really exciting moving forward for the school, greater facilities and opportunities for the children and the community.
- This would give better low maintenance building and divert funds back to education.
- Fantastic opportunity for the school to grow and better meet the needs of our children and a growing community. Would like to see it have its own sports field which is essential as part of this development.
- The children will benefit from the additional facilities and space as long as the existing Wouldham All Saints CEPS ethos is maintained.
- It would be great if a field is included in the plans of the new school – shame to lose the space.
- Jelly Beans is not included in plans for the new school, it would be great if this could move into part of the old school?
- Jelly Beans Pre School – better if space within new school area – easier for parents to do pick up and drop offs in the same general area.
- Keen for the new school to maintain the connection with All Saints Church.
- Hope school trips will continue but wonder if this will be able to happen with double the children and only 2 minibuses.
- Would like to see sibling entry priority system continue.
- Like to see some improved walkways from Wouldham to the new school. Currently the high street has very narrow pathways and this will not be able to cater for so many families walking to school.
- Consider a wide path built through the recreational ground and the out through the High Street to Oldfield Drive needs a concrete or similar covering otherwise it will be muddy in the winter months with the level of people using it.
- Important that the school and its staff can continue to serve the local community for many years to come and it is obvious that the current infants building will struggle to do so.

- Aware of children who have not secured a place at the school and it is important that the new school can cater for the local community – increased intake is a step in the right direction.
- Adequate parking for parents to drop/pick up children.
- Pedestrian crossing required on dangerous corner at Hall Road/High Street.
- A larger school better prepares children for the size of a secondary school and makes it less scary.
- Important that parents are kept up to date through the whole process as well as being invited to get involved in shaping plans and layouts.
- Staff must be given ample time to set up new spaces in order to make the transition for our children as smooth and exciting as possible.

## **Member of Staff**

### **Agree**

- This is the only way to ensure high quality provision at Wouldham All Saints CEPS as it would bring up to date accommodation and the potential for increased provision whilst providing more potential growth in the future.
- Facilities on the current site are not able to sustain increased population and there is no capital investment available for improving without providing additional places. The school is currently the lead school for the River Collaboration and the proposal will help provide a central recourse base for working with the other schools especially with the involvement of River School and the specialist provision on site.
- This is an amazing opportunity for our school to have a purpose built up-to-date building in which we can educate the children for the future. Our current building is nowhere near big enough anymore and is beginning to show many signs of its age.
- The new building will enable our fantastic school to go from strength to strength, providing greater facilities and teaching opportunities.
- Looking forward to fantastic facilities for the children, inside and outside the new building. More opportunities for further learning.
- Excited by the plans but unsure about the impact the SEN Unit will have on the rest of the school.
- Having worked at the school for considerable amount of time and watched it grow considerably I think a whole new school environment can only benefit the children. The ethos of the school will remain. It is a really exciting prospect.
- Happy with proposals, look forward to confirmation of details of specialist provision and how it is integrated into the school.
- Agree with proposals but would like the school name to remain the same.
- Expansion would offer more space and better facilities for the children.
- Our school is continuing to group and develop. More and more children and enjoying the excellent all round education offered by Wouldham All Saints CEPS. A new larger school with new resources and space can only be a huge positive to all our children and mean we can extend our school community to new children and their families.
- Due to major increase of housing and population in the area, building a new, modern community school is acceptable rather than refurbishing the existing school. The new school will be accessible to all this side of the river and across the river with the new bridge.
- Concern about the general infrastructure around the area, safe roads, pavements, cycle routes, doctors, health centre, local community shop and post office. Not negatives for the school but points to consider.

- The budget needs to equip the school inside as well as the skeleton of building, ICT, meeting room, quiet room, kitchen outdoor equipment etc. Money needs to be secured for this project to accommodate all financial costs.

## **Governors**

### **Agree**

- We need a new school and this seems to be the best solution - to have a purpose built new facility.
- Concern about what happens to the old site.
- Concern about the satellite unit – wholeheartedly in favour of AEN pupils being in mainstream, however, size of satellite – would like to see incremental growth to 48.

## **Other Interested Parties**

### **Agree**

- The move will provide additional space for extra-curricular activities and literacy/numeracy support groups to work.
- Extra-curricular activities provide enhancement to an already busy curriculum and can support additional learning.
- This proposal will be a great benefit to the children that will attend this new school and will also help to integrate the existing village of Wouldham and the new village, Peters Village.
- Request that draft plans be shared in advance to planning and that consideration is given to drop-off and pick up, light pollution and fencing.
- Whilst the current school is in an ideal location it would be a great shame if this opportunity is not taken for the development of a village school and moving it into the 21<sup>st</sup> Century,

- **Response from Nicholas Heslop, Leader of Tonbridge & Malling Borough Council:**

Thank you for the opportunity to comment on the proposals for a new school at Wouldham. I am responding in general terms to the consultation from a strategic community viewpoint and I appreciate that the planning matters to deliver elements of the proposals will be for the County and the Borough Councils to address in their respective roles as Planning Authorities.

I am familiar with the background to the proposals and linked to the provision of some new and excellent facilities to replace the current school at Wouldham and the opportunity to combine this with addressing the primary education needs arising from the new development at Peters Village. Overall this strikes me as a very forward looking and strategically sensible way in providing for future primary educational needs in this area of the Borough and it is commendable that the parties concerned have grasped this opportunity.

I am particularly pleased that the initiative for the project has arisen from the highly regarded governance and management team in place at the existing primary school in Wouldham which should give significant confidence to the local community in the success of the project and the continued improvement of primary education facilities in this locality. It is also particularly pleasing to see the prospect of significant enhancement of education facilities running in parallel with the new development at Peters Village – a fundamental element of accommodating growth in local areas.



There will, I am sure, be much detail to consider as the project moves forward and we look forward to being involved with that locally. At this stage I would like to indicate the Borough Council's strategic support for the proposals and wish success to all those who are promoting the scheme.

### **Undecided/did not indicate whether in support or against**

#### **Parents**

- Not opposed to the school relocating but nervous about it losing its identity and being called something else other than Wouldham All Saints CEPS.
- Concerned about current school site.
- Do not want Wouldham to merge with Peters Village or for name to change.
- Believe the use of the term 'adjacent to Hall Rd', is a deliberate ploy by Trenport to get around the promise that the field on Knowle Rd would not be built on, and would remain rural, screening off the new estate with an avenue of trees. On top of encouraging the use of the High St, (one of our main concerns being the pre-school in the village hall having to enter and leave via an unpaved St) it will lead to indiscriminate parking, blocking the main arterial route in and out of the village. If a new school must go in this area, what is the matter with the plot 200 metres away in the pit, which is dedicated for a school.
- Whilst not categorically against a new building, have reservations as to where it is proposed to be built. We fought against the greenway on the grounds that the increase in traffic will be detrimental to the village.

#### **Other Interested Parties**

- It is not clear that the school needs to move but defer to governors in their judgements that the school needs to move and increase in capacity as they are much closer to the situation.
- Comments about the financial merits of the proposal, in releasing the previously identified school site to Trenport. Suggestion this will allow Trenport to build 100 more homes in Peters Village and that this solution allows KCC to retain control of the school rather than having to build an academy as is the requirement for a new school.
- Support KCC's proposal that the school starts at 2FE and is expanded to 3FE in the future. Peters Village is double the size of Wouldham.
- Need to improve the parking away from the high street by putting in car park at the end of Portland Road and by surfacing and lighting and CCTV for the recreation car park. This will enable longer yellow lines for passing places in the high street giving it a higher traffic capacity.
- Support the idea put forward by several Parish Councillors to have a cycleway through the recreation and across the tramway.
- The pre-school will be out of capacity and needs a new site as does the Village Hall for its other users.
- Old school site should be redeveloped and pay for a new village hall build on the strategic gap opposite the recreation ground.

### **Against the proposals**

#### **Parents**

- I live here because I love the quaintness of the small village school. If I wanted a larger school I would live in a town like Gravesend.
- A village school is very attractive as it meets the needs of pupils that a large school will not.
- Wouldham will lose its identity and will merge into one town.

- This proposal may be best for the school's future but not for Wouldham as a village.
- Comment that the family are sad about the loss of the school, suggest a separate Peters Village School is built.
- Concerns expressed about the language in the consultation document.
- Concerned about KCCs intentions about the land the schools stands on. Do not want more housing in the village. More facilities are required.
- Concerned about what consideration has been given to Jelly Beans Pre School.
- Very soon Kent will lose all of its rural areas and will not be the 'Garden of England'.
- Concerns expressed about the deal made with Trenport. Progress is good but not at the detriment to the children who love the school.
- Unclear on how to access the site and if all building work will be complete prior to any classes being transferred.
- The traffic for 400+ cars needs to be carefully managed.
- Would like to know why Borstal, Burham, Eccles & Aylesford all get to keep their small village schools.
- This proposal will encourage children from a wider catchment area.
- Disruption to children's education due to building work is significant.
- Encourage KCC to look at Walderslade reports from/during/post the building work.
- In general see the potential but have serious concerns which with proper planning can be achieved.

### **Other Interested Parties**

#### **Against**

- Although agree that the present school is too small for a growing community do not agree with the intended relocation of the site. We were led to believe that the cornfield was to be left to arable as a definitive hap between us in Wouldham and the new Peters Village.
- Concern of size and no differentiation between the two villages.
- Have no doubt that Mr Fitter will rise to the challenge but would prefer separate Infants and Juniors. Build a Junior school on the new playing fields to enable physical education to go back to being performed on the recreational ground.
- Prefer the original plans for a separate Peters Village Primary School.
- Concerns around parking, picking drop off specifically crossing Knowle Road.
- If school expands the sense of community and togetherness will be lost which sets the school apart from the surrounding area.
- Concerned about additional traffic which will be caused by the proposed Satellite provision at Wouldham CEPS.
- Disagree with the proposal, money should be put into failing schools in order to stop pupils migrating to Wouldham, thus freeing up places for local children.
- Children coming from out of area, travel by car which is not good for the environment.
- Expect within a couple of years of the school moving the school field and the new part of the school will be built on.
- Would hope that the buildings and field would be gifted to the Village. This would provide for a Dr Surgery and hall for public use. If pre-school moved into a larger space. If the pre-school moved to School Lane there wouldn't be enough time to collect children from Jellybeans then get them to school if the finish time remains the same. This would result in more mums using cars which is not what Wouldham needs.

- Wouldham All Saints CEPS is very unique and special. The atmosphere is superb, where all members of staff, parents, children who know and care for each other; also professionals from outside i.e. pre-school and childminders know each other and work together. Many parents come to Wouldham because of this and the fact it is a small village school, with an excellent reputation and its important in the community. The school has old values of manners and behaviour. Each child is treated as an individual. Whether they have problems or they are high flyers as stated in its Ofsted report. This will be lost if it becomes bigger or merges with another village.
- As a member of the community in the Village this proposal has to be the right thing for the village as a whole not, just the school.
- Do not want to deprive children of their best Education, Wouldham All Saints CEPS has been until now, outstanding. This would still be the case if the school was not moving.
- If Wouldham All Saints CEPS closed a big part of the community will be lost. The younger families yet to start school will not be aware of this big plan.
- A bigger school is not always best.
- The headteacher of Wouldham All Saints CEPS and a few governors are for this proposal. However, it does not mean that they will not move on one day, as all people do for their own careers. But when a school moves away it would never be replaced. In 150 years, no one has ever said the school needed to be relocated.
- Why move a 150 year heritage from such a village as Wouldham.
- The old school building needs repair so why has the landlord not kept its repair up to date?
- Small communities like Wouldham Village thrive on having a school and church.
- There is only one reason I can see that Peters Village want to poach this school, to make their houses sell a lot better.
- All our villages have had their own school and I would like this to continue. The only reason I can see for this proposal is money.
- Concerned that the few remaining pockets of green space are being suffocated with continual development.
- Do not feel that Peters Village warrants a new school, with Burham and Eccles undersubscribed at the moment and a new school opening at Holborough Lakes.
- Concerns about road safety, Hall Road and surrounding infrastructure.
- Concerned that the expansion could reduce the appeal and success of the school.
- Understand that a larger school can often attract better staff by offering a better career structure and having enough pupils for specialist staff. There are two neighbouring schools if managerially linked could overcome these issues.
- KCC will lose a valuable resource for the future if they close the Wouldham All Saints CEPS site. Surely it is better to have two separate sites serving the two villages, both of which could be expanded, if required, to allow more flexibility in educating the children of future residents of both villages.

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

**15/00092**

For publication

**Subject: Proposed Relocation and Expansion of Wouldham All Saints CEPS (Tonbridge & Malling)**

Decision:

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

Issue a public notice to:

(i) Relocate Wouldham All Saints CEP School to a site adjacent to Hall Road and expand the number of places from 210 to 420 for 1 September 2017.

And, subject to no new objections to the public notice

(ii) Implement the proposals according to the dates identified above

(iii) Allocate £7.95 million from the Basic Needs budget, which will be met in part by the capital receipt from the current Wouldham All Saints CEPS school site and £4.43 million from developer contributions.

(iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council

(v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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 will take into account:

- the views expressed by those put in writing in response to the consultation;
- the views of the District, Borough and Parish Councils, the local County Councillor; the local MP Governing Bodies of the schools, Staff and Pupils; schools from the surrounding area
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

**15 December 2015**

**14 October 2014**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places

**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:

The Commissioning Plan for Education Provision 2015-19 explored all options and the expansion of this school was deemed the suitable option.

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

.....  
**Signed**

.....  
**Date**

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

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

**Subject:** Proposed alterations to Ridge View School (Tonbridge)

**Decision number:** 15/00091

**Classification:** Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 4 December 2013;  
 14 March 2014.

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Tonbridge: Richard Long, TD, and Christopher Smith; Malling Rural North East: Peter Homewood.

**Summary: This report sets out the results of the public consultation of proposed changes to Ridge View School (Tonbridge)**

**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 proposed decision to:**

Issue a public notice to:

- (i) Relocate Ridge View School to a site at Yeoman's Field, off Lower Haysden Lane, Tonbridge for 1 September 2017;
- (ii) Establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017; and
- (iii) Increase the designated number of places offered at Ridge View School, from 180 to 228 for 1 September 2017.

And, subject to no new objections to the public notice:-

- (iv) Allocate £14.5m from Special School Review budget and £2.3m from the Targeted Basic Need budget, superseding decision 14/00098 taken on 2 September 2014;
- (v) Implement the proposals according to the dates identified above;
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (vi) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **1. Introduction**

- 1.1 Kent County Council's strategy for children and young people with special educational needs and who are disabled (SEND) identified the need to add capacity across the County. The SEND Strategy shows how we will be creating 209 extra places in special schools and 164 in mainstream schools.
- 1.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. This duty applies to special school provision, as well as mainstream settings. These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2015-19.
- 1.3 The numbers of children with profound, severe and complex needs (PSCN) is increasing which has resulted in pressure on places in Kent. Due to the complexity of needs of its pupils and capacity restriction of the school site, Ridge View School is unable to admit its current designated number (180) and currently has 112 pupils on roll. The need for additional places in the Tonbridge and Malling District was recognised by the Government and £2.3m was allocated from Targeted Basic Need funding to enable the relocation and expansion of the school.
- 1.4 Ridge View School is currently located in unsuitable buildings in North Tonbridge in a campus with two mainstream schools, preventing expansion. Despite the inadequate buildings Ridge View School continues to provide outstanding education, as recognised by Ofsted
- 1.5 The School has established outreach services which support all the mainstream schools within the Tonbridge and Malling District. Ridge View School is a vital part of KCC's strategy for ensuring special schools are at the heart of their communities so enabling many pupils with SEN to remain within their local mainstream school. To continue to provide this service Ridge View School must remain within the District of Tonbridge and Malling. The proposed relocation and expansion of Ridge View School would facilitate an increase in, and greater utilisation of, training facilities and shared resources to benefit all schools within the District.

### Initial plans to move to Higham Lane, Tonbridge, Kent

- 1.6 A planning application for the relocation of Ridge View School to a site on Higham Lane, Tonbridge was submitted earlier this year but following significant difficulties, including a requirement for excessive drainage work, it was subsequently withdrawn.

### Site at Yeoman's Field, off Lower Haysden Lane, Tonbridge, Kent

- 1.7 Another site search was undertaken by KCC and their agents as part of the planning application for Higham Lane. Each identified site was evaluated and considered on its merits. From this work we were confident that the Higham Lane site was the best available at that time. Subsequent to that, KCC identified that Yeoman's Field, off Lower Haysden Lane, Tonbridge is a more suitable alternative.



- 1.8 Yeoman's Field is currently used by the Judd School as sports playing fields, although it is on a remote site away from the main Judd campus. KCC has reached an agreement with the Judd School to release Yeoman's Field for Ridge View School, subject to planning approval.

Proposal to establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017

- 1.9 Further to the successful implementation of Satellite classes of special schools located within mainstream schools KCC is proposing to establish additional classes for Ridge View School within the proposed new location of the Wouldham All Saints CEP School site. It is intended that the Satellite have its accommodation which will be fully integrated into the new plans for Wouldham All Saints CEPS and will operate on the Ridge View School model. Pupils will remain on the role of Ridge View schools and it will be staffed by Ridge View School staff and pupils attending the satellite will continue to have access to the support they need.
- 1.10 Wouldham All Saints CEPS is recognised as a good school by Ofsted and is located in Wouldham Village of the Tonbridge and Malling District. The Governing Body, with the support of KCC, is currently consulting on a proposal to relocate and expand the school for September 2017. The proposal to establish a Satellite provision is linked to and contingent upon the relocation and expansion of Wouldham All Saints CEPS.
- 1.11 Wouldham All Saints CEPS is being asked to host a new Satellite provision for up to 48 pupils with moderate to complex learning difficulties. The Headteacher and Governing Body at Wouldham All Saints CEPS are happy to host the satellite and are confident that staff from Ridge View School will bring the relevant expertise and skills to meet the needs of the children, for the benefit of both schools.
- 1.12 An assessment of the individual needs of the child will identify that they are suitable for Satellite provision at a mainstream school. For example, those children who will benefit from having some opportunities to join in mainstream school activities for either social situations i.e. lunchtime clubs, breaks etc. or for taught subjects such as Maths, English, PE or any area relevant to the individual child. The Headteachers and Governors at both schools will be invited to take part in the discussions about which pupils are most appropriate and should be admitted. All of the children in the Satellite will have met the entry criteria for Ridge View School and will be on the roll of Ridge View School whilst attending the Satellite.
- 1.13 KCC recognises the significant importance given to parent/carer views in the Students and Families Act reforms of SEN and Disabilities which came into force from September 2014 and has looked to ensure they are involved in shaping and influencing strategic decisions that affect their students and young people. Therefore, we undertook a consultation with parents at Ridge View School and a full range of stakeholders on these proposals.

- 1.14 This report sets out the results of the public consultation, which took place between 7 October 2015 until 11 November 2015. A drop-in information sessions for parents was held on 13 October 2015 at Ridge View School between 3.00pm and 6.30pm.

## **2. Financial Implications**

- a. Capital – On 27 September 2013 the Education Cabinet Committee received a paper on the Targeted Basic Need projects and the Committee resolved to endorse the decision to be taken by the Cabinet Member for Education and Health Reform on the proposed decisions to expand and refurbish and build schools in the identified areas. A further decision, number 14/0098 was taken by the Cabinet Member for Education and Health Reform on 2 September 2014 to allocate £14.6m for the relocation of the school. It is proposed that this decision be superseded by a further decision to allocate £16.8m of which £2.3m will be from Targeted Basic Need Budget and £14.5m from the Special School Review Budget. The increase costs result from inflationary pressures on building works and site specific costs for Yeoman's lane.

The new proposals to make prescribed alterations to Ridge View School will allow for the provision of a new purpose-built special school. The initial design approach considers the topography and constraints of the site and how this best serves the needs of the school. The amount of external space for the school is paramount to the school's curriculum for external learning and play. To optimise the external space the building of the site informed the form of the building, allowing direct access from classrooms and the main building to a secure landscaped external area.

A single building solution creates the opportunity to zone the areas of the school in relation to their function, with communal zones providing space for exchange and the opportunity to share resources. Where previously different functions of the school have been fragmented across different buildings, a single building lends itself to creating a 'village model' whereby all parts of the school have access to more facilities and have a greater flexibility of space.

Each cluster of classrooms wraps partially around shared quiet communal zones with access to small group rooms, providing multiple space options for teaching and learning. High ceilings will be provided in order for the classrooms to be bright and airy and all classrooms on the ground floor open onto external areas for outside learning. For all higher dependent classrooms on the ground floor there is direct access to toilets from classrooms.

The hall will be large enough for three badminton courts and will be able to be divided with a moveable acoustic wall. This alongside the Hydrotherapy pool will provide excellent opportunities for the needs of pupils at the school.

A life skills house will be provide opportunity for pupils to prepare for everyday life after finishing school. This is designed to have the appearance of a regular 3 bedroom house, two stories with a pitched roof. There will be wheelchair accessible bedroom and bathroom on the ground floor, and fully integrated lower kitchen work tops for independent use by wheelchair users.

b. Revenue:

- i. The schools delegated budget will be allocated for an agreed number of commissioned places in accordance with the Place Plus High Needs funding methodology.
- ii. Human – Ridge View School will appoint additional teachers, as the school size increases and the need arises. The costs of the satellite unit would be met from the Dedicated Schools Grant, with funding being provided to Ridge View School to run the provision. A detailed agreement will be set out in a Memorandum of Understanding, which will be agreed and signed by both schools.

**3. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020) Policy Framework**

3.1 These proposals will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’

3.2 These proposals reflect KCC’s aspirations to increase the number of SEN school places across the County, as set out in Kent’s Commissioning Plan for Education Provision in Kent 2015-19.

**4. Consultation Outcomes**

4.1 Approximately 600 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Tonbridge and Malling Borough Council, and others. The consultation document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was also provided.

4.2 During the consultation period some uncertainty was expressed by parents concerning the proposal to create a Satellite provision at Wouldham All Saints CEPS. A drop-in session was organised on 13 October between 3.00 and 6.00pm at Ridge View School and further clarification was distributed to parents by Ridge View School with support of the Area Education Officer.

4.3 Following the closure of the consultation period 25 positive responses were received, 3 were negative and 2 were undecided bringing the total to 30 responses. A copy of all responses received has been passed to the Cabinet Member for Education and Health Reform for his consideration. A summary of responses is attached at Appendix 1 including the full response from the Leader of Tonbridge and Malling Borough Council indicating the Borough Council’s strategic support for this project at this stage.

**5. Views**

- 5.1 The Local Members for Tonbridge and Malling Rural North East have been consulted about these proposals.

The view of Richard Long, Local Member for Tonbridge

The proposed relocation of Ridge View School is greatly needed and the site chosen seems to be suitable. I support the application.

The View of the Headteacher and Governing Body of Ridge View School

- 5.2 The staff and governors of Ridge View are fully in support of the plans for a new school building located on Yeomans field. We have been working with the Local Authority for a number of years to secure a new site for the much needed new school building for Ridge View. This exciting opportunity will enable us to create a purpose built special school with the highly specialised environments and facilities that our diverse pupil population require.

Ridge View's current 1950's school building is not fit for purpose and we are unable to expand our provision on the current site to allow us to reach our current designated pupil number of 180. We desperately need to be able to provide more school places for pupils with special needs living in the Tonbridge and Malling area.

Ridge View school are very keen to provide a range of educational experiences for their pupils. The development of a satellite provision within a mainstream primary school will be an exciting opportunity for pupils. The purpose built SEN environment within the school will support pupils to access relevant mainstream experiences whilst also providing the levels of support that these pupils require. For staff and the leadership team it is an opportunity to develop professionally by both sharing and gaining skills and knowledge within and beyond Wouldham All Saints CEPS.

The View of the Headteacher and Governing Body of Wouldham All Saints CEPS

- 5.3 Wouldham All Saints CEPS is very keen to be involved with a fully integrated specialist provision enabling children with particular individual needs to be able to share in the outstanding provision and facilities that are being proposed. This will also allow the new location to become a hub of support for schools within the area and especially for our River collaboration group which has already achieved good results from closer working in Specialist Educational Needs.

The View of the KCC Head of SEN Assessment and Placement

- 5.4 Establishing a primary satellite of Ridge View School at Wouldham will increase the opportunity for the most able to benefit Ridge View students to benefit from learning alongside children of the same age. 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. The location of the satellite will mean that children from the furthest point of the district to Ride View may no longer need to travel in order to access specialist teaching.

The space will be used by Ridge View pupils and has been designed with their needs in mind to enable flexible grouping and smaller areas for highly specialist intervention such as speech and language therapy. It is envisaged that the satellite will also support outreach to other schools through the work of specialist teaching and learning service and the local inclusion forum LIFT.

#### The View of the Area Education Officer:

5.5 The Area Education Officer for West Kent fully supports these proposals. The relocation of Ridge View School is essential to ensure that the needs of local children with SEND can be accommodated in significantly improved facilities within Tonbridge. The Ridge View Satellite at Wouldham, All Saints CEPS will provide much needed places and improved outreach in the north of the Borough and result in clear benefits to both schools through their partnership.

### **6. Proposal**

6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to:

- Relocate Ridge View School to a site at Yeoman's Field, off Lower Haysden Lane, Tonbridge for September 2017
- Establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017
- Increase the designated number of places offered at Ridge View School, from 180 to 228 for September 2017

6.2 The proposed alterations to Ridge View School and Wouldham, All Saints CEPS are subject to KCC statutory decision making process and planning.

6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

6.4 There will be an impact on the value of KCC's property portfolio will be increased.

### **7. Delegation to Officers**

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

### **8. Conclusions**

8.1 This proposal will create an additional 48 places at Ridge View School for students in line with Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 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 proposed decision to:

Issue a public notice to:

- (i) Relocate Ridge View School to a site at Yeoman's Field, off Lower Haysden Lane, Tonbridge for 1 September 2017;
- (ii) Establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017; and
- (iii) Increase the designated number of places offered at Ridge View School, from 180 to 228 for 1 September 2017.

And, subject to no new objections to the public notice:-

- (vi) Allocate £14.5m from Special School Review budget and £2.3m from the Targeted Basic Need budget, superseding decision 14/00098 taken on 2 September 2014;
- (vii) Implement the proposals according to the dates identified above;
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (iv) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## 10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2015-19 [http://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0018/16236/Commissioningplan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/__data/assets/pdf_file/0018/16236/Commissioningplan-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/childrensocial-care-and-families-policies>

## 11. Report Author

- Jared Nehra, Area Education Officer – West Kent
- Telephone: 03000 412209

- Email: [Jared.nehra@kent.gov.uk](mailto:Jared.nehra@kent.gov.uk)

## **12 Relevant Director**

- Keith Abbott, Director of Education Planning and Access
- Telephone: 03000 417008
- Email: [Keith.abbott@kent.gov.uk](mailto:Keith.abbott@kent.gov.uk)

**Summary of Written Responses**

Proposals to:

- Relocate Ridge View School, Cage Green Road, Tonbridge to a site at Yeoman's Field, off Lower Haysden Lane, Tonbridge for September 2017
- Establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017
- Increase the designated number of places offered at Ridge View School, from 180 to 228 for September 2017

Consultation documents (hard copies) distributed: 600 Responses received: 30

	Support	Against	Undecided	Total
Parents/Carers	13	2	2	17
Governors	3			3
Members of Staff	6			6
Other Interested Parties	3	1		4
<b>Total</b>	<b>25</b>	<b>3</b>	<b>2</b>	<b>30</b>

**In support of the proposals**

**Parents/Carers**

**Agree**

- Have trust in the school management and teaching team to be making the best relevant decision for all children in attached and support them whole-heartedly.
- Believe that a new larger purpose built school will be beneficial to both pupils and staff and can only enhance the students' learning.
- Pupils and staff deserve a new build school.
- Additional/replacement facilities are urgently required to ensure continued wellbeing of the students.
- Proposal to expand the number of places at Ridge View School is a good idea. Main concern would be how smooth would the transition for the existing pupils?
- Reducing the travel time for young children is important.
- Very much in support of the proposal for a new build and satellite provision in the north of the county which will ease the pressure on Ridge View's main site.
- Although in support, have concerns about the logistics of running a school in two locations but do feel that it is beneficial for another site to share the responsibility for outreach support.
- Please ensure this happens, any further delays and disappointments will force us, as parents to re-consider if the current setting is a suitable environment that meets the needs of our children for secondary education.



## **Member of Staff**

### **Agree**

- Satellite provision would work and help students as long as students can decide and are not forced to attend the satellite – same for staff.
- Relocating Ridge View main school cannot come quick enough – it is well over due and much needed.
- The proposal for the new Ridge View site has all the amenities the children require.
- The proposal for the SEN unit at Wouldham School is a fantastic idea.
- The Satellite provision sounds excellent, providing it is run with adequate staff. A new school will be welcomed for staff and students with more space and better facilities.

## **Governors**

### **Agree**

- The children deserve the best environment to learn and develop, and try to achieve some independence.
- Please ensure this application is successful and ready for September 2017.
- Wholly support the proposals to relocate the School in to Yeoman's Field in Tonbridge, establish the satellite provision in Wouldham and to the increase in number of places.

### *Rebuild on Yeoman's Field:*

- Thoroughly support the proposals outlined in the consultation document to relocate Ridge View School to Yeoman's Field and to establish a satellite provision at Wouldham All Saints CEPS.
- Ridge View is currently housed in a building that is wholly unsuitable for the pupils it serves. The buildings are long past their useful life and are now becoming too costly to maintain.
- To meet the growing need for increased spaces in special schools within the Tonbridge area the school needs to increase in size and this cannot be done on the current site. Even in its current position the school is unable to admit its designated number of pupils on roll due to the building being too small and therefore desperately
- Needed places are going unfilled. The current positioning of the school does not allow for expansion and development as it is land locked and shared with another primary school.
- To continue to provide the outstanding quality of education to the county's most vulnerable children and young people the school is in desperate need for a rebuild.

### Satellite provision at Wouldham All Saints CEPS:

- Thoroughly support the proposal to provide a Ridge View satellite provision within a mainstream school at Wouldham All Saints CEPS so that pupils at the provision can access a mainstream environment whilst still enabling their needs to be met by specialist staff from ridge view. The ability to integrate Ridge View children in the life of a mainstream school can only have a positive impact on the pupils from both schools.

- The positioning of the satellite at Wouldham All Saints CEPS will also enable appropriate Ridge View pupils from within Kent who live nearby the ability to go to a local school rather than them travelling to Tonbridge

Proposal to increase the designated number:

- It is essential that the designated number of places for Ridge View school to increase.

### **Other Interested Parties**

#### **Agree**

- The proposed move seems to meet the needs of disabled children currently at the school and to include more provision for children who need it.
- I am especially pleased to see the inclusion of the satellite and its aim to provide more inclusive activities.
- Ightham Parish Council comments are below:

With the child demographic distribution spike, KCC should be congratulated in providing any additional spaces to meet the proven demand.

- **Response from Nicholas Heslop, Leader Tonbridge & Malling Borough Council:**

Thank you for the opportunity to comment on the proposed relocation of Ridge View School and the establishment of a satellite facility for Ridge View pupils at Wouldham All Saints CEP School. I am pleased to respond to the consultation in general terms and from a strategic community viewpoint.

I am aware of the previous proposition to relocate the school onto a site at Higham Lane which was ultimately unsuccessful and highlights the challenges of accommodating development of many kinds in and around Tonbridge where, one way or another, land is highly constrained from a planning and technical viewpoint. Nevertheless, I applaud the efforts now being made by the County Council to redirect the project.

The planning merits of the proposal will, of course, need to be considered by the Planning Authority. I note that Yeoman's Field is a site that is within the green belt, like much of the periphery of Tonbridge, although it does seem to offer better prospects than the previous location and I note is in an area of the Borough that successfully accommodates various other educational buildings and facilities.

The case put forward for the relocation of the school seems compelling if the services provided for the education of children with profound, severe and complex needs are to be maintained and improved. I also appreciate the current restrictions and limitations presented by the existing site and buildings, the way in which the site inhibits future practical expansion to increase capacity and the aim to offer school places that avoid long distance travel.

The community value of the planned improvement to these special educational facilities is well articulated in summary in the consultation document. It is also clear that the proposed new provision would be able to more readily provide for a range of purpose-designed facilities to address the specific needs of the

children, in a modern and welcoming environment. Overall, therefore, I believe there to be a very sound case for the relocation of the school.

There will, I am sure, be much detail to consider as the plan moves ahead and we look forward to being involved with that locally. At this stage, I would like to indicate the Borough Council's strategic support for the project.

I have written separately in respect of the proposals to relocate Wouldham All Saints CEP School. In that context I would also lend my support to the proposal for that new school also being able to accommodate children from Ridge View on a satellite basis. It seems to me that would again offer the opportunity to increase capacity for special needs provision, taking advantage of the existing staff and governance resources and expertise.

### **Undecided/did not indicate whether in support or against**

#### **Parents**

- Undecided as need to seek out more information.

### **Against the proposals**

#### **Parents**

- Agree with the proposal to relocation and expansion but do not agree with proposed Satellite provision at Wouldham All Saints CEPS.
- Concerns about length of journey - the travel to Rochester
- Concerns about choice of provision – prefer to stay in specialist rather than mainstream.
- Satellite provision attached to a mainstream school are meant for children who rare high functioning but cannot quiet access a mainstream environment – children at Ridge View are not at this end of the spectrum.
- Concerns about the distance of the Satellite from the main Ridge View site.
- Against the satellite proposal but for those who choose to send their children to the satellite building and want them to mix in with mainstream as they feel they would cope then by all means this is a good idea. Accept it does give more choice especially location wise for those living in North Kent, creating more SEN places is a good idea but for those who feel their children would be suited in the Ridge View main site then they should stay and attend there.

### **Other Interested Parties**

#### **Against**

- I am concerned at the increased level of traffic down Brook Street this would involve including parking in the area. It is already very difficult to travel to and from Tonbridge at school times with long queues forming and impossible to park outside our houses as it is used by Judd school pupils, Hayesbrook and West Kent College. Due to the nature of the country roads that this would be situated down, it would be very difficult to cope with the volume of traffic. I would therefore recommended a re-think of this plan as there is only one way into and out of Tonbridge and would be against any widening of roads as it is a rural area.

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

**15/00091**

For publication

## **Subject: Proposed alterations to Ridge View School (Tonbridge)**

Decision:

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

Issue a public notice to:

- (i) Relocate Ridge View School to a site at Yeoman's Field, off Lower Haysden Lane, Tonbridge for 1 September 2017.
- (ii) Establish a Satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from 1 September 2017.
- (iii) Increase the designated number of places offered at Ridge View School, from 180 to 228 for 1 September 2017.

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

- (iv) Allocate £14.5m from Special School Review budget and £2.3m from the Targeted Basic Need budget, superseding decision 14/00098 taken on 2 September 2014.
- (v) Implement the proposals according to the dates identified above
- (vi) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council.
- (vii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:

In reaching this decision I will take 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 Bodies of the schools, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

**15 December 2015**

**14 October 2014**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places

**14 March 2014**

Decision no14/0098 was taken by the Cabinet Member for Education and Health Reform on 2 September 2014 to allocate £14.6 million for the relocation of Ridge View School.

**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:

The Commissioning Plan for Education Provision 2015-19 explored all options and the expansion of this school was deemed the suitable option.

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

.....  
**Signed**

.....  
**Date**

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

**To:** Education and Young People's Cabinet Committee  
 15 December 2015

**Subject:** Proposal to increase the Designated Number at Grange Park School, Wrotham

**Decision number** 15/00098

**Classification:** Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 4 December 2013;  
 14 March 2014

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Malling West: Valerie Dagger

**Summary:** This report informs the Education and Young People's Services Cabinet Committee of the public consultation of Grange Park School.

**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 proposed decision to:

Issue a public notice to:

- (i) Increase the designated number of places at Grange Park School, Borough Green Road, Wrotham, Kent, TN15 7RD from 79 to 100 places from 1 April 2016.

And, subject to no new objections to the public notice:-

- (ii) Implement the proposal according to the date identified above

## 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 capacity across the county. The SEND Strategy shows how we will be creating 209 extra places in special schools and 164 in mainstream schools.
- 1.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. This duty applies to special school provision, as well as mainstream settings. These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2015-19.
- 1.3 Grange Park School is a specialist provision for children and young people with an Autism Spectrum Disorder (ASD). The school is based on three

sites: the main site at Wrotham for 11 to 19 year olds and two satellites for 16 to 19 year olds at Mid Kent College, Gillingham and Hadlow College.

- 1.4 The main site at Wrotham is housed in a brand new building which was purpose built to provide an autism friendly learning environment for our pupils. The satellite at Mid Kent College is within the mainstream setting but students are supported by Grange Park staff to enable them to access the full range of educational opportunities available to them.
- 1.5 Over time, in order to meet our responsibilities a number of our special schools have been asked to admit additional pupils. In some cases this has led the schools involved to exceed their designated numbers to the extent that we now need to undertake a consultation to permanently increase the designated number and regularise the situation. Therefore, KCC has commenced a statutory process to consultation on a proposal to permanently increase the designated number Grange Park School to 100.
- 1.6 KCC recognises the significant importance given to parent/carer views in the Students and Families Act reforms of SEN and Disabilities which came into force from September 2014 and has looked to ensure they are involved in shaping and influencing strategic decisions that affect their students and young people. Therefore, we undertook a consultation with parents Grange Park School and a full range of stakeholders on these proposals.
- 1.7 This report informs the Education and Young People's Cabinet Committee of the public consultation, which commenced on 2 November 2015. A verbal update on the outcome of the consultation will be provided by the Area Education Officer for West Kent.

## **2. Financial Implications**

- a. Capital –No capital implications.
- b. Revenue: The schools delegated budget will be allocated for an agreed number of commissioned places in accordance with the Place Plus High Needs funding methodology.

## **3. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020) Policy Framework**

- 3.1 These proposals will help to secure our ambition “to ensure that Kent's young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)’
- 3.2 These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2015-19.

## **4. Consultation Outcomes**

- 4.1 Approximately 300 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both



schools, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Tonbridge and Malling Borough Council, and others. The consultation document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was also provided.

- 4.2 A drop-in information session was organised for parents on 19 November between 10.00am and 11.00 am at Grange Park School.
- 4.3 The consultation process concludes on 30 November 2015. At the time of writing, two responses have been received. One negative response and one positive response from Ightham Parish Council: "The expansion of this ASC specialist facility is to be welcomed in times of tough financial constraints. No objection."
- 4.4 Following the closure of the consultation on 30 November 2015 the Cabinet Member for Education and Health Reform will be provided with a full set of consultation responses. A verbal update will be provided by the Area Education Officer for West Kent at the Education and Young People's Services Cabinet Committee Meeting on 15 December 2015.

## **5. Views**

- 5.1 The Local Member for Malling West has been consulted about this proposal.

### The View of the KCC Head of SEN Assessment and Placement

- 5.2 The SEND strategies set out the need to increase the number of places in the specialist provision for children with Autism. This increase reflects the level of places at Grange Park within the school's current physical accommodation.

### The View of the Area Education Officer:

- 5.3 The Area Education Officer for West Kent is in support of this proposal which would bring the school's designated number in line with the number of students currently on roll.

## **6. Proposal**

- 6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to:
  - Increase the designated number of places at Grange Park School, Borough Green Road, Wrotham, Kent, TN15 7RD from 79 to 100 places from 1 April 2016.
- 6.2 The proposed alterations to Grange Park School are subject to KCC statutory decision making process and planning.
- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.
- 6.4 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 formalise the provision of 21 places at Grange Park School for students in line with Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

## 9. 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 proposed decision to:**

Issue a public notice to:

- (i) Increase the designated number of places at Grange Park School, Borough Green Road, Wrotham, Kent, TN15 7RD from 79 to 100 places from 1 April 2016.

And, subject to no objections, not already considered, to the public notice:-

- (iii) Implement the proposals according to the date identified above

## 10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2015-19 [http://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0018/16236/Commissioningplan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/__data/assets/pdf_file/0018/16236/Commissioningplan-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/childrensocial-care-and-families-policies>

## 11. Report Author

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## **12 Relevant Director**

- Keith Abbott, Director of Education Planning and Access
- Telephone: 03000 417008
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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

**15/00098**

For publication

**Subject: Proposal to increase the Designated Number at Grange Park School,  
Borough Green Road, Wrotham, Kent TN15 7RD**

Decision:

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

Issue a public notice to:

- (i) Increase the Designated Number at Grange Park School, Borough Green Road, Wrotham, Kent TN15 7RD

And, subject to no objections, not already considered, to the public notice:-

- (ii) Implement the proposal according to the date identified above

Reason(s) for decision:

In reaching this decision I will take 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 Bodies of the schools, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet and Young People's Services Committee which are set out below

Cabinet Committee recommendations and other consultation:

**15 December 2015**

**14 October 2014**

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places

**14 March 2014**

Decision no14/0098 was taken by the Cabinet Member for Education and Health Reform on 2 September 2014 to allocate £3.5 million from the Targeted Basic Need budget and £11.1 million from the Basic Need Budget.

**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:

The Commissioning Plan for Education Provision 2015-19 explored all options and the expansion of this school was deemed the suitable option.

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

.....  
**Signed**

.....  
**Date**

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

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

**Subject:** Proposed expansion of Hoath (Community) Primary School

Decision number: 15/00074

**Classification:** Unrestricted

**Past Pathway of Paper:** Education and Young People's Services Cabinet Committee, 24 September 2014

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

**Electoral Division:** Herne and Sturry

**Local Member:** Alan Marsh

**Summary:** This report sets out the results of the public consultation on the proposal to commission a 2FE enlargement of Hoath Primary School.

**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 proposed decision to:

- (i) Issue a public notice to expand Hoath Primary School from 63 to 105 places, increasing the published admission number to 15.

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

- (ii) Expand the school.
- (iii) Allocate £950,000 from Education & Young People's Services Capital Budget.
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of ; Governance and Law, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is conditional upon planning permission being granted

- (vi) Should objections, not already considered by the Cabinet member when taking this decision, be received during the notice period a separate

decision will be required in order to continue the proposal and allow for proper consideration of the points raised.

## **1. Introduction**

- 1.1 The Canterbury district section of the Kent Commissioning Plan for Education Provision 2015-19 identified a future pressure in the Herne, Sturry and Marshside planning areas. The 2016-20 edition of the Commissioning Plan also identifies a growing need for additional primary school places in the planning areas, with a predicted deficit of 37 places in 2016 increasing to a deficit of 74 places by 2019.
- 1.2 It is proposed to permanently enlarge Hoath Primary School increasing the capacity from 63 to 105 places adding a total of 42 places. The published admission number (PAN) will increase from 9 to 15 for the September 2016 intake. Successive Reception Year intake will offer 15 places each year and the school will eventually have a total capacity of 105 pupils. Very small rural schools face financial challenges and increasing the size of the school will help sustain it for the future.
- 1.3 Feasibility was undertaken showing that there is sufficient space on the school site for three classrooms. Currently the school uses the original school hall as two classrooms and this project will allow the school to use the accommodation as a hall again for assemblies and PE. Additional parking spaces for staff will also be included.
- 1.4 The proposal would enable the school to operate as a half form entry school and make class organisation easier in the future. The school currently has three classes and teaches across the key stages. This proposal will allow Reception Year to be taught separately in one class and the remaining three classes to have two year groups, with a class-size limit of 30 children.
- 1.5 This report sets out the results of the consultation, which took place between 30 September and 4 November 2015. A consultation meeting for parents/carers, governors, members of staff and local residents was held on 14 October 2015. This meeting was combined with the pre-planning consultation meeting and everyone had the opportunity to view the plans for the enlargement.

## **2. Financial Implications**

- 2.1 It is proposed to enlarge Hoath Primary School by 42 places increasing the PAN to 15 for the September 2016 intake and eventually a total capacity of 105 places.
  - a. Capital: The school will be provided with three additional classrooms. The original school hall, which is currently used as two classrooms, will be converted back to a hall. A feasibility study has been completed the total cost is estimated to be in the region of £950,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b. Revenue: The school will receive growth funding for the expansion period from September 2016 until it reaches a capacity of 105. The sum of £6,000 will be allocated towards the setup costs of the additional classroom.

c. Human: Hoath Primary School will appoint additional teaching and support staff, as the need arises.

### **3. Policy Framework**

3.1 These proposals will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’.

3.2 The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified the demand for up to 1380 school places within the Herne, Sturry and Marshside planning areas. If capacity is not added, there will not be enough places available to meet demand and parental preference.

### **4. Consultation Outcomes**

4.1 A total of 59 written responses were received; 44 of the respondents supported the proposal to expand the school, nine were against the proposal and six were undecided.

4.2 A summary of the comments received is provided at Appendix 1.

4.4 A summary of the views and comments given at the consultation meeting is attached at Appendix 2.

### **5. Views**

5.1 The view of the Local Member:  
The Local Member is Mr Alan Marsh who responded that he supported the proposal to increase the capacity of the school.

5.2. The view of the Headteacher and Governing Body:  
The Governing Body unanimously supported the proposal at their meeting on 24 September 2015. The Headteacher and Governors recognise that there is a shortage of primary school places in the wider community and want to support the future viability of the school for the village.

5.3. The view of the Area Education Officer:  
The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but also a cost-effective and sustainable solution for the future increased demand in the area.

Hoath Primary School is a popular school judged “Good” by Ofsted. Our planning and principals by which we consider school organisation proposals outlined in the Commissioning Plan include:

- Every child should have access to a local good or outstanding school, which is appropriate to their needs.

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least 4 classes.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.

## 6. Proposal

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

## 7. Delegation to Officers

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

## 8. Conclusions

- 8.1 Forecasts for the Canterbury district indicate an increasing demand for primary school places in the Herne, Sturry and Marshside locality. This enlargement will add an additional 6 Reception Year places in the first year and 6 Reception Year places to the capacity per year, thereafter, and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' 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 proposed decision to:**

- (i) Issue a public notice to expand Hoath Primary School from 63 to 105 places, increasing the published admission number to 15.

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

- (ii) Expand the school.
- (iii) Allocate £950,000 from Education & Young People's Services Capital Budget.



- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of ; Governance and Law, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is conditional upon planning permission being granted

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

## 10. Background Documents

10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

10.2 Kent Commissioning Plan for Education Provision 2015-2019

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>

10.3 Consultation Document and Equalities Impact Assessment

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

## 11. Contact details

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Relevant Director:

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- Director of Education Planning and Access
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## Appendix 1

### **Proposal to permanently enlarge Hoath Primary School from 63 places to 105 places, increasing the published admission number (PAN) from 9 to 15 for Reception Year entry in September 2016.**

#### Summary of written responses

Consultation documents (hard copies) distributed: 180  
Responses received: 59

	Support	Against	Undecided	Total
Parents/Carers	16	2	1	19
Governors		1		1
Members of Staff	4			4
Residents	19	6	3	28
Other interested party	5		2	7
<b>Total</b>	<b>44</b>	<b>9</b>	<b>6</b>	<b>59</b>

A summary of the main points:

#### In support of the proposal

Parents:

- I fully support the outlined proposal as the school struggles for classroom space and relies on village hall availability for indoor PE, festivals and plays. As long as parking is managed I see little impact on the surrounding environment.
- I think it is great for the school and the community.
- We support the plans and believe it will help with the educational progress of pupils. We are not in favour of the current year group combinations so more classrooms will improve the situation significantly. We do have concerns about the parking situation and also hope that the availability of outdoor space will not be compromised too much.

Staff

- With the pressures of delivering the best possible education to each pupil it will be hugely beneficial to be able to have 4 classes instead 3, thus having a maximum of 2 year groups per class. The new classrooms will be an ideal environment to deliver a high level, well-resourced and precise education – space for all tables and chairs, increased storage space, easy use of ICT resources including the interactive white boards. The inclusion of a car park will decrease the amount of parked traffic on the road.
- My only concern to this plan was the traffic in the village, but after attending the meeting I must admit, I feel a little easier about it.
- I believe this is the way forward for the school and support the application.

Local Residents

- I would be delighted to see the school size increase. It should safeguard the school's place in the village, very important to keep village life going. Hoath school has an excellent reputation and is very popular.

- It is important for the parish of Hoath and surrounding hamlets that families with young children are encouraged to stay and educate their children locally for the future benefit of all.
- I support the expansion of the school as school places are badly needed in the area.
- I fully support the proposed plans and agree that it is the most viable way for the school to move forward.
- The school has an excellent reputation for the manner in which it educates and develops its pupils.
- Demand for places at the school substantially exceeds its ability to supply.
- Our only reservation about the proposed expansion is whether the proposed intake is high enough – both in terms of economic effectiveness and the pent up demand.
- The only problem I foresee is increased traffic. Please give careful thought as to how this can be managed.
- We have no objection to the enlargement of the school, but we are worried about the extra traffic that this will create.
- Our support is conditional upon what is a bad problem with the traffic at present not being exacerbated in the future. Perhaps staggered start/end times could also be a solution?
- While I don't have children a sustainable and successful school is important for the local community.

#### Other Interested Parties:

- I am all for the extension because it is a very well run school in need of the extension.
- I am in support of the proposal but do have concerns about parking and the increase in the number of cars.
- With an increasing population both locally and nationally more good and accessible school places are urgently required.
- I am aware that Hoath is an excellent school but with limited spaces. I believe the school can grow and will have an increase of population.
- Hoath is a wonderful school and I hope I can send my child there in 2016.
- Hoath is very popular with families who attend our pre-school setting. Therefore more places at Hoath will ensure these parents get their first choice for their children.

#### **Against the proposal**

##### Parents:

- We deliberately chose Hoath as first choice for our daughter due to its small and village feel. This will nearly double the size of the intake, and despite what is said, it will not retain that feeling.

##### Local Residents

- We believe it is well known by the school and the authorities that, currently, there are significant difficulties at both ends of the day due to the increased number of parents who need to drive into Hoath. Parking outside and in the vicinity of the school creates not only obstacles for other road users but also dangers to the children who are seen to run across the road unattended. Additionally, the environmental and pupil "well-being" impact of increased road usage is something that we all need to consider. We regret to have to write in a negative way, as the school is not something that we or many of the community would wish to lose, but we can well foresee the traffic issue

becoming detrimental to the positive way in which the school is viewed currently.

- This village does not have the road infrastructure to support a larger school.
- This is not for the benefit of the village as only a handful of children attending the school are from Hoath. We chose to live in this location for its peace and quiet and lack of traffic (we pay a premium for this) you are proposing a considerable increase in through traffic and parked cars having an impact on our quality of life. The parents' standard of driving (and parking) is appalling. Perhaps they need a lesson in rural driving.
- The school should serve local children not those from further away.

### **Undecided about the proposal**

Parents:

- The main reason we chose Hoath for our child was because of the small class and small school. I agree with bigger classes and extra classes, however, not the proposed numbers. I think 12 children is more suited than 15. 24 in a class rather than 30. 30 in a class is not what we would like as it goes against the reason we chose Hoath.

Local Residents:

- Very concerned about the number of cars that obstruct vision at the junction. Another 42 children mean more cars. It is something that needs addressing as a matter of urgency.
- Our main concern is the parking of staff cars and parents at drop off time and pick up time.

Other Interested Parties:

- As Chairman of the Village Hall, which as you know is situated opposite the school and was indeed the village school before the existing building, I am very concerned about the current vehicle congestion and any increase which will inevitable result if pupil numbers go up. Virtually all the pupils which currently use the school arrive from outside the village and are therefore driven in. The increase in numbers will come solely from outside and this means forty or so more cars. No one has anything against where the pupils come from but unless you provide parking the situation will be going from bad to worse. We have frequently requested the possibility of reducing the village speed limit to 20 mph without success.
- Hoath Parish Council Clerk and District Councillor – The current situation with traffic movements and parking is pretty terrible. The proposal represents a huge increase in numbers of around 65%. Without some robust means of dealing with traffic/parking, these plans look bad. No-one wants to see the school close, but these extra places are not for local children and there is little or no tangible benefit to Hoath village.

**Proposal to permanently enlarge Hoath Primary School from 63 places to 105 places, increasing the published admission number (PAN) from 9 to 15 for Reception Year entry in September 2016.**

Consultation Meeting for Parents/Carers, Governors, Staff and Local Residents  
Wednesday 14 October 2015

Summary of the Meeting

The meeting was chaired by Mr John Simmonds who welcomed everyone to the meeting, which was attended by approximately 30 parents, members of staff, governors and local residents. Mr Simmonds introduced Marisa White, Area Education Officer who explained the rationale for the proposals and the consultation timetable.

<b>Comments and Questions</b>	<b>Responses</b>
<p>Headteacher: There are two main reasons why we want to expand. Nationally a new curriculum was put in place in 2014. Up to 2014 we had KS1 in one class but after 2014 it was clear this was not working. We now have three teaching spaces but this is still a challenge. We approached KCC and asked for additional space to enable Year R to be taught separately. Funding for small schools has changed over the years. Small schools no longer receive additional funding. We still need to support one teacher per class plus additional help. We now have 70 children on roll and the main part of the school is two classrooms. When we asked for additional space we realised that we needed other space as well – a hall, small group rooms etc.</p>	
<p>My concerns, and those of other residents, are around parking and increased traffic. Six extra children in the first year but 40 extra in time which could be 40 extra cars. What thought have you given to the provision of parking for parents drop off and pick up as well as sports days etc. Also, why are you expanding Hoath when there are not enough children in the village to fill the school anyway? School is on a nasty bend and you have parking, children crossing etc. Can you put our minds at rest?</p>	<p>Headteacher: Staff parking will come off the road as the front playground will become a parking area for staff. At the start and end of the day it is extremely difficult. I am also the Headteacher at Chislet and we have the same problem there. There are 92 children at Chislet and we try to ensure parents park on one side of the road. That many parked cars does slow the traffic down. Locals know when schools are busy and tend to steer clear at those times. I have only witnessed one accident – one car pranged another car – no accidents to children or adults.</p>

<p>Has any consideration been given to obtain land to have some sort of a car park for parents? The number of cars has increased over the years. Is there any budget? Any thought for creating this, particularly in the afternoons when parents sit and wait for children?</p>	<p>Marisa White: We haven't not given it thought. The same issue arises on every consultation – village and town. Our budget is Basic Need which is based on 80% of what is required to provide buildings for additional capacity. KCC has to supplement that budget to make up the balance. There is no money to purchase land, particularly if used for only part of the day. If anyone has any thoughts please let us know. We will look at anything that anyone comes up with.</p>
<p>I work for the Community Safety Unit at Canterbury City Council. We have issued a guide about parking issues outside schools as we get complaints about this. We don't get complaints about Hoath. The guide is produced for parents and is being rolled out to schools, parish councils etc. Both Hoath and Chislet will be involved. It also includes links to schemes, letters, conversations schools can have with drivers etc.</p>	
<p>Why not build a brand new school at Broomfield and close Hoath? It sits on a lot of land so must be worth a bit of money. Siting it at Broomfield would cut down on traffic movements.</p>	<p>Marisa White: We would not normally consider closing a popular and excellent school. There are large housing developments happening locally – Herne Bay, Hillborough, Chestfield, etc. On housing developments we can seek developer contributions. We are looking at that but do not have funding to purchase a piece of land where there is no development to build another school or to move and expand Hoath. Funding has become tighter and tighter – either Basic Need or related to housing developments.</p>
<p>Has the Headteacher considered staggering the starting time of the school? To have a flow of traffic rather than all arriving at once.</p>	<p>Headteacher: Yes. That is one idea we would definitely look at.</p>
<p>What number of people who are local attend the school and how many are driven in? what areas are people coming from in the future?</p>	<p>Headteacher: Some years it is very much local residents and siblings. Other years there are no children of that age in the village. It moves quite a lot. Currently we have a lot of children from the village plus Hersden, Sturry and Herne Bay. Also, families move in and out of the village. It fluctuates considerably year on year. Marisa White: We can produce a dot map showing where the children are currently coming from. There are pressures in Herne, Broomfield and Marshside wards. We cannot say only children from those areas will come in the future. Parents can</p>

	put their choices of schools and it varies from year to year.
I had a problem with parents flying up the road at more than 30 mph in the mornings. Two of them last week on mobile phones. Is that right?	John Simmonds: No. Every village has the same problem. If there is a perceived problem of safety then the police will appear. Quite often these are residents and not people passing through.
	John Simmonds: I am delighted that the opportunity arose to expand Hoath. It is a good school and will be accessible to more children. Regarding the funding. We have made £430m of cuts already and will need £80m savings this year. £500m since 2010. Money is extremely tight. I represent Blean. 400 children go to Blean PS on the main A2090. It actually slows the traffic down. There are no accidents as people take care. The school is on that main A road plus the university. Residents are quite canny at avoiding hot spots. I have seen communities that have lost their school. The loss of a school is quite profound.
KCC is responsible for planning consents. Why don't you make it a condition that any development includes a school?	John Simmonds: Population growth is not always where the schools are. Where there are developments we do try and get funding. We take money from developers up front otherwise the development does not go ahead.
	John Simmonds: Very constructive ideas. This is the first stage of the process. Whatever we do we want it to be as acceptable as possible to the village.
	Headteacher: Please contact me if parents are driving dangerously. I am more than happy to confront that parent. Do not want this to be a concern for residents.
A local resident mentioned that he owns land adjacent to the village hall. He has mentioned this before. There are concerns around traffic when the parish hall is in use. He is willing to look at use of land for parking. Bearing in mind planning issues, funding etc we can work with others to provide something.	

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Education and Health Reform

DECISION NO:

15/00074

For publication

**Subject: Proposed expansion of Hoath Primary School**

Decision:

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

- i. Issue a public notice to expand Hoath Primary School from 63 places to 105 places increasing the published admission number to 15.

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

- ii. Expand the school.
- iii. Allocate £950,000 from Education & Young People's Services Capital Budget.
- iv. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council
- v. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

This decision is conditional upon planning permission being granted

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

Reason(s) for decision:

The Canterbury district section of the Kent Commissioning Plan for Education Provision 2015-19 has identified a need for 1,380 school places in the Herne, Sturry and Marshside planning areas, which exceeds the number of places available. Expanding Hoath Primary School from 63 places to 105 places will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school.

In reaching this decision I will take into account:

1. the views expressed by those attending the consultation meeting on 14 October 2015, and those put in writing in response to the consultation;
2. the views of the local County Councillor; Governing Body of the school and Staff;
3. the Equalities Impact Assessment and any comments received regarding this; and
4. the views of the Education and Young People's Services Cabinet Committee.



**Financial Implications:**

It is proposed to enlarge Hoath Primary School by 46 places taking the PAN to 15 (.5FE) for the September 2016 intake and eventually a total capacity of 105 places. .

- a. Capital: The enlargement of the school requires the provision of 3 additional classrooms. A feasibility study has been completed the total cost is estimated to be in the region of £950,000. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue: The school will receive growth funding for the expansion period from September 2016 until it reaches a capacity of 105. The sum of £6,000 will be allocated towards the setup costs of the additional classroom.
- c. Human: Hoath Minster Primary School will appoint additional teachers as the need arises and the school size increases.

**Cabinet Committee recommendations and other consultation:**

On 24 September 2014 the Education and Young People’s Services Cabinet Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the Canterbury District.

**Any alternatives considered:**

The Commissioning Plan for Education Provision 2015-19 explored all options for providing additional primary school places. This proposal to expand Hoath Primary School has been deemed the suitable option.

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

.....

.....

**Signed**

**Date**

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

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

**Subject:** Proposal to expand Wyvern School, Ashford

**Classification:** Unrestricted

**Decision number:** 15/00083

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

**Electoral Division:** Ashford South, Ashford

**Summary:** This report sets out the results of the public consultation on the proposal to expand Wyvern School for September 2016.

*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 proposed decision to:**

- (i) Issue a public notice to permanently increase the designated number of Wyvern School to with effect from 01 September 2016

And, following the ending of the public notice period:-

- (ii) Approve the permanent increase the designated number of Wyvern School to with effect from 01 September 2016
- (iii) Should objections, not already considered by me when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and allow for a proper consideration of the points raised.

## **1. Introduction**

- 1.1 Kent's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. Therefore, the Commissioning Plan for Education Provision in Kent (2015-19) sets out the intention to commission 250 additional SEN school places. The Plan also mentioned a specific need to expand Wyvern School by up to 80 places.

## **2. Proposal**

- 2.1 It is proposed to permanently increase the designated number of Wyvern School to 270 (plus 24 nursery places).

- 2.3 This report sets out the results of the public consultation, which took place between 8 September and 5 October 2015. A public meeting was held on Tuesday 15 September 2015.

### **3. Financial Implications**

- 3.1 a. Capital – The enlargement of the school requires the provision of additional classrooms, as well as ancillary facilities such as a medical room for the primary department. A feasibility study has been completed and the design is being developed. The total estimated cost of the expansion is likely to be in the region of £3.9 million.
- b. Revenue - The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils.
- c. Human – The school will appoint additional staff as required, as the school size increases and the need arises.

### **4. Vision and Priorities for Improvement**

- 4.1 These proposals will help to secure our ambition “to ensure every child can go to a good school where they can make good progress and every child can have fair access to school places” as set out in ‘Vision and Priorities for Improvement 2015-2018’.
- 4.2 The Commissioning Plan for Education Provision in Kent 2015-19 identified the need to commission 250 additional SEN school places

### **5. Consultation Outcomes**

- 5.1 A total of 31 written responses were received, 27 of which supported the proposal.
- 5.2 A summary of the comments received is provided at Appendix 1.
- 5.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.
- 5.4 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. Views**

- 6.1 The view of the Local Members Cllr D Smyth:  
“I support the expansion proposals of Wyvern School. It is clear that, as Ashford grows in size, there will be an increasing demand for SEN places. It is important, as far as possible, that pupils can attend a local school rather than be forced to travel to educational facilities in other towns sometimes over long distances. These plans will address these issues.”
- 6.2 The view of the Headteacher and Governing Body:  
The Head Teacher and the Governing Body of Wyvern School are in full support of the proposal to expand, providing that high quality permanent accommodation is provided. The rapid expansion of Ashford is clear and apparent. As a school we want to respond positively to the increasing need of local children.
- 6.3. The view of the Area Education Officer:  
Wyvern is a popular school, currently catering for 214 pupils. This proposal will provide much needed additional PSCN places in Ashford. Ashford’s population is still growing and we want all local children to be able to attend a good, local school.

Currently some SEN children from Ashford are travelling to neighbouring towns. Local provision will reduce journey times and distances.

## 7. Delegation to Officers

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

## 8. Conclusions

8.1 This expansion will provide additional PSCN places in Ashford.

## 9. 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 proposed decision to:**

(i) Issue a public notice to permanently increase the designated number of Wyvern School to with effect from 01 September 2016

And, following the ending of the public notice period:-

(ii) Approve the permanent increase the designated number of Wyvern School to with effect from 01 September 2016

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

## 10. Background Documents

10.1 Vision and Priorities for Improvement

[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf)

10.2 Commissioning Plan for Education Provision in Kent 2015-19

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>

10.4 Consultation Document and Equalities Impact Assessment.

## 11. Contact details

Report Author:

- David Adams
- Area Education Officer – South Kent
- 03000 414989
- [david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

- Keith Abbott
- Director of Education Planning and Access
- 03000 417008
- [keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)



## Proposal to expand Wyvern School

### Summary of Written Responses

Printed Consultation Documents distributed:	400
Consultation responses received:	31

A summary of the responses received showed:

	In Favour	Opposed	Undecided	Totals
Governors	2			2
Staff	1			1
Parents	24	3	1	28
Pupils				
Resident				
<b>Totals</b>	<b>27</b>	<b>3</b>	<b>1</b>	<b>31</b>

#### Comments in favour of the proposal:

- I agree that the Ashford area is in need of more SEN school places and I am in support of the expansion of Wyvern School. I hope that the outside play area is not affected by the additional building as it has already been reduced. And I hope that the building work will not be disruptive for the children.
- I think this is a great idea, giving other families the right for a fair education for their special needs child.
- There is a great need for this expansion. This would enable local children to access their local school. My child is happy here, this is a "special" place.
- I agree to this expansion if it further supports the needs and future of the children.
- I know how scarce SEN places are in Kent. This is an essential and necessary proposal which should be carried out as soon as possible. Education delayed is education denied.
- With the increase of the population in Ashford the pressure on accommodation at the school will increase. If the original plan for school expansion had been implemented this further expansion would not have been necessary.
- Parents and children in the area want and need their children to have the education provided at Wyvern.
- Wyvern School is an excellent place to learn and be taught by fabulous staff and assistants. The headteacher, deputy headteacher and other members of staff are brilliant. My child enjoys Wyvern School.
- We are very much in favour of the expansion. Keeping pupils in their correct primary/secondary school setting is important to help them learn with as little disruption as possible. Such a great school needs to expand with the needs of its pupils.
- This is a much needed extension to increase places. Too many children are travelling too far to access education. Parking and access do need to be better thought out to go with the increase in places. I hope that more children can access this wonderful school.
- The expansion is fundamental to the school being able to offer specialist school places to all local children. However, traffic and parking is already a problem and there may be disruption during the building process. Will class sizes remain small following the extra intake each year?
- I am in support of the proposal but better arrangements for access will need to be made. (3)

Concerns raised:

- I am concerned about the parking. Currently there is not enough parking with 206 pupils. KCC has also reduced transport for some of the pupils. Something needs to be done about the single lane part of the entrance road as this causes major hold ups.
- The car park is too small and many disabled children have to walk between parked and moving traffic.
- The school cannot meet the children's medical needs due to staff shortages. How are they going to meet the needs of more children?
- The exit from the school needs to be adapted so that traffic cannot turn right. Signage is in place but this is still happening.
- Better access to the primary site without having to circle the car park.



**Public Consultation Meeting**

**Proposal to permanently increase the designated number of Wyvern School to 270 places**

**Tuesday 15 September 2015**

Panel: Chair – Cllr Michael Northey (KCC Member)

In Attendance:	David Adams	DA	Area Education Officer – South Kent
	David Spencer	BL	Headteacher – Wyvern School
	Julie Ely	JE	Head of SEN

Purpose of the Meeting – Cllr Northey opened the meeting. He welcomed everyone to the meeting and handed over to David Adams who explained the proposal, including the planning process and further meetings

Questions/comments from the floor

Name	Comment	Response
David Spencer	From a staff perspective, we have discussed this possible proposal over many months, or even years. I am aware of the pressure on places and owe a responsibility to the local community to ensure there is adequate provision in this school. I fully support the proposal.	
CoG	This has been at the top of our agenda for years. We have always been worried that we would be turning away Ashford children. Pressure is already on the school at the moment. We strongly support the plan to go ahead and hope it will succeed.	

David Adams reminded everyone how they could respond to the consultation and that any comments should be received by 5 October 2015.

9 people attended the meeting. There were no parents.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

15/00083

For publication

**Subject: Proposal to permanently increase the designated number of Wyvern School to 270**

Decision:

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

Issue a public notice to permanently increase the designated number of Wyvern School to with effect from 01 September 2016

And, following the ending of the public notice period:-

Approve the permanent increase the designated number of Wyvern School to with effect from 01 September 2016

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

Reason(s) for decision:

Kent's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. Therefore, the Commissioning Plan for Education Provision in Kent (2015-19) sets out the intention to commission 250 additional SEN school places. The Plan also mentioned a specific need to expand Wyvern School by up to 80 places.

In reaching this decision I will take into account:

- the views expressed by those attending the public consultation meeting on 15 September 2015, and those put in writing in response to the consultation;
- the views of the local County Councillors; Headteacher and Governing Body of Wyvern School;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee, which will be added after the meeting on 15 December 2015

**Financial Implications**

- a. Capital – The enlargement of the school requires the provision of additional classrooms, as well as ancillary facilities such as a medical room for the primary department. The total estimated cost of the expansion is likely to be in the region of £3.9 million.
- b. Revenue - The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils.
- c. Human – The school will appoint additional staff as required, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

To be added after Committee meeting

Any alternatives considered:

The SEND Strategy explored all options and the expansion of this provision was deemed the suitable option.

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

.....  
**Signed**

.....  
**Date**

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**From:** 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 December 2016

**Subject:** COMMISSIONING PLAN FOR EDUCATION PROVISION 2016-20

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:**

**This report provides the Committee with the opportunity to comment on the Education Commissioning Plan 2016-20 prior to final approval by Cabinet.**

**Recommendations:**

**The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 25 January 2016**

**1. Introduction**

1.1 The Education Commissioning Plan is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient early years, SEND, Primary and Secondary places and to ensure that there are appropriate learning pathways for pupils at post 16. It is also our responsibility to ensure that we have enough places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority role has changed to being the commissioner, as well as continuing to be a provider, of education provision. The Plan sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out plans to meet the commissioning needs which arise in each district in Kent, in more detail for the next two to three years.

**2. Summary of Proposals for Growth**

2.1 There have been significant increases in the birth rate, birth numbers and inward migration as well as other demographic changes over recent years, which require

substantial increases in the provision of school places in the coming years. The Plan includes clear proposals for increased provision in 2016, 2017 and 2018 and looks ahead to 2019-22 with forecast data about the additional places required.

- 2.2 This updated plan for the period 2016-20 is a 'live' document which underpins our on-going dialogue and consultation with schools, District Councils, Diocesan Authorities and Elected Members, to inform the process of ensuring there are sufficient school places of good quality in the right locations, and other provision including childcare, for Kent children and families.
- 2.3 The yearly number of births in Kent increased by 25% in the period between 2002 and 2012. The number of births dropped in 2013 but rose again in 2014. The number of Primary age pupils in Kent mainstream schools is expected to continue to rise significantly until 2021-22, after which it begins to fall. The number of Secondary age pupils in Kent mainstream schools is now rising and is expected to increase from the current roll number of 77,931 pupils in 2014-15 to 96,581 in 2024-25. Planning for additional Secondary school provision is now becoming a significant focus of activity.
- 2.4 This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places each year as follows:

By 2016-17	By 2017-18	By 2018-19	By 2019-20 and beyond
<b>Primary</b> 15.95FE permanent 218 Year R places 60 Year 2 places	<b>Primary</b> 17.9FE permanent 30 Year R places	<b>Primary</b> 14.4FE permanent	<b>Primary</b> 40.3FE permanent
<b>Secondary</b> 6FE permanent 90 Year 7 places	<b>Secondary</b> 19FE permanent	<b>Secondary</b> 21FE permanent	<b>Secondary</b> 39FE permanent 210 Year 7 places

- 2.5 Much of the additional provision will be achieved by expanding existing schools. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

### 3. Capital Funding

- 3.1 The cost of providing additional school places is met from Government basic need grant, supported borrowing by KCC and developer contribution monies. Looking ahead to the Medium Term Financial Plan for 2016-19, KCC will no longer be in a position to undertake any further prudential borrowing to support new provision (as it has done in the past, notably with the Special Schools programme). To do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. Delivery of the additional school places will rely more than ever on an appropriate level of funding from central government and securing the maximum possible contribution from developers where appropriate.

- 3.2 Figure 5.1 from the Plan summarises KCC's spending and phased spending on school places for the period 2012 – 2019.

**Figure 5.1: Summary of spending on school places 2012-19**

To deliver places for school year	Basic Need funding	Targeted Basic Need	Council funds and borrowing	Developer contributions	Other	Total
2011-12	12,114,715		80,000			12,194,715
2012-13	5,518,713		1,026,531	6,813,479	-	13,358,723
2013-14	17,262,073	4,278,661	1,362,401	703,198		23,606,333
2014-15	22,321,641	11,196,446	2,360,261	2,455,946	79,440	38,413,734
2015-16	39,585,000	17,978,206	24,754,000	4,011,825	371,000	86,700,031
2016-17 forecast	52,508,000		55,789,000	11,446,000	-	119,743,000
2017-18 forecast	40,928,000		15,367,000	30,845,000	-	87,140,000
2018-19 forecast	Not known	0	0	10,000,000	0	10,000,000
<b>Total</b>	<b>190,238,142</b>	<b>33,453,313</b>	<b>100,739,193</b>	<b>66,275,448</b>	<b>450,440</b>	<b>391,156,536</b>

- 3.3 Government funding for 'Basic Need' is allocated on a formula basis which is assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. KCC has received £167m in basic need and targeted basic need capital for the period 2014-15 to 2017-18. We are unlikely to see information on the 2018-19 allocation from the DfE until January 2016.
- 3.4 Our current estimate of the likely level of available funding (from all sources) when compared to our initial estimate of the costs of the provision that is needed to meet the pupil forecasts means that we face a potential funding gap of in excess of £100m across the period 2016-19. This will need to be addressed through negotiation with the DfE about the grant funding that is needed, as well as looking at the costs associated with individual schemes. We will have to find a way to close any funding gap and reduce costs. As already indicated, further borrowing by the Council would not be prudent and the level of funding for maintenance and modernisation of the existing estate is already at a low level, so KCC has little scope to divert existing other schools capital funding to support the development of new provision.
- 3.5 For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.

#### 4. Next Steps

- 4.1 Following the Education and Young People's Cabinet Committee's comments any final changes and amendments will be made prior to the Commissioning Plan being presented to Cabinet for consideration and approval on 25 January 2016.
- 4.2 The final approved Plan will be published as soon as it has been agreed by Cabinet.

- 4.3 The Plan will be reviewed, updated and published annually, in the autumn term, following updating of roll and forecast information and 6 monthly monitoring and review. The six month review will be reported to Cabinet Committee in summer 2016.

**5. Recommendations**

- 5.1 The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 25 January 2016

**6. Background Documents**

Education Cabinet Committee report dated 24 September 2014

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=832&MId=5648&Ver=4>

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Education and Young People's Services

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# Commissioning Plan for Education Provision in Kent 2016-2020



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## Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent for 2016-20. This is a five year rolling plan which we update annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

This plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers for the next few years. A report on progress since last year was taken to Education and Young People's Services Cabinet Committee on 8 July 2015 and can be found here [www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision). Progress made during the course of the last year is as follows:

- Delivered refurbishment of a further two Special schools and commenced work to refurbish or replace another five, with schemes progressing for the remaining three schools to achieve the objective of replacing or refurbishing all Special schools in Kent.
- Achieved the County Council's target of maintaining a 5% surplus of school places overall. Surplus capacity in the Primary School sector is at 5.4% in Reception Year and 5.2% across all Primary School year groups. The surplus capacity in Districts varies across the County from 1.1% in Gravesham to 8.7% in Dover. Surplus capacity in Year 7 and across the Secondary School sector remains high both across the County and in Districts, apart from Canterbury which is below 4%.
- Delivered 18.7FE of permanent Primary school places and over 300 temporary Year Reception places.
- Provided an additional 107 Special school places and commissioned 176 further places in Specialist Resource Based Provisions in mainstream schools.
- Ensure sufficient Early Years places exist for all children eligible for free childcare provision.
- Achieved our target of at least 85% of parents securing their first preference Primary school.

Reception year numbers are forecast to peak in 2016/17, although local variations will apply. Numbers in the Primary phase begin to level out over the forecast period as larger cohorts move through our schools, and the numbers leaving Year 6 match those joining Reception Year classes. The pressure for school places will, therefore, begin to shift from the Primary phase to the Secondary phase. We are also witnessing increasing demand in the Special sector as the Primary population grows. Work has already begun on bringing forward proposals to address needs in the Secondary and Special school sectors.

The need for additional school places in the County has been recognised by Government, with Kent receiving the largest basic need allocation in 2015 of any local authority. However, price inflation in the construction industry and the sheer number of places needed continues to make our capital funding challenging.

We are determined we will meet these challenges with this robust Commissioning Plan for the future, which has been secured through collaboration and consultation with schools and other partners. We aim to deliver good quality buildings through cost-effective procurement and construction options.

We believe this Plan sets out a reliable and realistic vision for future education provision in Kent and provides the template for schools and other providers to work closely with the Local Authority to deliver a place in a good or outstanding school for every Kent child.

**Roger Gough**  
**Cabinet Member for Education**  
**(and Health Reform)**

**Patrick Leeson**  
**Corporate Director**  
**Education & Young People's Services**

# 1. Executive Summary

## 1.1 Purpose

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships. The Plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient places for Kent children in schools, and other provisions. It is subject to regular discussion and consultation with schools, District Councils, Local Elected Members and others. The content of this Plan reflects those discussions and consultations.

## 1.2 The Kent Context

Kent is a diverse County. It is largely rural with a collection of small towns. Economically our communities differ, with economic advantage generally in the west, and disadvantage concentrated in our coastal communities in the south and east. Early Years education and childcare are predominantly provided by the private and voluntary sectors. Our schools are promoted by the County Council and many different trusts and take different forms including infant, junior, primary, grammar, wide ability comprehensive, all-through single sex and faith based. Post 16 opportunities are available through schools, colleges and private training organisations.

## 1.3 What We Are Seeking to Achieve

Our vision is that every child and young person should 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 overarching priorities and targets for education in Kent are set out in the strategic document: [Vision and Priorities for Improvement](#). Focusing on commissioning education provision from good or better providers can assist in securing this vision.

We believe that parents and communities should have a strong voice in proposals for future school development. We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so. Such expansions are welcome to help meet both the need for extra places and our objective of providing access to a good local school for every Kent child. We therefore welcome proposals from existing schools and new providers that address the needs set out in this Plan. We aim to maintain at least 5% surplus capacity in schools in each sector in each District to facilitate parental preferences.

## **1.4 Principles and Guidelines**

The role of the Local Authority is set within a legal framework of statutory duties which are set out in the relevant sections of the Plan. We also have a set of principles and planning guidelines to help us in our role as the commissioner of education provision (Section 4). It is important that the Local Authority is transparent and clear when making commissioning decisions or assessing the relative merits of any proposals it might receive.

## **1.5 Capital Funding**

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The cost of additional school places is currently met from basic need grant from the Government, significant supported borrowing by the County Council and Section 106 property developer contributions and Community Infrastructure Levy monies (CIL). Another funding option is the Free Schools programme. This proposes to create 500 new schools in the lifetime of the current parliament. Recent indications are that Central Government wishes to work more closely with local authorities to ensure these new schools support basic need pressures, and deliver the high quality of education we all strive for. The Kent County Council Capital Budget provides £89.6m for our programme during 2016-18. Projects to be included within this programme undergo rigorous internal appraisal and approval processes prior to commencement.

## **1.6 Kent's Demographic Trends**

The yearly number of births in Kent increased by 25% in the period between 2002 and 2012. The number of births dropped in 2013 but rose again in 2014. The number of Primary age pupils in Kent mainstream schools is expected to continue to rise significantly until 2021-22, after which it begins to fall. The number of Secondary age pupils in Kent mainstream schools is now rising and is expected to increase from the current roll number of 77,931 in 2014-15 to 96,581 in 2024-25. Planning for additional Secondary provision is now becoming a significant focus of activity.

## **1.7 Special Educational Needs**

We have seen a 5.4% increase in the number of pupils with statements during the last year, which is in line with the change in pupil numbers generally. Over a five year period we have seen a very significant increase in the number of pupils with Autistic Spectrum Disorders (ASD) (991 pupils or 59%); with growth also in the area of Profound and Multiple Learning Difficulties (PMLD) (72 pupils or 40%) and then Behavioural Emotional and Social Development (BESD) (68 pupils or 6%). All other categories have seen a reduction in numbers over five years. These growth areas present as our key commissioning needs.

While we have seen a slight reduction in the proportion of pupils educated in the independent SEN sector (13.1 to 12%) there has been a real term increase in the number of pupils (62) educated in these schools. Proposals agreed to date or currently in consultation will see an increase in Kent maintained Special schools of 426 places (12% increase). Additionally, extra places have been commissioned in existing new Specialist Resource Based Provisions in mainstream schools to cater for ASD, BESD and Speech, Language and Communication Needs (SLCN). However, the forecasts indicate another 268 pupils may need access to specialist SEND provision by the end of

the decade. Proposals are identified to meet this demand and create the capacity required to reduce the need to use the independent sector in the future.

## **1.8 Early Education and Childcare**

Assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. We have sufficient places in all Districts in Kent to provide places for all eligible 2, 3 and 4 year olds, albeit the surplus capacity varies from very few places to many hundreds in different Districts. This situation will change when the extension of the free entitlement for 3 and 4 year olds to 30 hours a week is introduced in 2017.

## **1.9 Post-16 Education and Training in Kent**

Our duty to ensure that sufficient provision exists to enable all young people aged 16 – 19 (up to 24 for some pupils with SEND) to engage in education and training is largely met through schools, colleges, training providers and workplaces offering apprenticeships. A key commissioning aim is to ensure suitable provision is available and that appropriate progression pathways exist for all young people. To support achievement of this aim we produce District level data packs (available on KELSI) which analyse the existing offer and identify gaps in provision. This Plan sets out how we will commission provision to close these gaps. By ensuring the right high quality pathways are in place, we expect participation rates to improve, especially amongst our most vulnerable groups.

A key strand to our 14 – 24 Employment and Skills Strategy, which this Plan supports, is to ensure there are sufficient, quality vocational options for all 14-19 years olds.

A further focus is to commission appropriate provision for young people with SEN or disabilities who could be aged up to 24 years. This will include creating further pre-apprenticeships and Level 1 programmes.

## **1.10 Kent's Forward Plan – by District**

Detailed analysis, at District level, of the future need for Primary and Secondary school places is contained in Section 10 of this Plan. This clearly sets out what provision needs to be commissioned, where, and when. Information on school expansions is contained in the District plans and we will consult on the proposals in line with statutory responsibilities and agreed protocols.

Temporary enlargements (bulge year groups) will also be required where there is not a need for permanent additional provision. It is recognised that in many cases these needs are dependent upon future planned housing developments, and thus the timing may need to be adjusted. In such cases, officers will implement measures to ensure sufficient provision is in place, in conjunction with the Cabinet Member for Education and Health Reform and Cabinet Member for Corporate and Democratic Services. We will keep this under review.

This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places as follows:

<b>By 2016-17</b>	<b>By 2017-18</b>	<b>By 2018-19</b>	<b>By 2019-20 and beyond</b>
<i>Primary</i> 15.95FE permanent 218 Year R places 60 Year 2 places  <i>Secondary</i> 6FE permanent 90 Year 7 places	<i>Primary</i> 17.9FE permanent 30 Year R places  <i>Secondary</i> 19FE permanent	<i>Primary</i> 14.4FE permanent  <i>Secondary</i> 21FE permanent	<i>Primary</i> 40.3FE permanent  <i>Secondary</i> 39FE permanent 210 Year 7 places

Much of the additional provision will be achieved by expanding existing schools. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

## **2. The Kent Context**

### **2.1 Kent - A County of Differences**

Kent is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when looking at the difference between the richest and poorest areas in the County. For example, the 2015 Indices Of Multiple Deprivation (IMD), shows that Thanet is Kent's most deprived District and is within England's 10% most deprived areas. In comparison Kent's least deprived District is Tunbridge Wells which is within the least 20% deprived areas. Pockets of significant deprivation are found across Kent.

### **2.2 A Place of Change**

Over 110,000 new dwellings are currently planned in Kent by 2031, with most Districts anticipating high numbers of new homes. This demand for housing places significant pressure on all services and public infrastructure. It shapes the school organisation challenges that we face in the future.

### **2.3 A Place of Diversity and Choice**

Approximately 222,000 children and young people aged 5-16 are educated in Kent schools. For 2015-16 there are 2005 private and voluntary early years' providers and accredited child-minders, one maintained nursery school, 28 infant schools, 28 junior schools, 399 Primary schools, 99 Secondary schools (of which 32 are selective), 23 Special schools and 7 Pupil Referral Units.

The County has a diversity of provision with 182 community schools, 185 academies (of which seven are free schools), 34 foundation schools including a number of trusts and 153 Voluntary Aided or Voluntary Controlled schools. The majority of the Voluntary Aided and Controlled schools belong to the Canterbury and Rochester Church of England Dioceses and the Roman Catholic Archdiocese of Southwark, plus Methodist provision.) There are 67 non-selective Secondary schools (of which five are single sex) and 32 grammar schools (of which the majority are single-sex).

There are five general and one Specialist further and higher education colleges in Kent, based on 11 sites across the County.

### **2.4 A Place of Partnership**

There is a wide variety of providers of schools each bringing their own ethos and ideas to the system. This provides parents with choice and helps all schools continue to improve as each learns from the successes and innovations of others. The growth in the number of academies and free schools is adding to this, and there are some academy chains sponsoring schools in the County.

Kent has a long history of working with private and voluntary education providers in the pre-school and school sectors. We also have strong links with training providers and employers in the County who provide invaluable training and apprenticeship opportunities for many young people.



We aim to support and work with all schools and training providers in Kent, to ensure all children and young people in Kent have the very best education opportunities and achieve well.

### **3. What We Are Seeking to Achieve**

#### **3.1 Vision and Priorities for Improvement**

Our vision for Kent is that:

- Every child and young person should 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.
- Kent should be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.
- We have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.

The Local Authority seeks to maintain between 5% and 7% surplus capacity in schools across each District in Kent. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.

It should be noted that overall figures of surplus capacity aggregated at District level can mask localised pressures or a deficit of places in individual year groups. For example, it is possible to have surplus capacity in schools but not enough Reception Year places. The level of surplus capacity across any given locality can therefore only be a guide to the actual availability of spaces, and it may be necessary to increase capacity in one area of a District while simultaneously reducing capacity elsewhere in the District.

It is also important to recognise that the Local Authority does not achieve these ambitions without working in partnership with schools and other partners. The increasingly diverse environment in which decisions about school sizes and locations are now taken means that the Local Authority commissions school places in an open and transparent fashion, and works closely with all education providers, to secure the best for Kent's children and young people.

The Local Authority holds similar ambitions for the Early Years and post-16 age groups and for those children and young people with SEND and therefore:

- We will continue to work with Early Years providers to respond positively to the ever changing needs of families to ensure high quality childcare provision is available to give children the best start in life and support families' working commitments.

- We are committed to delivering the Government's drive to extend free entitlement to two year olds from disadvantaged backgrounds, and are working closely with providers to make this happen.
- We are working with schools, colleges, employers and training organisations to ensure appropriate pathways and provision are in place for young people aged 16-19 in Kent.
- Our commissioning intentions for SEND, set out in the SEND Strategy for Kent, include encouraging a mixed economy of providers, reducing the demand for school places outside Kent and creating more places in Kent Special schools and in SEN specialist resource base provision (SRBP) in mainstream schools.

## **4. Principles and Planning Guidelines**

In the national policy context the Local Authority is the commissioner of education provision and providers come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties; the duties for each phase or type of education in Kent are shown under the relevant section in this Plan. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Education in Kent is divided into three phases, although there is some overlap between these. These three phases are:

- Early Years - primarily delivered by private, voluntary and independent pre-school providers, accredited child-minders, and schools with maintained nursery classes
- 4-16 - “compulsory school age” during which schools are the main providers
- Post 16 - colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25

The Local Authority also has specific duties in relation to provision for pupils with Special Educational Needs, pupils excluded from school or pupils unable to attend school due to ill health.

### **4.1 Principles and Guidelines**

It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education. To help guide us in this role we abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

### **4.2 These are our Over-Arching Principles:**

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.
- The needs of Children in Care and those with SEN and disabilities will be given priority in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.

- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional school provision.
- In areas of high surplus capacity we will take action to reduce such surplus.<sup>1</sup>

### **4.3 Planning Guidelines – Primary:**

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least four classes.
- We will actively look at federation opportunities for small Primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.
- We believe all through Primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises we will either amalgamate separate infant and junior schools into a single Primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- At present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

### **4.4 Planning Guidelines – Secondary:**

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120 or greater than 360. PANs for Secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- All but two of our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).
- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools where this is in the interests of the local community.

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<sup>1</sup> Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users and promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.

#### **4.5 Planning Guidelines - Special Educational Needs:**

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people for whom mainstream provision is not appropriate, we seek to make provision through Kent Special schools. For young people aged 16-19 provision may be at school or college. For young people who are aged 19-25 provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

#### **4.6 Planning Guidelines - Expansion of Popular Schools and New Provision**

- We support diversity in the range of education provision available to children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so. Schools which are their own admissions authority may expand at their own volition if they have the resources to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to provide any financial support for a proposal, it must meet an identified need and adhere to the planning principles and guidelines set out above.

## 5. Capital Funding

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.

The cost of providing additional school places is met from Government basic need grant, supported borrowing by KCC and developer contribution monies. Looking ahead to the MTFP for 2016-19 it is clear that KCC will no longer be in a position to undertake any further prudential borrowing to support new provision (as it has done in the past - notably with the Special Schools programme – as shown in Column 4 below) as to do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. Delivery of the additional schools places will rely more than ever on an appropriate level of funding from central government and securing the maximum possible contribution from developers where appropriate.

Figure 5.1 summarises KCC's spending and phased spending on school places for the period 2012 – 2019.

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<b>Total</b>	<b>190,238,142</b>	<b>33,453,313</b>	<b>100,739,193</b>	<b>66,275,448</b>	<b>450,440</b>	<b>391,156,536</b>

Government funding for 'Basic Need' is allocated on a formulaic basis assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. KCC has received £167m in basic need and targeted basic need capital for the period 2014/15 to 2017/18. We are unlikely to see information on the 2018/19 allocation from the DfE until January 2016.

Our current estimate of the likely level of available funding (excluding Basic Need funding from the DfE) when compared to our initial estimate of the costs of the provision that is needed to meet the pupil forecasts means that we face a potential funding gap of in excess of £100m across the period 2016-19. It is through the Basic Need funding allocation from the DfE and difficult decisions as to the phasing and scope of individual projects that this gap will be closed. The evidence in this plan will provide the basis of the case for additional funding that we will present to the DfE. As already indicated, further borrowing by the Council would not be prudent and the level of funding for maintenance and modernisation of the existing estate is already at a low level so we

cannot look to divert existing schools capital funding to support the development of new provision.

For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.

In the past developer contribution funding has been secured through the negotiation of Section 106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all development to provide new service capacity to support development.

Account will be taken of existing capacity prior to seeking developer contributions. Where surplus capacity above the Local Authority's 5% operating surplus is expected to exist after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed, but these costs are not passed on to developers. Developers are asked only to contribute to needs arising from additional housing which cannot be accommodated within a surplus service capacity in the area (including the 5% operating surplus). Further information on Kent's approach to developer contributions can be found at the following:

<https://shareweb.kent.gov.uk/Documents/community-and-living/Regeneration/KCCDevelopmentContributionGuideSep2008155k.pdf>

Proposals to establish new provision which are driven by parents, rather than a basic need for new places, may be funded by the Government's free school programme, or through the Local Authority if funding is available.

## **5.1 Availability of Capital and Planning Permission**

Statutory proposals to alter school provision cannot be published until the necessary capital funding has been identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals may be approved subject to planning consent being obtained.

## **5.2 Existing Premises and Sites**

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an option appraisal on existing premises and sites to inform feasibility. The issues to be considered include:

- The condition and suitability of existing premises;
- The ability to expand or alter the premises (including arrangements whilst works are in process);
- The works required to expand or alter the premises;
- The estimated capital costs;
- The size and topography of the site; and
- Road access to the site, including transport and safety issues.



### **5.3 Value for Money**

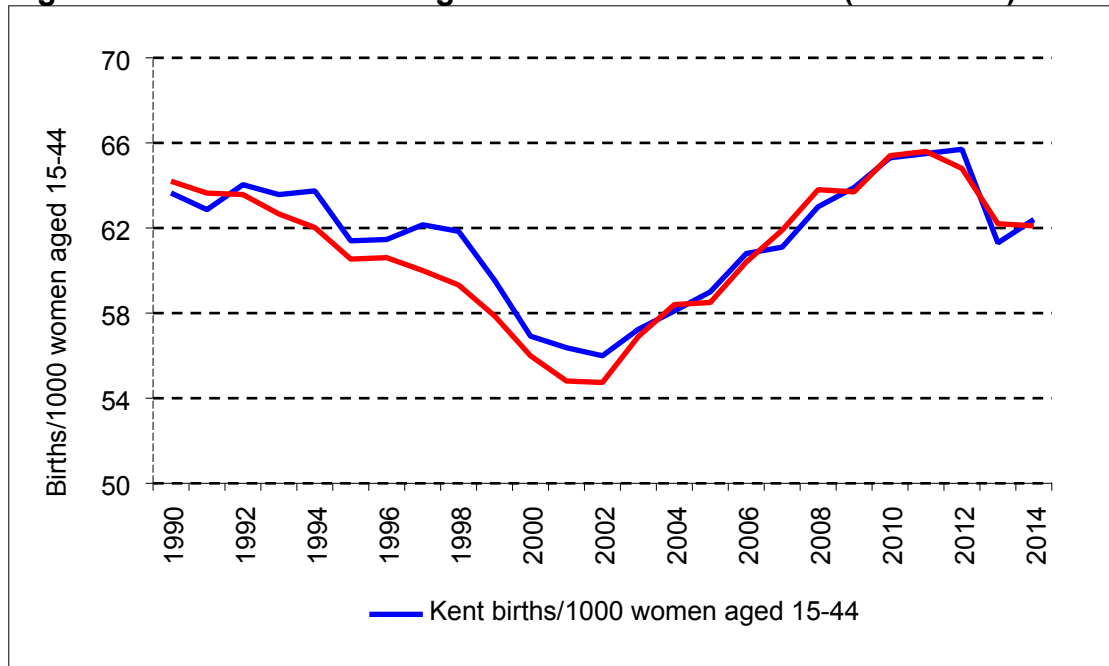
The Government has reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. 'Baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Kent is committed to securing value for money when providing additional school accommodation which is of a high quality. New school design and build decisions are based on the long term sustainability of school rolls. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

## 6. Overview of Kent's Demographic Trends

### 6.1 Kent Birth Rates and Long Term Forecasts

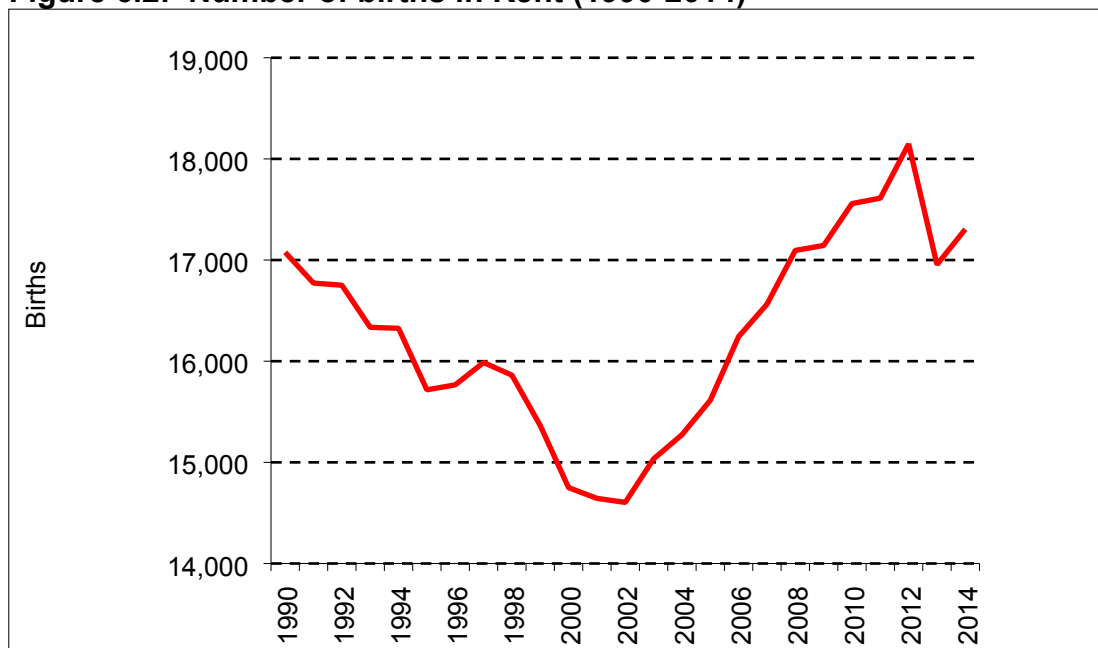
Figure 6.1 shows the changing birth rate in England and Wales and in Kent over the past 20 years. Figure 6.2 shows the number of births in Kent. These indicate that the upward trend we have seen in the number of Reception pupils entering our schools is likely to drop from 2017-18 assuming the number of births continues to fall. The pattern of declining numbers of Year 7 pupils entering our Secondary schools started to reverse from the last school year. District information is contained in Section 10.

**Figure 6.1: Birth rates in England and Wales and Kent (1990-2014)**



Source: Births data is by calendar year from the Office for National Statistics release FM01

**Figure 6.2: Number of births in Kent (1990-2014)**



Source: Births data is by calendar year from the Office for National Statistics release FM01

The number of births in Kent rose steadily each year from 14,600 in 2002 to 18,150 in 2012 – an increase of 25%. The number of births dropped to 16,950 in 2013, but in 2014 the numbers rose again to 17,260.

Figures 6.3 and 6.4 below provide long term pupil forecasts. These allow for planned housing developments and expected inward migration to the County. In Kent there is a resident-based take-up of mainstream education of about 90% at the Primary phase and 83% at the Secondary phase. This ranges from 76% Primary take-up and 70% Secondary take-up of mainstream places in Tunbridge Wells to over 95% take-up in some East Kent areas. Those not attending mainstream schools in Kent may be educated at home, or pupils attending independent schools, Special schools or alternative education provision.

**Figure 6.3:  
Long Term School-Based Forecast of Mainstream Primary Pupils by District**

District	Current roll	Standard five-year forecast	Long term strategic forecast (Kent IIFM)		
	2014-15	2019-20	2021-22	2026-27	2031-32
Ashford	10,327	11,190	12,383	11,908	11,238
Canterbury	9,928	10,501	11,326	11,102	10,843
Dartford	9,044	10,621	10,788	11,222	11,649
Dover	8,229	8,744	9,601	9,275	8,672
Gravesham	9,039	10,405	9,718	9,552	9,037
Maidstone	11,816	13,527	13,097	12,681	12,415
Sevenoaks	9,079	9,586	10,007	9,471	8,931
Shepway	8,064	8,373	9,349	8,716	7,913
Swale	12,119	13,279	13,814	13,739	13,243
Thanet	10,764	11,619	12,168	11,562	10,918
Tonbridge and Malling	10,384	11,282	11,149	10,696	10,173
Tunbridge Wells	8,220	8,456	8,750	7,856	7,128
<b>Kent</b>	<b>117,013</b>	<b>127,583</b>	<b>132,148</b>	<b>127,781</b>	<b>122,159</b>

Source: Schools Census January 2015, Management Information Unit, KCC.  
School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.  
Kent Integrated Infrastructure and Finance Model (IIFM), KCC, August 2014.

**Figure 6.4**  
**Long Term School-Based Forecast of Mainstream Secondary Pupils (Years 7-11)**  
**by District**

District	Current roll	Standard five-year forecast	Standard ten-year forecast	Long term strategic forecast (Kent IIFM)	
	2014-15	2019-20	2024-25	2026-27	2031-32
Ashford	6,445	7,035	7,839	7,600	7,218
Canterbury	7,464	8,211	8,848	9,236	8,997
Dartford	6,900	7,994	9,250	8,490	8,628
Dover	5,862	6,261	6,832	7,242	6,887
Gravesham	5,911	6,935	8,099	7,059	6,929
Maidstone	9,125	10,173	11,906	10,690	10,295
Sevenoaks	2,069	2,442	2,638	2,244	2,173
Shepway	4,956	5,230	5,604	5,718	5,307
Swale	7,558	8,413	9,531	9,321	9,053
Thanet	7,005	7,598	8,414	8,233	7,877
Tonbridge and Malling	7,655	8,228	9,092	8,469	8,161
Tunbridge Wells	6,951	7,989	8,528	7,757	7,153
<b>Kent</b>	<b>77,931</b>	<b>86,509</b>	<b>96,581</b>	<b>92,058</b>	<b>88,676</b>

Source: Schools Census January 2015, Management Information Unit, KCC.  
School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.  
Kent Integrated Infrastructure and Finance Model (IIFM), KCC, August 2014.

Figure 6.3 indicates that the number of Primary age pupils in Kent schools is expected to rise significantly from 117,013 in 2014-15 to around 132,148 in 2021-22. Beyond this point the pupil population generally begins to decline except in Dartford where the previous rise continues. Across Kent by 2031-32 pupil numbers are forecast to decline back to 2016-17 levels. However, the continued population rise through to 2021-22 suggests a need for some new permanent accommodation mixed with temporary expansion where appropriate.

Figure 6.4 indicates that the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 77,931 in 2014-15 to over 96,000 in 2024-25 (the end of the standard forecasting period). Beyond this point the longer term strategic forecasts indicate a slight fall in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026, the principal driver for Kent's long term strategic forecasts.

## 6.2 Housing Developments and Projections

Figure 6.5 below provides an overview of planned housing by District area. The planned housing numbers are used as part of the forecasting process but the current volatility in the UK and global economies, and Kent housing market means that the eventual level of house completions may differ significantly from the planned level, and this will alter the need for school places. Many Districts are still consulting on and finalising their allocated housing numbers from 2022 onwards, hence why these columns are greyed out.

**Figure 6.5: Historic and Forecast House Building by District (1992-2031)**

District	1992-06	1997-01	2002-06	2007-11	2012-16	2017-21	2022-26	2027-31
Ashford	2,339	3,614	3,620	2,912	4,333	4,302	1,950	1,250
Canterbury	1,929	2,805	2,755	3,674	3,947	4,951	3,634	3,516
Dartford	1,619	1,527	3,170	2,085	4,655	4,969	2,938	3,885
Dover	1,495	1,208	1,644	1,421	2,259	1,904	2,053	3,724
Gravesham	831	357	1,596	1,511	1,559	2,506	2,211	274
Maidstone	2,067	2,583	3,261	3,786	2,808	6,351	3,784	2,762
Sevenoaks	1,207	1,143	1,431	1,394	1,843	1,025	392	n/a
Shepway	1,923	2,080	2,162	1,577	2,246	2,482	1,485	448
Swale	1,951	2,970	3,351	2,875	3,144	2,401	1,737	1,161
Thanet	1,894	1,649	2,520	3,452	4,293	578	374	n/a
Tonbridge & Malling	1,967	1,807	3,679	2,957	4,033	2,522	200	n/a
Tunbridge Wells	1,358	1,410	2,091	1,723	2,496	761	n/a	n/a
<b>Kent</b>	<b>20,580</b>	<b>23,153</b>	<b>31,280</b>	<b>29,367</b>	<b>37,616</b>	<b>34,752</b>	<b>20,758</b>	<b>17,020</b>

Source: Completions data through to 2013-14 is from the Housing Information Audit (HIA) with some Districts exceptionally reporting to 2014-15. Forecast data is from Kent District Councils (best estimates as at July 2014). This data is based on financial years; for example 2007-11 represents financial years 2007-08 to 2011-12. Housing data from 2022 onwards should be used only as a guide as data are incomplete and/or uncertain.

## **7. Commissioning Special Educational Needs Provision**

### **7.1 Duties to Provide for Special Educational Needs and Disabilities**

The Children and Families Act 2014 and accompanying SEN Code of Practice set out the statutory special educational needs and disability (SEND) system for children and young people aged 0 to 25 in England. The 'Code' is statutory guidance. It details the SEND provision which schools and local authorities are required by law to make. Related legislation includes the Equality Act 2010 and the Special Educational Needs Disability Regulations 2014.

Section 35 of the Children's and Families Act 2014 places duties on Local Authorities to ensure:

- Reasonable adjustments for disabled children and young people; and
- Auxiliary aids and services to disabled children and young people.

The main changes introduced by the SEN Code of Practice 2014 are:

- It now covers the 0-25 age range;
- There is a clearer focus on the views of parents, children and young people and on their role in decision-making;
- Guidance is now provided on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plans (EHCP) replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings; and
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to employment and adulthood.

### **7.2 Overview**

The SEN Service fulfils the County Council's statutory duties for children and young people with special educational needs and disabilities. The Service is responsible for statutory assessments, Education Health and Care Plans (EHCP) as well as the conversion of 7,000 existing SEN Statements and Learning Disability Assessments to EHCPs.

The Service commissions 4,400 specialist places in Kent maintained schools and Academies, including over 3,400 in Kent maintained Special schools and 1,000 places in Specialist Resource Base Provisions in mainstream schools. In addition the Service commissions provision for 500 High Needs students in Further Education and Independent Colleges and for over 700 in other Local Authority maintained or the independent and non-maintained schools. It also commissions outreach from Kent Maintained Special schools and Academies and the Specialist Teaching and Learning Service (STLS) to support 3,000 pupils in mainstream schools.

The SEN Service holds the lead role for delivering Kent's SEND Strategy, launched in January 2014. The overarching aims are to:

- improve the educational, health and emotional wellbeing outcomes for children and young people with SEND;
- ensure Kent delivers the statutory change required by the Children and Families Act 2014; and
- address the gaps in SEN provision; improve quality; and encourage a mixed economy of provision.

### 7.3 The Current SEN Population in Kent

There are approximately 7000 pupils in Kent with a Statement or EHCP of which over 3000 attend Kent mainstream schools. This accounts for 2.9% of the total school population for which the Local Authority is responsible for commissioning school PROVISION (Source: DfE SEN Statistical Release January 2015).

KCC's SEND Strategy sets out an intention to provide at least 275 additional places for pupils with needs in the following three areas: Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), or Behavioural, Social and Emotional Needs (BESN). Since the publication of the Strategy we have commissioned 194 additional places in Specialist Resource Based Provision in mainstream schools and re-commissioned 20. These, together with the 42 places in development, mean 256 places have been/are being created (ASD +155, SLCN +62, BESN +39). The number of Special school places is increasing to in excess of 3,800 as a result of capital investment, exceeding the target of 3,700 by 2016.

Figure 7.1 (below) sets out the number of Statements issued since 2014. The largest number of new Statements issued as at January 2015 was in Swale. Above average numbers of new Statements were issued in the Districts of Dover and Sevenoaks. The largest proportion of Other Local Authority (OLA) pupils with a Statement are in the Districts of Ashford and Swale.

**Figure 7.1: Number of Statemented Pupils 2014-2015**

District	2014 Number of Statemented Pupils	2015 Number of Statemented Pupils	Number +/- change since 2014	Percentage change since 2014 (%)	District % of all 2015 Statements
Ashford	555	590	35	6.30%	8
Canterbury	691	716	25	3.60%	10
Dartford	416	416	0	0.00%	5
Dover	459	512	53	11.50%	7
Gravesham	493	523	30	6.10%	7
Maidstone	695	733	38	5.50%	10
Sevenoaks	390	438	48	12.30%	6
Shepway	505	531	26	5.10%	7
Swale	852	914	62	7.30%	12
Thanet	813	797	-16	-2.00%	11

Tonbridge & Malling	537	575	38	7.10%	<b>8</b>
Tunbridge Wells	426	434	8	1.90%	<b>6</b>
OLA/Other	181	195	14	7.10%	<b>3</b>
<b>Kent Total</b>	<b>7013</b>	<b>7374</b>	<b>377</b>	<b>5.40%</b>	<b>100%</b>

(Source: KCC Impulse FIO Report January 2015. Data includes pupils with EHCP equivalent)

The overall number of Statements increased by 5.4% between 2014 and 2015. The most significant increases were in pre-school aged children (10%) and Primary (7%). There was a small reduction in Secondary.

Figures 7.2, 7.3 and 7.4 below provide a breakdown and trends of pupils with Statements by Primary need type over the past five years.

**Figure 7.2: Statemented Pupils Primary Need Type 2010-2015**

SEN Primary Need Type	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014- 2015	5 yr +/-	5 yr % +/-
Autistic Spectrum Disorder	1680	1849	2271	2457	2671	<b>991</b>	<b>59%</b>
Behaviour, Emotional & Social Development	1194	1203	1239	1227	1262	<b>68</b>	<b>6%</b>
Speech Language & Communication Needs	1130	1128	971	1002	1089	-41	-4%
Severe Learning Difficulty	722	693	681	688	698	-24	-3.3%
Moderate Learning Difficulty	745	676	542	519	533	-212	-28%
Physical Disability	423	415	404	402	423	0	0%
Profound Multiple Learning Difficulties	182	204	251	257	254	<b>72</b>	<b>40%</b>
Hearing Impaired	178	175	168	158	161	-17	-10%
Speech Learning Difficulty/Dyslexia	158	128	115	122	130	-28	-18%
Medical	86	95	103	103	68	-18	-21%
Visually Impaired	102	93	86	73	85	-17	-17%
Other	5	4	10	5	0	-5	-100%
<b>Kent Total</b>	<b>6605</b>	<b>6663</b>	<b>6841</b>	<b>7013</b>	<b>7374</b>	<b>769</b>	<b>12%</b>
Year on Year % Increase	-	0.9%	2.7%	2.5%	5.1%	-	-
Increase since 2010-11	-	0.9%	3.6%	6.2%	11.6%	-	-

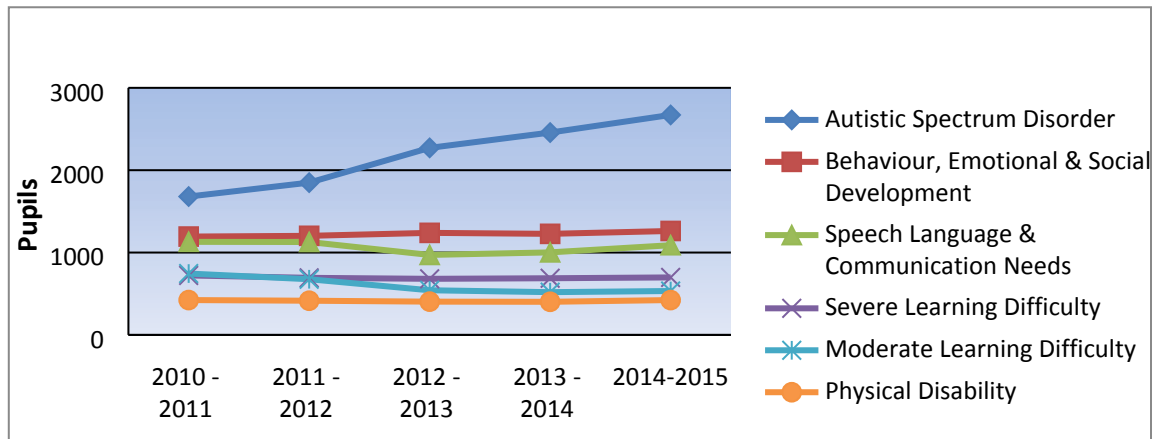
Source: Impulse FIO Report January 2015:

Figure 7.2 highlights the dual pressure from ASD and PMLD facing District PSCN schools, particularly for those currently facing accommodation pressures.

Figure 7.3 shows high incidence needs. This further illustrates the increase in the number of pupils whose Primary need is identified as ASD.



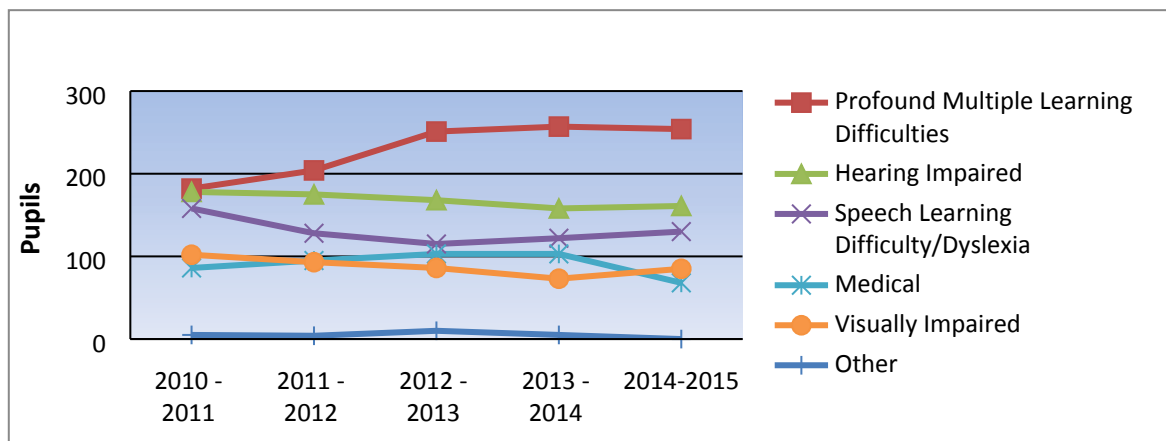
**Figure 7.3: Stated Pupils Primary Need Type Trends 2010-2015**



37% of pupils with ASD are supported in Kent mainstream schools (compared to 24% with BESN). 54% attend a Kent maintained Special School. During 2014/15 an additional 200 pupils with ASD were placed in Kent Special schools.

Figure 7.4 shows pupils with low incidence needs. The increase in incidence of pupils with PMLD is most notable.

**Figure 7.4: Stated Pupils Primary Need Type Trends 2010-2015**



The analysis of placements in independent and non-maintained Special schools is given at section 7.11. Our intention is to increase the number of pupils who can be supported in a local school and reduce the need for placements in this sector. Whilst we have already reduced the proportion from over 13% to 12%, the actual numbers have increased; an additional 62 pupils with ASD were placed in this sector indicating that a further expansion of places for ASD is needed. (Source: SEN 2 DfE Return January 2015).

Our focus is on ensuring Primary age children have access to early intervention in mainstream schools wherever possible. The rising number of Reception aged children required extra places to be created at two Special schools, Meadowfield and Wyvern, from September 2015. Accommodation pressures have required interim and long term solutions for both schools. We continue to closely monitor the position as we have already identified that this additional capacity is unlikely to be sufficient in the medium term. We have also included specialist resource bases in all our new Primary schools,

to help meet the need for extra spaces, but importantly to increase the choices available to parents.

The current bulge of Primary aged pupils is now moving through to Secondary. For many pupils appropriate early intervention and suitable placement at Primary will mean that at Secondary age their needs can be met in their local Secondary school. However, we are already aware of some pressure at Secondary age within our Special schools and the forecasts indicate that there will be significant pressure on Secondary school places from 2018/19 onwards. SEN pupils represent 2.9%\* of the wider population in Kent and the percentage in mainstream schools is 1.2%. We will need to monitor the growth in the Secondary age school population and respond accordingly with new SEN provision where required. This will need to provide local onward progression routes from the new primary provisions we have created.

\*(Source: DfE SEN Statistical Release January 2015)

#### **7.4 Forecast demand for Pupils with Statements or Education, Health and Care Plans**

Over the last five years, the proportion of the total pupil population with a Statement and its successor Education, Health and Care Plan (EHCP) has remained in the range 2.8% to 2.9%. Analysis of current placements shows 60% of pupils with a Statement or EHCP require specialist provision: 13% in SRBPs and 47% in Special schools, although there is a marked difference between the proportion at Primary (45%) and Secondary (60%) in Special schools. Whilst Kent has a range of approaches to provide earlier, more effective support in mainstream schools, it is expected that the proportion of all pupils who will require specialist places will continue to reflect the wider population. As set out in the Overview of Kent's Demographic Trends (Section 6) in this Plan, significant population growth is forecast with an additional 18,920 Secondary age students and 15,135 Primary age pupils forecast to require a place within 10 years. A growth in the demand for specialist provision is therefore forecast.

Figures 7.5 and 7.6 below provide indicative forecasts of the anticipated growth in the number of pupils with a statement or EHCP. These forecasts apply the District forecast increase in pupil population to the current numbers of pupils recorded in the January 2015 Pupil Census as having a Statement or EHCP. These figures only include pupils in Year R to Year 11 who attend Kent maintained schools and academies. This data offers a general guide to the anticipated growth in numbers of pupils with SEND for each District. However this must be treated with caution as there are a number of Special schools which serve a broader area than the District in which they are located and offer residential provision e.g. Valence Special School in Sevenoaks District provides 100 places for physical disabilities and acts as a County Resource. Similarly, Stone Bay and Laleham Gap (in Thanet District) both offer boarding provision for ASD, and proposals for Broomhill Bank School will see the school offering equivalent provision in Tunbridge Wells and Sevenoaks Districts.

**Figure 7.5: Forecast number of Primary Age Pupils (Years R-6) with a Statement or EHCP by District**

Years R to 6		Forecast Growth in number of pupils with statement /EHCP 2015-2019 (Nos)	Forecast Growth in number of pupils with statement /EHCP 2015-2019 (%s)
District	January 2015		
Ashford	195	18	9%
Canterbury	284	17	6%
Dartford	156	23	15%
Dover	183	12	7%
Gravesham	153	19	12%
Maidstone	333	43	13%
Sevenoaks	229	14	6%
Shepway	219	9	4%
Swale	296	25	8%
Thanet	287	22	8%
Tonbridge and Malling	203	15	7%
Tunbridge Wells	122	4	3%
<b>Kent Year R to 6 Total Statements</b>	<b>2660</b>	<b>225</b>	<b>8%</b>

Note: Forecast growth in number of pupils with statement/EHCP applies the EDGE forecast population increase to January 2015 Pupil Census data. These figures only include pupils in Year R to 11 who attend Kent maintained schools and Academies

**Figure 7.6: Forecast number of Secondary Age Students with a Statement or EHCP by District**

Years 7 to 11		Forecast Growth in number of students with statement /EHCP 2015-2022 (Nos)	Forecast Growth in number of students with statement /EHCP 2015-2022 (%s)
District	January 2015		
Ashford	225	36	16%
Canterbury	281	42	15%
Dartford	160	35	22%
Dover	212	27	13%
Gravesham	161	42	26%
Maidstone	303	59	19%
Sevenoaks	185	45	24%
Shepway	205	23	11%
Swale	263	49	19%
Thanet	382	56	15%
Tonbridge and Malling	257	35	14%
Tunbridge Wells	224	47	21%
<b>Kent Year 7 to 11 Total Statements</b>	<b>2858</b>	<b>506</b>	<b>18%</b>

Note: Forecast growth in number of pupils with statement/EHCP applies the EDGE forecast population increase to January 2015 Pupil Census data. These figures only include pupils in Year R to 11 who attend Kent maintained schools and Academies

## 7.5 Kent Special Schools

Kent has 23 Local Authority maintained Special Schools, and one Special Academy. The current designated number of Special school places as at September 2015 is 3433 (Figure 7.7). This is an increase of 107 additional places since October 2014. We have also identified a number of Special schools for expansion which are highlighted below. Once these projects have taken place the total number of places will increase by 426 to a total of 3,859, which represents a 12% increase from the current total designated capacity.

**Figure 7.7: Designated Numbers at Kent Maintained Special Schools and Academies as at 1 September 2015**

School	Need Type Provision	District	Current	Proposed Designated Number	Basic Need
Goldwyn School	BESN	Ashford	115	115	0
Wyvern School, The	PSCN	Ashford	157	270	113
Orchard School, The	B&L	Canterbury	96	96	0
St Nicholas' School	PSCN	Canterbury	200	200	0
Rowhill School	B&L	Dartford	106	106	0
Harbour School	B&L	Dover	96	96	0
Portal House School	BESN	Dover	80	80	0
Ifield School, The	PSCN	Gravesham	190	190	0
Bower Grove School	B&L	Maidstone	183	183	0
Five Acre Wood School	PSCN	Maidstone	275	330	55
Milestone School	PSCN	Sevenoaks	203	203	0
Valence School	PD	Sevenoaks	80	80	0
Foxwood School	PSCN	Shepway	122	336	54
Highview School	PSCN	Shepway	160		
Meadowfield School	PSCN	Swale	209	270	61
Foreland School, The	PSCN	Thanet	200	200	0
Laleham Gap School	ASD	Thanet	170	170	0
St Anthony's School	B&L	Thanet	112	112	0
Stone Bay School	ASD	Thanet	66	66	0
Grange Park School	ASD	Tonbridge & Malling	79	100	21
Ridge View School	PSCN	Tonbridge & Malling	180	228	48
Broomhill Bank School	ASD	Tunbridge Wells/ Sevenoaks	136	210	74
Oakley School	PSCN	Tunbridge Wells	218	218	0
<b>Total</b>			<b>3433</b>	<b>3859</b>	<b>426</b>

The designated number can differ from the actual commissioned number of places in any given year. The actual commissioned number reflects the need for places in that particular year and can be lower or higher than an individual school's designated number.

In exceptional circumstances schools can admit over their designated number by up to 10%. This means the potential capacity is greater ( $3859 + 10\% = 4244$ ).

A capital programme is in place to improve the quality of Special School accommodation through rebuilding, or refurbishing and remodelling the remaining

Special schools in the programme. As of October 2015, five Special School projects remain to be completed and are at the following stages:

Three projects are on site:

- Foreland – (East Kent) Relocation and new build project
- Foxwood and Highview – (South Kent) Relocation and new build
- Five Acre Wood (West Kent) - Extension on existing site

Two projects are at the planning stage:

- Ridge View (West Kent) – Relocation and new build
- Portal House School (South Kent) – New build on existing site

## 7.6 Satellite Provision

We propose to establish Satellite provision linked to all Kent maintained Profound, Severe and Complex Needs (PSCN) Special Schools. Since October 2014 we have created three new PSCN satellites, linked to St. Nicholas, Five Acre Wood and Oakley School. These satellites are based on mainstream school sites. Pupils who attend are on the roll of the Special Schools, but integrate into the mainstream provision with support where this is appropriate for their needs.

We propose to create a satellite provision of Ridge View School at Wouldham All Saints CEP School for 48 students with moderate to severe learning difficulties from September 2017.

## 7.7 Specialist Resource Based Provisions in Mainstream Schools

Approximately 13% of children with Statements of Special Educational Needs or EHC Plans require higher levels of support than can be provided in their local mainstream schools, although their needs are not so complex that Specialist school placements are appropriate. For children like this we maintain a range of Specialist Resource Based Provisions (SRBP) which are based in mainstream schools with places reserved for pupils with statements of SEN. Figure 7.8 below lists schools in Kent below which currently host SRBPs.

**Figure 7.8: Kent Mainstream Schools and Academies Hosting Specialist Resource Based Provisions**

School	School Type	Unit Need Type	District	Primary	Secondary	Academic Year 2015-2016 Total
Ashford Oaks CPS	Pri	ASD	Ashford	6	0	6
North School, The	Sec	ASD	Ashford	0	17	17
John Wallis CofE Academy	3-16	SLCN	Ashford	12	0	12
Finberry (New)	Pri	BESN	Ashford	15	0	15
Joy Lane PS	Pri	ASD	Canterbury	28	0	28
Reculver CEPS	Pri	VI	Canterbury	5	0	5
Reculver CEPS	Pri	CLN	Canterbury	10	0	10
Wincheap Foundation PS	Pri	SLCN	Canterbury	25	0	25
Archbishops School, The	Sec	VI	Canterbury	0	21	21
Canterbury Academy, The	Sec	SLCN	Canterbury	0	21	21
Simon Langton Grammar School for Boys	Sec	ASD	Canterbury	12	3	15
St Anselms Catholic School	Sec	PD	Canterbury	0	16	16
Fleetdown PS	Pri	HI	Dartford	14	0	14

School	School Type	Unit Need Type	District	Primary	Secondary	Academic Year 2015-2016 Total
Langafel CEPS	Pri	ASD	Dartford	18	0	18
Dartford Primary Academy	Pri	SLCN	Dartford	28	0	28
Dartford Primary Academy	Pri	ASD	Dartford	6	0	6
Leigh Technology Academy	Sec	HI	Dartford	0	7	7
Leigh Technology Academy	Sec	SCLN	Dartford	0	24	24
Longfield Academy	Sec	ASD	Dartford	0	40	40
Oakfield CPS	Pri	ASD	Dartford	12	0	12
Wilmington Academy	Sec	ASD	Dartford	0	15	15
Nonington CEPS	Pri	BESN	Dover	6	0	6
River PS	Pri	SCLN	Dover	12	0	12
Whitfield and Aspen School	Pri	SLD	Dover	55	0	55
Castle Community College	Sec	SLCN	Dover	0	20	20
Dover Christ Church Academy	Sec	SLD	Dover	0	40	40
Tymberwood Academy	Pri	PD	Gravesham	5	0	5
Meopham School	Sec	ASD	Gravesham	0	16	16
Thamesview School	Sec	PD	Gravesham	0	10	10
Molehill Copse Primary Academy	Pri	HI	Maidstone	12	0	12
New Line Learning Academy	Sec	PD / VI	Maidstone	0	4	4
Castle Hill CPS	Pri	HI	Shepway	8	0	8
Hythe Bay CEPS	Pri	SLCN	Shepway	19	0	19
Morehall PS	Pri	VI	Shepway	5	0	5
Martello Grove Academy - (new)	Pri	ASD	Shepway	12	0	12
Pent Valley Technology College	Sec	PD / VI	Shepway	0	4	4
Minterne Community Junior School	Pri	SLCN	Swale	28	0	28
Oaks Community Infant School, The	Pri	SLCN	Swale	12	0	12
Abbey School	Sec	ASD	Swale	0	33	33
Sittingbourne Community College	Sec	SLCN	Swale	0	29	29
Thistle Hill Primary Academy (new)	Pri	BESN	Swale	15	0	15
Westlands Academy, The	Sec	PD/SLCN	Swale	0	40	40
West Minister PS	Pri	SLCN	Swale	15	0	15
Garlinge PS	Pri	PD	Thanet	7	0	7
Charles Dickens School, The	Sec	VI	Thanet	0	6	6
Ellington and Hereson School, The	Sec	SpLD	Thanet	0	5	5
Hartsdown Technology College	Sec	HI	Thanet	0	5	5
Cage Green PS	Pri	ASD	Ton & Malling	28	0	28
Slade PS	Pri	HI	Ton & Malling	6	0	6
West Malling CEPS	Pri	SLCN	Ton & Malling	17	0	17
Valley Invicta Primary School at Leybourne Chase (new)	Pri	BESN	Ton & Malling	8	0	8
Valley Invicta Primary School at Holborough Lakes (new)	Pri	BESN	Ton & Malling	8	0	8
Valley Invicta Primary School at Kings Hill (new)	Pri	ASD	Ton & Malling	12	0	12
Hugh Christie Technology College	Sec	ASD	Ton & Malling	0	20	20
Holmesdale Technology College	Sec	ASD	Ton & Malling	0	12	12

School	School Type	Unit Need Type	District	Primary	Secondary	Academic Year 2015-2016 Total
Malling School, The	Sec	SLCN	Ton & Malling	0	90	90
Malling School, The	Sec	ASD	Ton & Malling	0	12	12
Bishops Down PS	Pri	PD	Tunbridge Wells	6	0	6
St Gregory's Catholic Comprehensive School	SEC	HI	Tunbridge Wells	0	11	11
			<b>Totals</b>	<b>487</b>	<b>521</b>	<b>1008</b>

**Note:** Figure 7.8 above contains the approved designated number of places, however, the commissioned number may vary.

## 7.8 Further Provision for ASD and BESN in Mainstream Schools

Provision that has already been delivered is outlined in section 7.3 and included in Figure 7.8 (above). Figure 7.9 (below) details the further places which have been commissioned for delivery in the next couple of years.

**Figure 7.9: Specialist Resource Base Provision**

School	School Type	SRBP Type	District	Total no
Langley Park Primary Academy (New)	PRI	ASD	Maidstone	15
Castle Hill Academy (new)	SEC	SLCN	Dartford	12
Canterbury Primary Academy	PRI	ASD	Canterbury	15
			<b>Total</b>	<b>42</b>

## 7.9 Further Provision in New Schools

Any new school schemes responding to housing pressures will include proposals for specialist provision either as a Satellite linked to a Special school or as host SRBP provision in a mainstream school. As a combination of SRBP and Satellite places this would result in up to an additional 430 specialist places within mainstream schools. New schools are proposed primarily to serve pupils arising from new housing developments, which will include increased demand for specialist provision.

**Figure 7.10: Proposed Specialist Provision in New Schools – SRBPs and Satellites**

District	by 2017-18	by 2018-19	2019–20 to 2021-22)
Ashford	Chilmington Green		Willesborough Sec: Chilmington Green
Canterbury		Herne Bay	Sturry Herne Bay
Dartford		Ebbsfleet Green St James Pit Sec: Alkerden	Dartford North Station Quarter North Alkerden Western Cross
Dover			
Gravesham	Northfleet		
Maidstone			Maidstone West
Sevenoaks			
Shepway		Shorncliffe Garrison	
Swale			Sittingbourne North Rushenden Faversham Sec: Sittingbourne
Thanet			Ramsgate Broadstairs Garlinge Birchington Sec: Thanet
Tonbridge & Malling			
Tunbridge Wells		Paddock Wood	
<b>Total Primary</b>	<b>2 = 30 places</b>	<b>5 = 75 places</b>	<b>15 = 225 places</b>
<b>Total Secondary</b>	<b>0</b>	<b>1 = 25 places</b>	<b>3 = 75 places</b>
<b>Overall Total</b>	<b>2 = 30 places</b>	<b>6 = 100 places</b>	<b>18 = 300 places</b>

We recognise that some mainstream schools have developed expertise in supporting children with autism. This is particularly evident in the Secondary sector and we will continue to support them in building this capacity.

The Dover District schools section (10.2) contains a proposal to expand Whitfield Primary School. This school hosts the Aspen 1 Unit, a SRBP for pupils with PSC needs. Expansion of the school would include an expansion of the Aspen 1 Unit, ultimately doubling its capacity.

### 7.10 Out of County (Independent and Non Maintained Placements)

Figure 7.11 below shows that in January 2015 there were 780 pupils whose needs could not be met in Kent maintained schools, with the largest numbers of these in schools for ASD or BESN.



**Figure 7.11: All Stated SEN Attending Out of County Schools or Kent Independent Schools**

SEN Need Type	No of Pupils Jan 2015	% of Pupils Jan 2015	No of Pupils Jan 2014	No of Pupils Jan 2013	No of Pupils Jan 2012	No of Pupils Jan 2011	% of Pupils Jan 2011
Autistic Spectrum Disorder	285	39.7	247	205	139	132	19.6
Behavioural, Emotional & Social Difficulties	274	38.2	266	243	246	262	38.9
Hearing Impairment	34	4.7	37	37	38	35	5.2
Medical	5	0.7	8	9	8	6	0.9
Moderate Learning Difficulties	29	4.0	29	36	44	46	6.8
Physical Disability	22	3.1	17	17	14	19	2.8
Profound & Multiple Learning Difficulties	15	2.1	10	6	4	5	0.7
Speech, Language & Communication Needs	69	9.6	64	68	57	52	7.7
Severe Learning Difficulties	18	2.5	14	18	20	20	3.0
Specific Learning Difficulties	22	3.1	19	22	27	29	4.3
Visual Impairment	7	1.0	7	12	12	9	1.3
Total	780		718	673	609	615	

## 7.11 Tribunals

In 2013-14 there were 279 SEN Tribunal appeals against Kent which was an increase of 32% from the previous year. 125 of the appeals related to families living in East Kent and represented an increase of 51% over the previous year. Approximately 57% of appeals related to the Local Authority's refusal to carry out a statutory assessment and 28% related to school placement. Appeals for placement reflect parental satisfaction and confidence in particular settings.

The largest single category (30%) of appeals citing school placement related to those pupils whose statement named a mainstream maintained school but were appealing for a maintained Special school. The second largest category (16%) involved pupils in maintained Special schools seeking another maintained Special school place. The total number of appeals for all maintained schools (53%) was far greater than the total for all independent schools (21%). This reflects that Kent's Special schools are at their admissions capacity and have been unable to admit additional pupils.

In terms of need type 41% of appeals related to pupils whose Primary need was ASD and almost 20% of appeals were for children with BESN. Appeals for pupils with speech, language and communication difficulties accounted for 19%. This reflects the pressure for specialist places for children with ASD.

Our analysis of this data indicates a high level of parental confidence in Kent maintained specialist provision. It further indicates a preference for ASD specific provision including boarding. We recognise that we need to increase the number of places, and in light of this proposals are currently in place for Broomhill Bank North which will offer new residential places.

## **7.12 Analysis of Current and Forecast Deficit/Surplus of Specialist Provision**

Figure 7.12 below provides analysis of the current and forecast demand for specialist provision and the anticipated deficit or surplus of places. The forecast deficit or surplus assumes the proposed additional Special School and SRBP provision set out above is delivered by January 2019. The forecasts provide a general guide to the anticipated demand for specialist places. However the data should be treated with caution as some specialist provision meets the needs of a wider area and the numbers of pupils who remain the responsibility of their host local authority is difficult to forecast.

The forecasts exclude the proposed new provision at new schools as these are primarily to serve the demand for additional mainstream and specialist places arising from new housing, which may not be fully reflected in the population forecasts. Proposals for wholly new mainstream and specialist provision will be based upon a bespoke assessment of future need for the specific locality, in consideration of the anticipated housing trajectory.

The analysis indicates that the proposed additional provision will meet the majority of the forecast additional demand across the County, although a small deficit of places will remain. In some Districts, including those in West Kent, the anticipated future surplus of places will enable a significant proportion of pupils currently educated in Out of County provision to be accommodated within Kent maintained provision.

The most significant deficit of provision is forecast to arise in the Districts of Swale and Gravesham, where the anticipated growth in pupils with a Statement or EHCP will exceed our current commissioning intentions. The quantum of additional demand is such that we do not anticipate being able to accommodate it entirely from the expansion of existing Special schools or establishment of new SRBPs. During 2015/16 we will explore the potential for commissioning new provision and will invite proposals for increased specialist places within Gravesham and Swale. We are aware of a Free School proposal for an ASD specific all-age Special School which would serve Swale. Whilst we have plans to increase Secondary ASD places at Broomhill Bank North which will serve some pupils in Swale, it is likely that we will commission all of the Primary places.

**Figure 7.12: Analysis of Current and Medium Term Forecast Demand for Specialist Provision**

Area	District	Current Demand for Specialist Provision		Current Capacity of Specialist Provision			Current (deficit)/surplus of specialist places	Forecast Demand for Specialist Provision		Proposed Medium Term Capacity of Specialist Provision			Medium Term Forecast (deficit)/surplus of specialist places
		2015 No of SEND Pupils*	60% requiring specialist provision	Special Schools current capacity	SRBP (current)	Total current specialist places		Medium Term Forecast No of SEND Pupils*	60% requiring specialist provision	Proposed additional Special School Places Medium Term	Proposed Medium Term additional SRBP capacity	Proposed Medium Term total capacity specialist provision	
South	Ashford	590	354	272	50	322	-32	644	386	113	15	450	64
	Dover	512	307	176	133	309	2	551	331	0	0	309	-22
	Shepway	531	319	282	48	330	11	563	338	54	0	384	46
	<b>Total</b>	<b>1633</b>	<b>980</b>	<b>730</b>	<b>231</b>	<b>961</b>	<b>-19</b>	<b>1758</b>	<b>1055</b>	<b>167</b>	<b>15</b>	<b>1143</b>	<b>88</b>
East	Canterbury	716	430	296	141	437	7	775	465	0	30	467	2
	Swale	914	548	209	172	381	-167	988	593	61	0	442	-151
	Thanet	797	478	548	23	571	93	875	525	0	0	571	46
	<b>Total</b>	<b>2427</b>	<b>1456</b>	<b>1053</b>	<b>336</b>	<b>1389</b>	<b>-67</b>	<b>2638</b>	<b>1583</b>	<b>61</b>	<b>30</b>	<b>1480</b>	<b>-103</b>
North	Dartford	416	250	106	164	270	20	474	284	0	12	282	-2
	Gravesham	523	314	190	31	221	-93	584	350	0	0	221	-129
	Sevenoaks	438	263	283	0	283	20	497	298	74	0	357	-59
	<b>Total</b>	<b>1377</b>	<b>827</b>	<b>579</b>	<b>195</b>	<b>774</b>	<b>-53</b>	<b>1555</b>	<b>932</b>	<b>74</b>	<b>12</b>	<b>860</b>	<b>-72</b>
West	Maidstone	733	440	458	16	474	34	835	501	55	15	544	43
	Tonbridge & Malling	575	345	259	213	472	127	625	375	69	0	541	166
	Tunbridge Wells	434	260	354	17	371	111	485	291	0	0	371	80
	<b>Total</b>	<b>1742</b>	<b>1045</b>	<b>1071</b>	<b>246</b>	<b>1317</b>	<b>272</b>	<b>1945</b>	<b>1167</b>	<b>124</b>	<b>15</b>	<b>1456</b>	<b>289</b>
	<b>OLEA/Other</b>	<b>195</b>	<b>117</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-117</b>	<b>218</b>	<b>131</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-131</b>
	<b>Kent Total</b>	<b>7374</b>	<b>4425</b>	<b>3433</b>	<b>1008</b>	<b>4441</b>	<b>16</b>	<b>8114</b>	<b>4868</b>	<b>426</b>	<b>72</b>	<b>4939</b>	<b>71</b>

**Notes:**

Table above provides analysis of current and future deficit/surplus of places by Area and District  
 SEND Pupil data taken from KCC Impulse as at January 2015.

\*For this table SEND pupils includes pupils with a Statement of SEN or equivalent Education, Health and Care Plan

## Commissioning Intentions by District

Area	District	Proposed Increase in Special School Places as at 1 September 2015	Commissioned Increase in SRBP Places as at 1 September 2015	Proposed Additional SRBP/Satellite capacity or possibly new school provision
South	Ashford	113 places at Wyvern		55 places within new schools
	Dover			50 places at Aspen 1 (Whitfield)
	Shepway	54 places at Foxwood and Highview		15 places at a new school
	<b>Total</b>	<b>167 additional places</b>		<b>120 places at new schools</b>
East	Canterbury		15 places at Canterbury Primary Academy	45 places in new schools 15 places in a Canterbury school
	Swale	61 places at Meadowfield		Proposals are sought for new specialist provision 70 places at new schools
	Thanet			85 places at new schools
	<b>Total</b>	<b>61 additional places</b>	<b>15 additional places</b>	<b>215 places at new schools</b>
North	Dartford		12 places at Castle Hill	115 places at new schools
	Gravesham			Proposals are sought for new specialist provision 15 places at a new school
	Sevenoaks	74 places at Broomhill Bank North		
	<b>Total</b>	<b>74 additional places</b>	<b>12 additional places</b>	<b>130 places at new schools</b>
West	Maidstone	55 places at Five Acre Wood	15 places at Langley Park Primary	15 places at a new school
	Tonbridge & Malling	48 places at Ridge View 21 places at Grange Park		
	Tunbridge Wells			15 places at new schools
	<b>Total</b>	<b>124 additional places</b>	<b>15 additional places</b>	<b>30 places at new schools</b>
<b>Kent Total</b>	<b>426 additional places</b>	<b>42 additional places</b>	<b>495 places at new schools</b>	

## **8. Commissioning Early Years Education and Childcare**

### **8.1 Legislative context**

Early Education and Childcare is legislatively governed by the *Childcare Act 2006*. Section 6 of the Childcare Act places a duty on local authorities to work in partnership with providers to influence childcare provision as far as reasonably practicable to ensure that there is sufficient childcare for working parents, or parents who are studying or training for employment. Further to this the Children and Families Act 2014 repealed the local authority's duty to assess sufficiency of childcare provision. However, as the authority is still required to understand and influence the provision of childcare, a review of current provision and its relationship to demand is annually assessed and presented in the Kent Childcare Sufficiency Assessment 2015.

Section 7 of the Childcare Act gives local authorities a related duty to secure free early education provision for pre-school children of a prescribed age, being three and four year olds from the beginning of the term after their third birthday.

Additionally, from September 2013 the Government introduced a duty that enabled the most disadvantaged two year olds to be able to access free early education provision.

### **8.2 Early Education and Childcare**

'Early Education' is the Free Entitlement for all three and four year olds and increasing numbers of two year olds, designed to encourage, facilitate and support their development ensuring the best outcomes for all children at the end of Early Years Foundation Stage (EYFS). 'Childcare' for children under five is at least four hours a day with a childcare provider (integral to which, for three and four and relevant two year olds is likely to be the Free Entitlement). 'Childcare' for school aged children refers to provision in breakfast clubs, after school clubs and holiday provision, a key purpose of which is to support parents to work, study or train.

### **8.3 Early Education and Childcare provision in Kent**

Early Education and Childcare in Kent is available through a large, diverse and constantly shifting market of maintained, private, voluntary and independent providers (including childminders) operating as individual businesses and subject to market forces. It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is both complex and presents a significant challenge to the Local Authority. It should be noted that take up and vacancies, within early years settings particularly, also present a constantly changing picture. This is not only affected by parental demand but also by the fact that early years provision, being delivered in the main by the private, voluntary and independent sectors, operates as part of an open market. Also to be borne in mind here is the issue of the relationship between the provision of childcare and the availability of employment opportunities.

Levels of provision as of July 2015 (as registered with and informed by Ofsted) are:

- *Full day care provision, open for more than four hours per day*, 371 providers
- *Sessional provision open less than 4 hours per day*, 321 providers
- *Childminders* who care for children of all ages within their own home, 1313 providers
- *Maintained provision*: 68 maintained nursery classes and one maintained nursery school offering free early education places for three and four year old children; Currently, eleven maintained nursery classes are registered to offer free places for eligible two year olds
- *Out of school provision* offering breakfast clubs, after school clubs and holiday play schemes, 80 'standalone' providers. In addition to this standalone registered provision, registered early years providers can also offer out of school facilities integral to their early years registration. Furthermore, schools can offer a range of out of school childcare provision without the requirement for this to be Ofsted registered.

#### 8.4 The Free Early Education Entitlement – Three and Four Year Olds

The Free Early Education Entitlement is available for all children aged three and four years. It constitutes a part time place (15 hours a week) over a minimum of 38 weeks a year and must be free to the parent at the point of delivery. In Kent, since April 2014, childcare providers were given the option to 'stretch' free early education places to allow year round availability, in line with the availability of provision. The free places can only be provided by Ofsted registered provision, all of which must deliver the Early Years Foundation Stage. Figure 9.1 below shows the number of children aged three and four and Ofsted registered places available by District, including those with childminders

**Figure 8.1**

District	Population of children aged three and four	Number of early education places
Ashford	3200	4209
Canterbury	3200	3441
Dartford	2900	3675
Dover	2500	3158
Gravesham	2800	2973
Maidstone	4200	4679
Sevenoaks	3200	3207
Shepway	2400	3591
Swale	3800	3943
Thanet	3400	4345
Tonbridge and Malling	3200	3799
Tunbridge Wells	3000	3256
<b>Totals</b>	<b>37800</b>	<b>44276</b>

Source: Population data – ONS Mid-year estimates 2014

Figure 8.1 shows that there are surplus early education places in each District. It should, however, be noted that whilst this analysis shows the maximum number of places that *could* possibly be available for the purposes of early education, it will not always be the case that this number *is* available. This is because providers in the private, voluntary and independent sectors may choose to use these places for childcare for younger children. This may particularly be the case when demand for early education places is low, for example at the start of the autumn term when many four year old children will have taken up places in Reception classes. This combination of factors can sometimes mask the number of actual places available at any given time. Additionally, there may be pockets where, notwithstanding the overall supply of places in the District, provision is not available

as locally as parents would choose. The District sections of this Commissioning Plan make comment on this as appropriate and necessary.

Expansion of free places for three and four year olds: the government has announced its intention to increase the free entitlement to 30 hours a week for working parents of three and four year olds with universal effect from September 2017. This is being accompanied by a review of funding for early education. (Outcome not known at the time of publication).

Funding for the Free Entitlement for Three and Four Year Olds has not been increased for five years, having been subject to the Dedicated Schools Grant Flat Cash Settlement. This has created significant sustainability issues for providers in the private, voluntary and independent sectors. One of the ways in which they have responded to this is to increase charges to parents for non-funded hours. If providers are required to offer twice as many funded hours without the level of funding being significantly increased, their ability to generate sufficient income to be viable businesses will be highly compromised. This may lead to providers being unsustainable and ultimately closing, leading to a sufficiency issue.

### **8.5 The Free Early Education Entitlement – Two Year Olds**

Kent was set a target by the Government to initially create 3,095 places in September 2013 rising to 7,000 places by September 2014 and continuing to date. Figure 8.2 provides information about eligibility for and the supply of places for two year olds across all provision types, including childminders.

In order for a child to be eligible for a free place as a two year old, the parent(s) must be in receipt of:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support through part 6 of the Immigration and Asylum Act
- Child Tax Credit and/or Working Tax Credit and have an annual income under £16,190
- The guaranteed element of State Pension Credit
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

Children are also entitled to a place if:

- They are looked after by the local authority
- They have a current statement of [special educational needs \(SEN\)](#) or an Education, Health and Care Plan
- They are in receipt of [Disability Living Allowance](#)
- They have left care under a special guardianship order, child arrangements order or adoption order

**Figure 8.2: Eligibility for and the supply of places for two year olds**

District	Eligible Children	Places currently available	Planned places	Total places to be available	Surplus places
Ashford	542	899	19	918	376
Canterbury	532	1060	0	1060	528
Dartford	449	650	0	650	201
Dover	556	913	0	913	357
Gravesham	497	490	40	530	33
Maidstone	620	1134	68	1202	582
Sevenoaks	333	653	0	653	320
Shepway	518	1077	6	1083	565
Swale	757	1115	6	1121	364
Thanet	885	1260	103	1363	478
Tonbridge and Malling	400	586	26	612	212
Tunbridge Wells	270	513	0	513	243
<b>Totals</b>	<b>6359</b>	<b>10350</b>	<b>268</b>	<b>10618</b>	<b>4259</b>

### 8.6 Out of school Childcare provision

As mentioned in paragraph 8.3.2 above, out of school childcare provision is supplied via:

- Ofsted registered standalone provision
- Ofsted registered early years provision that may also offer out of school childcare
- Non registered provision based in schools

This combination makes the out of school childcare market more difficult to quantify than that of early years. A survey of schools in Kent that provide out of school child care including breakfast and after school clubs was undertaken in 2014. The findings have been used to supplement information on registered provision. Of the 590 schools surveyed 85% responded to the survey (506 schools) with the vast majority of these being Primary schools. 92.3% (466 schools) which responded provided some form of out of school childcare. Between them, at the point of the survey, schools provided 8,739 breakfast club places, 18,621 after school club places and 3,831 holiday play-scheme places. The majority of places provided are within Primary schools which provide 86.1% of all the available out of school child care spaces. With effect from January 2016, the School Census will collect information on out of school childcare provided.

**Figure 8.3: Out of school childcare provision for 5–11 year olds**

District	Population 5-11	No. of places (Ofsted registered)	No. of places (School Survey)	Total no. of places	Percentage of total places to children
Ashford	11200	2415	1444	3859	35%
Canterbury	11100	2241	1501	3742	34%
Dartford	9100	1469	1024	2493	28%
Dover	8800	1451	963	2414	28%
Gravesham	9300	1432	961	2393	27%
Maidstone	13500	3214	1573	4787	37%
Sevenoaks	10300	2241	1034	3275	33%
Shepway	8200	1202	825	2027	25%
Swale	12100	2323	1266	3589	30%
Thanet	11200	1839	586	2425	22%
Tonbridge and Malling	11300	3486	1666	5152	47%
Tunbridge Wells	10500	2691	979	3670	36%

Source: Population data – ONS Mid-year estimates 2014



Whilst the percentage of total places to children is significantly lower than free Early Education places available for three and four year olds and eligible two year olds, this is in the context of out of school childcare being demand led rather than being an entitlement.

## **8.7 Children and Families Information Service**

The Children and Families Information Service (CFIS) provide an information and advice service for parents and carers in relation to childcare provision. Since the incorporation of the CFIS into the Contact Centre in April 2011, no complaints have been received about the lack of childcare in Kent. The CFIS also offers a Brokerage Service to support parents to find childcare where they may be finding this difficult. Between April 2014 and March 2015, eight brokerage calls were received and recorded, as a consequence of which suitable childcare was identified in each case. Since April 2015, two brokerage requests have been received one of which has been resolved with suitable childcare identified, and the other one is currently in progress.

## **8.8 Developing Out of School Childcare Provision**

Where there is a perceived need or demand for out of school childcare provision, a framework and package for developing, sustaining and supporting out of school childcare provision has recently been introduced, available to schools, academies and private, voluntary and independent providers. The package includes information, advice, support and guidance relating to:

- Market research (to ascertain the demand for provision)
- Premises suitability
- Business and financial planning to ensure sustainability
- Marketing
- Governance and committee matters
- Ofsted readiness
- Wellbeing and involvement
- Planning for play
- Inclusion
- Effective relationships and partnerships
- Self-evaluation and continuous improvement

## **8.9 Future Planning**

Supporting the sustainability of early years and childcare providers is crucial in aiming to ensure a long term, sufficient supply of places. In this context a range of services to support the sustainability of providers is already offered plus small sustainability grants can be awarded to providers threatened with closure where this would result in a loss of places and insufficient provision being available to meet requirements.

In addition to the current range of support for sustainability, the Early Years and Childcare Service is developing training and support packages focusing on the environmental sustainability of these small businesses, with an aim to support providers to reduce their running costs and carbon footprint whilst enhancing their understanding and implementation of sustainable practices. Offering this, along with existing support for sustainability is particularly relevant in the absence of any capital funding to support the establishment of new and expansion of existing provision.

The supply of Free Entitlement places for 2, 3 and 4 year olds will be kept under review as planned new housing developments are built and the demand for places increases.

#### 8.10 Early Years Commissioning Position (all assumed to be 26fte places)

District	by 2017-18	by 2018-19	2019–20 to 2021-22)
Ashford	Chilmington Green		Willesborough
Canterbury		Herne Bay	Sturry Herne Bay
Dartford	Castle Hill	Ebbsfleet Green St James Pit	Dartford North Station Quarter North Alkerden Western Cross
Dover			
Gravesham	Northfleet		
Maidstone			Maidstone West
Sevenoaks			
Shepway		Shornccliffe Garrison	
Swale			Sittingbourne North Rushenden Faversham
Thanet			Ramsgate Broadstairs Garlinge Birchington
Tonbridge & Malling			
Tunbridge Wells		Paddock Wood	
<b>Total</b>	<b>3 = 78 places</b>	<b>5 = 130 places</b>	<b>14 = 390 places</b>

## **9. Post-16 Education and Training in Kent**

### **9.1 Duties to Provide for Post-16 Students**

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties to:

- secure sufficient suitable education and training provision for young people aged 16 to 19 (and those aged 20-24 with an Education, Health and Care Plan or Learning Difficulty Assessment);
- ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people's participation successfully is a key element of this duty); and
- have processes in place to deliver the 'September Guarantee' of an education or training place for all 16 and 17 year olds.

Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of post 16 education and training.

### **9.2 Overview**

The concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support is central to Kent's 14-24 Learning, Employment and Skills Strategy. The goal is to:

- develop a high quality learning route for every young person that enables them to participate, achieve and progress;
- create stronger local partnerships and consortia arrangements;
- establish the right delivery arrangements at a local and area level.

Strong delivery of appropriate programmes of learning at Key Stage 4 (age 14-16) support participation and continuity into post-16 education and training, and movement into employment with training, further education, higher education and adult employment.

Education and training for young people aged 16 to 19 (and those aged 20 to 24 with an Education, Health and Care Plan or an ongoing Learning Difficulty Assessment) is commissioned and funded by the Education Funding Agency (EFA). The provision of education and training is through schools and academies, Further Education (FE) colleges and training providers.

This section sets out the capacity for further provision and will highlight specific need for changes to the offers currently available to young people, to ensure:

- participation to age 18 is increased;
- skills gaps are addressed in line with local employers; and,
- young people have the relevant skills and qualifications to gain employment in the future.

### **9.3 Kent's Key Priorities for 2016/17 and Beyond**

A priority for 2016-17 will be to increase the variety of pathways, including academic, vocational and technical, apprenticeships or work based learning across all Districts. Raising attainment, closing achievement gaps and delivering programmes which advantage rather than disadvantage young people, continues to be a focus.

The post-16 offer should meet the requirements of Raising the Participation Age. Any provision is required to offer a range of options which lead to a progressive path towards sustainable further or higher learning, employment with training or employment. School and college post-16 performance measures, qualifications and assessments are changing quickly. Employers expect young people to become more employable and flexible and to be quickly work-ready. At the same time providers are having to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources.

KCC recognises that this can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high quality learning pathways. Vulnerable learners should have opportunities to engage in personalised pathways which lead to sustained employment. The Skills and Employability Service's annual District Data Pack supports the development of personalised pathways within redesigned Study Programmes to improve the outcomes and destinations for all young people.

### **9.4 The 14 -24 Learning Employment and Skills Strategy**

A key priority for Kent is to ensure every young person up to age 19 is engaged in purposeful and effective learning and training. Plans to achieve this are set out in the 14-24 Learning, Skills and Employment Strategy. Four themes support this ambition, which are outlined below:

#### **1. Raise Attainment**

- Attainment at age 16 is the single most important factor in securing participation, learning and achievement between the ages of 16 and 19, especially attainment in maths and English. The academic year 2014-15 saw GCSE performance at 56% of pupils gaining 5 or more A\* - C grades including maths and English, compared to national results at 52%. KCC needs to continue to raise the attainment of maths and English at 16, notwithstanding changes in exam specifications, in which it is expected to have more depth and rigour.
- Performance at post-16, in 2015, in Kent, showed limited improvement in Level 3 performance. In 2015, in Kent, there was a slight improvement on some measures. The percentage of students achieving three or more A level passes improved slightly from 73.3% in 2014 to 73.8% this year and the percentage achieving A and B grades also improved slightly from 13.9% in 2014 to 14.4% in 2015.
- However there was a decline in the percentage of students achieving two or more passes at grades A - E, to 86.4% compared to 88% in 2014 and 90.5% in 2013. There was also a decline in the Average Point Score per entry to 194.8, compared to 212 in 2014 and 216 in 2013. This three year downward trend in basic A' level performance is a concern.

- At the same time there is a decline this year in the percentage of students gaining two and three vocational qualifications, although average point scores for vocational qualifications improved.
- This situation is directly influenced by weak literacy and numeracy skills (despite perhaps a grade C in English and maths), inappropriate curriculum offer at post 16 and unfocused careers guidance and quality of learning.

## **2. Target support to vulnerable young people**

- The gap between those eligible for Free School Meals (FSM) and non-FSM students has not improved in the last two to three years. Although the achievement gap that exists between SEND and non-SEND students has narrowed, work still needs to be undertaken to reduce the gap. Furthermore, the curriculum needs to be planned in such a way that these students move on to a positive destination, whether better equipped to undertake independent living, or progress directly to employment with training, FE, employment, or supported employment.
- We recognise that KCC needs to be more ambitious for disadvantaged young people and in the 14–24 Learning, Employment and Skills Strategy it was clear that pre-apprenticeships and Level 1 programmes, particularly for 17 year olds who are unable to achieve a Level 2 apprenticeship, needed to be further developed. To meet these learners' needs, a current and expanding District Employability Offer is being developed further in partnership with a range of post-16 providers.
- Each District now has a published offer that includes as a minimum employability engagement activity. The District Employability Offer brings together programmes from EFA funded agencies, which includes traineeships and courses from training providers. These activities are designed to dovetail into the apprenticeship advertising cycle so that young people can progress into employment with training or employment (without training). The KentChoices4U webpages (on Kent.gov) have been redesigned to be a 'one-stop-shop' for all activities that lead to education, employment and training; therefore supporting young people at the key transition points.

## **3. Improve and Extend Vocational Education**

- One of the key strands of the 14-24 Strategy is to ensure that there are quality technical and vocational education and training options so that all 14-19 year olds can access and succeed in following an appropriate pathway for education or employment with training. This includes increasing the numbers of young people taking up and successfully completing an apprenticeship at ages 16, 17 and 18. In Kent, since 2009, the number of 16-18 apprenticeship starts has increased from 1,800 in 2009 (3.60%) to a peak figure of 2,780 in 2012 (5.53%). Since then, the number of starts in 2013 was 2,596 (5.21%) and the figure for 2014 is 2,560 (5.14%).
- KCC needs to continue working with schools and colleges to develop collaborative inclusive programmes of academic, vocational and technical learning for 14–24, that is well matched to student needs. These programmes should have a clear 14–19 progression with high participation rates, better and higher outcomes at age 19, robust careers education information, advice and guidance. Employer engagement needs to be a factor in the design of the programmes of study, so as to match them to the needs of local, regional and national labour market.
- Technical qualifications provide a successful outcome for students who have not achieved at least grade C in English and maths at age 16. With continued literacy

and numeracy support, these students can achieve Distinction and 'starred' Distinction grades. Programmes of study allow flexibility in curriculum design. Moreover schools are finding that packages of learning which offer opportunities of substantial Level 3 learning with maths and English and relevant work experience lead to positive outcomes and destinations. New technical and applied qualifications, which begin in September 2016, should shape the design of these programmes once due regard has been given to the aspiration of the student, the rigour of the assessment and the value to the student of the qualification.

#### **4. Increase Participation and Employment**

- Participation rates in Kent need to be improved: current participation rates are 86%, compared against the national average of 90.2%. The impact of the lack of strong numeracy and literacy skills and inappropriate offers have an impact on transition from Year 12 to Year 13: a lower percentage of students across Kent are making this transition. Drop out at age 17 is a serious concern. Developing sustainable and progressive curriculum pathways for 16-19 year olds and beyond with high quality options is a key activity for all schools. No student should be denied opportunities to gain skills to move into further learning, apprenticeships, or employment at ages 16, 17 or 18. High quality curriculum pathways which lead to positive destinations are essential and Ofsted will be investigating study programmes (those packages of learning which each post 16 student takes up) for their expected outcomes and opportunities for progression.
- In Kent, the tracking of all young people aged 16-19 (up to the age of 24 years old for SEND) is now the responsibility of KCC. The cohort size is 51,000 young people and systems are in place to collect data from a number of sources. Particular focus has been on working directly with schools, colleges and work-based training providers. Overall, the NEET percentage is down and now close to the target at around 5%.
- The key to reducing NEETs is a high quality 14-19 learning offer and effective employer engagement. It is clear that 14-19 providers operating across a District must collaborate to achieve the best outcomes for all learners, and the task needs to be shared, and owned, by providers on a best-fit model without excluding vulnerable and disadvantaged learners.
- Engagement with employers continues to be successfully promoted through developing a Guild Model, which is a partnership between employers and education providers. The following have been identified as priority sectors for development within Kent as part of 'Innovation for Growth' and 'Unlocking Potential' strategies:
  - Low carbon
  - Creative and media
  - Land-based
  - Engineering and Advanced Manufacturing
  - Construction
  - Tourism

Figure 9.1 below highlights the participation rates for Kent residents comparing January 2015 to January 2014.

**Figure 9.1: Participation rates for Kent residents years 12-13**

Years 12 & 13 Cohorts:	Jan-14		Jan-15		Apr-15	
	No.	%	No.	%	No.	%
<b>Cohort total</b>	<b>34938</b>		<b>35744</b>		<b>35684</b>	
School Sixth Form	19435	55.6%	18944	53.0%	18971	53.1%
Further Education	9720	27.8%	8101	22.6%	9758	27.3%
Apprenticeships	1070	3.1%	1453	4.0%	1668	4.6%
Employment with training to NVQ 2 or above	62	0.2%	29	0.0%	34	0.1%
Training	378	1.1%	302	0.8%	379	1.0%
Custody			15	0.0%	16	0.0%
<b>Total participating</b>	<b>30665</b>	<b>87.8%</b>	<b>28844</b>	<b>80.7%</b>	<b>30826</b>	<b>86.3%</b>
Employment without/ insufficient training	1274	3.6%	759	2.1%	1048	2.9%
Re-engagement provision			2	0.0%	1	0.0%
NEET Group	1488	4.3%	1196	3.3%	1413	3.9%
Other EDUCATION - not meeting participation	482	1.4%	2264	6.3%	122	0.3%
Current situation not known	1029	2.9%	2679	7.4%	2274	6.3%
<b>Not participating</b>	<b>4273</b>	<b>12.2%</b>	<b>6900</b>	<b>19.3%</b>	<b>4858</b>	<b>13.6%</b>

## 9.5 Sixth Form Capacity Assessment

One group of key providers of post-16 training in Kent is the large number of maintained schools and academies offering sixth form education. The table below sets out, by District, the current sixth form capacity available in each District and how that compares to the actual numbers on roll in schools. It has been well documented that in recent years sixth form numbers have reduced and is anticipated that this trend will continue until 2018 when the numbers, at least in certain Districts, will start to increase once more. With the significant increases in the numbers of Primary school aged pupils, it is clear that as these young people move on to Secondary education, the roll numbers in school sixth forms are likely also to continue to increase in the longer term.

**Figure 9.2: Sixth Form Capacities**

District	Capacity 2014/15	Surplus / Deficit 2014/15	Surplus / Deficit 2015/16	Surplus / Deficit 2016/17	Surplus / Deficit 2017/18	Surplus / Deficit 2018/19	Surplus / Deficit 2019/20	Capacity 2019/20
Ashford	1958	212	155	188	202	246	275	2108
Canterbury	2211	148	57	90	124	94	36	2211
Dartford	2283	231	291	318	309	240	139	2433
Dover	1583	242	277	319	393	394	390	1633
Gravesham	1489	84	106	101	114	120	117	1489
Maidstone	2817	410	342	313	331	353	334	2817
Sevenoaks	550	306	308	284	283	374	461	640
Shepway	1968	626	656	666	711	760	769	1968
Swale	2270	484	529	513	545	560	557	2270
Thanet	1766	233	375	393	447	494	529	1716
Tonbridge and Malling	2086	209	188	230	241	206	147	2086
Tunbridge Wells	2404	347	321	362	339	307	261	2404
<b>Total</b>	<b>23385</b>	<b>3532</b>	<b>3606</b>	<b>3776</b>	<b>4040</b>	<b>4150</b>	<b>4014</b>	<b>23775</b>

As can be seen from Figure 9.2 above, there appears to be sufficient sixth form capacity for the foreseeable future across each District to both accommodate future pupil increases and increased participation.

## 9.6 District Analysis

This section will highlight the current position and key commissioning requirements, in terms of the different qualification and training offers, for 2016-17 and beyond for each District drawn from Kent Choices common application process.

Each District has its number of schools identified. A skill priority in red is not met by school provision though may be met by a local or area FE offer.

The number of visible opportunities for post 16 maths and English, SEND programmes, MFL and Science qualifications, technical and vocational learning and for other level 2 learning are also indicated.

Subjects that are offered as more than 5 times are listed in the last row. These are AS, BTECS and A levels.

## 9.7 Ashford

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider.

There is good provision for post 16 English and maths supplemented by an FE offer. Providers need to be more explicit about SEND provision in order for young people to make informed choices. Providers need to collaborate on provision of Manufacturing and Engineering opportunities with pathways starting at age 14. Level one qualifications are limited in schools in Ashford with only 2 general studies qualifications available. This could however be supplemented by the FE sector.

District	Ashford (8 schools)
<b>Skills Priorities</b>	Retail / Sales / Customer Service Health and Social Care Business Administration Teaching and Education <b>Manufacturing and Engineering</b>
<b>Options for maths and English post-16</b>	Maths 4 English 4
<b>SEND post-16</b>	No offers identified
<b>MFL post-16 (Level 3)</b>	French 3 German 2 Spanish 3
<b>Sciences post-16 (Level 3)</b>	Chemistry 2 Biology 3 Physics 3 Maths 4
<b>AS/A Level post-16</b>	111
<b>Level 3 BTEC post-16</b>	72
<b>Level 2 post-16</b>	28
<b>Subject with five or more offers post-16</b>	Media 7 Psychology 5 Photography 5 Performing Arts 13 Sport 15



## Apprenticeship starts in Ashford

There was a decrease in apprenticeship starts in 2013 – 2014, the last year for which full data is available. Uptake of apprenticeships correlates very closely to their availability. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>210</b>	<b>270</b>	<b>220</b>	<b>160</b>
Intermediate	160	140	150	120
Advanced	50	120	70	40
Higher	-	-	-	-

## Sector starts in Ashford

The following table shows the uptake of apprenticeships based on sector groups.

Health, Public Services and Care and Business Administration are the most numerous. Given the status of Ashford as an area of population growth, the uptake in construction is low.

<b>Sector</b>	<b>Ashford</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	10	10
Leisure, Travel and Tourism	50	30
Agriculture, Horticulture and Animal Care	30	20
Construction, Planning and the Built Environment	30	30
Information and Communication Technology	100	50
Engineering and Manufacturing Technologies	200	110
Health, Public Services and Care	230	170
Business, Administration and Law	270	200
Retail and Commercial Enterprise	210	150
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>1,130</b>	<b>760</b>

## 9.8 Canterbury

Compared to the majority of the other Districts in Kent, Canterbury has fewer available sixth form places. Therefore, in future years additional capacity may be required should increases in participation and increases in the general population materialise. However, currently there is sufficient sixth form capacity.

In 11 schools there are nine opportunities to study Psychology and 382 qualifications. 291 are AS or A levels. There is a good SEND offer. Providers need to collaborate on provision of Retail and Business Administration opportunities with pathways starting at age 14.

The provision of level one qualifications is relatively healthy compared to other Districts with 4 diploma, 7 GCSE and 28 other general options available.

District	Canterbury (11 schools)
Skills Priorities	Retail / Sales / Customer Service ICT Business Administration Finance and Insurance Health and Social Care
Options for maths and English post-16	Maths 2 English 2
SEND post-16	4 (Equine Academy)
MFL post-16 (Level 3)	French 7 German 3 Spanish 3
Sciences post-16 (Level 3)	Chemistry 7 Biology 8 Physics 5 Maths 11
AS/A Level post-16	291
Level 3 BTEC post-16	84
Level 2 post-16	7
Subject with five or more offers post-16	Art 15 A Levels Art 5 BTECs Economics 5 English 12 Geography 5 History 8 Psychology 9 Sociology 7 Business 9 Sport 10

### Apprenticeship starts in Canterbury

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Uptake of apprenticeships correlates very closely to their availability. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>140</b>	<b>130</b>	<b>110</b>	<b>70</b>
Intermediate	100	100	70	50
Advanced	40	40	30	20
Higher	-	-	-	-

## Sector starts in Canterbury

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous. There is a low uptake (because of availability) of apprenticeships in Education and Training, Agriculture, and ICT.

Sector	Canterbury	
	2012/13	2013/14
Education and Training	10	10
Leisure, Travel and Tourism	20	10
Agriculture, Horticulture and Animal Care	10	20
Construction, Planning and the Built Environment	20	20
Information and Communication Technology	10	10
Engineering and Manufacturing Technologies	50	50
Health, Public Services and Care	170	140
Business, Administration and Law	180	100
Retail and Commercial Enterprise	140	100
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>610</b>	<b>460</b>

## 9.9 Dartford

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is detailed below. North West Kent College has a strong presence in the area and this is reflected by schools' offers. Providers need to be more explicit about SEND provision in order for young people to make informed choices.

Providers need to collaborate on provision of Retail, Business Administration and Transport and Logistics opportunities with pathways starting at age 14. There are 18 offers of level one GCSE's, however, options for BTEC and other general qualifications are limited with only 2 for BTEC and 1 general

District	Dartford (8 schools)
<b>Skills Priorities</b>	Retail / Sales / Customer Service Business Administration Health and Social Care ICT Transport and Logistics
<b>Options for maths and English post-16</b>	Maths 4 English 4
<b>SEND post-16</b>	No offers identified
<b>MFL post-16 (Level 3)</b>	French 4 German 2 Spanish 5
<b>Sciences post-16 (Level 3)</b>	Chemistry 5

	Biology 5 Physics 9
<b>AS/A Level post-16</b>	260
<b>Level 3 BTEC post-16</b>	59
<b>Level 2 post-16</b>	33
<b>Subject with five or more offers post-16</b>	Art 11 Art 4 History 6 Photography 5 Psychology 8 Sociology 6 Health and Safety 5 Music 7 Sport 6

### Apprenticeships starts in Dartford

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>230</b>	<b>200</b>	<b>200</b>	<b>130</b>
Intermediate	170	150	140	80
Advanced	60	40	60	50
Higher	-	-	10	-

Advanced apprenticeships increased in number in 2013 – 2014, the last year for which full data is available and there is also higher apprenticeship representation.

### Sector starts in Dartford

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous. There may well be future opportunities in Construction given the area's future profile and providers should be planning for building knowledge and skills into this path

<b>Sector</b>	<b>Dartford</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	20	10
Leisure, Travel and Tourism	30	20
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	20	20
Information and Communication Technology	20	30
Engineering and Manufacturing Technologies	100	100
Health, Public Services and Care	210	190
Business, Administration and Law	240	230
Retail and Commercial Enterprise	140	130
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>770</b>	<b>730</b>

## 9.10 Dover

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. Providers need to be more explicit about SEND provision in order for young people to make informed choices. There are more opportunities to do Psychology post 16 than there are Spanish.

Providers need to collaborate on provision of Transport opportunities with pathways starting at age 14. Level one qualifications are extremely limited in schools in Dover with only 1 BTEC qualification available. This could however be supplemented by the FE sector.

District	Dover (9 schools)
<b>Skills Priorities</b>	Retail / Sales / Customer Service Transport and Logistics Hospitality, Leisure and Tourism ICT
<b>Options for maths and English post-16</b>	Maths 3 English 3
<b>SEND post-16</b>	No offers identified.
<b>MFL post-16 (Level 3)</b>	French 4 German 3 Spanish 2
<b>Sciences post-16 (Level 3)</b>	Chemistry 5 Biology 5 Physics 3 Maths 7
<b>AS/A Level post-16</b>	235
<b>Level 3 BTEC post-16</b>	38
<b>Level 2 post-16</b>	10
<b>Subject with five or more offers post-16</b>	Art 13 English 8 Geography 6 History 7 Media 5 Psychology 5 Sport 6

### Apprenticeship starts in Dover

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>170</b>	<b>190</b>	<b>200</b>	<b>130</b>
Intermediate	130	150	160	110
Advanced	30	40	30	20
Higher	-	-	-	-

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Uptake of apprenticeships correlates very closely to their availability.

Higher apprenticeship opportunities are small but they may also remain unrecognised or even undervalued as a pathway by some providers.

## Sector starts in Dover

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

Given the status of Dover as the gateway to the UK and to the European mainland, the low uptake (or availability) of Leisure, Travel and Tourism opportunities is surprisingly low.

Sector	Dover	
	2012/13	2013/14
Education and Training	10	0
Leisure, Travel and Tourism	10	10
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	30	20
Information and Communication Technology	10	20
Engineering and Manufacturing Technologies	120	120
Health, Public Services and Care	290	260
Business, Administration and Law	260	170
Retail and Commercial Enterprise	150	150
Arts, Media and Publishing	-	0
Science and Mathematics	10	0
<b>Total</b>	<b>880</b>	<b>780</b>

### 9.11 Gravesham

Compared to the majority of the other Districts in Kent, Gravesham has fewer available sixth form places. Therefore, in future years additional capacity may be required should increases in participation and increases in the general population materialise. However, currently there is sufficient sixth form capacity. A summary of the current school sixth form offer in the District is below.

North West Kent College has a strong presence in the area and this is reflected by schools' offers. There is a lack of MFL provision and a large English offer. Providers need to be more explicit about SEND provision in order for young people to make informed choices.

Providers need to collaborate on provision of Transport, Business and Teaching and Education opportunities with pathways starting at age 14. There are 29 offers of level one GCSE's, however, options for BTEC and other general qualifications are limited with only 3 for BTEC and 1 general qualification.

<b>District</b>	<b>Gravesham (8 schools)</b>
<b>Skills Priorities</b>	Transport and Logistics Business Administration Teaching and Education Health and Social Care
<b>Options for maths and English post-16</b>	Maths 4 English 6
<b>SEND post-16</b>	1
<b>MFL post-16 (Level 3)</b>	French 5 German 1 Spanish 1
<b>Sciences post-16 (Level 3)</b>	Chemistry 5 Biology 5 Physics 5 Maths 7
<b>AS/A Level post-16</b>	146
<b>Level 3 BTEC post-16</b>	45
<b>Level 2 post-16</b>	28
<b>Subject with five or more offers post-16</b>	English 12 Geography 6 History 6 Photography 5 Psychology 7 Sociology 5

### Apprenticeship starts in Gravesham

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>170</b>	<b>180</b>	<b>170</b>	<b>120</b>
Intermediate	120	130	110	70
Advanced	50	50	60	50
Higher	-	-	-	-

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Uptake of apprenticeships correlates very closely to their availability. Higher apprenticeship opportunities are small but they may also remain unrecognised or even undervalued as a pathway by some providers.

### Sector starts in Gravesham

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

Opportunities in Construction should grow as this area develops into the Thames gateway. Providers should be prepared for this.

<b>Sector</b>	<b>Gravesham</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	40	10
Leisure, Travel and Tourism	20	30
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	20	20

Sector	Gravesham	
	2012/13	2013/14
Information and Communication Technology	20	20
Engineering and Manufacturing Technologies	90	100
Health, Public Services and Care	200	150
Business, Administration and Law	260	220
Retail and Commercial Enterprise	140	120
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>800</b>	<b>680</b>

## 9.12 Maidstone

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. There is only one opportunity to resit Maths and there is no SEND offer. Providers need to be more explicit about SEND provision in order for young people to make informed choices.

Providers need to collaborate on provision of Retail, Sales, Customer Service, Transport and Logistics and Business Administration opportunities with pathways starting at age 14. There are 22 offers of level one GCSE's and 8 options for BTEC and 1 for general qualifications.

District	Maidstone (12 schools)
<b>Skills Priorities</b>	ICT (specifically programming) Accounting and Finance Retail / Sales / Customer Service Transport and Logistics Business Administration
<b>Options for maths and English post-16</b>	Maths 1 English 2
<b>SEND post-16</b>	1 offer identified
<b>MFL post-16 (Level 3)</b>	French 8 German 6 Spanish 7
<b>Sciences post-16 (Level 3)</b>	Chemistry 7 Biology 10 Physics 9
<b>AS/A Level post-16</b>	269
<b>Level 3 BTEC post-16</b>	46
<b>Level 2 post-16</b>	24
<b>Subject with five or more offers post-16</b>	Art 15 Business 8 Class..Civ. 4 Economics 7 English 19 Geography 11 History 9 Maths 13 Media 8 Psychology 10 Sociology 9 Performing Arts 6



**Apprenticeship starts in Maidstone and the Weald**  
(National Apprenticeship Service data is constituency cut.)

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>170</b>	<b>150</b>	<b>140</b>	<b>100</b>
Intermediate	140	90	100	70
Advanced	40	50	40	30
Higher	-	-	-	-

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Higher apprenticeship opportunities are small.

**Sector starts in Maidstone**

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

<b>Sector</b>	<b>Maidstone and The Weald</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	-	10
Leisure, Travel and Tourism	20	20
Agriculture, Horticulture and Animal Care	20	20
Construction, Planning and the Built Environment	20	20
Information and Communication Technology	20	20
Engineering and Manufacturing Technologies	80	80
Health, Public Services and Care	180	160
Business, Administration and Law	250	180
Retail and Commercial Enterprise	130	100
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>720</b>	<b>620</b>

**9.13 Sevenoaks**

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. There are only 2 school providers in this District. The number of technical and vocational offers is larger than the academic A level offer and students' progression is supported by level 2 Maths and English opportunities.

Providers need to be more explicit about SEND provision in order for young people to make informed choices. There are 14 offers of level one GCSE's and 6 options for level one BTEC qualifications.

<b>.District</b>	<b>Sevenoaks (6 schools)</b>
<b>Skills Priorities</b>	Nursing and Health Retail / Sales / Customer Service Technical and Scientific ICT Health and Social Care
<b>Options for maths and English post-16</b>	Maths 3 English3
<b>SEND post-16</b>	0
<b>MFL post-16 (Level 3)</b>	French 1
<b>Sciences post-16 (Level 3)</b>	-
<b>AS/A Level post-16</b>	50
<b>Level 3 BTEC post-16</b>	56
<b>Level 2 post-16</b>	23
<b>Subject with five or more offers post-16</b>	-

### Apprenticeship starts in Sevenoaks

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>130</b>	<b>140</b>	<b>130</b>	<b>100</b>
Intermediate	100	90	90	60
Advanced	30	50	50	40
Higher	-	-	-	-

Sevenoaks has gone against the County trend by maintaining apprenticeship uptake in 2013 to 2014.

### Sector starts in Sevenoaks

Health, Public Services and Care has seen a drop in uptake in 2013 – 2014. The zero uptake in Agriculture is odd given Sevenoaks position and proximity to Hadlow.

<b>Sector</b>	<b>Sevenoaks</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	10	0
Leisure, Travel and Tourism	10	10
Agriculture, Horticulture and Animal Care	20	0
Construction, Planning and the Built Environment	10	20
Information and Communication Technology	10	10
Engineering and Manufacturing Technologies	60	50
Health, Public Services and Care	150	90
Business, Administration and Law	170	140
Retail and Commercial Enterprise	110	90
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>550</b>	<b>420</b>

## 9.14 Shepway

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. There are no offers to complete post 16 maths or English, no SEND offer, no German and fewer than a third of qualifications are BTECs.

Providers need to be more explicit about SEND provision in order for young people to make informed choices. Providers need to collaborate on provision of Transport opportunities with pathways starting at age 14.

There are 6 offers of level one BTEC in the District but options for GCSE and other general qualifications are limited with only 1 for GCSE and 1 general qualification.

District	Shepway (8 schools)
<b>Skills Priorities</b>	Business Administration Technical and Scientific Nursing and Health Transportation and Logistics
<b>Options for maths and English post-16</b>	0
<b>SEND post-16</b>	0
<b>MFL post-16 (Level 3)</b>	French 4 German 0 Spanish 1
<b>Sciences post-16 (Level 3)</b>	Biology 8 Chemistry 8 Physics 7
<b>AS/A Level post-16</b>	206
<b>Level 3 BTEC post-16</b>	65
<b>Level 2 post-16</b>	11
<b>Subject with five or more offers post-16</b>	Art and Design 11 English 15 Health and Safety 4 History 8 Maths 8 Media 4 Psychology 9

### Apprenticeship starts in Shepway (Folkestone and Hythe)

This area has seen an upward journey in apprenticeship starts over a three year period.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>210</b>	<b>200</b>	<b>270</b>	<b>130</b>
Intermediate	170	150	180	100
Advanced	40	50	90	30
Higher	-	-	-	-

## Sector starts in Shepway (Folkestone and Hythe)

Health, Public Services and Care remains the most popular apprenticeship. There has been a fall in Business uptake.

Sector	Folkestone and Hythe	
	2012/13	2013/14
Education and Training	20	10
Leisure, Travel and Tourism	30	20
Agriculture, Horticulture and Animal Care	20	10
Construction, Planning and the Built Environment	30	30
Information and Communication Technology	20	60
Engineering and Manufacturing Technologies	100	100
Health, Public Services and Care	350	350
Business, Administration and Law	300	220
Retail and Commercial Enterprise	200	160
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>1,070</b>	<b>960</b>

### 9.15 Swale

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. There are offers for students with SEND and those without a C grade in maths and English. A third of qualifications on offer are level 2 or level 3 BTECS. Psychology and Sociology appear 8 times each in the offer.

Providers need to collaborate on provision of Transport and Manufacturing and Engineering opportunities with pathways starting at age 14. Options for Level 1 qualifications are limited with only 4 for GCSE and 1 BTEC.

District	Swale (9 schools)
<b>Skills Priorities</b>	Transportation and Logistics Manufacturing Horticulture Retail / Sales / Customer Service Engineering
<b>Options for maths and English post-16</b>	Maths 2 English 2
<b>SEND post-16</b>	2 offers identified
<b>MFL post-16 (Level 3)</b>	French 7 German 2 Spanish 4
<b>Sciences post-16 (Level 3)</b>	Chemistry 5 Biology 8 Physics 6
<b>AS/A Level post-16</b>	168
<b>Level 3 BTEC post-16</b>	74
<b>Level 2 post-16</b>	5

<b>District</b>	<b>Swale (9 schools)</b>
<b>Subject with five or more offers post-16</b>	Art 8 English 8 History 8 Maths 10 Psychology 8 Sociology 8

### Apprenticeship starts in Sittingbourne and Sheppey (Swale)

This area has shown a move upward from the 2012 – 2013 starts figure. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>320</b>	<b>270</b>	<b>290</b>	<b>180</b>
Intermediate	270	210	240	150
Advanced	60	60	60	30
Higher	-	-	-	-

### Sector starts in Sittingbourne and Sheppey (Swale)

The following table shows uptake of apprenticeships based on sector groups. Business Administration and Retail are the most numerous.

<b>Sector</b>	<b>Sittingbourne and Sheppey</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	10	10
Leisure, Travel and Tourism	20	10
Agriculture, Horticulture and Animal Care	20	10
Construction, Planning and the Built Environment	60	60
Information and Communication Technology	20	10
Engineering and Manufacturing Technologies	150	100
Health, Public Services and Care	260	250
Business, Administration and Law	290	270
Retail and Commercial Enterprise	250	290
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>1,070</b>	<b>1,010</b>

## Apprenticeship starts in Faversham and Midkent (Swale)

Higher apprenticeship opportunities are small but they may also remain unrecognised or even undervalued as a pathway by some providers.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>200</b>	<b>170</b>	<b>170</b>	<b>90</b>
Intermediate	160	120	130	70
Advanced	40	40	40	20
Higher	-	-	-	-

## Sector starts in Faversham and Midkent (Swale)

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

<b>Sector</b>	<b>Faversham and Mid Kent</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	-	10
Leisure, Travel and Tourism	20	20
Agriculture, Horticulture and Animal Care	30	20
Construction, Planning and the Built Environment	30	30
Information and Communication Technology	10	10
Engineering and Manufacturing Technologies	70	70
Health, Public Services and Care	220	180
Business, Administration and Law	220	170
Retail and Commercial Enterprise	130	120
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>720</b>	<b>610</b>

### 9.16 Thanet

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. East Kent College has a broad offer which accounts for schools' provision.

There are opportunities to resit maths and English and two SEND offers. The amalgamation of Clarendon House and Chatham Boys and the fact that Dane Court is an IB provider has reduced the likelihood of qualification duplication.

Providers need to collaborate on provision of Business, Retail, Transport and Education opportunities with pathways starting at age 14. There are 5 offers of level one FSP's in the District. However, options for BTEC and other general qualifications are limited with only 2 for BTEC and 2 general qualifications.

<b>District</b>	<b>Thanet (10 schools)</b>
<b>Skills Priorities</b>	Business Administration Retail / Sales / Customer Service Transportation and Logistics Technical and Scientific Teaching and Education
<b>Options for maths and English post-16</b>	Maths 7 English 8
<b>SEND post-16</b>	2 offers identified
<b>MFL post-16 (Level 3)</b>	French 2 German 0 Spanish 2
<b>Sciences post-16 (Level 3)</b>	Physics 3 Chemistry 3 Biology 3
<b>AS/A Level post-16</b>	97
<b>Level 3 BTEC post-16</b>	59
<b>Level 2 post-16</b>	42
<b>Subject with five or more offers post-16</b>	Maths 7 English 6

### Apprenticeship starts in South Thanet

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>230</b>	<b>210</b>	<b>180</b>	<b>100</b>
Intermediate	190	150	140	70
Advanced	40	60	40	30
Higher	-	-	-	-

## Sector starts in South Thanet

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

Sector	South Thanet	
	2012/13	2013/14
Education and Training	20	10
Leisure, Travel and Tourism	20	10
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	40	40
Information and Communication Technology	10	10
Engineering and Manufacturing Technologies	100	60
Health, Public Services and Care	220	210
Business, Administration and Law	300	210
Retail and Commercial Enterprise	140	180
Arts, Media and Publishing	-	0
Science and Mathematics	10	0
<b>Total</b>	<b>870</b>	<b>730</b>

## Apprenticeship starts in NorthThanet

There was a decrease in apprenticeships starts in 2013 – 2014, the last year for which full data is available. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>270</b>	<b>230</b>	<b>180</b>	<b>130</b>
Intermediate	230	180	140	100
Advanced	40	50	40	30
Higher	-	-	-	-

## Sector starts in NorthThanet

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

Sector	North Thanet	
	2012/13	2013/14
Education and Training	30	10
Leisure, Travel and Tourism	30	10
Agriculture, Horticulture and Animal Care	20	10
Construction, Planning and the Built Environment	30	30
Information and Communication Technology	10	20



Engineering and Manufacturing Technologies	110	150
Health, Public Services and Care	310	230
Business, Administration and Law	300	200
Retail and Commercial Enterprise	200	170
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>1,040</b>	<b>820</b>

## 9.17 Tonbridge and Malling

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. The present of West Kent College in the area has impact on the schools' offer.

There are opportunities to resit Maths and English and 2 SEND programmes. There is a large English, Maths and Sport offer. Providers need to be more explicit about SEND provision in order for young people to make informed choices. Agriculture is fully offered at Hadlow College. There are no level 1 qualification options for students.

District	Tonbridge and Malling (11 schools)
<b>Skills Priorities</b>	Agriculture and Horticulture Hair and Beauty ICT Business Administration
<b>Options for maths and English post-16</b>	Maths 2 English 3
<b>SEND post-16</b>	2 offers identified
<b>MFL post-16 (Level 3)</b>	French 3 German 1 Spanish 3 French NVQ 1 Spanish NVQ 1
<b>Sciences post-16 (Level 3)</b>	Chemistry 8 Biology 8 Physics 7
<b>AS/A Level post-16</b>	169
<b>Level 3 BTEC post-16</b>	38
<b>Level 2 post-16</b>	5
<b>Subject with five or more offers post-16</b>	Art 9 English 14 Maths 9 Media 7 Psychology 8 Sociology 6 Sport 9

## Apprenticeship starts in Tonbridge and Malling

Starts have risen since 2012 – 2013.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>140</b>	<b>120</b>	<b>130</b>	<b>80</b>
Intermediate	100	90	100	60
Advanced	40	40	40	20
Higher	-	-	-	-

## Sector starts in Tonbridge and Malling

Health, Business, and Retail are the most numerous starts. Agriculture is oddly low given the presence of Hadlow.

<b>Sector</b>	<b>Tonbridge and Malling</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	10	10
Leisure, Travel and Tourism	20	10
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	10	20
Information and Communication Technology	20	10
Engineering and Manufacturing Technologies	50	60
Health, Public Services and Care	140	110
Business, Administration and Law	150	110
Retail and Commercial Enterprise	150	110
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>550</b>	<b>460</b>

### 9.18 Tunbridge Wells

There are currently sufficient sixth form places available in the District and this provision is also supplemented by the local FE provider. A summary of the current school sixth form offer in the District is given below. There is a small Maths and English resit opportunity.

There are very few technical and vocational offers and only nine Level 2 post 16 qualifications on offer. Providers need to be more explicit about SEND provision in order for young people to make informed choices. Providers also need to collaborate on provision of Retail opportunities. There are no level 1 qualification options for students in the district.

<b>District</b>	<b>Tunbridge Wells (11 schools)</b>
<b>Skills Priorities</b>	Retail / Sales / Customer Service Finance and Insurance ICT Health and Social Care Nursing and Health
<b>Options for maths and English post-16</b>	Maths 1 English 1
<b>SEND post-16</b>	0
<b>MFL post-16 (Level 3)</b>	French 3 German 0 Spanish 4
<b>Sciences post-16 (Level 3)</b>	Biology 5 Chemistry 5 Physics 4
<b>AS/A Level post-16</b>	158
<b>Level 3 BTEC post-16</b>	23
<b>Level 2 post-16</b>	9
<b>Subject with five or more offers post-16</b>	Art 7 English 11 History 7 Maths 9

### Apprenticeship starts in Tunbridge Wells

Apprenticeship starts have risen since 2012 – 2013. Higher apprenticeship opportunities are small.

	2011/12	2012/13	2013/14	2014/15 Aug to Jan (Provisional)
<b>TOTAL</b>	<b>110</b>	<b>100</b>	<b>110</b>	<b>70</b>
Intermediate	90	70	90	50
Advanced	30	20	30	20
Higher	-	-	-	-

### Sector starts in Tunbridge Wells

The following table shows uptake of apprenticeships based on sector groups. Health, Public Services and Care and Business Administration are the most numerous.

<b>Sector</b>	<b>Tunbridge Wells</b>	
	<b>2012/13</b>	<b>2013/14</b>
Education and Training	10	0
Leisure, Travel and Tourism	20	10
Agriculture, Horticulture and Animal Care	10	10
Construction, Planning and the Built Environment	10	10
Information and Communication Technology	10	10
Engineering and Manufacturing Technologies	30	40
Health, Public Services and Care	140	140
Business, Administration and Law	160	120

<b>Sector</b>	<b>Tunbridge Wells</b>	
	<b>2012/13</b>	<b>2013/14</b>
Retail and Commercial Enterprise	120	90
Arts, Media and Publishing	-	0
Science and Mathematics	-	0
<b>Total</b>	<b>520</b>	<b>440</b>

## 9.19 Summary

In developing new post-16 provision the Local Authority would request providers to:

- make provision for English and maths to ensure students can gain a GCSE grade C or above qualification
- assure the long term viability of the provision;
- establish robust monitoring of post-16 learning and teaching;
- offer a range of qualifications at all levels;
- ensure levels of literacy and numeracy which are in accordance with EFA guidelines and which are appropriate for successful completion of learning;
- develop a technical and vocational offer which leads to sustainable employment locally, regionally and beyond and which pays heed to the skills profile highlighted by LMI information;
- develop an academic programme offer which leads to HE, degree apprenticeships and higher level apprenticeships;
- deliver guidance to all young people to strengthen aspiration, attitude and achievement and resilience;
- plan personalised pathways for vulnerable and disadvantaged learners; and
- engage in systematic review of provision against local and national indicators.

## **10. Commissioning Primary and Secondary School Provision: Analyses and Forward Plans for each District**

### **10.1 Duties to Provide for Ages 4-16**

The law requires Local Authorities to make provision for the education of children from the September following their fourth birthday to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (ie at home); others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident child aged between 4 and 16.

From age 14-16 a minority of young people are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in Special schools or non-school forms of special education provision because of their special educational needs.

The Local Authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” (Section 19 of the 1996 Education Act) and which is appropriate to individual pupil needs. This duty is discharged through Pupil Referral Units, alternative provision commissioned by Secondary schools and the Health Needs Education Service.

### **10.2 Duties to Provide for Post 16 Students**

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties:

- To secure sufficient suitable education and training provision for young people aged 16-19 (and those aged 20-24 with an Education, Health and Care Plan or Learning Difficulty Assessment) in their area;
- To ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people’s participation successfully is a key element of this duty); and
- To have processes in place to deliver the ‘September Guarantee’ of an education or training place for all 16 and 17 year olds.

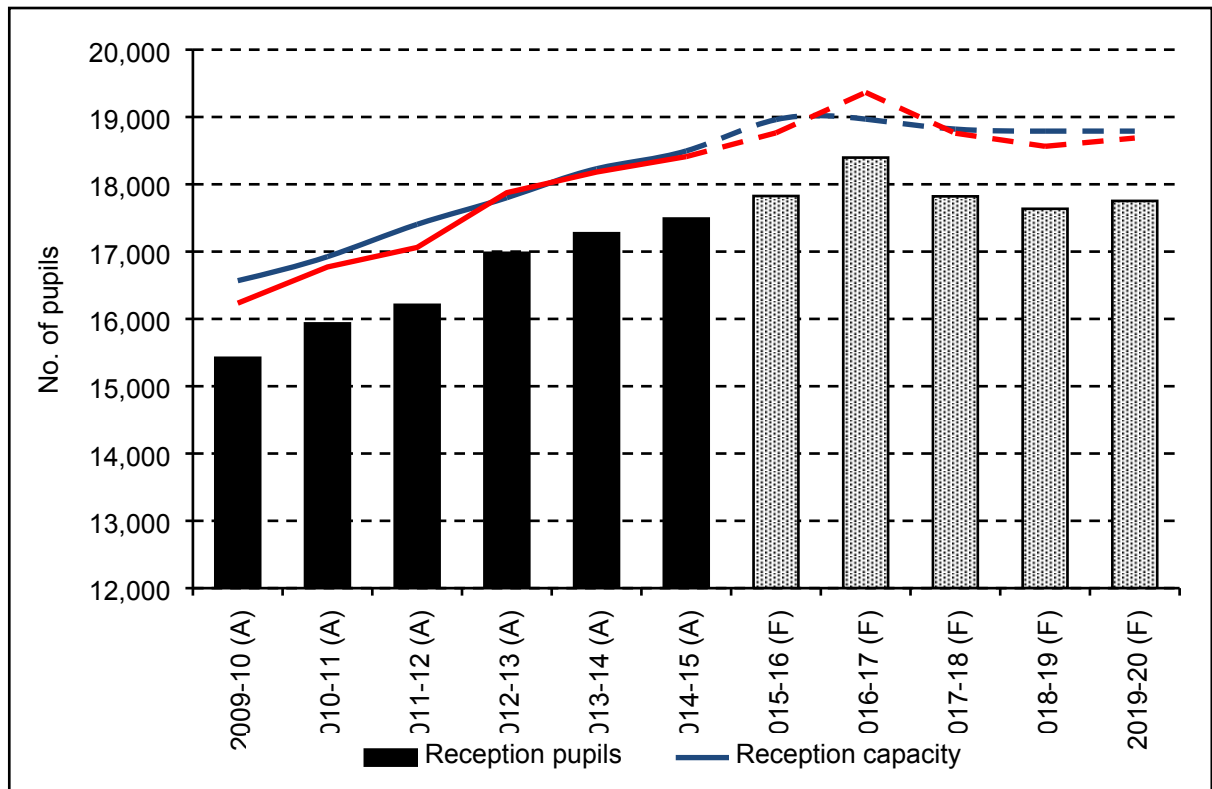
Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of post 16 education and training.

### **10.3 Kent Wide Summary**

Detail on the requirement for school places is contained in the District Analyses and Forward Plans which follow. For 2016 and 2017 many projects are already in progress. For later years only the area where expansion is required has been noted – specific schools are not identified. Also for later years (particularly beyond 2019) the commissioning proposals are dependent on the pace of planned housing development being realised. A County-wide summary of the proposals for Primary, Secondary and SEN school places, together with EY and post 16 places in each District is set out at Section 11.

The number of Reception age pupils in Kent schools has risen from 14,812 in 2007-08 to 17,491 in 2014-15 (Figure 10.1). This is a significant increase of 18% in a relatively short period of time. In 2007-08 Reception year groups in Kent Primary schools operated with around 12% surplus capacity. This has reduced to around 5.4% in 2014-15 despite further capacity being added (Figure 10.2). The number of Reception pupils is forecast to peak in 2016-17, at about 18,400 pupils and then fluctuate at 17,800 pupils over the following three years.

**Figure 10.1: Historic and forecast Reception pupils in Kent mainstream schools (2009-10 to 2019-20)**



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

Figure 10.2 below shows the total number of additional Year Reception places created in Kent schools. By September 2015 an additional 2,115 school places in Year R have been created.

**Figure 10.2: Additional Reception places provided in Kent mainstream schools (2010-11 onwards)**

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Ashford	0	45	170	200	170	206	236	236	206	206
Canterbury	0	0	1	1	1	76	52	52	52	52
Dartford	90	90	130	220	255	255	285	255	255	255
Dover	0	0	0	0	60	45	45	45	45	45
Gravesham	30	60	90	130	130	100	100	100	100	100
Maidstone	0	30	90	141	171	231	231	201	201	201
Sevenoaks	15	85	75	85	145	180	190	107	107	107
Shepway	0	0	15	15	45	80	50	50	50	50
Swale	0	75	105	205	280	300	330	330	330	330
Thanet	30	60	150	150	180	240	270	270	270	270
Tonbridge & Malling	30	43	43	73	113	188	143	143	143	143
Tunbridge Wells	50	150	150	239	149	214	184	184	184	184
<b>Total</b>	<b>245</b>	<b>638</b>	<b>1,019</b>	<b>1,459</b>	<b>1,699</b>	<b>2,115</b>	<b>2,116</b>	<b>1,973</b>	<b>1,943</b>	<b>1,943</b>

Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

Figure 10.3 below presents Reception Year group data at District level. It shows that the growth in pupil numbers is not uniform across the County, nor is the level of surplus capacity. The current surplus capacity for Reception Year groups varies from 1.0% in Gravesham to 8.9% in Dover. If no further action is taken (in addition to the capacity added in 10.2) by the end of the forecasting period (2019-20) there will be 5.5% surplus capacity in Reception Year groups across the County. Action will be taken in those Districts where surplus capacity falls below 5% to provide additional places and new places will be needed to meet the demand generated by new housing. Solutions will vary from new provision to expansion of existing facilities through permanent or temporary means.

**Figure 10.3: Current and forecast surplus / deficit of Reception places in Kent mainstream schools by District area**

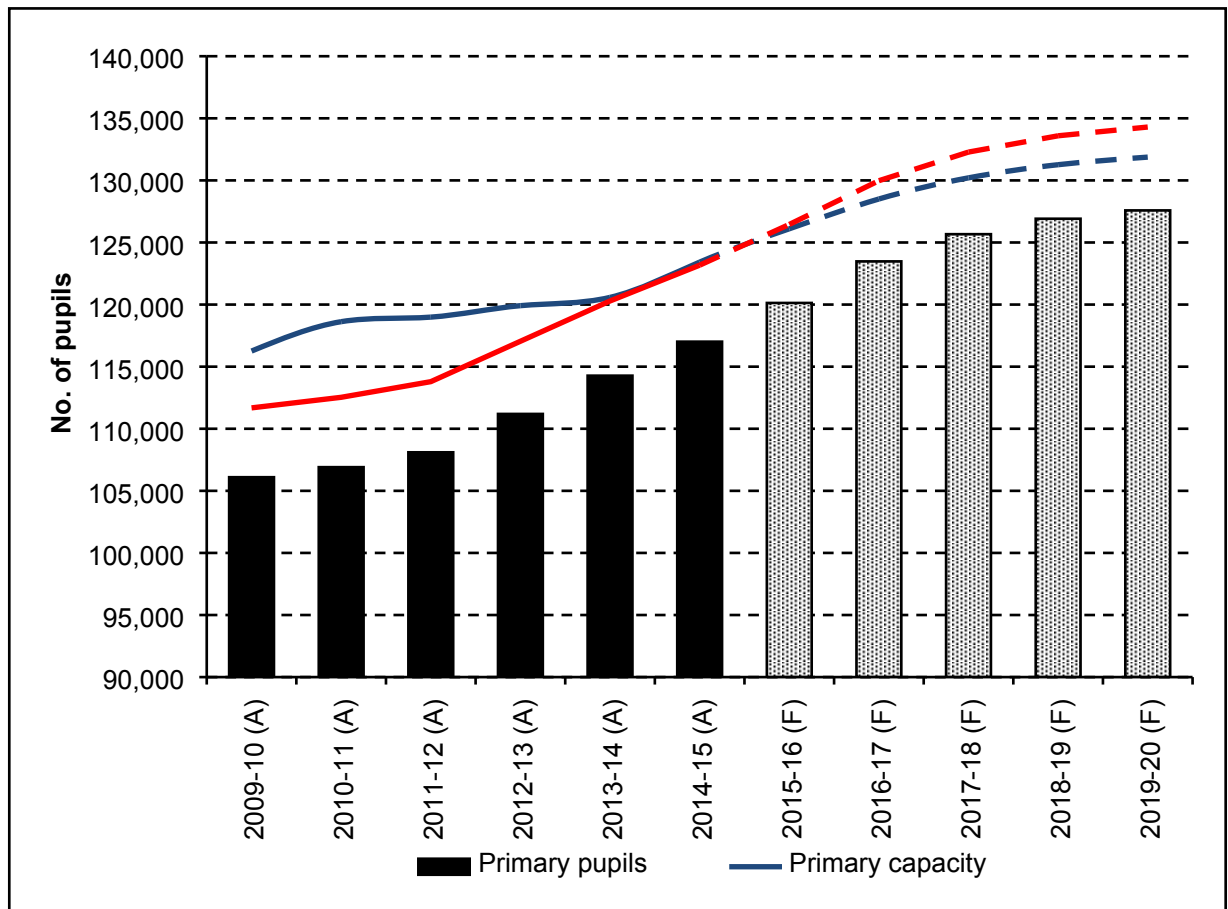
District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford	1,594	114	111	22	70	123	86	1,630
Canterbury	1,527	102	124	106	145	152	141	1,578
Dartford	1,460	52	-2	-25	-34	-45	-40	1,460
Dover	1,333	119	111	13	99	121	109	1,310
Gravesham	1,371	14	-34	-174	-123	-173	-159	1,341
Maidstone	1,884	96	48	22	82	103	88	1,976
Sevenoaks	1,501	107	131	145	119	159	136	1,463
Shepway	1,271	82	86	106	112	115	109	1,264
Swale	1,944	56	202	73	151	155	154	1,994
Thanet	1,650	83	108	76	155	155	151	1,770
Tonbridge & Malling	1,646	77	164	105	36	81	82	1,673
Tunbridge Wells	1,315	103	84	100	181	201	172	1,325
<b>Total</b>	<b>18,496</b>	<b>1,005</b>	<b>1,135</b>	<b>565</b>	<b>993</b>	<b>1,148</b>	<b>1,031</b>	<b>18,784</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

Figure 10.4 below shows that the number of Primary pupils in Kent schools is forecast to rise from 106,097 in 2009-10 to around 127,583 in 2019-20. This is an expected increase of 20% from 2009-10 and 9% on current roll numbers. Kent Primary schools currently operate with 5.4% surplus capacity but this is forecast to decrease to 3.3% over the coming years, which demonstrates that pressure is building in all Primary year groups, not just the Reception entry year.



**Figure 10.4: Historic and forecast Primary pupils in Kent mainstream schools (2009-10 to 2019-20)**



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations

Figure 10.5 below shows the total number of Primary school places that have been commissioned since 2010. These increase markedly year on year as expansions roll through the schools from Year R. Over the last five years we have added 8,350 places (278 classes of 30 pupils) or the equivalent of 40 new 1FE schools. By September 2019, the expansions which have already been approved will have added 13,683 places in total. This is equivalent to almost 456 additional classes, or 65 1FE Primary schools.

**Figure 10.5: Additional Primary places provided in Kent mainstream schools (2010-11 onwards)**

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Ashford	0	45	320	635	840	1,051	1,247	1,413	1,514	1,520
Canterbury	0	0	7	-173	-113	52	133	214	295	286
Dartford	90	180	310	530	785	1,040	1,325	1,470	1,615	1,720
Dover	0	0	0	0	60	135	180	225	270	315
Gravesham	30	90	180	310	490	550	640	700	730	730
Maidstone	0	30	150	343	612	867	1,092	1,287	1,407	1,467
Sevenoaks	15	100	175	305	480	650	830	897	904	921
Shepway	0	0	15	30	80	220	270	320	355	375
Swale	0	75	180	405	775	1,135	1,435	1,735	1,965	2,165
Thanet	30	120	270	460	720	960	1,290	1,545	1,710	1,800
Tonbridge & Malling	30	73	116	189	337	610	763	886	956	1,016
Tunbridge Wells	50	200	350	657	806	1,080	1,264	1,398	1,373	1,368
<b>Total</b>	<b>245</b>	<b>913</b>	<b>2,073</b>	<b>3,691</b>	<b>5,872</b>	<b>8,350</b>	<b>10,469</b>	<b>12,090</b>	<b>13,094</b>	<b>13,683</b>

Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

Figure 10.6 below shows that current surplus capacity for Primary year groups (Reception - Year 6) varies across the County. It ranges from 1.1% in Gravesham to 8.7% in both Dover and Sevenoaks. Plans for additional capacity will be brought forward over the coming six months to ensure that at least 5% surplus capacity is maintained in each District area.

**Figure 10.6: Current and forecast surplus / deficit of Primary places in Kent mainstream schools by District area**

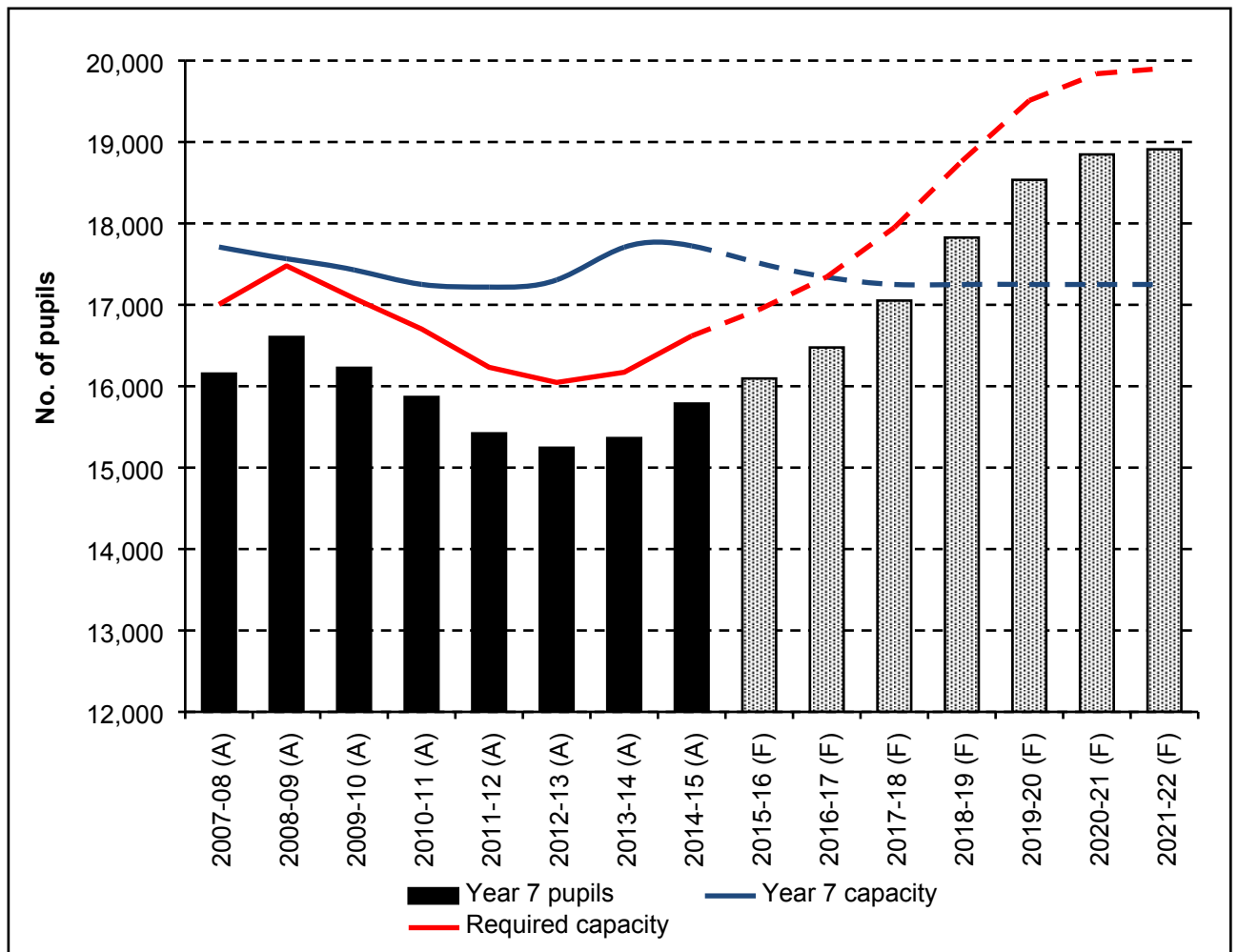
District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford	10,788	461	471	383	280	291	303	11,493
Canterbury	10,628	700	614	558	567	567	550	11,051
Dartford	9,191	147	11	-74	-249	-362	-466	10,155
Dover	9,013	784	677	514	438	456	460	9,204
Gravesham	9,136	97	-71	-323	-510	-726	-943	9,462
Maidstone	12,598	782	625	468	373	322	259	13,786
Sevenoaks	9,944	865	828	789	772	789	844	10,430
Shepway	8,565	501	501	455	466	477	530	8,903
Swale	12,422	303	364	288	355	436	540	13,819
Thanet	11,082	318	344	429	548	625	708	12,327
Tonbridge & Malling	11,123	739	825	753	626	549	504	11,786
Tunbridge Wells	8,930	710	785	781	859	909	979	9,435
<b>Total</b>	<b>123,420</b>	<b>6407</b>	<b>5973</b>	<b>5020</b>	<b>4526</b>	<b>4333</b>	<b>4268</b>	<b>131,851</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

### 10.4 Current and Forecast Pupil Numbers in Mainstream Secondary Education

The number of Year 7 pupils in Kent Secondary schools has fallen for four consecutive years from 16,605 in 2008-09 to a low point of 15,244 in 2012-13 (see Figure 10.7). Thereafter, Year 7 rolls have begun to increase and are forecast to rise to almost 20,000 in 2023-24 (an increase of 28% on current roll numbers) when the 2016-17 Reception Year bulge reaches Secondary schools. This means that a large number of new places, in excess of 2,000 places (67 forms of entry) need to be commissioned to accommodate likely future demand. This is a very significant increase in provision, equivalent to 10 or more new Secondary schools.

**Figure 10.7: Historic and forecast Year 7 pupils in Kent mainstream schools (2007-08 to 2021-22)**



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

Changes in capacity in the Secondary sector have in recent years, been largely confined to individual schools determining they can accommodate additional pupils, the opening of free schools, and more recently the closure of Chaucer, Hextable and Marlowe Schools. (See Figures 10.8 and 10.11).

**Figure 10.8: Additional Year 7 places provided in Kent mainstream schools (2010-11 onwards)**

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	-15	-15	-15	135	135	165	165	165	165	165	165	165
Canterbury	0	0	0	30	-80	-110	-80	-140	-140	-140	-140	-140
Dartford	0	0	70	70	70	150	100	100	100	100	100	100
Dover	-30	-30	-15	-98	-68	-28	-58	-58	-58	-58	-58	-58
Gravesham	0	0	30	30	30	30	30	30	30	30	30	30
Maidstone	0	0	17	47	47	47	47	47	47	47	47	47
Sevenoaks	-60	-60	-60	60	60	-90	-90	-90	-90	-90	-90	-90
Shepway	0	0	0	0	-15	-15	-15	-15	-15	-15	-15	-15
Swale	0	20	35	60	60	90	90	60	60	60	60	60
Thanet	0	0	0	0	0	-100	-100	-100	-100	-100	-100	-100
Tonbridge & Malling	0	0	35	158	202	177	169	169	169	169	169	169
Tunbridge Wells	14	14	44	49	79	79	19	19	19	19	19	19
<b>Total</b>	<b>-91</b>	<b>-71</b>	<b>141</b>	<b>541</b>	<b>520</b>	<b>395</b>	<b>277</b>	<b>187</b>	<b>187</b>	<b>187</b>	<b>187</b>	<b>187</b>

Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

Figure 10.9 below shows that current surplus capacity for Year 7 is 10.3% across Kent, but the figure varies across District areas. By the end of the forecasting period (2021-22) there will be around 10% deficit capacity in Year 7 across the County (based on current capacity data) so plans to commission additional Secondary school places will need to be brought forward to address this situation.

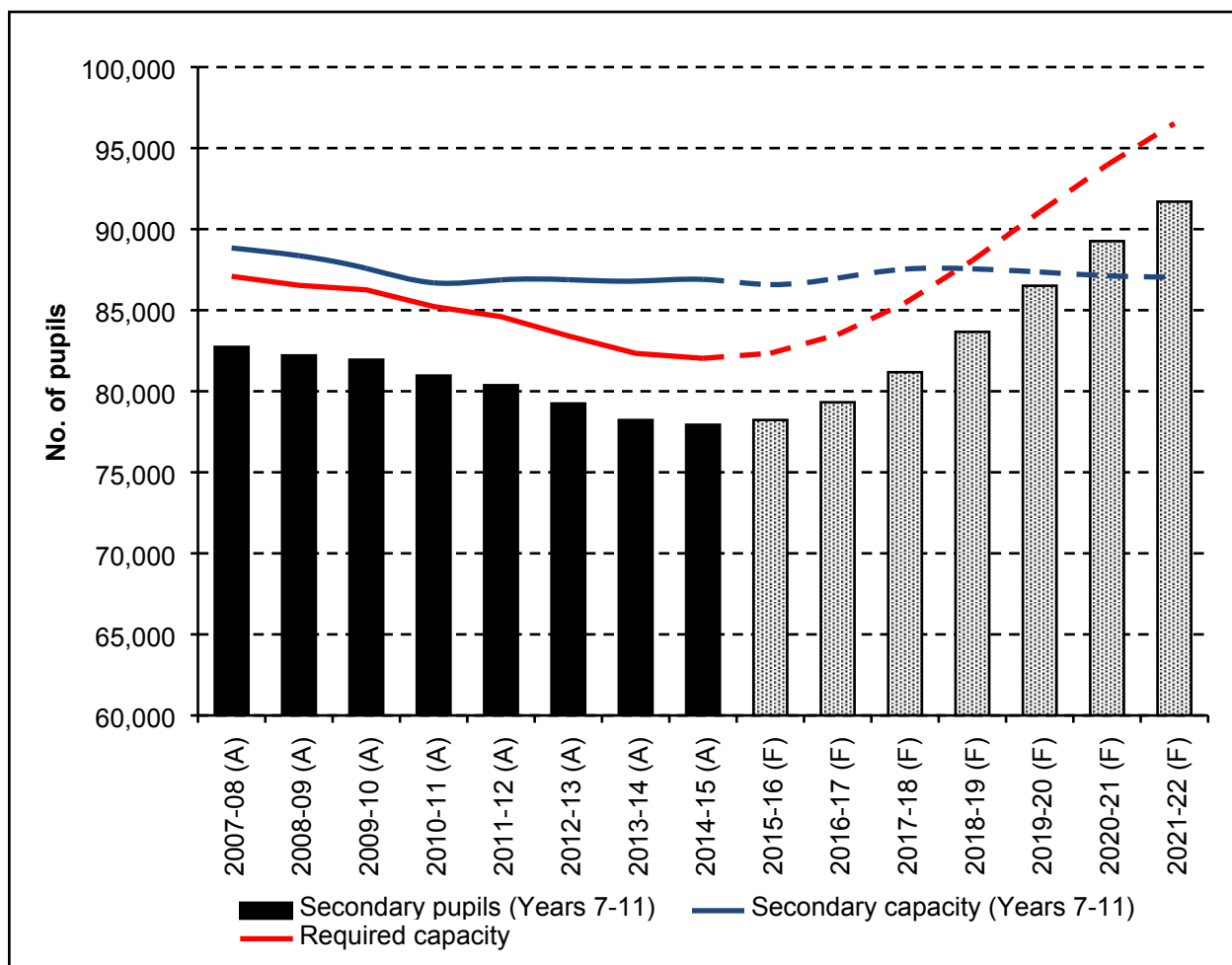
**Figure 10.9: Current and forecast surplus / (deficit) of Year 7 places in Kent mainstream schools by District area**

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	1,522	192	202	165	202	106	-11	-41	36	1,538
Canterbury	1,568	44	50	-41	-125	-129	-203	-226	-212	1,501
Dartford	1,475	53	62	-28	-68	-117	-199	-242	-289	1,525
Dover	1,360	234	253	91	94	-10	33	-73	-1	1,315
Gravesham	1,314	116	61	-8	-76	-159	-161	-215	-241	1,308
Maidstone	2,065	171	129	129	46	-79	-173	-220	-259	2,047
Sevenoaks	630	127	3	29	3	-37	-41	-33	-64	480
Shepway	1,195	199	209	202	136	130	58	52	72	1,195
Swale	1,685	172	156	81	-8	-76	-149	-159	-281	1,685
Thanet	1,554	201	24	11	-74	-110	-233	-241	-194	1,444
Tonbridge & Malling	1,841	279	180	184	114	58	-10	-34	-61	1,768
Tunbridge Wells	1,515	149	88	49	-47	-153	-194	-166	-167	1,444
<b>Total</b>	<b>17,724</b>	<b>1,937</b>	<b>1,417</b>	<b>864</b>	<b>198</b>	<b>-576</b>	<b>-1,285</b>	<b>-1,597</b>	<b>-1,660</b>	<b>17,250</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

The number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous seven years from 82,736 in 2007-08 to 77,931 in 2014-15. Secondary school rolls are forecast to rise consistently to 91,697 in 2021-22 and on to nearly 97,000 by 2025-26, an increase of 24% on current roll numbers (Figure 10.10). Figure 10.11 shows capacity changes from 2010 onwards.

**Figure 10.10: Historic and forecast Secondary pupils in Kent mainstream schools (2007-08 to 2021-22)**



Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC

**Figure 10.11: Additional Secondary places (Years 7-11) provided in Kent mainstream schools (2010-11 onwards)**

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	-135	-120	-105	60	225	405	585	765	795	825	825	825
Canterbury	0	0	0	30	-500	-610	-540	-530	-550	-610	-640	-700
Dartford	0	0	70	140	360	660	710	740	770	800	800	800
Dover	-150	-150	-135	-415	-430	-405	-350	-310	-270	-260	-290	-290
Gravesham	0	0	30	60	90	120	150	150	150	150	150	150
Maidstone	0	0	17	64	111	158	205	235	235	235	235	235
Sevenoaks	-300	-300	-300	-180	-60	-540	-570	-450	-450	-450	-450	-450
Shepway	0	0	0	0	-255	-210	-165	-120	-75	-75	-75	-75

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Swale	0	20	55	115	175	265	335	360	360	360	330	300
Thanet	0	0	0	0	0	-500	-500	-500	-500	-500	-500	-500
Tonbridge & Malling	0	0	35	193	395	572	741	875	886	853	845	845
Tunbridge Wells	14	28	72	121	200	282	184	206	223	210	180	180
<b>Total</b>	<b>-571</b>	<b>-522</b>	<b>-261</b>	<b>188</b>	<b>311</b>	<b>197</b>	<b>785</b>	<b>1,421</b>	<b>1,574</b>	<b>1,538</b>	<b>1,410</b>	<b>1,320</b>

Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

Figure 10.12 below shows that current surplus capacity for Secondary year groups (Years 7-11) is 10.3% across Kent. This is forecast to decrease over the coming years; such that by the end of the forecasting period if no action is taken there will be an 5.4% deficit of places in Secondary schools across the County. In recent times the immediate pressures have been to accommodate peak years of Primary children entering the education system, as well as unprecedented numbers moving into the County (in other year groups). Over the coming years the general focus will shift away from expansion of Primary places to the funding and commissioning of additional Secondary places.

**Figure 10.12: Current and forecast surplus / (deficit) of Secondary places in Kent mainstream schools by District area**

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	7,083	638	751	829	937	858	655	411	283	7,690
Canterbury	7,747	283	143	45	-182	-375	-624	-900	-1,071	7,505
Dartford	7,385	485	535	455	363	170	-39	-344	-604	7,925
Dover	6,705	843	891	822	779	600	399	74	-18	6,575
Gravesham	6,510	599	545	408	162	-119	-395	-670	-904	6,540
Maidstone	10,268	1,143	1,005	880	721	406	62	-287	-674	10,235
Sevenoaks	2,790	721	278	155	123	22	-42	-79	-171	2,400
Shepway	5,795	839	937	1,026	953	886	745	587	457	5,975
Swale	8,369	781	826	806	645	395	72	-243	-605	8,425
Thanet	7,748	743	506	527	327	77	-351	-616	-820	7,220
Tonbridge & Malling	8,599	944	1,088	1,180	1,136	908	620	406	162	8,840
Tunbridge Wells	7,902	951	847	526	397	60	-253	-478	-694	7,706
<b>Total</b>	<b>86,901</b>	<b>8,970</b>	<b>8,354</b>	<b>7,660</b>	<b>6,360</b>	<b>3,888</b>	<b>849</b>	<b>-2,136</b>	<b>-4,661</b>	<b>87,036</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

## 10.5 Travel flows

Travel to school flows from one District area to another at the Primary phase are relatively small but the situation is very different at the Secondary phase where there are some significant travel flows (Figure 10.13), including into the County as well as between Kent District areas. For more detail about out of country pupils travelling into Kent schools see Figure 10.14.

**Figure 10.13: Net travel flows for Secondary pupils (Years 7-11) at mainstream Kent mainstream schools (January 2015)**

School District	Pupil home area													Total
	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge & Malling	Tunbridge Wells	Out of County	
Ashford	5,962	24	0	5	0	93	1	111	5	0	1	129	113	<b>6,444</b>
Canterbury	257	6,366	1	275	0	3	0	199	285	66	0	0	7	<b>7,459</b>
Dartford	0	0	4,208	0	225	1	1,049	0	1	0	10	0	1,405	<b>6,899</b>
Dover	4	38	0	5,095	0	0	0	305	1	415	0	0	2	<b>5,860</b>
Gravesham	0	0	415	0	5,087	3	197	1	3	0	10	0	195	<b>5,911</b>
Maidstone	346	0	1	3	6	7,153	27	1	32	0	1,288	127	130	<b>9,114</b>
Sevenoaks	0	0	210	0	16	4	1,639	0	0	0	82	1	117	<b>2,069</b>
Shepway	187	8	0	71	1	2	0	4,675	2	0	0	0	10	<b>4,956</b>
Swale	49	250	4	4	2	60	6	2	7,130	13	0	0	67	<b>7,587</b>
Thanet	0	193	0	19	0	0	0	0	2	6,786	0	0	3	<b>7,003</b>
Tonbridge & Malling	54	0	13	2	167	265	1,248	7	15	0	4,206	975	702	<b>7,654</b>
Tunbridge Wells	77	3	3	2	1	402	786	0	2	1	1,000	4,240	434	<b>6,951</b>
<b>Total</b>	<b>6,936</b>	<b>6,882</b>	<b>4,855</b>	<b>5,476</b>	<b>5,505</b>	<b>7,986</b>	<b>4,953</b>	<b>5,301</b>	<b>7,478</b>	<b>7,281</b>	<b>6,597</b>	<b>5,472</b>	<b>3,185</b>	<b>77,907</b>

Source: Schools Census January 2015, Management Information Unit, KCC.

**Figure 10.14: Out of County travel flows for Secondary pupils (Years 7-11) into Kent mainstream schools (January 2015)**

School District	Pupil home area (Out of County breakdown)							Total
	Medway	Bexley	Bromley	East Sussex	Greenwich	Lewisham	Other	
Ashford	1	0	1	110	0	1	0	<b>113</b>
Canterbury	2	0	1	0	0	1	3	<b>7</b>
Dartford	30	665	351	0	193	109	57	<b>1,405</b>
Dover	2	0	0	0	0	0	0	<b>2</b>
Gravesham	150	7	3	0	16	4	15	<b>195</b>
Maidstone	119	1	1	0	0	2	7	<b>130</b>
Sevenoaks	4	8	98	1	1	1	4	<b>117</b>
Shepway	0	0	0	7	0	0	3	<b>10</b>
Swale	61	0	0	0	1	0	5	<b>67</b>
Thanet	0	0	0	0	0	0	3	<b>3</b>
Tonbridge & Malling	392	3	109	128	2	2	66	<b>702</b>
Tunbridge Wells	3	0	15	402	1	0	13	<b>434</b>
<b>Total</b>	<b>764</b>	<b>684</b>	<b>579</b>	<b>648</b>	<b>214</b>	<b>120</b>	<b>176</b>	<b>3,185</b>

Source: Schools Census January 2015, Management Information Unit, KCC.

Secondary pupils often travel significant distances, especially in the West of the County to grammar school and denominational provision. Over 3,000 Out of County children travel to Kent mainstream Secondary schools (predominantly grammar schools) which include over 750 Medway children, over 1,400 that travel into Dartford from London Boroughs, 700 that travel into Tonbridge and Malling and 400 into Tunbridge Wells.

Only around a third of children resident in Sevenoaks District attend mainstream Secondary provision within the District, while in excess of 1,000 travel to Dartford, 1,200 to Tonbridge and almost 800 to Tunbridge Wells. Plans are currently being brought forward to expand local provision in order to offer local residents a more comprehensive range of schooling options, without having to travel long distances to neighbouring District areas.



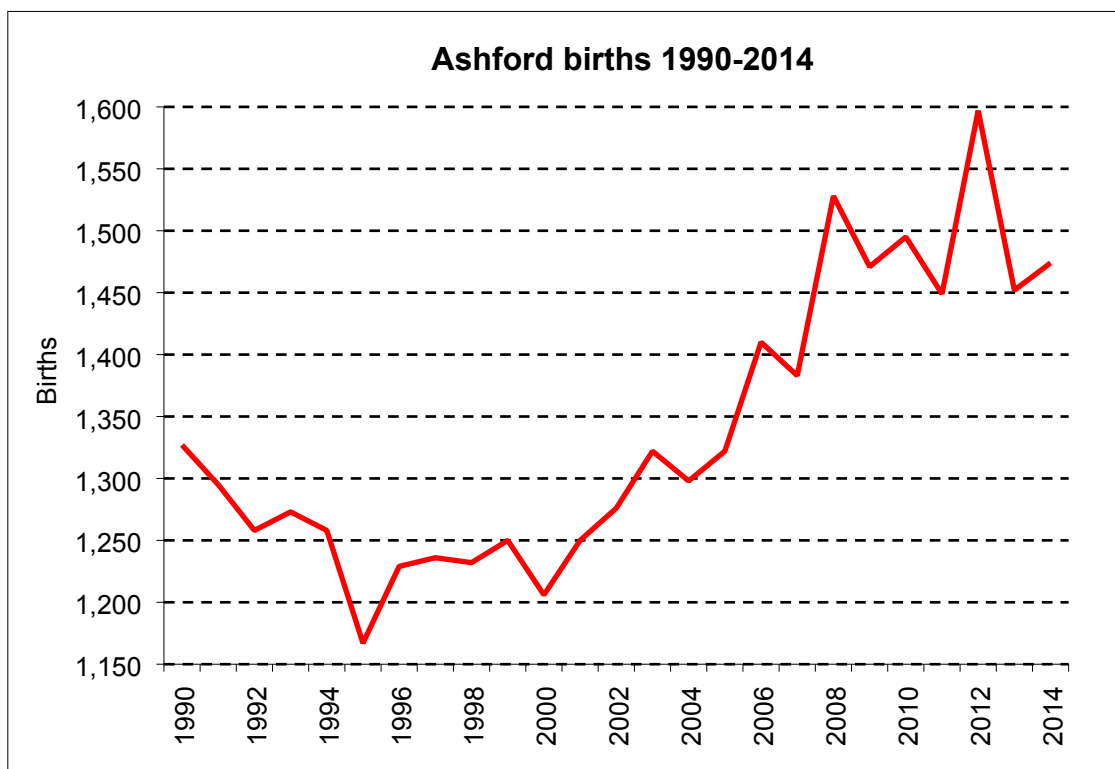
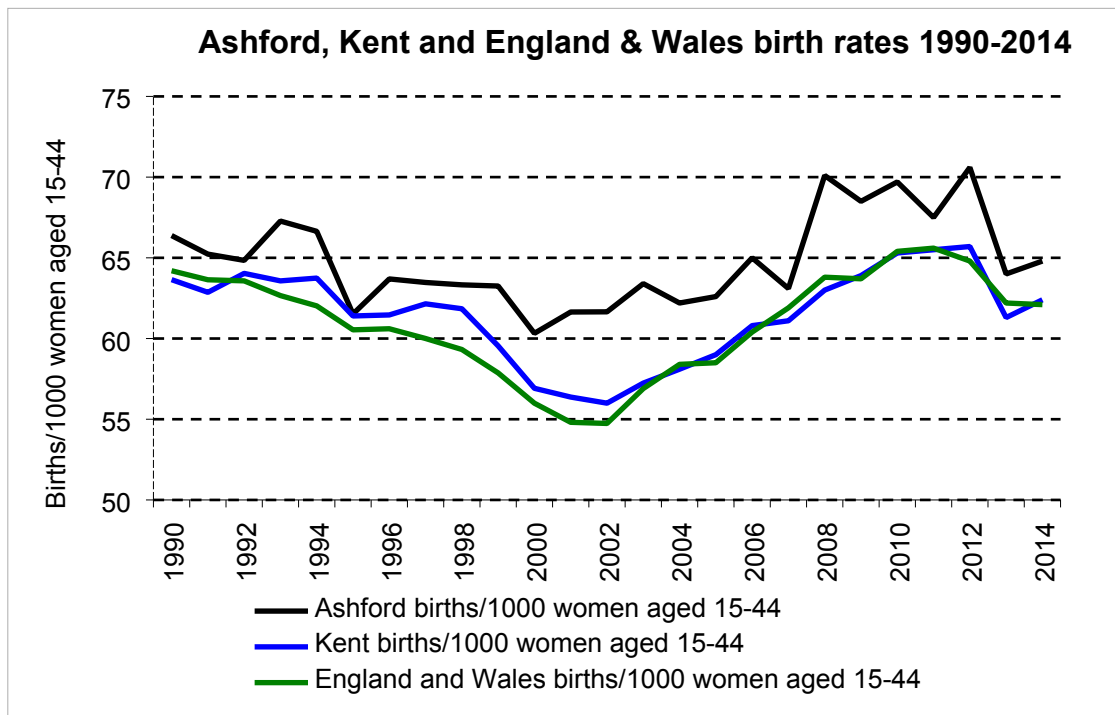
## 10.6 ASHFORD

### Overview

- Ashford's birth rate continues to follow the County and National trends, with a significant drop in 2013, but a slight recovery in 2014. The Borough's birth rate remains 2 to 3 points above the County and National rates. The number of births in 2014 remains 4FE fewer than the peak of 2012.
- Ashford's Core Strategy (2008) includes the target of 20,000 new homes to be built in the Borough between 2001 and 2021. By 31 March 2015, 7,919 new homes were completed.
- Reception year numbers peak in 2016-17 at 1,638 pupils, compared to 1,480 pupils in 2014-15. Thereafter numbers reduce to 1,544 by 2019-20. Total Primary school rolls continue to rise until 2018-19.
- The expansion of schools and the opening of three new schools in Ashford since 2012 has kept capacity in line with demand. Moving forward, temporary expansions will be needed to manage the peak in demand for Year R places in 2016-17 and 2017-18, and new schools will be required to support major housing developments.
- Secondary pressures begin in Year 7 in 2019-20, at which point demand is expected to exceed supply. By 2021-22 only 2% of all Secondary school places (11 to 16) are forecast to be vacant. Plans are in place for a new Secondary school in the Chilmington Green development (5,750 homes) from 2022-23 (subject to house building).

## District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



## School-based surplus / deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford Central	210	1	-1	0	12	-20	-17	210
Ashford North	210	12	6	-3	20	26	20	210
Ashford South	360	11	-12	-31	-42	-10	-22	360
Ashford South East	180	12	55	26	17	35	27	210
Willesborough	180	2	-13	-16	-18	6	-4	180
Ashford Rural East	80	21	16	8	9	11	10	80
Ashford Rural West	100	30	27	13	24	26	26	100
Charing and Challock	50	4	5	-4	-6	-3	-3	50
Chilham	15	0	1	3	2	1	1	15
Biddenden	20	2	-2	-3	1	0	0	20
Hamstreet and Woodchurch	65	-2	13	8	10	9	10	71
Tenterden	124	21	16	21	43	42	39	124
<b>Ashford</b>	<b>1,594</b>	<b>114</b>	<b>111</b>	<b>22</b>	<b>70</b>	<b>123</b>	<b>86</b>	<b>1,630</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford Central	1,350	5	-17	-29	-33	-60	-84	1,530
Ashford North	1,425	70	62	61	51	60	68	1,470
Ashford South	2,490	86	53	6	-68	-98	-136	2,550
Ashford South East	1,140	14	121	142	155	189	212	1,470
Willesborough	1,260	31	5	-22	-72	-80	-89	1,260
Ashford Rural East	525	35	42	49	48	57	64	560
Ashford Rural West	700	88	96	86	104	124	137	700
Charing and Challock	330	14	13	5	-2	-3	-10	350
Chilham	105	4	4	5	4	5	5	105
Biddenden	140	4	-4	-14	-19	-21	-25	140
Hamstreet and Woodchurch	455	-2	2	2	5	6	15	485
Tenterden	868	112	95	93	108	112	144	873
<b>Ashford</b>	<b>10,788</b>	<b>461</b>	<b>471</b>	<b>383</b>	<b>280</b>	<b>291</b>	<b>303</b>	<b>11,493</b>

There are currently 43 Primary schools in Ashford Borough distributed across 12 planning groups. 1,594 Reception Year places were available in 2014-15. The number of places increase to 1,630 for 2015-16 following the opening of the new academy at Finberry (Ashford South East) coupled with an increase in the Published Admission Number of Woodchurch CEPS (Hamstreet and Woodchurch).

The pressures in Ashford continue to be a combination of larger Year R cohorts entering schools compared to Year 6 cohorts moving to Secondary schools, and migration. The balance has changed – in 2013-14 three quarters of the increase in Primary rolls in Ashford was due to larger Year R cohorts joining schools, and one quarter was in-migration into all year groups. In 2014-15 it was broadly 50:50. The forecasts indicate

that the Year R cohort will increase from 1,480 (2014-15) to 1,638 (2016-17) and then reduce to 1,544 (2019-20). Total Primary school rolls will grow from 10,326 to 11,190.

As can be seen from the tables there are two years when surplus Year R places are forecast to be below the 5% target – 2016-17 and 2017-18. This suggests temporary solutions are required, rather than permanent expansions of schools. The tables show a deficit of Year R places in Ashford South and Willesborough planning groups. While there is some surplus capacity in neighbouring planning groups which can support this demand, additional temporary places will be required in at least one of these planning groups in 2016-17 and 2017-18.

The tables also show that throughout the forecast period, surplus places will exist across all year groups, but the percentages vary from 4.3% to about 2.6% at the end of the forecast period. The proposal to open the first new Primary school to serve the Chilmington Green development (5,750 homes), together with the temporary Year R places will address this issue, taking total surplus capacity to an estimated 4.9% within the Borough.

In rural areas there is capacity to accommodate the demand. Isolated pressures appear in the forecasts, but generally capacity exists in neighbouring planning groups to ensure all pupils can secure places, and in some instances the demand is driven by parental preference rather than local demography. The total roll forecasts suggest a class base may be needed at Biddenden, but significant surplus capacity exists in the neighbouring planning groups of Tenterden and Ashford Rural West.

House-building in the area is set to continue, albeit perhaps at a lower rate than the current core strategy suggests. In 2014-15 school year 405 new homes were built in the Borough. It is reasonable to assume the Borough might again deliver housing at a rate similar to that experienced before the recent downturn (ie 750 units per annum). The provision of new schools is being factored into the planning for the Borough, with several schools and sites being requested or secured via developer contributions, including a new Secondary school. As these schools are built to serve these new communities, the timings are linked to those of the housing developments. As mentioned above the new Primary academy at Finberry in Cheeseman's Green opened in September 2015 at 1FE and will expand to 2FE in due course. 1FE of new provision will be commissioned for Chilmington Green for 2017 (expanding subsequently). Housing developments are also planned around the Conningbrook Lakes area (Willesborough Planning Group) and these developments will necessitate provision of a 2FE Primary School in Willesborough. Smaller scale development in Charing may, over time, necessitate the expansion of the village school.

Migration is increasing the size of all year groups in our Primary schools. However, this situation is being managed through the opening of new schools with places across the year groups.

## District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / capacity
Year 7	1,522	192	202	165	202	106	-11	-41	36	1,538
Years 7-11	7,083	638	751	829	937	858	655	411	283	7,690

The number of Year 7 Secondary school places in Ashford in 2014-15 is 1,522. Currently, 13% of Year 7 places are vacant in Ashford, with 9% of all Secondary school places surplus. The Year 7 cohort fluctuates over the coming years, but rises within the forecasting period to 1,581 (2020-21). It will go on to peak in 2023-24 when the 2016-17 Year R cohort enters Secondary school. It is forecast that there will be a shortfall of Year 7 places from 2019-20. There is forecast to be surplus capacity across all year groups (7-11), but this will reduce to 4% in 2021-22.

It is probable that the housing development at Chilmington Green will start in early 2016. The intention is to commission a new Secondary school within this development on land and with funding provided by the developer, with an opening date of 2022-23 (subject to house building). The shortfall in Year 7 places between 2019-20 and 2022-23 will need to be managed with the support of existing schools. Developer contributions are being sought to help provide the additional facilities existing schools will require to manage the situation.

## Ashford Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Ashford South East			1FE expansion of Finberry	
Ashford South	30 Year R places	1FE (of 2FE) at Chilmington Green 30 Year R places		1FE at Chilmington Green
Willesborough				2FE in Willesborough
Charing and Challock			0.3FE expansion of Charing CEPS	

## Ashford Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	<b>2019–20 to 2021-22)</b>
			2019-20 60 Year 7 Places 2020-21 90 Year 7 places 2022: 4FE (of 8FE) school in Chilmington Green

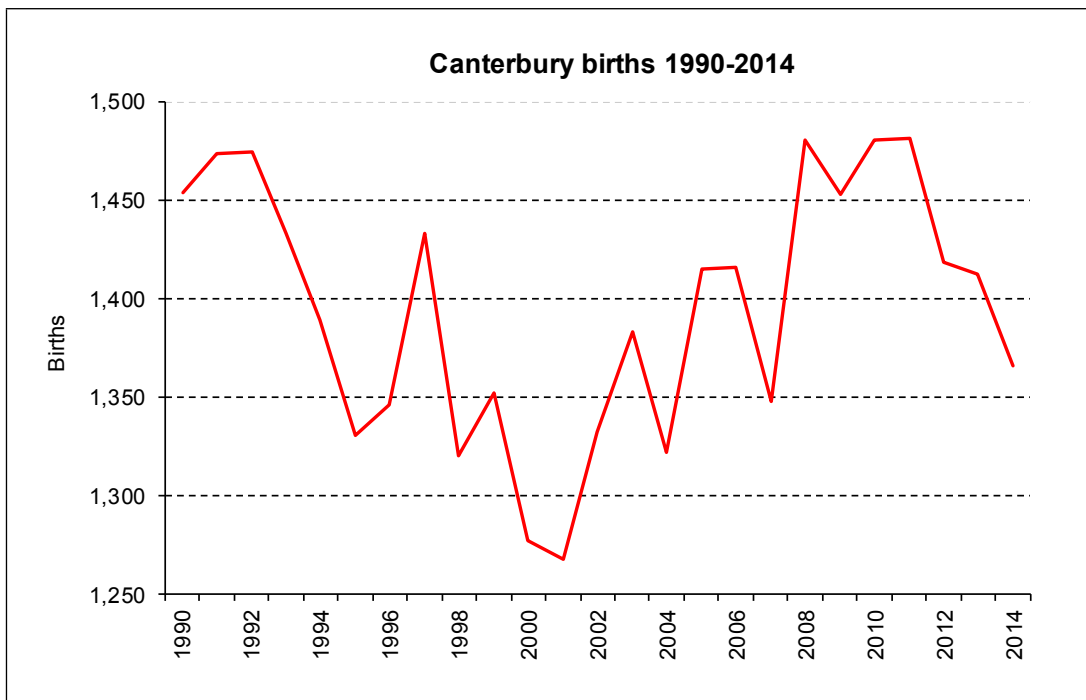
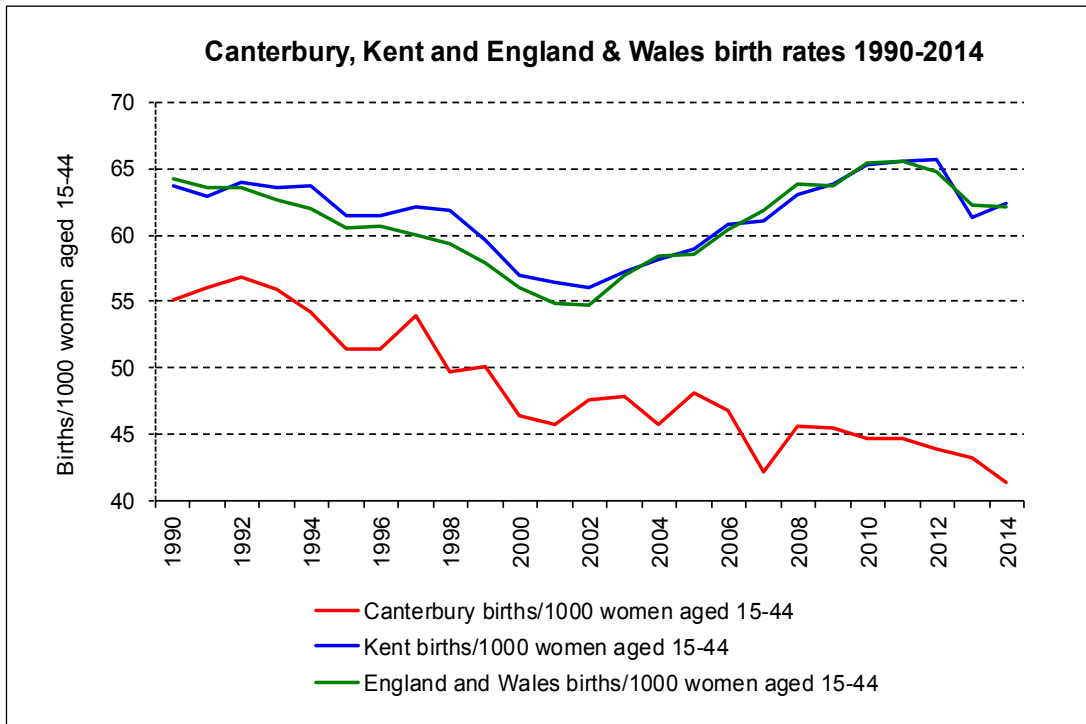
## 10.7 CANTERBURY

### Overview

- The Canterbury birth rate differs to Kent and the National picture as it is lower overall, and the number of births has fallen further over the last year.
- Significant new housing proposed in the Canterbury Local Plan is expected to start impacting from 2019-20 and in the longer term up to 12FE of new Primary provision and expansion of existing schools will be required.
- Reception Year numbers peak this year at 1,486, compared to 1,425 in 2014-15. Thereafter numbers reduce to 1,437 by 2019-20. Total Primary school rolls continue to rise during the forecast period with approximately 5% surplus capacity across the District.
- There are specific localities within the Canterbury District where there is pressure due to inward migration and population movements between towns. This is particularly evident in Herne with pressure across all year groups.
- The permanent and temporary expansion of schools since 2013 has helped to keep capacity broadly in line with demand. Moving forward more temporary places will be needed in 2016-17 and 2017-18, and new schools will be required to support major housing developments.
- Secondary pressures begin in Year 7 in 2016 when some capacity will need to be increased in existing Secondary schools. Over and above this, the medium to long term analysis of the District highlights the need for additional Secondary capacity, from 2019 onwards when a deficit of -8.2% to -14.3% is forecast across years 7 to 11. The amount of capacity required will also be dependent on the commencement and pace of proposed housing developments.

### District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:





## School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Canterbury	435	42	38	40	53	46	46	465
Barham and Bridge	110	15	14	21	20	20	18	110
Chartham and Petham	61	2	15	19	13	14	14	80
Littlebourne & Wickhambreaux	30	3	4	5	1	-7	-3	30
Sturry and Marshside	96	2	15	12	4	10	9	98
Herne	90	1	-16	-8	4	-21	-10	90
Herne Bay	345	18	27	5	27	35	27	345
Whitstable	360	19	27	8	22	56	41	360
<b>Canterbury</b>	<b>1,527</b>	<b>102</b>	<b>124</b>	<b>102</b>	<b>145</b>	<b>152</b>	<b>141</b>	<b>1,578</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Canterbury	3,097	303	279	273	267	263	255	3,235
Barham and Bridge	750	44	40	52	61	74	77	770
Chartham and Petham	428	19	25	44	53	67	78	522
Littlebourne & Wickhambreaux	212	32	39	46	40	39	33	215
Sturry and Marshside	664	34	17	18	-3	0	-2	682
Herne	630	12	-16	-36	-34	-59	-72	630
Herne Bay	2,465	190	149	91	101	57	43	2,465
Whitstable	2,382	66	80	69	83	127	139	2,532
<b>Canterbury</b>	<b>10,628</b>	<b>700</b>	<b>614</b>	<b>558</b>	<b>567</b>	<b>567</b>	<b>550</b>	<b>11,051</b>

There are currently 35 Primary schools in the Canterbury District and a total of 1,527 places available in Reception Year in 2014-15, increasing to 1,602 in September 2015. These figures include the permanent expansion at The Canterbury PS, 30 temporary places at Hampton

A population shift over the last academic year from Whitstable to Herne and Herne Bay combined with an increased rate of inward migration into all three of these localities has resulted in pressure on places particularly in Years 1 and 2. Temporary additional Year 2 capacity was established at Reculver CEPS and temporary additional Year 3 capacity has been established at Whitstable Junior School from September 2015. KCC will work with the Primary schools in Whitstable and Herne Bay to establish temporary additional capacity for Year 2 for the 2015-16 academic year.

There is a need for additional school places to serve the Herne area. Expansion at Herne Infant and Junior schools is not an option due to Highways constraints. KCC

will commission an additional 42 places at Hoath Primary School to help meet this demand from September 2016.

With the increase in the number of Reception Year places available from 2015-16, it is expected that there will be a surplus of 7.7% across the District. The number of surplus places across the whole Primary age range will reduce to 5.0% by 2019. Pressure on places in rural areas will be managed through discussions with schools, in particular Wickhambreaux CE Primary School where forecasts indicate local pressures from 2018 linked to housing development.

New housing development included in Canterbury City Council's (CCC) draft Local Plan indicates that there will be up to 15,600 new dwellings during the period to 2031, with a build rate of 780 dwellings per annum across the District. Following inspection this is likely to increase to 16,000 new dwellings with a build rate of 800 dwellings annually. Significant developments are planned for Canterbury, Herne Bay and the Sturry and Hersden localities. Careful planning will be needed because of the uncertainty of when and where development will commence.

It is expected that new Primary school provision and some expansion of existing schools will be required from 2019-20 onwards to meet the demand from new housing. The provision of new schools is being factored into the planning for the District with up to five schools and sites being requested or secured with developer contributions. As these schools are built to serve these new communities, the timings are linked to those housing developments.

Until CCC's Local Development Plan is agreed, additional planning applications for significant developments not included in the current draft Development Plan will continue to be submitted. These will need to be responded to from an education capacity perspective as they arise. Examples of these developments are Thanington and Chestfield and, where required, options for school sites will be pursued.

## District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / capacity
Year 7	1,568	44	50	-41	-125	-129	-203	-226	-212	1,501
Years 7-11	7,747	283	143	45	-182	-375	-624	-900	-1,071	7,505

The number of Year 7 places was 1,558 in 2014 and, following the closure of Chaucer Technology School, this reduced to 1,501 from 2015. Currently up to 3FE of additional capacity is being provided on a temporary basis as other schools are being flexible with the number places they can provide. From September 2016 it is planned to add capacity at both Canterbury Academy and The Spires (30 temporary Year 7 places at each school). KCC is undertaking feasibility work to provide additional accommodation for these schools to permanently expand by 1FE from September 2017. It is also planned that a 1FE permanent expansion of Barton Court Grammar School will commence from September 2017. Depending on the build-out rate of new housing, further provision will be required from September 2019 onwards, including additional provision to serve Herne Bay and Whitstable. KCC will seek ways to provide this with the Canterbury Coastal and City schools. Consideration will be given to both selective and non-selective requirements.

### Canterbury Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Canterbury				Up to 5FE in Canterbury
Sturry and Marshside	0.2FE at Hoath PS			2FE in Sturry
Littlebourne and Wickhambreaux			Up to 0.5FE at Wickhambreaux CEPS	
Herne Bay/Herne	30 Year 2 places		1FE in Herne Bay 1FE at Briary PS	3FE in Herne Bay
Whitstable	30 Year 2 places			1FE in Whitstable

### Canterbury Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
30 Year 7 places at Spires Academy 30 Year 7 places at Canterbury Academy	1FE at Spires Academy 1FE at Canterbury Academy 1FE at Barton Court Grammar School		5FE across Whitstable, Herne Bay and Canterbury.

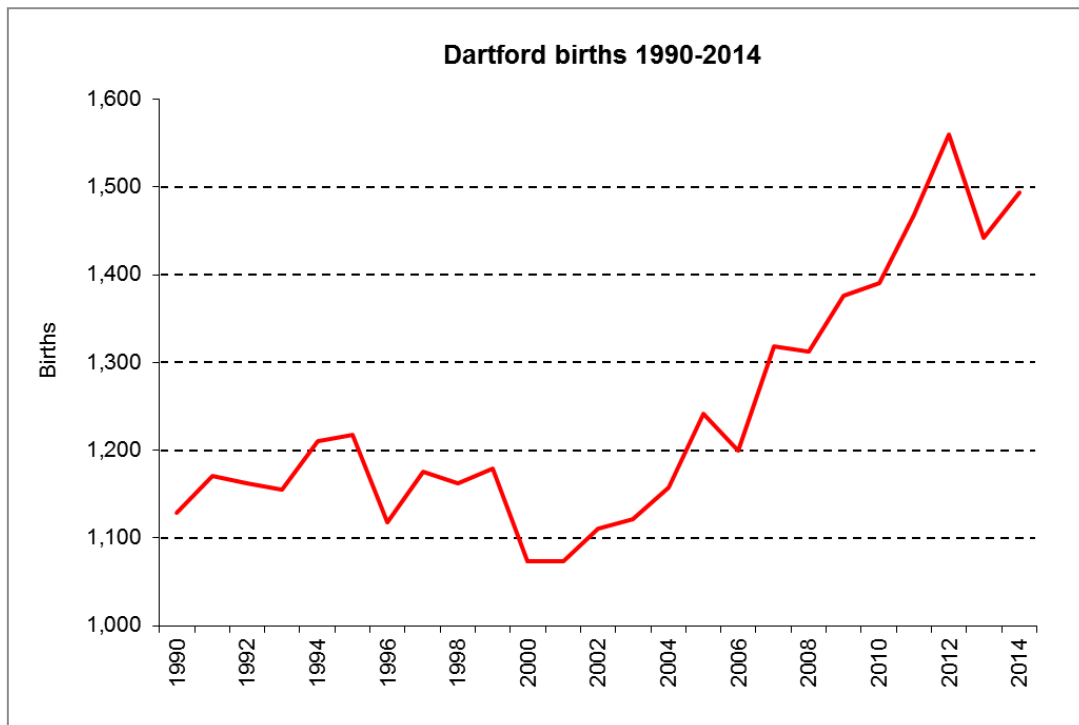
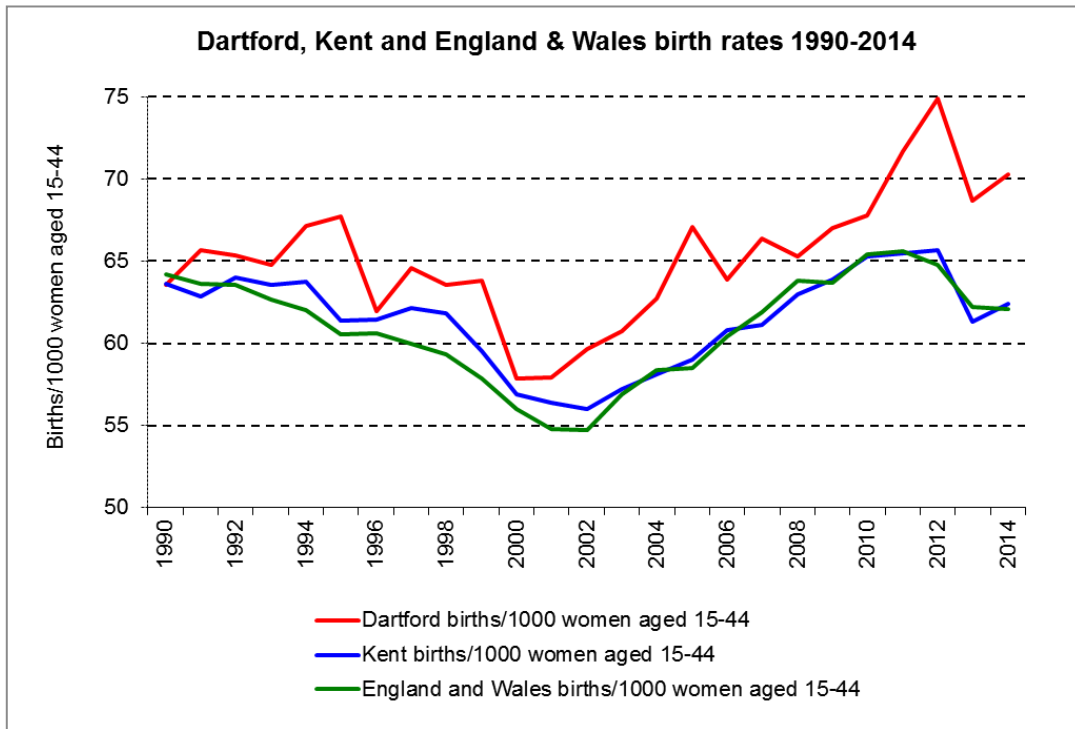
## 10.8 DARTFORD

### Overview

- Demand for school places in Dartford is mainly caused by inward migration connected to significant house-building and the birth rate which is higher than both the Kent and National.
- Dartford's birth rate dropped significantly in 2013, although it has shown a slight increase in 2014. However, the impact of a significant increase in birth rates in previous years will continue to provide pressure for places.
- Despite expansions at seven Primary schools in recent years, demand is continuing to increase beyond available capacity.
- The Dartford Borough Core Strategy records significant housing development (up to 17,300 new homes), focusing on seven key sites, all of which will require new education provision. These are: Eastern Quarry, Stone, Ebbsfleet Green, Ebbsfleet, Swanscombe Peninsula, Dartford Northern Gateway and Dartford Bridge. Much of this development will be under the auspices of the Ebbsfleet Development Corporation.

### Borough Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



### School-based surplus/deficit capacity summaries: Year R:

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford North	180	3	9	-5	-4	-5	-2	180
Dartford East	360	1	-28	-37	-22	-35	-33	360
Dartford West	350	-3	11	-14	0	-5	-5	350
Joyden's Wood and Wilmington	180	3	-3	5	-4	5	3	180
Swanscombe and Greenhithe	210	33	-13	24	-4	-4	-4	210
Dartford Rural South	180	15	22	1	0	-2	2	180
<b>Dartford</b>	<b>1,460</b>	<b>52</b>	<b>-2</b>	<b>-25</b>	<b>-34</b>	<b>-45</b>	<b>-40</b>	<b>1,460</b>

### All Year Groups:

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford North	1,020	15	2	-18	-33	-42	-44	1,245
Dartford East	2,250	13	-36	-85	-131	-172	-210	2,520
Dartford West	2,390	-36	-42	-72	-104	-116	-125	2,450
Joyden's Wood and Wilmington	1,086	-14	-17	-15	-54	-71	-95	1,180
Swanscombe and Greenhithe	1,260	70	35	66	53	43	35	1,500
Dartford Rural South	1,185	99	70	50	21	-4	-27	1,260
<b>Dartford</b>	<b>9,191</b>	<b>147</b>	<b>11</b>	<b>-74</b>	<b>-249</b>	<b>-362</b>	<b>-466</b>	<b>10,155</b>

There are currently 26 Primary schools distributed across six planning groups in Dartford. 1,460 Reception Year places are available in 2014-15 and currently that remains the capacity for 2015-16. However, the significant uplift in migration into the Borough, and in particular Dartford Town, during the past two years is expected to continue. Consequently, the forecast numbers are higher than previously envisaged, and will require more school places to be created in the short and medium term.

The pressures in Dartford are most acute in Reception Year as larger cohorts enter the school system. The Borough's birth rate continues to be above the Kent and National levels, although in 2013 did see a drop. However, high levels of inward migration are expanding the cohort sizes annually.

As can be seen from the tables there is currently a small amount of surplus capacity primarily in the rural areas of the Borough, while the overall forecast demand for 2015-16 exceeds capacity. For September 2015 all pupils requiring a place in a Reception class were allocated one. However, urgent work is required early in 2015-16 to build in additional capacity through schools in planning groups displaying the highest pressures agreeing to admit over PAN and/or open temporary classes.

2016-17 appears to present the greatest pressure for Reception places, with a slight reduction in the cohort size forecast for the following four years. For the year 2016-17 a minimum of 2FE is required to meet demand but an additional 4FE would ensure a 5% surplus is available to aid parental choice and to mitigate the effects of inward migration. Schools are reporting higher numbers of inward migration. Total Primary

rolls are forecast to increase significantly from 9,044 pupils in 2014-15 to 10,621 in 2019-20.

House-building in the area is set to continue, primarily in the Ebbsfleet Valley development area where up to 15,000 homes could be provided over the next 10-15 years. Pressures are also being realised elsewhere in the Borough through new developments such as Dartford Northern Gateway, St James' Lane Pit and considerable numbers of small to medium sized developments. The provision of new schools is being factored into the planning for the Borough, with up to seven Primary Schools and sites being requested or secured via developer contributions, one of which would form part of a community campus including a new Secondary school. The first of the new Primary Schools is set to open in September 2017. New additional Primary provision as a result of new development are included in the tables, but additional demand, predicated by new development, is not included in the forecasts.

### Borough Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2014/15 PAN / Capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / Capacity
Year 7	1,475	53	62	-28	-68	-117	-199	-242	-289	1,525
Years 7-11	7,385	485	535	455	363	170	-39	-344	-604	7,925

The number of Year 7 school places in 2014-15 was 1,475, although this has risen to 1,555 in 2015-16 with a permanent enlargement to Dartford Grammar School. We have also made temporary expansions to Wilmington Grammar Girls and Wilmington Academy, and will consider making these expansions permanent. The Year 7 cohort rises steadily year on year and it is anticipated that by 2023-24 an additional 16FE will be required to meet demand whilst providing the additional 5% surplus for parental preference.

The increase in capacity at Grammar schools has a lower effect on overall Dartford capacity because of the admission criteria, which will see students being admitted from Out of County. The increased demand has been exacerbated by the closure of Oasis Academy Hextable, as although this school does not sit within the Dartford Borough, it was used by significant numbers of Dartford pupils.

In order to provide sufficient places we will expand existing provision, and also investigate the possibility of new provision either through the utilisation of the Hextable site or on new sites identified in and around Dartford Town.

The forecast demand excludes additional pressures resulting from significant housing developments in the area, therefore, a new 8FE school will be provided in the Ebbsfleet Garden City. The exact timing of this is dependent on the build out rates for the development, but it was originally envisaged that at least the first 4FE would be brought on line in 2018.

### Dartford Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Dartford North	1FE in Dartford North	1FE in Dartford Northern Gateway		1FE in Dartford Northern Gateway
Dartford West	0.6FE in Dartford West			
Dartford East	2FE in Dartford East			
Swanscombe and Greenhithe	1FE in Swanscombe and Greenhithe	1FE (of 2FE) in Castle Hill development	1FE in Ebbsfleet Green 2FE in St James Pit	1FE – Station Quarter North 1FE – Castle Hill 1FE – Ebbsfleet Green 2FE – Alkerden 2FE – Western Cross

### Dartford Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
1 FE – Wilmington Grammar Girls 2FE – Wilmington Academy 1FE – Ebbsfleet Academy	1FE in Dartford	2 FE in Dartford 4FE (of 8FE) in Alkerden	4FE in Alkerden 9FE in Dartford



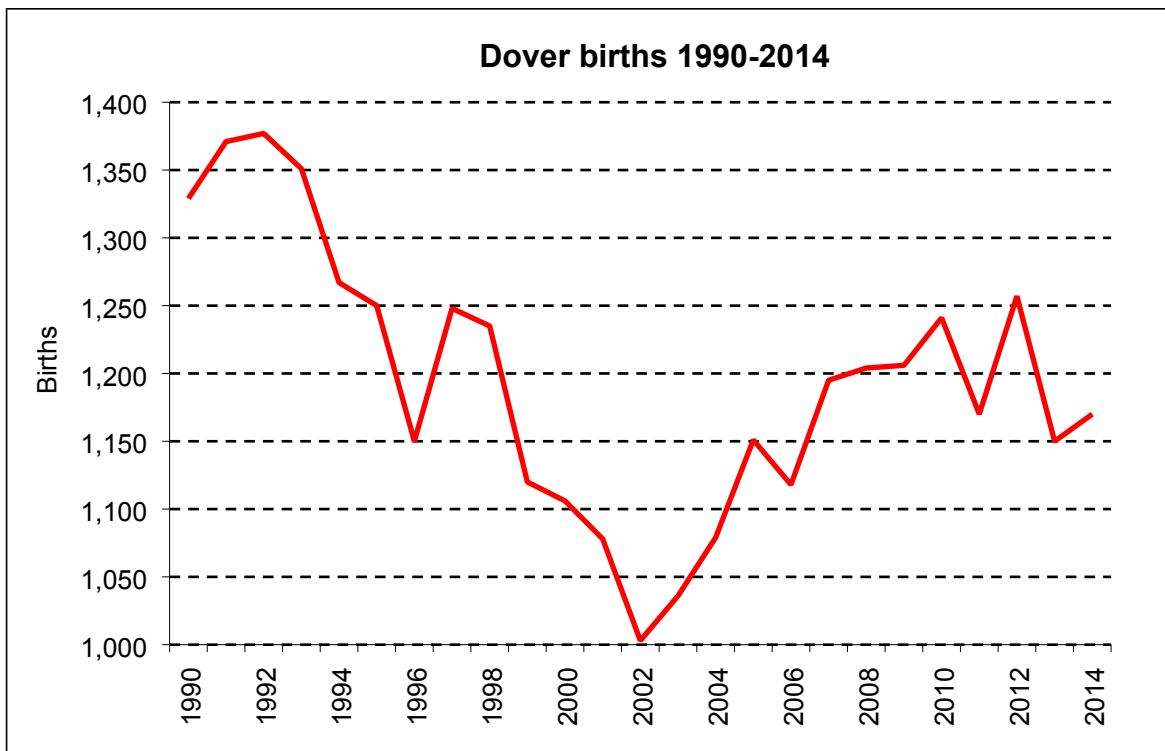
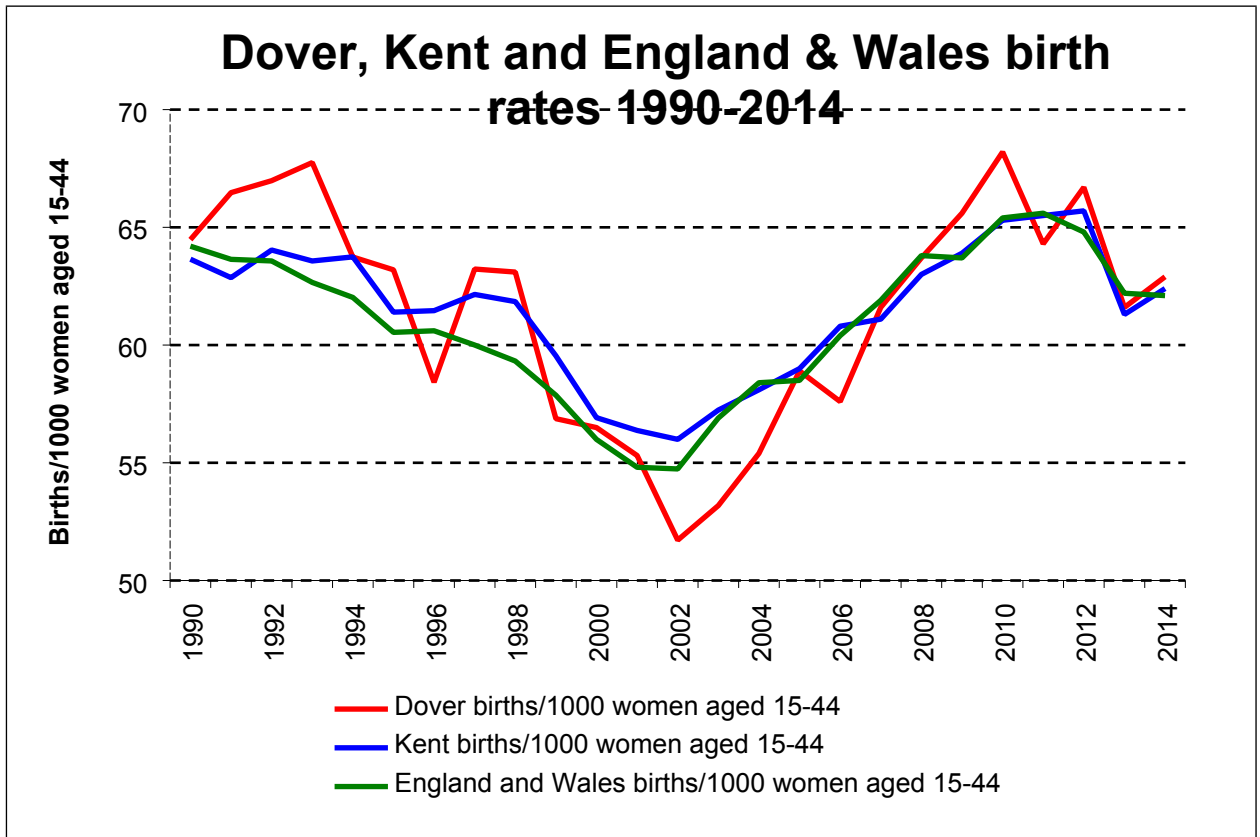
## 10.9 DOVER

### Overview

- The District's birth rate mirrors the Kent and National levels. There was a drop in birth rate in 2013 and a slight increase in 2014. However, the number of births remains almost 3FE fewer than the peak of 2012.
- Throughout the forecast period Year R numbers are expected to fluctuate between 1,189 and 1,214, with the exception of 2016-17 when a spike in demand of 1,297 pupils is anticipated. Total Primary school rolls progressively rises from 8,227 in 2014-15 to 8,721 in 2017-18 and then level off.
- The District Council has indicated that up to 8,000 new homes may be built in the District by 2021. Sites in and around Dover, Deal, Sandwich and Aylesham will impact locally on the need for school places.
- 1,050 new homes are planned for Whitfield by 2021 with a further 5,040 in the following two decades. Ultimately these new homes will generate the need for the equivalent of three new 2FE Primary schools to serve the Whitfield community.
- Action taken to date to increase capacity has largely addressed the pressure for Primary school places. Attention continues to be needed regarding the Dover Town, Whitfield, Capel-le-Ferne and St Margaret's-at-Cliffe planning groups. Collectively these areas have sufficient places to meet demand, except in Year R in 2016-17 when an additional form of entry is required, but this area would be operating below the 5% surplus places target. Increasing capacity at Whitfield and Guston, both linked to housing development, is the solution to these pressures.
- Secondary pressures begin in Year 7 in 2018-19, at which point demand is expected to exceed supply. 1FE of provision will be commissioned for 2018-19, with 60 Year 7 places being required in 2020-21 to meet demand. By 2018-19 1.5% of all Secondary school places (11-16) are forecast to be vacant with a forecast peak in demand of 6,526 places in 2024-25, after which numbers begin to reduce.

### District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



## School-based surplus / deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dover	485	18	29	-20	35	32	30	470
Whitfield	90	-4	-2	-5	4	-8	-3	90
Capel-le-Ferne	30	0	2	3	0	-1	0	30
St. Margaret's-at-Cliffe	70	-6	-10	-7	-17	1	-6	62
Eythorne and Shepherdswell	50	12	11	7	17	-1	6	50
Aylesham	87	33	33	23	38	32	33	87
Deal	335	32	23	1	8	27	20	335
Sandwich and Eastry	96	17	7	4	1	16	10	96
Ash and Wingham	90	17	17	8	12	23	18	90
<b>Total</b>	<b>1,333</b>	<b>119</b>	<b>111</b>	<b>13</b>	<b>99</b>	<b>121</b>	<b>109</b>	<b>1,310</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dover	3,075	192	175	82	82	87	94	3,290
Whitfield	630	-21	-37	-43	-36	-43	-47	630
Capel-le-Ferne	210	3	3	-3	-5	-8	-9	210
St. Margaret's-at-Cliffe	446	3	-9	-14	-50	-48	-54	452
Eythorne and Shepherdswell	350	59	57	44	48	37	40	350
Aylesham	609	238	230	216	217	211	208	609
Deal	2,375	208	171	157	116	132	129	2,345
Sandwich and Eastry	688	65	44	30	14	27	22	688
Ash and Wingham	630	37	43	45	52	61	79	630
<b>Total</b>	<b>9,013</b>	<b>784</b>	<b>677</b>	<b>514</b>	<b>438</b>	<b>456</b>	<b>460</b>	<b>9,204</b>

There are 41 Primary schools in the Dover District and a total of 1,333 places available in Reception Year in 2014-15.

The pressures in Dover District continue to be predominantly a consequence of larger Year R cohorts entering schools compared to Year 6 cohorts moving to Secondary schools. During the past two years larger Year R cohorts have accounted for four fifths of the increase in Primary rolls in Dover, with migration in to all year groups being responsible for the residual one fifth. Throughout the forecast period Year R numbers are expected to fluctuate between 1,189 and 1,214, with the exception of 2016-17 when a spike in demand of 1,297 pupils is anticipated. Total Primary school rolls progressively rises from 8,227 in 2014-15 to 8,744 in 2019-20 and then level off.

Reception Year forecasts across the Dover District are, generally, operating at a surplus of between 8% and 10%. The exception is 2016-17 when the surplus drops to 1% (13 places), which suggests that some additional temporary Year R places will be needed to manage demand in the Dover Town and Whitfield planning areas.

Across all year groups there is forecast to be between 4.8% and 7.5% surplus capacity throughout the forecast period. However, pressure remains in Dover Town and the surrounding planning areas of Whitfield, Capel-le-Ferne and St Margaret's at Cliffe. There are sufficient places within these areas to accommodate all pupils, but there would be less than 5% surplus capacity. Some of this demand is linked to new housing (see below). The tables suggest the schools in Sandwich and Eastry coming under pressure, with total roll surplus reducing to less than 5%, while surplus Year R places continuing to be available. This suggests migration is a factor, particularly from Thanet where capacity has been under greater pressure, and also reflects proposed housing development. The high levels of surplus accommodation in Aylesham will be retained when Aylesham Primary School is rebuilt in order to cope with the significant number of new homes (1,210) being built in the village.

Major new housing is projected for Dover in the period up to 2021 with up to 8,000 new houses predicted over that period. Development is planned in Dover Town, Deal, Aylesham, Sandwich, Preston and Whitfield. These will create localised pressures, above that forecast, which will need to be addressed through increased Primary and Secondary provision in these areas. In Sandwich there is provision in the short to medium term for the creation of a free school within Discovery Park. In Deal, expansion of Deal Parochial CEPS is the preferred option, while in Preston expansion of the village school may be required. The requirements in Aylesham will be met through improvements to the existing two Primary schools in the village, funded by development contributions.

Whitfield is expected to have 6,000 homes built over the next 30 years. The development is expected to provide education provision for its residents. Green Park CPS has been expanded from 1.5FE to 2FE from September 2015. This will provide places for the early stages of the new housing at Whitfield. It is likely that over time the equivalent of three 2FE schools will be needed to serve Whitfield. Initially it is proposed to expand the current Whitfield Aspen School, via a split site solution. The use of temporary accommodation on the existing site for a short period will address the need for Year R places in 2016-17 and 2017-18. Expansion on to a second site in Phase 1 of the permitted Whitfield development should be possible from September 2018, enabling the temporary accommodation to be removed and reused elsewhere.

In St Margaret's at Cliffe, forecasts indicate a need for up to 17 additional Reception Year places. The schools in this planning group attract pupils from both Deal and Dover, therefore the local schools will be able to ensure that all local children are placed within existing accommodation. The possibility of expanding Guston CEPS to meet the needs of possible development at the adjoining Connaught Barracks is being explored.

## District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Year 7	1,360	234	253	91	94	-10	33	-73	-1	1,315
Years 7-11	6,705	843	891	822	779	600	399	74	-18	6,575

The number of Year 7 Secondary school places in Dover was 1,360 in 2014-15. Following decisions made by individual admissions authorities regarding their published admissions numbers, there will be 1,315 places by 2017-18. This assumes Castle Community College will increase its PAN from September 2017 by 1FE following its rebuild which is planned to accommodate 1,300 pupils.

Currently, 17% of Year 7 places are vacant in Dover District, with 13% of all Secondary school places vacant. The Year 7 cohort is forecast to rise steadily over the coming years, from its current actual number of 1,126 to 1,388 in 2020-21. Numbers will peak in 2023-24 at 1,413 as the 2016-17 Year R bulge enters Secondary school. Forecast demand exceeds supply of places in 2020-21 by 73 places. There is forecast to be surplus capacity across all year groups (7-11) throughout the period, but this will reduce to less than 5% from 2020-21. Dover District has experienced net migration into its Secondary schools (for example from Thanet into Sandwich). As rolls rise, we would anticipate this migration reducing. An additional form of entry needs to be commissioned from 2018-19, with two temporary Year 7 classes being commissioned for 2020-21. It is anticipated that some of this demand can be accommodated within existing school buildings.

### Dover Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019-20 to 2021-22)
<b>Whitfield</b>	30 Year R places at Whitfield Aspen PS	1FE expansion of Whitfield Aspen PS		1FE expansion of Whitfield Aspen PS
<b>St Margaret's-at-Cliffe</b>	8 Year R places at Guston CEPS	0.3FE expansion of Guston CEPS		
<b>Deal</b>				1FE expansion of Deal Parochial CEPS
<b>Sandwich and Eastry</b>			1FE free school	
<b>Ash and Wingham</b>			0.3FE expansion of Preston PS	

### Dover Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019-20 to 2021-22)
		1FE expansion	60 Year 7 places

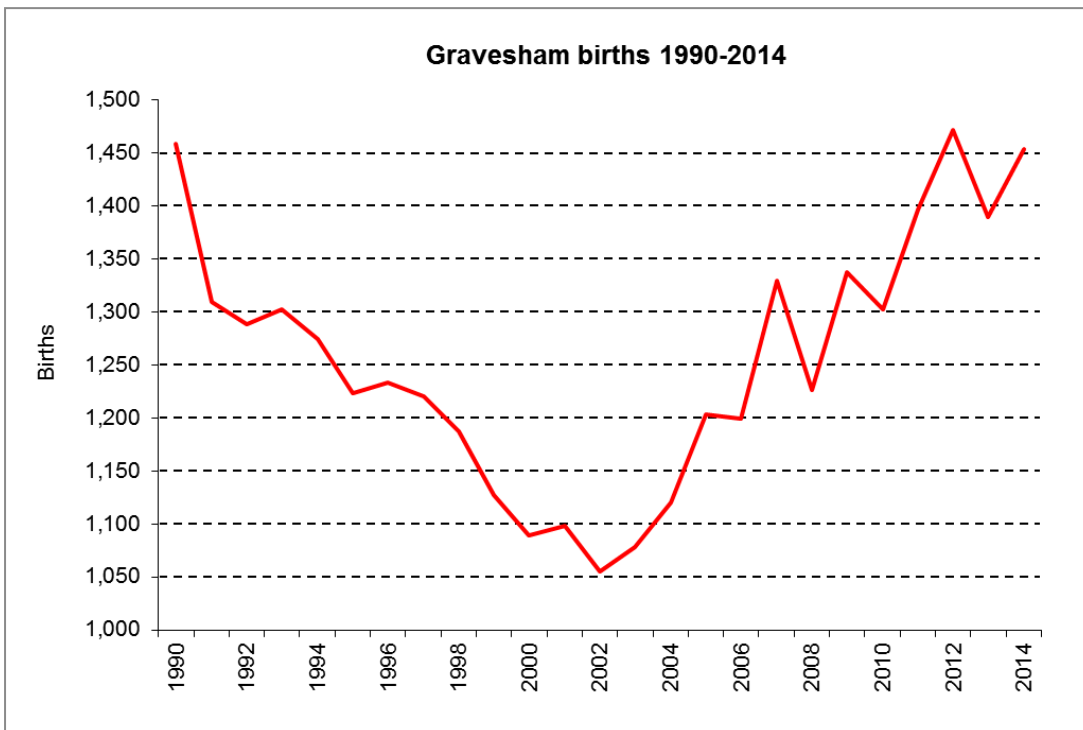
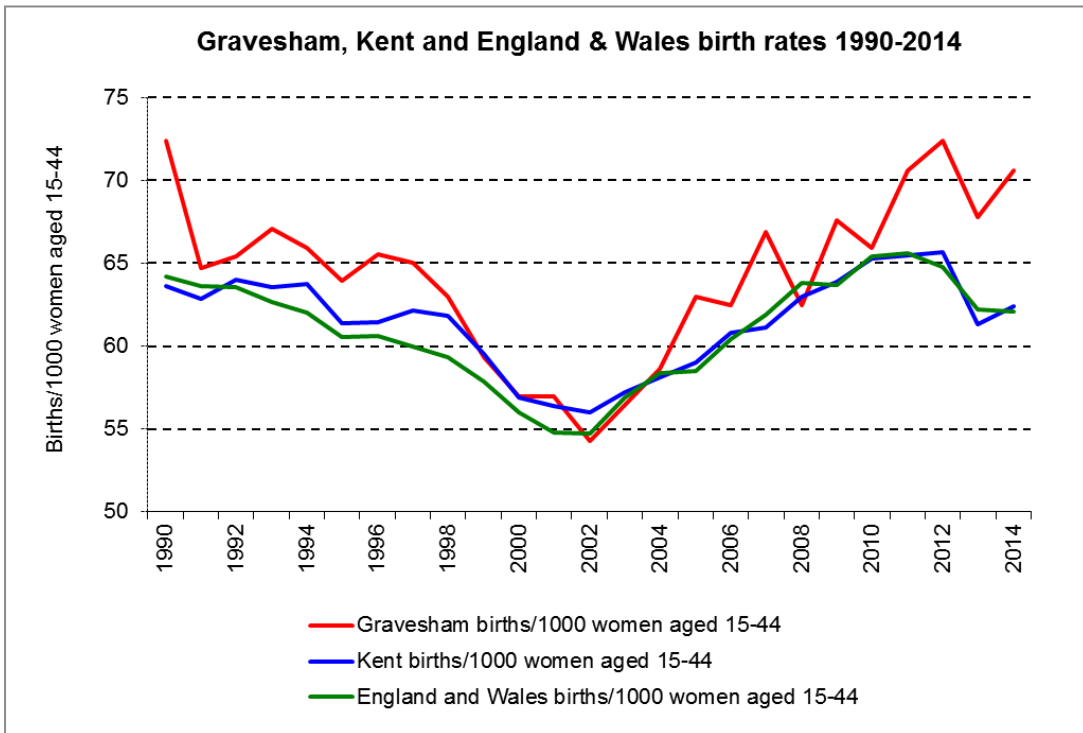
## 10.10 GRAVESHAM

### Overview

- Demand for school places in Gravesham is mainly caused by inward migration and the birth rate which, for the majority of the last 24 years has been and remains higher than both the Kent and National.
- Gravesham's birth rate dropped in 2013, although it has shown a slight increase in 2014. The impact of a significant increase in birth rates in previous years will continue to provide pressure for places.
- Despite expansions at four schools in recent years, demand is continuing to increase well beyond available capacity
- The Gravesham District Core Strategy records significant housing development (up to 6,100 new homes), focusing on six potential development zones. The first tier zone is the urban area of Gravesend and Northfleet. Some of this development will be under the auspices of the Ebbsfleet Development Corporation.

## Borough Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



## School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Gravesend North	270	2	3	-33	-18	-25	-25	270
Gravesend East	210	3	21	-3	7	-1	0	210
Gravesend South East	202	0	-15	-41	-27	-43	-38	172
Gravesend South West	180	0	-11	-19	-9	-11	-13	180
Northfleet	254	4	-64	-54	-57	-77	-68	254
Higham	30	0	-3	-1	-2	-4	-3	30
Cobham and Shorne	60	0	7	-3	-6	-5	-5	60
Istead Rise	45	0	18	-3	-4	-9	-6	45
Meopham and Vigo	120	5	10	-17	-6	2	-2	120
<b>Gravesham</b>	<b>1,371</b>	<b>14</b>	<b>-34</b>	<b>-174</b>	<b>-123</b>	<b>-173</b>	<b>-159</b>	<b>1,341</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Gravesend North	1,740	-15	-27	-68	-93	-117	-147	1,890
Gravesend East	1,440	9	10	-6	-9	-17	-23	1,470
Gravesend South East	1,169	23	-23	-78	-120	-180	-238	1,234
Gravesend South West	1,260	6	-14	-42	-58	-71	-86	1,260
Northfleet	1,742	35	-48	-112	-175	-266	-346	1,808
Higham	210	-2	-8	-12	-15	-20	-23	210
Cobham and Shorne	420	-9	-5	-10	-17	-22	-28	420
Istead Rise	315	39	49	38	26	19	12	330
Meopham and Vigo	840	11	-4	-34	-49	-52	-63	840
<b>Gravesham</b>	<b>9,136</b>	<b>97</b>	<b>-71</b>	<b>-323</b>	<b>-510</b>	<b>-726</b>	<b>-943</b>	<b>9,462</b>

There are currently 27 Primary schools distributed across nine planning groups in Gravesham. 1,371 Reception Year places are available in 2014-15 but this drops slightly due to a temporary increase at Whitehill Primary School not being continued. The significant uplift in migration in recent years particularly in the West of the Borough (including Northfleet) is expected to continue. Consequently, the forecast numbers are higher than previously envisaged, and will require more school places to be created in the short and medium term.

The pressures in Gravesham are acute across all year groups. The birth rate continues to be above the levels in Kent and National, although in 2013 there was a drop. However, high levels of inward migration are expanding the cohort sizes annually across all year groups.

As can be seen from the tables, in the short term, there will be a significant deficit of places in all planning groups. The overall forecast demand for 2015-16 shows the numbers of pupils requiring a place significantly exceeds current capacity. This is the overall forecast based on birth rates and possible inward migration



during the year. For September 2015 all pupils requiring a Reception place were allocated one. However, urgent work is required early in 2015-16 to build in additional capacity through schools agreeing to admit over PAN and/or open temporary classes in planning groups displaying the highest pressures.

2016-17 appears to present the greatest pressures for Reception places. There is a slight reduction in the cohort size in 2017-18 but demand rises back to 2016-17 levels by 2018-19. For 2016-17 a minimum of 6FE is required to meet demand but an additional 9FE would be required to ensure a 5% surplus is available to aid parental choice and to mitigate the effects of inward migration.

Springhead Park (part of the Ebbsfleet Valley development) ceased building some years ago, before the trigger was met to release land and developer contributions for the provision of a school. There are currently 298 units occupied and the pupils from this development have placed pressures on local schools.

Other key areas of development are Northfleet Embankment and Coldharbour, both of which will require new provision or expansion of existing schools.

Total Primary rolls are forecast to increase significantly from 9,039 pupils requiring a place in 2014-15 to 10,405 in 2019-20.

In addition to the long term forecasts, Gravesham Borough Council (GBC) is proposing new sites for housing development and any additional demand on Primary provision will need to be addressed in the longer term. KCC continues to work with GBC to ensure that we have early notification of any new developments and an input into where new provision will need to be commissioned. It is most likely that any new major development will be in the East of the Borough.

### District Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2014/15 PAN / Capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / Capacity
Year 7	1,314	116	61	-8	-76	-159	-161	-215	-241	1,308
Years 7-11	6,510	599	545	408	162	-119	-395	-670	-904	6,540

The number of Year 7 places in 2014-15 was 1,314. The Year 7 cohort rises steadily year on year and it is anticipated that by 2021-22 an additional 8FE will be required to meet demand with another 2FE required to offer a 5% for parental preference, making a total of 10FE needed.

The increased Primary demand that first appeared in 2010 is now impacting on Secondary demand. There are fewer options for expansion in the short term in Gravesham. Longer term, education provision planning for Secondary will have to be closely linked to any new development as existing school sites cannot accommodate the level of expansion required to meet demand.

Gravesham has experienced unprecedented demand due to inward migration. Due to the increased number of places required, in addition to the expansion of existing Secondary provision, we will investigate the possibility of new provision if sites can be identified in and around Gravesend Town.

### **Gravesham Primary School Commissioning Position**

<b>Planning Group</b>	<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019–20 to 2021-22)</b>
<b>Gravesend East</b>	2FE in Gravesend East			
<b>Gravesend North</b>	2FE in Gravesend North 30 Year R places			
<b>Gravesend Southeast</b>	1FE in Gravesend South East 30 Year R places			
<b>Gravesend Southwest</b>	30 Year R places	2FE in Gravesend South West		
<b>Northfleet</b>	1FE in Northfleet	1FE in Springhead Park		1FE in Springhead Park

### **Gravesham Secondary School Commissioning Position**

<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019–20 to 2021-22)</b>
2FE in Gravesend	2FE in Gravesham	3FE in Gravesham	3FE in Gravesham

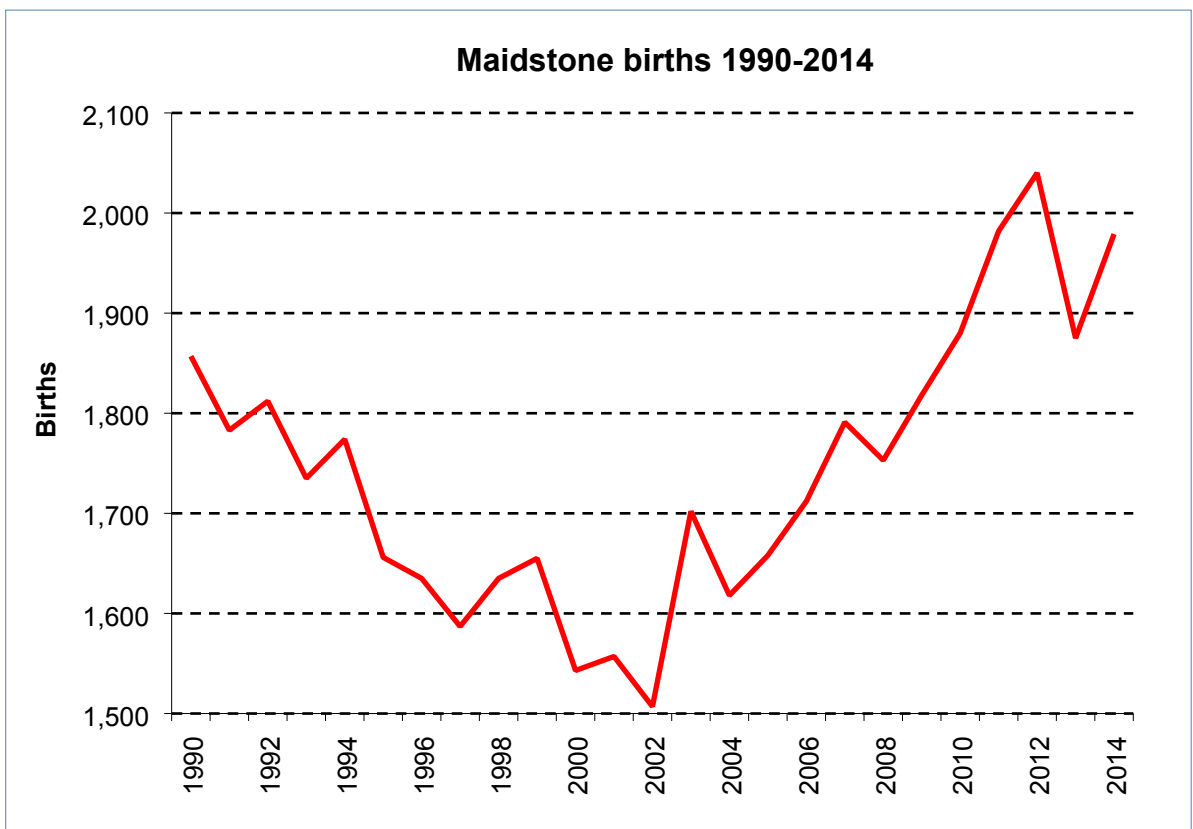
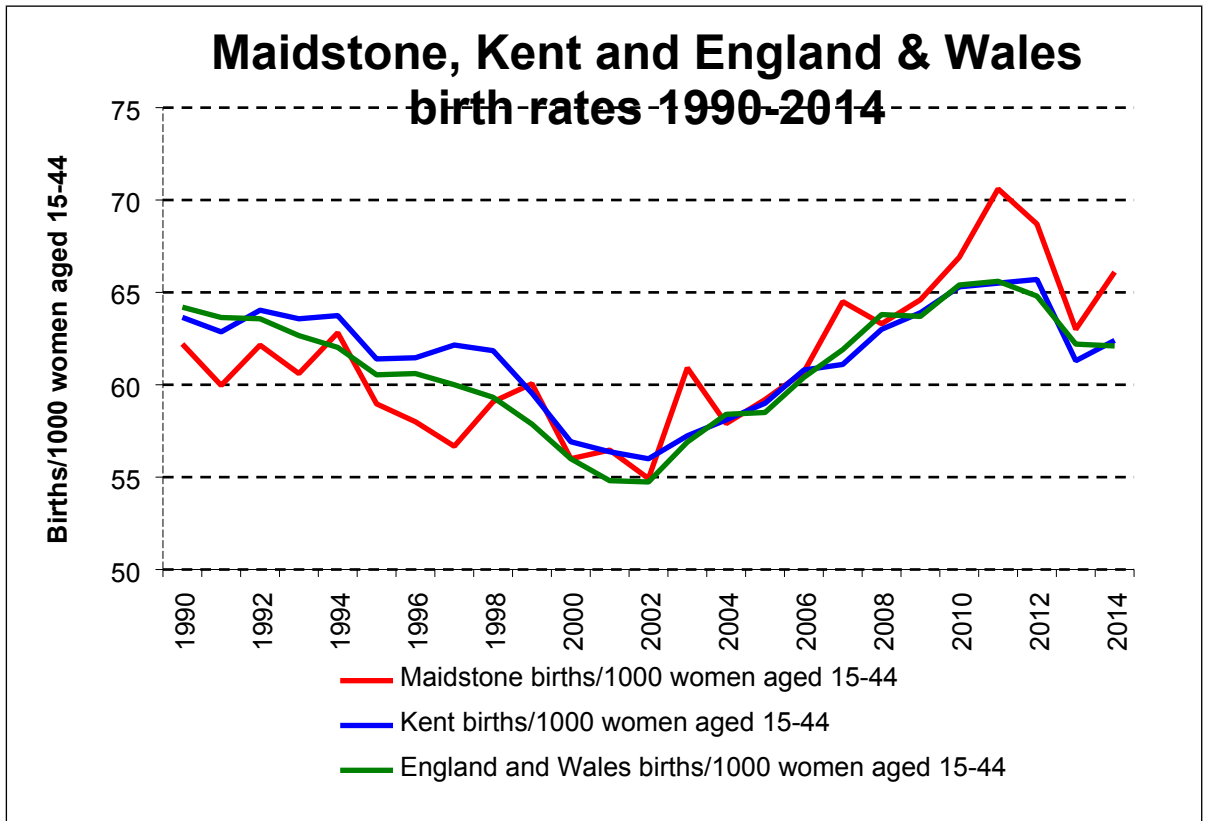
## 10.11 MAIDSTONE

### Overview

- The forecasts for Maidstone indicate a continued growth in demand for Reception year places with a deficit of places forecast for seven of the 12 planning groups. The growth is predominantly from incremental increases in the birth rate and significant new housing across the Borough.
- Maidstone Borough Council is continuing to work on its Local Development Framework and future needs will be driven by this. Maidstone's previous Local Plan, adopted in 2000, identified 7,400 new homes; this compares against a revised housing need of 18,560 dwellings. It will remain difficult to forecast the medium to longer term demand arising from housing developments until the Local Development Framework is agreed.
- The medium to long term analysis of the Borough highlights the need for additional Reception year provision and a new 2FE Primary school linked to housing developments.
- Secondary School forecasts indicate a surplus of Year 7 places until 2018-19, when a significant deficit is projected. However the approved opening of Maidstone School of Science and Technology (Free School) will result in the deficit of places extending to 2019-20.

### District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts.



### School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN / capacity
Maidstone Central and South	225	2	0	-12	-17	-23	-21	225
Maidstone North	210	1	-37	-35	-30	-27	-30	210
Maidstone East	240	5	-8	4	7	4	6	240
Maidstone West	430	20	24	-5	24	26	20	460
Maidstone Rural South	132	35	16	10	24	25	24	132
Shepway and Park Wood	267	16	1	54	71	82	77	327
Leeds and Hollingbourne	50	0	7	-4	1	-2	-1	50
Lenham and Harrietsham	73	7	25	0	2	3	3	73
Headcorn and Sutton Valence	73	0	8	0	-7	-9	-7	75
Marden and Yalding	94	5	1	5	-1	0	2	94
Staplehurst	75	8	16	10	12	26	19	75
Bredhurst	15	-3	-4	-4	-4	-4	-4	15
<b>Maidstone</b>	<b>1,884</b>	<b>96</b>	<b>48</b>	<b>22</b>	<b>82</b>	<b>103</b>	<b>88</b>	<b>1,976</b>

### All Year Groups

Planning Group	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN / capacity
Maidstone Central and South	1,365	64	17	-32	-81	-129	-160	1,635
Maidstone North	1,425	29	-20	-56	-83	-122	-160	1,470
Maidstone East	1,608	-23	-39	-38	-35	-43	-44	1,728
Maidstone West	2,850	114	152	90	84	96	92	3,180
Maidstone Rural South	834	85	92	99	120	138	148	927
Shepway and Park Wood	1,869	240	165	191	197	237	282	2,169
Leeds and Hollingbourne	335	15	15	4	2	-1	-8	350
Lenham and Harrietsham	511	62	60	43	32	22	7	511
Headcorn and Sutton Valence	511	51	40	13	-4	-20	-40	521
Marden and Yalding	658	54	43	49	41	33	24	663
Staplehurst	525	100	108	117	113	126	135	525
Bredhurst	107	-9	-10	-11	-15	-14	-16	107
<b>Maidstone</b>	<b>12,598</b>	<b>782</b>	<b>625</b>	<b>468</b>	<b>373</b>	<b>322</b>	<b>259</b>	<b>13,786</b>

There are currently 45 Primary schools in the Maidstone District and a total of 1884 Reception Year places available in 2014-15. The total rolls are forecast to increase significantly and will continue to do so throughout the forecast period.

Indigenous growth continues within the planning group of Maidstone North. The forecasts predict a continued demand of over 30 Reception Year places

throughout the forecast period (2016-20). We are in discussion with local schools about expansion to meet this forecast pressure although there are considerable constraints. We would welcome proposals for a new primary school in Maidstone North.

Maidstone Central and South forecasts indicate sustained population growth. To address this we have commissioned additional Year R places for 2015 and 2016 at South Borough PS and will issue proposals to expand the school by 1FE.

Maidstone West forecasts are predicated on all schools within the planning group maintaining the number of places offered in 2015-16. This leads to a predicted deficit of 5 places for September 2016 only. We would work with existing schools to meet the forecast demand. We have been advised that Jubilee Primary (Free) School may be limited to an intake of 30 pupils from 2016-17, a reduction of 30 places from 2015-16. If this reduction takes place the predicted 2016-17 deficit would increase to 35 places and deficits of between 4 and 10 places would be anticipated from 2017-18 to 2019-20. We would commission a temporary bulge of Year R places at an existing school to meet the demand in 2016-17.

The identified housing need for Maidstone Borough is 18,560 dwellings for the period 2011-31. In the past year a number of significant development sites have been granted planning consent; as at August 2015 the current housing land supply (planned housing) to 2031 is 16,664 dwellings.

We have commissioned a new 2FE Primary Academy at the Langley Park development, which will open with 60 Reception Year places for September 2016. The new school will also incorporate a community facility and a pre-school/nursery. A specialist SEN resource base provision (SRBP) will be included for pupils who have greater difficulty learning as a result of Autistic Spectrum Disorder (ASD). The SRBP will be inclusive provision for up to 15 pupils (usually 2 per year group), admitting 3-5 pupils in the first year. Thereafter it will grow incrementally per year until it reaches its capacity of 15 places.

The new School at Langley Park will provide adequate capacity for the large amount of housing with planning consent in the area up to August 2015. As wholly new housing, this demand is not reflected in the forecast surplus of places in Shepway and Park Wood. Any residual surplus will assist with the identified pressures in the adjacent Maidstone Central and South planning group. Uncertainty remains whether more housing will be granted consent in this area. Forecasts indicate that further housing could not be accommodated within the planned capacity (including the new Langley Park School).

A significant amount of housing has been proposed in the Rural Service Centres and to accommodate the additional pupils a multi-stage strategy is required. The expansion of Headcorn Primary School by 1FE for September 2017 will act as strategic response to the growth in Headcorn village and neighbouring Staplehurst. Staplehurst Primary School is also likely to need additional places in the medium term as the existing surplus capacity is diminished.

The majority of the planned new housing in Marden is now within the planning system. We propose the expansion of Marden Primary School to 2FE to provide

an additional 20 Reception Year places for 2017 (predominately funded by development contributions).

Proposed new housing in Harrietsham and Lenham will necessitate an additional 1FE Primary School to be commissioned. The timing and location of this additional capacity is currently under review pending the outcome of feasibility studies to clarify the site capacities of both schools.

A deficit of places is forecast across the Plan period in Bredhurst, a single school planning group. Bredhurst sits close to the border with Medway and in previous years any demand not met by the school has been accommodated within Medway.

Discussions will be held with schools near the Medway border as to how any future forecast demand can be met.

In the medium to long term, land for a 2FE Primary School at the Hermitage Lane site has been secured. KCC will commission the opening of this school in response to the phasing of the new housing developments. In the event of a reduction in PAN at Jubilee Primary (Free) School, we will consider bringing forward the opening of the new school to meet the forecast demand for places.

Maidstone Borough Council (MBC) have also proposed two strategic housing allocations, at Lenham and Maidstone Barracks, these are unlikely to come forward for another 5-10 years but each will require a 2FE Primary school. KCC will work with MBC as further detail of these proposals becomes available.

Whilst Maidstone lacks a five year housing supply, speculative planning applications will continue to be submitted; these can be challenging and require solutions to be identified quickly.

### District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Year 7	2,065	171	129	129	46	-79	-173	-220	-259	2,047
Years 7-11	10,268	1,143	1,005	880	721	406	62	-287	-674	10,235

In 2016 the surplus capacity for Year 7 pupils is expected to be 6.3%. However from 2017-18 the surplus capacity in Year 7 will be below the operating guideline of 5% and a substantial deficit of Year 7 places is anticipated from 2018-19. Forecasts indicate that up to 1,200 additional Year

KCC has been made aware that a new Secondary Free School has Secretary of State approval to open in September 2017 for 180 Year 7 pupils. The Sponsor is Valley Invicta Academies Trust (VIAT) and the school will be named 'The Maidstone School of Science and Technology'. The impact of the Free School will be an increase in the 2017-18 surplus of Year 7 places to 226 places (11%). The

forecast deficit of Year 7 places in 2018-19 and 2019-20 would be reversed, resulting in surpluses of 101 places (4.9%) and 7 places (0.3%) respectively. The planned places at the Free School will meet demand for non-selective Year 7 places in central Maidstone. It is anticipated that there will be significant pressure for additional Year 7 places across the Borough, which could not be met by the Free School.

Current forecasts indicate we will need 2FE of provision by 2018-19 and a further 1FE by 2019-20. It is anticipated that these strategic expansions will enable KCC to provide the full range of selective and all ability places to serve the County as a whole. The additional places will be required to meet the additional demand for places arising from new housing developments and therefore developer contributions will be sought towards the cost of these projects.

Beyond 2021-22 the pressure on Secondary school places is forecast to increase further.

### **Maidstone Primary School Commissioning Position**

<b>Planning Group</b>	<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019–20 to 2021-22)</b>
<b>Shepway &amp; Park Wood</b>				
<b>Maidstone Central and South</b>	1 FE at South Borough PS			
<b>Maidstone North</b>	1FE			
<b>Headcorn &amp; Sutton Valence</b>		1 FE at Headcorn PS		
<b>Marden &amp; Yalding</b>		0.6 FE at Marden PS		
<b>Lenham &amp; Harrietsham</b>			1FE at Lenham PS or Harrietsham PS	
<b>Maidstone West</b>	30 Year R places, subject to reduction in PAN at Jubilee Primary School			2FE in the Hermitage Lane development

### **Maidstone Secondary School Commissioning Position**

<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019–20 to 2021-22)</b>
	New 6FE Secondary Free school (will initially open with 180 Y7 pupils)	1FE Maidstone Grammar School 1FE Cornwallis Academy	1FE by 2019-20



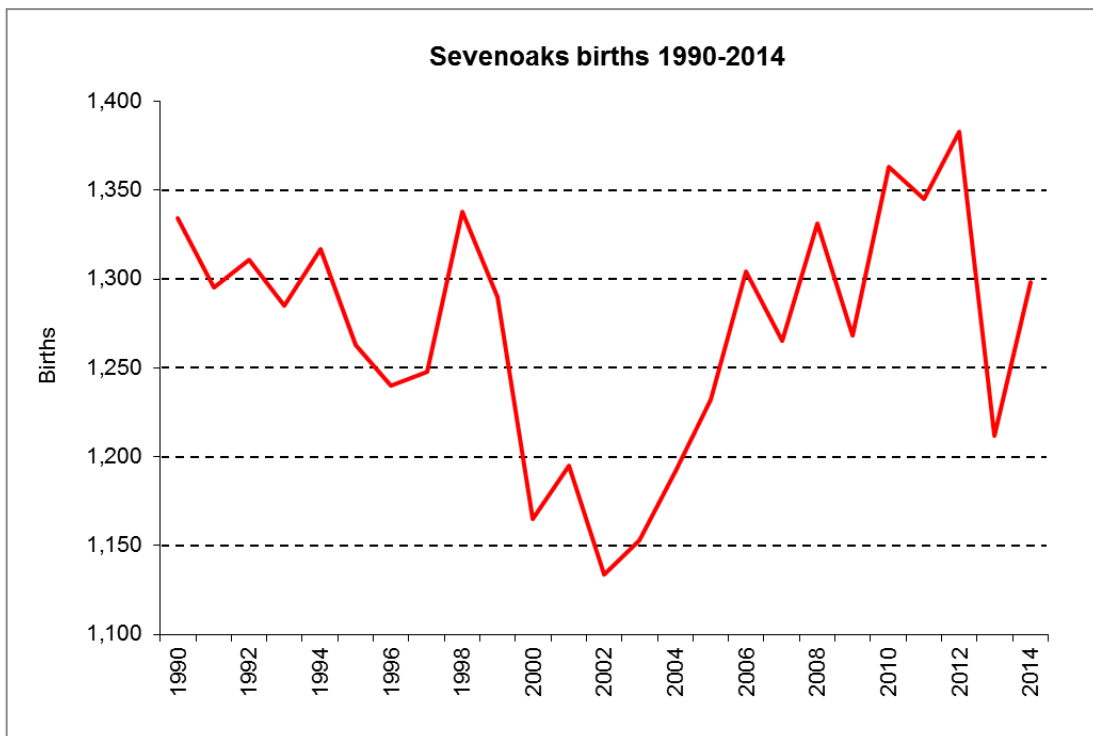
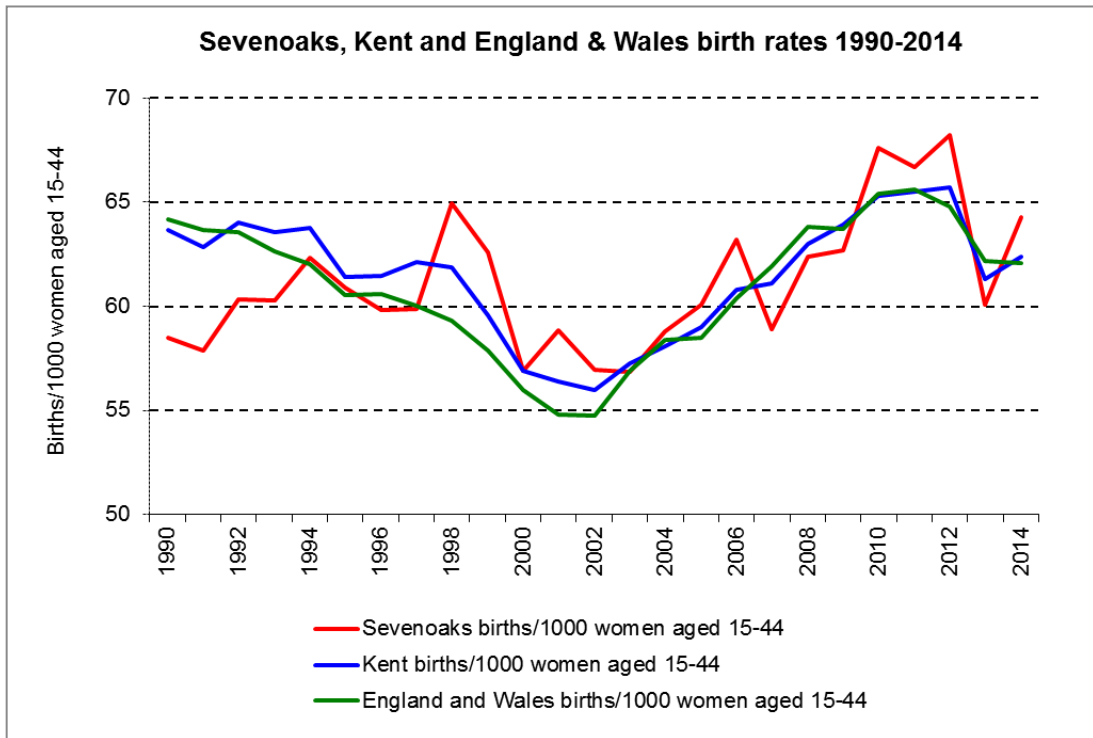
## 10.12 SEVENOAKS

### Overview

- Demand for school places in Sevenoaks is mainly caused by inward migration (primarily in and around Sevenoaks Town), small pockets of housing development and the birth rate (which has been marginally higher than both the Kent and National).
- Sevenoaks' birth rate dropped in 2013, although it has shown a increase in 2014. However the impact of increased birth rates in previous years continues to provide pressure for places, although it is anticipated that these will ease in the medium term.
- Sevenoaks District Council's (SDC) existing Core Strategy, adopted in 2011, plans for 3,300 new homes up to 2026. Many of these new developments have already been built out with the remaining locations for growth identified within SDC's 'Allocations and Development Management Plan' adopted in February 2015. Since the adoption of the Community Infrastructure Levy (CIL) by SDC in 2014, KCC can no longer secure S106 agreements from housing developments to contribute to the provision of school places. KCC is now required to submit a case for a share of CIL monies collected by SDC. The current proposed level of new housing, at 3,300, is the lowest of the twelve Districts in Kent.
- SDC are currently in the evidence gathering stage of producing a new Local Plan which will replace the adopted Core Strategy. This is likely to identify a housing need far larger than currently planned. KCC will work with SDC through this process to ensure education provision is integrated into any new housing allocations which are formed over the coming years.
- It is anticipated that the temporary expansions used for September 2015 will be made permanent during this academic year, ensuring that the demand for places from the indigenous population in the District can be met.

### District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



## School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Sevenoaks	360	0	0	3	29	36	29	360
Sevenoaks Rural East	102	38	45	33	12	12	12	72
Sevenoaks Rural West	60	2	10	7	10	15	13	65
Sevenoaks Rural South East	83	-2	-10	-2	6	6	6	90
Sevenoaks Rural South West	121	19	11	15	-25	-10	-14	91
Westerham	70	3	3	14	11	24	19	80
Otford and Shoreham	75	-1	6	6	16	13	14	75
Halstead and Knockholt	55	13	22	26	31	37	34	55
Eynsford and Horton Kirby	90	6	3	0	-10	2	-1	90
Swanley and Hextable	275	6	17	27	7	3	1	275
West Kingsdown, Hartley and New Ash Green	210	23	25	14	33	21	25	210
<b>Sevenoaks</b>	<b>1,501</b>	<b>107</b>	<b>131</b>	<b>145</b>	<b>119</b>	<b>159</b>	<b>136</b>	<b>1,463</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Sevenoaks	2,289	64	68	71	92	119	148	2,544
Sevenoaks Rural East	582	105	134	162	174	153	145	592
Sevenoaks Rural West	400	48	62	66	69	77	95	440
Sevenoaks Rural South East	581	18	-3	-11	-1	3	13	602
Sevenoaks Rural South West	667	65	54	53	5	-9	-31	727
Westerham	490	62	52	44	52	72	89	530
Otford and Shoreham	535	56	53	46	54	57	70	525
Halstead and Knockholt	375	96	99	110	120	146	164	385
Eynsford and Horton Kirby	630	34	39	48	38	39	33	630
Swanley and Hextable	1,925	98	101	83	60	60	52	1,985
West Kingsdown, Hartley and New Ash Green	1,470	219	169	118	108	71	67	1,470
<b>Sevenoaks</b>	<b>9,944</b>	<b>865</b>	<b>828</b>	<b>789</b>	<b>772</b>	<b>789</b>	<b>844</b>	<b>10,430</b>

There are currently 42 Primary schools distributed across 11 planning groups in the Sevenoaks District. 1,501 Reception Year places are available in 2014-15 and this increases to 1,536 in 2015-16 due to temporary expansions to Hextable Primary School and Weald Primary School.

Current projections show that these temporary increases (which will be made permanent in due course) will ensure that there are sufficient Reception places including the 5% parental preference.

For the indigenous population, forecasts indicate that there is capacity in the District. However, there are areas of demand in key local areas due to inward migration and new housing. New development underway in Dunton Green and

planned for Fort Halstead will require new Primary school provision to meet additional demand. In the south, Edenbridge will see a significant new housing development and in the north, the old Birchwood school site in Swanley will be developed for housing. None of these developments are reflected in the forecasts.

To aid parental choice further, small increases in other rural areas such as Leigh, Crockham Hill and Westerham may be introduced in future years due to small housing developments in the area.

The most significant issue for Sevenoaks is that of migration to Sevenoaks Town and parental choice, which has resulted in many pupils not receiving their first choice of school and being allocated places in different planning groups. However the justification for new provision in Sevenoaks Town is hard to argue with so many available spaces in good schools nearby.

As can be seen from the tables there will be limited surplus capacity in Sevenoaks Town. It is anticipated that the surplus shown in future years will be utilised due to new housing developments which are not directly factored into the projections. Rural areas of the District continue to have surplus places.

In the longer term (towards the end of this decade) it is anticipated that another medium sized development at Fort Halstead will commence. This will be considered nearer the time to ascertain if additional pupils can be accommodated within existing provision or whether additional capacity is required.

Total Primary rolls are forecast to increase from 9,079 pupils requiring a place in 2014-15 to 9,586 in 2019-20.

Migration has resulted, in recent years, in all year groups increasing in size slightly. However, as demonstrated in the table for all year groups there is sufficient capacity across the Sevenoaks District.

House-building in the area is relatively low key with only the developments mentioned above impacting on school places in the short to medium term.

### District Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2014/15 PAN / Capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / Capacity
Year 7	630	127	3	29	3	-37	-41	-33	-64	480
Years 7-11	2,790	721	278	155	123	22	-42	-79	-171	2,400

In common with Dartford and Gravesham, the increased Primary school demand in Sevenoaks over the last six years is now beginning to impact on Secondary demand. It must be remembered when looking at forecasts that over 70% of Sevenoaks South students travel out of the District to attend school.

The number of Year 7 places available in 2014/15 was 630. This reduced to 480 in 2015-16 due to the closure of Oasis Academy, Hextable.

Secondary demand and forecasting is challenging due to circumstances peculiar to the District. Secondary provision planning is best analysed along a north-south divide.

In the North, (Swanley, Hextable, Horton Kirby, New Ash Green, Hartley, Crockenhill, Farningham & Eynsford), the Secondary provision was meshed with that in the Dartford District, especially Wilmington. Until recently, there were two Secondary schools in the north, Orchards Academy and Oasis Hextable Academy. The closure of Oasis Hextable Academy will increase pressure in the North of the District, although KCC is retaining the Hextable site as a possible solution to Secondary capacity issues in the area. This pressure is exacerbated by a forecast pressure on Secondary places in Dartford, despite several schools in Dartford increasing their capacity. Most grammar eligible students travel north to either Wilmington or Dartford.

In the South, (Sevenoaks town, Westerham, Edenbridge, Knockholt, Otford, Kemsing, Sundridge, Weald, Penshurst, Leigh & Fordcombe), Secondary provision planning is linked with Tonbridge and Tunbridge Wells. There are two Secondary schools in the southern half of the District, Knole Academy and the Trinity Free School.

There is currently no grammar provision in the south with most students who pass the Kent Test, travelling to Tonbridge or Tunbridge Wells. Local pressure in Tonbridge & Tunbridge Wells means that fewer grammar places will be available to Sevenoaks students, year on year. The Secretary of State has now approved a grammar school annex provision for girls provided by The Weald of Kent Grammar School and KCC will continue to pursue options for boys' provision in Sevenoaks District to manage both parental preference for local grammar provision and the underlying increasing demand for Secondary school places.

The Trinity Free School is in its final year in Ryedale Court. A new 4FE school is being built on the Wildernesse site, with an expected completion date of September 2016. Sufficient modular classrooms and facilities are being made available to enable the school to move onto the site in September 2015.

### Sevenoaks Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
<b>Sevenoaks</b>			1FE in Sevenoaks	
<b>Sevenoaks Rural South West</b>	1FE in Rural South West			
<b>Sevenoaks Rural East</b>	1FE in Rural East			
<b>Swanley and Hextable</b>	1FE in Swanley and Hextable.			
<b>Sevenoaks Rural West</b>	0.15FE in Rural West			
<b>Westerham</b>		0.3FE in Westerham		
<b>Sevenoaks Rural South East</b>		0.2FE in Rural South East		

### Sevenoaks Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
	3FE selective provision		

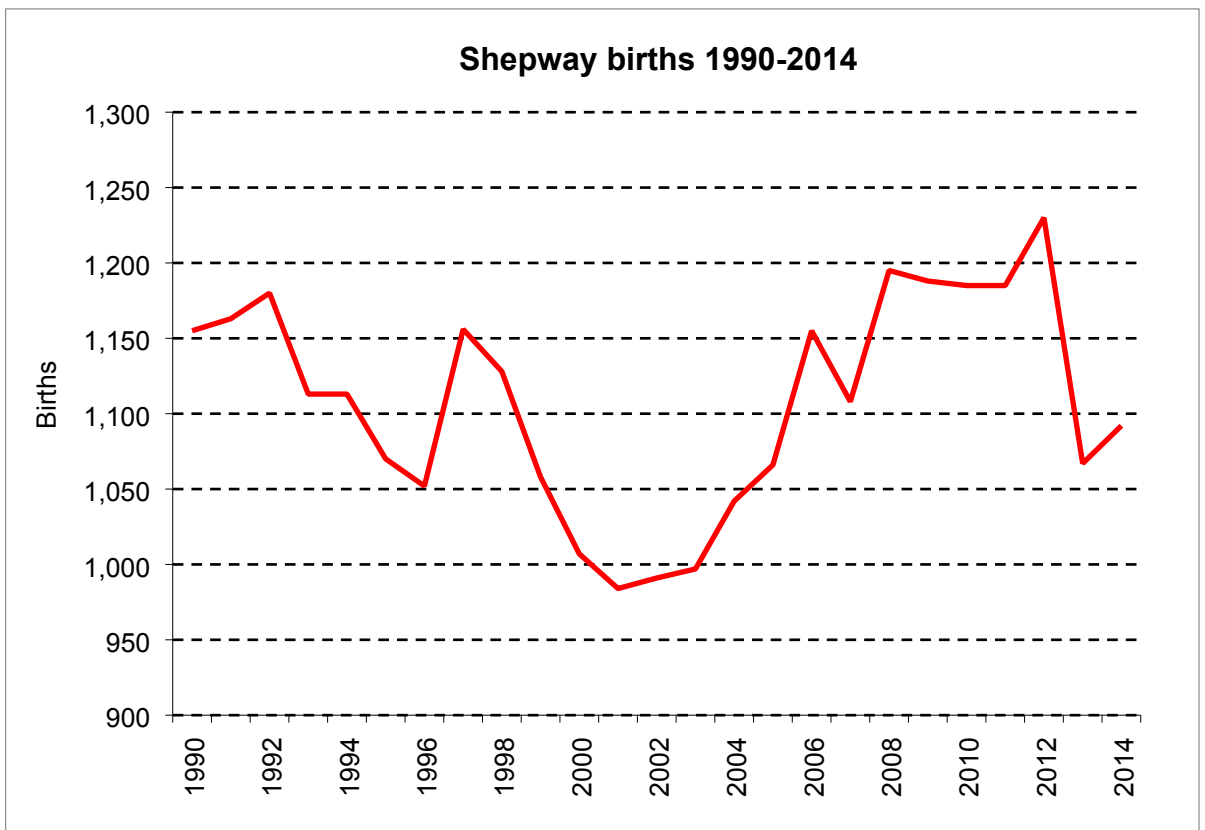
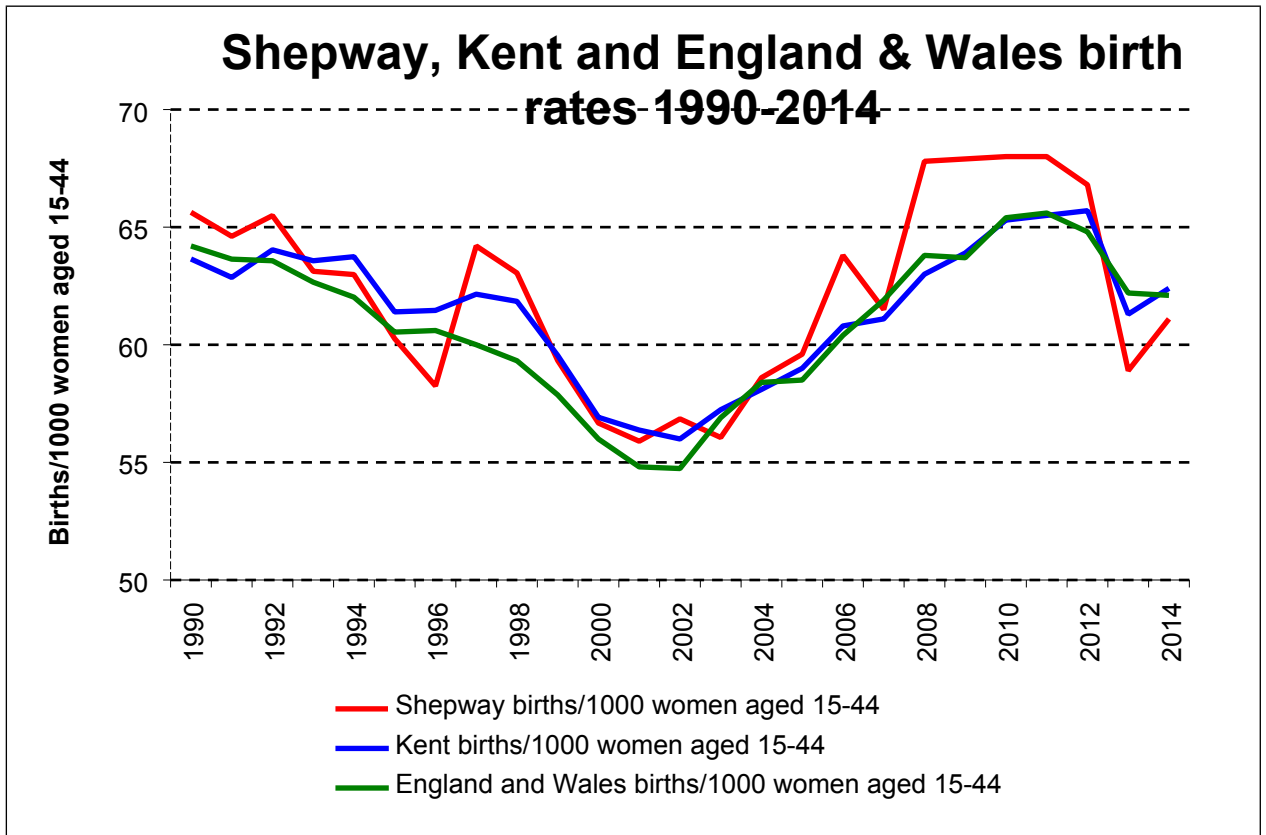
## 10.13 SHEPWAY

### Overview

- Shepway's birth rate fell dramatically in 2013, taking it significantly below the National and Kent rates. However, there has been an increase in 2014 reducing the gap. The number of births in 2014 also increased compared to the previous year.
- Housing development is largely centred on Folkestone and Hythe, although significant sites in Sellindge and New Romney will need to be catered for.
- Reception year numbers peak earlier than in other Districts, doing so in 2015-16 at 1,208, compared to the current 1,172. Thereafter they reduce in 2016-17 to 1,146 and remain at this level for the forecast period. Total Primary school rolls continue to rise until 2018-19.
- The opening of Martello Grove Primary School in September 2015 and provision of temporary Year R places at Cheriton Primary School have provided the Primary school places needed in Shepway during the forecast period, although localised housing development will produce pressures that will need to be addressed.
- The historic shortfall of places in East Folkestone led to children needing to travel across the Town in order to access education. This situation is reflected in the forecasts as demand for more places in Folkestone West. As admissions patterns change, future forecasts will re-calibrate demand across the Town.
- Secondary pressures begin in Year 7 in 2019-20, but remain in surplus throughout the forecast period, dropping to between 4% and 5% surplus from 2019-20 to 2020-21. Across all year groups (7-11) surplus increases from the current 14.5% to 17.4% in 2016-17, before reducing to 7.7% by the end of the forecast period. No additional capacity will be needed in the Secondary sector.

### District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:





### School-based surplus / deficit capacity summaries:Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Folkestone East	343	1	38	51	28	45	37	373
Folkestone West	285	11	9	-4	2	0	-1	255
Hawkinge	135	16	-10	1	21	13	16	135
Hythe	150	6	5	14	12	17	15	150
Lympne and Sellindge	54	9	0	-4	6	2	3	45
Shepway Rural North	93	14	10	10	21	17	17	95
Dymchurch	30	7	6	4	0	4	3	30
Brenzett and Brookland	35	4	6	10	4	9	7	35
Romney Marsh	146	14	23	24	18	9	12	146
<b>Shepway</b>	<b>1,271</b>	<b>82</b>	<b>86</b>	<b>106</b>	<b>112</b>	<b>115</b>	<b>109</b>	<b>1,264</b>

### All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Folkestone East	2,401	94	133	165	183	202	231	2,581
Folkestone West	1,777	99	94	45	15	-15	-24	1,845
Hawkinge	885	52	41	30	50	60	75	945
Hythe	1,050	4	-10	-14	-6	-3	12	1,060
Lympne and Sellindge	324	3	8	9	13	18	23	324
Shepway Rural North	651	39	28	36	45	62	69	661
Dymchurch	210	30	25	20	9	9	9	210
Brenzett and Brookland	245	41	39	32	30	30	29	245
Romney Marsh	1,022	139	143	133	128	114	105	1,032
<b>Shepway</b>	<b>8,565</b>	<b>501</b>	<b>501</b>	<b>455</b>	<b>466</b>	<b>477</b>	<b>530</b>	<b>8,903</b>

There are currently 36 Primary schools in the Shepway District. 1,271 places were available in Reception Year in 2014-15. Reception Year forecasts indicate surplus places across the District will fluctuate between 7% and 9% up to 2019-20. For total rolls the forecasts indicate a surplus of between 5% and 6% for the forecast period.

The forecasts indicate pressure remaining in West Folkestone. However, in part this is because for the past few years a number of children have not been able to access local schools in East Folkestone, and have had to access school places in West Folkestone. The trend based forecasts assume this pattern continuing. With the opening of Martello Grove Primary School the admission pattern will change. Between the Town's two planning areas there is sufficient capacity to meet demand, although in 2017-18 both surplus Year R and places across all year groups will be marginally below the 5% target at 4.5%-4.8%. This situation is likely to change once housing development commences at Shorncliffe

Garrison. There is provision for a new school within this site, which could be opened from September 2018 at the earliest.

The total school roll in the Hythe schools has been increasing, a consequence of not just large Reception Year cohorts entering the schools, but also admission of older pupils. Palmarsh Primary School has restructured to enable it to admit further pupils prior to its formal expansion which will be necessary to meet the demand arising from the 1050 new housing in Nickolls Quarry. Formal expansion is likely to be 2017-18.

Proposals for approximately 250 homes in Sellindge will require additional capacity of 0.5FE to be created in the village school; this is likely to be needed by 2017-18.

The District's Core Strategy provides for up to 500 new homes in New Romney. Subject to these being delivered, small scale expansions of St Nicholas CEPS and Greatstone PS would be required.

### District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Year 7	1,195	199	209	202	136	130	58	52	72	1,195
Years 7-11	5,795	839	937	1,026	953	886	745	587	457	5,975

The number of Year 7 Secondary school places in Shepway is 1,195. Currently, 17% of Year 7 places are vacant in Shepway, with 14% of all Secondary school places vacant. The Year 7 cohort has reached its low point. It is expected to remain constant until 2016-17 after which there is an initial increase of 66 pupils (2FE) and a further step increase (73 pupils) in 2019-20. However, this will still be within the existing capacity of the schools, albeit for the years 2019-20 and 2020-21 surplus Year 7 capacity will be marginally below 5% at about 4.5%. Capacity across all year groups remains above 5% throughout the forecast period. Therefore, there are no plans to increase the Year 7 capacity in the foreseeable future.

## Shepway Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Hythe		Up to 1FE expansion of Palmarsh PS		
Folkestone West			1FE of new 2FE school at Shorcliffe Garrison	
Sellindge		0.5FE expansion of Sellindge PS		
Romney Marsh				0.3FE in Romney Marsh

## Shepway Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)

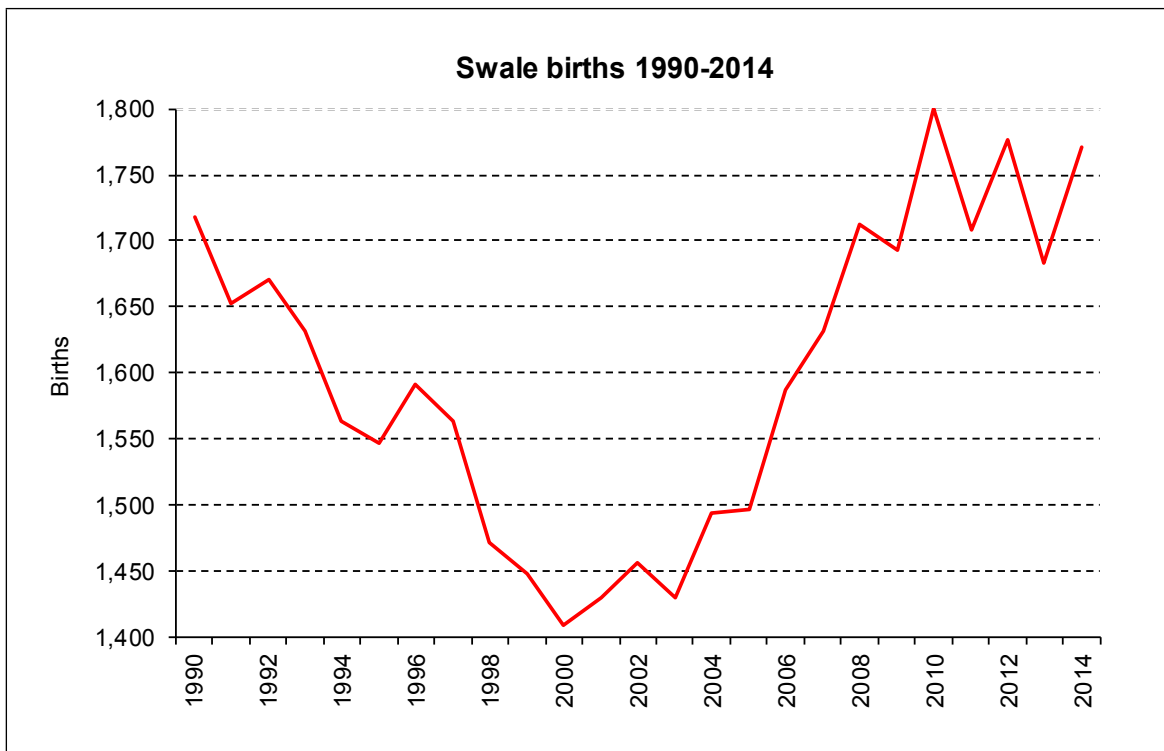
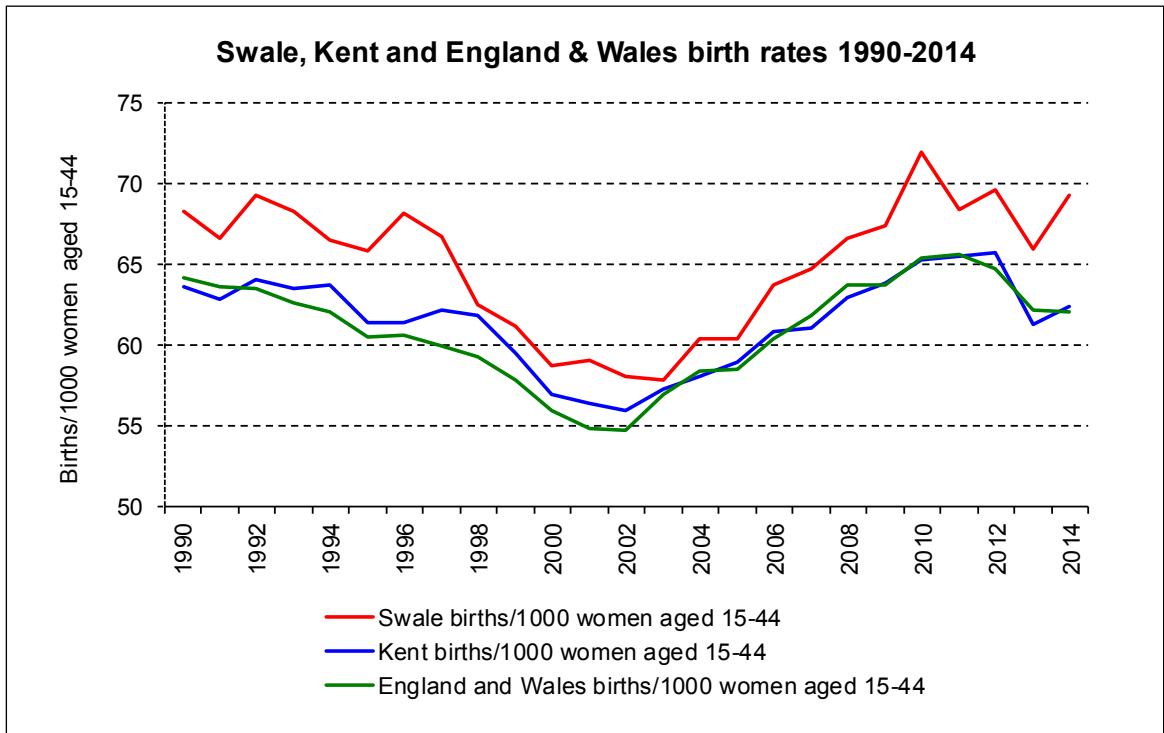
## 10.14 SWALE

### Overview

- Swale has an above average birth rate and although this has been falling from its peak in 2010, it is now rising again at a rate greater than Kent and National rates.
- New housing proposed in the Swale Local Plan will require up to 7FE Primary provision and up to 5FE Secondary provision.
- The impact of a decade of rising numbers will continue to be felt in the Primary phase over the next few years, whilst also beginning to impact on Secondary numbers.
- Consideration of Swale as a whole masks significant local pressures in Sittingbourne and on The Isle of Sheppey, particularly in the Primary phase.
- Inward migration, in particular on the Isle of Sheppey and in Sittingbourne, continues to create significant pressure in Primary schools.
- Pressures on the Isle of Sheppey as a result of inward migration are across all Year groups, particularly at Key Stage 2. This is clearly evident in the Eastchurch and Warden Bay area.
- Pressure on Secondary places in Sittingbourne schools is growing with 1FE required from September 2016 and a further 1FE from September 2017. From September 2019 up to a further 3FE will be required for Sittingbourne.

### District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



## School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Faversham	240	7	7	-7	1	14	7	225
Faversham Rural South	71	8	6	-2	9	3	4	71
Faversham Rural East	60	0	4	2	3	6	5	60
Sittingbourne North	210	0	19	-9	-3	6	2	210
Sittingbourne East	225	0	16	-2	40	4	14	225
Sittingbourne South	293	-9	48	22	43	24	34	328
Iwade	90	11	26	7	21	17	18	90
Teynham	50	3	0	1	-8	-8	-6	50
Swale Rural West	105	12	22	5	7	3	5	105
Sheerness	210	0	3	35	18	29	28	240
Halfway and Minster	210	0	72	55	52	69	63	270
Queenborough and Rushenden	90	11	-10	-12	-2	5	0	60
Eastchurch and Warden Bay	90	13	-11	-22	-30	-18	-21	60
<b>Swale</b>	<b>1,944</b>	<b>56</b>	<b>202</b>	<b>73</b>	<b>151</b>	<b>155</b>	<b>154</b>	<b>1,994</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Faversham	1,575	122	88	42	31	44	43	1,600
Faversham Rural South	496	-10	-14	-23	-16	-17	-4	503
Faversham Rural East	420	-9	-15	-27	-29	-5	-2	420
Sittingbourne North	1,470	14	11	-12	-27	-32	-37	1,470
Sittingbourne East	1,425	44	21	3	29	22	27	1,575
Sittingbourne South	1,931	-87	-41	-24	22	47	88	2,226
Iwade	450	13	34	40	59	76	95	600
Teynham	350	15	-1	-12	-25	-41	-49	350
Swale Rural West	675	62	76	79	77	64	61	725
Sheerness	1,290	33	12	43	58	85	112	1,560
Halfway and Minster	1,410	35	162	197	231	274	314	1,860
Queenborough and Rushenden	450	55	38	17	15	11	8	450
Eastchurch and Warden Bay	480	16	-8	-35	-71	-92	-116	480
<b>Swale</b>	<b>12,422</b>	<b>303</b>	<b>364</b>	<b>288</b>	<b>355</b>	<b>436</b>	<b>540</b>	<b>13,819</b>

There are 49 Primary schools in the Swale District, providing 1,944 Year R places in 2014-15 including 109 temporary Year R places that were commissioned to meet the demand that came forward in Sittingbourne and on the Isle of Sheppey. Year R rolls are forecast to peak at 1,919 pupils in 2016-17 with an expected surplus of 3.6%. The number of surplus places across the whole Primary age range will increase to 3.9% by 2019.

Sittingbourne and Sheppey are growth areas and rolls are forecast to increase over the next five years. Pressure on school places on Sheppey increased over the 2014-15 academic year due to high levels of inward migration. KCC is expanding West Minster Primary School from September 2016. KCC will seek agreement with schools, where expansion projects are underway, to open additional year group classes in order to ensure sufficient places are available. Pressure on places is developing in the Eastchurch and Warden Bay Planning Group. KCC is in discussion with a landowner over the possibility of acquiring land to enable expansion at Warden Bay. In the longer term a new school will be required for the Rushenden development.

New housing development included in Swale Borough Council's draft Local Plan indicates that there will be up to 15,000 new dwellings during the period to 2031. Careful planning will be needed due to the uncertainty of when and where development will commence. Where new developments proceed, KCC will work with the Developers to ensure sufficient school provision is included.

An increase in pupil numbers is predicted in Teynham and new housing is also proposed for the area. KCC will commission an additional 1FE Primary School .

Significant housing development is proposed for the Quinton Road area and a site is included for new Primary and Secondary schools. This may be an all through school for children aged 4-19 to provide 2FE Primary provision and 6FE Secondary (subject to house building). If demand increases before the new Primary provision is available, KCC will commission an additional 1FE at a Primary school in North Sittingbourne.

Further housing is proposed at Stones Farm. Lansdowne Primary School has already been expanded by 1FE to meet some of the demand arising from the first phase of the development. KCC is planning to amalgamate Murston Infant and Junior Schools from September 2016. If new housing brings forward additional pupils, it is planned to commission 0.5FE at the Murston Primary School for 2019-20, increasing it to 2FE.

New housing development is planned for Faversham. KCC will commission 1FE from September 2017 at Bysing Wood Primary School. If all the development proposed for Faversham proceeds, a new 1FE Primary school will be commissioned with the potential to increase to 2FE. This will either be on the Love Lane development site or at Abbey Secondary School.

## District Analysis – Secondary

The table below sets out the school population figures forecasts:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / capacity
Year 7	1,685	172	156	81	-8	-76	-149	-159	-281	1,685
Years 7-11	8,369	781	826	806	645	395	72	-243	-605	8,425

There are currently 1,685 Year 7 places in Swale (2014-15). This meets the demand for school places in the District until 2018 when a deficit of 76 places (-4.5%) is expected. Surplus capacity in Faversham and the Isle of Sheppey masks the pressure on places in Sittingbourne. This pressure will become acute in Sittingbourne from 2016, resulting in a shortfall of Year 7 places. Discussions with the Secondary schools in Sittingbourne on providing additional places have taken place. It is planned to commission 30 temporary Year 7 places at Sittingbourne Community College for entry in September 2016. KCC is undertaking feasibility work to provide accommodation for the school to permanently expand by 2FE from September 2017. From September 2019 up to a further 3FE will be required in Sittingbourne. New housing development is planned for the Quinton Road area and includes a site for a new Secondary school. KCC will work with the Sittingbourne Secondary schools and look at options for providing the additional 3FE either temporarily in existing schools or look to provide new provision on the Quinton Road site if timing of the development allows.

Across the District in the longer term additional capacity will be required as a result of the growth in the pupil population and new housing development. Requirements for additional capacity will be reviewed from 2021 including consideration of both selective and non-selective.

### Swale Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Sittingbourne East				0.5FE at Murston PS
Sittingbourne North		1FE in Sittingbourne North		2FE at Quinton Road
Teynham		1 FE at Teynham		
Queenborough and Rushenden				1FE (of 2FE) at Rushenden
Eastchurch and Warden Bay		1FE at Warden Bay		
Faversham		1FE at Bysing Wood		1FE in Faversham

### Swale Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
30 Year 7 places at Sittingbourne Community College	2FE at Sittingbourne Community College		2019: 3FE in Sittingbourne



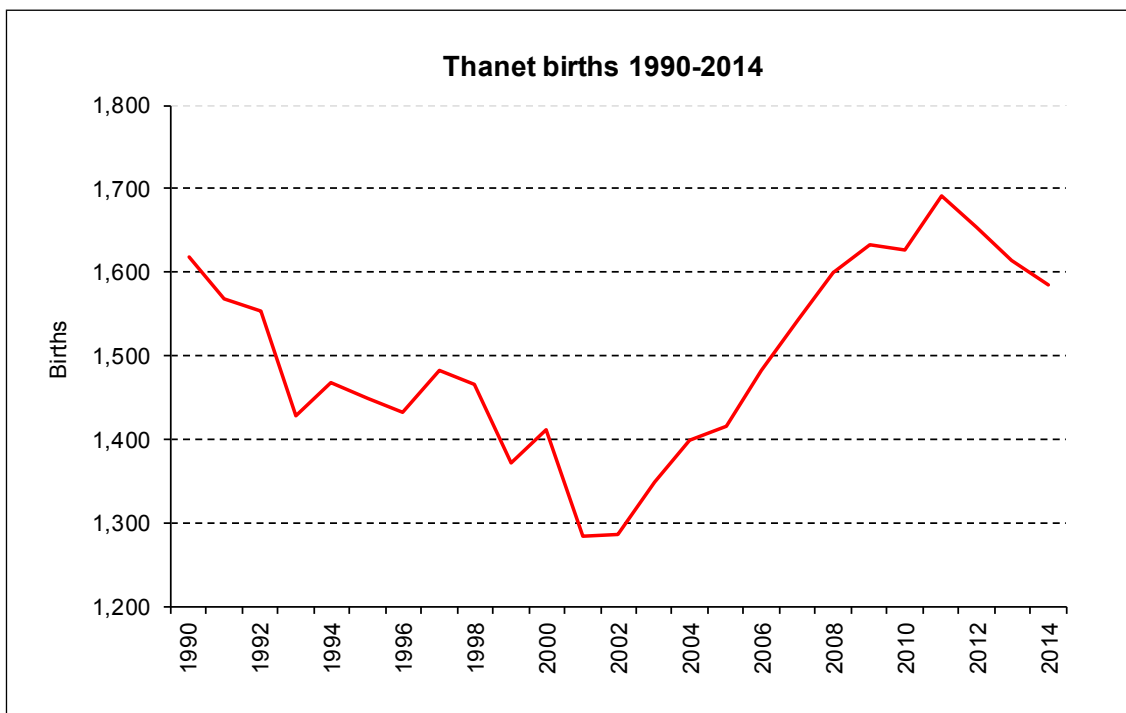
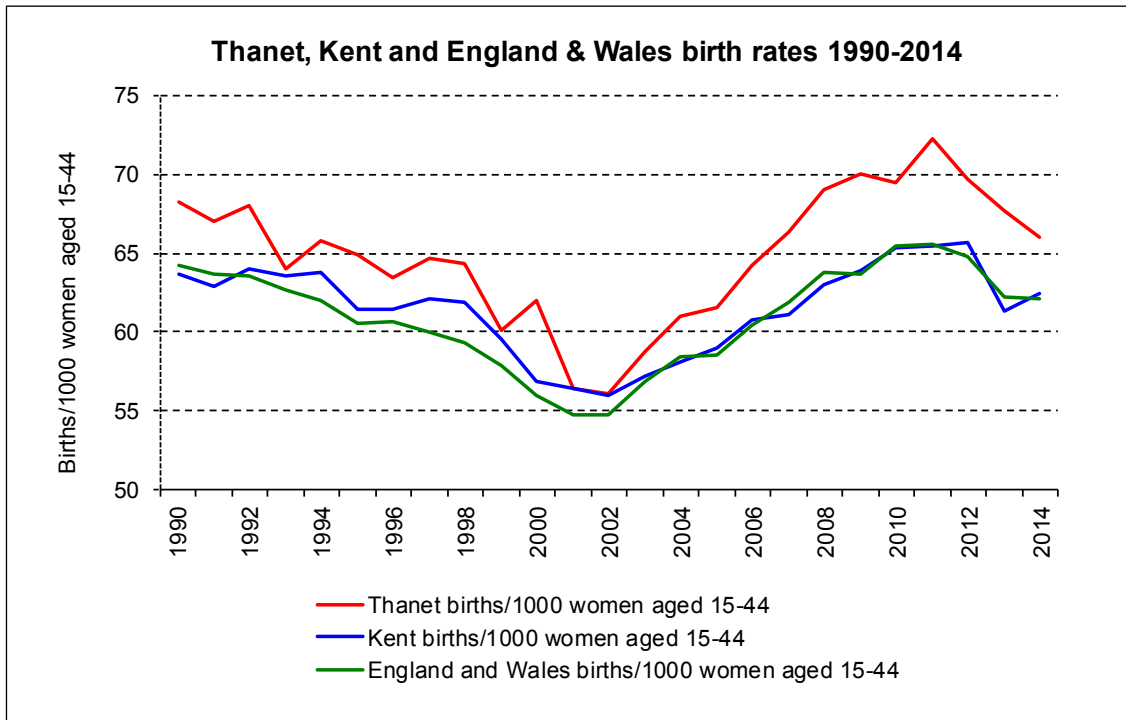
## 10.15 THANET

### Overview

- Thanet has an above average birth rate. Although it has fallen in recent years, it still remains higher than the Kent and National average.
- The impact of a decade of rising numbers will continue to be felt in the Primary phase over the next few years.
- Maintaining sufficient provision is complicated by the volatility of pupil mobility.
- Thanet also has high levels of inward migration which has increased over the last 12 months.
- During the period up to 2031, 12,000 new homes are expected across Thanet and will require up to 8.5FE Primary provision and 8FE Secondary provision.
- Marlowe Academy closed in August 2015 and the Ellington and Hereson School increased in size to take the students, operating over both school sites. Ellington and Hereson School was renamed Royal Harbour Academy.

### District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



## School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Margate	465	20	8	7	23	22	21	495
Ramsgate	510	39	43	96	79	86	86	570
Broadstairs	300	1	24	-18	-6	-9	-6	300
Garlinge and Westgate-on-Sea	210	24	39	1	37	37	31	210
Birchington and Thanet Rural	165	-1	-6	-9	21	19	18	195
<b>Thanet</b>	<b>1,650</b>	<b>83</b>	<b>108</b>	<b>76</b>	<b>155</b>	<b>155</b>	<b>151</b>	<b>1,770</b>

## All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Margate	3,105	144	147	123	122	122	118	3,405
Ramsgate	3,410	139	152	252	343	386	422	3,856
Broadstairs	2,166	-2	-4	33	18	1	10	2,297
Garlinge and Westgate-on-Sea	1,254	40	63	52	80	111	137	1,494
Birchington and Thanet Rural	1,147	-3	-14	-31	-15	5	20	1,275
<b>Thanet</b>	<b>11,082</b>	<b>318</b>	<b>344</b>	<b>429</b>	<b>548</b>	<b>625</b>	<b>708</b>	<b>12,327</b>

There are 30 Primary schools in the Thanet District, providing 1,650 Year R places in 2014-15. From September 2015 there will be 31 Primary schools with the opening of the Ramsgate Free School and the number of Year R places will increase to 1,710.

Forecasts indicate that 1,694 Year R places will be required for September 2016. Subject to the planned 1FE expansion at Birchington CE Primary School and the new 2FE provision at St George's proceeding in September 2016, there will be 4.3% surplus Year R places. A surplus of 3.7% is forecast across all year groups in September 2016 increasing to 5.7% in 2019-20.

Where additional accommodation is available through expansion projects, we will negotiate the opening of additional classes with schools to ensure sufficient places are available locally.

New housing in the Westwood Cross area is already underway and a new 2FE Primary School will be commissioned in the medium to longer term to meet demand from the new housing. Development is also planned at Manston Green and includes a site for a new 2FE Primary School. Housing development is also proposed for Birchington and Westgate-on-Sea and will require the provision of up to two new schools should this go ahead. Smaller development will be managed through expansion of existing schools, including 0.5FE expansion of St Gregory's Catholic Primary School in Margate.

## District Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / capacity
Year 7	1,554	201	24	11	-74	-110	-233	-241	-194	1,444
Years 7-11	7,748	743	506	527	327	77	-351	-616	-820	7,220

Thanet has a capacity of 1,554 places in Year 7 and this will temporarily reduce to 1,471 in September 2015 as a result of the closure of Marlowe Academy. The Ellington and Hereson School enlarged in order to take the students from Marlowe Academy and changed its name to the Royal Harbour Academy. The school will operate across the sites of both predecessor schools.

A deficit of 233 Year 7 places is predicted for entry in September 2019 and as numbers continue to increase across the age range and new housing comes forward, the KCC will commission up to 8FE of provision during the period 2019 to 2024 through a combination of expansion of existing schools and potentially a new school. We will work with the District Council to identify a suitable site for the establishment of a new school for Thanet. Consideration will be given to how both selective and non-selective provision will be commissioned.

### Thanet Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
Ramsgate				2FE at Manston Green
Broadstairs				2FE at Westwood Cross
Margate				0.5 FE St Gregory's RCP
Garlinge and Westgate-on-Sea				2FE at Westgate
Birchington and Thanet Rural				2FE at Birchington

### Thanet Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019–20 to 2021-22)
		3 FE across Broadstairs and Margate	Up to 5FE across Thanet

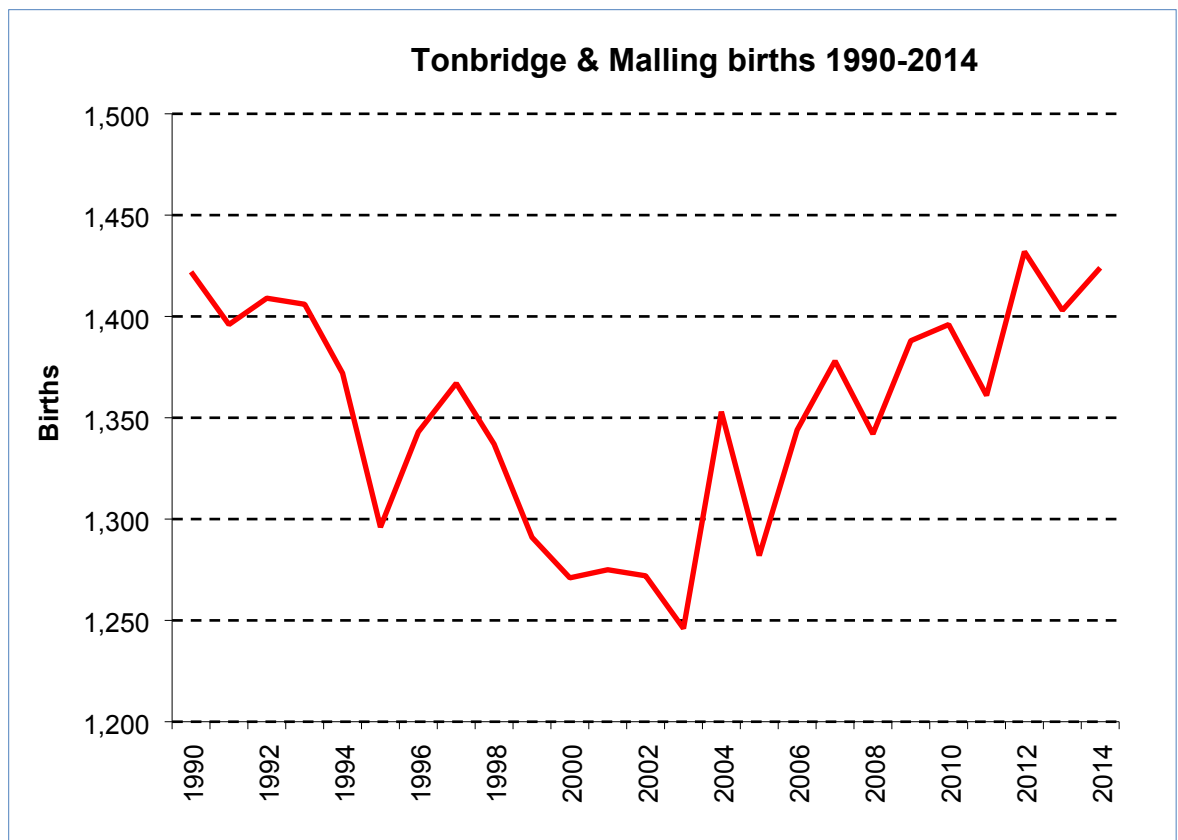
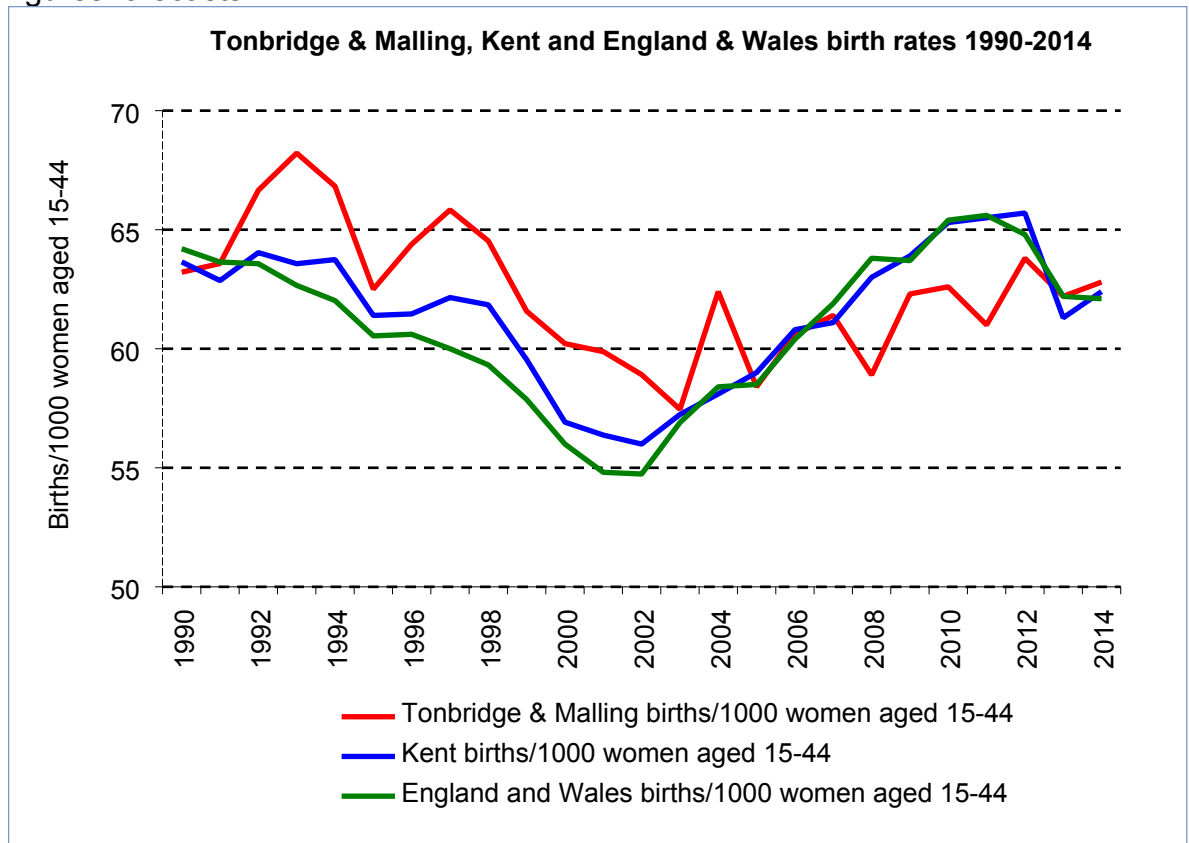
## 10.16 TONBRIDGE AND MALLING

### Overview

- Birth rates for Tonbridge and Malling are broadly in line with Kent and National. Whilst these have fluctuated, the trend over the last five years is slightly upward. However, the number of births per year has significantly increased over the last decade.
- Demographic pressures have arisen from sustained indigenous population growth, migration factors and the housing developments in central Tonbridge, Kings Hill, and Leybourne Chase.
- Three new Primary schools opened in September 2015 also providing additional SEN Specialist Resource Base Provision (SRBP) for pupils with Autistic Spectrum Disorder (ASD) and/or Behavioural, Emotional or Social Needs (BESN).
- Additional provision of 2FE will be required to meet the increased demand for Primary school places in central Tonbridge. A temporary expansion will be required for 2016/17 admissions and it is anticipated that a new Primary Free School will meet this demand from 2017/18.
- The forecasts indicate shortfalls in Secondary School provision (Year 7) from 2018-19, increasing to a need for up to 150 Year 7 places by 2021-22. The Judd School will provide 1FE additional boys' selective Secondary provision by 2016-17.
- In Tonbridge and Malling the 2007 core strategy planned for 6,375 homes. Tonbridge and Malling Borough Council's (TMBC) latest Objectively Assessed Housing Need is 13,460.

### District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts:



### School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 PAN	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN
Tonbridge North	264	0	4	-3	-30	-4	-12	248
Tonbridge South	150	0	27	7	-21	-6	-8	150
Hildenborough	60	0	-3	-8	-7	-13	-9	60
Borough Green and Wrotham	131	22	14	24	17	12	18	131
Stansted and Trottiscliffe	27	12	3	1	3	1	1	12
Hadlow and East Peckham	60	8	2	-9	1	1	0	55
Kings Hill and Mereworth	210	16	16	22	42	31	34	210
Wateringbury	30	12	7	7	4	4	5	30
Malling	150	8	15	1	-1	-6	-3	150
Larkfield and Leybourne	120	0	24	25	-3	21	15	150
Aylesford and Ditton	129	-6	16	20	10	33	23	129
Snodland	150	-3	27	21	26	14	20	180
Medway Gap	78	11	8	2	3	6	6	78
Tunbury	87	-3	4	-6	-7	-11	-7	90
<b>Tonbridge &amp; Malling</b>	<b>1,646</b>	<b>77</b>	<b>164</b>	<b>105</b>	<b>36</b>	<b>81</b>	<b>82</b>	<b>1,673</b>

### All Year Groups

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Tonbridge North	1,784	86	50	28	-20	-48	-78	1,792
Tonbridge South	960	35	51	43	16	6	-4	1,065
Hildenborough	420	-1	-11	-21	-32	-47	-57	420
Borough Green and Wrotham	932	118	99	100	101	93	103	917
Stansted and Trottiscliffe	180	74	12	7	10	10	12	87
Hadlow and East Peckham	400	42	51	37	33	23	19	400
Kings Hill and Mereworth	1,260	27	101	120	160	170	188	1,500
Wateringbury	246	26	39	42	44	49	43	216
Malling	1,050	48	34	25	0	-8	-9	1,050
Larkfield and Leybourne	852	16	89	103	92	97	94	1,020
Aylesford and Ditton	919	126	121	108	83	98	111	919
Snodland	1,005	60	131	141	151	136	133	1,230
Medway Gap	506	86	64	41	26	19	7	546
Tunbury	609	-4	-5	-20	-36	-48	-58	624
<b>Tonbridge &amp; Malling</b>	<b>11,123</b>	<b>739</b>	<b>825</b>	<b>753</b>	<b>626</b>	<b>549</b>	<b>504</b>	<b>11,786</b>

There are currently 45 schools in the Primary phase (39 Primary, three Infant and three Junior schools) in the Tonbridge and Malling District with a total of 1,646 Reception Year places available for 2014-15. The District is forecast to have sufficient places to meet demand but is predicted to fall marginally below the recommended 5% surplus operating capacity for total rolls for September 2017.

Stansted CE Primary School was discontinued with effect from 31 August 2015. Consequently, 15 Reception Year places were decommissioned from the Stansted and Trottiscliffe planning group. There are sufficient places within the locality to meet the predicted pupil demand throughout the forecast period.

Hadlow and East Peckham is forecast to have a deficit of up to nine Reception Year places for September 2016. Similarly, the forecasts for Malling show a slight deficit from 2017-18 onwards.

Tunbury is on the border of Medway. The forecast shows sustained pressure for Reception Year places. The pattern of admissions in recent years has been symptomatic of significant cross-border pupil movement with Medway. Discussions will be held with schools near the Medway border as to how any future forecast demand can be met.

There are significant pressure points within the District which are primarily linked to house building and inward migration. Three new Primary schools have opened for September 2015 to serve the expected pupil product arising from housing development predominantly in the planning groups of Kings Hill and Mereworth; Larkfield and Leybourne; and Snodland to ensure sufficient capacity is available to meet indigenous demand and pupil product. Further housing is anticipated as part of the Phase 3 development at Kings Hill and we will commission up to an additional 2FE at the new Kings Hill Primary School in line with the pace and scale of additional house building.

Small but significant pockets of housing developments and inward migration around the Tonbridge Town area have created localised pressures. Historic travel-to-school patterns arising from pressures within Tonbridge South are reflected in higher forecasts for Tonbridge North. The shortfall of Reception Year places in central Tonbridge has been temporarily addressed by St Margaret Clitherow RC Primary School adding 15 Reception Year places and Sussex Road Primary School adding 30 Reception Year places for September 2015. We were made aware by the Department for Education that the Bishop Chavasse, a new 2FE Free School, was initially approved to open in central Tonbridge in September 2016 at a location to be advised. It has subsequently been confirmed that the Free School will now not open until September 2017. Consequently a further temporary expansion of Reception Year places is required for September 2016 admissions. We are in discussions with existing schools to identify a suitable expansion. The new Free School is expected to meet the forecast deficit of up to 60 Reception Year places for September 2017, providing it is located within the central Tonbridge area.

Peters Village housing development (in the Medway Gap) is expected to create over 1,000 new homes. We will undertake a statutory process to relocate and expand Wouldham CE Primary School to a new purpose-built facility which will become the strategic provision for Wouldham and Peters Village. It is proposed that over time the school will be able to accommodate the pupil product from the housing development.



We also intend to commission a Primary age Satellite Provision linked to Ridge View Special School for up to 48 Primary aged pupils.

In June 2015 TMBC published the results of their Strategic Housing Market Assessment. This identifies the Borough's 'Objectively Assessed Need' as 13,460 units for the period 2011-31 which equates to 673 units pa. Around half of the 13,460 units have an existing planning consent. Without taking planning constraints into consideration an additional 7,000 new homes could be planned by 2031.

TMBC recently ended a 'Call for Sites' exercise to identify potential new development sites and will, over the next few months, be assessing proposals as to their suitability for development. KCC will engage with this process and work with TMBC to ensure adequate provision is planned and integrated within the emerging Local Plan for the Borough.

Whilst TMBC has a five year housing supply the number of speculative applications being submitted ahead of the Local Plan process is expected to remain relatively low.

### District Analysis – Secondary

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / capacity
Year 7	1,841	279	180	184	114	58	-10	-34	-61	1,768
Years 7-11	8,599	944	1088	1180	1136	908	620	406	162	8,840

The number of Year 7 places in Secondary schools in the Borough is 1,841 in 2014-15. The admissions pattern for Tonbridge and Malling is linked to Maidstone (for Malling) and Sevenoaks and Tunbridge Wells (for Tonbridge). The commentary on those Districts should be considered alongside this section.

Year 7 numbers are forecast to fluctuate until 2017-18 when numbers are projected to rise. The forecast shows a deficit of places from 2018-19 to 2021-22 necessitating 1FE by 2018-19 and up to 3FE additional Secondary provision by 2021-22 to meet the required deficit. We have commissioned 1FE additional boys' selective places at the Judd School from 2016-17, and the additional places are reflected in the forecasts.

As set out in the Sevenoaks section, the Secretary of State has now approved a grammar school annex provision for girls provided by The Weald of Kent Grammar School. KCC will continue to pursue options for boys' provision in Sevenoaks District. It is anticipated that the increase in the size of Weald of Kent Grammar School will reduce the demand for girls' grammar school places in Tunbridge Wells by up to 1FE and increase future forecasts for places in Tonbridge and Malling accordingly. We will undertake further analysis of the impact during 2015-16 and adjust the commissioning intentions for Secondary school provision accordingly.

### Tonbridge and Malling Primary School Commissioning Position

Planning Group	by 2016-17	by 2017-18	by 2018-19	2019-20 to 2021-22
Medway Gap		1FE at Wouldham		
Tonbridge	30 Year R places	2FE Free School in central Tonbridge		

**Commissioning Position for Secondary, Early Years and SEN**

	by 2016-17	by 2017-18	by 2018-19	2019-20 to 2021-22
<b>Secondary</b>			1FE	2021-22 – 3FE

## 10.17

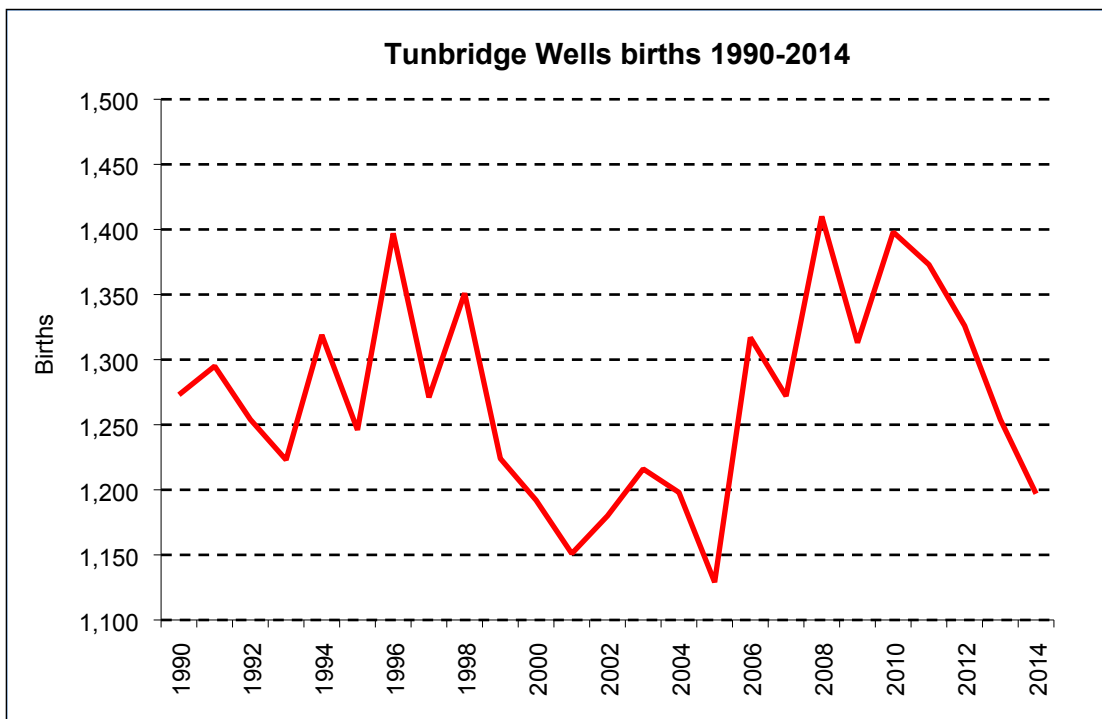
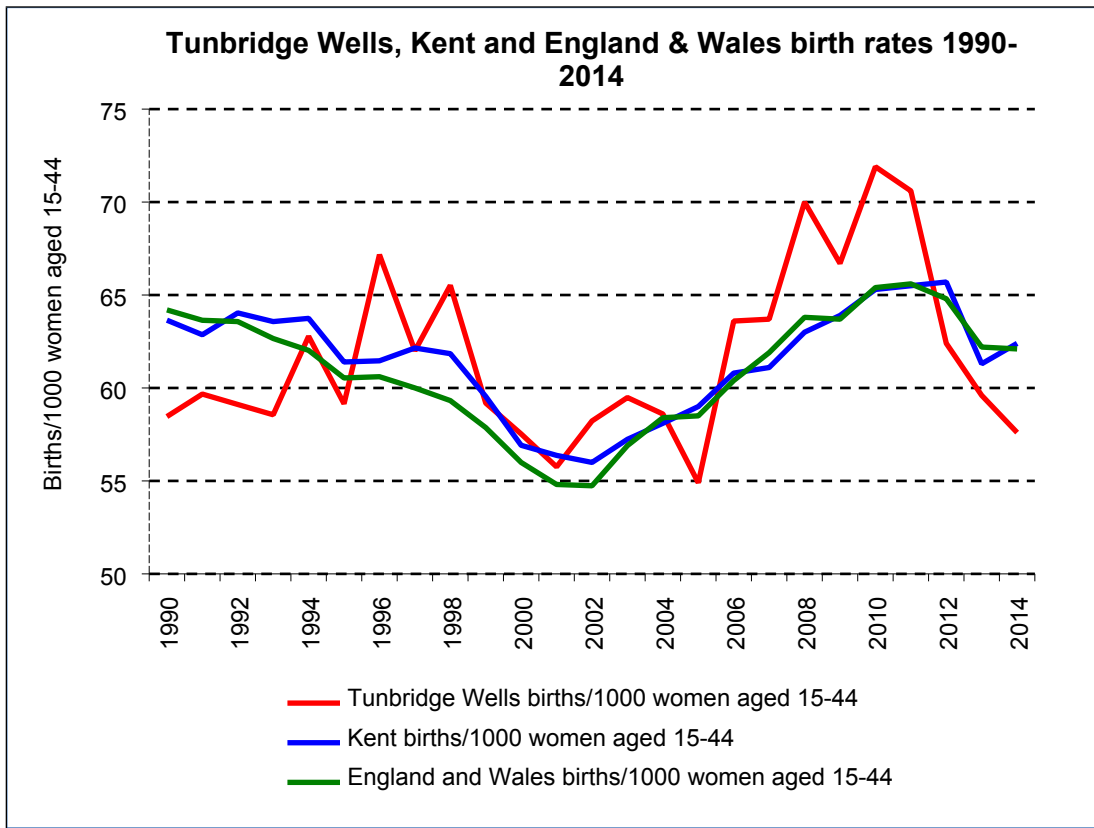
### TUN BRIDGE WELLS

#### Overview

- Birth rates have continued to fall, reflecting the trend since 2010. The number of births and birth rate are now close to the most recent low point in 2005 and are significantly below Kent and National figures.
- Skinners' Kent Primary School, a new 1FE school offering 30 Reception Year places and hosting Satellite Provision linked to Oakley School opened in September 2015.
- In Tunbridge Wells the core strategy adopted in 2010 planned for 6,000 new homes; the results of a study into the Borough's 'Objectively Assessed Need' is expected to increase significantly.
- Future pressure is anticipated from housing developments including Hawkenbury Farm and Paddock Wood, necessitating additional Primary school provision.
- The forecasts indicate a deficit of Reception Year places within the planning group of Pembury for September 2016 and beyond.
- The scope for future Primary school expansion is limited due to the nature and location of available sites.
- The forecasts indicate a significant need for additional Secondary School provision, although this is dependent upon the strategy across the travel to school area of Sevenoaks South, Tonbridge and Tunbridge Wells.

## District Analysis – Primary

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



### School-based surplus / deficit capacity summaries: Year R

Planning Group	2014-15 PAN/ capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN / capacity
Tunbridge Wells Town	279	26	31	55	64	71	65	309
Tunbridge Wells South	260	22	3	6	34	20	22	260
Tunbridge Wells West	130	13	32	3	0	24	13	110
Southborough	180	9	7	10	37	9	14	180
Pembury	60	0	-14	-11	-8	-2	-4	60
Paddock Wood	180	10	9	19	15	26	19	180
Goudhurst and Lamberhurst	60	0	6	5	12	17	15	60
Cranbrook	111	21	7	-1	13	18	13	106
Hawkhurst and Sandhurst	55	2	3	14	15	18	16	60
<b>Tunbridge Wells</b>	<b>1,315</b>	<b>103</b>	<b>84</b>	<b>100</b>	<b>181</b>	<b>201</b>	<b>172</b>	<b>1,325</b>

### All Year Groups

Planning Group	2014-15 PAN/ capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN/ capacity
Tunbridge Wells Town	1,977	173	247	269	291	311	327	2,163
Tunbridge Wells South	1,690	86	54	33	43	39	48	1,820
Tunbridge Wells West	750	78	113	113	100	114	113	830
Southborough	1,200	117	122	116	153	146	145	1,290
Pembury	510	3	-18	-35	-48	-54	-62	450
Paddock Wood	1,280	100	96	102	113	108	124	1,290
Goudhurst and Lamberhurst	380	-7	-5	-4	10	27	41	420
Cranbrook	758	109	119	117	122	135	149	762
Hawkhurst and Sandhurst	385	51	56	69	76	83	92	410
<b>Tunbridge Wells</b>	<b>8,930</b>	<b>710</b>	<b>785</b>	<b>781</b>	<b>859</b>	<b>909</b>	<b>979</b>	<b>9,435</b>

There are currently 33 Primary schools in the Tunbridge Wells District and a total of 1315 places available in Reception Year in 2014/15. The Reception Year intake for Primary schools in Tunbridge Wells is forecast to fluctuate. The forecast data shows that there is sufficient capacity across the District to accommodate the total pupil numbers. However, this masks areas of localised pressure. The planning groups in Tunbridge Wells can be broadly split into two areas for provision planning purposes: urban and rural.

Tunbridge Wells Rural: All rural planning groups are anticipated to remain in surplus across the Plan period, with the exception of a slight deficit in Cranbrook for 2016-17.

Tunbridge Wells Urban: The first FE of a new 2FE Primary school has opened on the housing development at Knights Wood, located in Tunbridge Wells Town planning group. The Skinners' Kent Primary School will meet the pupil product arising from the housing development and provide additional places towards indigenous population growth. It hosts a Satellite Unit operated as part of Oakley Special School and provides inclusive provision for up to 12 pupils.

The forecasts for Pembury indicate that there will be between 62 and 74 Reception pupils each year. Pembury Primary School has previously operated at 3FE for the period 2011-14. From September 2015 there is anticipated pressure of up to 14 Reception Year places during the forecast period. However, the nearby planning groups of Tunbridge Wells Town and Southborough are forecast to have sufficient surplus places to accommodate this demand.

Tunbridge Wells Borough Council (TWBC) has recently submitted its Site Allocations Development Plan Document for examination which identifies the proposed housing sites in the Borough up to 2026.

The development of brownfield sites within the town centre, whilst individually quite small, could cumulatively place significant pressure on the existing schools in the town which are typically constrained in nature. The timing of these developments will be a key factor. It is understood that the current commercial occupiers of these sites will vacate gradually over the next five years as alternative business locations become attractive.

In the medium term, development of approximately 235 new homes in Hawkenbury is Primary School anticipated to necessitate the relocation and expansion of St Peter's CE Primary School by up to 1.3FE to accommodate the increase in pupil numbers. The timing of the relocation is dependent on and linked to the housing development proposals.

The development of a total of 1,050 new homes is proposed in Paddock Wood. The majority of this is across three medium sized development sites, two of which are currently within the planning system. In response to the proposed development a new 2FE Primary school is required and a site to accommodate this will be secured through the planning system. The school opening will be commissioned in line with occupations of the new developments.

TWBC have also begun the evidence gathering stage of producing a new full Local Plan to identify and accommodate housing over the longer term. Whilst this process is at a very early stage, KCC will engage with TWBC to ensure appropriate education provision is integrated into the emerging Plan.

### District Analysis – Secondary

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Year 7	1,515	149	88	49	-47	-153	-194	-166	-167	1,444
Years 7-11	7,902	951	847	646	487	120	-223	-478	-694	7,706

This section should be read in conjunction with the Secondary school analysis provided in the Sevenoaks District section.

The number of Year 7 places in Tunbridge Wells Secondary schools was 1,515 in 2014-15. The commissioning of Secondary places in Tunbridge Wells is influenced by the demand (mainly for selective provision) from students resident in Sevenoaks District, crossing into Tunbridge Wells District. This demand exacerbates the local pressure on grammar school places. In 2012 KCC took a decision to pursue proposals for expanded grammar school provision in Sevenoaks. This decision was the result of a well-supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks. A number of options were considered and KCC believes the best option is for existing grammar schools to expand to manage satellite provisions and is currently pursuing this as a policy.

The approved, new provision in Sevenoaks will provide a significant part of the solution for the Secondary capacity issues in Tonbridge town and Tunbridge Wells town.

We have reviewed the need for selective places in the travel to school area of Sevenoaks South, Tonbridge and Tunbridge Wells town and are seeking to commission additional places where required. Overall there is a need for additional selective provision to serve Sevenoaks from 2016-17, prior to an overall deficit of Year 7 places occurring in Tunbridge Wells from 2017-18. There will be a need for additional all-ability Secondary provision in Tunbridge Wells by September 2017. Discussions are being held with schools to identify suitable expansion projects.

As set out in the Sevenoaks section, the Secretary of State has now approved a grammar school annex provision for girls provided by The Weald of Kent Grammar School. KCC will continue to pursue options for boys' provision in Sevenoaks District. It is anticipated that the provision of 3FE selective girls' places in The Weald of Kent Grammar School, which has its main school campus located in the District of Tonbridge & Malling, will reduce the demand for Year 7 places in Tunbridge Wells by up to 1FE and increase future forecasts for places in Tonbridge & Malling accordingly. We will undertake further analysis of the impact during 2015-16 and adjust the commissioning intentions for Secondary school provision accordingly.

There is a possibility of an increase in Secondary pupils in the Paddock Wood area due to the proposed housing development.

#### **Tunbridge Wells Primary School Commissioning Position**

<b>Planning Group</b>	<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019-20 to 2021-22)</b>
<b>Tunbridge Wells South</b>			1.3FE at St Peter's CEPS	
<b>Paddock Wood</b>			1FE at Paddock Wood	

**Tunbridge Wells Secondary School Commissioning Position**

<b>by 2016-17</b>	<b>by 2017-18</b>	<b>by 2018-19</b>	<b>2019–20 to 2021-22)</b>
	2FE	5FE	2021-22 – 2FE



## 11.0 Kent Wide Summary

Figures 11.1 to 11.4 below provide a summary of the commissioning proposals for Primary, Secondary, SEN, Early Years and Post-16 places in each District as set out in greater detail in the Plan.

**Figure 11.1: Summary of the Commissioning Proposals for Primary Schools**

District	By 2016-17	By 2017-18	By 2018-19	Between 2019-2022
District	By 2016-17	By 2017-18	By 2018-19	Between 2019 and 2022
Ashford	30 Year R in Ashford South	1FE in Chilmington Green 30 Year R in Ashford South	1FE in Ashford South East 0.3FE Charing and Challock	1FE in Chilmington Green 2FE in Willesborough
Canterbury	0.2FE in Hoath 30 Year 2 places in Herne Bay 30 Year 2 places in Whitstable		0.5FE in Wickhambreaux 2FE in Herne Bay	5FE in Canterbury 2FE in Sturry 3FE in Herne Bay 1FE in Whitstable
Dartford	1FE in Dartford North 0.6FE in Dartford West 2FE in Dartford East 1FE in Swanscombe & Greenhithe	1FE in Dartford North 1FE in Castle Hill	1FE in Ebbsfleet Green 2FE in St James Pit	1FE in Dartford North 1FE in Castle Hill 1FE in Station Quarter North 1FE in Ebbsfleet Green 2FE in Alkerden 2FE in Western Cross
Dover	30 Year R places in Whitfield 8 Year R places in St Margaret's at Cliffe	1FE in Whitfield 0.3FE in St Margaret's at Cliffe	1FE in Sandwich and Eastry 0.3FE in Ash and Wingham	1FE in Whitfield 1FE in Deal
Gravesham	2FE in Gravesend East 30 Year R in Gravesend North 2FE in Gravesend North 1FE in Gravesend South East 30 Year R places in Gravesend SE 30 Year R places in Gravesend SW 1FE Northfleet	2FE in Gravesend South West 1FE in Northfleet		1FE in Northfleet
Maidstone	1FE in Maidstone Central & South 1FE in Maidstone North 30 Year R places in Maidstone West	1FE in Headcorn 0.6FE in Marden	1FE in Lenham & Harrietsham	2FE in Maidstone West
Sevenoaks	1FE in Sevenoaks Rural SW 1FE in Sevenoaks Rural East 1FE in Swanley & Hextable 0.15FE in Sevenoaks Rural West	0.3FE in Westerham 0.2FE in Sevenoaks Rural SE	1FE in Sevenoaks	

District	By 2016-17	By 2017-18	By 2018-19	Between 2019-2022
Shepway		1FE in Hythe 0.5FE in Sellindge	2FE in Folkestone West	0.3FE in Romney Marsh
Swale		1FE in Sittingbourne North 1FE in Teynham 1FE in Warden Bay 1FE in Faversham		0.5FE in Sittingbourne East 2FE in Sittingbourne North 1FE in Queenborough & Rushenden 1FE in Faversham
Thanet				2FE in Ramsgate 2FE in Broadstairs 0.5FE in Margate 2FE in Garlinge 2FE in Birchington
Tonbridge and Malling	30 Year R places	1FE in the Medway Gap 2FE Free School in central Tonbridge		
Tunbridge Wells			1.3FE in Tunbridge Wells South 1FE in Paddock Wood	
<b>Totals</b>	<b>15.95FE permanent 218 Year R places 60 Year 2 places</b>	<b>17.9FE permanent 30 Year R places</b>	<b>14.4FE permanent</b>	<b>40.3FE permanent</b>

**Figure 11.2: Summary of the Commissioning Proposals for Secondary Schools**

District	By 2016-17	By 2017-18	By 2018-19	Between 2019 and 2022
Ashford				4FE in Chilmington Green in 2022/23, (with a further 4FE thereafter). 60 Y7 in 2019 90 Y7 in 2020
Canterbury	60 Year 7	3FE in Canterbury		5FE in Whitstable & Herne Bay
Dartford	4FE	1FE	6FE	13FE
Dover			1FE	60 Year 7 places
Gravesham	2FE	2FE	3FE	3FE
Maidstone		6FE	2FE	1FE
Sevenoaks		3FE		
Shepway				
Swale	30 Year 7	2FE in Sittingbourne		3FE in Sittingbourne
Thanet			3FE	5FE in Thanet
Tonbridge and Malling			1FE	3FE
Tunbridge Wells		2FE	5FE	2FE
<b>Totals</b>	<b>6FE permanent 90 Year 7 places</b>	<b>19FE permanent</b>	<b>21FE permanent</b>	<b>39FE permanent 210 Year 7 places</b>

**Figure 11.3: Summary of the Commissioning Proposals for SEN Provision**

<b>District</b>	<b>By 2016-17</b>	<b>By 2017-18</b>	<b>By 2018-19</b>	<b>Between 2019 and 2022</b>
Ashford	113 Special school	15 SRBP/Satellite		40 SRBP/Satellite
Canterbury	30 SRBP/Satellite		15 SRBP/Satellite	30 SRBP/Satellite
Dartford	12 SRBP/Satellite		55 SRBP/Satellite	60 SRBP/Satellite
Dover		50 SRBP		
Gravesham		15 SRBP/Satellite	Proposal sought for new ASD provision	
Maidstone	55 Special school 15 SRBP/Satellite			15 SRBP/Satellite
Sevenoaks	74 Special school			
Shepway	54 Special school		15 SRBP/Satellite	
Swale	61 Special school		Proposal sought for new ASD provision	70 SRBP/Satellite
Thanet	12 SRBP			85 SRBP/Satellite
Tonbridge and Malling	21 Special school	48 Special School		
Tunbridge Wells			15 SRBP/Satellite	
<b>Totals</b>	<b>378 Special school places 69 places in SRBP/Satellite</b>	<b>48 SEN school places 80 places in SRBP/Satellite</b>	<b>100 places in SRBP/Satellite</b>	<b>300 places in SRBP/Satellite</b>

**Figure 11.4: Summary of the Commissioning Proposals for Early Years Provision**

<b>District</b>	<b>By 2016-17</b>	<b>By 2017-18</b>	<b>By 2018-19</b>	<b>Between 2019 and 2022</b>
Ashford		26 place		26 place
Canterbury			26 place	52 place
Dartford		26 place	52 place	104 place
Dover				
Gravesham		26 place		
Maidstone	26 place			26 place
Sevenoaks				
Shepway			26 place	
Swale				78 place
Thanet				104 place
Tonbridge and Malling				
Tunbridge Wells			26 place	
<b>Totals</b>	<b>26 places</b>	<b>78 places</b>	<b>130 places</b>	<b>390 places</b>

## Appendix 1: Forecasting Methodology

- 1.1 To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of pre-school age children. The pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.
- 1.2 It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.
- 1.3 Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.
- 1.4 The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale house-building, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.
- 1.5 Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous house-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.
- 1.6 Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with District authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.
- 1.7 Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual housing developments, patterns of occupation

and not least parental preferences for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

### **1.8 Accuracy of Forecasts**

Historic accuracy has been considered by comparing the number of children on school rolls against the forecast numbers.

1.9 Details of forecast accuracy are contained in the Review of the Kent Commissioning Plan for Education 2015-19. Briefly:

- Reception Year Numbers are accurate to within 1.8%. This is a greater variation than in previous years and our stated aspiration (plus or minus 1%) and is due to high migration in the previous year which will have influenced the migration factor in the forecast model.
- Primary School Numbers were 0.8% higher than actual rolls, with four of the 12 Districts showing forecasts 1% higher than roll numbers which demonstrates a high degree of accuracy.
- Year 7 Numbers were 0.3% higher than forecast, which is a very high degree of accuracy. The most extreme change, in Sevenoaks, is due to the opening of The Trinity Free School which was a change in parental preferences and the provision available.
- Secondary School Numbers are extremely accurate. Forecasts were 18 pupils higher than actual rolls.

1.10 The Review, which includes a breakdown of forecasting accuracy by District area, is available to view online at <http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision> or by request from KCC's Provision Planning Unit (please see a list of contacts on page 150).

### **1.11 Quality Assurance of Forecasts**

The Provision Planning Unit carries out an annual quality assurance on the forecasting process.

1.12 The pre-school population data forms part of the core dataset for generating forecasts and this is obtained from an external organisation; the Kent Primary Care Agency (KPCA) which is subject to their own QA processes. The data received is checked against previous years and a report on the yearly change in cohort sizes is produced. Any deviations from expectation (for example a decrease in cohort size from one year to another in a known growth area) will be questioned via our Management Information Unit (MIU).

1.13 The forecasting process includes various assumptions, such as the average change in size of pre-school cohort groups from birth to entering school Reception classes, average change in size of school cohort groups from one year to the next, school intake percentages, travel to school patterns and levels of forecast housing growth. Forecasts are compared to actual reported data to gauge the degree of variance across the planning area (for Primary) and District area (for Secondary).

1.14 Where variance levels are unacceptably high, in-depth analysis is carried out, potentially with the result of later-year forecasts being adjusted and assumptions for some or all schools and areas revised for the following forecasting round.

## 1.15 Effect of net migration on accuracy of 2014-based forecasts

**Figure 1: Pre-school Population Increases 2010 to 2014**

Year from	Year to	Age change	No. of years	Total increase in cohort size	Total increase (forms of entry)	Yearly increase in cohort size	Yearly increase (forms of entry)
2013	2014	0 to 1	1	+474	+16	+474	+16
2012	2014	0 to 2	2	+1,177	+39	+589	+20
2011	2014	0 to 3	3	+1,320	+44	+440	+15
2010	2014	0 to 4	4	+1,798	+60	+450	+15

Source: Pre-school age children registered at Kent, Medway, Bexley and Greenwich GP surgeries as at 31 August 2014, Kent Primary Care Agency, February 2015.

- 1.16 Last year's 2014-based pupil forecasts overestimated demand for Primary school places by 0.8%, but was accurate for Secondary school places when compared with January 2015 Schools Census data. Assumptions made about current and future net migration (or *cohort change*) at pre-school and (to a lesser extent) in-school phases have a large impact on the results of the forecasts and to be even slightly adrift means the inaccuracy is multiplied forwards through the forecast years.
- 1.17 The 2015-based forecasts included a pre-school migration (or *cohort change*) factor of +465 (+16 forms of entry) which is 60% weighted towards the latest transition year - and the previous four years transition data comprise the remaining 40%. We believe these weightings to be prudent. Figure 8.3 above shows that the latest pre-school migration (or *cohort change*) factor from 0 to 1 is +474 children (+16 forms of entry).

**Figure 2: In-school Pupil Increases October 2011 to January 2015**

Period	Primary (R-6)	Secondary (7-11)
October 2011 to October 2012	+129 per year group (+4FE)	-39 per year group (-1FE)
January 2012 to January 2013	+94 per year group (+3FE)	-72 per year group (-2FE)
October 2012 to October 2013	+172 per year group (+6FE)	+46 (+2FE)
January 2013 to January 2014	+124 per year group (+4FE)	+7 (-)
October 2013 to October 2014	+119 per year group (+4FE)	+54 (+1.8FE)
January 2014 to January 2015	+98 per year group (3FE)	-5 (-)

Source: Schools Census January 2015, Management Information Unit, KCC.

- 1.18 The 2015-based forecasts include an in-school migration (or *cohort change*) factor of around 4.7FE per year group per year at the Primary phase but is negligible at the Secondary phase. In-school migration (or *cohort change*) has increased significantly. At the Primary phase it is significantly higher than what has previously been used within the forecasting system and at the Secondary phase it is no longer negative.

## 12. Contact Details

The responsibility for the commissioning, planning and delivery of new school places in Kent is vested in the Director of Education Planning and Access, Keith Abbott, and the team of four Area Education Officers whose contact details are given below.

<p><b>EAST KENT</b></p> <p><b>Marisa White</b> <b>Area Education Officer</b></p> <p>Canterbury, Swale and Thanet</p> <p>Brook House, Reeves Way Whitstable CT5 3SS</p> <p><b>Tel: 03000 418794</b></p> <p><b>Jane Wiles</b> <b>Area Schools Organisation Officer</b> <b>Tel: 03000 418924</b></p>	<p><b>SOUTH KENT</b></p> <p><b>David Adams</b> <b>Area Education Officer</b></p> <p>Ashford, Dover and Shepway</p> <p>Kroner House, Eurogate Business Park Ashford TN24 8XU</p> <p><b>Tel: 03000 414989</b></p> <p><b>Lee Round</b> <b>Area Schools Organisation Officer</b> <b>Tel: 03000 412039</b></p>
<p><b>NORTH KENT</b></p> <p><b>Ian Watts</b> <b>Area Education Officer</b></p> <p>Dartford, Gravesham and Sevenoaks</p> <p>Worrall House, 30 Kings Hill Avenue, Kings Hill, ME19 4AE</p> <p><b>Tel: 03000 414302</b></p> <p><b>David Hart</b> <b>Area Schools Organisation Officer</b> <b>Tel: 03000 410195</b></p>	<p><b>WEST KENT</b></p> <p><b>Jared Nehra</b> <b>Area Education Officer</b></p> <p>Maidstone, Tonbridge and Malling and Tunbridge Wells</p> <p>Sessions House, County Hall, Maidstone ME14 1XQ</p> <p><b>Tel: 03000 412209</b></p> <p><b>Michelle Hamilton</b> <b>Area Schools Organisation Officer</b> <b>Tel: 03000 412037</b></p>

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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

**Subject:** Early Years and School Performance in 2015 - National Curriculum Test and Public Examination Results

**Classification:** **Unrestricted**

**Electoral Division:** All

**Summary:**

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), and GCSE and post 16 results for 2015. The report includes comparison to national data where available. It also reports on vulnerable groups and achievement gaps in each Key Stage. The data in this report is not final validated data so these outcomes are provisional until January 2016. Some national comparative data is still unavailable for some indicators.

**Recommendations**

Members of the Committee are asked to note :

- (i) The improvements in 2015 in the Early Years Foundation Stage and Key Stages 1 and 2.
- (ii) To note the areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2016.

**1. Introduction**

- 1.1 The report contains a review of all available data for all the Key Stages above. The following commentary reflects a summary of the key points for each Key Stage and the priorities for action in 2015-2016.
- 1.2 Free School Meals (FSM) figures quoted in this report may differ from previous reports owing to the change to using FSM Ever 6<sup>i</sup> rather than FSM Eligible<sup>ii</sup> to bring this report in line with data now being used in RAISEonline reports.
- 1.3 Children in Care (CiC) figures may differ from previous reports owing to the change to using CiC (in care for 12 months or more).
- 1.4 2014 figures quoted may differ from those stated in Vision and Priorities for Improvement (2015-2018), due to changes in final validated 2014 data, which is used in this report.

<sup>i</sup> FSM Ever definition: pupils who have been eligible for free school meals at any point in the last 6 years.

<sup>ii</sup> FSM Eligible definition: all pupils eligible for FSM at the point at which the schools last census was taken.

## 2. Early Years Foundation Stage

- 1.1. The main overall indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be a strong performance in the percentage of children achieving a GLD in Kent. The 2015 figure of 73% reflects a 10% improvement since 2013, and is in line with the Kent target of 73%. This is above the national average of 66% and statistical neighbour average of 67.9%, with Kent ranked second amongst its statistical neighbours\*.

	% Good Level of Development			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>63</b>	<b>69</b>	<b>73</b>	<b>+4</b>
<b>National</b>	<b>52</b>	<b>60</b>	<b>66</b>	<b>+6</b>

- 1.2. Girls continue to out-perform boys at the end of the EYFS with 80.5% of girls compared to 65.5% of boys achieving a Good Level of Development in 2015. This represents a marginally improved position from 2014, although there is still work to be done to narrow the gender gap. The gap in Kent remains unchanged since 2014 at 15% and is in line with the national figure, although it is 1% narrower than the statistical neighbour average of 16%.
- 1.3. The percentage of FSM pupils in the EYFS achieving a Good Level of Development improved from 57.6% in 2014 to 60.1% in 2015. 2014 saw a significant narrowing of the attainment gap for FSM children from 18.7% to 12%. Disappointingly this achievement gap has widened again in 2015 to 15%.
- 1.4. The percentage of SEN children in the EYFS achieving a Good Level of Development declined from 27.1% in 2014 to 24.9% in 2015. The SEN achievement gap has widened for the third successive year and by 5.3% since 2014 to 53.3%, which is a concern.
- 1.5. The percentage of Children in Care, looked after for more than 12 months, achieving a Good Level of Development improved significantly from 22.9% in 2014 to 46.7% in 2015. The achievement gap for CiC has reduced in 2015 to 26.5%, from 45.8% in 2014, which is very positive.
- 1.6. The Department for Education (DfE) has introduced a new Baseline Assessment measure with effect from September 2015. This will replace the measure of GLD at the end of the EYFS and September 2016 will be the last point at which there will be a statutory requirement for schools to complete the EYFS Profile.

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\* Kent has 10 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

## 2. Key Stage 1

- 2.1. In 2015, Kent performed at or above the national average at Key Stage 1 in both the Level 2B and Level 3 attainment indicators. These improvements reflect a good three year upward trend and provide a strong basis for improved pupil progress and outcomes in Key Stage 2.

	% Achieving L2B+ Reading				% Achieving L2B+ Writing			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>79</b>	<b>82</b>	<b>84</b>	<b>2</b>	<b>67</b>	<b>70</b>	<b>74</b>	<b>+4</b>
<b>National</b>	<b>79</b>	<b>81</b>	<b>82</b>	<b>1</b>	<b>67</b>	<b>70</b>	<b>72</b>	<b>+2</b>

	% Achieving L2B+ Maths			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>79</b>	<b>82</b>	<b>84</b>	<b>+2</b>
<b>National</b>	<b>78</b>	<b>80</b>	<b>82</b>	<b>+2</b>

- 2.2. Standards in **Reading** at Key Stage 1 have improved in 2015 for the third successive year and are above the 2015 national average. Standards in reading at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.3% above the statistical neighbour average. At Level 3 and above, outcomes in reading improved to 35%, from 32% in 2014, which places Kent 3% above the national average and 2.9% above the statistical neighbour average. Kent is ranked second amongst its statistical neighbours\* at Level 2B and above and first at Level 3 and above.
- 2.3. Standards in **Writing** at Key Stage 1 have improved in 2015, continuing a three year upward trend. Standards in writing at Level 2B and above improved to 74%, from 70% in 2014, which is 2% above the national average and 1.1% above the statistical neighbour average. At Level 3 and above, standards in writing improved to 18%, from 16% in 2014. Kent remains in line with both the national and the statistical neighbour averages in 2015. Kent is ranked second amongst its statistical neighbours\* at Level 2B and above and sixth at Level 3 and above. However, while 84% of seven year olds achieved Level 2B and above for reading, only 74% achieved this benchmark in writing which is a concern. This will be a priority for improvement in 2015-16.
- 2.4. Standards in **Mathematics** at Key Stage 1 have also improved for the third successive year across all indicators. Standards in mathematics at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.6% above the statistical neighbour average. At Level 3 and above standards in mathematics improved to 28%, from 25% in 2014, which means Kent is 2% above the national average and 2.2% above the statistical neighbour average. Kent is ranked first amongst its statistical neighbours\* at both Level 2B and Level 3 and above.

## Gender Gaps at Key Stage 1

- 2.5. The attainment of both boys and girls continues to improve at Level 2B and Level 3 and above across all subjects in 2015. However, the gender gaps in attainment are narrowing marginally or in the case of Mathematics widening slightly.
- 2.6. Girls continue to attain higher standards than boys in **Reading**, with 88% of girls achieving Level 2B and above in 2015, compared to 86% in 2014. Level 2B and above attainment for boys also improved, from 78% in 2014 to 80% in 2015. It is a similar picture at Level 3 and above, with 40% of girls achieving this measure in 2015 compared to 37% in 2014. The attainment of boys at Level 3 and above has also improved from 28% in 2014 to 30% in 2015. However, the gap between the attainment of boys and girls has not narrowed at Level 2B and above and remains at 8% but is 0.6% narrower than the statistical neighbour average. The attainment gap at Level 3 and above has widened from 9% in 2014 to 10% in 2015 which is 0.3% wider than the statistical neighbour average. At both levels the gap in Kent remains in line with the national picture.
- 2.7. The attainment gap between boys and girls remains widest in **Writing**. At Level 2B and above the attainment of girls increased from 78% in 2014 to 82% in 2015. There was also an increase in the attainment of boys at Level 2B and above from 62% in 2014 to 67% in 2015. At level 3 and above 24% girls achieved this measure in 2015, compared to 21% in 2014. Boys showed a similar increase in attainment, from 11.2% in 2014 to 13.2% in 2015. The gap between the attainment of boys and girls in writing has narrowed by 1% at Level 2B and above to 15% in 2015 which is 0.2% wider than the statistical neighbour average but in line with the national figure. The attainment gap at Level 3 and above has widened slightly from 10% in 2014 to 11% in 2015 which is 1% wider than the national average and 0.2% wider than the statistical neighbour average.
- 2.8. At Level 2B and above in **Mathematics**, 86% of girls compared to 82% of boys achieved Level 2B and above in mathematics in 2015, which is an improvement from 83% of girls and 80% of boys achieving the same measure in 2014. At Level 3 and above however, boys continue to attain higher standards than girls in mathematics, with 30% achieving this measure in 2015, an increase of 3% since 2014. Girls also improved their performance by 3% since 2014, with 26.1% achieving this measure in 2015. The gender gap in attainment in mathematics at Level 2B and above has widened by 1% in 2015 to 4% which means that the gap in Kent is now 1% wider than the national figure and 0.6% wider than the statistical neighbour average. The attainment gap at Level 3 and above has remained unchanged since 2014, at 4%, which is in line with the national picture and 0.3% narrower than the statistical neighbour average.

## Outcomes for Vulnerable Groups at Key Stage 1

- 2.9. The attainment of FSM pupils and Children in Care have improved in 2015 at Level 2B and above and at Level 3 and above across all subjects. These

improvements reflect a three year upward trend. Disappointingly, gaps in attainment for SEN pupils have not narrowed in 2015.

- 2.10. The attainment of FSM pupils in **Reading** has improved at Key Stage 1 from 67.5% in 2014 to 72.4% at Level 2B and above and from 17.1% in 2014 to 19.8% at Level 3 and above. The reading attainment gaps for FSM pupils have narrowed in 2015 at both levels, by 3.1% to 15.2% at Level 2b and above and by 0.2% to 19.5% at Level 3 and above.
- 2.11. The attainment of FSM pupils in **Writing** has improved at Key Stage 1 from 52.5% in 2014 to 58.7% at Level 2B and above and from 6.3% in 2014 to 7.9% at Level 3 and above. Although the attainment gap for FSM pupils in writing has narrowed at Level 2b and above in 2015, by 2.2% to 19.8%, there has been a small widening of the gap at Level 3 and above by 0.8% to 13.4%.
- 2.12. The attainment of FSM pupils in **Mathematics** has improved at Key Stage 1 from 68.4% in 2014 to 73.6% at Level 2B and above and from 12.7% in 2014 to 15.1% at Level 3 and above. The attainment gap of FSM pupils in mathematics at Level 2B and above has narrowed in 2015, by 3.5% to 13.4%. There has been a small widening of the gap at Level 3 and above however by 1.1% to 16.9% in 2015.
- 2.13. The attainment gaps for SEN pupils have widened from 2014 to 2015 across all subjects at both Level 2B and above and Level 3 and above.
- 2.14. There has been a decline in the attainment of SEN pupils in **Reading** at Key Stage 1 from 42.5% in 2014 to 40% at Level 2B and above and from 6.7% in 2014 to 5.7% at Level 3 and above. The SEN reading attainment gaps have widened in 2015, by 2.7% to 50.8% at Level 2B and above and by 2.1% to 33.7% at Level 3 and above.
- 2.15. Although there has been a small decline in the attainment of SEN pupils in **Writing** at Key Stage 1 Level 2B and above from 25.2% in 2014 to 24.3% there has been a slight improvement at Level 3 and above from 1.4% in 2014 to 1.6% this year. The attainment gaps for SEN pupils in writing have widened in 2015, by 2.7% to 57.2% at Level 2B and above and by 1.3% to 19.2% at Level 3 and above.
- 2.16. There has also been a decline in the attainment of SEN pupils in **Mathematics** at Key Stage 1 from 45.1% in 2014 to 41.8% at Level 2B and above and from 5.9% in 2014 to 5.4% at Level 3 and above. At Key Stage 1, the SEN mathematics attainment gaps have widened in 2015, by 3.8% to 48.5% at Level 2B and above and by 2.8% to 26.3% at Level 3 and above.
- 2.17. There has been a very welcome narrowing of the attainment gap for Children in Care (CiC looked after for more than 12 months) at Level 2B and above in Reading, Writing and Mathematics in 2015. The attainment gap has widened at Level 3 and above in 2015 across all subjects but remains narrower than outcomes in 2013.
- 2.18. The attainment of CiC in **Reading** at Key Stage 1 improved at Level 2B and above from 47.4% in 2014 to 56.1% but declined at Level 3 and above from

18.4% in 2014 to 12.2%. The Reading attainment gap for CiC narrowed in 2015, by 6.3% to 28.1% at Level 2B and above. There has been a widening of the gap at Level 3 and above by 8.8% to 22.8%.

2.19. The attainment of CiC in **Writing** at Key Stage 1 significantly improved at Level 2B and above from 26.3% in 2014 to 43.9% but declined at Level 3 and above from 5.3% in 2014 to 4.9%. Although the CiC Writing attainment gap at Key Stage 1 narrowed in 2015, by 13.1% to 30.2% at Level 2B and above there has been a widening of the gap at Level 3 and above by 2.7% to 13.5%.

2.20. The attainment of CiC in **Mathematics** at Key Stage 1 also improved at Level 2B and above from 47.4% in 2014 to 58.5% but declined at Level 3 and above from 23.7% in 2014 to 9.8%. The CiC Mathematics attainment gap has narrowed at Level 2B and above in 2015, by 8.7% to 25.5%. At Level 3 and above there has been a widening of the gap by 17.2% to 18.5%.

#### 4. Key Stage 2

4.1. At Key Stage 2 there has been continued improvement at Level 4 and above in Reading, Writing and Mathematics combined in line with the national average. Kent has also maintained standards above the national average for attainment at Level 5 and above. There has been particularly welcome improvement in standards and progress in writing.

	% Achieving L4+ Reading, Writing & Maths				% Achieving L4+ Reading			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>74</b>	<b>79</b>	<b>80</b>	<b>+1</b>	<b>85</b>	<b>89</b>	<b>89</b>	<b>0</b>
<b>National</b>	<b>75</b>	<b>79</b>	<b>80</b>	<b>+1</b>	<b>86</b>	<b>89</b>	<b>89</b>	<b>0</b>

	% Achieving L4+ Writing				% Achieving L4+ Maths			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>83</b>	<b>86</b>	<b>87</b>	<b>+1</b>	<b>83</b>	<b>86</b>	<b>86</b>	<b>0</b>
<b>National</b>	<b>83</b>	<b>85</b>	<b>87</b>	<b>+2</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>+1</b>

	% Achieving L4+ Spelling, Punctuation & Grammar			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>71</b>	<b>74</b>	<b>78</b>	<b>+4</b>
<b>National</b>	<b>74</b>	<b>76</b>	<b>80</b>	<b>+4</b>

4.2. At Key Stage 2, 80% of pupils achieved Level 4 and above in **Reading, Writing and Mathematics combined** in 2015, compared to 79% in 2014. Attainment at Level 5 and above in Reading, Writing and Mathematics combined remained at 25% in 2015. Kent remains in line with the national average and slightly above the statistical neighbour average at Level 4 and above. At Level 5 and above, Kent is above the national average by 1% and

above the statistical neighbour average by 1.9%. Compared to its statistical neighbours\*, Kent remains ranked fourth for Level 4 and above performance and second for Level 5 and above performance.

- 4.3. In 2015, 257 schools performed at or above the national average of 80% in Level 4 and above in Reading, Writing and Mathematics combined, compared to 243 schools in 2014. 207 schools improved on their 2014 result.
- 4.4. In 2015, 89% of Key Stage 2 pupils attained Level 4 or above in **Reading**. Although this means that Kent is in line with both national and statistical neighbour averages, outcomes have remained static from 2014. There was a small decline in Reading attainment at Level 5 and above from 51% in 2014 to 49% although Kent remains 1% above the national average and 0.5% above the statistical neighbour average in 2015.
- 4.5. The percentage of pupils achieving the expected two levels of progress in **Reading** also remained the same between 2014 and 2015 at 91%. This is in line with the national figure and slightly above the statistical neighbour average of 90.5% but below the Kent target of 93% for 2015. Kent is ranked second amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Reading is 33.3%, a small decline of 0.8% since 2014. This is broadly in line with the national figure but below the Kent 2015 target of 36%.
- 4.6. Attainment in **Writing** improved for the third successive year in 2015 to 87% Level 4 and above, from 86% in 2014. This is in line with the national average and 0.3% above the statistical neighbour average. At Level 5 and above outcomes also improved by 2% to 38% in 2015. Kent is above the national average by 2% and above the statistical neighbour average by 2.4% at Level 5 and above. Kent is ranked second amongst its statistical neighbours\* at Level 4 and first at Level 5.
- 4.7. In Writing, 95% of pupils achieved two levels of progress in 2015 which is a 2% improvement on 2014 and continues a three year upward trend. This is in line with the Kent target of 95% and above both the national average of 94% and statistical neighbour average of 93.8%. Kent is ranked 3<sup>rd</sup> amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Writing is 38.5%, which is an improvement of 3% since 2014. This is above both the Kent target of 38% for 2015 and the national figure of 36%.
- 4.8. Level 4 and above attainment in **Mathematics** remained the same as 2014 at 86% in 2015. At Level 5 and above there was a decline of 2% to 41%. At Level 4 and above Kent is slightly below the national average of 87% and statistical neighbour average of 86.2%. At Level 5 and above Kent is below the national figure of 42% but above the statistical neighbour average of 40.1%. Kent is ranked sixth amongst its statistical neighbours\* at Level 4 and fifth at Level 5.
- 4.9. The percentage of pupils achieving two levels of progress in Mathematics has improved for the third successive year and now stands at 90%, from 89% in 2014. This is in line with the 2015 national progress rates and above the statistical neighbour average of 88.5% but below the Kent target of 91%. Kent

is ranked second amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Mathematics is 33.8%, a decline of 1.9% from 2014, and below the Kent target of 38% and in line with the national figure of 34%.

- 4.10. Good progress has been made in attainment in **Grammar, Punctuation and Spelling** which has improved for the third successive year in 2015 to 78% at Level 4 and above, from 74% in 2014, and 52% at Level 5 and above, from 49% in 2014. However this continues to be a focus for improvement given that on both measures, Kent remains below the national average of 80% and statistical neighbour average of 78.9% at Level 4, and the national figure of 56% and statistical neighbour average of 53.4% at Level 5. Kent is ranked seventh amongst its statistical neighbours\* at both Level 4 and Level 5.

### **The Floor Standard at Key Stage 2**

- 4.11. In the 2014-15 academic year schools were seen as below the floor standard and therefore underperforming if:
- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths and
  - below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)
- 4.12. In 2015 the number of Primary schools performing below the floor standard remained static at 21, compared to 44 schools in 2013.

### **Key Stage 2 Gender Differences**

- 4.13. Although the attainment of girls at **Level 4 and above in Reading, Writing and Mathematics** combined continues to out-perform that of boys, with 83% of girls achieving the expected level in 2015 compared to 78% of boys, the gender attainment gap for this measure has narrowed by 2% since 2014. It is now 1% narrower than the national gender attainment gap and 1.3% narrower than the statistical neighbour average.
- 4.14. The percentage of girls attaining **Level 5 and above in Reading, Writing and Mathematics** combined remained the same at 28% in 2015 compared to 2014. The attainment of boys at this measure has improved slightly in 2015 to 23% from 22% in 2014. This reduces the gender attainment gap for this measure from 7% in 2014 to 5% in 2015 which is broadly in line with the national and statistical neighbour averages.
- 4.15. There has been improvement in the attainment of boys in **Reading** at Level 4 and above since 2014, by 1% to 88%. However, there has been a decline of 2% to 45% in the attainment of boys at Level 5 and above. The attainment of girls remained the same in 2015 compared to 2014, with 91% achieving Level



4 and above and 54% achieving Level 5 and above. The gender attainment gap in Reading at Level 4 and above has reduced by 1% since 2014 to 3%. This means that the gap in Kent is 1% narrower than the national figure and 1.4% narrower than the statistical neighbour average. At Level 5 and above Kent is in line with national with a gap of 9%, a 2% reduction since 2014. The gap in Kent at Level 5 and above is 0.4% wider than the statistical neighbour average.

- 4.16. Girls continue to outperform boys in **Writing** at both Level 4 and Level 5 and above although there has been improvement in the attainment of both girls and boys for the third successive year. 91% of girls (90% in 2014) and 84% of boys (81% in 2014) achieved Level 4 and above in 2015, and 45% girls (44% in 2014) and 31% boys (28% in 2014) achieved Level 5 and above. The gap in attainment between boys and girls has narrowed for both measures since 2014, by 3% to 7% at Level 4 and above, which continues a three year trend of improvement, and by 2% to 14% at Level 5 and above. At Level 4 and above, the gap in Kent is 1% less than the national figure and narrower than the statistical neighbour average by 1.7%. It is a similar picture at Level 5 and above with the gap in Kent being 1% less than the national figure and 1.8% narrower than the statistical neighbour average.
- 4.17. At Level 4 and above in **Mathematics**, the attainment of girls has remained static at 86% and the performance of boys has improved for the third successive year resulting in no gender attainment gap at this measure. At the higher levels, boys do better than girls and this year the attainment gap has widened by 4% to 8% owing to a decline in the performance of girls (from 41% in 2014 to 37% in 2015). This is in line with the picture both nationally and amongst statistical neighbours. The attainment of boys at Level 5 and above in 2015 remains static at 45%.

### **Outcomes for Vulnerable Groups at Key Stage 2**

- 4.18 There have been very small improvements in the gaps in attainment for children in receipt of Free School Meals, good improvement for Children in Care but not for children with special educational needs.
- 4.19 The attainment of FSM pupils in **Reading, Writing and Mathematics combined** has improved at Key Stage 2 from 65.5% in 2014 to 67.3% at Level 4 and above. However, it has declined slightly from 11.6% in 2014 to 11.4% at Level 5 and above. At Level 4 and above in Reading, Writing and Mathematics combined, the gap between the attainment of pupils in receipt of Free School Meals (FSM Ever 6) and non FSM pupils has reduced very slightly for the third successive year from 17.8% in 2014 to 17.6% in 2015. The FSM attainment gap at Level 5 and above in Reading, Writing and Mathematics combined has widened slightly in 2015 to 18.9%, an increase of 0.5% since 2014.
- 4.20 The attainment of FSM pupils in **Reading** has improved very slightly at Level 4 and above from 80.6% in 2014 to 80.8% at Level 4 and above but declined at Level 5 and above from 35.3% in 2014 to 32.8%. The FSM Reading attainment gaps have widened in 2015, by 1% to 12% at Level 4 and above and by 2.4% to 22.8% at Level 5 and above.

- 4.21 The attainment of FSM in **Writing** has improved at both Level 4 and above (from 74.9% in 2014 to 77.7% in 2015) and at Level 5 and above (from 19.4% in 2014 to 20.6%). The FSM Writing attainment gap at Level 4 and above has narrowed for the third successive year to 13.4%, from 14.3% in 2014. At Level 5 and above the FSM attainment gap in Writing has widened in 2015 by 1.7% to 23.7%.
- 4.22 The attainment of FSM pupils in **Mathematics** improved marginally at Level 4 and above from 76.6% in 2014 to 77.1%. At Level 5 and above there has been a decline in attainment from 26.5% in 2014 to 24.8%. In Mathematics, the attainment gap for FSM pupils has remained broadly the same from 2014 to 2015, at 12.7% at Level 4 and 22.3% at Level 5.
- 4.23 There has been a disappointing decline in the attainment of SEN pupils in **Reading, Writing and Mathematics combined** from 42.3% in 2014 to 37.6% at Level 4 and above and from 4.0% in 2014 to 3.3% at Level 5 and above. There has also been a widening of the SEN attainment gap at Level 4 and above in Reading, Writing and Mathematics combined in 2015, to 51.7% from 46% in 2014. At Level 5 and above Reading, Writing and Mathematics combined, the gap has narrowed in 2015 to 26.7% from 27.6% in 2014.
- 4.24 There has also been a decline in the attainment of SEN pupils in **Reading** from 65.8% in 2014 to 61.0% at Level 4 and above and from 21.2% in 2014 to 17.0% at Level 5 and above. The attainment gap for SEN pupils in Reading at both Level 4 and Level 5 and above widened in 2015, to 34.6% at Level 4 and above (from 31% in 2014) and to 39.4% at Level 5 and above (from 37.9% in 2014). The progress gap for SEN pupils achieving two levels of progress in Reading is 18.1%, an increase of 1.5% since 2014.
- 4.25 The attainment of SEN pupils in **Writing** has also declined from 54.5% in 2014 to 50.6% at Level 4 and above and from 7.2% in 2014 to 5.9% at Level 5 and above. The attainment gap in Writing for SEN pupils at both Level 4 and Level 5 and above has also widened in 2015, to 44.7% at Level 4 and above (from 41% in 2014) and to 39% at Level 5 and above (from 37.1% in 2014). The progress gap for SEN pupils achieving two levels of progress in Writing has slightly widened to 13.6%, an increase of 0.2% since 2014.
- 4.26 There has also been a decline in the attainment of SEN pupils in **Mathematics** from 59.7% in 2014 to 54.2% at Level 4 and above and from 14.2% in 2014 to 11.1% at Level 5 and above. The attainment gap in Mathematics for SEN pupils at Level 4 and above has widened in 2015, to 39.1% (from 34% in 2014). It is a more positive picture at Level 5 and above with a narrowing of the Mathematics gap for the third successive year, from 37.4% in 2014 to 36.5% in 2015. The gap for SEN pupils achieving two levels of progress in Mathematics widened slightly in 2015 to 20.5% (from 19.8% in 2015). This misses the Kent target of 14% for 2015.
- 4.27 The attainment gap for CiC (12 months +) at Level 4 and above **Reading, Writing and Mathematics combined** has reduced in 2015 for the first time in three years to 24.8% (from 37.8% in 2014) exceeding the Kent 2015 target of 30%. The attainment gap for this group of pupils has narrowed by 17.2% since 2013. At Level 5 and above Reading, Writing and Mathematics

combined, there has also been a slight narrowing of the attainment gap, from 18.6% in 2014 to 18.4% in 2015.

- 4.28 The attainment gap in **Reading** for CiC (in care for 12 months or more) at both Level 4 and Level 5 and above has narrowed in 2015, to 15.5% at Level 4 (from 24% in 2014) and to 22.6% at Level 5 (from 30.1% in 2014).
- 4.29 The attainment gap for CiC at Level 4 and above in **Writing** has reduced in 2015 for the third successive year and has narrowed by 13.5% since 2013 to 23.5% in 2015. At Level 5 and above however there has been a widening of the attainment gap for CiC over the last three years, although the gap has narrowed by 6.6% between 2014 and 2015 to 22.6%.
- 4.30 At Level 4 and above in **Mathematics**, the attainment gap for CiC has reduced in 2015 for the third successive year and has narrowed by 12.9% since 2013 to 18.1% in 2015. At Level 5 and above in Mathematics there has been a widening of the attainment gap for CiC by 3.4% since 2014 to 24.3%.

## 5. Key Stage 4

- 5.1. This year the indicator which will appear in performance tables is First Result which reflects the grade from the first time a student takes an examination in a subject. For example, pupils may have taken English or Mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator.

	% 5+ A*-C E&M (First result)			
	2013	2014	2015 Provisional	Diff from 2014
<b>Kent</b>	Figures not included as they are based upon best result	58.0	56.6	-1.4
<b>National</b>		53.4	52.8	-0.6

- 5.2. There has been a considerable delay in the GCSE and Post 16 figures being issued by the DfE. The new provider provided the information on 26<sup>th</sup> October, which is one month later than in previous years. The data provided is provisional. Kent's provisional First Entry result for performance at 5 or more GCSE grades A\*- C including English and mathematics is: 56.6%. The national First Result (also provisional) is: 52.8% which is broadly in line with 2014 outcomes.
- 5.3. The GCSE result at 56.6% is a slight drop of 1.4% from the First result in 2014. The national figure has also dropped by 0.6% for the same period. Kent remains above the national average by 3.8%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or A\*- C grades including English and Mathematics slipping from third to sixth\*.
- 5.4. Provisional expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined this year in English to 71.9% from 74.3%. Kent however remains above the national average of 70% which has dropped from 71.6% in 2014. Progress in Mathematics declined slightly from 66.8% of pupils achieving the expected rate of progress in 2014 to

66.2% in 2015. The national figure improved from 65.5% in 2014 to 66.6% in 2015 which means that Kent remains broadly in line with the national average for this measure.

- 5.5. The provisional result for average GCSE figures of A\*-C in English is 69.7% and for Mathematics it is 66.3%. Both of these figures are above the national averages, which are 64.7% for English and 65.1% for Mathematics. Again for English, both Kent and the national figures have dropped in 2015. However, for Mathematics the national figure has increased and the Kent outcome has declined.
- 5.6. First indications are that 28 schools may be below the floor standard of 40% of pupils achieving five good GCSE grades including English and Mathematics. However this figure is likely to improve as schools are successful in appeals and re-marks of GCSE results and achieve national median levels of progress in English or Mathematics. The validated results will be available in January 2016.
- 5.7. It is worthy of note that in nine out of the eleven GCSE indicators provisionally reported so far Kent remains above national averages used by government to measure performance at Key Stage 4.

#### **Key Stage 4 Gender Differences**

- 5.8. At Key Stage 4, the gender gap in attainment of 5 or more A\*- C grades including English and Mathematics remains around 9% as in the previous two years. 52.2% of boys and 61.0% of girls attained this level of achievement in 2015 compared to 47.9% of boys and 58.0% of girls nationally. 38 schools narrowed the gender attainment gap compared to 2014. This is from the total of 68 mixed gender secondary mainstream schools.

#### **Outcomes for Vulnerable Groups at Key Stage 4**

- 5.9. The Key Stage 4 attainment gap between FSM pupils and their peers for 5 or more A\*- C grades including English and Mathematics in 2015 is 32.9%, compared to 33.3% in 2014. The national gap in 2014 was 27%. 30.6% of FSM students in Kent achieved this measure, compared to 26.5% in 2014, and compared to 63.5% of non FSM students. This represents a very small narrowing of the gap by 0.4% compared to 2014. At the same time 46 schools reduced the FSM gap compared to 41 schools in 2014.
- 5.10. The 2015 gap between FSM students and non FSM students in achieving three levels of progress by the end of Key Stage 4, in English, is 19.9%. Only 56.2% of FSM students achieved this rate of progress compared to 76.1% of non FSM students. In Mathematics the gap is 27.3% with 44.7% of FSM students achieving this rate of progress compared to 72% of non FSM students. This gap has narrowed in both English (by 1.8%) and Mathematics (by 1.3%) compared to 2014.
- 5.11. Pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. For 5 or more A\*- C grades including English and Mathematics in 2015 the gap

between pupils with SEN and their peers was 39.4%. This has narrowed marginally from 40.7% in 2014.

- 5.12. At Key Stage 4, 12.5% of Children in Care achieved 5 or more A\*- C grades including English and Mathematics compared to 8.2% in 2014, which is a very welcome improvement. The Key Stage 4 attainment gap is 44.4% which has reduced from 50.0% in 2014. These are the widest achievement gaps of any pupil group, and continue to be an important focus for improvement in 2016.

## 6. Post 16 Outcomes

- 6.1 The provisional performance at post 16 shows a mixed and overall declining trend over three years. The data used in this report includes both state funded schools and colleges. The table below sets out the trend data between 2013 and 2015, for all academic qualifications post 16, then more specifically vocational and A' level courses.

		Academic		Vocational		A Level		
		APS per entry	APS per Student	APS per entry	APS per Student	% 2+ A*-E	% 3+ A*-E	% AAB (in two facilitating subjects)
2013	Kent LA Schools	216.5	851.8	224.9	639.3	89.6	77.2	14.9
	<b>Kent LA Schools &amp; Colleges</b>	<b>216.1</b>	<b>844.8</b>	<b>214.8</b>	<b>563.8</b>	<b>89.6</b>	<b>76.5</b>	<b>14.6</b>
	National	215.7	802.4	213.7	562.0	92.9	80.5	15.3
2014	Kent LA Schools	213.3	834.9	228.2	676.4	88.9	74.4	14.3
	<b>Kent LA Schools &amp; Colleges</b>	<b>212.8</b>	<b>827.9</b>	<b>216.7</b>	<b>554.4</b>	<b>88.4</b>	<b>73.3</b>	<b>13.9</b>
	National	215.7	794.0	216.6	560.1	92.4	79.5	15.0
2015	Kent LA Schools	212.7	816.0	229.0	671.9	88.0	73.0	12.8
	<b>Kent LA Schools &amp; Colleges</b>	<b>212.3</b>	<b>811.3</b>	<b>219.0</b>	<b>568.0</b>	<b>87.8</b>	<b>72.4</b>	<b>12.5</b>
	National	211.4	761.6	219.3	548.9	91.4	76.5	11.5

- 6.2 The percentage of students achieving three or more A Level passes in Kent LA schools and colleges has declined from 76.5% in 2013, 73.3% in 2014 to 72.4% this year. The national average is 76.5%. The percentage achieving AAB grades (in at least 2 facilitating subjects) has also declined from 13.9% in 2014 to 12.5% this year. There has been a decline in the percentage of students achieving two or more passes at grades A\* - E, which is now 87.8% compared with 88.4% in 2014 and 89.6% in 2013.

- 6.3 This year's results (Kent LA schools and colleges) shows a reduction in the Academic Average Point Score per entry (APE) to 212.3, compared to 212.8 in 2014 and 216.1 in 2013. The trend over 3 years is one of slight decline.

- 6.4 The Academic Average Point Score per student (APS) in 2015 for Kent LA schools and colleges has declined to 811.3 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, well above the national average of 761.6.

- 6.5 Average Point Scores per student for vocational qualifications in Kent LA schools and colleges have improved. Kent's provisional figures show a county wide increase of 13.6 points to 568.0 from 554.4 in 2014, with an average grade of Distinction.

## **7. Priorities for Improvement**

### **7.1. Early Years Foundation Stage - Priorities:**

- Analyse where FSM gaps have widened and CiC gaps have narrowed and ensure best practice is identified and shared.
- Use data to inform targeted support to improve GLD outcomes further.
- Ensure that schools track those children entering Year 1 from Reception who have not achieved a GLD and are likely to require additional support to make progress and ensure their individual needs are planned for so that accelerated progress is achieved.

### **7.2. Key Stage 2 – Priorities:**

- To work with schools to ensure that gaps for vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.
- To continue to support and challenge all schools to secure further improvement in 2016, particularly in mathematics and Grammar, Punctuation and Spelling (GPS).
- To develop the school to school support network to ensure the sharing of best practice.

### **7.3. Key Stage 4 – Priorities:**

- To work with schools to ensure that gaps for all vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.
- To regain the trajectory of improved examination results at Key Stage 4 that was in place in 2013, before the current changes were implemented in 2014, through sharing of best practice locally and nationally.
- To maintain performance above the national average by ensuring that all schools have a curriculum that is balanced but able to ensure progression for the young people it serves.
  - These challenges are particularly acute in Mathematics and Science and surround teacher supply and the quality of teaching.
- To further develop KS4 pathways and progression routes into post 16 courses that cater for the needs of all young people, especially those that do not achieve the equivalent of 5 good GCSE grades including English and Maths.

### **7.4. Post 16 – Priorities:**

- Work with schools and colleges to ensure that gaps narrow for all vulnerable groups and students are making accelerated progress with particular focus on FSM, CiC and SEND.
- Significantly increase the number of young people gaining Level 2 English and Mathematics qualifications by age 19.

- Promote improving standards in sixth forms through the development and extension of successful Key Stage 4 strategies, and improved GCSE results with English and Mathematics.
- Encourage providers to make use of the District Data Pack Lite to inform decisions about provision and the design of the curriculum offer.
- Ensure guidance and advice is focused on the 14 – 19 programme offer, and use of funding so that students have the appropriate provision to help them achieve their chosen qualifications and career pathways to employment or higher learning.
- Share good practice in programme design and delivery, and promote good practice in opportunities for work experience, and for example in the IB diploma and IB Careers related Programme (IBCP).

## **8. Conclusion**

- 8.1 There has been continued improvement in the Early Years Foundation Stage and at Key Stage 1. This continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. However, the rate of improvement has slowed down in 2015. Outcomes at Key Stage 4 remain above the national average but have dipped slightly this year. There has been considerable volatility in GCSE results across individual schools. Results at Post 16 have also declined across the majority of indicators this year, producing a three year downward trend which is a cause for concern. At the same time there was welcome improvement in the outcomes for vocational qualifications.
- 8.2 There has been welcome progress in narrowing attainment gaps in gender at Key Stage 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4 with a good decrease in the achievement gap for these learners. The attainment of pupils in receipt of Free School Meals has not improved noticeably in 2015 which is disappointing. Over £50m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for SEN pupils at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-2016.

## **9. Recommendations:**

The members of the Committee are asked to note:

- (i) The improvements in 2015 in the Early Years Foundation Stage and Key Stages 1 and 2.
- (ii) To note the areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2016.

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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  
Tuesday 15 December 2015

**Subject:** Education and Young People's Services NEET Strategy and Action Plan 2015/16

**Non-Key decision**

**Classification:** Unrestricted

**Electoral Division:** All

<b>Summary:</b>	This report sets out the context and ambitions of the NEETs Strategy and Action Plan 2015/16
<b>Recommendation:</b>	The Cabinet Committee is asked to consider and endorse the NEETs Strategy and Action Plan for 2015/16

## 1. Introduction

- 1.1 Engagement in learning and educational attainment is critical if young people are to gain employment and make a success of their lives. Evidence shows that not being in education, employment or training (NEET) between the ages of 16 and 18 is a major predictor of later unemployment, lower job security and lower rates of pay. There is also greater likelihood of teenage parenthood, depression, poor physical and mental health, persistent youth offending, insecure housing and homelessness, use of illicit drugs, poor relationships and early death.
- 1.2 The new NEETs Strategy sets out our commitment to our most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.
- 1.3 This Strategy sets out the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people who are vulnerable to becoming NEET and who are already NEET. It sets clear targets to ensure that the number of NEETs in Kent is reduced to 1% by January 2017. To achieve this ambitious target new approaches have been developed to reduce NEETs in schools, colleges and work based training providers.

- 1.4 This Strategy sets out new approaches to ensure that all 14-19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways which lead to sustained destinations. Young people need to have access to appropriate support and guidance to enable them to make key decisions about future employment and learning opportunities. The success of this Strategy is dependent on focused collaborative and integrated working, not only between services within KCC, but also between KCC, Schools, FE Colleges and work based learning providers.
- 1.5 The NEET Strategy builds on existing EYPS strategic plans and targets, by providing details of new approaches that will be used to ensure that all 14 – 19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways, which lead to sustained destinations for employment, training and higher education.

## **2. NEET Definitions and KCCs Statutory responsibilities**

### **2.1. Participation**

The definition of participation is for 16-18 year olds to meet the requirements of Raising the Participation Age (RPA.) The duty is on the young person to participate. Young people must continue in education or training until at least their actual 18<sup>th</sup> birthday, this is reported as young people aged 16 and 17 years (Academic Years 12 and 13).

A young person is participating if they are in:

- full time education (e.g. at a school or college)
- an apprenticeship or traineeship
- part time education or training combined with one of the following:
  - employment or self-employment for 20 hours or more a week
  - volunteering for 20 hours or more a week

### **2.2 Tracking**

The statutory responsibility for the Local Authority is to track all young people to their 20<sup>th</sup> birthday, which in Kent is achieved through the Integrated Youth Support System (IYSS). The IYSS is the database used to collect all the tracking, data and destinations. There is a responsibility to track every young person with SEND up to age 24.

### **2.3 NEET**

A young person is NEET if they are aged 16 to 18 or SEND aged 16-24 and not in education, employment or training. A person is considered to be in education or training if they are in:

- full time education;
- with a specialist provider;
- in part time education;

- an apprenticeship;
- EFA/SFA funded work based learning;
- training delivered through the work programme;
- traineeship;
- supported internships;
- reengagement provision; or
- full time education – custodial institution

A person is considered to be in employment if they are in:

- employment with accredited training/part time study that is accredited by Ofqual and includes 280 hours training or study per year. This is required for 16-17 olds to meet RPA;
- employment with non-accredited training if it provides training not accredited by Ofqual;
- employment without training;
- temporary employment;
- part time employment;
- self-employment; or
- voluntary work, if combined with accredited training

### **3. The NEETs Strategy**

3.1. The detailed actions required to deliver the NEET Strategy are set out in section 3 of the document attached to this report. A summary of the 3 key strands of activity are to:

- Implement an integrated and high quality data system to track all learners across all KCC services. This information is available monthly in detailed reports and is used to identify activities and target resources to support young people into learning
- Develop focused, collaborative and integrated working, not only between services within KCC, but also between KCC, schools, FE Colleges and work based learning providers. All services across KCC need to have efficient support systems that enable all young people to maintain successful learning pathways and positive destinations. This will include focused work and interventions for the most vulnerable groups, which includes Children in Care, SEND, Young Offenders, Teenage Parents, and Elective Home Educated.
- Provide high quality personalised pathways with positive destinations across all districts. During 2015/16 work is being undertaken to model new 14 – 19 pathways ( and up to age 24 for SEND learners ) to ensure that the learning and training offer in every district in Kent is aligned with employment opportunities, has provision for level 1 and 2 qualifications and enables access to progression to gain English and Maths qualifications. A particular focus is on ensuring vulnerable learners have the necessary support to progress into appropriate pathways, internships, supported employment, or apprenticeships. A recent activity to meet local demand has been to provide 6 week programmes for unaccompanied asylum

seekers (UASC) which provides ESOL support, living skills and vocational profile and guidance so these young people can move into a positive destination

3.2. Focused activities to identify those young people likely to become NEET are also being developed further. There are particular characteristics of NEET young people in Kent, for example:

- Over a third of NEETs have had more than one fixed term exclusion from school
- Over a third have had an SCS referral or are children in care
- Over a third come from 15 coastal High schools
- Over a quarter are known to Y.O.T
- 21% are from a Troubled Family group

3.3. Activities outlined in the Strategy use data and other research including Learner Voice information to develop a wider range of early intervention strategies and provide direct and individualised support to those young people most at risk of becoming NEET. The Strategy also outlines specific responsibilities and actions that will be taken by key KCC services to ensure their client groups do not become NEET. These include SEND, VSK, Early Help, Youth Offending, Troubled Families, Elective Home Education, and Pupil Referral Units.

#### **4. Action Plan**

4.1. To ensure no more than 1% of this age group are NEET by January 2017 is a challenge. However, the activities and actions set out in the Action Plan are designed to ensure that we are able to achieve this target. Last year Kent was in line with the national annual NEET average which was 4.7%.

4.2. The action plan will be monitored and reviewed by the NEETs Interdependencies Group, chaired by the Corporate Director, Education and Young People's Services. All KCC services involved in the NEET Strategy are clear about their requirements and contributions to this work.

4.3. Ensuring that the most vulnerable learners experience success is a top priority. This new strategy for 2015/16 sets out how we will support all young people to participate in education or employment with training until aged 18 and beyond. Examples of the types of activities included in the action plan are given below.

4.4. The Skills and Employability Service have several new participation projects for vulnerable learners for this academic year. As a result of the successful district offer made last year we have commissioned Skillforce and Adult Education to deliver 12 week engagement projects for those young people who are not ready to engage with traineeships or apprenticeships. These will take place in the four districts with the most need and will be repeated 3 times. This will engage 180 young people.

- 4.5. There is a SEND Supported Internship pilot engaging 20 young people in employment opportunities being delivered in partnership with training providers and Kent Supported Employment. This programme offers young people from Special Schools the opportunity to gain employability skills through internships.
- 4.6. Work is being undertaken with the Virtual School Kent, (VSK) training providers and the Community Learning and Skills Service to provide a six week Education and skills programme for the large numbers of unaccompanied young asylum seekers.
- 4.7. Virtual Schools Kent have appointed 4 new post 16 Participation Officers to support young people in care to remain in education and training until aged 18. This includes introducing new transitional support programmes and working closer with the FE sector.
- 4.8. The Early Help and Preventive Service's District teams have developed new support systems and programmes to work with NEET young people. A number of these programmes are already contributing to the significant reduction in NEETs particularly in Dover, Ashford, Shepway, Thanet and Maidstone.
- 4.9. The details of other activities to reduce NEETs and Not Knowns are set out in more detail in the Action Plan (section 11)

## 5. Performance

### 5.1. September Guarantee

All Year 11 and Year 12 aged young people are required to have an offer of further learning, education or employment with training for the beginning of the next academic year in September. This is called the September Guarantee. The LA has a statutory duty to monitor this guarantee and report back to the DfE. The table below illustrates the percentage of this cohort who have a recorded guarantee status, this includes those young people who may not be meeting the requirements of Raising the Participation Age.

	<b>2014</b>	<b>2015</b>
<b>England</b>	93.2%	94.1%*
<b>South East</b>	90.8%	92.5%*
<b>Kent</b>	88.6%	90.5% tbc

DFE September Guarantee tables – September 2014. Final report published December each year. \* Provisional data

### 5.2. Participation

Young people must continue in education or training until at least their actual 18<sup>th</sup> birthday, and this is reported as young people aged 16 and 17 (Year 12 and 13).

	<b>2014</b>	<b>2015</b>
<b>England</b>	90.2%	tbc mid-December
<b>South East</b>	88.4%	tbc mid-December
<b>Kent</b>	86%	tbc mid-December

DFE Participation tables – December 2014. Tables published for three census points a year: June, December, March.

### 5.3. NEETS

A person is NEET if they are aged 16 to 18 or SEND aged 16-24 and not in education, employment or training.

	<b>2015</b>	<b>2016 Projected</b>	<b>2016 KCC Target</b>
<b>England</b>	4.7%		
<b>South East</b>	4.3%		
<b>Kent</b>	4.7%	3%	2.5%

NCCIS LA Tables – January 2014. Tables published monthly

### 5.4 Not Knowns

Not Knowns are those young people aged 16, 17 and 18 who are not in a current activity status. This means it has either not been identified what they are currently doing or it has been identified but the time limit for that status to remain current has expired and needs to be checked again. Operational systems to collect this data have been significantly improved for 15/16. The results in these changes, plus working more closely with colleges and schools will ensure the Not Known figures will significantly reduce.

	<b>2015</b>	<b>2016 Projected</b>	<b>2016 KCC Target</b>
<b>England</b>	7.2%		
<b>South East</b>	9.5%		
<b>Kent</b>	11.22%	7%	7%

NCCIS Tables – January 2015. Tables published monthly

## 6. Conclusion

The NEETs Strategy and Action Plan is designed to ensure that there is a coordinated approach across all KCC services and key partners to support young people into positive destinations post 16 and beyond. The new systems and approaches introduced as part of the strategy will significantly reduce the number of NEETs and Not Knowns. The tracking and data capture of all 16 to 19 year olds( 19 to 24 for SEND learners) provides detailed information on a young person's progress which will ensure that appropriate support and learning programmes can be put in place for some of our most vulnerable young people.

## 7. Recommendations

The Cabinet Committee is asked to consider and endorse the NEETs Strategy and Action Plan for 2015/16

**8. Background Documents**  
NEETS Monthly Reports

**9. Contact Details**

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# **Education and Young People's Services NEET Strategy and Action Plan 2015 - 16**

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## **Vision for all young people in Kent**

Central to our vision set out in “Education and Young People’s Services Vision and Priorities for Improvement” is for Kent to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve.

In Kent we have the same expectations for all children and young people, irrespective of their background, to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

Our Vision is that 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 now and in the future, including their active engagement in learning and employment.

Our strategic priorities for Education and Young People’s Services 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.

## **Kent’s Ambition**

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 further and higher learning.

Ensuring that the most vulnerable learners experience success is one of our top priorities. Children in care, young offenders, excluded pupils, learners with special educational needs and disabilities and children from families on low incomes all experience significant barriers to their achievement and attain less well than their peers. We want to close the attainment gaps that exist as a barrier to their future success.

We will achieve our ambitions by learning from and spreading the influence of the best, whether locally, nationally or internationally. We will also achieve through working in partnership across agencies, all types of school and phases of education and learning and with partners across the business sectors, local government,

health, social care, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We see learning as a lifelong process in which learners should always be able to progress successfully to the next stage of their lives, with the necessary foundations for success and to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We give particular priority to improving the skills and employability of 14 - 24 year olds, so that they make a good start to adult life and their potential is not wasted or lost to the Kent economy.

We work with early years settings, schools, post 16 providers and partners to ensure that children, young people and families are able to access the right services at the right time in the right place. Through developing more effective early intervention and prevention services we aim to reduce the numbers of children, young people and families experiencing poorer outcomes and social exclusion requiring specialist interventions.

Our strategic plans and targets are set out in more detail in the following key documents:

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The Early Help and Preventative Services Three Year Plan

### **The Education and Young People's Services NEET Strategy**

This Strategy sets out our commitment to our most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.

## Section 1 - Strategy

### Introduction

Engagement in learning and educational attainment is critical if young people are to make a success of their lives. Evidence shows that not being in education, employment or training (NEET, definition appendix 1) between the ages of 16 and 18 is a major predictor of later unemployment, lower job security and lower rates of pay (under-employment); short periods of under-employment with periods of unemployment – in cycles of “churning” in and out of work. There is also greater likelihood of teenage parenthood, depression and poor physical and mental health; persistent youth offending resulting in custodial sentences; insecure housing and homelessness; use of illicit drugs and transition to the use of class A drugs; poor relationships and early death.

National research by York University (Estimating the life-time cost of NEET: 16-18 year olds not in Education, Employment or Training Research Undertaken for the Audit Commission July 2010) suggests that there is a reasonable expectation that one in six young people who are NEET will never secure long-term employment. They estimate a public finance cost of NEET as just short of £12 billion (£11,721,588,000). This is a conservative estimate largely based on the accumulation of benefits, lost tax and national insurance contributions and small notional costs for areas like health and criminal justice. They estimate the average individual life-time public finance cost of NEET at £56,301.

This Strategy sets out the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people vulnerable to becoming NEET and who are already NEET. It sets clear targets to ensure that the number of NEETs in Kent is reduced to 1% by January 2017. To achieve this ambitious target new approaches have to be developed to reduce NEETs in all schools, colleges and work based training providers.

### 1. Overview and Aim

Kent County Council is committed to enabling young people to maximise their life chances and to make a successful transition to adulthood. Being engaged in education, training or employment is a key protective factor for young people. KCC therefore needs to ensure that young people of statutory participation monitoring age (age 18 and up to age 24 for SEND) :

- Are able to participate in full time high quality education and are appropriately supported to make a successful transition to Year 12 and into employment at 18 or further and higher levels of learning.
- Have access to the Information Advice and Guidance they require leading to them taking up, and sustaining education, training and employment opportunities.

- Are provided with targeted, appropriate and timely support when they are vulnerable.

This strategy and action plan sets out:

- The unmet needs which can hinder the engagement of young people in education, employment or training.
- The actions needed to improve outcomes for young people who are vulnerable to becoming NEET or who are NEET.
- The processes which will be followed to reduce the number of young people in the 16 – 18 years academic age group who are NEET or not known.

## 2. National Context

The Government set out its strategic priorities to maximise the participation of 16-24 year olds in education, training and work in 'Building Engagement, Building Futures' (2011)

Alongside creating the conditions for balanced and sustainable growth in the wider economy, the Government set out five priorities for action to maximise the proportion of 16-24 year olds who are participating in education, training and work. These priorities are:

- Raising educational attainment in school and beyond to ensure that young people have the skills they need to compete in a global economy.
- Helping local partners to provide effective and coordinated services that support all young people, including the most vulnerable, putting us on track to achieve full participation for 16-17 year olds by 2015.
- Encouraging and incentivising employers to inspire and recruit young people by offering more high quality apprenticeships and work experience places.
- Ensuring that work pays and giving young people the personalised support they need to find it, through Universal Credit, the Work Programme and our Get Britain Working measures.
- Putting in place a new Youth Contract worth almost £1 billion over the next three years to help get young people learning or earning before long term damage is done. (This programme finishes in March 2016, details of the replacement programme have yet to be announced).

Kent is making slow progress in improving the level of participation (definition appendix 1) of young people in the county and the local authority's performance against NEETs and 'Not Knowns' is a cause for concern. These are reviewed annually through the DFE score (Appendix 2).

### 3. Kent Context

This Strategy calls for new approaches to ensure that all 14-19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways which lead to sustained destinations. Young people need to have access to appropriate support and guidance to enable them to make key decisions about future employment and learning opportunities. The success of this Strategy is dependent on focused collaborative and integrated working, not only between services within KCC, but also between KCC, Schools, FE colleges and work based learning providers.

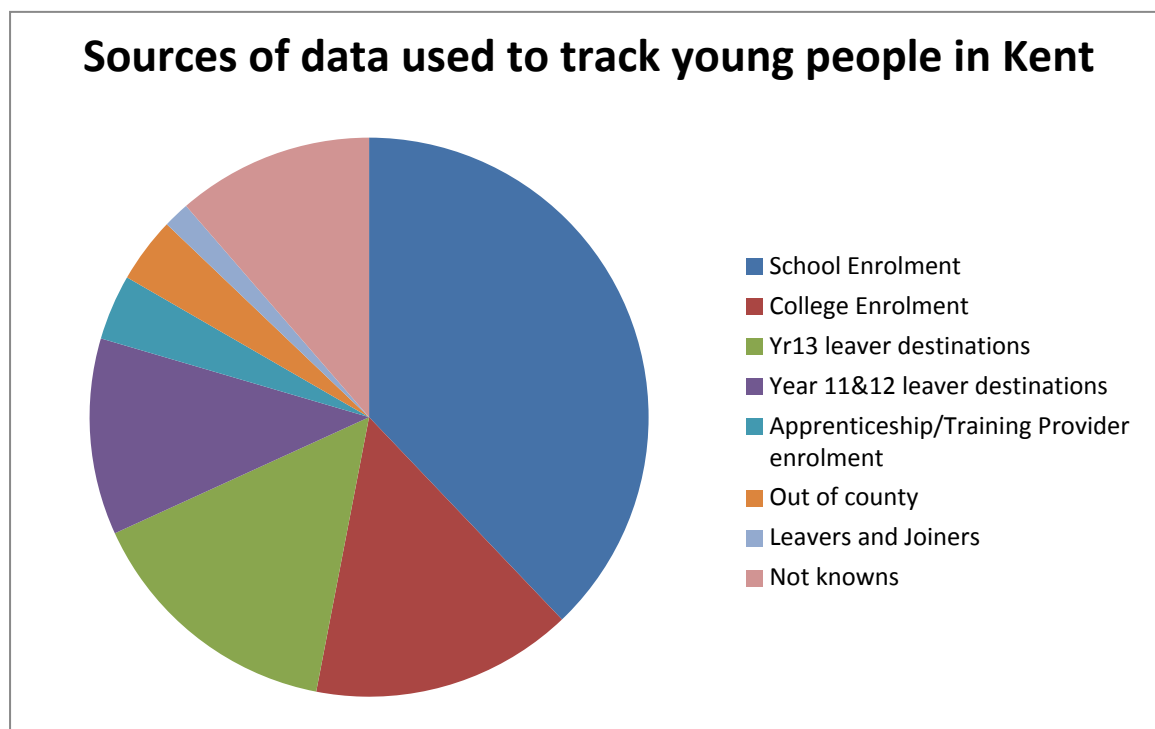
There are three key strands of activity required to deliver the NEETs Strategy. These strands are to develop:

- Integrated and high quality data systems.
- Collaborative working across all KCC services.
- High quality personalised pathways with positive destinations across all districts.

#### Integrated high quality data systems

In Kent, the tracking of all young people aged 16-19 (up to the age of 24 years old for Special Education Needs and Disabilities (SEND) is led by the Skills and Employability Service. The annual plan for this is in Appendix 3. The cohort size is 52,500 young people. There are new systems in place and data is now collected from a number of sources that are illustrated in the chart below (Table 1).

Table 1



Source – Refresh of the 14-24 Learning Employment and Skills Strategy

This data will be used to develop new district provision to ensure there is an appropriate offer for all 14-19 (24) year olds in every district in Kent.

From September 2014, new streamlined and automated processes, and tracking systems, were implemented across KCC and with external partners. A particular focus has been to work directly with Schools, FE Colleges and work-based training providers. This provides high quality data which can be analysed to ensure that appropriate interventions are made to increase participation in good learning pathways.

### **Collaborative Working across all KCC Services**

All services across KCC working with young people should have effective support systems which enable young people to maintain successful learning pathways or employment with training. The details of these activities are set out in Section A of the Strategy. All EYPS staff need to be clear about their respective responsibilities and accountabilities in reducing NEETs and Not Knowns. The issue of NEETs is everybody's business and all services are expected to collectively review how service interventions and actions contribute to the overall Strategy.

### **High Quality Personalised Pathways with Positive Destinations**

All Schools, FE Colleges and work-based providers need to develop high quality personalised learning pathways for all 14-19 year olds. This needs to be supported by high quality careers information and guidance. Through this Strategy work will be undertaken to model new 14-19 programmes that use the new suite of technical and vocational qualifications. 14-19 providers will need to work in collaboration across the districts to ensure that the district offer is aligned to employment opportunities, has opportunities for level 1 and 2 qualifications and the offer provides access to English and Maths progression.

Research commissioned by KCC from the University of Glasgow (Progression and Employability Research Report, Lesley Doyle 2014) highlighted the main drivers for those engaged in collaborative provision below:

- Engaging students and meeting their needs was vital for students' progress and well-being, and staff see this as a strong driver for collaboration. Helping vulnerable students gain qualifications could go hand in hand but engagement came first.
- Creating genuine curriculum choice is of similarly strong significance particularly for the lead schools in the collaborations, not necessarily for the partner schools.
- Providing progression for students across the ability range especially where non-collaborative efforts had not been successful.
- Collective working/teamwork, sharing experience, ideas and CPD were greatly valued and respected.



- KCC's support, expertise and funding were instrumental to the development and success of collaboration especially where the lead organisation was less familiar with the market-based provision.
- Financial savings could be made by resourcing one facility for the whole district rather than each institution having their own.
- Senior leadership buy-in was regarded as crucial for a collaboration to be effective and sustainable.
- Re-evaluating need post-Wolf has resulted in an increase in school vocational provision and take-up after a significant dip.

**Schools have an important role to play by:**

- monitoring attainment, behaviour and attendance data to identify students experiencing difficulties and taking action to support those who might be at risk of dropping out;
- collecting and sharing information with KCC Management Information Unit on young people's intended destinations;
- monitoring applications for post-16 learning made by Year 11 students as part of the September Guarantee, and offers they are made;
- supporting the Skills and Employability annual survey to confirm the destinations of Year 11 leavers;
- using the findings from the annual activity survey providers to: identify the characteristics of young people who do not make a successful transition;
- and evaluate the effectiveness of the support given to young people to make an effective transition to post-16 learning.

**Post-16 learning providers have an important role to play by:**

- notifying KCC Management Information Unit of offers of places made to young people to aid implementation of the September Guarantee;
- notifying the Skills and Employability Service when young people do not take up places offered to them;
- notifying KCC Management Information Unit as soon as a young person leaves post-16 learning
- notifying KCC Skills and Employability Service as soon as a young person indicates that they plan to leave post 16 learning before the age of 18.

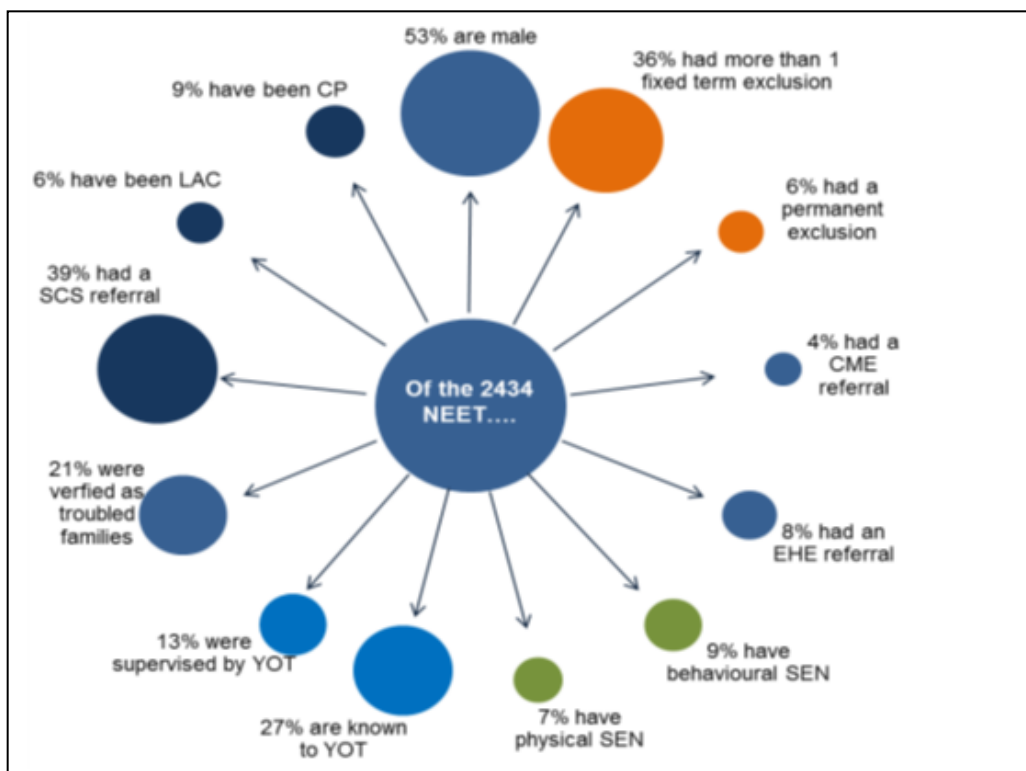
#### **4. Young Person Context**

Young people become NEET for different reasons, and they will therefore need different solutions to get them into work or learning. The situation in Kent is similar to the National Audit Office report which highlighted three sub groups in the NEET cohort:

- **Open to learning (40%)** – Young people who have made the wrong choice, awaiting start date for a more suitable option. Likely to re-engage in the short-medium, term. Generally no, or low level support needed.
- **Undecided (22%)** – Young people who are unsure what to do, or who are dissatisfied with available options. 75% are likely to participate in future education or training. 53% of this group start courses but do not complete them.
- **Sustained NEET (38%)** – Young people who are unlikely to re-engage in the short term without interventions. They often have negative school experience and low levels of qualifications, and they face multiple barriers to progressing to EET.

To identify particular characteristics of NEET young people in Kent, research was commissioned to give an analysis of young people not in Education, Employment or Training (Business Intelligence, Research and Evaluation, Kent County Council). By combining data from Specialist Children’s Services (SCS) and Education Services, Table 2 details a breakdown of issues that may affect the education and wellbeing of the young people who became NEET.

**Table 2 - All NEET (January 2015)**



The key findings in Table 2 above show that in Kent:

- 53% of NEET young people are male.
- Over a third have had more than 1 fixed term exclusion from school.
- Over a third have had an SCS referral.

- Over a quarter are known to YOT.
- 21% are from a verified troubled family.

It is important to use this type of research to enable all professionals working with vulnerable young people, including schools, to early identify and to develop preventative strategies and interventions. We will also identify and work with the schools that are at risk of producing NEETs. The data will give a focus to the commissioning and placing of the provision.

## 5. Young Person's Perspective

A programme of work has been established to obtain the views of young people who are not in education, employment or training. The initial findings are summarised below.

### **Realisation of Aspirations**

A majority of young people aspired to a specific vocation when they were younger, but for most this is not being realised. Many young people identify that their aspirations have had to change due to personal circumstances and educational achievement. Some young people also identify that their journey to achieve their aspirations becomes much harder with a poorer level of education.

A minority of young people appear to have very limited aspirations and a smaller group expressed inappropriate aspirations.

### **Barriers to Engaging in Education, Employment or Training**

Many young people who are NEET experience a variety of vulnerability factors that require addressing before employment, education or training can be considered. This often includes addressing low skill levels (literacy, numeracy, employability) financial constraints, housing issues (sofa surfing) and drug use. Some young people expressed disengagement in education because they felt they had been treated unfairly. Many also felt that the level of pay for the work they may be expected to do was unfair. This view is particularly prevalent when discussing apprenticeships.

### **Perception of being NEET**

Many young people are motivated to become employed and are often NEET for a very short time. Teachers cited that for some young people they are in families where not working is the normality and an assumption that it is an acceptable position.

### **Help, Support and Opportunities**

Young people identified as SEND believe that some college courses are designed as a "one size fits all programme" and do not meet their specific needs. A majority of young people understand a wide range of Education, Employment or Training (EET)

opportunities available to them once they are supported as a NEET, but feel that there was limited access to a range of opportunities whilst they were in school.

We aim to ensure this Strategy will result in at least 90% participation in Kent through:

- Clear 14 to 19 pathways which take account of the new applied vocational and technical qualifications.
- A wide and diverse range of post 16 opportunities in each district which provide all young people with appropriate learning pathways or employment with training (Collaboration).
- Post 16 providers supporting all learners to progress post 16 and move into positive destinations at 17 or 18(24 SEND) by offering realistic options with clear destinations.
- Access to good quality information and guidance at key transition points (planned and unplanned).
- Targeted support to those at risk of leaving post 16 programmes including specialist service support through Early Help, Youth Offending, VSK, the PRUs, SEND teams and Troubled Families .
- Coordinated campaigns which promote Apprenticeships, Traineeships, Supported Internships and Supported Employment and the District offer.
- Robust data sets which enable performance and outcomes for learners at 17 and 18 to be evaluated.
- Clear strategies to reduce unemployment for vulnerable groups.
- Robust process to accurately collect data that demonstrates participation.

## Section 2 – Action for 2015-16

### 6. Cross Directorate Interdependencies 2015/16

KCC is working towards achieving agreed targets set out in section 7 for the participation of young people in education, employment and training by ensuring:

- All services contribute to a KCC NEETs Strategy and Action Plan.
- All services focus on increasing participation.
- All services identify and minimise the barriers to participation for their vulnerable client groups.
- All services produce successful case studies for all vulnerable client groups.
- All services identify further information or bespoke training needed to deliver the Strategy.
- All services identify and minimise the barriers for Schools, FE Colleges and work based providers to increase participation at 17 for vulnerable young people.
- A flexible approach to the changing needs and profiles of the Vulnerable groups e.g. increase in asylum seeking young people will be developed.

### 7. Current Targets and Performance

The success of the Strategy will be monitored by recording outcomes against the following targets:

	Target Jan 2015	Actual	Target Jan 2016	Target Jan 2017
<b>NEETs</b>	5%	5.25%	2.5%	1%
<b>Not Known</b>	10%	11.22%	7%	4%
<b>Participation</b>	86%	84.9%	88%	90%

Numbers 16-18 year old NEET by Vulnerable Group	Jan 15	Jan 16	Jan 17
<b>Children in Care</b>	97	40	3
<b>Subset CIC KCC responsibility</b>	72	30	2
<b>Subset CIC OOC responsibility</b>	25	10	1
<b>Caring for own child</b>	224	110	3
<b>Asylum Seeker</b>	4	2	0
<b>Carer not own child</b>	23	10	1
<b>Substance Misuse</b>	14	7	1
<b>Care Leaver</b>	33	18	0
<b>Subset CL KCC responsibility</b>	29	10	2
<b>Subset CL OOC responsibility</b>	4	2	1

<b>Supervised by YOT</b>	75	30	1
<b>Pregnancy</b>	130	60	2
<b>Parent not caring for own child</b>	9	4	1
<b>SEND (16-18 year olds)</b>	168	80	2
<b>SEND (19+ year olds)</b>	834	400	8

## 8. EYPS Cross Directorate Action Plan

**Objectives- a minimum requirement for all services is to:**

1. Track and monitor potential and actual NEETs and Not Knowns.
2. Maintain the accuracy of the IYSS database
3. Identify, and support at an early stage, all young people at risk of being NEET
4. Increase participation of all young people in education, employment and training post-16
5. Increase provision of training opportunities in all districts at a range of levels
6. Regularly share information between partner organisations
7. Provide coaching and personal support to young people as required
8. Review and evaluate impact

The development of the NEETs Strategy and Action Plan brings together a coherent multi-agency approach at strategic and operational levels. The NEETs action plan will ensure improvement in the quality and detail of data about the NEET group, to support the development of provision and improve learner outcomes. It will reduce the number of young people whose situation is “Not Known” to ensure an accurate assessment of the NEET cohort.

The NEETs Action Plan will ensure all services develop systems and processes to identify at an early stage those most likely to disengage through a multi-disciplinary approach. It will develop a programme of support for the pre-NEET young people. The KentChoices4U online prospectus will promote alternative provision, and provide a range of online guidance and support opportunities.

The NEETs Action Plan will also:

- Introduce a programme of support for those delivering 14-19 provision.
- Identify appropriate funding streams to develop provision for NEET and pre-NEET young people.
- Develop a multi-agency communication network to ensure that information about available provision is transmitted to all practitioners. Develop small scale specialist provision.
- Develop provision appropriate to the needs of those hardest to engage.
- Support the development of collaborative working practices between schools and FE colleges and training providers.

- Produce an online prospectus to widen access to information about provision of all types.

## 9. NEETs Action Plan 2015-16

The details of the EYPS Action Plan are set out in section 9. These actions will be monitored and reviewed by the NEETs Interdependency Group. Cross Directorate activities to target those that are NEETs and Unknown and to reduce the likelihood of unemployment for the most vulnerable groups are explained in detail in the following colour coded tables.

Effective strategic and operational management across KCC directorates will be provided by:








- a) The Participation Pathways Board
- b) The Participation Pathways Operational Group
- c) Evaluation and Feedback from NEET young people

Cross directorate responses to the needs of those who are vulnerable to becoming NEET will continue to be strengthened, including having strong partnership arrangements with post 16 providers (schools, KATO and KAFEC) to ensure that their provision includes progression routes and effective support to learners including prevention of early drop out from destinations.

The three strands of the strategy will be delivered by

- 1) Integrated and high quality data systems
  - Track and monitor actual and potential NEETs.
  - Maintain the accuracy of the IYSS database.
- 2) Collaborative working across all KCC services
  - Track Not Knowns.
  - Identify and support at an early stage all young people at risk of being NEET.
  - Share information between partner organisations.
- 3) High quality personalised pathways with positive destinations across all districts
  - Extend engagement of young people in education, employment and training post-16.
  - Increase provision of training opportunities.
  - Provide coaching and personal support.

Key for the tables below with the leads:

Service	Named Lead	Colour
VSK	Rachel Calver 16-18/Sue Clifton 18+	
EHPS	Nigel Baker	
SEND	Elaine Cartwright	
Skills and Employability	Rob Williamson	
Skills and Employability + MIU	Wendy Murray	
KSE	David Stenning	
TBC		



## 10. District Teams

Area	District	Leads	Role	Email	Telephone
North	Dartford, Gravesham and Sevenoaks	Simon Bounds	Participation Progression Manager	<a href="mailto:simon.bounds@kent.gov.uk">simon.bounds@kent.gov.uk</a>	03000 415868 / 07713 321685
		Chris Homewood	Employability Development Officer	<a href="mailto:chris.homewood@kent.gov.uk">chris.homewood@kent.gov.uk</a>	03000 416261 / 07872 680920
		Helen Whitcher	Young People's Progression Officer	<a href="mailto:helen.whitcher@kent.gov.uk">helen.whitcher@kent.gov.uk</a>	03000 418830
		Mark Parrin	Kent Supported Employment	<a href="mailto:mark.parrin@kent.gov.uk">mark.parrin@kent.gov.uk</a>	03000 416550 / 07515 191597
		Lynne Barnes	Area SEN Manager – North Kent	<a href="mailto:Lynne.barnes@kent.gov.uk">Lynne.barnes@kent.gov.uk</a>	03000 416972
	Dartford	Caroline McNally-Johnson	Youth Hub Delivery Manager	<a href="mailto:caroline.mcNally-Johnson@kent.gov.uk">caroline.mcNally-Johnson@kent.gov.uk</a>	03000 414966
		Rebecca Tuffield	SEN District Lead – Dartford	<a href="mailto:Rebecca.tuffield@kent.gov.uk">Rebecca.tuffield@kent.gov.uk</a>	03000 416394 / 079205 26534
	Gravesham	Jodie Hamilton	Youth Hub Delivery Manager	<a href="mailto:jodie.hamilton@kent.gov.uk">jodie.hamilton@kent.gov.uk</a>	03000 414749
		Heather Taylor	SEN District Lead - Gravesend	<a href="mailto:Heather.taylor05@kent.gov.uk">Heather.taylor05@kent.gov.uk</a>	03000 410482 / 07885 971543
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		Vicky Main	Employability Development Officer	<a href="mailto:victoria.main@kent.gov.uk">victoria.main@kent.gov.uk</a>	03000 416942 / 07872 415743
		Jackie Lovell	Young People's Progression Officer	<a href="mailto:jackie.lovell@kent.gov.uk">jackie.lovell@kent.gov.uk</a>	03000 416401
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		Mark Bass	SEN District Lead – Swale – West Sittingbourne and Isle of Sheppey	<a href="mailto:Mark.Bass@kent.gov.uk">Mark.Bass@kent.gov.uk</a>	03000 421897
	Thanet	Justin Wanstall	Youth Hub Delivery Manager	<a href="mailto:justin.wanstall@kent.gov.uk">justin.wanstall@kent.gov.uk</a>	03000 419516
		Maria Halford	SEN District Lead - Thanet	<a href="mailto:Maria.Halford@kent.gov.uk">Maria.Halford@kent.gov.uk</a>	03000 418624 / 07920 154319

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	Shepway	Simon Jamison	Youth Hub Delivery Manager	<a href="mailto:simon.jamison@kent.gov.uk">simon.jamison@kent.gov.uk</a>	03000 418028
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## **11. NEET Referral: Service Responsibilities**

### **Early Help and Preventative Services Co-ordination and Delivery**

#### **Youth Hub Delivery Manager**

The Youth Hub Delivery Manager will:

- (i) target and offer support to the young people in both the vulnerable groups and known to the Early Help Units who are either NEET or are seen as being at risk of becoming NEET
- (ii) co-ordinate the promotion and delivery of targeted and universal access services for the NEET population – these will include both surgeries and targeted interventions
- (iii) ensure staff in the Early Help Units, Children Centres and YOTs are aware of these services
- (iv) ensure all staff in their respective Districts, including the YOTs, are familiar with the data capture procedures for IYSS
- (v) enable the Youth Hub in each District to become a resource for the NEET population (16 – 18 years) with respect to:
  - a. the provision of Information, Advice and Guidance as a key element within both targeted and open access interventions
  - b. the delivery of accredited programmes (e.g. ASDAN, Rapid English) for those who are NEET with a view to increasing their employability
- (vi) deliver District based partnership arrangements involving all services relevant to young people who are either at risk of becoming or are NEET

#### **Youth Offending Teams**

The Youth Offending Teams will:

- (i) maintain the joint working arrangements agreed for each of the Districts in their respective Areas with the Youth Hub Delivery Managers – this will include the identification of an EET lead
- (ii) alert the Youth Hub Delivery Manager to young people in Year 11 who have been assessed as being vulnerable to becoming NEET in Year 11
- (iii) jointly plan with Youth Hub Delivery Managers when a young person aged 16 or 17 years is in custody so that their needs relating to EET can be addressed as part of the resettlement plan

- (iv) facilitate attendance by young people subject to statutory attendance who are NEET at relevant activities being arranged via / at the Youth Hub
- (v) ensure in all cases that the EET status of the young person is current on both Careworks (the youth justice case management system) and on IYSS

### **Pupil Referral Units**

The PRUs will:

- (i) appoint a NEET Designated Person for each Year 11 pupil
- (ii) the Designated Person will share the planning for the young person with the Youth Hub Delivery Manager for the District where the young person is usually resident
- (iii) where the young person is known to a Youth Offending Team, will liaise with his or her case manager so that a shared approach can be achieved to planning for their Year 12 destination
- (iv) enable young people know of the Post 16 support that can be provided by their local Youth Hub
- (v) ensure that the Year 12 destination for the young person prior to his or her leaving the PRU is recorded on the IYSS data base.

### **Children's Centres – Teenage Parents**

Where a teenage parent is known to a Children's Centre, staff should follow the guidance for data capture and the updating of IYSS.

Where the young person is available for EET they should be supported to obtain the Information, Advice and Guidance that can be obtained via the District Youth Hub.

Children's Centres should ensure awareness of any programme that the Youth Hub Delivery Manager is providing for those who are at risk of becoming NEET / are NEET.

### **Troubled Families**

The Programme, which is fully integrated within Early Help and Preventative Services, will:

- (i) identify specific barriers to employment facing families supported by the Programme and support them to overcome these
- (ii) broker and facilitate training, apprenticeships and work experience opportunities for families on the Programme to increase their employment opportunities

- (iii) provide, through the roles of the Troubled Families Employment Advisers (seconded by the DWP) and Employability and Apprenticeship Officers (located within the Skills and Employability Team):
  - a. targeted support on a case by case basis for a small number of vulnerable young people in each District
  - b. advice and guidance to all key workers for troubled families
- (iv) offer, through funding made available by the Programme, 50 young people the opportunity for paid work experience on Saturdays / 6 hours per week up to 3 months
- (v) work with JobCentre Plus to support the delivery of the national NEET pilot which is exploring the viability of supporting 16 and 17 year olds via Job Centres in the county
- (vi) ensure staff within the Programme are trained on IYSS and the Early Help Module to enable accurate recording of work, WHERE APPLICABLE, with the 16 – 18 years age group

### **Skills and Employability Service Participation and Progression Forums (formerly NEET to EET meetings)**

The Participation and Progression Manager in each area organises four of these meetings each year, where schools are given the opportunity to meet with local training providers, colleges and other KCC partners to discuss opportunities for young people who they feel are in danger of leaving their school and becoming NEET.

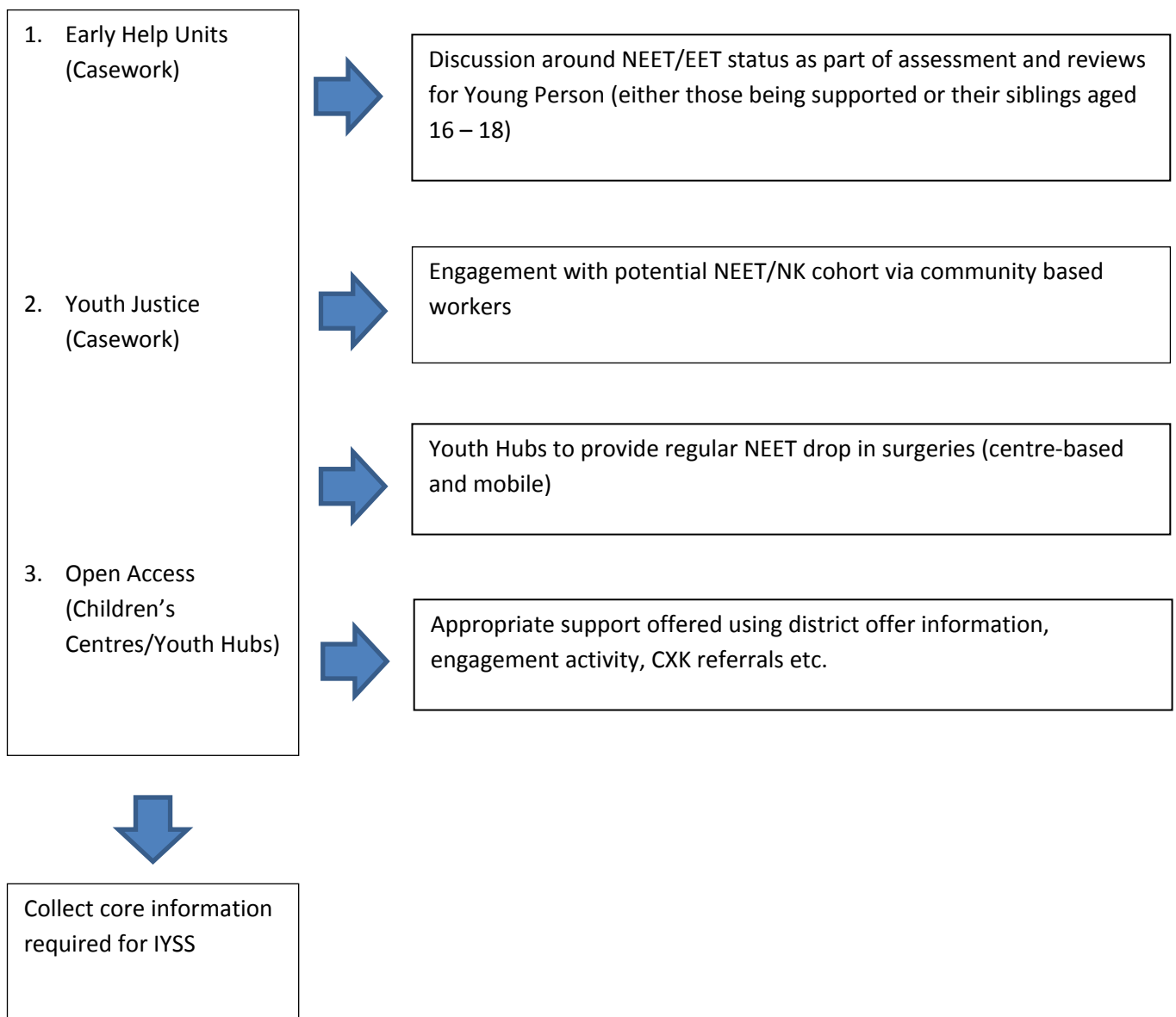
These are open forums for any KCC service with NEETs to attend.

- The November meeting focuses on young people who left their school at the end of the previous academic year and are NEET and young people who may have started a course in September and have not settled.
- The January meeting focuses on those in danger of becoming NEET and is an opportunity to access January starts at college and with training providers.
- The March meeting reviews the cases looked at in January and begins focusing on those young people without a September Guarantee and at risk of becoming NEET after compulsory education.
- The May/June meeting reviews those young people who have not gained a September Guarantee offer since the previous meeting.

### **Targets for Transformation – NEET to EET**

All Services have the target of six weeks from a NEET being made known to their service, to engage the individual in some form of Employment, Education or Training, which meets the participation requirements. This must be recorded immediately on IYSS.

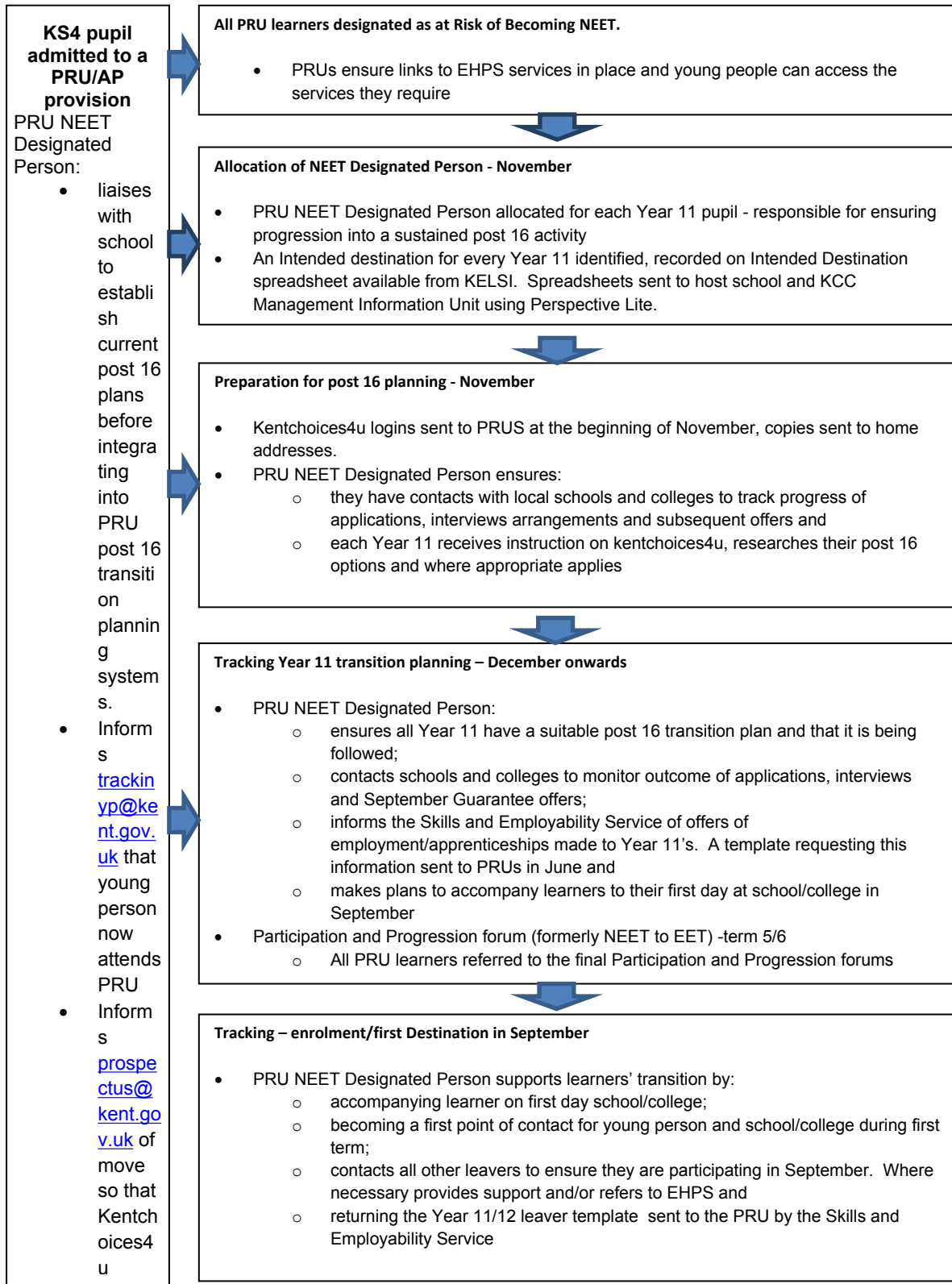
## Supporting the Participation of Young People Known to Early Help and Preventative Services



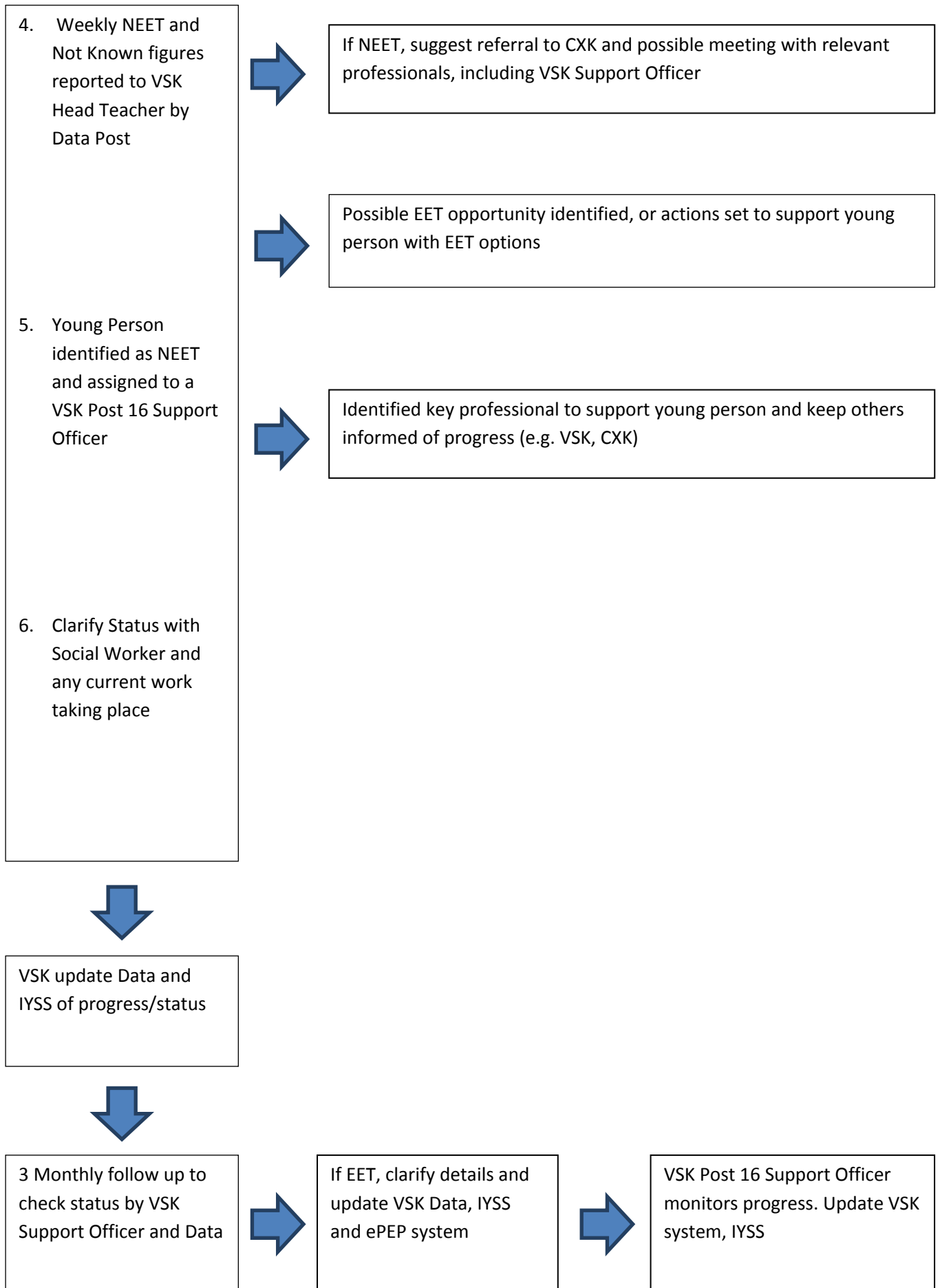
### Key Issues

- Training for staff on the participation agenda
- Identification of staff to input into IYSS
- Designing a checklist for collection of core information for IYSS, including vulnerable groups

## PRU Year 11 progression and NEET Prevention



## VSK NEET to EET Processes





## Elective Home Education tracking and NEET prevention summary

### 1. Annual review

Those families who wish to engage with the LA. Topics for discussion:

- current education provision;
- safeguarding;
- post 16 progressions.



### Term 1-2 Tracking EHE Yr. 11 and 12 first destinations

EHE Team tracks the current education/training activity of EHE leavers and record it on IYSS.

Young people who are found to be NEET referred to EHPS (process to be confirmed)

### 2. November – Kentchoices4u

The Skills and Employability Service send Year 11 learners a login for kentchoices4u, to facilitate post 16 progressions into Kent schools or colleges. EHE Team to ensure cohort and contact details as accurate as possible on IYSS.

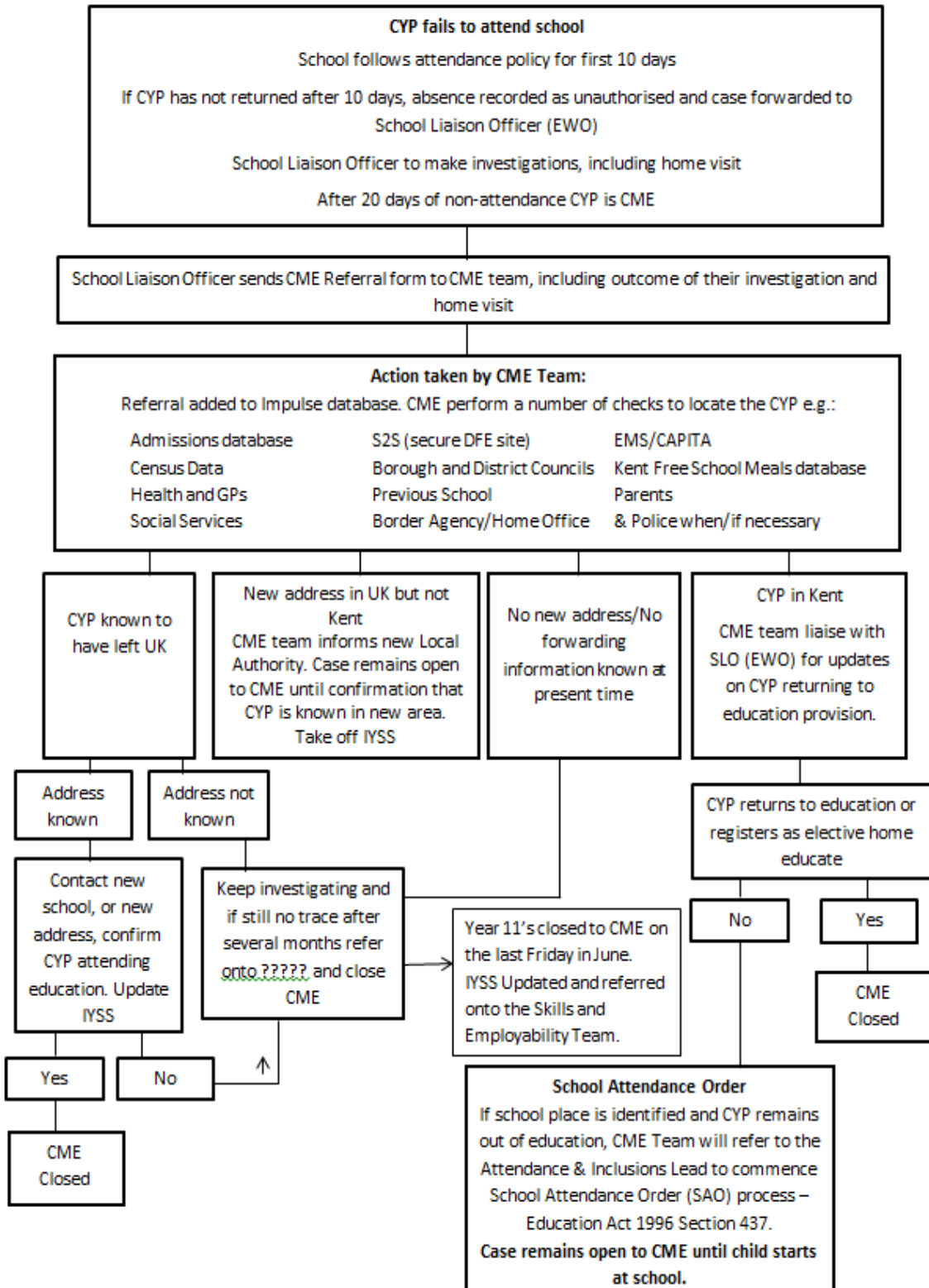


Tracking of EHE leavers picked up by Skills and Employability Service once the first destination after leaving elective home education has been recorded

### 3. Term 5/6 – EHE Next Steps letter

Letter sent to all EHE Year 11 learners requesting September Guarantee information. September Guarantee data provided by engaged families input on IYSS by EHE Team. Where appropriate Skills and Employability Service take names to the Progression Pathways meetings to discuss possible options for the following September. EHE Officer must refer by email if they aware of a young person who would like to be put forward.

## CME Process – School notification



## CME Process – Non-school notification

**1. Kent Children Missing from Education Team (CME)** receive notification (from any source other than school) of a CYP who is missing from education

Action taken by CME Team:

Referral Added to impulse database. CME performs a number of checks to locate the CYP e.g.

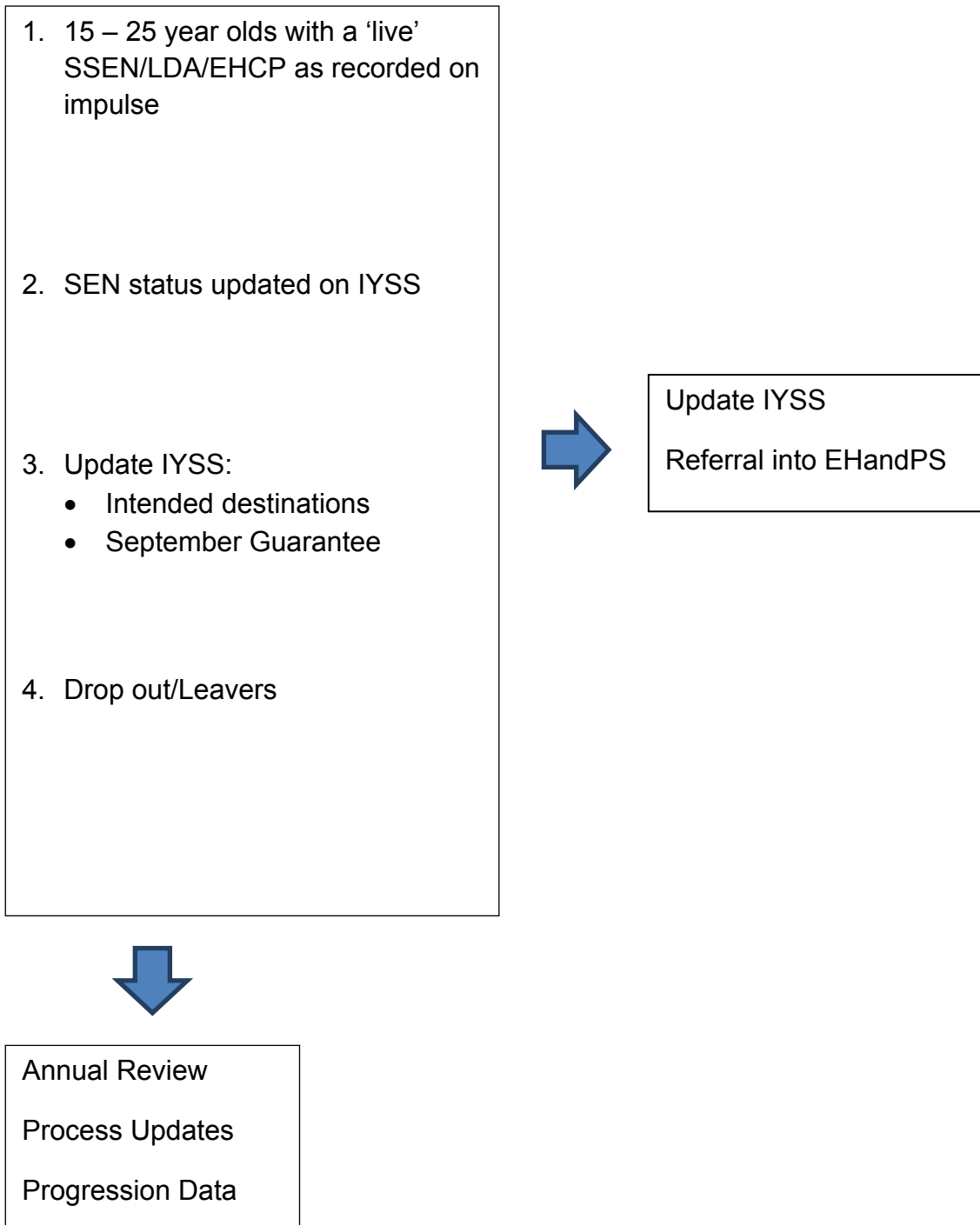
Admissions Database	S2S (Secure DfE site)	EMS/CAPITA
Census Data	Borough and District Councils	Kent Free School Meals database
Health and GPs	Previous School	Parents
Social Services	Border Agency/Home Office	Police when/if necessary



### Early Help Process:

- Email Early Help to set up case on SKWO
- Triage process referral within 24 hours
- Allocated to district within 2 days
- District allocate cases on weekly basis
- Case allocated to relevant worker (EWO, SLO, EHP) (average 2/3 weeks from referral)
- CME follow up with allocated case worker re home visit 2 weeks later

## SEND Tracking and NEET Referral



Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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### Track and monitor actual and potential NEETs

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK Locality Assistant Heads	VSK Locality teams to RAG rating from year 10 onwards risk of NEET	Early identification	Locality team. Post 16 team	Runs all through academic year	Monthly	
VSK All Assistant Heads	Transitional support programme to be in place from September	Early identification of needs being addressed	Locality team. Post 16 team. Post 16 providers.	Runs all through academic year	November onwards	
VSK Education Provider	Personal Education Plan meetings – review progress and risk of NEET twice per academic year cycle (for pre 16 and Post 16)	Monitoring progress	VSK, Social Worker, Post 16 provider, School	Twice per academic year	Monthly review of completion by VSK	
VSK	Post 16 provider and VSK teams to RAG risk of NEET for current cohort	Early identification	All VSK staff. Post 16 providers	Runs all through academic year	Oct, Jan, March	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK	Post 16 Support Officers monitoring progress of caseload and encourage participation	Early identification and continued support	VSK. Post 16 providers	Runs all through academic year	Runs all through academic year	
VSK and UASC Duty Team	Through Residents List, monitor number of UASC entrants into Kent – allocate to appropriate VSK team. Inform Skills and Employability of concerns of provision.	Ensure Education assessments completed and needs identified	VSK. UASC Duty Team.	Ongoing	Monthly review	
VSK	VSK staff working with Colleges and other providers to identify those that have not enrolled where thought to - to identify early NEET cohort	As early as possible identification of NEET	VSK. Post 16 providers	October	Monthly	
EHPS	Identify EHPS staff to take the lead in each District for NEET, including being the key link with Skills and Employability	Each District has the Partnership Development Manager and Youth Hub Delivery Manager	Youth Hub Delivery Managers Partnership Development Managers	23 Oct 15	01 Feb 2016	Evidence of co-ordinated approach being in place in each District

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
		with a shared responsibility for the lead on NEETs				
EHPS	Develop Data Capture Guidelines and System	Clear policy and process on Data Capture for EHP staff  Develop internal process that ensure data accuracy – IYSS trainers, protocols, manuals and continuous review	Charlie Beaumont	18 Sep 15	19 Oct then every quarter	Guidelines for IYSS data capture in draft format
EHPS	Identify Train the Trainer for EHPS service	2 members of staff to be trained in IYSS by Sept 15	Charlie Beaumont	23 Sept 15	25 September	2 members of staff identified for the training on the 22 and 23 Sept 15
EHPS	Establish the Training dates for IYSS for EHPS staff	Identify key staff in EHPS to be trained in IYSS  Agree dates for IYSS training to start in Oct 15	Charlie Beaumont Wendy Murray	30 Sept 15	Review on 19 Oct	Staff identified in each District will include: Youth Hub Delivery Manager, a Senior Early Help Worker, and 2x admin per district,  Dates for training to be confirmed in next 2 weeks

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
EHPS	Youth Hub Delivery Managers and Partnership Development Managers to work with staff in Districts to identify young people at risk of NEET in key transition stages from September onwards and RAG those at Risk	Early identification of vulnerable young people at risk of NEET in key transition stages	Charlie Beaumont EHPS District Managers Skills and Employability YOT VSK SENandAP	Ongoing	Dec, March, June, Sept,	District Managers to receive details of individual NEETs by District each quarter  YOT to receive names of YP NEET before end order each quarter
EHPS	District representation from EHP staff at Skills and Employability led EET District Meetings with Post 16 providers, schools and DWP to support the sharing of information on NEETs and Not Knowns	Early identification of NEETs and those who are Not Knowns	District Managers  Identified EHP staff  SandE Schools Post 16 providers DWP	Runs all through academic year	Oct, Jan, March	
EHPS	EHPS staff to identify the EET destination for all YP they are working with and ensure that this information is updated on IYSS	ALL EHPS staff to identify: <ul style="list-style-type: none"> <li>EET destination of young people known to them for recording on</li> </ul>	Youth Hub Delivery and Partnership Development Managers  All EHP staff engaging with young people aged	30 October	Monthly	NEET Data sent to EHPS District Managers each quarter



Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
		IYSS <ul style="list-style-type: none"> <li>where individual case records held on IYSS need to be updated</li> </ul>	16 – 18 years			
SEND	SEN to ensure data recorded on IYSS accurately reflects the status of young people and clearly identifies those young people who are currently subject to statutory SEN Statement, LDA or EHCP	IYSS accurately reflects SEN status	SEN Team	Initial data mapping and corrections complete	IYSS to be kept updated with SEN information throughout the year	Completed
SEND	Work with schools/colleges to identify yp at risk of NEET through transition planning during Annual Review of Statement/EHCP	Early identification	NEET Lead in each area, YP SEN Officers, Provision Evaluation Officers (PEO), Area SEN Managers	Throughout year	Ongoing	
SEND	Identify yp who have left education leading to their Statement/EHCP/LDA lapsing/ceasing, update IYSS to reflect no	YP identified as NEET, referrals made and IYSS reflective of current SEN status.	YP SEN Officer, NEET Lead in areas, Area SEN Managers	Throughout year	Ongoing	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
	longer in SEN cohort and complete a referral to Early Help if applicable (16-19)					
SEND	Post 16 and Post 18 Transfer Process to be developed for yp transferring from one educational provision to another – process of updating IYSS to be embedded into this process in order to maintain accuracy of data held and support achievement of KCC targets and completion of Intended Destinations, September Guarantee and Activity Survey	Accurate data maintained re; SEN data held on IYSS relating to yp who are subject to a Statement. EHCP/LDA	YP SEN Officer, NEET Lead in areas, Area SEN Managers			
SEND	Monthly mapping of data re; SEN status held on Impulse to ensure accuracy of information in terms of young people recorded as not known who have a current Statement/EHCP/LDA	Maintain accurate data re; young people in receipt of a Statement/EHCP/LDA	SEN team	Monthly		

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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### Maintain the accuracy of the IYSS database

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
Skills and Employability Service	Employ a team of YPPOs with the specific responsibility of maintaining the accuracy of the data of mainstream Not Knowns	The number of Not Knowns will be below national and regional averages	1 Manager, 4 YPPOs	January 2016	Annually	Progress almost complete, 1 YPPO to be recruited. Impact already felt but target for outcome January 2016
Skills and Employability Service	Employ a YPPO to specialise in the collection of data on out of county CICs	Improved data on out of county CICs	1 YPPO and 1 Manager	October 2015	October 2015	Awaiting approval to recruit.
Skills and Employability Service	Develop internal process that ensure data accuracy – IYSS trainers, protocols, manuals and continuous review	Improved data quality	2 trainers, 1 manager and YPPO team	June 2015	Continuous	Complete
Skills and Employability Service	Scrutiny of monthly NEET report, IYSS data and September Guarantee data	Identification of anomalies, trends, concerns requiring action	Extended Managers group and YPPOs	June 2015	Monthly	Complete
Skills and Employability Service and Management Information Unit	Attendance at regional CCIS meetings	Keeping up to date with current practices and data quality issues	1 Manager SandE, 1 MIU member of staff	June 2015	Termly	Complete

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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Skills and Employability Service and Management Information Unit	Briefing schools on their tracking responsibilities	County wide tracking briefings, guides and protocols	1 SandE Manager plus input from MIU	June 2015	Annually	Complete
Skills and Employability Service and Management Information Unit	Working with KAFEC to improve data quality	Improved data returns	1 Manager working with MIU	June 2015	Termly	Complete for Enrolment returns 2015
Skills and Employability Service	Working with KATO to improve data quality from Training Providers	Improved quality and quantity of data returns	1 Manager	June 2015	Termly	25% of training providers now supply a return
Skills and Employability Service	Working with DWP to improve data quality on 18+ unemployed	Improved 18+ data on IYSS	1 Manager	July 2015	Termly	Initial processes in place, further refinement required
VSK Data Manager	VSK Data team and Post 16 team to update IYSS on status of young person	More accuracy of cohort status	VSK Data team. VSK Post 16 team	Ongoing	Monthly in line with NEET report	Staff trained and using system
EHPS	Establish clear guidelines to inform staff of responsibilities of data recording and maintenance	Guidelines to support services in data capture and maintenance	Charlie Beaumont	18 Sept 15	March 2016	The IYSS Data capture guidelines are in place and are being used by EHPS staff  There is increased confidence in the quality of the data

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
EHPS	Partnership Development Managers maintain clear communication pathways at County and District levels with key partners	Information (case level and MI) is shared effectively between all services with a responsibility for the NEET populations, specifically those who are vulnerable	Partnership Development Managers Youth Hub Delivery Managers Training Providers Charities Schools FE CXX	31 Oct 15	Dec, March, May, September	Young people are aware of the EET related provision available  EHPS staff are confident in their knowledge base of the District Offer  EHPS staff can signpost to provision that matches the needs of the young people with whom they are engaged
EHPS	Identify EHPS staff in each District who will be responsible for data entry on to the IYSS database	There are 4 EHP staff members in each District to maintain IYSS  There are 2 key EHP staff in each District to oversee the monitoring and maintenance of IYSS  Districts ensure that all EHPS staff are aware of their responsibilities to ensure that IYSS is up to date and	District Managers  Key EHP staff		First review at the end of November  Subsequent reviews in 2016 Jan, March, May, July and September	EHP staff identified in each District – Training to start in October 15  Skills and Employability to provide 'Staff Briefings' to explain the reasons for NEET data capture across the Districts throughout October and November 15

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
		<p>aware of key staff in their District trained in IYSS</p> <p>There is ongoing support is in place for key staff maintaining IYSS</p> <p>Each District has established a process to enable key staff to feedback issues and concerns about recording and use of IYSS</p>				<p>Information and Intelligence to support Districts in the maintaining quality data on IYSS</p>
EHPS	Scrutiny of monthly NEET report, IYSS data and September Guarantee data	<p>District Manager to inform EHP staff about District performance and agree actions to address NEETs concerns in District</p> <p>landl to support Districts and identify trends or issues that need</p>	<p>District Managers</p> <p>EHPS staff</p> <p>Information and Intelligence</p> <p>Management Information Unit</p>	As soon as data is published each month by the MI Unit	Monthly	District Managers and Unit Leaders to review staff performance and agree actions to address concerns

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
		investigation  NEET data to be scrutinised by Ward to enable EHP staff to target NEETs and Not Knowns in outreach settings				
EHPS	Establish processes to track vulnerable NEETs and those whose destination is Not Known	Processes established through the use of telephone, letters, social media to contact those who are vulnerable among the NEET and Not Known populations	Partnership Development Managers and Youth Hub Delivery Managers	30 Oct 15	Monthly	Incremental reductions in the numbers who are either NEET or having destinations which are Not Known
EHPS	Establish regular audits on IYSS to identify recording errors or issues that need addressing	Data Capture Guidance is provided to ensure EHP staff are aware of their role in recording and maintaining IYSS Regular audits by Management	District Managers  Charlie Beaumont	December 15	Quarterly	Information and Intelligence to support Districts in the maintaining quality data on IYSS

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
		Information team to ensure data quality is maintained Key EHP staff are informed of errors or issues to make amendments				
EHPS	Key staff in EHPS to review and monitor IYSS for accuracy and trends	Systems are established that ensure regular monitoring of data by District	District Managers Key EHP staff		Quarterly	2 members of staff identified in each Districts to monitor data accuracy
SEND	Maintain effective liaison with schools/colleges re; yp who are joining/leaving a provision. SEN Finance team will continue to provide SEN with up to date information re; current placements. SEN Officer involvement at Annual Reviews to identify intended destinations and ongoing updating of IYSS in terms of destination information,	IYSS updated with Intended Destination, SG and destination information, in support of achievement of NEET/Not Known targets, along with SEN status (if Statement/EHCP/ LDA has lapsed/ceased) on Level of Need	SEN YP Officers, NEET Lead in all areas, Area SEN Managers	Throughout year		



Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
	NEET status and reflective of whether Statement/EHCP/LDA has been lapsed/ceased					
SEND	Process in development to enable accurate and timely update of IYSS to reflect data stored on Impulse for those yp subject to a Statement/EHCP/LDA	IYSS to accurately mirror data on Impulse				
SEND	New characteristic requested to enable SEN to record and flag a 16-19 yp appropriately whenever they leave educational provision, have no plans to return to education and their Statement/EHCP/LDA ceases or lapses and enable a timely referral to Early Help for support as a NEET yp	As above and ensure effective referral for support services				
SEND	Training of staff in the use of IYSS – SEN Officers for YP, Lead for NEETS in each area team, Business	Ensure staff skilled in accurately updating IYSS	SEN Team	September 2015		3 staff have attended Train The Trainer training, 10 additional embers of staff completed IYSS user

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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	Support Officer in each area team					training in August 2015
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### Track Not Knowns

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
Skills and Employability Service	Tracking all mainstream Not Knowns: telephone, email, letter and social media	The number of Not Knowns will be below national and regional averages	1 Manager, 4 YPPOs	January 2016	Annually	Progress almost complete, 1 YPPO to be recruited. Impact already felt but target for outcome January 2016
Skills and Employability Service	Data collection from Training Providers	Data collected from all training providers operating in Kent	1 Manager, 4 YPPOs	January 2016	Termly at KATO meetings	25% sign up to date since May 2015
Skills and Employability Service	Data sharing with DWP	Accurate 18+ NEET data and the sharing of contact details	4 YPPOs	September 2015	Monthly for first 6 months	The 1 <sup>st</sup> monthly return completed
Skills and Employability Service	Data collection from schools: leaver data September Guarantee	Information supplied on all school leavers and information on offers made through KC4U	4 YPPOs and 4 PPMs	December 2015	January 2016	Processes agreed with schools – returns to begin in October 2016
Skills and Employability Service	Data collection on out of county CICs	A network of contacts will be established with other LAs	1 YPPO	October 2015	October 2015	Awaiting approval for recruitment
Skills and Employability Service	Contract management with Call Centre	Monthly contracts with Call Centre in place to track	1 Manager and 2 YPPOs to input return data	June 2015	Monthly	Process, contracts, data protection all in place and system working.

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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		yps who cannot be tracked during the day and to assist at busy times				
tbc	Tracking of young people not contactable by desk top methods	Reduction in the number of long term not knowns	tbc	tbc	tbc	tbc
VSK	VSK cohort allocated to either Post 16 Team or Locality teams depending on area. VSK staff member to make contact with Social Worker to identify status of young person.	Identify Not Known and make contact	VSK team. Social Worker	Ongoing	Monthly	
VSK	VSK staff member to then offer guidance or meet young person to encourage participation into EET.	EET participation	VSK team. Social Worker	Ongoing	Monthly	
VSK	Where appropriate, VSK and Social Worker to refer young person to EHPS for additional support.	EET participation	VSK, SW, EHPS	Ongoing	Monthly	
VSK Data team	VSK staff member to update Data team of young person progress to then update IYSS,	Accurate data recording	VSK, SW	Ongoing	Monthly	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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	EPEP and cross check with Liberi					
SEND	Ensure all information is accurate and up to date on IYSS	Data is accurate and mirrors that available on Impulse	All staff trained in the use of IYSS	ongoing		Ongoing
SEND	Liaise with education providers to aid early identification of leavers and potential NEETS and ensure effective liaison with Social Services/VSK to support engagement in continued learning whenever yp indicates this as a preference.	Early identification of those disengaging	SEN Officers for YP	Ongoing		

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### Identify and support at an early stage all young people at risk of being NEET

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
Skills and Employability Service	Participation and Progression forum	Forum for matching NEET young people with EET activities w/c Nov 2nd w/c Jan 26th w/c Mar 15th w/c Jun 14th	VSK YOT Schools FE	4 times a year	Quarterly review	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK Locality Assistant Heads	VSK Locality teams to RAG rating from year 10 onwards risk of NEET	Early identification	Locality team. Post 16 team	Runs all through academic year	Monthly	
VSK	Skills and Employability to attend VSK Locality Team meetings to support Year 11 progression.	Sharing of information. More appropriate options explore	VSK. SandE	Key times in cycle	Monthly	
VSK	VSK to link in with Participation and Progression Forums	Stronger collaboration	VSK, SandE			
VSK	Transitional programme in place to support those most at risk	Reduction in NEET figures	VSK, Post 16 provider. Year 11 providers	All year	Monthly	
VSK	Work with providers to identify early triggers of risk of NEET	Reduction in NEET figures	VSK. Post 16 providers	All year	Monthly	
VSK	Young people better informed of choices through awareness raising (Post 16 Sector training to Social Workers, Foster Carers, VSK staff, letters to year 11)	More appropriate choices being made – less likely to be NEET	VSK, Social Workers, Foster Carers	All year	Monthly	
VSK Education provider	Personal Education Plan meetings to review progress and any areas of concern	Early identification of concern	VSK, Social Worker, Post 16 provider. Pre 16 provider	Twice per academic cycle	Twice per academic cycle	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK	Post 16 reviews with Post 16 Designated Members of Staff in Colleges	Early identification of concern	VSK Post 16 team and Colleges	Ongoing	Monthly	
EHPS	Additional Careers guidance offered where necessary through EHPS	Better informed of options	VSK, Social Worker, EHPS	When required	Monthly	
EHPS	Ensure that high quality information is available to EHPS staff to inform and signpost young people to EET provision	Information is accessible on Post 16 provision  IAG is accessible for vulnerable YP  EHP staff receive information, campaigns and event about EET provision	Participation and Progression Managers, Skills and Employability  Partnership Development Managers and Youth Hub Delivery Managers	Ongoing	6 monthly	Clear systems are in place for staff to refer a YP who is are NEET or at risk of NEET  EHPS are able to match young people appropriately to EET provision  Referrals to EET providers increase  Young people do not drop out of their EET destination
EHPS	Support for vulnerable young people in key transition stages to be in place	Improve communication to enable early identification of those at risk of becoming NEET including those who are low	All EHPs  Schools, PRUs, FE VSK SENandAP YOT	Runs all through academic year	November onwards	Reduced numbers in the NEET population  Increased levels of participation

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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		attainers, those with special needs, poor attenders, absentees, excluded pupils and young parents				
SEND	SEN identify a yp subject to a Statement/EHCP/LDA is disengaging and their placement in an educational provision is at risk through liaison with educational providers and through Annual Review to enable discussion re; options and establish yp intentions and inform future planning	Early identification	SEN Officers for YP	ongoing		ongoing
SEND	Liaison with VSK for CiC re; planning future educational provision for children with a Statement or EHCP	Early identification	SEN Officers for YP and VSK	Ongoing		

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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### Extend engagement of young people in education, employment and training post-16

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
Skills and Employability Service	Ensure that there is an offer in each district that meets the needs of actual/potential NEET cohort	Increased flexibility enables young people who are vulnerable to becoming NEET can commence training opportunities at different times throughout the academic year	Training Provider FE Schools	Ongoing	July Jan March	<a href="http://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training">http://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training</a>
Skills and Employability Service	Sharing the District Offers information to young person and other key professionals surrounding young person.	Increased flexibility of options	SandE, VSK, Social Workers	Ongoing	Ongoing	
VSK	Work with Skills and Employability to increase options for UASC arriving at any point in the academic cycle – currently not meet their needs	Wider options for cohort at any time in academic cycle	VSK, SandE	Ongoing	Ongoing	



Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK	To have more Assisted Apprenticeship places available (and to also be financially viable for those living independently). VSK to then promote	More uptake	SandE	Ongoing	Ongoing	
VSK	Increase in options of training providers across the county to cover main subject areas. VSK to then promote.	More uptake	SandE	Ongoing	Ongoing	
VSK	To increase the work experience offers within KCC	Wider understanding of industry for young person – making better informed choices	VSK and KCC teams	Ongoing	Ongoing	
VSK	Work with Skills and Employability to explore new opportunities	More opportunities for young person to be accessing EET	VSK and SandE	Ongoing	Ongoing	
VSK	Encourage more providers to offer Taster day activities	Wider options explored, more appropriate choices made	Post 16 providers	Ongoing	Ongoing	
VSK CLPP Chair	Through the Care Leaver Progression Partnership and the	Wider options available, more support available.	Kent and Medway Colleges and Universities, VSK	Ongoing	Ongoing	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
	Designated Members of Staff groups to increase support, identify best practice and address gaps in Post 16 College/University offers					
VSK	Develop role of VSK Apprentices in promoting their path and experience undertaking an apprenticeship	Increase uptake	VSK Apprentices	Ongoing	Ongoing	
KSE	KSE to increase promotion of post 16 support with Kent social care clients	More young people having supported employment an increase in sustaining jobs	SandE and FSC	ongoing	ongoing	
EHPS	Open Access to include provision to support young people who are NEET  Youth Hub Delivery Managers and Partnership Development Managers to act as central contact point and cascade	Information, Advice and Guidance (IAG) to be available via the Youth Hubs using: <ul style="list-style-type: none"> <li>• Surgeries</li> <li>• Targeted provision</li> <li>• Job Fairs</li> <li>• Provider</li> </ul>	Partnership Development Managers  District Youth Hub Managers  EHPS staff	16 Nov 2015	W/C 22 <sup>nd</sup> Feb 2016	Evidence in each District of a range of support being available to young people who are NEET  Reduced numbers who are NEET in each District

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
	information on ETE opportunities to all EHPS staff and commissioned services	events – enabling young people to meet with training providers				
EHPS	In partnership with Skills and Employability Districts to develop more programmes/ opportunities to provide tasters, work experience and links with industry for young people who are NEET	District Managers and EHPS staff are able to extend opportunities to YP to gain work place experience and knowledge	Participation and Progression Managers  Partnership Development Managers  District Youth Hub Managers  EHPS staff	Ongoing	W/C 22 <sup>nd</sup> Feb 2016	Evidence in each District of a range of support being available to young people who are NEET  Reduced numbers who are NEET in each District
EHPS	Gaps in provision to be identified and addressed to meet the EET related needs of the young people in Kent	Young people have a broader variety of training opportunities, courses and subjects to choose from at a level that suits their needs	District Managers  EHPS staff	Ongoing	W/C 22 <sup>nd</sup> Feb 2016	Evidence in each District of a range of support being available to young people who are NEET  Reduced numbers who are NEET in each District

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
SEND	Work collaboratively with Skills and Employability Team, Schools, FE Colleges, KAFEC and other educational providers to extend the offer of opportunities to yp with SEN to enable the continuation of a Statement/EHCP/LDA in an educational provision as appropriate and in line with yp aspirations.	Increase in availability of a variety of opportunities at a variety of levels in a variety of subject area				
SEND	Participation and Progression Manager to be invited to SEN area Section Meetings periodically to ensure SEN receive updates re; wider opportunities for young people	Increased knowledge of opportunities available to support planning in transition/annual review meetings	SEN team	Ongoing/3 x a year		
SEND	Provision Evaluation Officer appointed to work with FE Colleges to support them to meet the needs of students with an EHCP or LDA	Improved liaison between SEN and FE Colleges YP experience success and sustain placement	PEO for FE			In post
SEND	High Needs Funding Officer for FE	College has access to	HNF Officer for FE			In post

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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	appointed to support college to access additional funding in support of YP with SEN	appropriate level of funding to support students with SEN				
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### Increase provision of training opportunities

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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KSE	KSE to increase its involvement with supporting schools with supported internships	Smoother transitions and greater opportunities for young people	SandE and Kent Schools	Ongoing	Ongoing	
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EHPS	Services to work in collaboration with Skills and Employability staff to ensure that training needs for vulnerable groups is met at District Level	Vulnerable group's needs are understood and supported to reduce barriers and increase resilience and confidence to prepare and remain in EET.	Partnership Development Managers District Youth Hub Managers EHPS staff	Ongoing – arrangements in place by end of March 2016	End of March 2016	Joint strategy with training providers is in place in each of the Districts
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EHPS	Training to be provided to EHPS staff to develop skills to enable them to provide programmes /assessor opportunities to prepare YP for the workplace:	EHP staff are able to develop their skills to support delivery of accredited programmes in Open Access and through group work	Partnership Development Managers District Youth Hub Managers EHPS staff	March 2016	March 2016	EHPS have the relevant competencies  Increasing number of young people achieving accredited outcomes
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Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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		<b>Programmes include:</b> ASDAN Rapid English Art Awards Youth Achievement Awards Community Leadership DofE	Mark Powell / Nicola Bowden / Learning and Development			
SEND	Review of commissioning of FE placements for SEN YP	Reduce dropout rate for YP with an LDA/EHCP	Head of SEN			Ongoing

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**Share information between partner organisations**

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK	Adopt the information sharing protocol to facilitate the sharing of personal Information with Post 16 providers and organisations	Closer monitoring and earlier identification of concerns	ALL	Ongoing	Ongoing	
VSK	Strengthen links with College and University Designated Member of Staff to share information	Closer monitoring and earlier identification of concerns	VSK, College and University DMS	Ongoing		

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK	Strengthen links with training providers through Post 16 support Officers building relationships	Closer monitoring and earlier identification of concerns	VSK and Training Providers	Ongoing	Ongoing	
VSK	Strengthen links with Designated Teachers in school to enable earlier identification of concerns	Closer monitoring and earlier identification of concerns	VSK and School DT's	Ongoing	Ongoing	
KSE	KSE to share and promote the Supported Employment model and ethos with Kent Schools	Greater understanding of supporting young people in the work place and liaising with employers to increase paid job opportunities	KSE and Kent Schools	Ongoing	Ongoing	
EHPS	Use the Kent and Medway Information Sharing Agreement to provide a framework for sharing personal Information with key providers	Evidence of greater co-ordination in the planning and delivery of services at both a case level and at the overall level	Charlie Beaumont Partnership Development Managers District Youth Hub Managers EHPS staff	30 Nov	W/C 22 <sup>nd</sup> Feb 2016	Compliance with the Data Protection Act 1998  The privacy of service users is maintained

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
EHPS	Attendance at County and Regional meetings	<p>Sharing of information, ideas and best practice from other regions across the UK</p> <p>Sharing of best practice and ideas across the county</p> <p>Monitoring and evaluation processes are in place</p>	<p>Information and Intelligence</p> <p>Management Information</p> <p>Skills and Employability</p>	Ongoing	April 2016	Evidence of best practice being disseminated and taken up within the county
SEND	Member of staff identified with lead responsibility for liaison between VSK, Social Services and other key services to ensure effective communication and sharing of relevant information in support of YP with a Statement, EHCP or LDA	Effective communication and sharing of information between services in support of YP	SEN Team			Complete



Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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### Provide coaching and personal support

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
VSK Social Workers	Vulnerable Young people at risk of NEET are identified early and provided with targeted support through transition	Maintain EET status	VSK, Social Workers, Mentoring agencies	Ongoing	Ongoing	
VSK Participation Officer	VSK Apprentices to work with identified young people	Maintain EET status	VSK Apprentices	Ongoing	Ongoing	
VSK	Post 16 Support Officer to work more intensively where required	Maintain EET status	VSK Support Officers	Ongoing	Ongoing	
VSK University of Greenwich	Develop Emotion Coaching training with key staff working with cohort	Awareness to approaches in working with young people	VSK Post 16 Assistant Head, University of Greenwich, West Kent College	Ongoing	Ongoing	
VSK	Transitional links leading into Post 16	More appropriate choices being made	VSK, Post 16 providers	Ongoing	Ongoing	
KSE	Job coaching training and monitoring for school staff	Understanding of supporting students in the work place and the fading of support processes	KSE and Kent Schools	Ongoing	Ongoing	

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
EHPS	Identification of District Leads who can update and support local EHP staff about local ETE provision	Each Unit to identify key staff to champion EET  Each Children's Centre to identify key staff to champion EET  Delivery Hub Managers to take on lead role for EHP workers in open access, outreach and school settings	District Managers  EHP staff	30 <sup>th</sup> November 2015	March 2016	EHPS staff report increased awareness of resource available to the NEET population
EHPS	Raise EHPS staff awareness of current resources available to support skills development and confidence building	Workshops to be offered around the County in November to raise awareness of resources available to EHPS staff	Charlie Beaumont  Information and Intelligent Staff	November-December 15	End of February 2016	EHPS staff report increased awareness of resource available to the NEET population
EHPS	Transitional links Awareness Sessions for EHPS staff working with YP 16-19 years	Information sessions for EHPS to raise the importance of EET during key transitional stages	Participation and Progression Manager  Partnership Development Managers	March 2016	March 2016	Reduced drop out by vulnerable young people at different stages of transition

Lead	Action	Outcome	Who Is Involved	Deadline	Review date	Progress
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			Youth Hub Delivery Managers			
EHPS	Support and information sessions for Post 16 Providers to inform them of KCC services and enable them to understand support needs of vulnerable groups	Post 16 Providers are well informed about KCC services and key contacts.  They understand the support needs of the vulnerable groups and the resources available to assist	Charlie Beaumont  Skills and Employability	March 2016	March 2016	Providers feel better placed to offer support and placements which match the needs of the vulnerable NEET
SEND	SEN Officers for YP in each area will work specifically with pupils in Yr10 upwards to ensure information re; post 16 options are shared in transition/annual reviews and be available to YP and families to support progression into education		SEN Officers for YP	Ongoing		Officers in place since Sept. 14

## Appendix 1 – Definitions

### Participation

Definition of Participation is for 16-17 year olds to meet the requirements of Raising the Participation Age (RPA.) The duty is on the young person to participate.

Young people must continue in education or training until at least their actual 18<sup>th</sup> birthday, this is reported as young people in academic years 16 and 17 (Year 12 and 13).

A young person is participating if they are in:

- full time education (e.g. at a school or college)
- an apprenticeship or traineeship
- part time education or training combined with one of the following:
  - employment or self-employment for 20 hours or more a week
  - volunteering for 20 hours or more a week

### Tracking

The statutory responsibility on the Local Authority is to track young people to their 20<sup>th</sup> birthday, which includes young people in academic years 16, 17 and 18. This is achieved in Kent through the IYSS System.

There is a responsibility to track i.e. young person with SEND up to age 24

### NEET

A person is NEET if they are academic aged 16 to 18 (which is one more year than the definition for participation) or SEND aged 16-24 and not in education, employment or training.

A person is considered to be in education or training if they are in:

- full time education;
- with a specialist provider;
- in part time education;
- an apprenticeship;
- EFA/SFA funded work based learning;
- training delivered through the work programme;
- traineeship;
- supported internships;
- reengagement provision; or
- full time education – custodial institution

A person is considered to be in employment if they are in:

- employment with accredited training/part time study that is accredited by Ofqual and includes 280 hours training or study per year. This is required for 16-17 olds to meet RPA;
- employment with non-accredited training if it provides training not accredited by Ofqual;
- employment without training;
- temporary employment;
- part time employment;
- self-employment; or
- voluntary work, if combined with accredited training

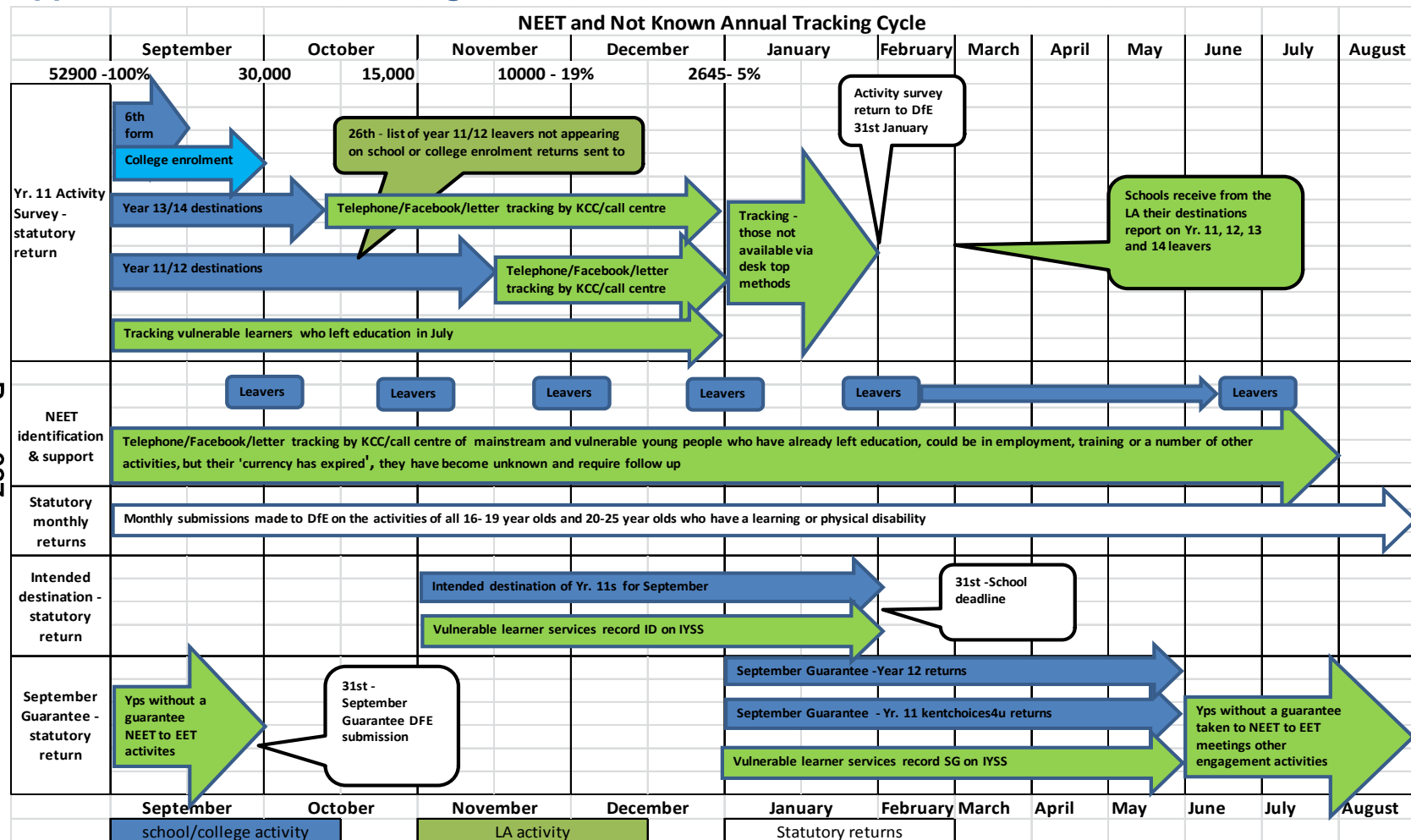
## Appendix 2 – NEET Scorecard

### NEET Scorecard

Published July 2015

LA	Latest performance			Quintile					% pt change since last year		
	LA	England		1	2	3	4	5	LA	LA direction	England
<b>Kent</b>											
<b>% 16-18 year olds not in education, employment or training (NEET)</b> - age 16 - age 17 - age 18	4.7%	4.7%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-1.1	↓	-0.6
	1.9%	2.2%							-0.9		-0.3
	4.4%	4.4%							-1.4		-0.6
	6.3%	7.6%							-1.1		-0.9
<b>LA support</b> % 16-17 year olds made offer of an education place under September Guarantee % 16-18 year olds whose activity is known to the local authority % 16-18 year olds NEET re-engaging in EET	88.6%	93.2%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	+0.3	↑	+1.1
	84.9%	91.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-6.7	↓	+0.2
	5.2%	7.7%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-0.4	↓	+0.3
<b>Outcomes</b> % 16-17 year olds participating in education and training - full-time education - apprenticeships - other education and training % 19 year olds achieving level 3 % 19 year olds achieving GCSE A*-C English and maths (or equivalent) between ages 16 and 19, for those who had not achieved this level by 16	87.4%	90.6%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-1.6	↓	+0.3
	79.9%	83.1%							-3.4		-0.1
	4.6%	4.9%							+1.5		+0.7
	2.6%	2.6%							+0.3		-0.3
	54.3%	57.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+0.3	↑	+0.6
	11.4%	16.9%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-0.6	↓	+0.5
<b>Contextual Information</b>	<b>GCSE attainment</b>		LA	England	<b>School attendance</b>		LA	England	<b>16-18 LA population</b>		
	5 or more GCSEs at A* - C inc E & M	58.0%	53.4%	Overall absence (% of sessions)	5.6%	5.2%	ONS estimate	57,880			
1 or more GCSE at A* - G	98.4%	97.7%	Persistent absentees (% of pupils)	6.4%	5.3%	Recorded on CCIS	52,670				

# Appendix 3 – Annual Tracking Schedule



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

**To:** Education and Young People's Service's Cabinet Committee – 15 December 2015

**Subject:** Performance and progress of EduKent

**Non-Key decision**

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** To provide an update on the progress of EduKent over the last two years and an outline of future developments.

**Recommendations:** The Cabinet Committee is asked to note the progress of EduKent.

## 1. Introduction

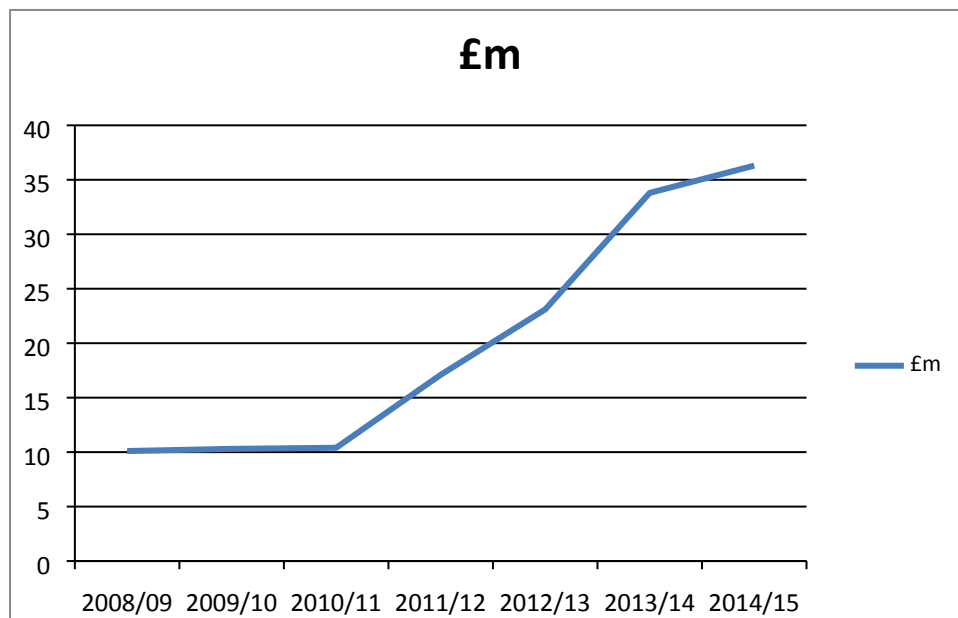
- 1.1. Members will know EduKent as the overarching branding vehicle which facilitates how schools purchase a wide range of services from Kent County Council (excluding Commercial Services). In excess of 40 service providers across all Directorates within KCC are now trading through EduKent with schools and academies in Kent and beyond (appendix 1). EduKent has continued to develop as a single point of access for school based customers and to refine how it communicates with them, driving turnover and market share.
- 1.2 The core functions of marketing, training, billing and debt recovery are delivered by a small centrally based EduKent team. A total of 6.75 FTE is responsible for the co-ordinated support to service providers across KCC via the EduKent website presence ([www.edukent.co.uk](http://www.edukent.co.uk)).

## 2. Progress over the past two years

- 2.1 As part of the recent Facing the Challenge procurement exercise the central EduKent team and a number of service providers worked to provide very detailed analysis of the trading position of the 13 EduKent providers identified as the core services for Lot 2. Work was undertaken with services to develop detailed specifications, respond to the many queries and clarifications issued by the potential bidders and lead on much of the competitive dialogue process with the interested bidders. Alongside this work significant progress has been achieved with key developments summarised below:

### 3. Income

3.1 The graph below shows the significant increase in income over the past two years with income levels reaching £36.3m in 2014/15. This sum is three and half times higher than in 2009-10 when EduKent was established.



#### The increase can be explained by:

- Changes in legislation resulting in increased delegation to schools, notably in April 2012
- An increase in available products from a broader range of services across KCC
- Increased market share for many service providers through the tailoring of product offer.
- A 30% upturn in customer numbers in the period 2013 – 2015.
- Customer numbers in 2015 stand at just under 1500, generating 23,000 contracts.
- Expansion into markets outside Kent's borders.
- Minimal price increases which recognise the "flat cash" funding position which schools are having to manage.

3.2 We know from the detailed work carried out for Facing the Challenge that the core services continue to meet their share of corporate overheads and generate an overall surplus for KCC that is built into existing budgets across the organisation.

3.3 Now that the procurement process has concluded we need to complete a similar analysis for all the remaining services, which fell outside FtC, in order that a more detailed report on the financial position of EduKent can be reported to this committee (as an exempt paper given the commercial sensitivity) at a later date.

## 4. Marketing and Systems

- 4.1 EduKent now offers an increased professional marketing service for providers which not only caters for the more “traditional” approach with the use of the improved website along with brochures and leaflets but also exploits the reach of social media and client management systems.
- 4.2 The Central EduKent team and Service Providers manage their interaction with current and future customers using a customer relationship management system (CRM) which provides a single record for all marketing, customer support and sales related activities. A data mining tool has opened up access to a large database of educational establishments called the ‘Education List’, containing 30,000 UK school records. Every record is tagged with vital demographic data, funding method, subjects taught, financial information, performance and assessment levels and trends. EduKent uses this system to drive new marketing campaigns drilling down on data to target potential customers. The central EduKent team is now also using Dot Mailer, email marketing software to create and coordinate professional and targeted campaigns. It encourages click through to the EduKent website, and can direct customers to EduKent’s social media presence.
- 4.3 EduKent has a Twitter account and its following is increasing daily. The central team is in the process of setting up over 30 EduKent Services with their own accounts which will be used to help build and maintain the brand through personalisation. The accounts should encourage people to visit the website, sign up to attend the Expo and will reward them with previews of new content, updates and the opportunity to influence service delivery through conversational feedback.
- 4.4 The EduKent website continues to be refined with additional functionality improving the ability of customers to interact with services and download content. Password protected resources are available for purchase and include curriculum materials such as Primary Science, Maths, English and ICT. This has enabled us to move away from the production of CDs and DVDs saving production cost allowing for more timely updates.
- This means of accessing resources has a far bigger, and as yet largely untapped, potential and plans are in the pipeline to make greater use of it.
- The team is developing more E Learning and Webinar facilities and working with the School Improvement CPD Team is about to offer all EduKent Service Providers the opportunity to launch ‘e learning’ materials and webinars which has generated interest from the overseas school sector. This should generate extra revenue at minimal cost.
- 4.5 The fourth annual EduKent Expo & Conference was recently held at the Kent Showground, Detling. This is now Kent’s leading event for the promotion and development of services to schools and included technical workshops, a comprehensive exhibition of leading suppliers of services to Schools and

academies and a programme of innovative speakers which attracted over 500 Heads, Bursars and Chairs of Governors. Feedback from the event has proved the most positive ever and will inform the planning of next year's Expo.

## 5. The Future

- 5.1 Over the last two years a number of important building blocks have been put in place. The resulting benefits are beginning to be evidenced through the growth figures on customer base and income levels. The central team maintains an ongoing dialogue with service providers and schools about their needs and works to facilitate improvements wherever possible.
- 5.2 Given the competitive nature of the market EduKent needs the flexibility to form new partnerships, both in Kent and beyond. It has acquired membership of the Council for British International Schools (COBIS) which will allow links with over 400 Schools worldwide.
- 5.3 Recent analysis suggests that services purchased through EduKent represent a 53% share of the Kent market. The increasing levels of financial pressure on KCC will leave traded services needing to deliver an increased surplus. This comes against a backdrop of ongoing and acute constraints on school budget. If KCC's position is to be supported without detrimental effect to schools then EduKent and its provider services will need to focus on increasing market share and widening the customer base beyond Kent.
- 5.4 The principal focus for the coming year will be updating the business plan to reflect an emphasis on growth as described above.

**6. Recommendations:** The Cabinet Committee is asked to note the progress of EduKent.

Members are asked to note the progress of EduKent.

## 7. Contact Details

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<b>EduKent</b>	Appendix 1
<b>Directorate</b>	<b>Name of Service Provider</b>
<b>Strategic &amp; Corporate</b>	Health And Safety Unit
	Legal and Democratic Services
	Legal - Admission Appeals
	Kent CAT Service
	Classcare - Property Group
	Property & Infrastructure
	HR - Pensions Unit
	Risk Mgmt & Insurance
	EIS
	Capital Project Team
	Schools Financial Services
	Schools Personnel (inc. Kent Teach)
<b>Education &amp; Young People</b>	Early Years - Treasure Chest
	Kent Childrens University
	Specialist Teaching Services
	Skills & Employability
	Special Educational Needs
	Admissions & Transport
	Community Learning & Skills
	Kent Duke Of Edinburgh's Award
	Inclusion Service
	The Swattenden Centre & Kearsney Campsite
	Bewl Water Outdoor Centre
	Kent Mountain Centre
	Early Help
	Early Help - Childrens Centres
	Integrated Youth Services
	Client Services - Catering, Cleaning etc
	Horton Kirby Environmental Centre
	Safeguarding/e Safety
	Educational Psychology
	Governors Services inc. Clerking
	Newly Qualified Teachers
	Outdoor Education Unit
<b>Growth, Environment &amp; Transport</b>	Libraries Registration & Archives
	Sport And Physical Activity Service
	Kent Country Parks
	Countryside Management Partnerships
	Kent Scientific Services
	Sustainability & Climate Change
	Road Safety-Highways
	Mobility And Safety Team
	EEC - Brockhill Country Park
	EEC - Lullingstone

	EEC - Shorne Wood
	Hardelot
<b>Social Services</b>	Sensory Services

Note - The 12 "core services" identified as Lot 2 are highlighted above. There are 13 including the Central EduKent Team which is not shown above as it does not sell services direct to schools.



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From: Peter Sass, Head of Democratic Services

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

Subject: **Work Programme 2015/16**

Classification: Unrestricted

**Past Pathway of Paper:** EYPS Cabinet Committee - 18 September 2015  
**Future Pathway of Paper:** Standard item to Cabinet Committee

**Summary:** This report provides updated details on the proposed Work Programme and seeks suggestions for future topics to be considered by 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 2015/16.

## 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 the 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 2015/16**

3.1 An agenda setting meeting was held on 21 October, 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

3.2 The schedule of commissioning activity 2015-16 to 2017-18 that falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings to support more effective forward agenda planning and allow Members to have oversight of significant services delivery decisions in advance. The next agenda setting meeting is scheduled to be held on Wednesday, 27 January 2016 at 11:00 – 12:00 noon.

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 2015/16.

**6. Appendices**

Appendix A – Work Programme

**7. Background Documents**

None.

**8. Contact details**

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**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET  
COMMITTEE  
WORK PROGRAMME 2015/16**

<b>FORTHCOMING EXECUTIVE DECISIONS</b>		
07/09/2015 to 31/03/2016		
<b>Decisions to be taken under the remit of this Cabinet Committee</b>	<b>Lead officer</b>	<b>Decision Taker</b>
Proposed expansion of Bysing Wood Primary School from 1FE to 2FE from September 2016 (DEFERRED)	Marisa White Area Education Officer (East Kent)	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 (July/December)	
School Performance – Exam Results	Annually (November/ December)	
Performance Scorecard (including preventative Services for Adolescents)	At each meeting	
Strategic Priority Statement	Last submitted April 2015	
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (April)	
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 July 2013	tba
SEND Mediation and Disagreement Resolution Services	16 December 2014	tba
Decisions on proposed commissioning agreements	13 January 2015	tba
How the NHS works with the Education and Young People's Services Directorate (to include a list of the commissioned services) and how they are monitored.	8 July 2015	tba
Mr Leeson agreed to give Members information to support their understanding on the new way the curriculum was being measured and reported as from next year. It was advised that School Governors would need support too.	18 September 2015	tba

Mr Bagshaw agreed to supply the exact number of students that were receiving home to school transport, but advised that this figure was fluid.	18 September 2015	
Unaccompanied Asylum Seeking Children in Kent Schools – Request by Mr Vye	20 October 2015	January
Performance of Commissioned Youth Work Services/ Annual report – Request by Mr Vye	20 October 2015	March
Free School Meals	21 October	January
<ol style="list-style-type: none"> <li>1. Proposal to enlarge Singlewell Primary School, Gravesham</li> <li>2. Proposal to enlarge Hextable Primary School, Sevenoaks</li> <li>3. Proposal to enlarge Seal Church of England Primary School</li> <li>4. Proposed alterations to South Borough Primary School (Maidstone)</li> <li>5. Proposed amalgamation of Woodlands Infant and Woodlands Junior School (Tonbridge)</li> </ol>	13 November	January

**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  
 December 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 revised and expanded Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate to include Early Help.

**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 and Young People's Services Performance Management Framework**

2.1 The performance scorecard was 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. In addition to the directorate scorecard there is also now an Early Help and Preventative Services monthly scorecard, and a quarterly scorecard for School Improvement and Skills and Employability services. Scorecards for Early Years and Childcare and Special Educational Needs and Disability (SEND) are in development. There is also a monthly performance report for Not in Education Employment and Training (NEET) figures.

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 performance data 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 revised and expanded directorate scorecard is published quarterly.

2.6 The formation of a new integrated Information and Intelligence service has led 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 15 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) improved in 2015 by 4 percentage points with 73% of children achieving a good level of development compared to 69% in 2013/14. Kent is three percentage points above the national figure of 66%. The achievement gap between FSM eligible children and their peers for 2014/15 was 18 percentage points which meant the target of 11% was not achieved. The FSM gap targets are currently being reviewed to reflect changes in the Department for Education (DfE) reporting.

3.5 At Key Stage 2 the combined achievement at Level 4 and above in Reading, Writing and Maths increased to 80%, a one percentage point improvement on the previous year. This is in line with the national average. The achievement gap between FSM eligible children and their peers is 21% which meant the target of 14% was not achieved.

3.6 In 2014 two major reforms were implemented which affected the calculation of the Key Stage 4 GCSE measures. 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 or more A\* - C grades including English and maths declined slightly in 2014. In 2015 the outturn for Kent was 56.6% which was 1.4% percentage points lower than the previous year and below the target of 59%. The national average is 52.8%. The Free School Meal achievement gap for 2014/15 at 32.8 points meant the target of 29 points was not achieved but it has narrowed compared to the previous year (33.3%).

3.7 The number of schools in an Ofsted category (special measures or serious weakness) continues to fall and at 9 is better than the target of 12 and much improved on the figure of 29 for the previous year. We are working closely with these schools with reviews of progress against improvement plans completed every six weeks. The number of inadequate schools has significantly fallen over the last academic year, from 29 in September 2014. The percentage of schools judged to be good or outstanding continues to remain high at 82.9% in September 2015 with 458 schools judged to be good or outstanding.

3.8 The number of pupils being placed in independent or out-of-county special schools has increased to 666 and remains higher than the target of 460. 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 in Kent schools, should support improvement in this area.



- 3.9 Education, Health and Care Plans (EHCPs) have replaced the previous Statements of SEN and should be completed within 20 weeks from receipt of formal request for an EHC needs assessment. The completion rate for this quarter (September 2015) based on the total number of EHCPs is 86.8% where 151 plans out of 174 were issued within 20 weeks. Additional resources have been put in place to increase capacity to meet the statutory timescale for all new assessments. We are anticipating that the impact of these will improve by the next quarter. The DfE has recognised the impact of the duty to convert existing Statements to EHCPs on delivery of the statutory timescales and has extended the time allowed for conversions from 16 to 20 weeks from September. Kent continues to maintain an ambitious pace to achieve all its conversions earlier than the national April 2018 deadline.
- 3.10 The percentage of 16 – 18 year old not in education, employment or training (NEET) increased in September 2015 to 7.8% compared to 6.1% in June 2015. There are natural fluctuations in the NEET cohort throughout the year with the number of NEETS rising over the summer months due to school and college leavers not yet in confirmed post 16 destinations. The percentage of 16-18 year olds who are NEET has decreased year-on-year over the last three years when comparing the January snapshot data (from 6.6% in January 2012). Current projections are that the NEET percentage will be under 5% by January 2016. In November 2015 the figure is 4.89%. Working in partnership with schools, colleges, training providers, local agencies and employers, a new NEETS Strategy and detailed action plan has been developed which will ensure an integrated and targeted approach to reducing NEETs, especially for vulnerable groups. Focused interventions are in place to support vulnerable groups such as Children in Care and SEND learners.
- 3.11 The number of permanent exclusions from Primary schools is higher than anticipated and has increased over the 12 month rolling period. A project is currently underway to work with groups of Primary schools that use exclusion to explore improved approaches to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools is also higher than the target by 19 pupils although at 58 is fewer than the previous year where 61 pupils were permanently excluded.
- 3.12 The percentage of Children Missing Education offered suitable education within 30 days of becoming known has fallen to 61.2% (based on a rolling 12 month average). This is 8.8 percentage points below the target of 70%.
- 3.13 The rate of re-offending by children and young people (CYP) has fallen slightly (based on a 12 month cohort) to a rate of 36.5%. This equates to 523 individuals. The number of re-offenders continues to fall. The re-offending rate of CYP for England & Wales is 37.9.
- 3.14 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has decreased to 18.8. The percentage of Early Help cases closed with positive outcomes has risen from 75.7% to 78.0%. Throughput remains high and is a positive indicator of success for the new ways of working. Staff and managers monitor their caseloads, case progress, closures and throughput on a weekly basis to ensure work is appropriately focused and progressing well to avoid case drift, to ensure the best possible outcomes for children, young people and their families.

#### **4. Recommendations**

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate, including Early Help services.

#### **Background Documents**

EYPS Directorate Scorecard – April 2015 release (March 2015 data)

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Education & Young People's Services Performance Management

# Education & Young People's Services Directorate Scorecard

October 2015 Release - Version 4 (September 2015 Data)

Produced by: Management Information, KCC

Publication Date: 17th November 2015

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# Education & Young People's Services Directorate Scorecard

## Guidance Notes

**Note** - Data on number of permanent exclusions is for rolling 12 months up to end of August, as September data is not yet available on Impulse reporting system.

### 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


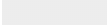
- GREEN** Green indicates that the performance has met or exceeded the target
- AMBER** Amber indicates that the performance has not met the target but is within acceptable limits\*
- RED** Red indicates that the performance has not met the target and is below an acceptable pre-defined minimum\*

\* 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 2013-14 data period

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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

## Directorate Scorecard - Kent

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	Kent Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	73	↑	69	73	GREEN	69	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	18	↑	19	11	RED	12	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	58.7	↑	55.9	65	RED	78	79	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	87.8	↓	88.9	92	AMBER	89.2	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	80	↑	79	83	AMBER	79	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	56.6	↓	58.0	59	AMBER	58.0	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	21	↔	21	14	RED	21	20	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	32.8	↑	34.3	29	RED	34.3	30	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	9	↑	14	12	GREEN	28	14	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	82.9	↑	82.2	82	GREEN	74.6	75	AMBER
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A	2.8	↔	2.8	2.7	GREEN	2.8	2.8	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	86.8	↑	78	90	AMBER			
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	666	↓	655	460	RED	599	460	RED
EYPS2	Percentage of parents getting first preference of primary school	H	A	85.8	↑	84.9	86	AMBER	84.9	87.0	AMBER
EYPS3	Percentage of parents getting first preference of secondary school	H	A	80.5	↓	83.2	85	RED	83.2	84.0	AMBER
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	5.2		7.0	4		5.2	7.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	10.3		8.7	10		9.9	10.7	
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	82.7	↓	84.9	86	RED	82.7	83	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	24.1	↓	23.8	16	RED	24.1	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	56.7	↑	55.9	58	AMBER	56.7	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	33.1	↑	33.9	23	RED	33.1	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.8	↓	6.1			5.9	5	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (2014-15 DfE published 38+ Sessions)	L	A	3.1	↓	2.3	2.6	AMBER	2.3	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (2014-15 DfE published 38+ Sessions)	L	A	6.5	↓	6.2	5.5	AMBER	6.2	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	47	↓	46	11	RED	26	24	AMBER
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	58	↔	58	39	RED	61	76	GREEN
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q	72			75	AMBER	72		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	61.2	↓	65.2	70	RED	64.6	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q	36.5	↑	37.0	30	RED	32.2	31.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population		M	18.8		23.2					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	78.0	↑	75.7					
SCS05	Percentage of cases closed by SCS stepped down	H	M	22	↓	26					
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Ashford

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	73.2	↑	66.0	73	GREEN	66.0	68	AMBER
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	16.2	↓	13.5	11	RED	13.5	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	57.7	↓	59.5	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	88.5	↑	87.3	92	AMBER	92.9	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	77.8	↑	77.0	83	RED	77.0	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	51.9	↓	54.7	59	RED	54.7	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	18.2	↓	17.9	14	RED	17.9	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	21.0	↑	28.9	29	GREEN	28.9	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0		GREEN	3		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	89.4	↓	89.6	82	GREEN	78.0	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	100.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	46	↓	40			37		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	4.3		3.9	4		3.5		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.0		5.8	10		7.5		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	81.2	↓	83.2	86	RED	81.2	83	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	33.8	↓	23.2	16	RED	33.8	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	53.0	↑	51.2	58	RED	53.0	56	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	30.1	↑	37.9	23	RED	30.1	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.8	↔	5.8			5.3	5	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.1	↓	1.7	2.6	GREEN	1.7	2.0	GREEN
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	7.8	↓	6.0	5.5	RED	6.0	6.0	GREEN
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	0	↔	0			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	0	↔	0			0		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	60.0	↓	67.1	70	RED	80.8	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	18.0		22.0					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	75.0	↑	65.5					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Canterbury

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	73.6	↑	69.2	73	GREEN	69.2	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	16.8	↓	13.5	11	RED	13.5	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	63.1	↑	59.1	65	AMBER			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	90.5	↓	90.8	92	AMBER	93.0	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	81.8	↑	80.6	83	AMBER	80.6	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	51.9	↓	57.1	59	RED	57.1	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	24.8	↓	17.3	14	RED	17.3	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	33.8	↓	33.2	29	RED	33.2	30	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↑	2		AMBER	2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	77.8	↑	74.5	82	RED	70.8	75	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	63	↓	59			57		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	6.6		10.7	4		6.3		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	3.7		10.7	10		8.4		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	83.7	↓	84.2	86	AMBER	83.7	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	23.3	↑	24.0	16	RED	23.3	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	59.0	↑	56.0	58	GREEN	59.0	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	34.7	↑	36.3	23	RED	34.7	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.7	↓	6.3			4.7	5	GREEN
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.9	↓	2.6	2.6	AMBER	2.6	2.0	RED
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.5	↑	6.7	5.5	AMBER	6.7	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	3	↔	3			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	0	↔	0			1		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	77.1	↑	75.0	70	GREEN	73.5	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	16.7		31.4					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	81.8	↓	82.4					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								



## Directorate Scorecard - Dartford

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	72.5	↑	68.1	73	AMBER	68.1	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	15.2	↓	6.4	11	RED	6.4	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	59.8	↑	53.4	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	83.3	↓	85.7	92	RED	91.3	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	82.0	↑	80.0	83	AMBER	80.0	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	67.6	↓	71.6	59	GREEN	71.6	66.0	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	17.0	↓	14.7	14	AMBER	14.7	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	35.6	↓	31.4	29	RED	31.4	30	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0		GREEN	1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	82.9	↓	85.7	82	GREEN	75.0	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	75.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	51	↓	48			39		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	1.6		4.4	4		2.7		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	6.6		1.8	10		4.4		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	92.4	↑	90.5	86	GREEN	92.4	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	31.3	↓	14.0	16	RED	31.3	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	67.4	↑	60.1	58	GREEN	67.4	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	38.6	↓	36.7	23	RED	38.6	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.9	↓	5.0			5.2	5	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.2	↑	3.3	2.6	RED	3.3	2.0	RED
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	3.8	↑	3.9	5.5	GREEN	3.9	6.0	GREEN
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	3	↔	3			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	12	↓	11			5		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	65.6	↓	69.3	70	RED	50.7	56.5	RED
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	16.7		13.4					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	88.2	↑	82.4					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

Directorate Scorecard - Dover

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	73.9	↑	69.7	73	GREEN	69.7	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	16.8	↓	5.9	11	RED	5.9	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	58.7	↓	62.9	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	89.1	↓	90.0	92	AMBER	86.5	88.0	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	81.1	↔	81.1	83	AMBER	81.1	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	52.8	↓	54.7	59	RED	54.7	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	16.1	↑	18.2	14	AMBER	18.2	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	26.6	↑	28.4	29	GREEN	28.4	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1		AMBER	3		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	86.0	↓	88.0	82	GREEN	82.4	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	95.5			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	45	↓	44			40		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	8.7		13.8	4		9.8		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	12.6		11.9	10		10.6		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	82.5	↓	83.0	86	RED	82.5	83	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	18.5	↑	23.2	16	AMBER	18.5	18	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	54.3	↑	51.8	58	RED	54.3	56	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	28.8	↓	28.3	23	RED	28.8	27	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.9	↓	6.0			6.4	5.0	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.7	↓	2.1	2.6	AMBER	2.1	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.4	↑	6.6	5.5	AMBER	6.6	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	6	↔	6			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	0	↔	0			8		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	63.0	↓	64.7	70	RED	54.0	56.5	AMBER
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	26.3		37.4					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	81.8	↑	75.0					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Gravesham

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	63.9	↓	64.7	73	RED	64.7	68	RED
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	26.0	↓	7.1	11	RED	7.1	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	36.2	↑	31.0	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	82.1	↓	92.9	92	RED	96.4	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	74.9	↓	75.3	83	RED	75.3	76	AMBER
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	59.8	↓	65.0	59	GREEN	65.0	66.0	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	16.6	↑	21.5	14	AMBER	21.5	20	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	26.6	↑	31.7	29	GREEN	31.7	30	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↑	3		AMBER	2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	75.0	↑	72.7	82	RED	68.8	75	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	93.3			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	39	↑	40			34		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	1.1		3.5	4		2.3		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.2		6.2	10		8.7		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	83.0	↓	85.2	86	AMBER	83.0	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	18.4	↑	20.6	16	AMBER	18.4	18	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	58.6	↑	55.7	58	GREEN	58.6	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	31.8	↑	33.9	23	RED	31.8	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	11.3	↓	7.0			5.4	5	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.8	↓	2.7	2.6	RED	2.7	2.0	RED
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.5	↓	6.0	5.5	AMBER	6.0	6.0	GREEN
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	1	↔	1			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	11	↔	11			4		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	48.2	↓	53.8	70	RED	54.4	56.5	AMBER
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	22.9		18.6					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	74.5	↑	64.7					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Maidstone

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	75.8	↑	70.5	73	GREEN	70.5	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	16.5	↓	15.6	11	RED	15.6	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	50.7	↓	52.3	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	87.7	↓	90.1	92	AMBER	86.6	88.0	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	80.9	↑	76.4	83	AMBER	76.4	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	62.3	↓	64.7	59	GREEN	64.7	66.0	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	24.7	↓	22.2	14	RED	22.2	20	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	33.7	↑	37.1	29	RED	37.1	30	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↔	2		AMBER	5		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	77.6	↔	77.6	82	RED	61.9	75	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	85.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	57	↑	62			51		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	6.2		7.3	4		5.7		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.1		10.4	10		11.4		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	87.2	↓	89.9	86	GREEN	87.2	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	20.6	↓	19.4	16	RED	20.6	18	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	63.7	↓	65.9	58	GREEN	63.7	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	34.9	↑	36.5	23	RED	34.9	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	6.6	↓	5.7			4.8	5	GREEN
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.9	↓	2.1	2.6	AMBER	2.1	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	4.7	↑	5.0	5.5	GREEN	5.0	6.0	GREEN
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	2	↔	2			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	13	↑	14			14		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	65.8	↓	73.0	70	RED	61.4	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	18.1		15.9					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	85.7	↑	74.3					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Sevenoaks

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	76.7	↑	73.1	73	GREEN	73.1	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	15.2	↑	18.7	11	RED	18.7	17.5	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	52.5	↑	47.8	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	88.9	↑	88.0	92	AMBER	88.0	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	85.5	↑	82.4	83	GREEN	82.4	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	38.9	↓	41.0	59	RED	41.0	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	32.4	↓	22.4	14	RED	22.4	20	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	21.9	↓	20.4	29	GREEN	20.4	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0		GREEN	1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	85.4	↑	83.3	82	GREEN	73.9	75	AMBER
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	77.8			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	67	↑	69			58		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	8.7		8.4	4		8.0		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	25.8		23.6	10		27.4		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	69.7	↑	67.8	86	RED	69.7	83	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	43.5	↑	47.2	16	RED	43.5	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	37.7	↑	35.6	58	RED	37.7	56	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	22.3	↑	32.9	23	GREEN	22.3	27	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	6.3	↓	4.3			3.3	5	GREEN
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.5	↓	1.9	2.6	GREEN	1.9	2.0	GREEN
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.7	↔	6.7	5.5	RED	6.7	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	3	↔	3			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	7	↓	6			2		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	63.4	↓	70.7	70	RED	66.7	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	13.6		20.5					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	84.6	↑	80.0					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Shepway

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	70.4	↑	67.9	73	AMBER	67.9	68	AMBER
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	19.9	↓	9.2	11	RED	9.2	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	71.1	↑	68.3	65	GREEN			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	81.6	↑	80.4	92	RED	84.6	88.0	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	79.7	↑	78.8	83	RED	78.8	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	50.1	↓	50.7	59	RED	50.7	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	18.6	↓	14.1	14	RED	14.1	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	23.2	↑	29.3	29	GREEN	29.3	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1		AMBER	3		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	78.0	↔	78.0	82	RED	73.8	75	AMBER
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	100.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	23	↓	20			30		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	5.8		7.8	4		6.8		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	14.5		14.0	10		17.0		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	83.4	↓	86.3	86	AMBER	83.4	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	16.5	↔	16.5	16	AMBER	16.5	18	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	49.6	↑	48.2	58	RED	49.6	56	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	21.9	↑	31.6	23	GREEN	21.9	27	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.4	↓	6.8			6.1	5.0	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.5	↓	2.4	2.6	GREEN	2.4	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.8	↑	7.3	5.5	RED	7.3	6.0	RED
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	5	↔	5			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	3	↔	3			4		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	69.1	↑	67.8	70	AMBER	59.3	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	21.9		32.9					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	67.6	↓	79.3					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Swale

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	72.0	↑	67.5	73	AMBER	67.5	68	AMBER
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	18.7	↓	9.4	11	RED	9.4	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	61.1	↑	55.0	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	85.5	↓	86.2	92	RED	84.7	88.0	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	79.3	↑	76.3	83	RED	76.3	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	53.9	↑	47.3	59	RED	47.3	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	18.6	↓	14.6	14	RED	14.6	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	33.6	↑	35.7	29	RED	35.7	30	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	2		GREEN	3		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	87.3	↑	85.7	82	GREEN	76.4	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	70.8			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	76	↑	79			66		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	2.4		5.0	4		3.0		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.3		4.4	10		6.7		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	82.4	↓	82.8	86	RED	82.4	83	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	23.1	↑	23.9	16	RED	23.1	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	49.3	↓	52.4	58	RED	49.3	56	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	28.3	↓	24.8	23	RED	28.3	27	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	9.3	↓	7.8			6.6	5	AMBER
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.6	↓	2.2	2.6	RED	2.2	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	7.4	↑	9.1	5.5	RED	9.1	6.0	RED
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	5	↔	5			4		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	0	↔	0			11		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	59.2	↓	62.1	70	RED	60.6	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	22.8		22.8					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	82.6	↑	81.3					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

Directorate Scorecard - Thanet

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	71.1	↑	60.0	73	AMBER	60.0	68	RED
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	15.6	↓	11.2	11	RED	11.2	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	66.8	↑	63.4	65	GREEN			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	90.5	↑	90.2	92	AMBER	83.3	88.0	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	77.9	↑	76.2	83	RED	76.2	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	41.0	↓	45.0	59	RED	45.0	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	18.5	↓	16.4	14	RED	16.4	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	30.8	↓	28.9	29	AMBER	28.9	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↔	2		AMBER	2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	78.0	↑	76.2	82	RED	76.7	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	86.7			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	73	↑	74			63		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	2.9		3.7	4		2.5		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.6		6.4	10		7.7		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	68.8	↓	81.5	86	RED	68.8	83	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	17.9	↑	20.4	16	AMBER	17.9	18	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	43.9	↓	48.6	58	RED	43.9	56	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	26.9	↓	20.6	23	RED	26.9	27	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	10.3	↓	7.6			7.4	5	RED
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.1	↓	2.2	2.6	AMBER	2.2	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.5	↓	6.1	5.5	AMBER	6.1	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	13	↓	12			12		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	0	↔	0			3		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	61.5	↓	64.6	70	RED	60.9	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	25.9		33.3					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	70.3	↓	75.8					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								



Directorate Scorecard - Tonbridge and Malling

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	75.7	↑	73.7	73	GREEN	73.7	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	20.5	↓	13.6	11	RED	13.6	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	61.5	↑	53.9	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	93.2	↓	93.3	92	GREEN	94.0	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	82.5	↓	83.8	83	AMBER	83.8	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	58.5	↓	60.4	59	AMBER	60.4	66.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	17.9	↓	15.6	14	RED	15.6	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	41.4	↓	29.9	29	RED	29.9	30	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	1		GREEN	1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	89.3	↑	87.5	82	GREEN	80.0	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	100.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	47	↔	47			51		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	6.6		8.4	4		6.0		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.0		5.9	10		8.4		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	85.8	↓	87.6	86	AMBER	85.8	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	23.3	↑	29.1	16	RED	23.3	18	RED
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	61.8	↑	60.0	58	GREEN	61.8	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	26.9	↑	34.6	23	RED	26.9	27	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.1	↓	5.2			3.9	5	GREEN
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	1.9	↔	1.9	2.6	GREEN	1.9	2.0	GREEN
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.1	↑	7.0	5.5	AMBER	7.0	6.0	AMBER
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	6	↓	5			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	6	↑	7			9		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	48.5	↓	59.5	70	RED	77.8	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	13.8		19.8					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	73.2	↓	82.8					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Directorate Scorecard - Tunbridge Wells

September 2015 Data

Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	RAG 2014-15	District Outturn 2013-14	Target 2013-14	RAG 2013-14
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	H	A	78.3	↑	74.0	73	GREEN	74.0	68	GREEN
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (2015 Provisional)	L	A	22.9	↓	14.1	11	RED	14.1	17.5	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	T	57.4	↑	55.8	65	RED			
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	87.5	↓	90.8	92	AMBER	91.8	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	H	A	80.7	↑	79.8	83	AMBER	79.8	76	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (2015 Provisional)	H	A	74.6	↑	73.2	59	GREEN	73.2	66.0	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap (2015 Provisional)	L	A	35.8	↓	20.7	14	RED	20.7	20	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap (2015 Prov)	L	A	28.3	↑	37.9	29	GREEN	37.9	30	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0		GREEN	2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	83.7	↔	83.7	82	GREEN	79.1	75	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	A				2.7	RED			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	75.0			90				
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	M	51	↓	48			46		
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	8.0		7.7	4		7.3		
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	12.0		12.6	10		12.5		
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A	91.5	↑	89.1	86	GREEN	91.5	83	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	18.7	↑	36.9	16	AMBER	18.7	18	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A	74.1	↑	70.6	58	GREEN	74.1	56	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A	51.7	↓	49.1	23	RED	51.7	27	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.2	↓	4.7			3.6	5	GREEN
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.0	↑	2.3	2.6	GREEN	2.3	2.0	AMBER
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	5.1	↓	4.2	5.5	GREEN	4.2	6.0	GREEN
EH44	Number of permanent exclusions - primary school age (rolling 12 months up to end of August)	L	M	0	↑	1			1		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months up to end of August)	L	M	6	↔	6			0		
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				75				
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	61.5	↓	67.3	70	RED	70.3	56.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Q								
EH02	Rate of notifications received per 10,000 0-18 population		M	9.6		12.8					
EH16	Percentage of cases closed by Early Help Units with a positive outcome	H	M	82.6	↑	75.0					
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								

## Data Sources for Current Report

September 2015 Data

Code	Indicator	Source Description	Latest data Description	Latest data release date
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)	End of year assessments based on EYFSP framework	2014-15 data from Keypas online dataset	July 2015
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	End of year assessments based on EYFSP framework	2014-15 data from Keypas online dataset	Oct 2015
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at September 2015	Oct 2015
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness(non-domestic premises)	Ofsted published inspection reports (MI Database)	Inspections data as at September 2015	Oct 2015
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)	Test/TA results for end of academic year	2014-15 Keypas Online Dataset	July 2015
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	2014-15 DfE Prov (LA) 2014-15 NCER (Distr)	Oct 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	2014-15 Keypas Online Dataset	July 2015
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	2014-15 NCER (LA & Distr)	Oct 2015
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Ofsted published inspection reports (MI Database)	Inspections data as at September 2015	Oct 2015
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at September 2015	Oct 2015
SEND10	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
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Sept 2015	Oct 2015
EYPS1	Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data	Snapshot as at Sept 2015	Oct 2015
EYPS2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers outturn data for 2014-15	April 2015
EYPS3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers outturn data for 2014-15	April 2015
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
SISE47	Percentage of 16-18 year olds not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of September 2015	Oct 2015
EH38	Percentage of pupils who are persistently absent from primary schools - all pupils	Annual data based on Aut & Spring Term	2014-15 DfE (LA) and MI Calcs (District)	Oct 2015
EH4	Percentage of pupils who are persistently absent from secondary schools - all pupils	Annual data based on Aut & Spring Term	2014-15 DfE (LA) and MI Calcs (District)	Oct 2015
EH38	Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to August 2015	Oct 2015
EH41	Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to August 2015	Oct 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 September 2015	Oct 2015
EYPS7	Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for Jan 2013 to Dec 2013 cohort	Oct 2015
EH02	Rate of notifications received per 10,000 0-18 population	SKWO monthly reporting (current v previous month)	Snapshot as at September 2015	Oct 2015
EH16	Percentage of cases closed by Early Help Units with a positive outcome	SKWO monthly reporting (current v previous month)		
SCS05	Percentage of cases closed by SCS stepped down	SKWO monthly reporting / Liberi (current v previous month)	YTD September 2015	Oct 2015
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	SKWO monthly reporting (current v previous month)		

Indicator Definitions

Code	Indicator	Definition
EY14	Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional Data)	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.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible 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.
EY2	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 (2015 Provisional Data)	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.
SISE16	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.
SISE17	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.
SISE14	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.
SEND10	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).
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
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).
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.
EH42	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.
EH44	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.
EH02	Rate of notifications received per 10,000 0-18 population	SKWO: The number of notifications received during the current month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EH&PS excluding the following Notification Types: "Existing TAF moved", "Existing TAF moved (CDT e-mail)", "SCS open case - support", "SCS step-down". Date of birth used to calculate age.
EH16	Percentage of cases closed by Early Help Units with a positive outcome	SKWO: The percentage of all closed cases received by EH&PS at the point of data extract for the current month only. Closure Outcomes used are 'Outcomes achieved - case closed' and 'Outcomes achieved - support from partner agency'. Date of birth used to calculate age.
SCS05	Percentage of cases closed by SCS stepped down	The number of closed cases within the period where the referral end reason was recorded as being step down as a percentage of the total number of cases closed within the period.
EH11	Percentage of open cases that had a plan in place within 4 weeks of notification	SKWO: The number of Early Help Plans for the current month only less the number of Early Help Notifications received. <28 calendar days. 'First Meeting Date' field used to determine if a plan has taken place.

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

Roger Gough  
Cabinet Member for Education and Health Reform

**To:** Education and Young People's Service Cabinet Committee Meeting -  
15 December 2015

**Subject:** Secondary Provision in the South Kent Area

**Key decision** – The decision would affect pupils and families living in more than one division **and** (if closure were approved and implemented) expenditure would exceed £1 million in respect of closure costs and the transfer of the school's deficit balance to the Dedicated Schools Grant (DSG) held by Kent County Council.

Classification: **Exempt – Not for publication – Paragraph 4 of Part 1 of Schedule 12a of the Local Government Act 1972**

**Future Pathway of Paper:** Cabinet Member for Education and Health Reform

**Electoral Division:** Folkestone West, Folkestone North East, Folkestone South

**Summary:** In the context of a significant reduction in pupil numbers to date, indicating a lack of parental confidence in the school, projected falling numbers for the future, poor performance in GCSE results with a declining trend over three years and a growing deficit budget which makes the school unviable, it is proposed that the Local Authority consults on the closure of Pent Valley Technology College. This consultation may result in a public notice and Cabinet Member decision to close the school.

**Recommendation(s):**

1. The Cabinet Committee for Education and Young People's Services is asked to consider the report and recommend that a public consultation be undertaken on the proposal to close Pent Valley Technology College to Years 7, 8, 9, 10, 12 and 13 with effect from 31 August 2016, and close to all pupils from 31 August 2017.

**1. Introduction**

1.1 Pent Valley Technology College is a non-selective co-educational Secondary Foundation School in West Folkestone with a Published Admission Number (PAN) of 180 pupils in each year group for September 2016. In recent years Key Stage 4 GCSE results have fallen well below the national floor target of 40% of pupils that achieve 5 or more A\*-C grades (including English and

Maths) and in 2015 only 15% of pupils achieved this outcome. At the same time the number of parents seeking places for their children has fallen significantly year on year, so that in September 2015 only 40 pupils joined the school in Year 7. The school has a large and growing deficit budget, expected to be over £500,000 this year and increasing to £2.5m by 2017-18. Pent Valley is now significantly smaller than the 600 pupils aged 11-16 recommended as the minimum size for Secondary schools in the Kent County Council Commissioning Plan.

- 1.2 To ensure the quality of education for young people in Folkestone is assured, it is necessary to consider options for the future of Pent Valley, including the possibility of closure. This report sets out the context of the school and explains why closure must now be considered.

## 2. Background

2.1 Pent Valley is a Foundation School maintained by Kent County Council. This means that the Council has the power to make and determine proposals for organisation of the school, including the potential of closure. Pent Valley receives revenue funding from the DSG via Kent County Council, although as a Foundation school the staff are employed, and the site and premises are owned, by the governing body.

2.2 After a period during which GCSE results improved from a low base to a peak of 48% 5 A\*-C including English and Maths, the last two years have seen a large decline at Pent Valley. The 2015 results were extremely poor.

	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs												
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
LA Average	45.4%	45.1%	46.9%	46.7%	48.3%	50.0%	52.0%	56.8%	59.4%	61.3%	63.1%	58.0%	57.4%
Pent Valley	18%	13%	17%	22%	24%	27%	33%	38%	40%	48%	40%	21%	15%

2.3 At its most recent Ofsted inspection in January 2013 Pent Valley was graded “good”. A review by the Local Authority in 2014 indicated that the school would be likely to be judged inadequate by Ofsted at its next inspection, unless immediate action was taken to improve the school. Consequently the Local Authority issued a Formal Warning Notice to the Governing Body requiring specified actions to bring about improvement. This included the requirement to commission new executive leadership to improve the school.

2.4 In response to the growing problem of falling standards at Pent Valley and concerns about the quality of teaching, an Executive Headteacher and leadership team were appointed earlier in the year, provided by the Swale Academy Trust. This new leadership team have made significant improvements to behaviour and the quality of teaching, but it will take a longer period of time to improve pupil outcomes and regain parental confidence. Whilst parental reactions have been positive to the recent changes it has become increasingly apparent to the governors, the interim leadership of the school and the Local Authority that more radical and structural changes would be needed to enable the school to recover.



- 2.5 The number on roll at the 2015 Autumn Term school census is set out in the table below.

Year Group	Number of pupils
Year 7	43
Year 8	63
Year 9	79
Year 10	110
Year 11	122
Total Y7-11	417

- 2.6 Each year group is smaller than the one above, a trend that has been ongoing since 2007, when the Year 7 cohort numbered 242 pupils. This reflects declining parental preference for places in the school. With only 417 pupils in the statutory secondary age range, Pent Valley is significantly smaller than the minimum size recommended for Secondary schools in the Kent Commissioning Plan for Education Provision.
- 2.7 The following table shows how parental preferences for the school have declined in recent years:

	September 2011	September 2012	September 2013	September 2014	September 2015
1st	77	99	73	53	31
2 <sup>nd</sup>	148	121	97	88	75
3 <sup>rd</sup>	105	96	76	88	75
4 <sup>th</sup>	63	42	56	57	43
Tot	393	358	302	282	243

- 2.8 There are currently only 57 first preference applications for 180 places at Pent Valley in September 2016 (as of November 2015). A first preference generally means that this is the school where a parent would most like a place for their child. Whilst this is an improvement on 2015 it is still the case that if those numbers proved to be the only pupils admitted and all the current year groups moved up a year without change, there would be 352 Year 7 to Year 11 pupils on roll in September 2016.
- 2.9 Falling rolls lead to a falling budget. Pent Valley's budget has declined from £6.5 million in 2012/13 to £4.4 million in the current year. It is forecast to drop to £3.5 million in 2017/18.
- 2.10 The following table shows a breakdown of Pent Valley's budget share for the past three financial years, and forecast for the next two years:

Pent Valley Technology College						
	Actual				Forecast	
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Funds delegated by LEA	£4,918,866	£4,278,727	£3,566,996	£2,943,145	£2,353,361	£2,048,479
6th form students (EFA)	£1,353,777	£1,281,732	£1,200,375	£1,166,940	£1,166,940	£1,166,940
SEN funding	£4,439	£71,500	£79,375	£0	£0	£0
Pupil premium	£230,050	£355,600	£333,505	£243,958	£243,958	£243,958
Total	£6,507,132	£5,987,559	£5,180,251	£4,354,043	£3,764,259	£3,459,377
Capital income	£25,836	£23,456	£21,820	£21,213		

2.11 The school has prepared a three year budget for 2015/18 showing deficits of £552,487, £1,318,707 and £2,524,027 respectively. These figures assume that no management action is taken over that period, when actually the Local Authority would work with the school to initiate action which would be in place for September 2016. However to reduce such a deficit to zero would require very radical action, and would impact adversely on pupils' educational experience and opportunities – including reductions in the staffing levels and the scope of the curriculum.

2.12 Pent Valley has a Loan Agreement from KCC for £1,500,000 repayable by August 2025. This was agreed with the school to address some deficiencies in the school building and to improve learning resources for students. In the event of closure any unrepaid debt would be part of the final balance which would transfer back to the Council's to be funded from its DSG allocation.

2.13 The Council's powers to assist the school are very limited within current legislation governing the formula funding of maintained schools. Kent County Council has lobbied the DfE for greater flexibility but so far the Department for Education has not shown any willingness to enable this. It is not within the power of the Council to provide additional funding over and above that delivered by the funding formula, which is mainly driven by pupil numbers. Therefore the school is likely to be unable to deliver an effective education within its available resources.

2.14 In the event of the closure of the school any closing balances (debit or credit) would transfer to the DSG. In the event of closure (but not academy conversion) the cost of redundancy would be met by the Local Authority from the redundancy budget as the cause is financial difficulty. Other costs would be charged to the school and as stated above the deficit balance would transfer to the DSG held centrally by KCC.

2.15 Normally on closure (subject to the decision of the Secretary of State for Education) a Foundation school's site and buildings would revert to the

ownership of the local authority. Pent Valley School includes the main site (2.9 ha approx.) and a detached playing field (1.9 ha approx.).

- 2.16 In this context options for the future of Pent Valley and Secondary education in the Folkestone area have been considered. In order to ensure the quality of education for pupils in the area it is recommended that the school closes over two years by August 2017.
- 2.17 The tables below show the forecast number on roll for Pent Valley and the two nearby non-selective schools, Folkestone Academy and Brockhill Park, for Year 7 and for Year 7-11. They compare the forecast numbers with the Published Admission Number (PAN) for each school. This is the number of pupils that can be admitted each year based on the capacity of the school buildings. When looking at numbers for Years 7 to 11 the PAN is multiplied by five to reflect five year groups.
- 2.18 The third line from the bottom in each of the tables shows the number of surplus places across the area if Pent Valley stays open. If Pent Valley stays open there will not be a shortage of places, but the surplus could be large and on current form it would mostly be at Pent Valley, whilst Brockhill Park and Folkestone Academy would fill to capacity.
- 2.19 The bottom line in each of the tables shows the deficit of places across the area if Pent Valley closes. There would be an immediate shortage of places, which will grow over coming years.
- 2.20 In order to deal with the immediate shortage of places in the event of the closure of Pent Valley, discussions have taken place with Brockhill Park Performing Arts Academy and Folkestone Academy. Both institutions have expressed a willingness to help place current pupils from Pent Valley. In the event of closure, current Year 10 pupils would complete their courses at Pent Valley. Current Year 11 pupils would be supported to identify and apply for 6th Form places in local schools and colleges. KCC and local schools would work with Pent Valley staff to ensure all current Year 12 pupils have onward pathways to complete their courses.
- 2.21 KCC would ensure that all pupils in Years 7 to 9 receive the offer of a school place. Parents would not have to accept the place offered, and would be at liberty to seek places at another school. However we believe it is important that parents would know their child has a place, even if they pursue an alternative. We would contact all parents who have expressed a first preference for Pent Valley for their child for September 2016 admission, affording them the opportunity to express revised preferences. The original preferences would be used if the decision is not to consult on closure, but the revised preferences would be used if consultation proceeds.
- 2.22 In order to deal with the longer term shortage of places discussions are taking place with the Regional Schools Commissioner about the commissioning of a new non-selective, technology specialist Secondary school on the Pent Valley site. The County Council would wish to see the new secondary provision on the same site from 2017 or as soon as possible thereafter. It would provide the additional future school places required for the current larger cohorts in the

Primary phase that will move into the Secondary phase from 2018 onwards. It is envisaged that the new school could have a technology specialism which would complement the creative and performing arts specialisms of the other local schools.

Year 7-11	2014-15 (A)		2015-16 (F)		2016-17 (F)		2017-18 (F)		2018-19 (F)		2019-20 (F)		2020-21 (F)		2021-22 (F)		2022-23 (F)		2023-24 (F)		2024-25 (F)		2025-26 (F)		
	Folkstone Academy	1,183	1,179	1,196	1,240	1,274	1,328	1,385	1,420	1,445	1,458	1,442	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428
Folkstone Academy PAN x 5	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350
Brockhill Park Performing Arts College	1,080	1,080	1,069	1,094	1,122	1,147	1,183	1,207	1,224	1,237	1,224	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206
Brockhill Park Performing Arts College PAN x 5	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175
Pent Valley Technology College	555	465	401	366	356	380	392	404	409	413	412	410	410	410	410	410	410	410	410	410	410	410	410	410	410
Pent Valley PAN x 5	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900	900
Total NOR	2,818	2,724	2,666	2,700	2,752	2,866	2,960	3,031	3,078	3,108	3,078	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044	3,044
Total PAN * 5	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425
Total surplus/deficit places (if Pent Valley is not closed)	607	701	759	725	673	569	465	394	347	317	347	381	381	381	381	381	381	381	381	381	381	381	381	381	381
Total PAN (if Pent Valley closed)	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525
Deficit places (if Pent Valley closed)	-293	-199	-141	-175	-227	-331	-435	-606	-653	-683	-553	-519	-519	-519	-519	-519	-519	-519	-519	-519	-519	-519	-519	-519	-519

600 or more places surplus
500-599 places surplus
400-499 places surplus
300-300 places surplus
1-199 places short
200-299 places short
300-399 places short
400-4999 places short
Over 500 places short

Year 7	2014-15 (A)		2015-16 (F)		2016-17 (F)		2017-18 (F)		2018-19 (F)		2019-20 (F)		2020-21 (F)		2021-22 (F)		2022-23 (F)		2023-24 (F)		2024-25 (F)		2025-26 (F)		
	Folkstone Academy	251	240	259	273	271	306	296	294	299	283	290	283	283	283	283	283	283	283	283	283	283	283	283	283
Folkstone Academy PAN	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270	270
Brockhill Park Performing Arts College	226	220	224	236	236	251	256	247	253	249	238	238	238	238	238	238	238	238	238	238	238	238	238	238	
Brockhill Park Performing Arts College PAN	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	235	
Pent Valley Technology College	58	70	71	78	74	83	81	83	82	79	82	79	82	79	82	79	82	79	82	79	82	79	82	79	
Pent Valley PAN	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180	
Total NOR	535	530	554	587	581	640	634	625	634	610	610	610	610	610	610	610	610	610	610	610	610	610	610	610	
Total PAN	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	685	
Total surplus/deficit places (if Pent Valley is not closed)	150	155	131	98	104	45	51	60	51	75	75	85	85	85	85	85	85	85	85	85	85	85	85	85	
Total PAN (if Pent Valley closed)	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	505	
Deficit places (if Pent Valley closed)	-30	-25	-49	-82	-76	-135	-129	-120	-129	-105	-105	-95	-95	-95	-95	-95	-95	-95	-95	-95	-95	-95	-95	-95	

5 FE or more surplus
4 but less than 5 FE surplus
3 but less than 4 FE surplus
2 but less than 3 FE surplus
< 2 FE Surplus
< 1 FE short
1 but <2 FE short
2 but <3 FE short
3 but <4 FE short
Over 4FE short

2.23 The process for closing a maintained school is contained in statutory guidance: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278418/School\\_Organisation\\_Guidance\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278418/School_Organisation_Guidance_2014.pdf). It must commence with a consultation, although the form and duration of this is not specified. Public Notices are then published, with a four week period for representations. It is then for the Local Authority to finally determine the proposal within two months of the closure of the representation period.

2.24 The importance of Pent Valley Leisure Centre to the local community is recognised and options for its future if Pent Valley Technology College were to close would be explored with other local partners including local schools and colleges, and Shepway District Council. The views of Leisure Centre users would be sought as part of the consultation process.

### **3. Financial Implications**

3.1 The financial situation of the school has been set out above (paragraphs 2.9 to 2.15). The closure of Pent Valley would lead to significant including the cost of redundancy, the deficit balance of the school at the point of closure as well as costs associated with transferring current pupils to alternative schools, including assistance with new school uniforms. These cost would largely be a charge against the DSG budget (and therefore a cost to all schools) though some cost will fall specifically against budgets in the Directorate.

3.2 If pupils had to travel more than three miles to their allocated school and meet KCC's eligibility criteria, home to school transport costs would be met by the Council. A full explanation of the home to school transport implications would be provided to parents as part of the transfer process.

3.3 Any closing balances would transfer to the DSG. As the school is in deficit this means that the deficit would fall to the DSG held centrally by the Council. The site and buildings would normally return to the ownership of the Council, subject to the approval of the Secretary of State for Education. It is likely that these would be required for the development of new secondary provision in the medium term.

### **4. Legal implications**

4.1 Statutory Guidance relating to the closure of a maintained school: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278418/School\\_Organisation\\_Guidance\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278418/School_Organisation_Guidance_2014.pdf)

### **5. Equalities implications**

5.1 Pent Valley is a mainstream Secondary school catering for a wide range of pupils, including some with special educational needs.

5.2 Pent Valley is described as providing specialist provision for visual impairment (VI) and physical disabilities (PD), but in practice the school does not have significant specialist resources or large numbers of such children. There are

currently two pupils with visual impairment and one with physical disabilities across the ages of 11 to 16. The parents of visually impaired children are increasingly asking for support in their preferred mainstream school rather than accessing specialist provision. The Council has taken steps to strengthen the County Sensory Services with the further devolution of the Specialised Teaching and Learning Service (STLS). Whilst the STLS has moved to a local based model of management for each district, the Sensory Services remain as a single County team. Additional resources have been put in place to recruit and retain specialists who hold the relevant mandatory qualification e.g. QTVI. (Qualified Teacher of the Visually Impaired). Kent County Council has capacity to support parent preferences at that point.

- 5.3 In addition to the three pupils mentioned in the previous paragraphs, there 11 pupils on roll at Pent Valley Technology College subject to a Statement of SEN (or the successor EHCP) of whom three are in the sixth form in Year 13 and two are in Year 12. The others are in Years 7 to 11. The parents of any child with a statement of special educational needs would be provided with individual support and advice throughout any closure process.
- 5.4 Whilst the closure of any school reduces parental choice the two main alternative schools in the area are good schools which are popular with parents. In the medium term the opportunity to create a new non-selective Secondary school which could establish a new role providing a more technical education in the Folkestone area would add to parental choice and the diversity of provision. Such a school would comply with the provisions of the Equalities Act 2010.

## **6. Other corporate implications**

- 6.1 None.

## **7. Governance**

- 7.1 The Corporate Director – Education and Young People’s Services, would be delegated responsibility to conduct the consultation, report the results and advise the Cabinet Member on the publishing of Public Notices.

## **8. Conclusion**

- 8.1 Pent Valley School has had declining results for some years, which has resulted in declining parental preference, significant falling rolls and a substantial reduction in budget. The school is reaching a point where its viability is no longer assured and its ability to provide a good quality of education is significantly impaired. In this context the Local Authority recommends closure and subsequent steps to establish new school provision in the area, on the same site. In the short term local demand will be met in the two nearest alternative non-selective good Secondary schools. In the medium to longer term it is expected to commission a new school to meet the needs of the larger cohorts of children currently in Primary schools.

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

1. The Cabinet Committee for Education and Young People's Services is asked to recommend that a public consultation be undertaken on the proposal to close Pent Valley Technology College to Years 7, 8, 9, 10, 12 and 13 with effect from 31 August 2016, and close to all pupils from 31 August 2017.

## **10. Background Documents**

10.1 There are no relevant previous reports relating to Pent Valley. The framework for the planning of school places is set out annually in the Education Commissioning Plan for School places. The 2016-20 update is on the agenda of this meeting.

## **11. Contact details**

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