

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

Wednesday, 11th May, 2016

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Wednesday, 11 May 2016 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Alexander Saul**
Telephone: **03000 419890**

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), 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

Please note: this meeting may be filmed for the live or subsequent broadcast via the Council's internet site or by any member of the public or press present. The Chairman will confirm if all or part of the meeting is to be filmed by the Council.

By entering into this room you are consenting to being filmed. If you do not wish to have your image captured please let the Clerk know immediately

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 17 March 2016 (Pages 9 - 18)

To consider and approve the minutes as a correct record

A5 Verbal updates (Pages 19 - 20)

To receive a verbal update from the Cabinet Member for Education and Health Reform, the Cabinet Member for Specialist Children's Services, the Cabinet Member for Community Services and the Corporate Director for Education and Young People's Services.

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

B1 Proposal to expand Whitfield Aspen School by 1FE across a split site (Pages 21 - 40)

To receive a report from the Corporate Director of Education and Young People's Services on the public consultation and proposal to expand Whitfield Aspen School for September 2018 and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

B2 Proposal to expand Wyvern School (Pages 41 - 46)

To receive a report from the Corporate Director of Education Young People's Services detailing a proposal to increase the funding allocated from the Education and Young People's Services Capital Budget to the expansion Wyvern Special School, Ashford from the agreed £3.9m to £4.7m.

B3 Proposal to permanently expand St John's Catholic Primary School from a PAN of 3FE to 4FE (Pages 47 - 52)

To receive the report from the Corporate Director for Education and Young People's Services report informing the Cabinet Committee of the proposal to permanently expand St John's Catholic Primary School from a PAN of 3FE to 4FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

B4 Proposal to permanently expand Brent Primary School from a PAN of 2FE to 3FE (Pages 53 - 58)

To receive a report from the Corporate Director of Education and Young People's Services informing the Cabinet Committee of the proposal to permanently expand Brent Primary School from a PAN of 2FE to 3FE and requests the Cabinet Committee consider and endorse the proposed decision to allocate funding towards this school expansion.

- B5 Proposal to permanently expand Copperfield Academy from a PAN of 2FE to 3FE (Pages 59 - 66)

To receive a report from the Corporate Director of Education and Young People's Services informing the Cabinet Committee on the proposal to permanently expand Copperfield Academy from a PAN of 2FE to 3FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

- B6 Proposed changes to Headcorn Primary School (Pages 67 - 82)

To receive a report from the Corporate Director of Education and Young People's Services that details the results of the public consultation of the proposed changes to Headcorn Primary School and asks the Cabinet Committee to endorse the decision to issue a public notice to expand Headcorn Primary School.

- B7 Post 16 Transport Policy (Pages 83 - 94)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services detailing the proposed Post 16 Transport Policy that is currently out to consultation and remains unchanged from 2015/16.

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

- C1 Special Educational Needs and Disability (SEND) Mediation and Disagreement Resolution Services (Pages 95 - 102)

To receive a report updating the Committee on how the County Council is fulfilling its statutory duties in relation to the provision of Special Educational Needs and Disability (SEND) Mediation and Disagreement Resolution Services.

- C2 Work Programme 2016 (Pages 103 - 108)

To receive the report from the Head of Democratic Services that gives details of the proposed work programme for the Growth, Economic Development and Communities Cabinet Committee.

D - Monitoring of Performance

- D1 Education and Young People's Services Directorate Scorecard (Pages 109 - 144)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that sets out Education and Young People's Services performance scorecard.

EXEMPT ITEMS

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

Peter Sass
Head of Democratic Services
(01622) 694002

Tuesday, 3 May 2016

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

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KENT COUNTY COUNCIL

**EDUCATION 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 Thursday, 17 March 2016.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mrs T Dean, MBE (Substitute), Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mr R Truelove and Mr T L Shonk

ALSO PRESENT: Mr R W Gough, Mr P M Hill, OBE and Mr G Lymer

IN ATTENDANCE: Mr I Watts (Area Education Officer – North Kent), Mr D Adams (Area Education Officer - South Kent), Mrs M White (Area Education Officer - East Kent) and Mr A Saul (Democratic Services Officer)

UNRESTRICTED ITEMS

155. Introduction/Webcast announcement

(Item A1)

156. Apologies and Substitutes

(Item A2)

- 1) Apologies were received from Mr Vye who was represented by Mrs Dean.
- 2) Apologies were also received from Mr Oakford who was represented by Mr Lymer as Deputy Cabinet Member for Specialist Children's Services.

157. Declarations of Interest by Members in items on the Agenda

(Item A3)

- 1) There were no declarations of interest by Members.

158. Minutes of the meeting held on 17 February 2016

(Item A4)

- 1) The minutes of the meeting held on 17 February 2016 were agreed as a correct record.

159. Verbal updates

(Item A5)

- 1) Mr Gough, Cabinet Member for Education and Health Reform, gave the following information;

- a) That in regards to the National Funding Formula a consultation was launched last week on the general principles and related concentration on high needs funding.
 - b) That there will be a Schools Block, covering most day to day school activity, that will be allocated on a national formula direct from central government.
 - c) On the principles of the consultation Education will be moving towards a more national approach and as a consequence Kent County Council and Kent schools will experience more rigidity in terms of funding.
 - d) A number of different funding sources for local authority services will be single Central Schools Block.
 - e) In regards to the new Government budget unveiled on 16 March 2016 he explained that there was a section about Local Authorities “stepping back” from school improvement from 2017. Due to this the Directorate’s overall grant will shrink and the school improvement pot will become relatively small.
- 2) Mr Hill, Cabinet Member for Community Services, gave the following information;
- a) That the Youth County Council finished their elections and that he had attended their meeting on 28 February. Mr Hill expressed a view that he found the new Youth County Council to hold a good quality of debate and asked some very good questions.
 - b) The Kent Mountain Centre recently achieved the gold award from the Association of Outdoor Education.
 - c) At the National Crime Beat Award a youth club from Margate had won the top award after receiving a nomination from the High Sheriff. Mr Hill also explained to Members that the youth group had been strongly encouraged by Mrs Wiltshire.
- 3) Mr Lymer, Deputy Cabinet Member for Specialist Children’s Services, confirmed he had no verbal updates for this meeting.
- 4) Mr Leeson, Corporate Director for Education and Young People’s Services, gave the following information;
- a) In regards to the Vulnerable Learners Strategy Kent County Council would continue to work towards closing the achievement gap with the resources available. Nearly 25% of the total Education budget was focused on the support of vulnerable learners.
 - b) Two new priorities have also been included; the Emotional Wellbeing and Mental Health Strategy, and a focus on parenting and family support.
 - c) A greater focus on making the help available more coherent to parents and working with families was central to the strategy.
 - d) The result of recent Ofsted inspections has been improving with just over 85% of Primary Schools and 82% of Secondary Schools achieving Outstanding and Good. The target for the end of this school year is 90%.

160. Proposal to permanently expand Wilmington Girls Grammar School from 4FE to 5FE
(Item B1)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Wilmington Girls Grammar School from 4FE to 5FE. He confirmed that as an academy the school conducted its own consultation. He explained to members that since publication of the agenda comment from local

Councillor Ann Allen had been received (which was relevant to both items B1 and B2) and read it out the Committee. Councillor Allen's comment was as follows:

"Whilst I wish to support both these excellent schools and welcome the opportunity to provide extra school places it is vitally important that the 3 senior schools work and cooperate to submit school travel plans. Wilmington is a village with only 1 access road and we have now quite frankly a quart in a pint pot situation every weekday during term time as there are, as you know, 5 schools in the village 4 of which are all in close proximity. Child safety is paramount and the impact on the residents and the whole community has to be prime consideration. Please keep me fully apprised."

Kind regards

Ann Allen member for Wilmington"

2) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

161. Proposal to permanently expand Wilmington Academy from a 7FE to 8FE
(Item B2)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Wilmington Girls Grammar School from 4FE to 5FE. He confirmed that as an academy the school conducted its own consultation. He explained to members that since publication of the agenda comment from local Councillor Ann Allen had been received, which were read out during discussion on item B1.

2) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

162. Proposed change of age range and the expansion of Leigh UTC
(Item B3)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposed change of age range and the expansion of Leigh University Technical College (UTC.) Mr Watts explained that Ministerial approval was also being pursued to proceed with this. Should this go ahead the Department for Education are willing to fund half the cost so that Kent County Council would only need to contribute £5m.

2) Mr Watts stated that this represented good value for money and would ensure the schools future viability.

3) Mr Watts explained to members that a UTC is focused more on technical and vocational subjects.

4) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

5) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

163. Proposal to permanently expand Wentworth Primary School from a 2FE to 3FE

(Item B4)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Wentworth Primary School for a 2FE to 3FE. He confirmed that as an academy the school conducted its own consultation. He explained to members that the need for more school places in the area will be impacted dramatically by housing projects in the Bexley area.

2) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) The local member Mr Jan Ozog expressed his support for this

4) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

164. Proposal to permanently expand Temple Hill Primary School from 3FE to 4FE

(Item B5)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Temple Hill Primary School from 3FE to 4FE. He explained the consultation had 6 responses of which 5 were in favour and 1 undecided.

2) The local member, Mr Tom Maddison, had expressed concerns over the traffic congestion and escalating transport cost but had made it clear he understood the need for more school places.

3) Mr Cowan emphasised that he is happy with the proposal and asks that Mr Maddison's views and concerns are taken into account.

4) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

5) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

165. Proposal to permanently expand Craylands Primary School from 1FE to 2FE

(Item B6)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Craylands Primary School from 1FE to 2FE. He further informed members that this expansion would be necessary in responding to growing need in the area from the Ebbsfleet development.

2) A view was expressed that Kent Highways should provide further guidance on case law around objections to school planning applications due to traffic congestion concerns.

3) Mr Watts confirmed a summary of the consultation results can be found at the back of the report and that most of the 16 objections were over concerns on traffic congestion and a change of the feel of the school community.

4) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

5) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

166. Proposal to permanently expand Westcourt Primary School from 1FE to 2FE

(Item B7)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Westcourt Primary School from 1FE to 2FE. A consultation was held in which the clear majority were in support of the proposal.

2) The Chairman confirmed from the report that the Headteacher, Chair of Governors, the local member and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

167. Proposal to permanently expand Edenbridge Primary School from 2FE to 3FE

(Item B8)

1) Ian Watts, Area Education Officer (North Kent,) introduced the report on the proposal to expand Edenbridge Primary School from 2FE to 3FE.

2) Mr Clive Pearman, the local member, reassured members that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

168. Expansion White Cliffs Primary College for the Arts, Dover

(Item B9)

1) David Adams, Area Education Officer (South Kent,) introduced the report on the proposed increase in allocated budget towards an expansion of White Cliffs Primary College for the Arts in Dover.

2) Mr Gordon Cowan, as local member, stated that he fully supports this and that it was a good school.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed to the recommendation.

169. Proposed expansion of Bysing Wood (Community) Primary School from 1FE to 2FE

(Item B10)

1) Marisa White, Area Education Officer (East,) introduced the report on the proposed expansion of Bysing Wood (Community) Primary School from 1FE to 2FE. She gave the following further information;

- a) The school had recently been expanded from half an FE to 1FE and was increasing in popularity.
- b) Extra places would be required to meet the growing need following a number of housing developments in the area.
- c) The site of the school is shared by a children's centre and a nursery. Both have been consulted and are happy with the proposal.
- d) There were only a few low level concerns made during consultation. These were in regards to the effect of increased numbers at the school and traffic congestion.

2) The Chairman confirmed from the report that the Headteacher, Chair of Governors and the Area Education Officer all supported the proposal. It was also confirmed an Equality Impact Assessment was completed and no changes were required.

3) RESOLVED that the Education and Young People's Services Cabinet Committee agreed the recommendation.

170. Procurement of EYPS Systems

(Item B11)

1) Patrick Leeson, Corporate Director of Education and Young People's Services, introduced the report on the procurement of new systems for the Education and Young People's Services Directorate. He further explained to members that the intention was to rationalise their data systems so that a smaller number were required to undertake work across the Directorate.

2) In response to a question raised Mr Leeson confirmed that the current contracts had been extended past their original end date to allow officers the opportunity to establish a strategy for rationalising their data systems.

3) The Chairman requested an amendment to the recommendation be added so that it included: *"A follow up report on the progress of the procurement of EYPS systems will also be included in the Work Programme to return to the Education and Young People's Services Cabinet Committee in 6 months."*

4) RESOLVED that the recommendation is agreed by the Education and Young People's Services Cabinet Committee with the inclusion of the Chairman's amendment.

171. Proposed Term Dates For The School Years 2017-18, 2018-19, 2019-20 *(Item B12)*

1) Patrick Leeson, Corporate Director of Education and Young People's Services, introduced the report for the Education and Young People's Services Directorate Business Plan 2016-17.

2) In response to points made and questions raised Mr Leeson gave the following information;

- a) He confirmed that Kent County Council was currently seeing an expansion of higher level apprenticeships, although there would still be a very small number of these.
- b) In regards to apprenticeships there had been vacancies for Physical Sciences apprentices which, frustratingly, had not been filled.

He explained to Members that University Technical Colleges (UTCs) were a specific project and indicated that a major issue had been students not wanting to leave the Secondary Schools they are settled in to pursue an education at a UTC. 3) In regards to the Government budget unveiled on 16 March 2016 Mr Leeson explained to Members the following;

- a) That it showed a radical and major shift in responsibilities and a clear intention for all schools to become academies.
- b) The budget indicated that there was an expectation on Local Authorities to step back from their role in school improvement. Mr Leeson explained that in his view everything his Directorate does has a role in school improvement and a number of LA functions will remain in place.
- c) There was no indication of the amount of money available in the central pot.
- d) Confirmation was given that it was Mr Leeson's intention for sustained services to be available from his Directorate for Kent.

4) Mr Gough confirmed that the Government's intention to build 500 free schools was not new. The rationale behind this however has shifted over time.

5) RESOLVED that the Education and Young People's Services Cabinet Committee note the Education and Young People's Services Directorate Business Plan 2016-17.

172. Education and Young People's Services Directorate Business Plan 2016-17

(Item C1)

1) Patrick Leeson, Corporate Director of Education and Young People's Services, introduced the report for the Education and Young People's Services Directorate Business Plan 2016-17.

2) In response to points made and questions raised Mr Leeson gave the following information;

- a) He confirmed that Kent County Council was currently seeing an expansion of higher level apprenticeships, although there would still be a very small number of these.
- b) In regards to apprenticeships there had been vacancies for Physical Sciences apprentices which, frustratingly, had not been filled.
- c) He explained to Members that University Technical Colleges (UTCs) were a niche project that has been limited by certain problems. He further indicated that a major issue had been students not wanting to leave the Secondary Schools they are settled in to pursue an education at a UTC and expressed a view that a systems approach would be required to improve UTCs.

3) In regards to the Government budget unveiled on 16 March 2016 Mr Leeson explained to Members the following;

- a) That it showed a radical and major shift in responsibilities and a clear intention for all schools to become academies.
- b) The budget indicated that there was an expectation on Local Authorities to step back from their role in school improvement. Mr Leeson explained that in his view everything his Directorate does has a role in school improvement and a system needs to remain in place.
- c) There was no indication of the amount of money available in the central pot.
- d) Confirmation was given that it was Mr Leeson's intention for sustained services to be available from his Directorate for Kent.

4) Mr Gough confirmed that the Government's intention to build 500 free schools was not new. The rationale behind this however has shifted over time.

5) RESOLVED that the Education and Young People's Services Cabinet Committee note the Education and Young People's Services Directorate Business Plan 2016-17.

173. Work Programme 2016

(Item C2)

1) Members were asked that they agree to the Work Programme with the inclusion of the follow up report on EYPS systems procurement that had been agreed at item B11.

2) RESOLVED that the Education and Young People's Services Cabinet Committee endorse the Work Programme with the inclusion of the EYPS systems procurement follow up report.

174. Education and Young People's Services Directorate Scorecard

(Item D1)

1) Patrick Leeson, Corporate Director of Education and Young People's Services, introduced Education and Young People's Services Quarterly Directorate Scorecard report which gives members a summary of performance.

2) Mr Roger Gough, Cabinet Member for Education and Health Reform, explained that some of the RAG ratings were misleading. In particular figures at the end of last year had been skewed by fallout from the Hextable closure.

3) In response to questions raised on the performance in Swale it was confirmed by Mr Leeson that Education and Young People's Services are about to undertake a major review in this area.

4) RESOLVED that the Education and Young People's Services Cabinet Committee had taken into consideration and commented on the Performance Scorecard.

175. Risk Management: Education and Young People's Services

(Item D2)

1) Patrick Leeson, Corporate Director of Education and Young People's Services, introduced the Risk Management report for the Education and Young People's Services Directorate. He brought members attention to the following;

- a) Transport budget, spending on SEN transport is still a high risk.
- b) Meeting new time scales is a big challenge and system change for the Directorate.

2) RESOLVED that members of the Education and Young People's Services Cabinet Committee considered the risks presented.

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

To: Education Young People's Services Cabinet Committee – 11 May 2016

Subject: Verbal update by the Cabinet Member and Corporate Director

Classification: Unrestricted

Electoral Divisions: All

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

- Response to Fair Funding Consultation
- Education White Paper – 'Educational Excellence Everywhere'
- Ofsted Update

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

To: **Education and Young People's Services Cabinet Committee – 11 May 2016**

Subject: **Proposal to expand Whitfield Aspen School initially by 1 FE across a split site**

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: **Dover West (Geoff Lymer)**

Summary: This report sets out the results of the public consultation on the proposal to expand Whitfield Aspen School for September 2018.

Recommendation(s):

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

- a) Agree that a Public Notice be published to permanently expand Whitfield Aspen School from 2FE to 3FE across two sites and to increase the capacity of the Aspen provision, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £625,000 from the Education and Young People's Services Capital Budget to fund any necessary additional works or variations to present accommodation.
- c) Allocate £7,990,000 Education and Young People's Services Capital Budget to fund the satellite building.
- d) Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/agreements on behalf of the County Council.
- e) Authorise the Director of Infrastructure to be the nominated Authority Representative with 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.

This decision is subject to planning permission being granted.

1. Introduction

- 1.1 Whitfield village has seen additional homes built during the past few years. As part of the planning agreement for 1050 new homes, the developer is providing a site for

primary education, together with a £3.5m financial contribution to the cost of a school building on the site. This site is located on the edge of Whitfield Village off Archers Court Road, about 500m from the present Whitfield Aspen School site. The site is to be transferred to Kent County Council by 1 July 2017, in time to allow the construction of the school building ready for September 2018. The financial contributions will be paid prior to the occupation of the 401st dwelling.

- 1.2 Whitfield Aspen School is full, and is regularly oversubscribed, due to its popularity in the local area and the good quality of education that it provides. The Aspen provision within the school delivers high quality education and support for pupils with Profound, Severe and Complex Needs. Aspen is also full; indeed in 2014 Kent County Council opened a satellite of this provision in Aylesham Primary School in order to continue to help address the immediate need for places within the Dover community. There is and will continue to be a need to open additional primary school places in Whitfield to meet the increasing population of the village, and also to expand the capacity of Aspen to ensure that children in the District of Dover can attend a school as local to their home as possible.
- 1.3 Kent's Commissioning Plan For Educational Provision 2016-20 aims to address, amongst other things, gaps in provision. With the current shortfall of primary school places in Whitfield and significant house building forecast in the Whitfield planning area, the Commissioning Plan sets out the intention to increase provision by expanding Whitfield Aspen School via a split site solution.

2. Proposal

- 2.1 The Governing Body has consulted on an expansion proposal, which is expected to be completed in three phases. Phase one will see an additional 26 Reception Year places being offered in each September 2016 and 2017. There is also a need for up to 16 places for pupils in the Aspen unit, two classes, during this period. Temporary accommodation would be located on the existing site for a short period to provide four class bases. Phase two will see the creation of a school building on the site off Archers Court Road. This will provide up to 1FE of classroom accommodation, with central infrastructure for a 2FE school. It will also provide additional Aspen provision. It is expected that this satellite building will be opened for September 2018. The temporary accommodation will be removed from the Mayfield Road site at this point and used elsewhere. Phase three will be for the final one FE expansion taking the school up to 4 FE. The date of phase three will be dependent on the rate of house building.

3. Consultation Outcomes

- 3.1 This report sets out the results of the public consultation, held by the Governing Body, which took place between 14 March 2016 and 18 April 2016. A copy of the consultation document can be found at the following link:
<http://www.whitfieldaspenschool.co.uk/sites/default/files/uploaded-files/Equalities%20Impact%20Assessment%20GB.pdf>
- 3.2 The public consultation document asked the consultees to respond to two questions:
 - Question 1- Do you agree with the plan to offer an additional 26 reception places on the Mayfield Road site in 2016 and 2017?

- Question 2- Do you agree to the proposal to expand Whitfield Aspen School in September 2018 via a split site solution as set out in the consultation?

3.3 A total of 38 written responses were received. For question 1: 31 agreed with the proposal, 4 were against and 3 undecided. For question 2: 33 agreed with the proposal, 3 opposed it and 2 were undecided. The responses to the public consultation can be found in full at Appendix 1. A summary of the support for and concerns raised about each proposal is included below.

Question 1: Do you agree with the plan to offer an additional 26 reception places on the Mayfield Road site in 2016 and 2017?

Comments for:

- I don't think there is a better school in Dover
- The school is well established and more local children could benefit from its all-inclusive educational provision
- Provision needs to be provided for Whitfield children

Concerns raised:

- Parking around the school (7 responses mentioned this)
- The pressure on the facilities within the present school as it takes extra pupils for the next two years.

Question 2: Do you agree to the proposal to expand Whitfield Aspen School in September 2018 via a split site solution as set out in the consultation?

Comments for:

- This will ensure the community is best served from a proven and successful school
- It will provide extra AEN provision in an inclusive school
- A great opportunity to expand a good school

Concerns were:

- Safety of pupils walking between sites
- Difficulty of dropping off/picking pupils up from two sites.

3.4 A public consultation meeting was held on the 23 March 2016. Approximately 40 people attended the meeting. A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

4. Financial Implications

4.1 a. Capital – The initial expansion of the school will require temporary accommodation on the present site for September 2016. This will be followed by a new school build in place from September 2018. A feasibility study has been completed for the temporary accommodation. The total estimated cost of the temporary expansion is likely to be in the region of £625,000, albeit much of this investment will be in purchasing modular units which can be resited in 2018. The cost of the new school on the second site is expected to be in the region of £7.99m because of the additional needs associated with the Aspen provision, and incorporating the central infrastructure for a 2FE school. The developer is to provide

the land and a contribution of £3.5m through the Section 106 agreement for the second site.

b. Revenue - The school will receive increased funding through the Delegated Budget. It will also receive £6,000 per classroom in set up funding. The Aspen provision is 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.

5. Vision and Priorities for Improvement

5.1 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’.

5.2 The Strategy for Children and Young People with Special Educational Needs and Disabilities 2013-2016 aims to address the need for further specialist provision in mainstream schools. The proposal would support that aim by providing up to 56 additional places for PMLD within the Dover area.

5.3 The Commissioning Plan for Education Provision in Kent 2016-20 identified the need to commission the equivalent of three 2 FE schools in the Whitfield area, to serve the anticipated 6,000 new homes.

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 G Lymer (Dover West) stated: I would certainly support the expansion of Whitfield Aspen School.

6.2 The view of the Headteacher and Governing Body:

The Headteacher and Governing Body of Whitfield Aspen School are in full support of the proposal.

Mr J Cooke (Executive Headteacher):

With increased pressure on school places within the village of Whitfield even before the new houses, the additional spaces for EYFS would be a good way of giving local people a local schooling solution. The expansion of the school through use of modular buildings must only be seen as a temporary solution and KCC must support the school in providing any additional space that might be needed to accommodate these extra children i.e. kitchen and toilets. I think that it is crucial that Aspen children are included in this temporary expansion because otherwise the most vulnerable children are going to be without a school place. This could mean that

KCC have to fund private arrangements or even out of county. Additional travel costs may also be incurred at a time when budgets need to be reduced.

I think the expansion onto a second site is a fantastic opportunity for families in the Whitfield area to have a school that can offer a truly inclusive education for even more children. The opportunities that an expanded site would offer children is very exciting but not without its challenges. The main focus has to be the children and the learning opportunities they will get from having two sites from which to benefit from. The opportunities are boundless.

- 6.3. The view of the Area Education Officer:
Whitfield Aspen is a popular school, currently catering for 441 pupils. This proposal will provide much needed additional mainstream primary places and specialist provision primary places needed in Dover. Dover's population is still growing and we want all local children to be able to attend a good, local school. Currently some children from Whitfield are travelling to neighbouring areas. 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 primary places and expand needed specialist provision in Dover at a good school.

9. Recommendation(s)

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

- a) Agree that a Public Notice be published to permanently expand Whitfield Aspen School from 2FE to 3FE across two sites and to increase the capacity of the Aspen provision, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £625,000 from the Education and Young People's Services Capital Budget to fund any necessary additional works or variations to present accommodation.
- c) Allocate £7,990,000 Education and Young People's Services Capital Budget to fund the satellite building.
- d) Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/agreements on behalf of the County Council.
- e) Authorise the Director of Infrastructure to be the nominated Authority Representative with 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.

This decision is subject to planning permission being granted.

10. Appendices

10.1 Appendix 1 – Summary of Written Responses

10.2 Appendix 2 – Governing Body Consultation

10.3 Appendix 3 – Proposed Record of Decision

11. Background Documents

11.1 Vision and Priorities for Improvement

http://www.kelsi.org.uk/_data/assets/pdf_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf

11.2 Commissioning Plan for Education Provision in Kent 16-20

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

11.3: Strategy for children with special educational needs and disabilities

http://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-children-young-people-SEN-Disabilities.pdf

11.4 Consultation Document

<http://www.whitfieldspenschool.co.uk/sites/default/files/uploaded-files/Whitfield%20Public%20Consultation%20Doc%20V4%20FINAL%20Mar%202016.pdf>

11.5 Equalities Impact Assessment.

<http://www.whitfieldspenschool.co.uk/sites/default/files/uploaded-files/Equalities%20Impact%20Assessment%20GB.pdf>

12. Contact details

Report Author:

David Adams

Area Education Officer – South Kent

03000 414989

david.adams@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

keith.abbott@kent.gov.uk

Proposal to expand Whitfield Aspen School

Summary of Written Responses

Printed Consultation Documents distributed:	700
Printed flyers distributed	2500
Consultation responses received:	38
A summary of the responses received showed:	

Question 1: Do you agree with the plan to offer an additional 26 reception places on the Mayfield Road site in 2016 and 2017?

	In Favour	Opposed	Undecided	Totals
Governors	10			10
Staff	12			12
Parents	8	3	3	14
Pupils				0
Resident	1	1		2
Totals	31	4	3	38

Comments in favour of the proposal:

- I don't think there is a better school in Dover plus they will need as school here with the new houses.
- The opportunity to expand our school is an exciting one. I am concerned that this question does not address the need to also expand upon the additional spaces/places for pupils on the Aspen role. Without additional places we will not be able to offer places to the children we know will need a specialist provision place.
- Whitfield is a popular and oversubscribed inclusive school serving the local community. It is a sensible choice to expand over the next two years being mindful of the potential 2nd school being built. This will position everyone for this transition and for the future. It will need to be carefully managed and traffic flow considered in a small road with external support from the PCSO and Council along with the continued support from the school.
- With family sizes increasing and families having to drive to the nearest school place available for their child it makes more traffic on the roads. Children are not then with their peers for nursery/preschool. Keep Whitfield a village with school places for the children of the village.
- I think the school can accommodate the extra parking place required without impacting too greatly on the rest of the school.
- The school is well established and thriving. It makes sense to expand so that more local children can benefit from its all-inclusive educational provision.

Concerns raised:

- There is a perfectly good school on Melbourne Hill, this could be refitted. This would be cheaper and quicker.
- We are always told that there are problems with parking but nothing is ever done to remove this problem of staff parking on the road.

- I am concerned that no formal agreement has been reached over additional places for Aspen pupils.
- The proposal would mean a 12% increase in pupils over the next 2 years plus staff. Will the facilities be increased accordingly, i.e. toilet facilities, dining/sports hall, play areas, parking, library? The works involved means making the school site less safe for the children i.e. heavy machinery and strangers on site. Will the workforce be CRB checked? The building site will also be a big distraction for children's learning. The temporary facilities and increase in staff parking will decrease play areas outside. It will increase traffic in the village and will make parking a problem even worse than it is already.
- As long as more teaching staff are employed so they can support the children and they do not suffer because of it.
- In the whole I agree with the expansion but I have a couple of concerns and I am sure I am not the only parent. I believe this is one of these great chances you have to implement a great improvement that could last for years but only if it is done right. The biggest concerns related to the expansion to an area that is already having crossed agendas. Parking is already a massive issue in and around the local school and I like the optimistic view that people will walk but when bad weather occurs people do not want to get their children soaked before a long day of school. Also same picking up. Car parking spaces are already at a premium when dropping off and collecting children. I believe this would be worse with more people being added. I am now going to say how I think this could be improved. In these plans that are being talked about building new homes in Whitfield, I believe a complete new school should be built instead of having satellite schools and splitting the schools. I think a complete area should be released to build this new school with a mind to the future in place. As space is a massive issue in and around Whitfield here are a couple of my plans that I believe could work. Where the school is now having issues with access and egress in getting children in and out of school. If you started from a blank canvas you can work in a safe area for dropping off children and collecting. You could copy things that have been done in London where all classrooms are done on a single or even double levels with all playing fields and sports fields being placed on safe areas built on roof areas.
- This is just my view and I do not have access to the money available and space available but in my view the school is already at the maximum level. With the world issues at the moment with migration and the natural increase in people I believe that schools should be proactive not reactive and build a new school instead of patching up a school which is running out of space and with great parking issues. I believe this would be cost effective as if it was done right in the first instance it will save money in the long run. The school would be fit for purpose, be able to fit all children with all needs. All new energy saving and safety measures could be implemented and would be shown to other schools what can be done with limited space. Also as a parent of a dover child I feel that there is very limited stuff for my child to do outside of school hours to do with physical sports. What I would greatly like to see is Whitfield school and Christchurch coming together more and with the support of a private enterprise company, joining together and building a sports element into the schools for local people to use when the school is not in use. This would bring in cash to the schools, will give the local children stuff to do in the area and is more than achievable as has been shown by sandwich tech.
- Care and consideration of the traffic problems is paramount from both KCC and the school members alike. This is relevant not only for the 2016 and 2017 plans but also for when the new school is operational and it is envisaged there will be movement between the 2 sites on a regular basis.

- I feel the school will cope admirably with the addition of another reception class and I'm happy with the placement of the temporary classrooms. I feel that this site will work well before introducing the split site school in 2018. I am a little concerned with time issues so the school will need good support to get everything in place in time. As a resident of Mayfield road, I am concerned about the additional traffic, as there is already a problem with the volume of cars at pick up/drop off times. The school tries hard to dissuade use of the road but this is largely ignored. I hope that KCC will support the school in funding a solution to this.
- The school (as it is) is busy enough without the extra pupils, there's no more parking. This seems a pointless task as a new school will have to be built anyway.

Question 2: Do you agree to the proposal to expand Whitfield Aspen School in September 2018 via a split site solution as set out in the consultation?

	In Favour	Opposed	Undecided	Totals
Governors	10			10
Staff	12			12
Parents	9	3	2	14
Pupils				
Resident	2			2
Totals	33	3	2	38

Comments in favour of the proposal:

- I don't think there is a better school in Dover plus the will need as school here with the new houses. It is especially important for those children with AEN in mainstream or Aspen who will need the spaces to get the appropriate support that other schools do not provide
- I do agree that this proposal is a solution. The design of the new school is however, in my opinion, critical to ensure that it reflects the vision and ethos of our inclusive school; that provision for the pupils in the specialist part is in line with the designation of a PSCN school, with the specialist facilities and space considered.
- This will ensure the community is best served from a proven and successful school. Whitfield is clearly going to continue to expand and at the heart of this must be Whitfield Aspen school across the 2 sites to ensure the best inclusive education possible.
- This is a lovely village and the school should expand to make room for the children. Also facilities for the AEN children should be considered.
- As mentioned the opening of our recent OFSTED letter this is a highly inclusive, inventive and aspirational school. We are proud of this. To have the opportunity to expand our way of working demonstrated the Local Authority's belief that we are an exceptional school and one they will publically promote. We move forward together in a position of strength.
- This is a great opportunity to expand and improve on our individuality as a highly inclusive school. I strongly feel that we need to stick to our current ethos. Again, I hope the school will receive the support needed and facilities we require to achieve this. Again, I feel the traffic situation will cause a problem and this will need to be well thought out. There is still much to discuss.
- I think this is the best option for our school. In my opinion an infant/junior school separate would be a better split as it would prevent one from being seen as the best and the other on not as good. Infant/junior resources and equipment would be on the

correct site. There must be enough teaching and learning spaces outside the classrooms.

- A new school will be needed with the extra 6,000 new homes, so why delay? We need infrastructure first instead of loading the current school to bursting seams! Not only will this encourage families to the area but will create much needed jobs.
- A great opportunity to expand the good work at the school and provide a great education to other children.
- Given the parameters (new housing development and land available) a split site solution is the best solution.
- I am very happy to support the expansion over both sites, this is important for the future of the school and certainly needed.

Concerns raised:

- There is a perfectly good school on Melbourne Hill, this could be refitted. This would be cheaper and quicker.
- Must be ample parking.
- I have four children all primary age it will be impossible for me to be in two places to either drop off or pick up from school.
- I have concerns regarding the design of the new build, in terms of appropriate allocation of space and facilities.
- The integration of pupils on two sites will be extremely difficult due to the distance between the sites which will make them effectively different schools. Parents could end up with children schooled on two different sites making drop off/collections difficult on time. It will increase traffic in the village. We are now able to walk our son to school but will have to drive to the other site due to distance. The integration travelling between the two sites will be unsuitable and unsafe for the children due to the distance between the sites, pavements being obstructed by parked vehicles/proximity to busy roads.
- It is vital to get the decision on split KS1/KS2 or dual running schools correct and the decision will hopefully be reached as soon as possible.

**Governing Body Consultation on a Proposal to expand Whitfield Aspen
School, Dover
to a Four Forms of Entry (FE) School Over Two Sites**

**Wednesday 23 March 2016
7.00 pm Whitfield Aspen School, Mayfield Road, Dover, CT16 3LJ**

In Attendance:	Jason Cook	Executive Headteacher
	Roger Knight	Chair of Governors
	David Adams	Area Education Officer - KCC

Purpose of the Meeting

To explain the above proposal in detail and answer questions.

Roger Knight welcomed everyone to the meeting. He explained that Governors were passionate about the School and the local community. Pupil numbers had increased through many year groups, particularly SEN. Bringing together the mainstream school and the Aspen Unit had seen incredible results and made Whitfield Aspen a leading school. Pressure from new housing had brought forward this expansion proposal. Governors had considered the options and were keen to work with KCC to expand over two sites. Governors felt adopting the second school site would be an incredible opportunity that would bring many benefits and opportunities to all the children.

David Adams, using a power point presentation, explained the proposal in detail.

Name	Comment	Response
Roger Simcock Householder/Parish Councillor	Will a copy of the recording be available to the Parish Council?	DA – Yes, I will take your details.
No name	With reference to the new site, can the gates to Alison Crescent be opened? It would ease congestion up and down this road. I am worried about the safety of the children.	RK – We have been discussing this. JC – This is a good point and has been discussed with the Senior Leadership Team (SLT). Traditionally the gate had always been closed. The SLT walked from the front of school to the back using the gate, and this saved approximately seven minutes. This does seem an ideal solution but the road is narrow and is used by buses. There would have to be an understanding with parents this route would be for walking their children to school. It would also be useful for walking children between the two sites. We are considering this. We would like to see current mums and dads doing as much walking as possible, members of staff too. We

		have considered walking buses and will follow this through. Please do come in and talk to us if you have ideas or comments.
No name	<p>I have a child in Reception. If this moves to the new site it would involve a 25min walk which is unrealistic for younger children. This will create traffic in the village and is a negative to the split site solution.</p> <p>Parents who have applied for a place in September will hear in the next three weeks if they have been successful. The consultation will have ended. Does this mean you will be opening two or three forms of entry for September?</p>	<p>JC – this will depend on how the split site will work and this has not been agreed yet. It needs careful thought and consultation with parents. We are considering walking buses, opening facilities earlier and breakfast clubs. No decisions have been made yet.</p> <p>DA – 2016 is one of the pressure points nationally. It is my responsibility to ensure that every child has a school place. I can place every child on offer day but we know historically that there are people who apply for places after offer day. I know that unless there is more capacity, I can't place every child. The decision on whether to open a class here will have to be made in the next few days, and I will take into account the views I hear tonight in making my decision.</p>
No name	If the gate at the bottom is opened, would it be possible to have a RCP?	DA – I can talk to Highways colleagues who manage that service. They work with a set of criteria and a national formula that looks at traffic flow, HGVs etc. The biggest challenge is recruiting someone to the post. It involves someone being available twice a day for 30 minutes.
Wendy Bowman – Whitfield Parish Councillor/Resident on Mayfield Road	In the 38 years I have lived here parents have been encouraged to walk their children to school and this doesn't work. How will you cope with the congestion in Mayfield Road? The Parish Council have put forward a couple of schemes that I believe you are looking at - yellow lines, possibly a one way system. There are cars parked there all day long together with the morning and afternoon traffic. You can open up the back gate but you will	<p>RK – I agree with you, this is one of our biggest concerns. Opening up the back may encourage people to park in Alison Crescent and block that road.</p> <p>DA – Solutions are, in reality, in the hands of parents. Schools do all they can to encourage parents to behave in the way we would like. We all do things when under time pressures and that will always be true of parents. Parents would say that this is a public highway; I am entitled to drive and park on it. I accept there can be some attitude issues. Some of the proposed solutions are limited. We are discussing a one-way solution with Highways and this will need further</p>

	get the same problem there. The traffic problem must be solved.	work with the local community. If the gate were to be opened and closed this would be a management issue for the School. My experience is that double yellow lines are a double edged sword. They displace traffic to other areas, the pressure remains and there can be adverse impacts on residents in respect of parking outside their homes. Residents parking needs to be enforced. There is no easy solution. We will listen to ideas but I have to be honest and say there is a finite budget. We will have to balance the improvement and the cost.
No name	I live in Mayfield Road and I think Alison Crescent, with the bus, is dangerous. Half the traffic drives on the path now in Mayfield Road, how dangerous is that!	RK – this is a good point, it is dangerous.
Sandra Goodsell Staff Member	Some of the parking issues could be staff members because there isn't adequate parking. Will there be extra staff parking on the new site?	RK – this is a pre-requisite. When this school was built the local area was not built up like it is now. Generic growth of the village has caused the problems for the school.
Roger Simcock- Householder/Parish Councillor	With four classrooms, how many staff do you envisage? I live directly opposite. School traffic is over and gone in 15 minutes and doesn't really cause a problem. Visitors and staff parking is the single biggest problem. I have spoken to them often but nothing happens. Visitors to the school create more issues .	JS – For one main school class it would be a teacher and a Teacher Assistant (TA), Aspen classes (not confirmed) would be 2 teachers and 3 TA's in each class. There are no plans to increase office support currently. When the split site is operational there will be a need for more administrative staff. JC – There will be up to 11 extra spaces. DA – It's trying to strike the balance. We have an existing school with existing problems. We want to try and avoid the local problems becoming worse by fewer people travelling outside the village. KCC has limited capital to deliver school places; there isn't a pot of money to address existing problems. We will consider staff parking and try to improve it, but I can't create 30 or 40 places, these would have to go somewhere on site taking

		<p>facilities from children.</p> <p>RK – after the Easter break we will monitor the situation and feed this back to anyone who is interested. If it is our staff we will look to see what we can do about it.</p>
No name	There are trials going on where cul-de-sacs are access only. Why can't we try this?	<p>DA – I haven't heard of this but I can follow this up with Highways colleagues to see how this works. The issue here will be enforcement. Do the Police have the resource to make it effective? I will take your details afterwards.</p>
Mrs Hollamby/Parent	<p>What about the needs of the children who attend the school? In September 2017 there were 52 more children a 12% increase. Will facilities be increased by 12%, i.e. toilets, dining hall, kitchens, library? Children will have to be crammed in. There are 447 in school already. What about playground space and infrastructure generally? Is this not unfair to the children?</p>	<p>DA – Yes and No. Yes to additional classrooms and toilets. The modulars will have toilets in between. We believe the school can manage for a short period of time with the existing dining hall and library. This school has a decent size hall for the number of children for the short term. There will be additional toilets; playground toilets would be a school management issue. We will use what capital we have to provide high quality facilities as early as possible.</p> <p>JC – we know that the outside toilets won't be enough but we have some toilets at the back of the hall. We would have to make those available during lunchtime and other times as well. We will need to increase the number of toilets outside, this has been highlighted. I cannot currently commit to this as it is not certain this proposal will go ahead.</p>
No name (Staff Member)	If the proposal does go ahead, can there be enough space to work outside of the classroom in the new school for our intervention work. As a staff member we want space.	<p>RK – this will be considered in the planning and design stage.</p> <p>DA – The EfA now produce baseline designs for all schools. This gives a greater standardisation of schools; it sets out basic floor area, but there will be some latitude, you could have a classroom that is very big with no group room, or a smaller classroom and group room. We will need to work with school staff on this. Aspen is different and will sit outside of the guidelines. We are working with the school on a design and we will display the plans to ensure that we are</p>

		<p>delivering something fit for purpose whilst trying to meet people's aspirations. We will do everything we can to provide the space that people think they will need, I suspect this might not be quite as much as you would have hoped for.</p>
<p>Roger Simcock- Householder/Parish Councillor</p>	<p>Are the four mobile classrooms you are putting in going behind the school on the children's playground?</p> <p>You have referred to the fact that KCC does not have infinite resources. You must have known this was going to happen, why not make provision for it?</p>	<p>RK – they will be just where the climbing wall is and well within the grounds.</p> <p>DA – Funding for school places comes from two routes. Firstly, Basic Need Funding from Central Government. We have to send off a summary of capacity and current forecasts and we get an amount of money based on this. The Government does not fully fund school places, they give us a contribution. The gap comes from local tax payers. One issue is the level of funding and the other is the significant increase in birth rate – those youngsters are going through the system currently. We produce the Kent Commissioning Plan which has identified a £100M gap between what we think we need and what funding we have available to us.</p> <p>The second funding stream is Developer Contributions. The developer in this case is making a financial contribution and is making a site available in 2017. The £3.5M will not be available until the 420th house is occupied. As tax payers we have to find a way of forward funding this school because 420 houses would produce approximately 120/30 pupils. There will therefore be approximately 130 children in the system with nowhere to go. The options then are KCC pays to put them in taxis to travel to a school place, or I have to expand another school outside of the community to accommodate them. This seems to be a poor use of our limited resource. Money spent on the final solution, represents the best route.</p>

Sue King/Governor	For a lot of the Aspen pupils the hydrotherapy pool is essential. You have said that the hydrotherapy pool will not be replicated on the new site. We are unique here. Can we have some form of multi-sensory facility? Could we have a footprint for a hydrotherapy pool in order to fundraise for one?	DA – We need to work through the facilities for Aspen together. This would involve a Management decision as to whether the youngsters who require hydrotherapy stay on this site. I would think we will need sensory facilities on both sites and we will need to work through what this will look like. We can leave a footprint to ensure we don't lose this in the planning process.
Mrs Hollamby/Parent	You hope to get the site in July 2017 and open the new school in Sept 18. How realistic is it to assume it can open on time? Do you have a plan B or will there be another mobile classroom on this site?	DA – July 2017 is the date the developer is obliged to provide us with the site. It is possible to build the school; the planning application and design can be ready to go ahead of this. Timeframe currently is okay. If lead in time is later that will cause a delay. Our contingency would be to continue working with the school. It may possibly mean another classroom or utilising another space within the school. There are a number of ways to get through the process and get the provision in for 2018.
Cathy Bolton/Staff	<p>The School was rebuilt with activity rooms which have now become teaching spaces due to the increase in numbers. Aspen pupil numbers have doubled over the last 3 years. Is it anticipated that these children with complex needs will remain here and therefore we will remain at this capacity, or will some move to the new site to allow more flexibility?</p> <p>Do you have predictions for children with complex needs and are these based on mainstream pupils? Do you know what need there will be for special school places?</p>	<p>JC – We are not looking to have 82 children on site here and 82 on the new site, we are not set up for 160. Not all 82 are on site at the moment, 12 are at Aylesham.</p> <p>DA – Yes, these were based on mainstream pupils. The KCP provides some figures but these do not show the breakdown into the profound, complex, severe cohort. We have two areas of significant growth, ASD and PMLD. PMLD is growing across the County, some of which is due to advances in medical science. Capacity in Dover is currently approximately 120 places, compared to Shepway at 336 running at 350. The pressure will continue and Aspen</p>

		has an important role to play but is not the sole solution. We need to find a long term solution. We are working with the Kent Association of Special Schools to determine what pressures there are and for what need type. If new special schools are required they would be free schools/academies. KCC does not receive funding to expand special schools.
No name	You have stated the temporary classrooms will be there until the school is up and running. What if Whitfield grows that much that we can't then do without these extra classrooms? This will increase the congestion.	RK – The master plan identifies that there will be a need for 3-4 schools. This will decant the pressure. DA – The new site will open with capacity for 210 youngsters. We intend to grow this from the bottom. Families move into new housing with primary and pre-school aged children so the site will have spare capacity. I am comfortable that we will be able to remove the temporary classrooms.
Parent	I have 2 children at the school. This will impact on the pupils. The canteen is already overstretched. Outside space will be lost with this proposal.	JC – The canteen does manage at the moment. It has been identified as an area we will need to look at as numbers increase. We will be keeping the mobiles to this side to keep our outside space. We are in consultation with DA regarding extra toilets.
Mrs Hollamby/Parent	Whitfield is growing and will eventually have 3 to 4 primary schools. Why is the new site being built as part of this school and not a new independent larger school providing more than 210 places? I understand funding would be the main reason but are there other reasons? Will this proposal stretch the schools human teaching and financial resources?	DA – The Master Plan shows 6,000 homes, this would typically need 3–4 primary schools. The developer has come forward with a planning application for 1,050 homes. It has gone through its own planning process and the developer has to demonstrate how he will mitigate the impact of the development. This is provision of the site and some money. It is not possible to obtain a larger site at this stage. This will come with Phase 2. Our strategy would be to have schools around 420 if we can, it works well for pupils and traffic congestion. KCC cannot open a new school, we have to go out to competition and advertise, find promoters, and the Secretary of State will then determine who runs that school as a Free School. The proposal seeks to expand this school, a good school that parents know and value.

		<p>JC – This proposal will stretch us but having an additional school is a fantastic opportunity for our children. We will have two sites with different facilities, a strong leadership team and there will be opportunities for other key staff to come on board. This will not stretch us to the point of breaking. As we grow we will employ additional staff and continue to promote the inclusive nature of the school.</p> <p>DA – The Leadership team will work across both sites. Good leadership impacts positively on the life of children. We know that as schools get bigger, the opportunities for children become greater. This is a unique opportunity, two schools close together providing double the opportunity for youngsters. There are, I believe, significant advantages for both the current children and future children to be part of something bigger.</p>
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Approximately 40 people attended the meeting.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/00032

For publication

Subject: Proposal to expand Whitfield Aspen School by 1FE across a split site

Decision:

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

- a) Agree that a Public Notice be published to permanently expand Whitfield Aspen School from 2FE to 3FE across two sites and to increase the capacity of the Aspen provision, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £625,000 from the Education and Young People’s Services Capital Budget to fund any necessary additional works or variations to present accommodation.
- c) Allocate £7,990,000 Education and Young People’s Services Capital Budget to fund the satellite building.
- d) Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/agreements on behalf of the County Council.
- e) Authorise the Director of Infrastructure to be the nominated Authority Representative with 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.

This decision is subject to planning permission being granted.

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent (2016-20) sets out the intention to commission additional school places in the Whitfield area of Dover. The Plan also mentioned a specific need to expand Whitfield Aspen School by up to 2 FE over a split site.

In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 23 March 2016, and those put in writing in response to the consultation;
- the views of the local County Councillors; Headteacher and Governing Body of Whitfield Aspen School and the Area Education Officer.
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People’s Services Cabinet Committee

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 £8,615,000.
- b. Revenue - The school will receive increased funding through the Delegated Budget. It will also receive £6,000 per classroom in set up funding. 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 the meeting

Any alternatives considered:

There is and will continue to be a need to open additional primary school places in Whitfield to meet the increasing population of the village, and also to expand the capacity of Aspen to ensure that children in the District of Dover can attend a school as local to their home as possible.

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

None

.....

Signed

.....

Date

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

To: Education and Young People's Services Cabinet Committee – 11 May 2016

Subject: Proposal to expand Wyvern School

Classification: Unrestricted

Past Pathway of Paper: Education and Young People's Services Cabinet Committee - 15 December 2015

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Ashford South (Derek Smyth), Ashford Central (Jim Wedgebury)

Summary: This report sets out the reasons behind the request to increase the Education and Young People's Services Capital Budget allocation to the expansion Wyvern Special School, Ashford from the agreed £3.9m to £4.7m.

Recommendation(s):

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

Increase the funding allocated from the Education and Young People's Services Capital Budget to the expansion Wyvern Special School, Ashford from the agreed £3.9m to £4.7m.

1. Introduction

- 1.1 A public consultation on the expansion of Wyvern Special School took place between 8 September and 5 October 2015. A public meeting was held on Tuesday 15 September 2015. The outcome of the consultation was reported to the Education and Young People's Cabinet Committee on 15 December 2015 which recommended the proposal be supported. The Cabinet Member for Education and Health Reform agreed to the proposal, and the Record of Decision was signed on 16 December 2015.

2. Proposal

- 2.1 The proposal is to permanently increase the designated number of Wyvern School by 80 places to 270 (plus 24 nursery places). The School currently has 213 pupils on roll. In September 2015 it admitted an additional Reception Class in order to ensure places were available for all local children. It will do so again in September 2016 and a further primary class will also be opened. The accommodation to provide for these and future pupils is required and must be delivered.

3. Financial Implications

3.1 a. Capital – The enlargement of the school requires some internal re-modification of the existing building to provide two class bases for September 2016, followed by a new expansion to the existing buildings to provide additional classrooms, as well as ancillary facilities such as a medical room for the primary department. A feasibility study was completed and the initial designs had a total estimated cost in the region of £3.9 million. The Cabinet Member agreed that the funding was to come out of the basic need budget. However, since the initial feasibility was completed several unknown issues have increased the cost estimate. These include, but are not limited to:

- Increases in mechanical and electrical services costs (to cover interfaces with existing building systems; including an allowance for Photo Voltaic panels)
- Alterations to the project design to ensure the sprinklers can be linked to the existing school system
- Removal of areas of the existing earth bund to enable a necessary re-adjustment of the building footprint
- A need to increase the area of play space paving due to the re-siting of the footprint
- The extent of external drainage and alterations to existing drainage required

4. Conclusions

4.1 The issues identified in 3.1 above have led to the increased capital costs. In order to deliver the planned expansion a further £0.8m will need to be allocated from the Basic Need fund.

5. Recommendation(s)

Recommendation(s):

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

Increase the funding allocated Education and Young People’s Capital Budget allocation to the expansion Wyvern Special School, Ashford from the agreed £3.9m to £4.7m.

6. Background Documents

6.1 Vision and Priorities for Improvement

http://www.kelsi.org.uk/data/assets/pdf_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf

6.2 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>

6.3 Consultation Document and Equalities Impact Assessment.
<https://www.kent.gov.uk/education-and-children/schools/school-consultations>

7. Contact details

Report Author:

David Adams
Area Education Officer – South Kent
03000 414989
david.adams@kent.gov.uk

Relevant Director:

Keith Abbott
Director of Education Planning and Access
03000 417008
keith.abbott@kent.gov.uk

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 (b)

For publication

Subject: Expansion of Wyvern Special School, Ashford

Decision:

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

Increase the funding allocated from the Education and Young People's Services Capital Budget to the expansion Wyvern Special School, Ashford from the agreed £3.9m to £4.7m.

Reason(s) for decision:

- a. On 16 December 2015, I agreed to permanently increase the designated number of Wyvern School to 270 (plus 24 nursery places). This expansion would ensure sufficient suitable places for pupils with Profound, Severe and Complex Needs (PSCN) in the Ashford district. The school has already admitted additional pupils and will do so again in September 2016 in order to ensure every child has a school place. The accommodation to provide for these and future pupils is required and must be delivered.
- b. Capital – The first phase requires some initial internal restructuring to the present building to provide facilities for September 2016. The second phase will provide eight additional classrooms, as well as ancillary facilities. A feasibility study was conducted with the total cost initially estimated to be in the region of £3.9m. This is to be funded through the Basic Need capital budget. Since then a more detailed design, which has included several technical and intrusive surveys, and further engagement with the School, has been developed. The cost has risen to and estimated £4.7m. This is due to:
 - Increases in mechanical and electrical services costs (to cover interfaces with existing building systems; including an allowance for Photo Voltaic panels)
 - Alterations to the project design to ensure the sprinklers can be linked to the existing school system
 - Removal of areas of the existing earth bund to enable a necessary re-adjustment of the building footprint
 - A need to increase the area of play space paving due to the re-siting of the footprint
 - The extent of external drainage and alterations to existing drainage required
- c. **Financial Implications**

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 £4.7m.

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.

Human – The school will appoint additional staff as required, as the school size increases and the need arises.

d. **Supporting Information**

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.

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

To: **Education and Young People's Services Cabinet Committee - 11 May 2016**

Subject: **Proposal to permanently expand St John's Catholic Primary School from a PAN of 3FE to 4FE**

Classification: **Unrestricted**

Past Pathway: **None**
of Paper

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

Electoral Division: **Gravesend East (Colin Caller and Jane Cribbon)**

Summary:

This report informs the Cabinet Committee of the proposal to permanently expand St John's Catholic Primary School from a PAN of 3FE to 4FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

Recommendation:

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

- a. Allocate £2.8m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is subject to planning permission being granted.

1. Introduction

- 1.2. The Gravesham district section of the Kent Commissioning Plan for Education Provision 2016-20 identifies a local pressure in Reception year places in the

Gravesham North and East planning areas. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016.

- 1.3. Every school in the planning area was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. St John's Catholic Primary School was identified as the best option for expansion according to these criteria.

2. Financial Implications

- 2.1. It has been agreed by the Governing Body to permanently enlarge St John's Catholic Primary School, increasing the PAN to 120 (4FE) for the September 2016 intake and eventually a total capacity of 840 places.
 - a. Capital – Kent County Council's contribution will be £2.8m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
 - c. Human – St John's Catholic Primary School will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in the Education Commissioning Plan.
- 3.2. The 'Kent Commissioning Plan for Education Provision, 2016-20' identified a pressure on primary school places in the Gravesham North planning area. Changes to demographics and increased migration is leading to increased pressure on primary school places in the planning area.

4. Consultation

- 4.1. St John's Catholic Primary School being an academy conducted its own consultation. The Headteacher has informed us that following the conclusion of the consultation, the governing body voted unanimously in favour of expansion.

5. Views

5.1. The Local Members

Cllrs Jane Cribbon and Colin Caller were informed of the proposal.

5.2. Headteacher

The Headteacher fully supports the proposal.

5.3. Chair of Governors

The Chair of Governors is fully supportive of the proposal.

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand, based on changing demographics in the Gravesham North planning area, an additional 1FE of Primary capacity is required. These 30 places will help achieve that additional capacity requirement.

5.5. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that the most appropriate, sustainable and cost effective solution to the demand in the Gravesham North Planning Area is to enlarge St John's Catholic Primary School by 30 places to 4FE.

6. Proposal

6.1. 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 Infrastructure will sign contracts on behalf of the County Council.

8. Conclusions

8.1. Forecasts for Gravesham district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2016 – 2020).

9. Recommendations

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

- a. Allocate £2.8m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is subject to planning permission being granted

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

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>

10.3 Consultation Document and Equalities Impact Assessment

<https://www.kent.gov.uk/education-and-children/schools/school-consultations>

11. Contact details

Report Author:

Ian Watts

Area Education Officer –North Kent

Tel number: 03000 414302

ian.watts@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

Keith.abbott@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

16/00047

For publication

Subject: Proposal to permanently expand St John's Catholic Primary School from a PAN of 3FE to 4FE

Decision:

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

- a. Allocate £2.8m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been agreed by the Governing Body to permanently enlarge St John's Catholic Primary School, increasing the PAN to 120 (4FE) for the September 2016 intake and eventually a total capacity of 840 places.

- a. Capital – Kent County Council's contribution will be £2.8m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue – For a period of three academic years, the school will receive protection for an

additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

- c. Human – St John’s Catholic Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

**11 May 2017 report to Education and Young Person’s Cabinet Committee
To be added after Meeting**

15 December 2015 report to Education and Young People’s Cabinet Committee

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

Any alternatives considered:

Forecasts for Gravesham district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, ‘Vision and Priorities for Education and Young People’s Services’ and the ‘Commissioning Plan for Education’ (2016 – 2020).

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

N/A

.....
Signed

.....
Date

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

To: **Education and Young People's Services Cabinet Committee - 11 May 2016**

Subject: **Proposal to permanently expand Brent Primary School from a PAN of 2FE to 3FE**

Classification: **Unrestricted**

Past Pathway: **None**
Of Paper

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

Electoral Division: **Dartford East (Cllr Penny Cole)**

Summary:

This report informs the Cabinet Committee of the proposal to permanently expand Brent Primary School from a PAN of 2FE to 3FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place. This decision is dependent on a positive outcome decision from the governing body, following a consultation.

Recommendation:

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

- a. Allocate £3.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to final agreement from the Governing Body following consultation and planning permission being granted.

1. Introduction

- 1.2. The Dartford district section of the Kent Commissioning Plan for Education Provision 2016-20 identifies a local pressure in Reception year places in the

Dartford East planning area. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016.

- 1.3. Every school in the planning area was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Brent Primary School was identified as the best option for expansion according to these criteria.

2. Financial Implications

- 2.1. It has been proposed by the Governing Body to permanently enlarge Brent Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.
 - a. Capital – Should the Governors agree to proceed with the proposal; Kent County Council’s contribution would be £3.5m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
 - c. Human – Brent Primary School will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2016-20’ identified a pressure on primary school places in the Dartford East planning area. Changes to demographics and increased migration is leading to increased pressure on primary school places in the planning area.

4. Consultation

- 4.1. Brent Primary School being an academy is currently conducting its consultation.

5. Views

5.1. The Local Member

Cllr Penny Cole will be invited to give her views in the Academy consultation of the proposal.

5.2. Headteacher

The Headteacher supports the proposal.

5.3. Chair of Governors

The Chair of Governors is supportive of the proposal.

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand, based on changing demographics in the Dartford East planning area, an additional 1FE of Primary capacity is required. These 30 places will help achieve that additional capacity requirement.

5.5. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that the most appropriate, sustainable and cost effective solution to the demand in the Dartford East Planning Area is to enlarge Brent Primary School by 30 places to 3FE.

6. Proposal

6.1. 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 and Infrastructure Support will sign contracts on behalf of the County Council as required.

8. Conclusions

8.1. Forecasts for Dartford district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2016 – 2020).

9. Recommendations

9.1. Recommendation(s):

Dependent on the final decision by the Governing Body, the Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health

Reform on the decision to:

- a. Allocate £3.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to planning permission being granted

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

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>

10.3 Consultation Document and Equalities Impact Assessment

<https://www.kent.gov.uk/education-and-children/schools/school-consultations>

11. Appendices

Appendix 1 – Proposed Record of Decision

12. Contact details

Report Author:

Ian Watts

Area Education Officer –North Kent

Tel number: 03000 414302

ian.watts@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

Keith.abbott@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00093(f)

For publication

Subject: Proposal to permanently expand Brent Primary School from a PAN of 2FE to 3FE

Decision:

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

Dependent on the final decision by the Governing Body, the Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a. Allocate £3.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been proposed by the Governing Body to permanently enlarge Brent Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.

- a. Capital – Should the Governors agree to proceed with the proposal; Kent County Council's contribution would be £3.5m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than

10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c. Human – Brent Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

11 May 2016 report to Education and Young Person’s Cabinet Committee

To be added after the meeting

15 December 2015 report to Education and Young People’s Cabinet Committee

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

Any alternatives considered:

Forecasts for Dartford district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, ‘Vision and Priorities for Education and Young People’s Services’ and the ‘Commissioning Plan for Education’ (2016 – 2020).

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

N/A

.....
Signed

.....
Date

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

To: Education and Young People's Services Cabinet Committee - 11 May 2016

Subject: Proposal to permanently expand Copperfield Academy from a PAN of 2FE to 3FE

Classification: Unrestricted

Past Pathway: None
of Paper

Future Pathway: Cabinet Member Decision
of Paper

Electoral Division: Northfleet & Gravesend West (Cllrs Narinderjit Thandi and Sue Howes)

Summary:

This report informs the Cabinet Committee of the proposal to permanently expand Copperfield Academy from a PAN of 2FE to 3FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place. This decision is dependent on a positive outcome decision from the governing body, following a consultation.

Recommendation:

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

- a. Allocate £2.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to final agreement from the Governing Body following consultation and planning permission being granted.

1. Introduction

- 1.2. The Gravesham district section of the Kent Commissioning Plan for Education Provision 2016-20 identifies a local pressure in Reception year places in the Northfleet planning area. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016.
- 1.3. Every school in the planning area was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Copperfield Academy was identified as the best option for expansion according to these criteria.

2. Financial Implications

- 2.1. It has been proposed by the Governing Body to permanently enlarge Copperfield Academy, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.
 - a. Capital – Should the Governors agree to proceed with the proposal, Kent County Council’s contribution would be £2.5m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
 - c. Human – Copperfield Academy will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2016-20’ identified a pressure on primary school places in the Northfleet planning area. Changes to demographics and increased migration is leading to increased pressure on primary school places in the planning area.

4. Consultation

- 4.1. Copperfield Academy being an academy is currently conducting its consultation.

5. Views

5.1. The Local Members

Cllrs Narinderjit Thandi and Sue Howes will be invited to give their views in the Academy consultation of the proposal.

5.2. Headteacher

The Headteacher supports the proposal.

5.3. Chair of Governors

The Chair of Governors is supportive of the proposal, as is Reach2, the sponsoring Multi Academy Trust.

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand, based on changing demographics in the Northfleet planning area, an additional 1FE of Primary capacity is required. These 30 places will help achieve that additional capacity requirement.

5.5. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that the most appropriate, sustainable and cost effective solution to the demand in the Northfleet Planning Area is to enlarge Copperfield Academy by 30 places to 3FE.

6. Proposal

6.1. 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 and Infrastructure Support will sign contracts on behalf of the County Council as required.

8. Conclusions

8.1. Forecasts for Gravesham district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities

for Education and Young People's Services' and the 'Commissioning Plan for Education' (2016 – 2020).

9. Recommendations

9.1. Dependent on the final decision by the Governing Body, the Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a. Allocate £2.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to final agreement from the Governing Body following consultation and planning permission being granted.

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

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>

10.3 Consultation Document and Equalities Impact Assessment

<https://www.kent.gov.uk/education-and-children/schools/school-consultations>

11. Appendices

11.1 Appendix 1 – Proposed Record of Decision

12. Contact details

Report Author:

Ian Watts

Area Education Officer –North Kent

Tel number: 03000 414302

ian.watts@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

Keith.abbott@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00093(k)

For publication

Subject: Proposal to permanently expand Copperfield Academy from a PAN of 2FE to 3FE

Decision:

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

Dependent on the final decision by the Governing Body, the Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a. Allocate £2.5m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. 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 subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been proposed by the Governing Body to permanently enlarge Copperfield Academy, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.

- a. Capital – Should the Governors agree to proceed with the proposal, Kent County Council's contribution would be £2.5m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue – For a period of three academic years, the school will receive protection for an

additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.

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

Cabinet Committee recommendations and other consultation:

11 May 2016 report to Education and Young Person’s Cabinet Committee

To be added after the meeting

15 December 2015 report to Education and Young People’s Cabinet Committee

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

Any alternatives considered:

Forecasts for Gravesham district indicate an increasing demand for Primary school places, due to small & medium scale housing development and inward migration.

This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, ‘Vision and Priorities for Education and Young People’s Services’ and the ‘Commissioning Plan for Education’ (2016 – 2020).

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

N/A

.....
Signed

.....
Date

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

To: **Education and Young People's Services Cabinet Committee,
11 May 2016**

Subject: **Proposed changes to Headcorn Primary School**

Classification: **Unrestricted**

Past Pathway of Paper: **Education and Young People's Cabinet Committee –
15 December 2015**

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

Electoral Divisions: **Maidstone Rural East, (Jenny Whittle)**

Summary: This report sets out the results of the public consultation of the proposed changes to Headcorn Primary School (Maidstone)

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

Issue a public notice to;

- (i) Expand Headcorn Primary School, Kings Road, Headcorn, Kent TN27 9QT from 210 to 420 increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2017.

And, subject to no new objections to the public notice;

- (ii) Implement the proposals for 1 September 2017.
- (iii) Allocate £2.7 million from the Basic Needs budget, which over a period of time is expected to be offset by up to £2.6 million from developer contributions.
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

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

- 1.2 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. A significant amount of housing has been proposed in the Rural Service Centres which includes Headcorn.
- 1.3 Headcorn Primary School is a popular and successful school and for September 2015 entry, 41 applicants selected the school as their preferred first choice with 59 preferences in total. There are currently 30 places available, which provides limited scope to meet parental preference. Additionally, KCC's latest forecast data as set out in the 2016-20 Kent Commissioning Plan predicts a deficit of school places peaking at -11.7% for the planning group of schools. These figures do not account for pressures arising from new housing developments.
- 1.4 KCC, with the support of the Governing Body, is proposing to provide additional school places by expanding Headcorn Primary School from 1 to 2 forms of entry (from 30 to 60 Reception places each year). The expansion of Headcorn Primary School by 1FE for September 2017 will act as the strategic response to the forecast population growth in Headcorn village and neighbouring Staplehurst. Should the proposal proceed additional accommodation would be provided to enable the school to expand.
- 1.5 This report sets out the results of the public consultation, which took place From 25 February 2016 until 24 March 2016. An information 'drop-in' session was held on 7 March 2016 at Headcorn Primary School between 4.00pm and 5.30pm.

2. Financial Implications

- 2.1 KCC is proposing to relocate and enlarge Headcorn Primary School 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 proposal is for a new six classroom building with associated ancillary facilities and studio hall, additional soft and hard play areas and the provision of additional car parking. The total cost is estimated to be in the region of £2.7 million to be allocated from the Basic Need Capital Budget which will be offset by approximately £2.6 million in developer contributions which will be secured over a period of time. The costs are estimates and these may increase as the project is developed. If the excess cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocated the additional funding.
 - 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.
 - c. Human – Headcorn Primary 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)’

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, Maidstone 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 7 March between 4.00 and 5.30pm at Headcorn Primary School.
- 4.3 The Headteacher, Miss Symonds, gave an assembly to explain to the children about the proposed expansion of the school. Following this the children were given the opportunity for discussion in classes and then a vote was taken to establish whether the children supported the proposal or not. Views were taken from the classes across the school. Overall 72% of the children were in favour of the proposed expansion with 16% against and 12% undecided. In addition a school learning council meeting was held which included a range of pupil groups, including boys, girls, disadvantaged children, children with SEND, children with a variety of ethnic backgrounds and children with English as an Additional Language. Overall 75% of these children were in favour of the proposed expansion with 12% against and 13% undecided. A summary of children’s views and School Council Meeting is attached in **Appendix 2**.
- 4.4 Following the closure of the consultation period 15 positive responses were received, 6 were negative and 4 were undecided bringing the total to 25 responses. 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 View of the Local Member for Maidstone Rural East

I wholeheartedly support the proposed expansion in order to meet existing demand as well as future growth emanating from the number of new homes planned for Headcorn. It has achieved a "good" Ofsted rating and is popular with local parents. I await further details on the new school layout etc. in due course.

5.2 The View of the Headteacher and Governing Body of Headcorn Primary School

We feel the proposed expansion of the school is absolutely necessary in an attempt to serve the needs of the current community together with its proposed growth. The proposal has already met with the approval of the majority who attend and work at the school and the wider community during a consultation period. Therefore we endorse without reservation the proposed plan.

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. Headcorn Primary School is a good school with an inclusive and welcoming ethos.

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 expand Headcorn Primary School from 210 to 420 for 1 September 2017.

6.2 The proposed alterations to Headcorn Primary 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 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 and Infrastructure Support will sign contracts on behalf of the County Council.

8. Conclusions

8.1 This proposal will create an additional 210 places at Headcorn Primary School for primary aged children 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 Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform to:

Issue a public notice to:

- (i) Expand Headcorn Primary School, Kings Road, Headcorn from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2017.

And, subject to no new objections to the public notice

- (ii) Implement the proposals for 1 September 2017.
- (iii) Allocate £2.7 million from the Basic Needs budget, which over a period of time is expected to be offset by up to £2.6 million from developer contributions.
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

10. Background Documents

- 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
- 10.3 Consultation Document and Equalities Impact Assessment
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. Appendices

- 11.1 Appendix 1– Summary of Written Responses
- 11.2 Appendix 2 – Summary of the views of the student body at Headcorn Primary School
- 11.3 Appendix 3 – Proposed Record of Decision

12. Contact Details

Report Author:

Jared Nehra
Area Education Officer – West Kent
Telephone: 03000 412209
Email: Jared.nehra@kent.gov.uk

Relevant Director:

Keith Abbott
Director of Education Planning and Access
Telephone: 03000 417008
Email: Keith.abbott@kent.gov.uk

Summary of Written Responses

Proposal to:

- **Expand Headcorn Primary School, Kings Road, Headcorn from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2017**

Consultation documents (hard copies) distributed: approximately 400
Responses received: 25

	Support	Against	Undecided	Total
Parents/Carers	8	5	4	
Governors	2			
Members of Staff	1			
Other Interested Parties	4	1		
Total	15	6	4	25

In support of the proposals

Parents/Carers

Agree

- Agree with the expansion of Headcorn Primary School as its popularity is increasing and people who live within walking distance of the school do not always gain entry.
- The expansion will need to take into account traffic issues that will arise along with access.
- The school is over-subscribed, more property is being built and there is a need for more places to become available for parents to send their children to the school.
- It seems totally reasonable to expand the school if there are not enough places for all children in Headcorn to get in. Having been to the consultation, I was impressed with the draft plans – in particular the two story building on land that is mostly not used at present. I am glad that there will be no significant loss of playing field space, and also that the swimming pool will remain. I was also glad to hear that the building work is planned to minimise disruption to children already at the school.
- Agree should definitely go ahead. Residents all our lives and did not receive a place for child despite living ½ a mile away
- The estate road, Forge Meadows is used by numerous cars which make many problems for residents with cars parked on pavements, blocking driveways, parked on grassed areas, this urgently needs to be addressed.
- Querying if space big enough to accommodate all the children for assemblies etc. Will the field remain the same size?
- Whilst happy that the school is being expanded to address the need of the community - do not consider that adequate provision for additional traffic has been addressed.

Member of Staff

Agree

- Agree with expansion of the school but believe it would have made more sense to build an entirely new school elsewhere on the current site and then flatten the existing school for car parking/playground.
- Concern about parental/child/staff access to the school. Teachers have many bags of marking and resources so trust that distance of staff car park and school building is taken in consideration.
- Associated increase in admin needs to be accommodated adequately.
- Concern about seating area for parents.
- Currently finding space for intervention groups is already a problem and concern that the expansion will exacerbate this.
- Concern about current size of KS1 playground.
- Concern that the KS2 playground will also not meet the needs of 240 children.
- Would welcome anything that could be done to the building to make it aesthetically fit in better with such a beautiful village as it is very much looks like a temporary prefabricated building already.
- Concern about interim arrangements whilst work is being carried out in terms of existing intervention/music hub – this classroom will have no outside access and the toilets are in serious need of upgrading.

Governors

Agree

- There is no doubt in my mind that this further primary education provision is required in this community. With the forecast growth of the village and the popularity of the school, this addition will not be too soon.
- Headcorn Primary is a very good school and has built a solid reputation for being so. Have experienced that the beauty of Headcorn Village is the community and generations of families have attended the primary school. It is very sad when a family lives in the village and is unable to send their child due to over subscription. A larger school would therefore be desirable but it is imperative that the school maintains its personality and ability to cater for the individual child.

Other Interested Parties

Agree

- Yes, I agree with the proposal. I am an other interested party, my dental practice is across the road. There is a need for more school places for the current local population and there are plans to build more houses, thereby increasing the already existing need.
- Understand the need for a larger school in Headcorn. However, there must be provision for parents to drop off and collect their children. The estate road Forge Meadows Close is used by numerous cars which is making problems for residents with parents cars parked on pavements, blocking driveways, parked on grassed areas. This urgently needs to be addressed.
- Agree with the need for more primary school places to cope with the growth in housing but concerned about public access to the school with the increased numbers. There are currently two accesses to the school on mornings and afternoons. These are from Kings Road and Brooklands. There are often neighbour conflicts due to inconsiderate parking especially when the weather is inclement. Brooklands is a small cul de sac and should not be used when the

school is increased in size as it will be impossible to control numbers. Brooklands should not also be used for the construction phase as it a narrow road, entirely unsuitable for heaving traffic. The road is already in an appalling state.

- Totally agree that the school needs to expand to accommodate the ever increasing number of children of primary school age. Understand that the proposed area for such buildings is on the site where the memorial tree is situated. Appreciate finance is a huge factor in any expansion programme, but would suggest a more prudent option would be to extend the existing one story building to two stories, leaving the other site an option for future development where necessary. However, if the original site is that preferred one would ask that extreme care should be taken if memorial tree is to be re-sited.

Undecided/did not indicate whether in support or against

Parents

- A positive step for both school and the village but plans must include the common sense approach that has been sadly lacking in recent planning decisions in Headcorn.
- The road/traffic flow and parking situation must be addressed. The parking situation at the school at school drop off and pick up is already dangerous – if there were to be an incident emergency vehicles would struggle to access – against any plans that do not address these issues.
- We almost did not receive a space for our child despite living in the village and therefore understand the need for expansion.
- Would like to understand how and when building work will be taken place and how overall facilities for the school would be improved.
- I feel my child has benefitted from the current size of the school (neither too large or too small) and it is with a certain amount of sadness that I feel that if not carefully managed, could take the school beyond its optimum capacity and lose the caring and close-knit sense of community that it now thrives under.
- Concerns about outside space. Whilst I understand it is in the guidelines for a 2FE allowance, the amount of land gifted isn't in correlation with the expected number of new pupils, compared to the green space the school already has for its 210 pupils.
- Concerned the ethos of the village school will be lost. Currently there are whole school assemblies where achievements across the school can be shared. This will be lost which is a massive shame. The current school hall is not big enough to accommodate 420 pupils. How will the whole school feel as a community if it is unable to socialise as one?
- Ultimately MBC has crucified Kent with far too many houses for the available amenities. This is what is happening to Headcorn. The infrastructure will not be able to cope and this is also not considered within this plan for Headcorn School. There will be significant congestion on Kings Street impacting on the main road and crossroad. Kings Street can barely cope with the traffic created at pick-up and drop-off times.
- Whilst I accept that Headcorn School needs to expand, I find MBC's local plan (draft) particularly regarding infrastructure wholly disagreeable.

- I hope the building work is undertaken in a non-disruptive way for the pupils. The current school is successful and a good school, I hope this won't change.

Undecided/did not indicate whether in support or against

Staff

- Accept there does seem to be need for the provision of more school places locally, and if it is Headcorn School that is to grow, feel the opportunity should be taken to look long-term and instead of botching together a short-term solution a much healthier and more imaginative building could be put together.
- I feel the school is fortunate to have a caring and strong team of staff, whom I very much enough working with and learning from and there is the risk that that might be lost with an expansion and the repercussions that would have upon the pupil body and staff morale.
- Environmental degradation is the most important issue facing this and future generations and education should be at the heart of preparing for this. Need to take this opportunity to clear the school of asbestos and build a sustainable environment that is warm in the winter, cool in the summer and has school's carbon footprint, reducing long-term energy and maintenance costs and having a positive effect on the health of pupils and staff. Bike sheds and an Air Quality Index monitor could be installed by the entrance to the school to increase awareness of exposure to car exhaust pollutants and hopefully lead to a reduction in traffic to and from the school.

Against the proposals

Parents/carers

- This is a small school with an amazing school spirit that will be destroyed by expansion.
- Sad that small village will lose the feeling of intimacy that it is so proud of currently.
- Our village is being ruined and our children are suffering.
- Concern about location of new classes in terms of loss of sports field and playground
- Concerned about no school assemblies due to lack of space.
- Also resident of Brooklands, the road is already swarming with vehicles at drop off and collection.
- Against expanding Headcorn village and the school in general.
- At present Headcorn Primary School is lovely to be involved with, it is friendly, the teachers know all the children and its lovely when whole school celebration assemblies and church services take place. By expanding the school these things won't and can't happen because buildings like the church can't accommodate that many people.
- Concern about problems with pupils and their behaviour if expansion takes place, which will have a negative effect on the school and its reputation.
- It is a village not a town.

Other Interested Parties Against

- It would be helpful to view the plans and supporting documentation.
- **Water infrastructure:** over the last 6 years at least Kings Rod has suffered a number of burst water mains. It would be helpful to know that an expanded school would lessen the chance of burst water mains affecting Kings Road in general. An outlet in Moat Road not far from the school overflows with sewage after rain. It would be helpful to know that an expanded school would mean less sewage in Headcorn's roads.
- **Surface run off:** After rain Headcorn's roads contain large amounts of water which does not drain away quickly. Passing traffic then sprays water over pedestrians. It would be helpful to know that an expanded school would result in rain water in Kings Road draining away more quickly.
- **Flood plain:** Parts of the school are either in the flood plain or next to it. It would be helpful to know that an expanded school would not extend the flood plain into Kings Road and Brooklands resulting in homes being in the flood plain that were not before. It is not possible to overestimate the stress caused by flood water in the home.
- **Traffic Pollution/Volume:** It would be helpful to know that an expanded school would not result in higher amounts of traffic in Kings Road at any time of the day.
- **Maidstone Borough Council supported housing developments:** It would be helpful to know how KCC intend to deal with the proposed increased primary school age population engendered by MBC supported housing developments in Headcorn. Some of these proposals have the potential to affect Headcorn's watertable and flood map. How would a school expanded further to incorporate additional population prevent flooding in Kings Road, Brooklands, Moat Road and Millbank.
- When KCC is able to confirm that an expanded school shall further improve the existing Kings Road/Brooklands environment, or at the very least, shall not harm it further for local residents, I will be happy to support the proposal.

Summary of Views of the Student Body of Headcorn Primary School - April 2016

All Pupils were fully briefed, given time to look at the proposed site plans and to ask questions. They were then led in a discussion by their Learning Council representatives facilitated by staff members. The School Learning Council have spent a great deal of time discussing the pros and cons of expanding the school. Recently they have also studied the proposed site plans and discussed at depth to be able to lead class discussions confidently.

Positive views from the EYFS/KS1 Pupils (aged 5-7yrs):

- Lots more space
- Another playground
- Additional small hall
- Making new friends
- All my friends can come here and learn with me
- Lots more teachers to help us
- A new building will look really smart
- New spaces to use

Concerns from the EYFS/KS1 Pupils (aged 5-7yrs):

- Young children finding their way around a larger site
- Is the small hall big enough for a whole class to use?
- New playground seems quite small
- More cars on site very close to our KS2 playground and one of the gates we use
- Worried that the school is too split up (between 3 separate buildings)
- Quite a lot of walking to some areas of site for younger shorter legs
- Will the building site be safe

Positive views from the KS2 Pupils (aged 7-11yrs):

- The school will have more influence in the community and with nearby schools
- Be able to mix up classes rather than all be together for 7 years
- More of our local families and friends will get places at their nearest school
- Nice to have more people to play with and the possibility of swapping classes if unhappy
- More friends and my friends from where I live can also come here and not have to travel to a school far away
- More people to create winning sports teams
- A wide variety of adults and staff to help us learn in lots of different ways
- More teachers and TAs who will bring lots of different talents and skills to share with us
- More teachers and adults to help out our current staff who have to do a lot of different things
- Appreciate the mixture of the modern and the traditional in buildings
- Like the range of materials used for the new building as long as it is good quality

- Like how the new building fits in, blending the old and our current newer building
- Like that there is an upstairs in the new building
- Elevator is great for access and getting around for disabled pupils, staff and parents
- 3 separate playgrounds will enable pupils to be split for different types of activities

Concerns from the KS2 Pupils (aged 7-11yrs):

- Sharing of resources with double the number of children, such as the hall for indoor PE, swimming pool, ICT Suite, will mean children will have less time to access these areas
- We will lose our spare classroom which is currently used regularly for music and other creative activities, clubs, interventions, pupil meetings
- We might lose our family feel.
- Noise level around site will increase with more pupils
- More pupils might mean more behaviour issues to deal with at playtimes if not enough space
- Security of the overall site could be a worry
- Concerned that children won't all know each other as they do at the moment
- Will all children know all staff if there is going to be at least 40+ adults
- Won't be able to easily meet together as a whole school for Celebration Assemblies
- Parents won't be able to attend events all together unless multiple events put on e.g. Harvest, Easter church service, Nativity play, Leavers' Performances
- Will be split from friends if classes are mixed as the move between year groups
- Smaller KS2 playground but double the pupils
- Cars parked very close to where children walk and play and do sports
- How will lunchtimes work as it is difficult to get everyone through now
- Will balls from the playground hit teacher's cars with the carpark so close to KS2 playground
- We won't be a little community school any more

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/00031

For publication

Subject: Proposed Expansion of Headcorn Primary School (Maidstone)

Decision:

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

Issue a public notice to:

- (i) Expand Headcorn Primary School, Kings Road, Headcorn from 210 to 420, increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2017

And, subject to no new objections to the public notice;

- (ii) Implement the proposals for 1 September 2017.
- (iii) Allocate £2.7 million from the Basic Needs budget, which over a period of time is expected to be offset by up to £2.6 million from developer contributions.
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Implement the proposals according to the dates identified above.

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

Reason(s) for decision:

In reaching this decision I have taken into account;

- the views expressed by those put in writing in response to the consultation;
- the views of the District, 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 Cabinet Committee

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.

Any alternatives considered:

The Commissioning Plan for Education Provision 2015-19 and 2016-20 explored all options and the expansion of this school was deemed the suitable option.

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

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Signed

.....
Date

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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 – 11 May 2016**

Subject: **Post 16 Transport Policy**

Classification: **Unrestricted**

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

Electoral Division(s): **All**

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

The proposed Post 16 Transport Policy is attached as appendix 1. It is currently out to consultation and remains unchanged from 2015/16.

Recommendation(s): The Education and Young People's Services Cabinet Committee is asked to note the content of the Post 16 Transport Policy and endorse its future implementation and determination by the Cabinet Member, pending any feedback from the formal consultation currently underway.

1. Introduction

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

2. Financial Implications

- 2.1 In 2014-15 the cost to the public of the 16+ Travel Card reduced from £520 a year to £400. The year-end subsidy required to deliver the 16+ Travel Card at this reduced cost rate was £339k. The scheme is uncapped and costs will vary marginally depending on take up levels and journeys undertaken by cardholders. We would expect the level of subsidy required for the 16+ Travel Card to be broadly similar in 2016-17.

3. Policy Framework

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

4. The Report

- 4.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the 16+ Travel Card. This is a generous discretionary scheme which aids access to both education and employment with training. The card will continue to be made available at the agreed cost of £400 a year with no limit on the use. Learning providers, at their discretion, can subsidise this further using bursary funding and we would expect charges to be reduced by up to 50% for low income families.
- 4.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 4.4 Schools, colleges and learning providers have been consulted, as have their students. Neighbouring local authorities and Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy will run until the 9 May 2015. Member of the Committee will receive an update before the Cabinet Member takes his final decision.
- 4.5 The policy is attached as appendix 1 and a copy of the consultation document and the equalities impact assessment can be found via the following link: <http://consultations.kent.gov.uk/consult.ti/post16policy/consultationHome>
- 4.6 Feedback from the consultation is attached as appendix 2.

5. Conclusions

- 5.1 The consultation is a requirement set out in our legal duties. Despite there being no material changes to the policy we must undertake this consultation process. Invariably feedback centres on the cost of the pass and a desire for

rail travel to be included. The latter has been explored with rail operators which proved cost prohibitive. Instead KCC has written to the Transport Minister seeking the introduction of reduced fares at peak times for this age group of learners as a formulated national scheme.

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

6. Recommendation(s)

- 6.1 The Education and Young People's Services Cabinet Committee is asked to note the content of the Post 16 Transport Policy and endorse its future implementation and determination by the Cabinet Member, pending any feedback from the formal consultation currently underway.

7. Background Documents

- 7.1 Consultation and Equality Impact Assessment
<http://consultations.kent.gov.uk/consult.ti/post16policy/consultationHome>

8. Appendices

- 8.1 Appendix 1 – Post 16 Transport Policy
8.2 Appendix 2 – Outcomes of the Public Consultation
8.3 Appendix 3 – Proposed Record of Decision

9. Contact Details

Report Author

Scott Bagshaw

Head of Fair Access

03000 415798

Scott.bagshaw@kent.gov.uk

Relevant Director

Keith Abbott

Director of Education Planning and Access

03000 417008

Keith.abbott@kent.gov.uk

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16+ Transport Policy 2016/17

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Where a learner is attending a church school of a different denomination or religion to that of the parent, in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or other religious leader stating that the learner is a regular and practising member of that religion or denomination. The learner will also need to explain why their religion of belief makes it desirable for the learner to attend that particular educational establishment rather than another educational establishment nearer to the learner's home, given that the chosen educational

establishment is not of the same religion or denomination as that practised by the learner.

Where a learner is attending an educational establishment for reasons connected with his or her (non-religious) belief, in order to be considered for transport assistance the learner will need to explain what that belief is and why the belief makes it desirable for the learner to attend that particular educational establishment rather than another nearer educational establishment. The learner will also need to provide evidence to prove that they do indeed hold the belief in question. This could be confirmation from a person of good standing in the community who knows the learner, for example a councillor, a doctor, a social worker or a lawyer or alternatively proof of the learner or his parent's medium or long term membership of a society or other institution relating to that belief.

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

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

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

Learners aged 16 – 19 for whom the Local Authority maintains a SSEN, or where the learner has an LDA or EHC plan are also expected to seek a 16+ Travel Card from their learning provider. It would be expected that where students have not accessed public transport previously, that they will engage with Kent's Independent Travel Training Team to be trained to use public transport. Refusal to embark on such training where this is considered appropriate, may affect any future decisions where additional support for transport is being requested. Where the learners are unable even with appropriate independent travel training, to access public bus travel as a result of their levels of need, consideration will be given to other means of support.

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

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

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

(i) proof that you have applied to or are registered at a particular educational establishment such as a copy of your acceptance/offer letter from the college;

(ii) proof of your and/or your family's income and savings e.g. TC602 from HM Inland Revenue;

(iii) proof of any disability or learning difficulty that you have; (report from GP, consultant or report from Special Educational Needs Department providing confirmation that you are unable to access a nearer educational establishment to your home and/or are unable to access public transport for example);

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

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

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

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

Outcomes of the Public Consultation

KCC held a public consultation on the proposed post 16 transport policy which runs from 21 March 2016 to 9 May 2016.

As of 27 April 2016, there were a total of 85 responses to the consultation, which is a significant decline from last year, in spite of similar consultation methodologies being used. Responders were asked to categorise the aspects of the Transport Policy Statement on which they wished to comment into 4 themed areas. Some respondents commented on more than one theme which explains discrepancy in total comments.

- Eligibility criteria for applying for support (15 comments)
- The 16+ Travel Card (65 comments)
- Types of Travel Available (18 comments)
- Another aspect of the policy (13 comments)

Of these responses

42 responses were received from parents/carers

36 responses were received from a pupil/student in Yr12 -14

3 responses were received from a pupil/student in Yr7 – 11

4 responses were received from a representative on behalf of a learning provider.

0 responses were received from other parties.

Of the 42 parent/carers that took part in the consultation, 62% responded that their child(ren) did not currently use the Travel Card. This could possibly indicate that these parents/carers are responding to the consultation this year (even though there are no suggested changes to the policy) because for them their child might be making the transition to Post 16 education so will therefore be transitioning between the Young Person's Travel Card and the Post 16 Travel Card which have different associated costs.

Comments about the Policy

The majority of the 73 responses given about the policy felt the cost of the card was too expensive (49 comments). Comparisons between the Young Persons Travel Pass and the Kent 16+ Travel Card were made especially by parents who have students in school using both passes.

The next single biggest issue was the requirement for children to remain in education by law (24 comments).

The inclusion of rail travel on the card was also a theme (11 comments). Because of the difficulties for some students, living in rural areas, to travel to school/college using the bus network, the use of the Travel Card on trains is considered to be as important for students to be able to access their education.

3 comments suggested that they would prefer to be able to pay for the card on a monthly basis.

3 comments stated that it was unfair that every student was charged the same amount as travel requirements vary.

2 comments complained that pensioners are provided free bus passes when students are required to pay.

2 comments raised concerns that the policy was too difficult to understand.

3 comments supported The Travel Card especially with the extended use at weekends and holidays.

Equality and Diversity

The assessment from the consultation shows that of those responses received, the following ethnic groups were identified with 11 responses preferring not to say.

White English 63
White Scottish 1
White Irish 1
White Other 2
White/Black Caribbean 1
Mixed: White and Asian 3
Mixed: Other 1
Asian or Asian British: Indian 1
Asian or Asian British: Other 1

The following responses identified themselves under the Equality Act 2010 as follows

5 responses considered themselves disabled
70 responses did not consider themselves disabled
10 responses preferred not to say.

There were no comments made with regard to those respondents who do consider themselves disabled. However, included within the respondents who do not consider themselves disabled were the following comments:

Your equality impact statement does not take into consideration those children and young people that are not currently catered for under the disability transport scheme.

Equality for all. Why have different terms for post 16. ? Education is important at all ages.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/00030

For publication

Subject: Proposed Post 16 Transport Policy Statement 2016

Decision:

As Cabinet Member for Education and Health Reform I agree to: the proposed Kent Post 16 Transport Policy Statement (appendix 1)

Reason(s) for decision:

- 1.1 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners there is a duty to consider applications for assistance with transport and to enable access to education. The transport policy sets out how KCC will meet this duty and what learners in special circumstances can expect by way of support. This report sets out the proposed Post 16 Transport Policy to enable the LA to meet its statutory duty in relation to transport for Post 16 learners.
- 1.2 The attached policy makes it clear that in the first instance there is an expectation that learners will make use of the discretionary Kent 16+ Travel Card, seeking bursary funding support where necessary to access this as a preferred means of accessing their education or training provider but also sets out the duties on the LA to consider requests for transport from students in special circumstances. It remains similar to the existing policy.
- 1.3 The policy has been extended to enable the LA to assist (where appropriate) young people who are not in employment, education or training (NEETs) to access time limited support with transport to enable NEETs to attend interviews with prospective employers and learning providers.
- 1.4 The feedback to the annual formal consultation is similar to that which has been received in previous years. A summary is attached with more detail but the key theme remains discontent at the cost of the cards to the public. The price was reduced last year and commands an entirely discretionary subsidy from KCC in excess of £300k. These cards offer significant flexibility and end extremely good value for money compared with the price of normal fares. Rail remains a desirable element but it has not been possible to develop such a scheme with operators. Instead, KCC has written to the Transport Minister seeking the government to develop a National scheme to support this age group with accessible rail travel.

Cabinet Committee recommendations and other consultation:

11 May 2016

To be added after the meeting

Any alternatives considered:
All alternatives will be considered following the consultation period.

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

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Signed

.....
Date

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

To: **Education and Young People's Services Cabinet Committee**
11 May 2016

Subject: **Special Educational Needs and Disability (SEND) Mediation and Disagreement Resolution Services**

Classification: **Unrestricted**

Past Pathway of Paper: **None**

Future Pathway of Paper: **None**

Electoral Division: **All**

Summary: This report provides an update on the how the County Council is fulfilling its statutory duties in relation to the provision of Special Educational Needs and Disability (SEND) Mediation and Disagreement Resolution Services.

The County Council's single service model for disagreements about education, health or social care been recognised as good practice and the procurement approach lead a collaboration with fifteen other Local Authorities in the South East Region as well as Kent's seven Clinical Commissioning Groups (CCGs).

Whilst there has been a positive increase in take up of the service in 2016, this will increase costs and necessary management action is in monitor local arrangements to resolve disputes earlier.

Recommendations

The Committee is asked to note the progress in ensuring an effective statutorily compliant service is delivered.

1. Introduction

- 1.1 The Children and Families Act 2014 (Part 3) which came into force in September 2014 introduced a new duty on each Local Authority (LA) to provide Independent Mediation, Mediation Advice and Disagreement Resolution Services. Previous legislation set out a duty to consider mediation; this is a new duty means the Council must mediate when requested to do so.
- 1.2 As well as parent(s)/carer(s) of children with special education needs and disabilities (SEND), young people with SEND can now access this service.

- 1.3 In December 2014, the Education and Young People's Services Cabinet Committee endorsed the decision to enter into joint commissioning arrangements for delivery of Mediation and Disagreement Resolution Services and award a contract to the preferred bidder as identified by the tendering process.
- 1.4 The County Council led a collaborative approach with fifteen other Local Authorities in the South East Region (listed as appendix a) as well as Kent's seven Clinical Commissioning Groups (CCGs), from developing the initial tender through to contract award. Kent co-chairs the regional group and is responsible for contract compliance.
- 1.5 The model which the County Council has put in place has been recognised as good practice; a single service for parents who do not feel their views about education, health or social care have been heard or who are considering an appeal, the option to have a joined up mediation across all three agencies. Whilst there is a legal duty to offer mediation, this innovative approach with other local authorities also brokered arrangements which can be directly accessed by Kent's settings and schools.
- 1.6 Disagreement resolution services are available:
- Between parent(s)/carer(s) of children with SEND or young people with SEND and Clinical Commissioning Groups (CCGs) or Local Authorities about health or social care provision during Education, Health and Care needs assessments, while Education, Health and Care (EHC) plans are being drawn up, reviewed or when children or young people are being reassessed
 - To all young people with SEND or the parent(s)/carer(s) of children with SEND that have a disagreement with the School, early years provider or college about the special educational provision made for a child or young person, whether they have Education Health Plans or not
 - Between parents or young people and local authorities, the governing bodies of maintained schools and maintained nursery schools, early years providers, further education institutions or the proprietors of academies (including free schools), about how these authorities, bodies or proprietors are carrying out their education, health and care duties for children and young people with SEN, whether they have EHC plans or not.
 - To support Local Authorities and Health commissioning bodies to resolve disagreements in relation to the drawing up of Education Health and Care plans.
- 1.7 The contractual arrangements comprise two distinct parts
- A core subscription service to provide the telephone information line, issue of certificates, operational infrastructure, information materials
 - A 'Pay As You Go' (PAYG) service for the provision of mediation and disagreement resolution meetings, including all tasks such as making the arrangements within statutory timescales, production of pre and post mediation documentation and venue costs
- 1.8 The 3 year contract started on April 1st 2015 and has an option to be extended by one year twice or 2 years once.

- 1.9 The provider of these services is Global Mediation
<http://www.globalmediation.co.uk/our-services/education/special-educational-needs-and-disability>

2. First year evaluation

- 2.1 The new legislation offered a right of appeal to young people as well as their parents and the age range has been extended up to 25 years. This has increased demand. In addition, Voluntary organisations and Independent Support groups are actively promoting the use of mediation to resolve disagreements. Widespread publicity is resulting in an increased level of requests for mediation.
- 2.2 The numbers of mediations requested has been significantly higher than was expected. In the South Kent area alone there have been 19 requests for mediation between in the first quarter of 2016 (January 2016 to April). This compares to the year prior to the legislation being implemented, where there were 7 mediations across the whole county. As well as the increased cost for mediation, this has an impact on workload of officers undertaking assessments.
- 2.3 In total 43 mediation requests have been received since September 2015; 11 cases proceeded to Tribunal.
- 2.4 There were 209 appeals to the Tribunal in the period September 2014 to August 2015, which was a reduction on the previous year total of 279. In the first half of the academic year 2015-16 the number of appeals has dropped significantly and although the cumulative total for the year excludes phased transfers where appeals against decisions can be appealed until June, it at this stage we are forecasting a further year on year reduction.
- 2.5 In May 2015, the County Council and its Health Service partners participated in a pilot inspection with Ofsted and CQC as part of their arrangements to develop a framework for implementation of the SEND reforms. Feedback from visiting Inspectors indicated the contractual arrangements were an area of strength and good practice.

3. Financial Implications

- 3.1 Kent's annual core subscription service is £7,200
- 3.2 In relation to the PAYG service, the contractual arrangements include volume discounts which mean that when a pre-determined threshold is reached in terms of the number of mediations which have taken place, discounts will apply. Whilst the combined numbers of mediations purchased by the collaborate group of authorities has reached a threshold which means the cost of each mediation is now £200 lower (from £1,000 to £800), the volume of mediations requested has had a significant financial cost which must be met from within the existing SEN Service budget.

- 3.3 Whilst Mediations are expensive, the cost of Mediation is less than the cost of an Appeal in terms of both Officer time and the financial burden.

4. Local arrangements for earlier dispute resolution

- 4.1 The County Council is working hard to reduce demand and has developed its own less formal disagreement resolution systems. Officers now offer a 'Ways Forward' meeting to parents and carer or young person if it declines to agree a request for a statutory decision. This has been welcomed by the Kent Carer Parent Forum and recognised as less stressful for families as it often leads to quicker resolution of their concerns than an appeal route through the SEND Tribunal.
- 4.2 The take up of Ways Forwards meetings was initially slow – less than 50 across the County in the first year of the SEND reforms (September 2014 to August 2015). However, in the second year, since September 2015 more than 110 Ways Forward meetings have taken place.
- 4.3 Since September 2015, 111 ways Forward meetings have been held. This compares with 43 mediation requests in the same period.
- 4.4 Through direct face to face statutory assessment meetings (SAMs) with parents we are explaining our criteria, levels of service and any choices. SAMs provide parents with the opportunity to influence decisions and 'co-produce' Education, Health and Care Plans (EHCP). Parents can be confident that these face to face meetings will let them know what they can reasonably expect.
- 4.5 Very recent changes to the way in which decisions are made in relation to initiating a statutory assessment and the decision as to issue an EHC Plan or not have been designed to upskill officers in relation to their understanding of the decision making process and the Law. This enables them to be clearer about the reasons for such decisions during the Ways Forward meeting and ensure officers are able to signpost families to services available to those settings such as LIFT and High Needs Funding.
- 4.5 Kent has been selected by the DfE as a pilot area to test new arrangements for Tribunal appeals which are expected to come into force in 2017. This pilot gives Kent families extended rights of appeal against health and care elements of their EHCP although the decisions will be recommendations rather than be legally enforced. This approach means that we are offering Kent families a joined up approach to mediation and a single right of appeal if they remain unhappy about the provision for their child.

5. Equalities implications

- 5.1 The service provided is greater than that previously required as it now includes young people aged 16-25 as well as their parents and carers. It is anticipated that the expansion will impact positively on children and young people with

special education needs and disabilities and their parents and carers. The contract relating to this service has been developed to ensure that the individual needs of parents or carers of children as well as young people are able to be met. Mediators must have experience of working with young people with SEND. The service specification allows each member authority's social care, education and health teams to use this service. This means that if a parent or young person moves boundaries in the South East Region they will be able to contact the same service provider. It also specifies that the provider must make leaflets available in alternative language and venues must be accessible and local to the young person or their parent/carers

- 5.2 An equalities impact assessment was undertaken as part of the contractual arrangements.

6. Conclusions

- 6.1 The County Council's single service model for disagreements about education, health or social care been recognised as good practice and the procurement approach lead a collaboration with fifteen other Local Authorities in the South East Region as well as Kent's seven Clinical Commissioning Groups (CCGs).
- 6.2 Whilst there has been a positive increase in take up of the service in 2016, this will increase costs and necessary management action is in monitor local arrangements to resolve disputes earlier.
- 6.3 Kent County Council must continue to make arrangements for the provision of these services in order to be compliant with its statutory responsibilities

7. Recommendations

7.1 Recommendations

The Committee is asked to note the progress in ensuring an effective statutorily compliant service is delivered.

8. Background Documents

- 8.1 Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Link to the SEND Code of Practice:0-25
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

9. Appendices

Appendix 1 – Mediation and Disagreement Resolution Services; Participating Local Authorities

10. Contact details

Report Author: Julie Ely
Head of SEN Assessment and Placement
03000416063
Julie.ely@kent.gov.uk

Relevant Director: Keith Abbott
Director of Education Planning and Access
03000 417008
keith.abbott@kent.gov.uk

Appendix 1

Mediation and Disagreement Resolution Services Participating Local Authorities:

Bracknell Forest	Buckinghamshire
East Sussex	Essex
Kent	Medway
Milton Keynes	Oxfordshire
1. Portsmouth	2. Reading
3. Southampton	4. Surrey
5. West Berkshire	6. West Sussex
7. RB Windsor and Maidenhead	8. Wokingham

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From: **Peter Sass, Head of Democratic Services**

To: **Education and Young People's Services Cabinet Committee – 11 May 2016**

Subject: **Work Programme 2016**

Classification: **Unrestricted**

Past Pathway of Paper: **EYPS Cabinet Committee – 17 March 2016**
 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 2016.

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 2016

3.1 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 Thursday, 21 July 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 2016.

6. Appendices

Appendix A – Work Programme

7. Background Documents

None.

8. Contact details

Report Author:
Alexander Saul
Democratic Services Officer
03000 419890
Alexander.Saul@kent.gov.uk

Lead Officer:
Peter Sass
Head of Democratic Services
03000 416647
peter.sass@kent.gov.uk

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**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET
COMMITTEE
WORK PROGRAMME 16**

FORTHCOMING EXECUTIVE DECISIONS		
Decisions to be taken under the remit of this Cabinet Committee	Lead officer	Decision Taker
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
STANDARD ITEMS		
Item	When does the Cabinet Committee receive item?	
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	
ITEMS REQUESTED BY MEMBERS		
Item	Date requested	Cabinet Committee Meeting
The co-option of Teacher Advisers/Union reps.	25 July 2013	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	18 September 2015	

advised that this figure was fluid.		
Performance of Commissioned Youth Work Services/ Annual report – Request by Mr Vye	20 October 2015	September
Development of new Early Help and Preventative Services commissioning framework (EYP)	27 January 2016	September
Update on EYPS systems procurement	18 March 2016	September

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 – 11 May 2016**

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 Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

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 has been updated to reflect the new targets for 2015/16. The indicators are now grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.
- 2.2 Management Information, working with Heads of Service, also produces service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for School Improvement, Skills and Employability services and Early Years and Childcare. A SEND scorecard is currently under development. There is also a monthly performance report for NEET figures.
- 2.3 The indicators on the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.
- 2.4 District performance data pages 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 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 28 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 The number of schools in an Ofsted category (special measures or serious weakness) is 7 which is one more than the target of 6 but is much improved on the figure of 29 in September 2014. We are working closely with these schools with reviews of progress against improvement plans completed every six weeks. The percentage of schools judged to be good or outstanding continues to increase and is now 85.9% which is broadly in line with the target of 86%, with 471 schools judged to be good or outstanding.

3.5 The percentage of Education, Health and Care Plans (EHCPs) completed within 20 weeks from receipt of formal request for an EHC needs assessment increased to 88.3%. This is just below the target of 90% with 586 plans out of 664 issued within 20 weeks. National data on timescales for Education, Health and Care (EHC) plans shows 61.5% were issued within 20 weeks, rising to 64.3% with allowable exceptions. In November 2015, a DfE survey identified 90% completion in 20 weeks as good. The survey found only 19% of authorities achieving this level and 70% identified capacity as a barrier.

3.6 The number of permanent exclusions from primary aged pupils has fallen from 43 to 29 and is better than the target of 32. This is due in part to the project 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 has also fallen from 66 to 57. It remains higher than the target of 32, but is lower than the national figure.

3.7 The percentage of Children Missing Education offered suitable education within 30 days of becoming known has fallen again to 53.8% (based on a rolling 12 month average). This is 21.2 percentage points below the target of 75%. The Fair Access service has recently undertaken a complete review and restructure, introducing a more effectively defined and focused CME & EHE team. A new team has been recruited that will be in place by 23 May. Significant work is also ongoing that will greatly improve business processes, supported by an information sharing agreement with the Department for Work and Pensions (DWP). This will enable enquiries to be made in relation to the benefits received by parents of CME children in order to identify an address for those who, despite extensive investigations, cannot be traced. It will also ensure that where the address is outside of Kent, the case can be referred quickly on to that authority which will enable the prompt closure of cases going forward.

- 3.8 The percentage of 16 – 18 year old not in education, employment or training (NEET) increased slightly in March 2016 to 5.3% compared to 5.0% in December 2015. The January 2016 figure is 4.8%. 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. 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 a more integrated and targeted approach to reducing NEETs. Focused interventions are in place to support vulnerable groups such as Children in Care and SEND learners.
- 3.9 The methodology for the rate of Early Help notifications received per 10,000 of the 0 – 18 population has changed with the indicator now being based on a rolling 12 months rather than a snapshot at the end of each month. It is currently 278.9. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has increased from 79.1% to 83.4% and is above the target of 80%. Staff and managers monitor their caseloads, case progress, closures and throughput on a daily and weekly basis to ensure work is appropriately focused and progressing well to avoid case drift, to ensure the best possible outcomes are achieved for children and families.
- 3.10 The rate of re-offending by children and young people has reduced slightly (based on a 12 month cohort) to a rate of 36.0% which is below the national rate of 37.8%. This equates to 513 individuals. The number of first time entrants to the youth justice system continues its downward trend. The use of Community Resolutions by Kent Police and the support offered by staff in the Early Help and Preventative Service, combined with a restorative approach around working with the victims of crime, are the main reasons behind the continued improvement in performance.
- 3.11 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 have been reviewed to reflect changes in the Department for Education (DfE) reporting.
- 3.12 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.
- 3.13 As part of new Primary school accountability measures to be introduced in 2016 there will be new headline attainment and progress performance measures. This will include a new 'expected' standard (a higher standard than in 2015) along with new National Curriculum tests in reading and mathematics, with outcomes reported as scaled scores rather than levels. The new measure in the scorecard will report on the percentage of pupils at KS2 achieving age-related expectations in reading, writing and mathematics.
- 3.14 In 2014 two major reforms were implemented which affected the calculation of the Key Stage 4 GCSE measures. In 2015 the outturn for Kent was 57.3% which was 0.7% percentage points lower than the previous year and below the target of 59%.

The national average is 53.8%. The Free School Meal achievement gap for 2014/15 at 33.8 points meant the target of 29 points was not achieved.

- 3.15 New Secondary school headline performance measures for 2016 will include Attainment 8 which is based upon pupils' performance across eight subjects (doubled weighted) English and mathematics elements, three from sciences, computer science, geography, history and languages and three from further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables. Examination outcomes will no longer be reported as grades (A* - G) but as numbers (1 – 9). The new measure in the scorecard will report on the average score at KS4 in Attainment 8.

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.

5. Appendices


- 5.1 Appendix 1 - EYPS Directorate Scorecard – April 2016 release (March 2016 data)

6. Contact details

Lead Officer

Name: Wendy Murray

Title: Performance and Information Manager

 03000 419417

 wendy.murray@kent.gov.uk

Lead Director

Name: Florence Kroll

Title: Director of Early Help & Preventative Services

 03000 416362

 florence.kroll@kent.gov.uk

Education & Young People's Services Performance Management

Education & Young People's Services Directorate Scorecard

April 2016 Release - (March 2016 Data)

Produced by: Management Information, KCC

Publication Date: 28th April 2016



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Education & Young People's Services Directorate Scorecard

Guidance Notes

Note: Unlike the EPAS system it replaced, the new Nova secondary reporting system does not have a 14-19 dataset. Therefore data relating to L2 and L3 attainment by age 19 is now only available from the annual DfE Statistical First Release and at Kent LA level only. All District level rows relating to these indicators have been greyed out.

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*


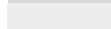
* For the majority of indicators a tolerance of 3% above/below the target has been applied

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

* There is no current data for EYPS1. 2014/15 outturn data is based on all pupils, not just Kent resident pupils.

Incomplete Data

	Data not available
	Data to be supplied

Data in italics indicates 2013-14 data period

MANAGEMENT INFORMATION CONTACT DETAILS

Matt Ashman	03000 417012
Cheryl Prentice	03000 417154
Ed Lacey	03000 417113
Nas Peerbux	03000 417152

management.information@kent.gov.uk

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

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	Kent Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	7	↑	9	6	AMBER	12	12	GREEN
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	85.9	↑	84.0	86	AMBER	82	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	90.1	↑	87.7	93	AMBER	88	92	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	67.1	↓	69.6	74	RED	59	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q	72			81	RED	72	75	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.3	↑	87.3	90	AMBER	75.2	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M				395	GREEN	599	460	RED
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	29	↑	43	32	GREEN	47	11	RED
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	57	↑	66	32	RED	58	39	AMBER
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	53.8	↓	58.6	75	RED	63.1	70	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q	3,650	↑	2,280	3,500	GREEN	2,760	3,000	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.3	↓	5.0	3.5	AMBER	5.25	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	278.9							
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	83.4	↑	79.1	80	GREEN	69		
SCS05	Percentage of cases closed by SCS stepped down	H	M	22.7	↔	22.7	24	AMBER	22	20	GREEN
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M				80		59		
EYPS7	Rate of re-offending by CYP	L	Q	36.0	↑	37.5	29	RED	35.5	30	RED

Summary

- The percentage of schools judged to be Good or Outstanding has risen to 85.9% from 84.0% in the previous quarter. This is in line with the 2015-16 target of 86%.
- The percentage of eligible 2 year olds taking up a free early education place has fallen by 2.5% since the last quarter to 67.1%, which is almost 7% below the 2015-16 target of 74%.
- The percentage of EHCPs issued within 20 weeks has risen slightly from 87.3% in the previous quarter to 88.3%. This is less than 2% below the 2015-16 of 90%.
- The number of primary school age permanent exclusions has fallen by 14 from 43 in the previous quarter to 29, which is now better than the 2015-16 target of 32.
The number of secondary school age permanent exclusions has fallen by 10 since the last quarter to 57; therefore the 2015-16 target of 32 has not been met.
- The percentage of cases closed by Early Help Units with outcomes achieved has risen to 83.4% from 79.1% in the previous quarter (revised figure) and is now above the 2015-16 target of 80%.

Directorate Scorecard - Kent

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 Kent Outturn	DOT	2013-14 Kent Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73	↑	69	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A	16	↑	19	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	80	↑	79	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM gap	L	A	21	↔	21	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	57.3	↓	58.0	59	AMBER	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM gap	L	A	33.8	↑	34.3	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A	87.0	↑	86.1	86	GREEN	87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM gap	L	A	17.0	↑	20.4	16	AMBER	15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A	56.1	↑	54.3	58	AMBER	60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM gap	L	A	30.2	↑	32.2	23	RED	20	18	16	
SEN10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A	2.9	↓	2.8	2.7	AMBER	2.6	2.5	2.4	
EYPS2	Percentage of parents getting first preference of primary school	H	A	85.8	↑	84.9	86	AMBER	86	86	86	
EYPS3	Percentage of parents getting first preference of secondary school	H	A	80.5	↓	83.2	85	RED	85	85	85	
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	5.2		7.0	4		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	10.3		8.7	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age based on 15% threshold	L	A	2.5	↓	2.3	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A	7.1	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age based on 15% threshold	L	A	6.4	↓	6.2	5.5	AMBER	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A	13.7	No previous data available					13	11	10

Directorate Scorecard - Ashford

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	93.6	↑	91.5	86	GREEN	89.6	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	91.7	↑	90.0	93	AMBER	92.9	92	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	67.4	↓	68.4	74	RED	57.7	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	85.0	↓	87.9	95		82.5	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	67.4	↑	61.2	75	RED	64.1	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.4	↓	3.9	3.5	AMBER	4.78	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	290.8							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	79.5	↑	78.6	80	AMBER			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Ashford

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.2	↑	66.0	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	16.2	↓	13.5	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	77.8	↑	77.0	83	RED	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	18.2	↓	17.9	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	52.2	↓	54.7	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	30.9	↓	28.9	29	AMBER	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.0		5.8	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	1.9	↓	1.7	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	6.0	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	8.2	↓	6.0	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	17.3	No previous data available					13	11	10

Directorate Scorecard - Canterbury

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	1			2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	81.8	↑	77.3	86	RED	76.1	82	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	89.7	↑	88.1	93	AMBER	93.0	92	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	76.7	↓	80.0	74	GREEN	63.1	65	AMBER
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	90.9	↑	84.5	95		75.5	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	3	↔	3			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	63.0	↓	73.0	75	RED	73.7	70.0	GREEN
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.9	↓	5.3	3.5	RED	4.98	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	266.7							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	93.5	↑	72.9	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Canterbury

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.6	↑	69.2	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	16.8	↓	13.5	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	81.8	↑	80.6	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	24.8	↓	17.3	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	52.5	↓	57.1	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	35.5	↓	33.2	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	3.7		10.7	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.7	↓	2.6	2.6	AMBER	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.2	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.4	↑	6.7	5.5	AMBER	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.6	No previous data available					13	11	10

Directorate Scorecard - Dartford

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	85.3	↑	82.9	86	AMBER	82.9	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	89.1	↑	83.3	93	AMBER	91.3	92	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	66.1	↓	70.6	74	RED	59.8	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	80.0	↔	80.0	95		68.3	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	2	↑	3			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	12	↑	13			12		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	51.7	↓	57.8	75	RED	68.7	70.0	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.8	↓	4.7	3.5	AMBER	5.16	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	238.2							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	84.8	↑	57.1	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Dartford

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	72.5	↑	68.1	73	AMBER	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	15.2	↓	6.4	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	82.0	↑	80.0	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	17.0	↓	14.7	14	AMBER	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	68.1	↓	71.6	59	GREEN	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	34.7	↓	31.4	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	6.6		1.8	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.7	↑	3.3	2.6	AMBER	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.0	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	3.7	↑	3.9	5.5	GREEN	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	8.9	No previous data available					13	11	10

Directorate Scorecard - Dover

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	88.0	↑	86.0	86	GREEN	86.0	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	91.1	↑	88.9	93	AMBER	86.5	92	RED
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	65.8	↓	75.2	74	RED	58.7	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.0	↓	88.7	95		84.2	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	3	↑	5			6		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↑	1			0		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	60.0	↓	68.4	75	RED	67.5	70.0	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.5	↓	4.4	3.5	AMBER	5.59	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	373.4							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	100.0	↑	86.0	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Dover

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.9	↑	69.7	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	16.8	↓	5.9	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	81.1	↔	81.1	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	16.1	↑	18.2	14	AMBER	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	53.9	↓	54.7	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	30.3	↓	28.4	29	AMBER	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	12.6		11.9	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.4	↓	2.1	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	6.7	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.4	↑	6.6	5.5	AMBER	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.5	No previous data available					13	11	10

Directorate Scorecard - Gravesham

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↔	2			3		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	75.0	↔	75.0	86	RED	72.7	82	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	82.1	↑	79.3	93	RED	96.4	92	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	42.4	↓	46.2	74	RED	36.2	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	85.7	↓	85.7	95		75.0	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↑	1			1		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	3	↑	8			11		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	42.4	↓	48.6	75	RED	53.9	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	6.5	↓	6.4	3.5	RED	5.81	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	283.3							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	98.2	↑	94.9	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Gravesham

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	63.9	↓	64.7	73	RED	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	26.0	↓	7.1	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	74.9	↓	75.3	83	RED	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	16.6	↑	21.5	14	AMBER	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	60.7	↓	65.0	59	GREEN	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	29.4	↑	31.7	29	AMBER	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.2		6.2	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.1	↓	2.7	2.6	AMBER	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	9.1	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.6	↓	6.0	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.5	No previous data available					13	11	10

Directorate Scorecard - Maidstone

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↔	2			2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	78.9	↑	77.2	86	RED	77.6	82	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	88.9	↑	85.4	93	AMBER	86.6	92	RED
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	61.2	↑	60.4	74	RED	50.7	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.2	↑	86.7	95		78.8	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	2	↔	2			2		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	18	↔	18			13		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	67.7	↑	67.2	75	RED	69.6	70.0	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.1	↓	5.0	3.5	AMBER	4.56	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	259.7							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	77.9	↑	74.3	80	AMBER			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Maidstone

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	75.8	↑	70.5	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	16.5	↓	15.6	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	80.9	↑	76.4	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	24.7	↓	22.2	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	62.7	↓	64.7	59	GREEN	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	35.7	↑	37.1	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.1		10.4	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.6	↓	2.1	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.2	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	5.3	↓	5.0	5.5	GREEN	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.1	No previous data available					13	11	10

Directorate Scorecard - Sevenoaks

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	87.5	↑	83.3	86	GREEN	83.7	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	93.9	↑	92.5	93	GREEN	88.0	92	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	66.3	↑	64.8	74	RED	52.5	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	90.9	↓	91.9	95		62.5	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	1	↑	3			3		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	6	↔	6			7		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	44.0	↓	57.1	75	RED	69.0	70.0	AMBER
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.2	↑	4.3	3.5	AMBER	3.87	4.0	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	195.8							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	92.3	↑	86.7	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Sevenoaks

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	76.7	↑	73.1	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	15.2	↑	18.7	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	85.5	↑	82.4	83	GREEN	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	32.4	↓	22.4	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	39.8	↓	41.0	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	19.4	↑	20.4	29	GREEN	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	25.8		23.6	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.4	↓	1.9	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	6.3	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	7.2	↓	6.7	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.2	No previous data available					13	11	10

Directorate Scorecard - Shepway

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	2	↓	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	85.4	↑	82.9	86	AMBER	78.0	82	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	87.2	↑	81.3	93	RED	84.6	92	RED
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	83.5	↑	82.3	74	GREEN	71.1	65	GREEN
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	100.0	↔	100.0	95		95.0	90	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	3	↑	7			5		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	10	↓	7			3		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	54.3	↓	62.2	75	RED	64.9	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.8	↓	4.3	3.5	AMBER	6.07	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	334.0							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	60.8	↓	66.7	80	RED			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Shepway

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	70.4	↑	67.9	73	AMBER	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	19.9	↓	9.2	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	79.7	↑	78.8	83	RED	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	18.6	↓	14.1	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	50.3	↓	50.7	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	29.1	↑	29.3	29	AMBER	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	14.5		14.0	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.2	↑	2.4	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.0	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.6	↑	7.3	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.9	No previous data available					13	11	10

Directorate Scorecard - Swale

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	89.1	↔	89.1	86	GREEN	87.3	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	87.7	↑	83.9	93	RED	84.7	92	RED
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	70.0	↑	69.9	74	RED	61.1	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	85.1	↑	82.1	95		75.8	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	7	↔	7			5		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	55.3	↓	61.1	75	RED	59.1	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	7.4	↓	6.3	3.5	RED	7.15	4.0	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	298.3							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	85.5	↑	77.2	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Swale

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	72.0	↑	67.5	73	AMBER	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	18.7	↓	9.4	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	79.3	↑	76.3	83	RED	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	18.6	↓	14.6	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	53.7	↑	47.3	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	34.4	↑	35.7	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.3		4.4	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	3.1	↓	2.2	2.6	AMBER	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.3	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	7.2	↑	9.1	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.9	No previous data available					13	11	10

Directorate Scorecard - Thanet

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↑	2			2		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	80.5	↑	78.0	86	RED	76.2	82	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	90.2	↑	87.8	93	AMBER	83.3	92	RED
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	69.8	↓	73.5	74	RED	66.8	65	GREEN
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	91.0	↓	92.7	95		75.9	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	4	↑	8			13		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	51.3	↓	55.4	75	RED	60.1	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.6	↓	5.3	3.5	AMBER	6.51	4.0	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	362.1							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	77.8	↓	85.7	80	AMBER			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Thanet

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	71.1	↑	60.0	73	AMBER	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	15.6	↓	11.2	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	77.9	↑	76.2	83	RED	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	18.5	↓	16.4	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	40.9	↓	45.0	59	RED	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	27.6	↑	28.9	29	GREEN	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	9.6		6.4	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	2.8	↓	2.2	2.6	AMBER	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.7	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	6.2	↓	6.1	5.5	AMBER	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	12.8	No previous data available					13	11	10

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	94.6	↑	92.9	86	GREEN	87.7	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	95.7	↑	94.4	93	GREEN	94.0	92	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	67.2	↓	71.0	74	RED	61.5	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	82.1	↓	82.6	95		86.2	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	4	↔	4			6		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	6	↑	9			6		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	48.0	↑	45.5	75	RED	59.5	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	4.7	↓	4.4	3.5	AMBER	4.25	4.0	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	240.3							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	84.8	↑	73.9	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Tonbridge and Malling

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	75.7	↑	73.7	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	20.5	↓	13.6	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	82.5	↓	83.8	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	17.9	↓	15.6	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	59.1	↓	60.4	59	GREEN	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	38.0	↓	29.9	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.0		5.9	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	1.8	↑	1.9	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	5.9	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	8.0	↓	7.0	5.5	RED	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.7	No previous data available					13	11	10

Directorate Scorecard - Tunbridge Wells

March 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2015-16	RAG 2015-16	District Outturn 2014-15	Target 2014-15	RAG 2014-15
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	86.0	↔	86.0	86	GREEN	83.7	82	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	88.1	↓	89.8	93	AMBER	91.8	92	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	68.6	↑	68.5	74	RED	57.4	65	RED
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Q				81				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	94.3	↑	86.2	95		70.0	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M								
EH44	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			0		
EH45	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	2	↑	4			6		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	M	42.1	↓	44.0	75	RED	64.6	70.0	RED
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	M	5.2	↓	5.1	3.5	AMBER	3.55	4.0	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	187.4							
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	82.6	↑	81.3	80	GREEN			
SCS05	Percentage of cases closed by SCS stepped down	H	M								
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	H	M								
EYPS7	Rate of re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Tunbridge Wells

March 2016 Data

Annual Indicators		Polarity	Frequency	2014-15 District Outturn	DOT	2013-14 District Outturn	Target 2014-15	RAG 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	78.3	↑	74.0	73	GREEN	77	81	85	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	22.9	↓	14.1	11	RED	10	9	8	
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A	80.7	↑	79.8	83	AMBER	Indicator no longer applicable			
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	New indicator - data not available until August 2016					82	84	86	
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A	35.8	↓	20.7	14	RED	Indicator no longer applicable			
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	New indicator - data not available until August 2016					19	17	15	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	74.9	↑	73.2	59	GREEN	Indicator no longer applicable			
SISE12a	Average score at KS4 in Attainment 8	H	A	New indicator - data not available until September 2016					To be confirmed			
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	36.1	↑	37.9	29	RED	Indicator no longer applicable			
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	New indicator - data not available until October 2016					To be confirmed			
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				86		87	90	92	
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				16		15	14	13	
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				58		60	65	70	
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				23		20	18	16	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7	RED	2.6	2.5	2.4	
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		4	5	5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	12.0		12.6	10		9	8	7	
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A	1.9	↑	2.3	2.6	GREEN	Indicator no longer applicable			
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	5.4	No previous data available					8	8	7
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A	5.4	↓	4.2	5.5	GREEN	Indicator no longer applicable			
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.2	No previous data available					13	11	10

Data Sources for Current Report

March 2015 Data

Code	Indicator	Source Description	Latest data Description	Latest data release date
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Ofsted published inspection reports (MI Database)	Inspections data as at March 2016	April 2016
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at March 2016	April 2016
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 March 2016	April 2016
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 March 2016	April 2016
EH31	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted reporting	Snapshot as at March 2016	April 2016
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at March 2016	April 2016
EYPS1	Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data		
EH44	Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to March 2016	April 2016
EH45	Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to March 2016	April 2016
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 March 2016	April 2016
SISE49	Number of apprenticeships 16-18 year olds	Quality Data Services	Data as at March 2016	April 2016
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of March 2016	April 2016
EH02	Rate of notifications received per 10,000 0-18 population(rolling 12 months)	Early Help module	Rolling 12 months up to March 2016	April 2016
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at March 2016	April 2016
SCS05	Percentage of cases closed by SCS stepped down	Early Help module / Liberi	YTD March 2016	April 2016
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	Early Help module		
EYPS7	Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for July 2013 to June 2014 cohort	April 2016
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2014-15 DfE published (LA) & Keypas (District)	Oct 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 DfE published (LA) & Keypas (District)	Nov 2015
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	Test/TA results for end of academic year	2014-15 DfE published (LA) & Keypas (District)	Dec 2015
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		New indicator - data not available until August 2016	
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 DfE published (LA) & Keypas (District)	Dec 2015
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		New indicator - data not available until August 2016	
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2014-15 DfE published (LA) & Nova (District)	Jan 2016
SISE12a	Average score at KS4 in Attainment 8		New indicator - data not available until September 2016	
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2014-15 DfE published (LA) & Nova (District)	Jan 2016
SISE19a	Average score at KS4 in Attainment 8 - FSM gap		New indicator - data not available until October 2016	
SISE43	Percentage of young people with Level 2 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE45	Percentage of young people with Level 3 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2015	July 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
EH46	Percentage of pupils who are persistently absent - primary school age based on 15% threshold	Annual data based on Terms 1 to 5, Years 1 to 11	2014-15 MI Calculations	Jan 2016
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold		Final annual data to be published after end of 2015-16 academic year	
EH47	Percentage of pupils who are persistently absent - secondary school age based on 15% threshold	Annual data based on Terms 1 to 5, Years 1 to 11	2014-15 MI Calculations	Jan 2016
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold		Final annual data to be published after end of 2015-16 academic year	

Indicator Definitions

Code	Indicator	Definition
SISE31	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.
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).
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
EH31	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.
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.
EH4	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.
EH4	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.
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Definition to be confirmed.
SISE49	Number of apprenticeships 16-18 year olds	The number of young people aged 16-18 starting an apprenticeship. Source: National Apprenticeships Service.
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).
EH02	Rate of notifications received per 10,000 0-18 population	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EHPS excluding the notification types that were "SCS" or "CDT".
EH16	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were sent to Units at Early Help Record stage. It is calculated from the completion date of the closure form. Closure outcomes used are those which contain "Outcomes achieved".
SCS05	Percentage of cases closed by SCS stepped down	The proportion of all cases closed by SCS within the period where the referral end reason was recorded as being step-down. This data comes from SCS Management Information.
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	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.

Page 143

Indicator Definitions

Code	Indicator	Definition
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
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.
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
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.
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.
SISE19	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.
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.
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.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) 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).
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.
EH46	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.
EH47	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.