

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

**Wednesday, 1st February, 2017**

**10.00 am**

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





## AGENDA

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

**Wednesday, 1 February 2017 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Jemma West**  
Telephone: **03000 419619**

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

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

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

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

Labour (2) Mr G Cowan and Mr R Truelove

Liberal Democrat (1): Mr M J Vye

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

#### **Webcasting Notice**

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#### **UNRESTRICTED ITEMS**

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

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

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

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

A4 Minutes of the meeting held on 23 November 2016 (Pages 9 - 20)

To consider and approve the minutes as a correct record

A5 Verbal updates

To receive verbal updates from the relevant Cabinet Members and Corporate Director for Education and Young People's Services portfolio.

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

B1 16/00135 Proposal to enlarge Wickhambreaux CE Primary School, The Street, Wickhambreaux, Canterbury, CT3 1RN (Pages 21 - 46)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services which asks the Committee to consider and endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to authorise the Corporate Director to issue a public notice, allocate £350k from the Education and Young People's Service Capital budget, authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and to 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.

B2 16/00140 - Proposal to increase capacity at Minster-in-Sheppey Primary School (Pages 47 - 56)

To receive a report from the Corporate Director for Education and Young People's Services and the Cabinet Member for Education and Health Reform asking the Committee Members to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to allocate £1.3m from the Education and Young People's Services Capital budget; authorise the Director of Infrastructure in consultation with the General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and 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.

B3 16/00141 - Proposal to make prescribed alterations to Stone Bay (Community Special) School (Pages 57 - 64)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services which asks the Committee to consider and endorse, or make recommendations to the Cabinet Member on the decision to authorise the Corporate Director to issue a public notice, allocate funding from the Education and Young People's Service Capital budget for accommodation works, authorise the Director of Infrastructure

in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and 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.

- B4 17/00012 - Proposed Co-Ordinated Schemes For Admissions to Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2018 /19 (Pages 65 - 172)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services, and to consider and endorse or make proposals to the Cabinet Member on the proposed decision to accept and determine the co-ordinated schemes for Primary and Secondary Admissions in Kent, the In-Year Admission process for Primary and Secondary schools in Kent and the admission arrangements for the 2018/19 school year.

- B5 17/00011 - Proposal to change the age range of Saint George's Church of England School (Pages 173 - 178)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services which asks the Committee to consider and endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to allocate £7.1m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation, authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council, and 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.

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

- C1 Reducing Exclusions and Improving Attendance in Kent (Pages 179 - 184)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services which asks the Committee to note and endorse: the development of a more preventative and advisory approach in supporting schools to improve attendance and to reduce exclusions; the revised Code of Practice for issuing education related penalty notices and a streamlined attendance enforcement team to ensure consistency and effectiveness across Kent, and the positive impacts that the new Service has made in improving attendance and reducing exclusions.

- C2 EYPS Systems Refresh Programme - Briefing Note (Pages 185 - 188)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director, Education and Young People's Services which asks the Committee to note the update and the progress achieved in taking the specification to market, awarding the contract to Servelec, and starting the implementation process.

C3 Schools' National Funding Formula - Government Consultation (Pages 189 - 200)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director, Education and Young People's Services which asks the Committee to note the proposals within the Department for Education consultation, and make suggestions to the Cabinet Member on any issue which should be reflected in the consultation response.

C4 Early Years National Funding Formula (Pages 201 - 216)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director, Education and Young People's Services which asks the Committee to note the main points from the Government's response to its earlier consultation and the implications for Kent and its Early Years providers

C5 Work Programme 2017-18 (Pages 217 - 224)

To receive the report from the Head of Democratic Services that gives details of the proposed Work Programme for the Education and Young People's Services Cabinet Committee.

**D - Monitoring of Performance**

D1 SACRE annual report 2015-16 (Pages 225 - 262)

To receive a report from the Chairman of Kent SACRE and the Corporate Director for Education and Young People's Services which asks the Committee to consider and endorse the draft SACRE Annual Report 2015-16

**E - MOTION TO EXCLUDE THE PRESS AND PUBLIC FOR EXEMPT BUSINESS**

That, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act.

**EXEMPT ITEMS**

E1 Education Traded Services Company update (Pages 263 - 272)

To note the report which gives an update on the development of the Full Business Case for a proposed Education Services Company.

John Lynch,  
Head of Democratic Services  
03000 410466

**Tuesday, 24 January 2017**

*Please note that any background documents referred to in the accompanying papers may be 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 Wednesday, 23 November 2016.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr G Cowan, Mr S C Manion, Mr J M Ozog, Mr C R Pearman, Mrs P A V Stockell, Mr R Truelove, Mr T L Shonk and Mr M J Vye

ALSO PRESENT: Mr P J Oakford, Mr R W Gough, Mr P M Hill, OBE and Dr Bamford

IN ATTENDANCE: Mr P Leeson (Corporate Director Education and Young People's Services) and Ms Jemma West (Democratic Services Officer)

**UNRESTRICTED ITEMS****219. Apologies and Substitutes**

*(Item A2)*

Apologies for absence had been received from Mr Northey, Mr Burgess, Mr Roper and Mr Tear.

**220. Declarations of Interest by Members in items on the Agenda**

*(Item A3)*

There were no declarations.

**221. Minutes of the meeting held on 22 September 2016**

*(Item A4)*

RESOLVED that the minutes of the meeting held on 22 September 2016 were correctly recorded and that they be signed by the Chairman.

**222. Verbal updates**

*(Item A5)*

1. Mr Gough, Cabinet Member for Education and Health Reform, gave the following update:
  - (a) There were three funding related issues, which were potentially coming to a head. The first of which related to overall Social Care funding and the National funding formula. KCC was part of the F40 group of relatively underfunded local authorities. There had been a campaign over a period, to address some rebalances nationally. This was something which was taken up by Government in a consultation paper earlier in the year. Emerging from this were a set of proposals, which were of some concern. Although from the point of view of Kent Schools, funding formula changes

were likely to be helpful, at the same time, the degree of separation away from high needs funding was a cause for concern. The government did have a number of proposals as to how the risks associated with high needs funding might be dealt with, but it was not seen at this time to be substantial. There was a large scale consultation. The new Education secretary took the view that she needed time in her new role to digest the information, and therefore deferred the decision, which has caused concern for schools. It was hoped that information would be available before Christmas.

- (b) Secondly, in relation to the Education Services Grant (ESG), the Government had sent out proposals in a consultation document on academisation, that local authorities should remove their duty on school improvement, and take a step back in the summer of 2017. With that, the ESG, which was set to be phased out anyway, would function for a few months in 17/18 then disappear completely. This would leave KCC with a £4million funding shortfall, growing in the following financial year. It seemed a strange way to rush things even if it took seriously the Governments proposals to have full academisation of the system by 2022. This proposal had now gone, the legislation was not at the moment being brought forward any time soon to remove the local authority statutory duty around school improvement, and yet the funding was set to go by the summer of 2017. The Leader of the Council had raised this at Ministerial level.
- (c) The final financial element was the Early Years Funding consultation. KCC had responded a couple of months ago. Concerns were that the government has brought proposals which would in theory modularise funding across the country. In fact, the changes proposed had relatively little to do with modularisation and would not be favourable to Kent. There would be an effect on Kent providers. There were particular concerns about proposals for withdrawing quality premium, which would affect a number of provisions. It was not in the interests of Kent providers, and did not tackle government concerns.

All three of the above issues were a cause for concern.

- 2. Mr Oakford, Cabinet Member for Specialist Children's Services, then gave the following update:
  - (a) He had recently attended a day out with the Social Work team in Maidstone, looking at the work they do.
  - (b) He had also met with Children in Care and Care Leavers Council which was a very interesting meeting, looking at the challenges they had been facing.
  - (c) He also attended a UASC summit on 13 November, which had been followed up earlier in the month with a meeting with the Immigration Minister, talking about some of the challenges faced in Kent around UASC, in particular, the dispersal scheme and financial support. From that meeting, KCC were invited to bid for some DCLG funds which had been

made available, which would be instrumental in supporting the application for grants, in order to help off-set some of the money being spent on services around UASC. The government had committed to help with the dispersal programme. There were 245 young people through the arrival season last summer, who had been dispersed outside the borders of Kent. These young people were now in other local authority areas, with independent fostering agencies, and surely those local authorities should take on this responsibility for the young people. The Government had agreed to help Kent address this.

- (d) He had also visited the team at Polton's Family Centre at Dover, spent half a day there, listening to some of the challenges they faced.
- (e) The following day was the Children's Commissioner Take-over challenge day, where children would be coming in to take his job over for a day. He felt it would be an interesting day for them. It would be run as a day that Mr Oakford would have, and so the service had put together a paper on Accommodation for Care Leavers and the children could question and challenge officers. The same would be done for fostering, and they would then be spending time with the management of Early Help prevention, and going through a score card. He stated he was very much looking forward to the day.
- (f) He advised that a letter had been sent to the Children's Minister regarding outside placements, where other local authorities were placing in Kent. The joint letter had been signed by himself, plus the Chief Constable, the Police and Crime Commissioner, and the Leader of the council. Some weeks ago he had sent a letter on the same subject to the Children's Commissioner. A response had now been received, and Mr Segurola and himself would be meeting with the Commissioner to discuss what could be done about other Local Authorities placing children in Kent. It had increased by about 60 in the last 12 months, and it was becoming a major problem in some areas in Kent. It was a particular problem for the Police as a lot of the vulnerable young people from other authorities didn't have the support they needed.
- (g) UASC – there had been 16 arrivals in the last six weeks, so numbers were dropping off substantially. Last October there had been 2012 arrivals, and only 20 this October. With regard to the dismantling of the Calais jungle, none of those young children had come into Kent, but had been dispersed around the country via the detention centre at Croydon. The only ones who had come back into Kent were those who already had families established in the county. There were four young people who had family members living here, and were reunited with their families. The Dubs amendment children had gone straight through Croydon and been dispersed. The UASC population had dipped and gone down to 1,311. The reason for this was that a lot of young people were reaching 18, and leaving the area of responsibility that KCC had for them. There were 710 under 18's and 600 over 18's. Around 140 would turn 18 on 1 January, meaning that care leavers would become the major cohort for UASC. The grant from government did not cover care leavers, and the shortfall this year was £2.5million. Further conversations were taking place with the minister regarding this.

3. Mr Hill, Cabinet Member for Community Services, then gave the following update:

(a) On 5 November, there had been a celebration for the Duke of Edinburgh awards 60<sup>th</sup> Anniversary. Kent is one of the largest and most successful license holders in the Country. A year ago, he had been lucky enough to go to St James's Palace to see a room full of Kent award winners. The awards event had been held at the Detling Showground, attended by over 200 volunteers. The purpose of the event was to thank everyone for the effort that had been put in. The Lord Lieutenant had also been present.

(b) On 22 November, he had attended the annual Spirit of Try Angle Awards in its 22<sup>nd</sup> year. The awards were to celebrate the achievements of young people who had tackled adversity. There was one particularly moving story about a young carer. The overall winner was announced by the Lord Warden of the Cinque Ports.

4. Mr Leeson, Corporate Director for Education and Young People's Services, then gave the following update:

(a) The Ofsted inspections for schools in Kent were approaching 91% for good and better outcomes, this included 91% in Primary schools, 85% in Secondary schools and nearly 100% in Special schools. This was a good foundation for further improvement.

(b) NEETS (Not Employed or in Education or Training)– enormous work had taken place over the last few months and the latest figures showed the NEET figure had reduced to only 2.5% which was a very good improvement from where Kent was previously, at around 5%. The destination figure was 94%, which was a high figure of young people going on to another destination such as college, sixth form or apprenticeships. In terms of the participation figure post 16, 88% participated at age 16 plus, which was 2% above national average. However, this was only at 80% for Year 13 (17 year olds), where the drop-out rate was an ongoing challenge. It was a good improvement from the previous year.

5. Mr Oakford then responded to questions by members and made points including the following:

(a) The dispersal programme should be made mandatory, but the government did not have any plans to do this at present. In the last four months, there had been 125 young people dispersed around the country through the programme since the voluntary scheme had been introduced. This had not eaten into legacy cases, and these children had established a life in the area, such as friendships, schools, accommodation making it difficult to move them at this point. This was why the focus was now on the 245 already outside of the county. It was important to get other local authorities to take financial responsibility and support for these young people. Next year, Kent would be expecting over 1,000 care leavers, which was a huge budgetary burden.

- (b) There had been excellent support from Kent MPs, two of whom had raised questions in the House of Commons. They had also given lots of support in lobbying.

6. Mr Leeson also responded to questions by members and stated that there had been an improvement on NEET figures across the board. He stated that he would circulate the numbers by district to Members.

7. Mr Gough then responded to questions by members and made points including the following:

- (a) In terms of the formula for Early Years funding, the government proposals did seek to address availability of school places. However, the deliverability of such a scheme was up for grabs.
- (b) There had been lots of work into apprenticeships, such as the introduction of an apprenticeship levy, and there were quite significant developments.
- (c) There had not been a brief from the Secretary of State, but it was hoped to see the results of the national funding consultation soon.

8. RESOLVED that the verbal updates be noted.

### **223. Meeting dates 2017/18**

*(Item A6)*

RESOLVED – that the Committee meeting dates for 2017/18 be agreed.

### **224. 16/00099 Proposed changes to Oakley (Special) School - Tunbridge Wells**

*(Item B1)*

*(Mr J Nehra, Area Education Officer – West Kent attended the meeting for this item).*

1. Mr Nehra introduced the report which set out the results of the public consultation on the proposed changes to Oakley (Special) School, Pembury Road, Tunbridge Wells.
2. RESOLVED – That the proposed decision of the Cabinet Member for Education and Health Reform to:

Issue a public notice to:

- (i) increase the designated number of places from 218 to 242
- (ii) extend the lower age range at Oakley (Special) School to age 2 for 1st September 2017 in order to develop an observation and assessment nursery provision

And, subject to no new objections to the public notice

- (iii) Implement the proposals for 1 September 2017.
- (iv) Allocate £586,000 from the Education and Young People's Services Capital Budget

- (v) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council.
- (vi) 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, be endorsed.

**225. 16/00100 Proposal to expand Harrietsham CEP School**

*(Item B2)*

*(Mr J Nehra, Area Education Officer – West Kent attended the meeting for this item).*

1. Mr Nehra introduced the report which set out the results of the public consultation on the proposed changes to Harrietsham CEP School, Maidstone.
2. Mr Nehra advised that there was a risk in terms of the additional land which needed to be acquired to provide appropriate facilities. He suggested that the recommendation in the report be amended to include the wording 'subject to planning approval'. The Committee agreed to this amendment.
3. RESOLVED – That the proposed decision of the Cabinet Member for Education and Health Reform to:

Issue a public notice to:

- (i) Expand Harrietsham CEP School, West Street, Harrietsham, Kent ME17 1JZ from 210 to 420 increasing the published admission number (PAN) from 30 to 60 for Year R entry for 1 September 2018, subject to planning approval.

And, subject to no new objections to the public notice

- (ii) Implement the proposals for 1 September 2018.
- (iii) Allocate £3 million from the Basic Needs budget, which over a period of time will be offset by approximately £1 million from developer contributions.
- (iv) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) 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, be endorsed.

**226. 16/00070 The Commissioning Plan for Education Provision in Kent 2017-2021**

*(Item B3)*

*(Mr K Abbott, Director of Education Planning and Access, and Mr D Adams, Area Education Officer – South Kent, attended the meeting for this item).*

1. Mr Gough, Cabinet Member for Education and Health Reform introduced the report which set out the Commissioning Plan for Education Provision in Kent 2017-21. He extended his thanks to Mr Adams and Mr Abbott for their work.
2. Mr Leeson then added that the plan had been successful to date, and always delivered the required number of places. He asked thanks to be recorded to the schools who had helped in delivering the plan, as well as property colleagues.
3. Mr K Abbott and Mr D Adams also added the following points:
  - (a) To emphasise the scale of the task faced, over the past 4 or 5 years, colleagues in schools and in Education had put in additional provision for 15,000 new students, and over the next 5 to 6 years, they would need to do the same again for a further 23,000 students. 164 forms of entry needed to be provided in the next 4 to 5 years. Primary enrolments were not expected to peak until 2030, so substantial additional provisions were needed in primary schools due to the high birth rate.
  - (b) Next week, they were meeting with the Delivery Manager for the South East for the EFA to look at the position statement on individual free school projects, looking at legal, planning, contractors and acquisitions to assess risks.
  - (c) Rebecca Spore would be meeting with the EFA in early December to push the idea of Kent taking on the local delivery of free school projects.
  - (d) Significant uplift was continuing, with housebuilding increasing. Migration and house building continued to be the key driver on pupil number pressures in Kent.
  - (e) Additional capacity was needed in the SEN section which could only be delivered through new free schools. There was no government funding for SEN specialist provisions, so it was hoped to secure this via the free school route.
4. Mr Gough then responded to some of the questions raised, and made points including the following:
  - (a) The outcome of the bid for Early Years funding was not yet known, but it was a limited pot.
  - (b) The free for two scheme had been successful in boosting take up rates.
  - (c) As stated in the response to Early Years consultation, the 30 hours was a desirable aspiration, but the government had clearly not been able to support this with funding to make it viable.
  - (d) In terms of local insight, dialogue had taken place with District Councils, Dioceses and Archdioceses regarding the Plan, and there was also scope for Members to feed any further comments in to the Plan prior to the Cabinet Meeting on 9 January 2017.
  - (e) There were no proposals presently around capacity at Edenbridge, but he was aware of the issues, particularly around transport, and was keeping a watching brief.
5. Mr Leeson then added the following points in response to Members questions:
  - (a) Free school applications were required to have new schools, including SEN provisions, although it was unclear how good quality provision could

be ensured. There had been two or three new free schools started up, but unfortunately their SEN provisions were not yet operating which was a cause of concern. It was vital to ensure new free schools had specialist resource provision.

- (b) The biggest area of need was autism, speech and language, and emotional and behavioural needs. It was hoped more provision would come through the free school programme, but Kent were also working on a policy to support existing schools to have more specialist resource provision.
- (c) In terms of Early Years, most provision was made through the private and voluntary sectors who were not always in the appropriate location for some families. The team continued to work on securing provisions in the locations needed.
- (d) 84% of 3 and 4 year olds took up the free provision of 15 hours per week and 70% took up the free for two scheme which was aimed at two year olds. This was a concern that there were 30% not taking this up, and Kent should continue to push for this to increase.
- (e) Data around where the provision was, and where there were difficulties was available and he was happy to release this information to Members.

6. Mr Abbott and Mr Adams then responded to questions by Members and made the following points:

- (a) The rules had changed the previous year so that Kent could not undertake any more prudential borrowing to support the education capital programme. The table set out in 3.2 of the report showed the residual already agreed prior to this, to fund special schools.
- (b) The majority of well-established house building companies valued school builds within their developments, and were keen to have the provision there, at the expense of other bits of infrastructure. The market was strong at present, and Kent had been able to deliver 20% of the capital programme using developer contributions. It continued to be an area for monitoring.

7. RESOLVED that the recommendation to Cabinet to approve the Commissioning Plan for Education Provision in Kent 2017-21, be endorsed.

## **227. Early Years and School Performance in 2016 - National Curriculum Test and Public Examination Results**

*(Item C1)*

1. Mr Gough, Cabinet Member for Education and Health Reform introduced the report which provided a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs) and GCSE and post 16 results for 2016, and included comparison to national data where available. It also reported on the achievements of vulnerable groups and achievement gaps in each Key Stage. The data was not final validated data so outcomes were provisional until January 2017, and some national comparative data was still unavailable for some indicators.

2. Mr Leeson then added that the trend continued to be upwards in terms of outcomes. He expected to have more information around progress measures in



Primary. The progress data in Primary, should be available in December/January. He also highlighted that the National data on achievement gaps was not yet available.

3. Mr Leeson then responded to questions from Members and made points including the following:

- (a) Progress and outcomes were the top priority for schools. He welcomed new progress measures, as he felt success should be measured by the progress of all children from their starting points. Schools were increasingly being judged on acceleration of progress to match other children. The OFSTED framework had always focussed on progress rates for children and young people, and gaps. There had been a shift in expectations, and more understanding in schools that it was the job of the school to look for expected and better than expected for individual children.
- (b) Kent had a collaborative approach with schools, and this has helped the quality of leadership in schools to improve.
- (c) There were a range of new qualifications available for pre and post 16, which were more likely to encourage young people onto the next step of their education. There was a transitional period towards a more high quality vocational skills system and the Government was driving this forward. More schools were taking up the new qualifications overall in Kent, but there was still a predominantly academic A level Programme in school sixth forms, which needed to be more blended. There were still barriers to young people wanting to access the new qualifications, such as a requirement for level 2 English and Maths. There were 21 High schools in Kent now offering the International Baccalaureate Careers Related programme qualification. A conference was being held the following day focussing on these areas, attended by 60 schools in Kent to look at the different 14-19 pathways available.
- (d) 70% of High schools in Kent were academies, so comparisons between KCC maintained schools and academy schools was difficult. Capacity to deliver good progress measures had been variable this year across all types of school. It was a mixed picture, and there was no clear pattern.

4. RESOLVED that the following be noted:

- (i) The Improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and A Level and technical qualifications at Post 16.
- (iii) The areas that still required improvement and the priorities for actions to ensure that further improvement was achieved in 2017.

## **228. Teacher Recruitment and Retention Activity for 2016**

*(Item C2)*

1. Mr Gough introduced the report which gave an update on Teacher Recruitment and Retention Activity for 2016 and key issues in relation to teacher recruitment and retention in Kent schools.

2. Mr Leeson then added that the supply of teachers was still an issue, and retention was key, as around 25-30% of newly qualified teachers were being lost in the first five years of teaching. He then responded to questions of Members and made points including the following:

- (a) There were a range of measures available to address teacher wellbeing, and more schools were looking at ways to take care of their staff. Collaboration between schools did have an impact.
- (b) Teaching engagement and enjoyment were important, and timetables included a rich diet of art and sports to increase motivation of pupils.
- (c) There had always been difficulties recruiting male teachers to primary schools.
- (d) Recognition of the achievements of all involved in the retention work was important, and credit should be spread widely.

3. RESOLVED that the report be noted.

**229. The process around identifying school sites as surplus to requirements**  
*(Item C3)*

*(Mark Cheverton, Senior Asset Manager, KCC, and Rod Lemerle, Disposals Surveyor, GEN2 attended the meeting to present the report).*

1. Mr Cheverton introduced the report which set out the current process around identifying school sites as surplus to requirements.

2. Mr Cheverton responded to one of the questions raised by Members and advised that options were being considered for disposal of the Gap House School in Broadstairs, including exploration of development proposals, but there was no decision as yet.

3. RESOLVED that the details of the process around identifying school sites as surplus to requirements be noted.

**230. Performance Scorecard**  
*(Item D1)*

1. Mr Leeson, the Corporate Director for Education and Young People's Services introduced the report which gave an update on current performance against targets and milestones, as set out in the Strategic Priority Statement, Vision and Priorities for Improvement and service business plans.

2. RESOLVED that the report be noted.

**231. Work Programme 2017**  
*(Item D2)*

1. RESOLVED that the work programme for 2017 be agreed.

**232. Education and Young People's Services Strategic Vision and Priorities for Improvement 2017-2020**  
*(Item D3)*

1. Mr Leeson, Corporate Director for Education and Young People's Services introduced the report which provided:

- (i) An updated draft Education and Young People's Service Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2017-2020 document, which detailed the headline priorities and targets for the EYPS Directorate for 16/17 onwards;
- (ii) An assessment of progress and achievements against key targets in 15-16, supported by key service developments and improvements.

2. RESOLVED that:

- (i) The refreshed draft EYPS Strategic Vision and Priorities for Improvement 2017-20 document attached as an appendix to the report; and
- (ii) The progress made in delivering EYPS priorities for 2015-16 and the proposed priorities and targets for 16-17 and beyond, as the right focus and challenge to secure further improvements in outcomes, be noted.

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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 –  
1 February 2017

**Subject:** Proposal to expand Wickhambreaux by 35 school places starting from September 2018

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Canterbury South East (Michael Northey)

**Summary:** This report sets out the results of the public consultation on the proposal to expand Wickhambreaux CE Primary 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) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand the capacity of Wickhambreaux CE School from 105 to 140 pupil places, with a published admissions number of 20 from September 2018 (subject to planning permission being granted);
- b) Allocate £350k from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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.

## 1. Introduction

1.1 The Canterbury district section of the Kent Commissioning Plan for Education Provision 2016-20 identified a future pressure in the Littlebourne and Wickhambreaux Planning Area. The 2017-21 edition of the Commissioning Plan presented to Cabinet Committee on 24 November also identifies a growing need for additional primary school places in the planning area, with a predicted deficit of up to 7 Reception Year places.

1.2 A new housing development of 85 units is planned for Littlebourne. The expected pupil product from this development is 20 primary aged pupils. The primary contributions at expansion rates will be allocated to the capital project planned for Wickhambreaux CE Primary School.

## **2. Proposal**

2.1 It is proposed to permanently increase the capacity of Wickhambreaux CE Primary School from 105 places to 140 places. The PAN for the school will increase from 15 to 20 for Reception Year entry in September 2018 and subsequent years.

2.2 There is currently a planning application in for the school to be provided with new facilities. A small extension will create a new group space. The school currently has a staff room that doubles up as a classroom. This will be extended to give the school a room that will be a dedicated classroom and a store room will be extended to create a staffroom.

2.3 This report sets out the results of the public consultation, which took place between 7 November and 5 December 2016. A public meeting was held on 21 November 2016.

## **3. Financial Implications**

a. Capital – A feasibility study has been completed and the design has been developed. The estimated cost of the expansion is £350k. Developer contributions towards the project amount to £180k.

b. Revenue – The School will receive increased funding through the Delegated Budget. The rising roles will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource a new classroom which at present is at a value of £6,000 per classroom.

c. Human – The School will not need to appoint additional staff as it has sufficient staff to cater for the additional 5 pupils per year group.

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

4.1 These proposals will help to secure our ambition that “Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve”. as set out in Vision and Priorities for Improvement 2016-2019.

4.2 The Commissioning Plan for Education Provision in Kent 2016-20 identified the need to commission the extra provision in the rural area of Littlebourne and Wickhambreaux. The Plan mentioned a specific need to increase capacity at Wickhambreaux CE Primary School.

## **5. Consultation Outcomes**

- 5.1 A total of 132 written responses were received. A summary of the comments received is provided at Appendix 1.
- 5.2 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.
- 5.3 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. Views**

- 6.1 The view of the Local Member:

*Cllr Michael Northey - Member for Canterbury South East*

“I support the expansion of places at this wonderful school. In the past local children living only a few hundred yards away have sometimes found it very difficult to gain places as the school is so popular. However I very much recognise the particularly difficult parking problems around the school area, which persist all day. It is the one parish council, of the many which I attend, where even at 7.30 pm I find it almost impossible to find a parking space. So I recommend that in order to extend the school a realistic traffic and travel plan is put into place for the twice-daily school run.”

- 6.2 The view of the Headteacher and Governing Body:

*Ann Campling, Headteacher and Claire Dwyer, Chair of Governors*

The School already exceeds its 105 capacity, due to a variety of circumstances and lacks space with which to accommodate all aspects of school life. Most notably, there is no staff room accommodation for staff to have lunch, or meet to discuss professional issues.

The School has written the School Travel Plan which it has sent to the Architect for inclusion in the planning application. This Travel Plan puts forward suggestions to mitigate any foreseen parking problems. The parking problems currently are a community problem, not purely a School issue.

As the Proposal is to only increase the School roll by 5 pupils for year, we feel the impact will be minimal. The capacity would eventually be 140, but not for several years, as the new intake would be starting in 2018. Our current roll is 111, so this would mean an increase of 29 pupils. Some of these pupils may be from the local area and indeed walk to school and not require transport by car.

The School has done everything in its power to secure its success, and has received two ‘Outstanding’ grades from HMI. It is an asset to the community, to the local Canterbury Teaching Alliance group of schools, and the wider educational community.

The Governors are in full support of this new development for the School, as it is an appropriate juncture for the next steps in development of the education in the local area; it will give opportunities for other local families to choose Wickhambreaux for their children.

### 6.3 The view of the pupils

The children had the opportunity to discuss the proposal in groups. Their views on the proposed extension were positive as it would give the children more space and they would no longer have to do work in the hallway. They were pleased that the staff would be getting a staffroom.

The School Council discussed the issues with the road outside the school. Members of the School Council said that they felt happy, confident and safe because the teachers see them across the road and people in the village are friendly and stop for them.

*Is there anything that could help improve crossing the road?*

- We could have a zebra crossing or portable traffic lights.
- Some cars go too fast, we don't know what the speed limit is but we think it should be 15mph.
- We need a bigger path, but we should make sure all children walk on the path and not the road.

*What do you think about the parking in the village?*

- We think the village needs allocated parking, so as not to park in front of people's houses.
- It's a bit busy, but I feel safe. We should have a drop off space, maybe by the wall.
- We need signs to tell children to walk on the path.
- Cars should not park half on the pavement as it makes the path smaller.
- We need a monitor for a drop off point, with a big sign for the parents so they know where to stop.
- We should do a survey around the school about how safe children feel walking to school.
- Some children ride bikes and their scooters, which is really good.
- We need to make sure that Lorries don't come through the village when it's time for school.
- We think that there should be parking tickets for people staying all day.

*How do you feel about the school having some building work to make it a bit bigger?*

- It will be good for us as long as there aren't too many more children, but if it's a few that will be fine.
- We would like extra space to do work in or catch up on homework.
- We think that it will be good as we don't have much space in school.

### 6.4. The view of the Area Education Officer:

Wickhambreaux CE Primary School is an "Outstanding" school as judged by Ofsted. The school is popular and oversubscribed and for entry in September 2016, 44 applicants selected the school as a preferred choice. This increase of 35 school places will be phased over a 7 year period and will help to meet the predicted shortfall. During the last three years, Wickhambreaux CE Primary School has admitted over its current PAN of 15 in order to provide sufficient places for families living in the village. There are several housing developments proposed in this area, including Littlebourne, Preston and Ash, which may create further pressure in the locality. Issues have been raised during the consultation period regarding traffic and parking and the safety of the children. The design team has worked with the school on a new Travel Plan in liaison with the Parish Council, as part of the planning process.



## 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 The increase in capacity at Wickhambreaux CE Primary School will provide additional primary places in the Littlebourne and Wickhambreaux planning area where a shortfall of Year R places is predicted. The increase is also linked to new housing in Littlebourne. This small enlargement will add an additional five Reception Year places to the capacity per year and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2016 – 2020).

## 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) Authorise the Corporate Director - Education and Young People's Services to issue a Public Notice to expand Wickhambreaux CE Primary School from 105 school places to 140 school places, with a published admissions number of 20 from September 2018 (subject to planning permission being granted);
- b) Allocate £350k from the Education and Young People's Services Capital budget;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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.

## 10. Background Documents

- 10.1 Vision and Priorities for Improvement

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

- 10.2 Commissioning Plan for Education Provision in Kent 2016-20

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

10.3 Consultation Document and Equalities Impact Assessment.  
<http://consultations.kent.gov.uk/consult.ti/Wickhambreaux>

## **11. Contact details**

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## Proposal to expand Wickhambreaux by 35 school places from September 2018

### Summary of Written Responses

Printed Consultation Documents distributed: 150  
 Consultation responses received: 133

A summary of the responses received showed:

	In Favour	Opposed	Undecided	Totals
Governors	2	0	0	2
Staff	19	0	1	20
Parents	72	3	1	76
Other Interested Parties	17	16	2	35
<b>Totals</b>	<b>110</b>	<b>19</b>	<b>4</b>	<b>133</b>

25 of the respondents indicated that they were also a resident, of whom 15 were opposed to the proposal.

Below is a selection of comments that cover the main points and views received during the consultation period.

#### **Parents in favour of the proposal:**

- The staff have given up their staff room in order to provide the children with optimal learning environment and deserve all the support they can get for the outstanding education they provide.
- The proposal would mean such a better way of education for our children and for the people in the village. House prices are reflective of having an amazing school.
- The modest increase in numbers and extension to the school is more than acceptable; it's a great school providing a great education and should not in any way be considered 'exclusive' and have its doors closed to the requirements of others. The school is an asset to the village (keeping it alive!) and will continue to thrive but only if allowed to do so.
- This is the most amazing school but sadly it is lacking in sufficient space. I highly recommend that permission is given to give the go ahead for the extension.
- I have found it to be a wonderful school for both my children. The level of education they receive is tremendous and I would want that to continue, not only for my family, but for the generations of the future who may attend the school.
- We are fully in agreement with the proposal; given that the school offers outstanding provision, it seems sensible to expand that opportunity to an increased number of children. Equally, more children will make a small village school more financially viable, which seems like an entirely pragmatic way forward.
- The extension has been thoughtfully designed and will have no impact on the appearance of the existing building. The school is currently well staffed and I do not see a problem with taking in additional children.
- I find the school an excellent environment that not only provides superb pastoral care, but also strives to bring the most out of every child with a wide range of extracurricular activities. In society where we have so many schools failing and struggling to achieve average levels, I do not understand how there can be any opposition at all to extending and giving funding to an absolutely outstanding school.

- Our daughter is thriving in the school and we would welcome the school having the facilities and ability to provide further opportunities to additional children in the area and appropriate facilities for staff to allow them to continue to support and challenge the pupils.

#### **Parents with Pre-school aged children:**

- I know from having a younger child at pre-school in the area that a place at Wickhambreaux is highly sort after but there is a feeling that there are not many places available and it is difficult to get in. Raising the number of places to 20 per year extends the chance that more local children can go there.
- The proposal is essential in ensuring that our children continue to receive the first class education the school provides, while an increase in the roll number will allow others in the locality to benefit from this provision.
- As a resident of Wickhambreaux village and a parent of a Year 2 pupil and another due to start (fingers crossed) in September next year, I would like to register my husband and my support of the school expansion.
- I have two children at Wickhambreaux CE Primary School who both greatly enjoy their time there and I hope that our youngest will also join them there. The school puts a great deal of effort into the wide range of activities to ensure that they are enthused and make excellent progress.

#### **Comments about the parking issues:**

- At times parking is difficult due to the number of cars, especially at the end of the day when there are no after school clubs. If feel this is something that should be given further consideration to achieve harmony between the school and local residents. It is a shame there is nowhere close by where a walking bus could be run from, which would alleviate the issues.
- Perhaps some solution to the parking concerns raised by Wickhambreaux villagers could be found such as a dedicated drop off parking area in walking distance to allow parents to avoid clogging up the centre of the village.
- Parking is a very large part of the locals' concerns, and understandably so. Parents, teachers and residents must work together to come up with workable solutions, in order to alleviate congestion in the village. The school is a wonderful environment, the children thrive there and it is a huge asset to the local community.
- There seems to be a belief that the school is the main cause of parking problems in the village. However I witness parking difficulties on weekends and in the evenings. I don't think that an increase of 30-40 pupils will make a massive impact on the parking problems around the green.
- Clearly, like every other school in the country, there are going to be parking issues. I believe the school is looking into how we as parents, can help alleviate this problem but I do **not** believe that the problem is just a school problem.
- The school unfortunately lacks the support of the local residents due to what they call parking issues.
- I am a resident myself and I am confident that the parish council will be able to pursue some ideas that a number of residents have positively brought up in order to create more parking spaces (for example, along the playground). Parking space is a problem for the local pub as well (with summer weekends especially crowded) and in some areas of The Street (where the local taxi company has its fleet, for example). It is not the sole consequence of having a school in the village.

#### **School Governors in favour of the proposal:**

- This is a great opportunity to extend this excellent provision and to improve resources and facilities for the whole school. Whilst school staff and governors have been proactive in suggesting to parents how they should bring their children to the school there is

undoubtedly more to be done. I am sure solutions will be found and the school will welcome working on further initiatives with the local community.

- As a governor, I am fully supportive of the excellent work that the school provides for its pupils and wholeheartedly support the planned opportunity to provide the same opportunity to more pupils in an improved environment, enabling more children to experience the fantastic education programme.

#### **Members of Staff in favour of the proposal**

- Offering more places to children in an outstanding school can only ever be good.
- I have never worked or visited anywhere that I feel has more to offer its students. The school is unique and strives to provide all students with every opportunity to experience the joy that learning can provide.
- I don't have a proper space to plan and mark in between lessons. I often mark my books standing in the hallway. Having an extra classroom and staffroom would definitely alleviate these problems.
- The children here are given the freedom to be their own individual person and as a result are some of the happiest, confident and polite children I have had the pleasure to work with. There is however the lack of space and this expansion would only do greater things to give the children the chance to reach and surpass their full potential.
- The fact that there is no dedicated staffroom has had a noticeable effect on staff well-being and sense of 'family' as there is no longer a place where we can relax and socialise away from the children. Currently we have to take our breaks in a classroom where we have no suitable adult furniture, having to perch on low tables or sit in child-sized chairs.
- Our children are happy and confident and continue to make us proud in all they do.

#### **Comments from staff about the parking:**

- I feel that the parking issue is a community problem and is very common in all villages across the country. I feel that this should not be a reason to oppose the proposal.
- As someone who drives to work, I see daily, the status of the parking situation before, during and after the school hours and there is not a problem. There are plenty of spaces for the residents once all staff are in school and I have never been unable to do my job due to a lack of parking spaces.

#### **Other interested parties in favour of the proposal:**

- School funds are continually being cut and can have a detrimental effect on a school. Wickhambreaux School suffers greatly as they have a small intake. These are true concerns. Additional intake will enable more funds to support the school; this will prove an advantage to both the new intake and current pupils at the school. I understand many existing parents support this proposal.
- Excellent schools should be allowed reasonable expansion to provide quality education for even more children.
- Wickhambreaux is an archetypal village school – one which treats its pupils as members of an extended family in some ways. The children are known individually – their characters, their concerns and any academic shortcomings – or indeed strengths – they all benefit from this personalised attention. I cannot underplay the fact that Wickhambreaux has achieved the remarkable feat of being classified by Ofsted as an outstanding school for the second time in a row – with marks high above the average.
- The school provides an amazing opportunity to local children and their start in life. It is now key to focus on what's important for the children of the future. The local community contains some personal agenda and parking issues are not related to the actual plan. School drop off and collection is difficult at every school across the country.
- The Wickhambreaux Primary School is excellent with an active energetic Head Mistress. The activity associated with the school contributes to village life.

- I have experience of Wickhambreaux School both as a past parent and foundation governor. I see it as a quintessential village primary school of the highest order and something to be valued and preserved at all costs by the parents and community alike. Everything should be done to maintain its viability and to retain its current ethos as a CEP school. All I have heard and read about this project is essential to help to retain this jewel in the crown of primary education. Its loss would be another nail in the coffin of village community life.

**Comments about the parking:**

- I do appreciate that the villagers are affected twice a day for about 20 minutes by the traffic caused by dropping off / collecting pupils. Although traffic passing by the school would have to go slowly and keep vigilant when children are leaving, they can still travel if they need to during this time. They would, I suggest, be far more affected by the increasing number of taxis parked along the street coming and going at all hours, and the pub.
- Wickhambreaux village lends itself to having parking issues but no more than other schools in neighbouring villages. It is less a reflection of the school's impact on the village but a symptom of modern living. The initial intake will have marginal impact and concerns of parking stress is unwarranted. An additional 5 per year. This intake remember is gradual thus allowing compromises to be made in the future if required.

**Parents opposing the proposal:**

- As far as I can see, the proposal will not create any net gain in the education of our children. I do not consider the creation of a better staff room and store room sufficient grounds to recommend approval. If the current staff room is used in part for classroom teaching, the teaching arrangements will need to be reconfigured. Staff need their own room for discussion, meals and the opportunity to recharge their batteries in the breaks. It is not appropriate to use it as a teaching room. There is no need for additional room; the existing room should be used for the purpose it was intended.
- Since there seems to be no proposal to increase staff numbers from September 2018, in order to cater to any increased numbers children, I and my husband have concerns that teaching standards at the school may drop.
- One of the school's current strengths is its small size and ability to provide a focused and nurturing 'family' environment for the children. The school's facilities are already a little stretched to cater for the current capacity of 105 places. An extra classroom would help alleviate the current pressures but would not help support an increase in its PAN by an additional 35 pupils.

**Comments about the parking**

- Parking is already quite difficult in the village at the commencement and end of the school day. The road system could not support the influx of an additional 20-30 vehicles dropping off/collecting children.
- The proposed 33% increase in pupil numbers will increase local traffic around the school at drop off in the morning and pick up in the afternoon by a matching 33%. Very few, if any, of the additional pupils will come from Wickhambreaux. The demographics of the village make this very clear.

**Other interested parties opposing the proposal:**

- The traffic caused by parents bringing children to and from school has increased over recent years to the point where there are many more vehicles than spaces, resulting in parents parking dangerously. Many have no respect for residents, parking across their driveways, preventing them from getting in or out, and are abusive when politely asked to move. They park with wheels up on the village green causing damage to the grass that is nicely maintained, and just about anywhere else. The village hall has a capacity for 120

and this is where children have lunch, so how are 140 plus teachers going to fit without a safety issue? Just another reason this school is not suitable for expansion. I would also like to point out this is a very historic and beautiful village in a conservation area, that is being totally blighted by all of this. I've also spoken to residents that have children in the school, who also feel the school has got too big for this very small village. I, along with many other residents, feel any increase in numbers at the school could well result in a very serious situation happening.

- At the times parents are dropping off and collecting children, the village is absolutely packed solid with traffic. It's so bad delivery vehicles cannot get through. This could be catastrophic should an ambulance or fire engine be needed. Wickhambreaux is one of the smallest and most unsuitable villages for expansion of a school.
- The safety of the children, their parents, and other members of the public is at risk. The majority of the children are driven into Wickhambreaux to attend the school. There is no demand for expansion to accommodate the needs of Wickhambreaux.
- We appreciate the need to find additional school spaces but this should be done in places that have the access, facilities and infrastructure to support this. The school is in a rural location on a narrow street with limited public transport and lack of facilities.
- During the day the teachers and staff park in the village causing congestion and parking challenges for residents and business. The pub is struggling and threatening to close if solutions are not found.
- I am a local resident. It seems this school has become a victim of its own success – at least compared to other schools in the area – hence the intense demand for places at this school, but not at other local schools. The message here is for the quality of these other schools, and future planned schools, to improve and hence create their own increased demand.
- Safety is the main concern directly in front of the school. Those responsible for the possible approval of these plans could be seen as indirectly or partially responsible, if there was a car accident involving a young child attending the school. In view of this, it would be safer for the school to reduce its numbers and pursue a policy of concentrating more on other existing schools to improve their quality.
- Wickhambreaux has enough difficult parking and congestion issues from its own residents, including a taxi firm who has four cars, all parked on the street. To ask us to absorb even more traffic, more parents and more children is not only dangerous for all concerned, but wholly unacceptable.
- The school is obviously part of the essence of the village and has a reputation of excellence and popularity. However, the school is PART of the village – it does not take precedence – as indeed any other 'part' does not. This will only exacerbate the present parking problems, which include the discourteous attitude of some parents of children at the school, which are causing residents and businesses stress and frustration.

#### **4 Villages Conservation Society**

Re: Objection to KCC's proposal to increase pupil intake at Wickhambreaux School from 105 to 140 commencing in 2018 with 5 extra pupils in Reception and thereon progressing through the school.

The 4 Villages Conservation Society wishes to make known its objections to the above proposal based on the following:

1. Housing developments creating the need for increased primary school intake are situated in Littlebourne, Preston and Canterbury. Wickhambreaux is classed as an unsustainable location for building apart from minor developments of fewer than 5 houses as per the following planning policies:
  - a. The National Planning Policy Framework (NPPF)

- b. Canterbury District Local Plan 2006 (adopted)
- c. Canterbury District Local Plan, Publication Draft 2014, applicable until 2031
- d. Rural Settlement Hierarchy Study of Canterbury District (2011)

The Society feels expansion of local schools should be centred on those areas where developments are already under construction or planned to avoid unnecessary car journeys e.g. Littlebourne has a much larger site, with plenty of room for expansion, and much better access by car and public transport. The village has facilities not available in Wickhambreaux including a doctor's surgery and a village shop with a post office. The bus service into Canterbury and surrounding areas is excellent. This village has a much larger population including primary school age children. The proposed new development will provide a further 80 family homes. To expand Wickhambreaux School under these circumstances seems a very short-sighted solution as 5 extra pupils per class year will result in much disruption in Wickhambreaux without providing a long term solution to the need for school places in the surrounding area. It seems obvious that within a short time, other schools with more space for expansion and better access facilities will be required to accommodate the expected increase of primary school pupils. Financially and logically we believe a far more sensible solution would be to proceed with the immediate expansion of schools able to accommodate larger numbers of pupils. No case has been presented which justifies expansion here.

2. Wickhambreaux is recognised as an exceptionally beautiful ancient village with many listed buildings. In the past, when Kent County Council produced a list of the most picturesque villages in Kent, Wickhambreaux was one of the top five. The whole of the centre of the village and its setting is a conservation area.

The heart of the village centres around The Green, which is bordered by a Grade 1 listed church, a water mill, a manor house, an old rectory, an ancient Inn, a converted farmhouse and Bell House where the curfew was tolled. The Street, the location of Wickhambreaux School, is directly off the centre of the village. This is an extremely narrow, ancient road, originally housing the artisan community and obviously not built to accommodate modern day traffic. Most of the houses have no front gardens, access being directly from their front doors onto the road which has no pavement, resulting in cars being obliged to park tightly up to the residents' windows and doors. This obviously creates problems for the residents at all times, but is much exacerbated during the school day when at least 51 extra vehicles (school's own estimate) arrive to drop off and pick up children and visit for special events. There are additional vehicles, parked all day, belonging to the people working in the school and kitchen. In addition, parents and carers waiting to pick up pupils, temporarily block access to the road for residents and other traffic needing access as they congregate in the road outside the school as there is no other place provided for them.

3. The Conservation Society is concerned that the education authority is going against a national, in fact world-wide policy to reduce CO2 pollution. Discouraging unnecessary car journeys is a prime example of how local authorities can make a contribution to this aim. Even now, not all those within walking distance of the school do walk. The idea of increasing the number of pupils, who obviously will need to travel by car, is in direct opposition to government policy to lower pollution. The Conservation Society would like to make the point that car emissions cause pollution which has been proven to have a negative effect on the actual fabric of buildings – particularly ancient buildings of which there are many in this small village, and there is no possibility of reaching the school by public transport. As a conservation society we are anxious and concerned to preserve the fabric and environment of this quintessentially English village, already being eroded by the large number of cars brought into the village by the school. The planned increase in size of pupil intake by approximately one third (105 to 140) will have what the 4 Villages Conservation Society considers to be a serious negative effect and therefore we wish to oppose the application.



# Wickhambreaux Parish Council

Parish Clerk: Chenice Sparkes,  
28 Cambridge Way, Canterbury, CT1 3QJ  
Telephone: 07972 201687. Email: [wickhambreauxpc@gmail.com](mailto:wickhambreauxpc@gmail.com)

Marisa White  
Education Officer  
Brook House  
Reeves Way  
Whitstable  
CT5 3SS  
03 December 2016

Dear Ms White,

Re. Wickhambreaux CE Primary School - Proposed Expansion

I am writing on behalf of Wickhambreaux Parish Council to object to the application to increase the number of pupils from 105 to 140 at Wickhambreaux Primary School. The reasons for this objection are listed below.

## Lack of Sustainability

The proposed increase in numbers is contrary to current planning policies. The National Planning Policy Framework (NPPF) and the Canterbury District Local Plan 2006 (CDLP) form the main basis for assessing local planning decisions and applications. In addition, the yet to be adopted emerging Canterbury District Local Plan Publication Draft 2014 (CDLPPD) will constitute the basis for policy projected until 2031. At the core of each document is the principle of achieving sustainable development which is to be "seen as a golden thread running through both plan-making and decision-taking" (NPPF p.4 para.14). The CDLP states: "The City Council's key development objective for the rural area is to retain and support development that promotes sustainability and adds or will add, vitality and viability to the rural communities" (p.2 para. 1.12). The CDLP has a key aim to achieve this policy by reducing dependency upon the car in order to decrease carbon emissions, improve the quality of the environment and offer alternative forms of transport.

The CDLP and the Rural Settlement Hierarchy Study of Canterbury District 2011 (RSHSCD) commissioned by Canterbury City Council (CCC) to identify and prioritise development in sustainable rural settlements identifies Wickhambreaux as a village with very limited sustainability and suitable for minor development only. Neighbouring Ickham and Stodmarsh which the school also serves are designated as hamlets with "no key sustainability services" (p.33 para. 4.12). This has been tested by a planning application for Wickhambreaux in 2011 proposing the development of 14 dwellings which was refused (CA/10/01022/FUL). One reason given was "the proposal represented an unsustainable form of development by virtue of the lack of facilities within the village of Wickhambreaux and poor public transport links and subsequent reliance on journeys by private vehicles. The proposal is therefore contrary to policies BE1 and C1 of the CDLP and SP3 of the South East Plan".

Pupils at the school from outside of the village who form the majority rely almost entirely upon use of the car. Mrs Campling, headmistress, informed us at the consultation meeting that currently 85 families arrive by 51 cars. This does not include the number of staff cars arriving and parking in the village all day. Alternative modes of transport for Wickhambreaux are virtually non-existent. It has a very poor bus service which is not possible to use in conjunction with school times, no train station and little scope for walking/cycling from anywhere more than a mile away. The latter is particularly limited given the age of the pupils.

## Over Development of Numbers

The proposal involves a permanent increase in numbers from 105 to 140 from September 2018. This major increase by 33% is not a natural growth rate for any school or village. Without additional

permanent teachers this can only decrease the amount of attention each child receives and subsequently the quality of education.

The plan to increase gradually the numbers by 5 children in Year R which over time will work through the school is flawed. It assumes that a family wanting a place will only want one for a Year R child. Realistically, families moving into new housing developments in nearby sustainable locations could have older siblings who presumably would not be refused entry so the increase in numbers would be rapid. Given that the school roll is greater than its stated numbers now, it is possible that the proposed number of 140 would soon be exceeded.

Mrs Campling stated at the consultation meeting that local children were always accepted. Thus, there is no case for expansion and the resulting negative impacts of an increase on the children and the village would be suffered for no real reason.

Wickhambreaux forms part of a much larger Conservation Area assessed by the Ickham, Wickhambreaux and Seaton Conservation Area Appraisal (2011) and adopted by CCC as a supplementary planning document. This appraisal along with the CDLP, the RSHSCD and the CDLPPD all designate Wickhambreaux and Ickham as suitable for minor development only. It is generally stated by CCC that this is less than 5 houses. Consequently, it is highly unlikely that there will be a future increase in parish demand by 33%. Indeed, another reason for refusal of planning application CA/10/01022/FUL was that it did not constitute minor development being contrary to policy SP3 of the South East Plan.

#### Highways and Parking

The geographic location of the school at the narrow entrance to the village and the historical nature, form and character of the Conservation Area are not conducive to an increase in pupils or cars. The village roads follow the form of the medieval road layout. They are narrow being able to accommodate only one car's width in places and have very few passing places with no pavements or street lighting. The Conservation Area Appraisal describes The Street as "predominantly built up to the road edge. This character area contains 17 listed buildings and 23 locally listed properties. The form, layout and character of this street hark back to a much earlier era. Until 1966 the road still had the central drainage gutter from the Middle Ages and is still known locally as Gutter Street."

These geographic and historical factors along with the numbers of people and cars arriving during school drop off/ collection times severely threaten safety and present serious highways concerns to the Parish Council. The arrangements for the collection of the current roll of 109 pupils with associated vehicles are far less than satisfactory. It involves a crowded gathering of parents, some with pre-school children, dogs, buggies and often ride on toys waiting in the middle of the road outside of the school grounds. The road is extremely narrow, lined with parked cars and without pavements, safety barriers at the school gate or street lighting. After collecting their children parents using a car either manoeuvre them out and drive through the crowd or walk up the middle of the road to their cars parked on The Green or at the junction of Seaton Road and The Street. At the same time some parents are walking their children home through this situation. This chaotic, dangerous daily event also involves non-school vehicles needing to drive through the crowd in order to access the village. To add at least another 35 children to this mix with a resulting increase in cars is totally unacceptable and irresponsible.

The availability of parking in the village is extremely limited and there is simply not enough space for the number of vehicles requiring parking. This was clearly demonstrated by the vociferous comments made at the consultation meeting. The village is at saturation point due to the features highlighted above as well as the functions it performs. The village and public house do not have car parks, the majority of houses have no parking facilities and there are parking demands made by the numbers arriving to the village for the school, public house, general deliveries as well as residents and their guests. Essential services such as refuse collection and a fire engine have been prevented from accessing properties for which residents have sought answers from the Parish Council.

Wickhambreaux is one of the most attractive villages in Kent and functions as a tourist and leisure magnet. Its location near the Stodmarsh National Nature Reserve also increases the number of visitors. The owners of the public house have regularly approached the Parish Council concerned that their business is suffering as customers cannot park.

This situation is not new and is not caused solely by the school but it has greatly deteriorated and now poses a serious and insurmountable problem. The current Parish Council along with many of its predecessors have constantly tried to seek solutions by consulting with the many relevant authorities. These have included the emergency services, CCC, the Police, PCSOs, Serco and KCC Highways. Unfortunately, there does not appear to be a permanent, viable answer.

#### Lack of facilities

The original part of the Victorian school dates from 1869 with the site being small and cramped by both the village confines and its own size. It already contains an extension built in 2006. The increase in numbers despite the proposed extension would make the site even more cramped.

The school will not be self-contained as it will still rely on using Parish Council facilities such as the village hall and playing field for essential activities. The proposal will not remove the hire costs of the hall or provide absent facilities. The village hall is currently used for many purposes including breakfast club, worship assemblies, dining, reading, evening events with parents, plays and after school activities. The playing field is used for sport, sports day, fund raising events, the annual school fair and an outside classroom in summer.

#### Health and Safety concerns of Village Facilities Use

The village hall only has seating capacity for 120 persons as a condition of fire regulations which in turn affects insurance. It would not be possible for the entire school to use the hall together. The Parish Council will be investigating whether the fire service or insurers wish to comment upon the increase in numbers. It is possible that it will not be acceptable or strict restrictions will be placed on the numbers using the hall at any one time.

The playing field is accessed by the school along a narrow road without pavements or street lights and it forms a blind bend. The field itself does not have water, electricity or toilets. If a child requires these facilities, it means staff need to leave the field with them which obviously reduces the staff/child ratio and has safety implications which would be worsened by more children.

#### Alternative Proposal

While we appreciate that KCC has an acute shortage of school places, it does not mean a desk top exercise should be undertaken of expanding any possible school. Despite the proliferation of housing developments in the Canterbury District, local conditions mean that not every school is a sitting target with many other factors coming into play.

The RSHSCD and the CDLPPD identifies Littlebourne as our nearest sustainable, rural service centre which should be given priority for development. The RSHSCD advises "such centres should be identified in the development plan as the preferred location for such development" (p.10 par. 2.4). It continues "the imperative of ensuring that most additional development takes place in the most sustainable locations remains" (p.10 para. 2.4). The CDLPPD states that there will be a strategic approach to the location of development. This involves "development at some rural service centres" (para.1.62). Again, the plan to expand Wickhambreaux is misguided and contrary to planning policy especially as Littlebourne has permitted development for over 80 houses.

Littlebourne has a primary school which offers a spacious site, playing field, car park and good road access. Development here would reduce the number of vehicles in the local transport network with all the resultant benefits to the communities and the environment.

At the consultation meeting, Marissa White, Area Education Officer, stated that Littlebourne School is not performing so well as Wickhambreaux. We suggest that it would be better to devote finances and resources at Littlebourne to improve education for these children who are clearly being denied the level available at Wickhambreaux. We would like to suggest that a federation is established

between Wickhambreaux and Littlebourne schools whereby teachers are shared. We understand this is a common approach already existing locally between Preston and Wingham Schools. The expertise of all the staff at Wickhambreaux could improve the standards of Littlebourne School.

### Conclusions

We feel that our objections are a fair and balanced representation of the current situation, reflect the views of the majority of our parishioners and aim to achieve a sustainable future. Consequently, we hope that our points are given the attention and consideration which they deserve as the proposal will have far reaching implications for residents. We suggest respectfully that the proposal to increase the numbers at the school is rejected.

Yours sincerely  
Chenice Sparkes  
Clerk to the Council

### **Parent undecided about the proposal:**

- I am undecided about the proposal as I can see that it would financially benefit the school however there are many pitfalls that have not been addressed. My first concern as a parent is the Health and Safety aspect of our children. There is very little walkway/pavement and parking is a nightmare. More children will exacerbate; many drivers are not considerate or conscious that children are in the vicinity – it is a time bomb waiting to happen. A reception child had a near miss accident only about 8 weeks ago. My next concern is the play area space; there is currently very little play area space per child. My last issue is financial. It is a concern that the school will require no additional staff with the increased student number, which indicates that we are currently over-staffed. At the moment the school generates over £20,000 from activities run by FOWS and School. We are never privy how this income is spent.

### **Other Interested Parties undecided about the proposal:**

- Parents frequently park across my driveway and wander off to see a teacher. I to have to use the drive every morning to go to work and again between 3-4pm to return home. Parking in the village needs to be addressed first.
  - In my capacity as Chairman of Wickhambreaux Village Hall, I would like to express some concerns regarding the proposed expansion of pupil numbers at Wickhambreaux Primary School. The school has an ongoing contract with the village hall whereby it has full usage of the hall from 8am until 5pm during school term times. Having no building of their own to provide for the role of a school hall, the village hall effectively provides this essential facility for the school, and is used for a wide range of activities including breakfast club, school assemblies, indoor sporting activities, school dinners, music lessons, school dramas, discos, and after school clubs. In order to comply with fire regulations and the hall's Premises Licence, there is a maximum allowed capacity of 120 seated individuals. Should the school's intake increase to 135 pupils as proposed, there could be a conflict with these health and safety restrictions, especially if staff numbers are taken into account. In essence, in order to comply with regulations, the school would not be able to assemble in its entirety in the village hall, and this factor needs to be taken into consideration as part of the decision making process.

**Proposal to expand Wickhambreaux by 35 school places from September 2018**

**Monday 21 November 2016 at Wickhambreaux Village Hall**

- **From 3.00pm – Planning Application Consultation, display of designs and plans for the small extension to the school buildings**
- **From 3.30pm – Public Consultation Meeting on the Education Case – 3.30pm**

In Attendance:	Michael Northey	MN	Local County Councillor, Chair of Panel
	Ann Campling	AC	Headteacher
	Claire Dwyer	CD	Chair of Governors
	Marisa White	MW	Area Education Officer (EK) - KCC

**Purpose of the Meeting**

- To provide information about the planning application consultation, including the opportunity to view the designs and plans for the proposed small extension to the school buildings.
- To provide the opportunity for parents, staff, governors and other interested parties to give their views and ask questions about the proposal.
- MN welcomed everyone to the meeting and introduced the other members of the Panel. MW explained the proposal in detail.

Designation	Comment	Response
Headteacher	<p>I first came to the school in 2000. The accommodation was appalling and damp so we had to improve or close. There are currently 109 pupils on roll (4 over PAN). We have no streams of income. Friends of Wickhambreaux School raise money. This year they pulled out all the stops. We couldn't make ends meet without that money.</p> <p>When I first arrived there was a deficit of £5,000 but since then we have always been in the black. We have rolled over £5, £78, £32. Once we rolled over £1,200. We have made sacrifices: we don't have a caretaker; we don't have 2 or 3 admin staff. We have a part-time finance officer to monitor the finances. We don't have to increase our staff. We are not in an area of deprivation so do not benefit from pupil premium money. This expansion will provide fantastic space for pupils already in school plus additional playground space. We have never turned away a child from the village who needs a place. The only way we can add to our budget is to agree to take extra pupils.</p>	

	I have arranged two meetings for parents to come and talk to me. You are welcome to come into the school to look around. Performance results from the school show that we are above the national average and above all other outstanding schools. We would still strive to maintain that standard.	
Local publican	I appreciate everything the school does, but it is totally in the wrong location. Three businesses: the pub, the school, the taxi company. I know there are only six teachers but there are 24 cars coming to the school. I may have to close the pub at lunchtime as the village gets blocked. The community is falling apart. Everyone is squabbling. As a small business in the village it is not sustainable.	
Parent	We are very happy that our child goes to this school. There has always been a problem with parking and traffic coming through the village. Add that one of the businesses has purchased extra cars which cause a blockage in the village. Shocked that people will put a parking place above a child's place at school.	
Parent	We are losing sight of the children. If we work together, talk together, we could solve the problem. We could car share. If we just spoke to each other without aggression and anger we could solve the issues. We want to work together.	
Parent	I have three children at the school. I live in Preston and drive in every day and probably annoy local residents. It is very difficult to find a space. I can understand what it's like to have something pushed onto you as a housing development in Preston caused problems. Change will happen; the population is growing; we must work together with parents and the school. There is a way forward.	
Staff	I live in Littlebourne. I can't get out of my road in the morning sometimes, because of the parking. It's the same in Bridge and Wingham. I do sympathise but this problem is not unique to Wickhambreaux.	
Resident / Governor	This is not just an outstanding school but has been outstanding in two consecutive inspections. That service to children in Wickhambreaux, plus those from neighbouring villages is second to none.	

	<p>Educationally if you are crammed into a box it is very pressurising. We are concerned as governors but are also concerned about working conditions for staff. This development will enable staff to have better accommodation. Educationally, those extra numbers should come from local places.</p>	
Resident	<p>Parking: last night at 7pm when I came home the place was full; I could barely get down the street to get home. People have two cars.</p> <p>Last year I did a random survey of parking around the green. There was an outcry about staff parked there all day. Where are the staff parking as they were not parking on the green? Staff parked on the green, carried stuff to school, then came back to move the car elsewhere. This is a community issue for the village. The parking problem is just as bad in school downtime. My vote goes for education rather than the car.</p>	
Resident	<p>On the one hand this is about school places. Wickhambreaux needs more places because of a housing development. The Headteacher is telling us that this is a fantastic school and if this does not happen there will be no money. We had a parent not parking properly so we called the police out. He was told that under the Highway Code he was committing an offence.</p> <p>If school is outstanding and fantastic then with an extra 30 places it won't stay outstanding for long. It does not add up. With 40 extra cars they will be queuing to come into the village.</p>	
Resident	<p>Why Wickhambreaux? Housing developments? They could all go to Littlebourne. That would be an easier solution,</p>	<p>MW: Littlebourne is not more oversubscribed, it has been through a difficult time in the last few years from an educational perspective. It is working with Bridge and is now growing in popularity and has a good Ofsted judgement but it is not as popular as Wickhambreaux. We could expand Littlebourne but at this time it would not be as popular and would also have problems with traffic and parking. That's why we approached this school to</p>

		consider and consult on expansion. We may in the future need to look at expanding Littlebourne.
Resident	Our lives are very difficult due to parking across our drive. People drive the wrong way down the one way street - one was a teacher. I put bollards outside when we leave.	
Resident	Every day teachers park on the corner. Lorry drivers can't get round. In the last 10 years it's become worse. I have had to buy a couple of cars. I can never park outside my house so keep two cars outside and use them to access my drive. I've been here 22 years and in the last 3 years it's become absolutely ridiculous	
Resident	I think the problem where we live is parents arriving at 2 mins to 9. They drive frantically round the green and park anywhere as they are late. You need to tell parents to arrive in good time,	
Resident	We have lived here 20 years. This is ruining our lives. You speak about the school and the building but you have not mentioned the parking.	
Resident	I have lived here 16 years and watched the school expand. At the moment about one third of pupils walk but most come from outside the area. The problem is where school is located – it cannot deal with the issue. A really good solution is to fund a school with what pupils you need to put there. We need parking and somewhere to drop off children. Car sharing? Before the proposal is agreed these points need to be considered. The planning application is going on and I am adjacent to it. I didn't realise that the school was growing in size. It is not clear on the planning application.	MW: The two are related but are separate statutory processes. If one went forward and the other one did not then nothing will go ahead. The planning application has been extended because there is a requirement to do more work on the Highways' related issues. Some solutions need to be found before the planning application goes forward. The school does not have a solution. That is the work that has to happen between now and trying to satisfy planners in order to obtain planning permission. The school needs to look at its travel plan now and will be open to looking at any suggestions that people may have. There may well be viable solutions coming forward. Schools are funded nationally now. The LA do not choose how to fund a school which



		<p>means that if a school is struggling financially it does not mean closure but it is not within the gift of the LA to hand money to the school.</p> <p>The school is saying that they like many small schools are facing a difficult financial position; the extra pupils will provide additional funding.</p>
Resident	<p>I have lived here 30 years. There is a parking problem which has got worse in that time. The demographic of the village has changed. One thing, parents stand in the middle of the road, with buggies, dogs etc. I can't think of any other place where that happens. Cars just drive through them which is a Health &amp; Safety issue. The school is on a cramped site, it would still be relying on the village hall and playing field. Could the school tell me whether they would want to use the hall and playing field? I think it's an excellent school and want people to come here.</p>	<p>Headteacher: I have looked at things to do with outside of school. I consulted Highways to look at ways of bringing parents in but at that time it was not considered appropriate as it slows down traffic. Perhaps a walking bus? We pay £3,650pa for use of the village hall. We were told that if we did not support the hall it would not be viable. We use swimming pool, Polo Farm, Canterbury High School. We have been asked not to park in front of the pub during school hours and have complied with that. We have supported our church and provide free printing for the church and others. We are not your enemy we are trying to provide an excellent education for your children. We are willing to listen to your suggestions. If my parents are parking outside your house and are being obstructive give me their number plates. I will have the parents in the playground. We are willing to work with you.</p>
Resident	<p>Parking permits? £400 pa? Some cars are left in the village all day. All I want is to be able to park outside my house.</p>	
Resident	<p>There is no greater joy in your back garden than listening to screaming children; it's a great joy. I would suggest to the community that they do everything to support the expansion of this school. Villages in France are beautiful but empty. Carrying this school is part of the community spirit and we should all work hard to maintain this,</p>	<p>Headteacher (in response to both comments): We are open for you to come and look at information. My Deputy has looked at the information. There are 71 children via 51 cars. Every year things change; the demographic changes. We promote a healthy lifestyle: cycle and walk. I honestly believe it is</p>
Resident /	<p>This is a church school and there is a</p>	

Church warden	very constructive relationship between the church and the school. I appreciate what the Headteacher has done. My driveway gets blocked from time to time and not always by the pleasantest of people. I understand the issue. There must be a solution where children can be dropped off further back and walk. There used to be a walking bus from Ickham but I've not seen it for years. In France they walk.	not wholly a school problem. We are more than willing to work with anyone on this.
Governor	This development is of a huge benefit to the school and the community. We fully accept there is an issue about parking. We have done what we can over the years to work with parents over parking.	
Parish councillor	I spoke to planning department as application ran out in November and arranged an extension. I had no idea school was being expanded.	Architect: we can extend the limit. There will be consultation with Highways on the travel plan. They won't be satisfied until travel plan is finished. Planning application will not go ahead until after that.
Resident	Does the planning application need a survey to show parking issues?	
Parent	We need to do a structured analysis of the cars that come in and out. It has already been mentioned that just as many cars are parked by residents when the school is closed taking up spaces. The resident who did the survey should be involved in this. Get together and identify the parking and the real problem. It's outrageous that people swear at each other. We need a body / committee to look at this and if the school is the problem they need to look at it.	
Resident	I am more than happy to put together a body so that it can be transparent and take it forward to planners etc.	Parish councillor: contact me and I will co-ordinate everything
Resident	If Parish council come through with a solution where will that be funded from?	MW: It would depend on the proposal. If proposals needed funding we would have to look at funding for this project. So for example, if the project costs 900k and the parking costs £2m that would not be cost effective. If project costs 900k and parking 35k that could be considered as part of the consultation.
Resident	If land could be purchased for 25k who funds it?	MW: Highways would not pay. It would have be KCC as part of this project if it was reasonable but we do not usually purchase land for parking as the funds are

		for the delivery of additional education capacity.
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**46 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:

**16/00135**

For publication

**Subject:** Proposal to expand Wickhambreaux CE Primary School by 35 school places starting from September 2018

Decision:

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

- a) Authorise the Corporate Director - Education and Young People's Services to issue a Public Notice to expand Wickhambreaux CE Primary School from 105 school places to 140 school places, with a published admissions number of 20 from September 2018 (subject to planning permission being granted);
- b) Allocate £350k from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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:

The Commissioning Plan for Education Provision in Kent (2016-20) sets out the intention to commission additional school places in the Littlebourne and Wickhambreaux Planning Area of Canterbury district. The Plan also mentioned a specific need to increase capacity at Wickhambreaux CE Primary School

In reaching this decision I have taken into account:

- The need for extra school places required in Littlebourne and Wickhambreaux and the new housing proposed in the area.
- The views expressed by those attending the public consultation meeting on 21 November 2016, and those put in writing in response to the consultation;
- The views of the local County Councillor, Area Education Officer; Headteacher and Governing Body of Wickhambreaux CE Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out

below

### Financial Implications

- a) Capital – Increasing the school's capacity requires the provision of additional facilities and a small extension to the buildings is proposed. The total estimated cost of the extension is likely to be in the region of £350k. Developer contributions towards the project amount to £180k.
- b) Revenue – The School will receive increased funding through the Delegated Budget. The rising roles will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource the new classroom. At present that is at a value of £6,000 per classroom.
- c) Human – The School will not need to appoint additional staff as it has sufficient staff to cater for the additional 5 pupils per year group.

Cabinet Committee recommendations and other consultation:

To be added after Committee meeting

Any alternatives considered:

The expansion of Littlebourne CE Primary School was considered but at the time when discussions were taking place relating to identifying projects for developer contributions for housing development within the locality, Littlebourne CE Primary School had an Ofsted judgement of Requires Improvement and was not as popular as Wickhambreaux. Littlebourne CE primary is now judged as good by Ofsted.

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 & Health Reform  
Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Services Cabinet Committee – 1 February 2017

**Subject:** **Proposal to expand Minster-in-Sheppey Primary (Academy) School, increasing the capacity from 540 school places to 630 school places and increasing the PAN from 60 to 90 for Year R entry in September 2017**

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Cabinet Member decision – 16/00140

**Electoral Division:** Sheppey (Adrian Crowther)

**Summary:** This report sets out the results of the public consultation undertaken by Minster-in-Sheppey Primary (Academy) School and the Island Learning Trust on a proposal to increase the number of places available at the school and to permanently increase the PAN from 60 to 90 for Year R entry in September 2017.

*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) Allocate £1.3m from the Education and Young People's Services Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

This proposal is also subject to agreement from the Secretary of State for Education.

**1. Introduction**

- 1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2016-20 identified a continuing pressure on primary school places on Sheppey. Eight temporary bulge classes have been added over the last five years in Eastchurch CE Primary School (3), Queenborough Primary School (1) and Minster-in-Sheppey Primary School (4). Rose Street School, West Minster Primary School Queenborough School and Nursery and Halfway Houses Primary School have all

been permanently expanded, adding an additional 3.5FE. A new 2FE primary school has been built at Thistle Hill and although a phased opening of this school had been planned, the pressure on places has resulted in classes being opened across all year groups.

- 1.2 There is increasing pressure on the Eastern side of the island and this is likely to be met by the establishment of a new Free School. Wave 12 applications were submitted and the outcome is awaited.
- 1.3 A new school will be commissioned for the new housing development at Rushenden. This is expected to be needed from 2020-21.
- 1.4 Swale housing trajectory indicates a further 385 houses could be built in the Minster locality during the period up to 2021.
- 1.5 Inward migration onto the Isle of Sheppey has not decreased and the local authority has worked with all the primary schools on the island in order to provide sufficient places. Minster-in-Sheppey Primary School has assisted by agreeing to provide bulge classes. The school originally operated as a 4FE first school (600 school places) and had the accommodation to take these bulge classes. The school is currently designated as a 2FE primary school but operates with two classes per year group in Years R, 1, 2 and 6 and has three classes per year group in Years 3, 4 and 5, plus a bulge Year 4/5 class. Operating 3 classes across all year groups would help the school organisationally and also relieve pupil pressures local to the school.
- 1.6 Minster-in-Sheppey Primary School is a popular and successful school, rated Good by Ofsted. It is regularly oversubscribed. In 2016, 202 families applied for the 60 Year R places, 66 of these were first preferences.

## **2. Proposal**

- 2.1 It is proposed to permanently increase the capacity of Minster-in-Sheppey Primary School from 540 places to 630 places (3FE). The PAN for the school will increase from 60 to 90 for Reception Year entry in September 2017 and subsequent years.
- 2.2 Planning agreement has been confirmed to provide the school with additional facilities, including new intervention rooms, a meeting room and a new learning resource facility which will free up teaching space within the school.
- 2.3 This report sets out the results of the public consultation, which took place between 14 November and 12 December 2016. The consultation was carried out by the Island Learning Trust, which consists of Minster-in-Sheppey Primary School and Halfway Houses Primary School. Both schools converted to Academy status on 1 November 2016.

## **3. Financial Implications**

- a. Capital – A feasibility study has been completed and the design has been developed. Planning agreement has been confirmed. The estimated cost of the expansion is £1.3m.
- b. Revenue – The School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource new classrooms which at present is at a value of £6,000 per classroom.



c. Human – The School will appoint additional staff as the need arises.

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

- 4.1 These proposals will help to secure our ambition that “Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve”, as set out in Vision and Priorities for Improvement 2016-2019.
- 4.2 The Commissioning Plan for Education Provision in Kent 2017-21 identified the need to commission the extra provision in the Halfway and Minster planning group. The Plan mentioned a specific need to increase capacity at Minster-in-Sheppey Primary School by permanently expanding the school to 3FE.

#### **5. Consultation Outcomes**

- 5.1 A total of 117 written responses were received by the Island Learning Trust. An analysis of the responses received is provided at Appendix 1.
- 5.3 An Equality Impact Assessment has been completed by the Local Authority 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 Member:  
*Cllr Adrian Crowther - Member for Sheppey*
- 6.2 The view of the Headteacher and Governing Body:  
The Headteacher and Governing Body fully support the plans to permanently increase the school’s capacity to 3FE across all year groups.
- 6.3. The view of the Area Education Officer:  
Minster-in-Sheppey Primary School is a very popular and over-subscribed school. It is judged as ‘Good’ by Ofsted. Over the last four to five years the Local Authority had had to work closely, with the headteachers and governing bodies of schools on the Island in order to meet the increasing demand for school places. The Headteacher and Governing Body of Minster-in-Sheppey Primary School have come to the assistance of the Local Authority several times, agreeing to open additional classes to accommodate children from families moving on to the Island. This means that the school is already operating as a 3FE school for Years 3, 4 and 5, plus agreeing to run an additional mixed Year 4/5 class. Although the school has sufficient classrooms, it required additional teaching and intervention spaces to operate fully at 3FE and to meet the needs of the additional pupils it had already admitted for the Local Authority. It would seem a logical solution to the continuing pressure to permanently expand the school to 3FE across all year groups and ensure the school has the accommodation it requires.

#### **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 The increase in capacity at Minster-in-Sheppey Primary School will provide additional primary places in the Halfway and Minster planning area, where pressure on places continues. The increase is also linked to new housing in Minster. This Proposal will add an additional 90 places to the school's capacity and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2017 – 2021).

## 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) Allocate £1.3m from the Education and Young People's Services Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

This proposal is subject to approval from the Secretary of State.

## 10. Background Documents

### 10.1 Vision and Priorities for Improvement

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

### 10.2 Commissioning Plan for Education Provision in Kent 2017-21

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

### 10.3 Consultation Document and Equalities Impact Assessment.

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

## 11. Contact details

Report Author:

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The Island  
Learning Trust

### Analysis of Responses to the Consultation on Making Changes to Minster-in-Sheppey Primary School

The attached Consultation Paper was sent to:

- parents of 510 pupils,
- 100 parents at Minster Nursery, 31 local providers
- The Local Authorities
- Surveys were available in the staffroom
- The survey was available on our website for any casual visitors

The consultation ran for 4 weeks between Monday 14<sup>th</sup> November & Monday 12<sup>th</sup> December and a total of 117 responses were received, including two from local schools.

Other responses appear to have been responses from parents/carers from school or nursery, 17 staff responses were received.

A summary of responses is detailed below:

We Asked:	YES	NO	NOT SURE
<b>Should we increase PAN from 60 to 90?</b>	67 responses 57%	40 responses 34%	10 responses 9%
<b>Comments received:</b>	<p>48/67 without comment</p> <p>13/67 highly positive about the educational provision at Minster and the quality of care provided and feel that the more children in our care the better</p> <p>1/67 said 3 forms of entry was the norm historically so why the fuss</p> <p>1/67 yes but concerns over additional traffic</p> <p>1/67 yes but expand breakfast club, after school club to ease traffic at peak times</p> <p>2/67 yes but ensure permanent classrooms and improved facilities i.e. a larger hall</p> <p>1/67 yes but in Sept</p>	<p>12/40 without comment</p> <p>6/40 the school is successful with a community feel, why change something that is working. 2/6 of these feel additional spaces should be found in the new schools on the Island.</p> <p>9/40 purely raised parking as an issue</p> <p>9/40 raised 2 or more comments all around parking and other comments re class size, hall space. 1/9 said increased numbers means increased illness and head lice</p> <p>1/40 felt fewer than 90 children needed in R-Y2</p> <p>1/40 said Yr group</p>	<p>2/10 without comment</p> <p>4/10 of these said supportive if class sizes did not increase</p> <p>3/10 raised comments around parking and class size, space.</p> <p>1/10 purely raised parking as an issue</p> <p>7/10 were positive about increased PAN if class sizes did not increase and parking did not get worse.</p> <p>3/10 remain unsure</p>

	2017 will there be too many EYFS places (local school response)	currently struggles so how will this work.	
<b>Notes:</b>	<p>It appears that:</p> <ul style="list-style-type: none"> <li>• several respondents had missed the information about the building being expanded ahead of the changes</li> <li>• several respondents appeared to think that the additional pupils would be squeezed in to existing classes, hence increased class sizes and less individual attention comments</li> <li>• the very low number of responses received would suggest that there is a much higher level of acceptance of expansion than the positive responses would suggest, any stakeholder with a strong view either way would have responded to the survey</li> </ul> <p>Genuine concerns include:</p> <ul style="list-style-type: none"> <li>• Parking in streets around the school</li> <li>• Size of the school hall</li> </ul>		
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>• Extending breakfast club hours, numbers, alleviating peak flow traffic</li> <li>• Providing Afterschool child care alleviating peak flow traffic</li> <li>• Provide a drive in, drive out dropping off solution: Brecon Chase &amp; Bellevue?</li> <li>• Application for funding to provide an additional a school hall</li> </ul>		

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/00140

For publication

**Subject: Proposal to permanently expand Minster-in-Sheppey Primary School from 2FE to 3FE from September 2017.**

Decision:

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

- a) Allocate £1.3m from the Education and Young People's Services Capital budget;
- b) Authorise the Director of Infrastructure, in consultation with the General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Subject to Secretary of State approval.

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent (2017-21) sets out the intention to commission additional school places in the Halfway and Minster Planning Area of Swale district. The Plan also mentioned a specific need to increase capacity at Minster-in-Sheppey Primary School

In reaching this decision I have taken into account:

- The need for extra school places in Halfway and Minster and the new housing proposed in the area.
- The analysis of the views put in writing in response to the consultation held by the Island Learning Trust;
- The views of the local County Councillor, Area Education Officer; Headteacher and Governing Body of Minster-in-Sheppey Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

### **Financial Implications**

- a) Capital – Increasing the school's capacity requires the provision of additional facilities. The total estimated cost of the extension is likely to be in the region of £1.3m.

b) Revenue – The School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource new classrooms. At present that is at a value of £6,000 per classroom.

c) Human – The School will appoint additional staff as the need arises.

Cabinet Committee recommendations and other consultation:

The proposed decision will be discussed by the Education and Young People's Services Cabinet Committee on 1 February 2017 and the outcome of that meeting included in the decision paperwork which the Cabinet Member will be asked to sign.

Any alternatives considered:

Pressure on primary school places continues on the Isle of Sheppey and the permanent increase in capacity at Minster-in-Sheppey is a cost effective solution to the problem.

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

.....  
**Signed**

.....  
**Date**

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

**To:** Education and Young People's Services Cabinet Committee – 1 February 2017

**Subject:** Proposal to make changes to Stone Bay (Community Special) School - 16/00141

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Broadstairs and Sir Moses Montefiore  
 Alan Terry and Zita Wiltshire

**Summary:** This report informs Members of a proposal to make changes to Stone Bay School. Public consultation has started and ends on 6 February 2017

*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) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to:
  - Change the age range of the school from 11-19 years to 8-19 years
  - Increase the designated number of the school from 66 to 80
  - Change the residential placements from fortnightly to weekly boarding, Monday to Thursday, term time only. The maximum number of residential places will be 30.
- b) Allocate funding from the Education and Young People's Service Capital budget for the accommodation works. Members will be informed of the estimated cost at the meeting;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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.

## **1. Introduction**

1.1 Stone Bay School was re-designated and expanded in 2005 to become an 11-19 residential provision for boys and girls with Severe Communication Needs, Autism and Severe Learning Difficulties for the County, and a day school for East Kent.

1.2 These proposals are coming forward for the following reasons:

- a) Financial – the school has worked extremely hard to manage the costs of running the residential provision in a climate of reducing referrals but this has resulted in the costs of opening and staffing the school for the weekend not being covered and having to be subsidised from the school's education budget. This has, in the past, played a part in the school accruing a significant debt and having to work within a deficit budget. It is not financially viable, given low numbers and reducing referrals, to continue to offer boarding provision other than term time, four nights per week (Monday to Thursday). It is recognised that some families value the opportunity for short break support which boarding can offer, but this is not a core statutory function of the Education Authority.
- b) There are an increasing number of younger children who would benefit from the excellent provision offered at Stone Bay where pupils consistently make good progress. Providing Key Stage 2 classes within a Lower and Upper School organisation would mean that the school could work with these children at a younger age and remove the need for families having to go through the secondary transfer process.

1.3 The unexpected closure of a non-maintained provider (the Royal School for the Deaf and Westgate College) earlier in 2016 reduced the number of specialist places in East Kent. Stone Bay is well placed to provide additional places for young people with the most complex needs along with The Foreland School, where expansion plans and new accommodation are already in hand.

## **2. Proposal**

2.1 To permanently change the age range of the school from 11-19 years to 8-19 years by establishing a lower school starting at age 8. The plans will increase the designated number of the school from 66 to 80\*. The designated number will be made up as follows:

- 40 places for Lower School
- 40 places for Upper School, including post 16

\* *The designated number can differ from the actual commissioned number of places in any given year. The actual commissioned number reflects the need for places in that particular year and can be lower or higher than an individual school's designated number. In exceptional circumstances schools can admit over their designated number by up to 10%.*

There would be a phased opening of classes for the proposed Key Stage 2. KCC has carried out a feasibility to secure additional class bases, which will be achieved principally through reconfiguration of existing accommodation.

2.2 To make changes to the way in which the school organises the boarding provision:

- It is no longer financially viable to offer boarding provision other than term time, four nights per week (Monday to Thursday) due to the low number of referrals for fortnightly boarding and the costs compared to income for this provision.
- It is recognised that some families value the opportunity for short break support which boarding provision can offer, but this is not a core statutory function of the Education Authority.
- The maximum number of boarding places will be 30.

### **3. Financial Implications**

- a. Capital – A feasibility study has been completed to provide the school with additional classrooms for the new Key Stage 2 provision. This involves some reconfiguration and refurbishment of existing accommodation. The estimated cost of this work will be verbally reported at the meeting.
- b. Revenue - The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils. Revenue funding will also be allocated to enable the School to resource the new classrooms. At present, this is funded at a rate of £6,000 per classroom.

An impact assessment is being undertaken to consider the human and financial implications of the proposed change from fortnightly to weekly boarding provision. The school currently has four students with fortnightly boarding. Two of these students will move to adult provision at the end of this academic year. Two students will be impacted by this decision and, should this proposal go ahead, the Local Authority will have to continue fund fortnightly boarding in another provision.

- c. Human – The School is currently going through a staff restructure as the proposals include a reduction in the residential offer. There will be a few redundancies as a result of this restructure. The Local Authority will only fund redundancies where these are necessitated by budget constraints.

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

4.1 These proposals will help to secure our ambition “to ensure every child can go to a good school where they can make good progress and every child can have fair access to school places” as set out in ‘Vision and Priorities for Improvement 2015-2018’.

4.2 The Commissioning Plan for Education Provision in Kent 2017-2021 sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places, for all learners and this proposal supports that aim.

4.3 The ‘Strategy for children and young people with Special Educational Needs and who are Disabled’ (SEND Strategy) “has a priority to create at least 275 additional places for ASD and BESN”

### **5. Consultation Outcomes**

5.1 A four week public consultation is currently underway and ends on 6 February. Members will be informed of the outcome of the consultation following this date but a verbal update will be given at the meeting.

5.2 A summary of the views and comments will be provided to Members of Education and Young People’s Services Cabinet Committee and the Cabinet Member at the end of the consultation.

5.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received, but the impact assessment being undertaken by the Children’s Disability Team, Commissioning and the Special Educational Needs Team may require changes to be made to the current Equality Impact Assessment.

## **6. Views**

6.1 The Local Members, Allan Terry and Zita Wiltshire, Broadstairs and Sir Moses Montefiore, have been consulted.

6.2 The view of the Headteacher and Governing Body:

The Headteacher and Governing Body support the proposals as it will secure a sustainable future for Stone Bay School, ensuring young people in Kent will continue to benefit from the outstanding provision offered by the school.

6.3 The view of the Area Education Officer:

Stone Bay School has previously had to cater for the occasional Year 5 or Year 6 student. Providing Key Stage 2 classes on a permanent basis would enable the school to structure staffing appropriately and help to meet the needs of the increasing number of younger children who would benefit from the specialist provision offered at Stone Bay.

The number of students taking up the offer of fortnightly boarding has reduced considerably over the last few years resulting in this no longer being a financially viable option for the school to offer and impacting on the school's overall budget position.

## **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 These proposals will support the school to become sustainable for the future and provide specialist Key Stage 2 places to meet the local need.

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

- a) Authorise the Corporate Director - Education and Young People's Services to issue a Public Notice to;
  - Change the age range of the school from 11-19 years to 8-19 years
  - Increase the designated number of the school from 66 to 80
  - Change the residential placements from fortnightly to weekly boarding, Monday to Thursday, term time only. The maximum number of residential places will be 30.
- b) Allocate the funding from the Education and Young People's Service Capital budget for the accommodation works (to be verbally reported at the meeting);
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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.

## **10. Background Documents**

### 10.1 Vision and Priorities for Improvement

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

### 10.2 Commissioning Plan for Education Provision in Kent 2016-20

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

### 10.3 SEND Strategy

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

### 10.4 Consultation Document and Equalities Impact Assessment.

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

## **11. Contact details**

Report Author:

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Relevant Director:

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

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

**16/00141**

For publication

**Subject: Proposal to make changes to Stone Bay (Community Special) School from September 2017**

Decision:

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

- a) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to:
  - Change the age range of the school from 11-19 years to 8-19 years
  - Increase the designated number of the school from 66 to 80
  - Change the residential placements from fortnightly to weekly boarding, Monday to Thursday, term time only. The maximum number of residential places will be 30.
- b) Allocate funding from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) 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. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public 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:

The 'Strategy for Children and Young People with Special Educational Needs and who are Disabled' (SEND Strategy) "has a priority to create at least 275 additional places for ASD and BESN". In reaching this decision I have taken into account:

- The need for the school to change the age range to provide KS2 classes and meet the local need;
- The need for the school to increase its designated number to provide the additional KS2 classes;
- The need for the school to change its residential offer from fortnightly to weekly boarding for financial reasons;
- The views expressed by those responding to the consultation;
- The views of the local County Councillors, Area Education Officer; Headteacher and Governing Body of Stone Bay School;

- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People’s Services Cabinet Committee which are set out below

**Financial Implications**

- Capital – A feasibility study has been completed to provide the school with additional classrooms for the new Key Stage 2 provision. This involves some reconfiguration and refurbishment of existing accommodation. The estimated cost of this work is xxxk.
- 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. Revenue funding will also be allocated to enable the School to resource the new classroom. At present that is at a value of £6,000 per classroom.
- Human – The School is currently going through a staff restructure as the proposals include a reduction in the residential offer. There will be a few redundancies as a result of this restructure. The Local Authority will only fund redundancies where these are necessitated by budget constraints.

Cabinet Committee recommendations and other consultation:  
To be added after Committee meeting

Any alternatives considered:

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

.....

.....

**Signed**

**Date**

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**By:** 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 –  
 1<sup>st</sup> February 2017

**Subject:** Proposed Co-Ordinated Schemes For Admissions to Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2018 /19

**Classification:** Unrestricted

**Past pathway of paper** N/A

**Future pathway of paper** Cabinet Member Decision.

**Summary:** To report on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2018 including the proposed process for non-coordinated In-Year Admissions.

**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 accept and determine:

- a) The Coordinated Primary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2018/19 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2018/19 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2018/19 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2018/19 as set out in Appendix D (3)

## **1. Introduction**

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.

1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member's decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2018/19 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

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

1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools; the neighbouring LAs and Diocesan bodies on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2018. Due to the fact the scheme remains broadly unchanged as in previous years, Admissions Authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

## **2. Consultation Processes**

2.1 The LA consultation ran from 1 November 2016 until 7 December 2016 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2018/19;
- b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2018/19;
- c) The oversubscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2018/19;
- d) The oversubscription criteria for Community and Voluntary Controlled Secondary Schools in Kent 2018/19;
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19;
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19;
- g) The relevant statutory consultation areas for Kent Infant, Junior, Primary and Secondary Schools 2018/19.

### 3. Outcome

#### **(a) The Co-ordinated Primary Admissions Scheme 2018/19 incorporating In Year admissions process**

a.i All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2018/19. No Infant, Junior or Primary schools or Academies have refused to accept the scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

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

a.iii The details of the scheme for determination are located in Appendix A

#### **(b) The Co-ordinated Secondary Admissions Scheme 2018/19 incorporating the In Year Admissions Process**

b.i The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

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

b.iii The details of the proposed scheme for determination are located in Appendix B

#### **(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2018/19**

c.i The over-subscription criteria for most Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2017. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled schools’ oversubscription criteria.

c.ii A local consultation was held for Tunbury Primary School and Whitfield Aspen Primary School. The proposal for Tunbury Primary School was to create a priority zone around the school in response to ongoing housing development. The proposal for Whitfield Aspen

Primary School was to amend the school's intake priority to take into account the new split site arrangement.

c.iii Parents and Parish representatives attended a meeting at Tunbury Primary School to discuss the proposals. Six formal responses were received following this meeting, with five respondents supporting the proposal and one remaining undecided.

c.iv The LA received no responses to the consultation for Whitfield Aspen Primary School. The consultation was managed using KCC best practice to ensure a wide demographic was reached. This included contacting families of children currently in the school, all Primary schools within a three mile radius (in line with KCC's determined consultation area), advertisement on school notice boards and websites, advertisement on the KCC admissions website and a consultation notice in the local newspaper.

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

**(d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2018/19**

d.i The proposed over-subscription criteria for most Community and Voluntary Controlled Secondary Schools are the same as those used in 2017. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled school's oversubscription criteria.

d.ii A local consultation was held for both Dover Grammar School for Girls and Simon Langton Girls' Grammar School. The amendment was proposed following suggestions from the Select Committee into Grammar Schools and Social Mobility and was the same for both establishments. The consultations proposed to add priority to any Pupil Premium children assessed suitable for grammar school before applications were considered on a distance basis.

d.iii The consultation was managed using KCC best practice to ensure a wide demographic was reached. This included contacting families of children currently in each school, all Primary and Secondary schools within a ten mile radius (in line with KCC's determined consultation area), advertisement on school notice boards and websites, advertisement on the KCC admissions website and a consultation notice in the local newspaper.

d.iv The LA received four responses for the Dover Grammar School for Girls consultation, with all four respondents raising an objection to the proposal. Simon Langton Girls' Grammar School received nine responses, three in favour of the proposal and six raising an objection. Objections from respondents to both schools had a similar theme. Respondents felt that admission to Grammar school should be a purely academic endeavour and social standing should not form part of the consideration. Respondents also highlighted that this proposal simply disadvantaged another cohort of children. Objections also highlighted that this did little to support families who narrowly miss Pupil Premium eligibility, but who were no less disadvantaged by their social circumstances. One respondent suggested that coaching of children from disadvantaged areas would produce a fairer system. One respondent stated that this would create a disparity between arrangements for Grammar schools in the area. Another respondent raised a concern that sibling priority should not be provided, due to the more independent travelling arrangements of Secondary students.

d.v The small number of responses compared to the cohort size of the schools suggests that the local communities are not significantly concerned by the proposed changes. Officers consider the significant benefits and opportunities created by these changes for children from poorer backgrounds far outweigh the concerns of the 10 responses that were not in favour of the pupil premium priority. The findings of the Select Committee seeking to improve social mobility through selective education developed a range of recommendations and KCC and Officers consider this change an important shift in the way grammar schools attract learners from poorer backgrounds and importantly raise the aspiration of children and families to seek academic pathways where very able children are suited to this type of learning. The Select Committee Report concluded that Grammar schools have a shared moral responsibility to ensure that the most academically able children from disadvantaged backgrounds access Grammar schools. Officers therefore hold the view the proposed changes should be determined to afford priority to pupil premium children. This approach has been adopted by a range of own admission authority grammar schools across Kent and it should be widely regarded as best practice going forward.

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

**(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19**

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

e.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix C (2) where agreement was reached.

**(f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19**

f.i The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Secondary schools are detailed in Appendix D (2). The LA can only determine the admission number for schools where it is the Admissions Authority and the schools listed fall into this category, at the time of going to print.

f.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix D (2) where agreement was reached.

**(g) Relevant Statutory Consultation Areas 2018/19**

g.i Relevant statutory consultation areas have not changed from 2017/18. Details for the Primary arrangements are in Appendix C (3) and Secondary arrangements in Appendix D (3).

#### **4. Recommendations**

4.1 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 accept and determine:

- a) The Coordinated Primary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2018/19 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2018/19 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2018/19 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2018/19 as set out in Appendix D (3)

#### **Lead Officer Contact details**

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#### **Background documents**

None

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education & Health Reform

DECISION NO:

17/00012

For publication

**Subject:**

Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2018/19

**Decision:**

The Cabinet Member for Education & Health Reform DETERMINED the recommendations set out below:

- a) The Coordinated Primary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2018/19 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2018/19 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2018/19 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2018/19 as set out in Appendix D (3)

**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:**

**Education and Young People's Services Cabinet Committee**

The proposal was discussed at EYPS Cabinet Committee on 1<sup>st</sup> February 2017. Recommendations and outcomes were reported to the Cabinet Member for Education & Health Reform.

**Any alternatives considered:**

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

None

.....  
**Signed**

.....  
**Date**

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Dated: 1<sup>st</sup> January 2017

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Appendix A

**Kent County Council  
Determined Co-ordinated Scheme for**

**Primary Admissions**

**Academic Year 2018/19**

**Incorporating Entry to Year R,  
Transfer from Infant School to Junior School  
(Year 2-3)**

**and**

**Determined Primary In-Year Admissions  
Process for Schools**

Produced by:  
Fair Access - Admissions

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## Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for Infant and Primary schools, Year 3 for Junior schools and Year 7 for Secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 28 February who will then impose a scheme to which all admission authorities must adhere.
- This consultation ran from 9.00 am on 1 November 2016 until 7 December 2016.. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**

## Section 1 –

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

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This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2018.

Year R applications are normally for children born between 1 September 2013 and 31 August 2014.

Year 3 applications are normally for children born between 1 September 2010 and 31 August 2011.

#### The Key Scheme dates are:

<b>Key Action</b>	<b>Scheme Date</b>
<b>National closing date for application forms</b>	<b>Monday 15 Jan 2018</b>
<b>Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools</b>	<b>By Friday 9 February 2018</b>
<b>Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their over-subscription criteria</b>	<b>By Monday 19 February 2018</b>
<b>Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN</b>	<b>By Friday 2 March 2018</b>
<b>Primary, Infant and Junior schools sent list of allocated pupils</b>	<b>Wednesday 28 March 2018</b>
<b>National Offer Day: e-mails sent after 4pm and letters sent 1<sup>st</sup> class post</b>	<b>Monday 16 April 2018</b>
<b>Schools send out welcome letters no earlier than</b>	<b>Wednesday 18 April 2018</b>
<b>Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools</b>	<b>By Monday 14 May 2018</b>
<b>Deadline for lodging of appeals</b>	<b>Wednesday 16 May 2018</b>
<b>Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria</b>	<b>Friday 18 May 2018</b>
<b>Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC</b>	<b>Friday 25 May 2018</b>
<b>Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.</b>	<b>Friday 15 June 2018</b>

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **15 June 2018** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **15 June 2018**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place either online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by using a standard paper form known as the Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF). Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

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

3.

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

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

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

5.

Online applications, RCAF/JCAF and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that parents will receive the offer of one school place only and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
  - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAF/JCAF must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name Primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

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

7.

Completed applications must be submitted online and paper RCAF/JCAF returned to Kent County Council or any Kent Primary School by **15 January 2018**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **14 May 2018** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

## **Supplementary Information Forms (SIFs)**

9.

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

10.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

11.

### **Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)**

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

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

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

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

### **Determining Offers in Response to the RCAF/JCAF**

12.

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

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;

- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 17.

13.

**By 9 February 2018** Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

14.

**By 19 February 2018** Kent County Council will advise all Kent Primary, Infant and Junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

15.

**By 2 March 2018** All Kent Primary, Infant and Junior schools, including Academies and co-ordinating Free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

16.

**2 March 2018** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

17.

**By 27 March 2018** the LA will match each ranked list against the ranked lists of every other school named and:

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

18.

**By 27 March 2018** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

19.

**By 28 March 2018** Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered



to their residents in its schools and Academies. Schools must not share this information with parents before **16 April 2018**.

20.

**On Offer day, 16 April 2018** Kent County Council will:

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

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

(b) send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will give:

1. The name of the school at which a place is offered.
2. The reasons why the child is not being offered a place at any school named on the RCAF/JCAF as a higher preference than the school offered.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference on their RCAF/JCAF, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

21.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

22.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **16 April 2018**.

23.

Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **16 April 2018**.

24.

Schools will send their welcome letters **no earlier than 18 April 2018**.

## Acceptance/Refusal of Places - 14 May 2018

25.

**By 14 May 2018** parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **14 May 2018**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

## Determining Offers in Reallocation Process

26.

Kent County Council will collect a reallocation list for all schools up to **14 May 2018**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **16 April 2018** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **14 May 2018**.

27.

**By 18 May 2018** Kent County Council will advise all Kent Primary, Infant and Junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **14 May 2018**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

**By 25 May 2018** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

29.

**On 15 June 2018** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

## Determining Offers after Waiting Lists returned to Schools

30.

After **15 June 2018** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include:

- (a) all applicants who were not offered a place on **16 April 2018**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **15 June 2018** (children on the waiting list described in paragraph 29);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via the In Year Common Application Form (IYCAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

31.

**After 15 June 2018** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **18 June 2018** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SSEN apply.

#### **Handling of Late Applications:**

##### **Applications received after the RCAF/JCAF closing date but before 9 February 2018**

32.

The closing date for applications in the normal admissions round (as above) is **15 January 2018**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **9 February 2018**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend their application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **15 January 2018** will be ignored. Online applicants who amend preferences after **15 January 2018** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1<sup>st</sup> class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **9 February 2018**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2017**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

##### **Applications received on or after 9 February 2018 but before 14 May 2018**

34.

Applications received after **9 February 2018** but before **14 May 2018** (the deadline for inclusion in any reallocation made on **15 June 2018**) will not be considered for places on **16 April 2018**, but will be included in the re-allocation of places on **15 June 2018** as defined above.

### **Applications received after 14 May 2018**

35.

Late applications received after **14 May 2018** (the deadline for inclusion in any reallocation made on **15 June 2018**) must be made directly to the schools. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **15 June 2018**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

### **Cancelling applications**

36.

Applications considered as 'on time' detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **2 March 2018** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **14 May 2018**.

38.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **15 June 2018**.

### **Appeals**

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **16 May 2018** for it to be considered as on time.

40.

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

### **Summer Born Applications**

41.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information

will be made available to parents on how applications should be made at [kent.gov.uk/primaryadmissions](http://kent.gov.uk/primaryadmissions) . Parents are advised to talk to schools no later than **17 November 2017** to enable a decision to be made before the closing date of the round on **15 January 2018**.

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

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### **In-Year Casual Admission Form.**

1.

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

2.

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

3.

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

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

Kent County Council will make appropriate arrangements to ensure:

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

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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

14.

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

15.

a)

### **Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)**

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

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

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

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

b)

### **Children in Local Authority Care (CiC) and Children Adopted from Care**

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance \*, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine

whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

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

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

c)

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

### **Determining Offers in Response to the IYCAF**

16.

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

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list;
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

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

17.

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



18.

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

19.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### **Acceptance/Refusal of Places**

21.

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

22.

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

23.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

### **Waiting Lists**

24.

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

25.

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

## **Appeals**

26.

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

27.

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

## Section 3 – Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	A Local Authority
<b>The LA</b>	Kent County Council
<b>The LA area</b>	The area in respect of which Kent County Council is the Local Authority
<b>Primary Education</b>	Has the same meaning as in section 2(1) of the Education Act 1996
<b>Primary School</b>	Has the same meaning as in section 5(1) of the Education Act 1996
<b>School</b>	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
<b>Foundation school</b>	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
<b>Voluntary Aided schools</b>	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
<b>VC schools</b>	Such of the schools as are Voluntary Controlled schools
<b>Academies</b>	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
<b>Free Schools</b>	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
<b>Admission authority</b>	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school
<b>Admission arrangements</b>	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
<b>Eligible for a place</b>	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.
<b>RCAF</b>	Reception Common Application Form, completed online or on paper
<b>JCAF</b>	Junior Common Application Form, completed online or on paper
<b>IYCAF</b>	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.
<b>SIF</b>	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given

	to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
<b>Summer Born</b>	A child born between the months of April to August
<b>PAN</b>	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
<b>Late Application</b>	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.
<b>Reallocation Process</b>	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.



Dated: 1<sup>st</sup> January 2017

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**Kent County Council**  
**Determined Co-ordinated Scheme for**  
**Secondary Admissions**  
**Academic Year 2018/19**

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

Produced by:  
Fair Access - Admissions

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## Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for Secondary schools, Year R for Infant and Primary schools and Year 3 for Junior schools).
  - There is a duty on the LA to secure agreement from all admission authorities including Academies in Kent. If the LA does not secure agreement from all the admission authorities and Academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and Academies must adhere.
  - This consultation ran from 9.00 am 1 November 2016 until 7 December 2016. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**
  - Cranbrook School is the only school in Kent with a normal point of entry at Year 9, in addition to a regular Year 7 intake. For Kent residents application forms for Year 9 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's In Year admissions process. Year 7 applications are processed in line with the co-ordinated process detailed below.
  - Leigh UTC is the only school in Kent with a normal point of entry at Year 10, in addition to a regular Year 7 intake. For Kent residents application forms for Year 10 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's co-ordinated UTC process. Year 7 applications are processed in line with the co-ordinated process detailed below.
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## Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2018.

Year 7 applications are normally for children born between 1 September 2006 and 31 August 2007.

The Key Scheme dates are:

<b>Key Action</b>	<b>Scheme Date</b>
<b>Registration for testing opens</b>	<b>Thursday 1 June 2017</b>
<b>Closing date for registration</b>	<b>Monday 3 July 2017</b>
<b>Test date for pupils in Kent Primary schools</b>	<b>Thursday 7 September 2017</b>
<b>Test date for pupils not in Kent Primary schools</b>	<b>Saturday 9 September 2017</b>
<b>Assessment decision sent to parents</b>	<b>Thursday 12 October 2017</b>
<b>National closing date for application forms</b>	<b>Tuesday 31 October 2017</b>
<b>Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)</b>	<b>By Friday 8 December 2017</b>
<b>Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria</b>	<b>By Friday 5 January 2018</b>
<b>Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN</b>	<b>No later than Wednesday 17 January 2018</b>
<b>Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils</b>	<b>Friday 23 February 2018</b>
<b>National Offer Day: e-mails sent after 4pm and letters sent 1<sup>st</sup> class</b>	<b>Thursday 1 March 2018</b>
<b>Schools send out welcome letters no earlier than</b>	<b>Monday 5 March 2018</b>
<b>Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.</b>	<b>Friday 16 March 2018</b>
<b>Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria</b>	<b>Wednesday 21 March 2018</b>
<b>Deadline for lodging appeals</b>	<b>Thursday 29 March 2018</b>
<b>Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC</b>	<b>Wednesday 28 March 2018</b>
<b>Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.</b>	<b>Wednesday 18 April 2018</b>



In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **18 April 2018** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **18 April 2018**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

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

2.

The SCAF and online application will be used for the purpose of admitting pupils to the first year of Secondary education.

3.

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

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

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority,

variations may apply to take into account differences present in that Local Authority's scheme.

5.

Online applications, SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that the parent will receive no more than one offer of a school place and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
  - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (d) specify the closing date for applications and where paper SCAFs must be returned to, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

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

7.

Completed applications must be submitted online and paper SCAFs returned to Kent County Council or any Kent Secondary School by **31 October 2017**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, Primary and Junior schools may ask parents for a note of their online application reference. They may also ask the online admissions team to check that an online application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied online close to the closing date to allow schools to check that every child has applied. These are important safeguarding

measures schools are encouraged to support.

9.

Applications made on the SCAF and returned direct to any school before **16 March 2018** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

### **Supplementary Information Forms (SIFs)**

10.

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

11.

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

12.

### **Children with Statements of Special Educational Need (SSEN) or Education, Health and Care Plan (EHCP)**

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SSEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

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

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

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

### **Testing**

13.

In line with Kent County Council's ongoing commitment to run a selective process, entry to

Grammar schools is restricted to children who have been assessed as suitable through the relevant test(s). Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day as they may be oversubscribed.

14.

The Kent schools that require children to sit the Kent Grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2018 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School for Girls
Borden Grammar School	****Mayfield Grammar School, Gravesend
Chatham and Clarendon Grammar School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
*Dover Grammar School for Boys	Simon Langton Grammar School for Boys
*Dover Grammar School for Girls	Sir Roger Manwood's School
**Folkestone School for Girls	Skinner's School
Gravesend Grammar School	Tonbridge Grammar School
**Harvey Grammar School	Tunbridge Wells Girls' Grammar School
***Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls
Maidstone Grammar School	

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

\*\* Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Shepway Test".

\*\*\* Highsted Grammar School also accepts pupils who have reached the required standard of the "Highsted Test".

\*\*\*\* Mayfield Grammar School, Gravesend also accepts pupils who have reached the required standard of the "Mayfield Test".

15.

Registration for the Kent Grammar school tests will open on **1 June 2017**. Parents wishing their children to sit the Kent Grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **3 July 2017**.

16.

Details regarding the administration of the Kent test for Grammar school will be made

available to parents in time for the registration.

17.

Kent test will take place:

for pupils attending a Kent school on **Thursday 7 September 2017**

for pupils not attending a Kent school on **Saturday 9 September 2017**

18.

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2018**.

19.

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

20.

By **6 July 2017** Kent County Council will send all Kent Primary and Junior schools, including Academies and co-ordinating Free schools, a list of their pupils that have applied to sit the Kent Grammar school tests. Schools will have until **14 July 2017** to contact parents of children who are interested in Grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test for Grammar school that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **14 July 2017**.

22.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid for National Offer Day (**1 March 2018**) because the child will not have met the entry criteria.

23.

In the following exceptional circumstances, where a child is unable to sit the Kent Grammar school tests on the specified dates, arrangements will be made for testing to take place by the end of **January 2018**:

(a) illness on one or both test dates, confirmed by a doctor's certificate;

(b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **8 December 2017**.)

24.

Outside these specific circumstances, children who have not registered for testing but want a Grammar school place will not have an opportunity to sit the test until after **18 April 2018** when parents can submit a further application through the post reallocation process

(detailed in paragraph 50) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

25.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1<sup>st</sup> class post on **12 October 2017**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **12 October 2017**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **1 March 2018** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a Grammar school.

### **Determining Offers in Response to the SCAF**

27.

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

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

Kent County Council will allocate places in accordance with the provisions set out in paragraph 32.

28.

**By 8 December 2017** Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);
- (c) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

29.

**By 5 January 2018** Kent County Council will advise all Kent Secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

**By 17 January 2018** All Kent Secondary schools, including Academies and co-ordinating

Free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

31.

**17 January 2018** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

32.

**By 22 February 2018** the LA will match each ranked list against the ranked lists of every other school named and:

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

33.

**By 22 February 2018** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

34.

**By 23 February 2018** Kent County Council will inform its Secondary schools of the pupils to be offered places at their establishments, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent Primary and Junior schools of offers made to their pupils. Schools must not share this information with parents before **1 March 2018**.

35.

**On Offer Day - 1 March 2018** Kent County Council will

- (a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:
  - 1. The name of the school at which a place is offered.
  - 2. Information about the right of appeal against the decisions to refuse places at other named schools.
  - 3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school*

(b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:

1. the name of the school at which a place is offered;
2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school;*
5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

36.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

37.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **1 March 2018**.

38.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **1 March 2018**.

39.

Schools will send their welcome letters **no earlier than 5 March 2018**.

### **Acceptance/Refusal of Places - 16 March 2018**

40.

**By 16 March 2018** parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **16 March 2018**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from



parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

### **Determining Offers in Reallocation Process**

41.

Kent County Council will collect a reallocation list for all schools up to **16 March 2018**.

This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **1 March 2018** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **16 March 2018**.

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

42.

**By 21 March 2018** Kent County Council will advise all Kent Secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **16 March 2018**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

**By 28 March 2018** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

44.

**On 18 April 2018** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

### **Determining Offers after Waiting Lists returned to Schools**

45.

After **18 April 2018** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include

- (a) all applicants who were not offered a place on **1 March 2018** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **18 April 2018** (children on the waiting list described in paragraph 44);

- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via In Year Common Application Form (IYCAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

46.

**After 18 April 2018** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **20 April 2018** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SSEN apply.

#### **Handling of Late Applications:**

##### **Applications received after the SCAF closing date but before 8 December 2017**

47.

The closing date for applications in the normal admissions round (as above) is **31 October 2017**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **8 December 2017**. Late applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **31 October 2017** will not be accepted. Online applicants who amend preferences after **31 October 2017** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1<sup>st</sup> class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **8 December 2017**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2017**. A confirmed address, or, in the absence of this, a Unit or "quartermaster area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

##### **Applications received on or after 8 December 2017 but before 16 March 2018**

49.

Applications received after **8 December 2017** but before **16 March 2018** (the deadline for inclusion in any reallocation made on **18 April 2018**) will not be considered for places on 1

**March 2018**, but will be included in the re-allocation of places on **18 April 2018** as defined above.

### **Applications received after 16 March 2018**

50.

Late applications received after **16 March 2018** (the deadline for inclusion in any reallocation made on **18 April 2018**) must be made directly to the schools. Post Reallocation Secondary Common Application Form (PRSCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **18 April 2018**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

### **Cancelling applications**

51.

Applications considered as 'on time' detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **17 January 2018** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **16 March 2018**.

53.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **18 April 2018**.

### **Appeals**

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **29 March 2018** for it to be considered as on time.

55.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria. *(Where the school is a Grammar school, a place may only be offered if the child has been assessed as being suitable for a Grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.)*

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

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### **In-Year Casual Admission Form.**

1

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

2.

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

3.

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

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

The LA will make appropriate arrangements to ensure:

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

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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

their published admission arrangements.

14.

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

### **Schools which have entrance tests**

15.

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

16.

a)

### **Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)**

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

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

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

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

b)

### **Children in Local Authority Care (CiC) and Children Adopted from Care**

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

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

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

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

c)

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

### **Determining Offers in Response to the IYCAF**

17.

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

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been

assessed suitable for Grammar school);

- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

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

18.

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

19.

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

20.

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

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### **Acceptance/Refusal of Places**

22.

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

23.

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

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.



## **Waiting Lists**

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list. *(A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)*

26.

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

## **Appeals**

27.

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

28.

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

### Section 3 – Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	A Local Authority
<b>The LA</b>	Kent County Council
<b>The LA area</b>	The area in respect of which Kent County Council is the Local Authority
<b>Primary education</b>	Has the same meaning as in section 2(1) of the Education Act 1996
<b>Secondary education</b>	Has the same meaning as in section 2(2) of the Education Act 1996
<b>Primary school</b>	Has the same meaning as in section 5(1) of the Education Act 1996
<b>Secondary school</b>	Has the same meaning as in section 5(2) of the Education Act 1996
<b>School</b>	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
<b>Foundation schools</b>	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
<b>Voluntary Aided schools</b>	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
<b>VC schools</b>	Such of the schools as are Voluntary Controlled schools
<b>Academies</b>	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
<b>Free Schools</b>	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
<b>UTC</b>	University Technical Colleges - technical Academies for 14- to 19-year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.
<b>Admission authority</b>	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school
<b>Admission arrangements</b>	Means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
<b>Eligible for a place</b>	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.

<b>SCAF</b>	Secondary Common Application Form, completed online or on paper
<b>IYCAF</b>	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school’s normal point of entry.
<b>SIF</b>	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
<b>PAN</b>	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
<b>Late Application</b>	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
<b>Reallocation Process</b>	the process by which vacant places are allocated
<b>The Kent Grammar school tests</b>	Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent Grammar schools
<b>The Kent Procedure for Entrance to Secondary Education (PESE)</b>	the system for determining entry to Kent Grammar Schools

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Dated: 1<sup>st</sup> January 2017

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## **Appendix C (1)**

# **Kent County Council**

## **Determined Admissions Arrangements for Academic Year 2018/19**

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

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Produced by:  
Admissions and Transport

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## Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They must include:

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

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

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## **Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools** *(except Dartford Bridge Community Primary School, Eastchurch CE Primary School, Tunbury Primary School and Whitfield Aspen Primary School)*

The over-subscription criteria for all Community and Voluntary Controlled Infant, Junior and Primary schools are as follows.

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

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

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

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

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

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

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

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the



admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## **Determined Oversubscription Criteria for Dartford Bridge Community Primary School**

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

- **Children who live in the Priority Area detailed below** – Children will be ranked according to the distance from their home to the Dartford Bridge Community Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG. A map displaying the priority catchment area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

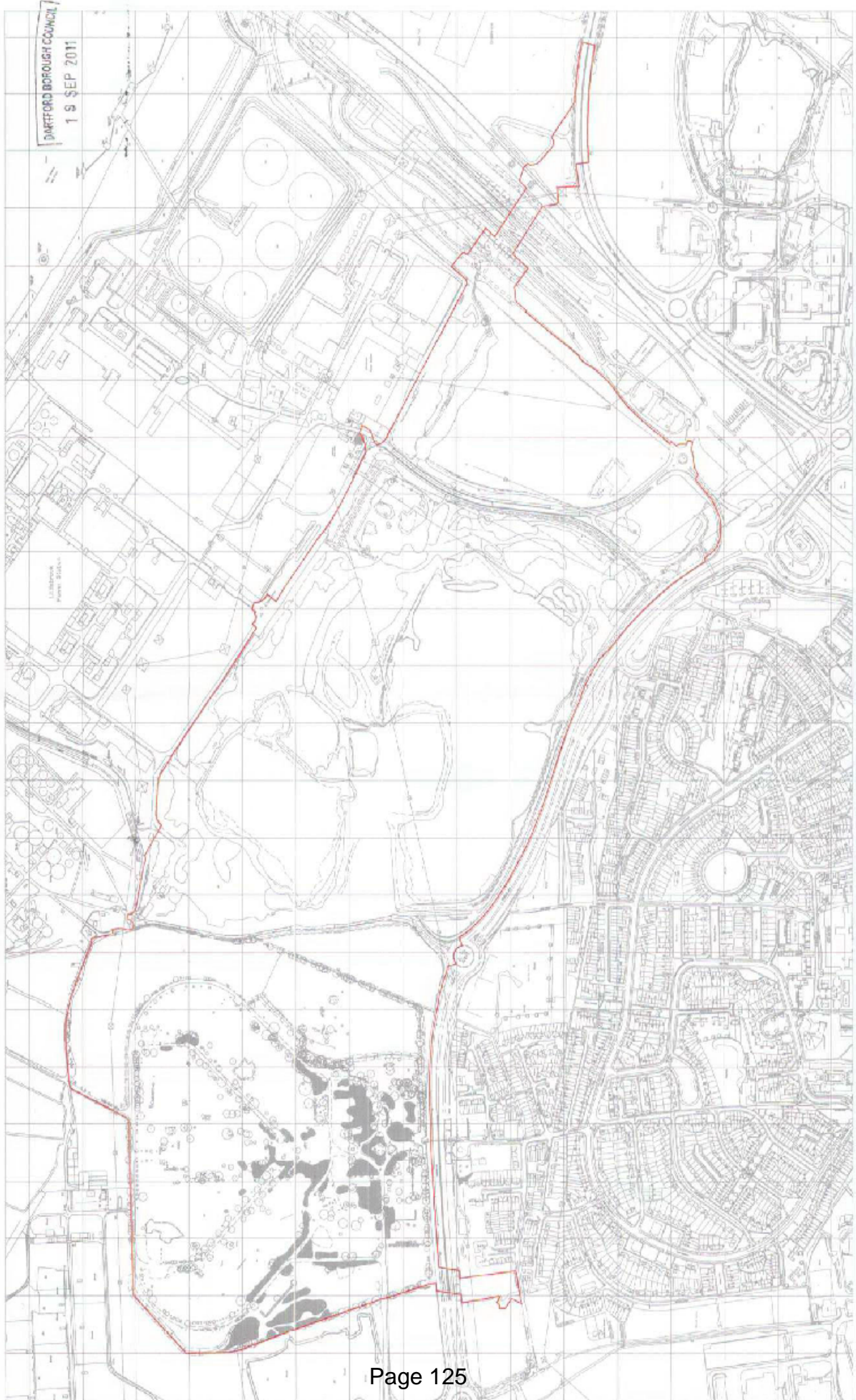
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for

the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmission](http://www.kent.gov.uk/primaryadmission)



DARTFORD BOROUGH COUNCIL  
19 SEP 2011



Figure 1a-rev D  
not to scale

DARTFORD PARK - Location Plan



## Determined Oversubscription Criteria for Eastchurch CE Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order :

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below). In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child's permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a defined point equidistant between the two school sites as specified by NLPG. The same coordinate for the equidistant point is used for everybody. These straight line measurements are used to determine how close each applicant's address is to the equidistant point and children will be ranked in order of shortest distance first.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school’s oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Determined Oversubscription Criteria for Tunbury Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

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

- **Children who live within a 0.5 mile radius of the school** - Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school**– Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they



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

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

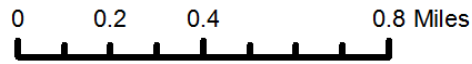
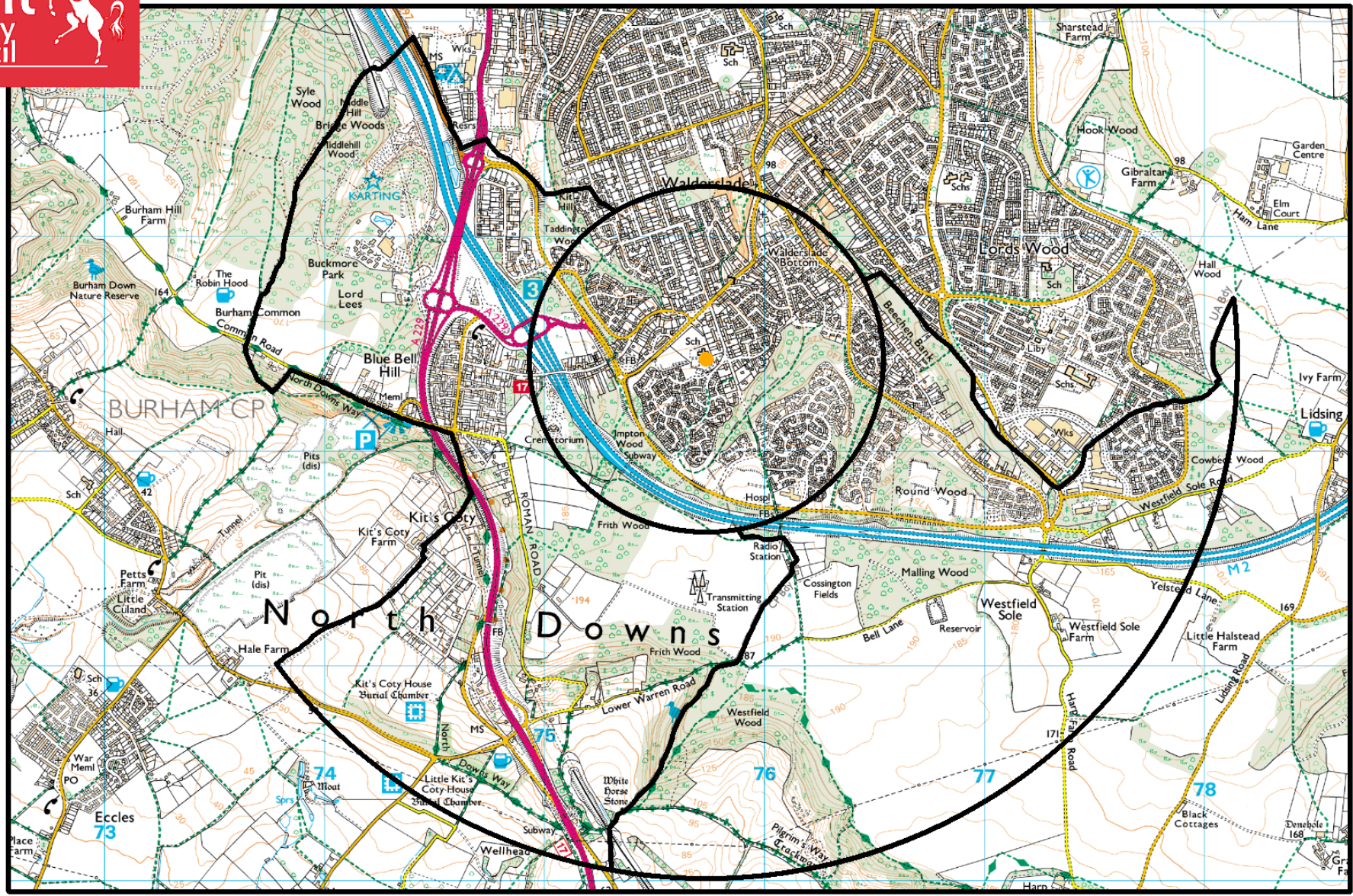
Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This

might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

# Tunbury Primary, half mile zone and 1.5 mile (Boxley & Aylesford only)



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## Determined Oversubscription Criteria for Whitfield Aspen Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - Children will be ranked according to the distance from their home to the nearest of either the Mayfield Road site or the Archers Court Road site of Whitfield Aspen school, with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school’s oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Linked Infant and Junior Schools

<b>DFE NO</b>	<b>Infant School Name</b>	<b>Linked With</b>	<b>DFE NO</b>	<b>Junior School Name</b>
2329	Callis Grange Nursery and Infant School	<b>Linked With</b>	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	<b>Linked With</b>	2052	Kennington Church of England Junior School*
3295	Herne CE Infant & Nursery School	<b>Linked With</b>	3338	Herne CE (Aided) Junior School *
2513	Oaks Community Infant School	<b>Linked With</b>	2463	Minterne Community Junior School
2459	Riverhead Infant School	<b>Linked With</b>	2141	Amherst School (Academy) Trust *
2462	Riverview Infant School*	<b>Linked With</b>	2444	Riverview Junior School
2626	Sandwich Infant School	<b>Linked With</b>	2627	Sandwich Junior School
2119	Shears Green Infant School	<b>Linked With</b>	2431	Shears Green Junior School
2337	St Crispin's Community Infant School	<b>Linked With</b>	3181	St Saviour's Church of England Junior School
3322	St James' Church of England Infant School *	<b>Linked With</b>	3049	St James's Church of England Junior School
3073	St Michael's Church of England Infant School	<b>Linked With</b>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<b>Linked With</b>	2523	Upton Junior School*
2474	St Paul's Infant School	<b>Linked With</b>	2175	North Borough Junior School
2611	St Stephen's Infant School	<b>Linked With</b>	2608	St. Stephen's Junior School *
3081	Thurnham Church of England Infant School	<b>Linked With</b>	5203	Roseacre Junior School*
2276	Willesborough Infant School	<b>Linked With</b>	5226	Willesborough Junior School *

\* Own admission authority Schools

## Appendix C (2)

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

DfE no.	School name	District	Sub Type	Status	2017 Published Admission Number
2270	Aldington Primary School	Ashford	Primary	Community	30
2272	East Stour Primary School	Ashford	Primary	Community	60
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
2278	Bethersden Primary School	Ashford	Primary	Community	20
2279	Brook Community Primary School	Ashford	Primary	Community	15
2280	Challock Primary School	Ashford	Primary	Community	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
2285	Mersham Primary School	Ashford	Primary	Community	30
2287	Rolvenden Primary School	Ashford	Primary	Community	14
2289	Smeeth Community Primary School	Ashford	Primary	Community	20
2574	Downs View Infant School	Ashford	Infant	Community	90
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3893	Phoenix Community Primary School	Ashford	Primary	Community	30
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
2258	Blean Primary School	Canterbury	Primary	Community	60
2259	Chartham Primary School	Canterbury	Primary	Community	60
2265	Hoath Primary School	Canterbury	Primary	Community	15
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
3122	Bridge & Patricxbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
3289	St. Peter's Methodist Primary School,	Canterbury	Primary	Voluntary	30

	Canterbury			Controlled	
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2062	Darenth Community Primary School	Dartford	Primary	Community	30
2066	Maypole Primary School	Dartford	Primary	Community	60
2120	Bean Primary School	Dartford	Primary	Community	30
2676	West Hill Primary School	Dartford	Primary	Community	72
2689	Craylands School, The	Dartford	Primary	Community	<b>60 (30)</b>
3021	Stone St. Mary's CEP School	Dartford	Primary	Voluntary Controlled	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
3919	Dartford Bridge Community Primary School	Dartford	Primary	Community	60
5229	Fleetdown Primary School	Dartford	Primary	Community	90
2312	River Primary School	Dover	Primary	Community	60
2318	Langdon Primary School	Dover	Primary	Community	10
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
2321	Lydden Primary School	Dover	Primary	Community	12
2322	Preston Primary School	Dover	Primary	Community	20
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2471	Whitfield and Aspen School	Dover	Primary	Community	<b>78 (52)</b>
2531	Vale View Community School	Dover	Primary	Community	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
2648	Aylesham Primary School	Dover	Primary	Community	60
2659	Sandown School	Dover	Primary	Community	60
3163	Downs CEP School, The	Dover	Primary	Voluntary Controlled	60
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
3172	Northbourne CEP School	Dover	Primary	Voluntary Controlled	20
3173	Kingsdown & Ringwould CEP School	Dover	Primary	Voluntary Controlled	30
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
3911	Hornbeam Primary School	Dover	Primary	Community	30
3916	Green Park Community Primary School	Dover	Primary	Community	60
2094	Cobham Primary School	Gravesham	Primary	Community	30
2095	Cecil Road Primary and Nursery School	Gravesham	Primary	Community	54
2109	Higham Primary School	Gravesham	Primary	Community	30
2116	Lawn Primary School	Gravesham	Primary	Community	30
2119	Shears Green Infant School	Gravesham	Infant	Community	120
2431	Shears Green Junior School	Gravesham	Junior	Community	120
2444	Riverview Junior School	Gravesham	Junior	Community	120
2509	Singlewell Primary School	Gravesham	Primary	Community	<b>60 (30)</b>
2519	Vigo Village School	Gravesham	Primary	Community	30



2525	Painters Ash Primary School	Gravesham	Primary	Community	60
2658	Westcourt School	Gravesham	Primary	Community	60 (30)
2666	Wrotham Road Primary School	Gravesham	Primary	Community	60
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2044	Loose Primary School	Maidstone	Primary	Community	90
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
2165	Headcorn Primary School	Maidstone	Primary	Community	60 (30)
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2172	East Borough Primary School	Maidstone	Primary	Community	60
2175	North Borough Junior School	Maidstone	Junior	Community	90
2176	Park Way Primary School	Maidstone	Primary	Community	45
2183	Marden Primary School	Maidstone	Primary	Community	40
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2520	Madginford Primary School	Maidstone	Primary	Community	90
2552	Sandling Primary School	Maidstone	Primary	Community	60
2578	Kingswood Primary School	Maidstone	Primary	Community	20
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
2653	West Borough Primary School	Maidstone	Primary	Community	60
2677	Coxheath Primary School	Maidstone	Primary	Community	60
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	30
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
2134	Four Elms Primary School	Sevenoaks	Primary	Community	16
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2138	Oxford Primary School	Sevenoaks	Primary	Community	60
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30

2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2636	Edenbridge Primary School	Sevenoaks	Primary	Community	<b>90 (60)</b>
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	60
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3298	<i>West Kingsdown C.E. Primary School***</i>	<i>Sevenoaks</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	<i>45</i>
3896	Downsview Primary	Sevenoaks	Primary	Community	30
3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2296	Mundella Primary School	Shepway	Primary	Community	30
2300	Sellindge Primary School	Shepway	Primary	Community	<b>30 (15)</b>
2524	Palmarsh Primary School	Shepway	Primary	Community	<b>20 (15)</b>
2545	Sandgate Primary School	Shepway	Primary	Community	60
3137	Brookland CEP School	Shepway	Primary	Voluntary Controlled	15
3146	Bodsham CEP School	Shepway	Primary	Voluntary Controlled	13
3149	St. Martin's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	15
3153	Seabrook CEP School	Shepway	Primary	Voluntary Controlled	15
3154	Lyminge CEP School	Shepway	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Shepway	Primary	Voluntary Controlled	30
3158	Stelling Minnis CEP School	Shepway	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Shepway	Primary	Voluntary Controlled	15
3160	Selsted CEP School	Shepway	Primary	Voluntary Controlled	15
3902	Hythe Bay C of E Primary School	Shepway	Primary	Voluntary Controlled	60
3904	Castle Hill Community Primary School	Shepway	Primary	Community	58
2074	Sunny Bank Primary School	Swale	Primary	Community	45
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2231	Lower Halstow School	Swale	Primary	Community	30
2237	Queenborough Primary School	Swale	Primary	Community	60
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2434	West Minster Primary School	Swale	Primary	Community	90

2463	Minterne Community Junior School	Swale	Junior	Community	90
2513	Oaks Community Infant School, The	Swale	Infant	Community	90
2534	Bysing Wood Primary School	Swale	Primary	Community	30
2629	Holywell Primary School Upchurch	Swale	Primary	Community	30
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
2345	Priory Infant School	Thanet	Infant	Community	60
2672	Palm Bay Primary School	Thanet	Primary	Community	60
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	90
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3917	Garlinge Primary School	Thanet	Primary	Community	120
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
2132	Hadlow School	Tonbridge & Malling	Primary	Community	25
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2191	St. Katherine's School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2661	Cage Green Primary School	Tonbridge & Malling	Primary	Community	60
2662	Long Mead Community Primary School	Tonbridge & Malling	Primary	Community	30
2667	St. Stephen's (Tonbridge) Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60

3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
3059	St. Mark's CEP School, Eccles	Tonbridge & Malling	Primary	Voluntary Controlled	20
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	<b>60 (30)</b>
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	60
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2135	Horsmonden Primary School	Tunbridge Wells	Primary	Community	30
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	25
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	20
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90

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

## **Appendix C (3)**

### **Determined Statutory Consultation Area**

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

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Dated: 1<sup>st</sup> January 2017

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## **Appendix D (1)**

# **Kent County Council**

## **Determined Admissions Arrangements for Academic Year 2018/19**

### **Community and Voluntary Controlled Secondary Schools in Kent**

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Produced by:  
Admissions and Transport

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### Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They must include:

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

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

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### **Determined Oversubscription Criteria for Entry into Year 7 for Community and Voluntary Controlled Secondary Schools** *(except Dover Grammar School for Girls, The North School, Simon Langton Girls' Grammar School and Tunbridge Wells Grammar School for Boys)*

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Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

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

**Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

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

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

**Nearness of children's homes to school** – The distance between the child's permanent home address and the school is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

## Appendix D

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

### **Determined Oversubscription criteria for Entry into Year 7 for Dover Grammar School for Girls will be applied in the following priority order:**

#### **Entry to the school is through the Kent Assessment Procedure**

Following the Schools Adjudicator's decision in 2007 that Dover Grammar School for Boys will continue to use a dual testing arrangement to determine eligibility for admission (the "Dover test" as well as Kent's PESE), provision was made for the same arrangements to apply to the Dover Grammar School for Girls at the time – consequently in 2017 Dover Grammar School for Girls will continue to include in its oversubscription criteria that: "Entry is through the Kent age 11 assessment procedure or the Dover test."

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to

## Appendix D

Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)



**DOVER GRAMMAR SCHOOL FOR GIRLS**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...
  - 3.1 Ever 6 FSM  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.
  - 3.2 Children adopted from care or who have left care  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).
- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)		
		Postcode
CURRENT SCHOOL	LA	DFE
SCHOOL NAME		

**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—DOVER GRAMMAR SCHOOL FOR GIRLS, Frith Road, Dover, Kent, CT16 2PZ BY 31st OCTOBER

## Appendix D

### **Determined Oversubscription criteria for Entry into Year 7 for The North School will be applied in the following priority order:**

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

**Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

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

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

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

**Children who live nearer to any other maintained non selective secondary school or academy than The North School** – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

## Appendix D

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

## Appendix D

Determined Oversubscription criteria for Entry into Year 7 for Simon Langton Girls' Grammar School will be applied in the following priority order

### Entry to the school is through the Kent Assessment Procedure

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.



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- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)



**SIMON LANGTON GIRLS' GRAMMAR SCHOOL**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...
  - 3.1 Ever 6 FSM**  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.
  - 3.2 Children adopted from care or who have left care**  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).
- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
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TELEPHONE NUMBERS	1	2
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EMAIL ADDRESS

PRINT NAME	SIGNATURE
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Please return to—SIMON LANGTON GIRL'S GRAMMAR SCHOOL, OLD DOVER ROAD, CANTERBURY, CT1 3EW BY 31st OCTOBER

## Appendix D

### **Determined Oversubscription criteria for Entry into Year 7 for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:**

#### **Entry to the school is through the Kent Assessment Procedure**

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school and who are eligible for admission to this academically selective school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

**Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

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

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

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

**Children who live in the named parishes below** – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property

## Appendix D

Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

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

**Nearness of all other children's homes to school** – The distance between the child's permanent home address and the school is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this priority must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions

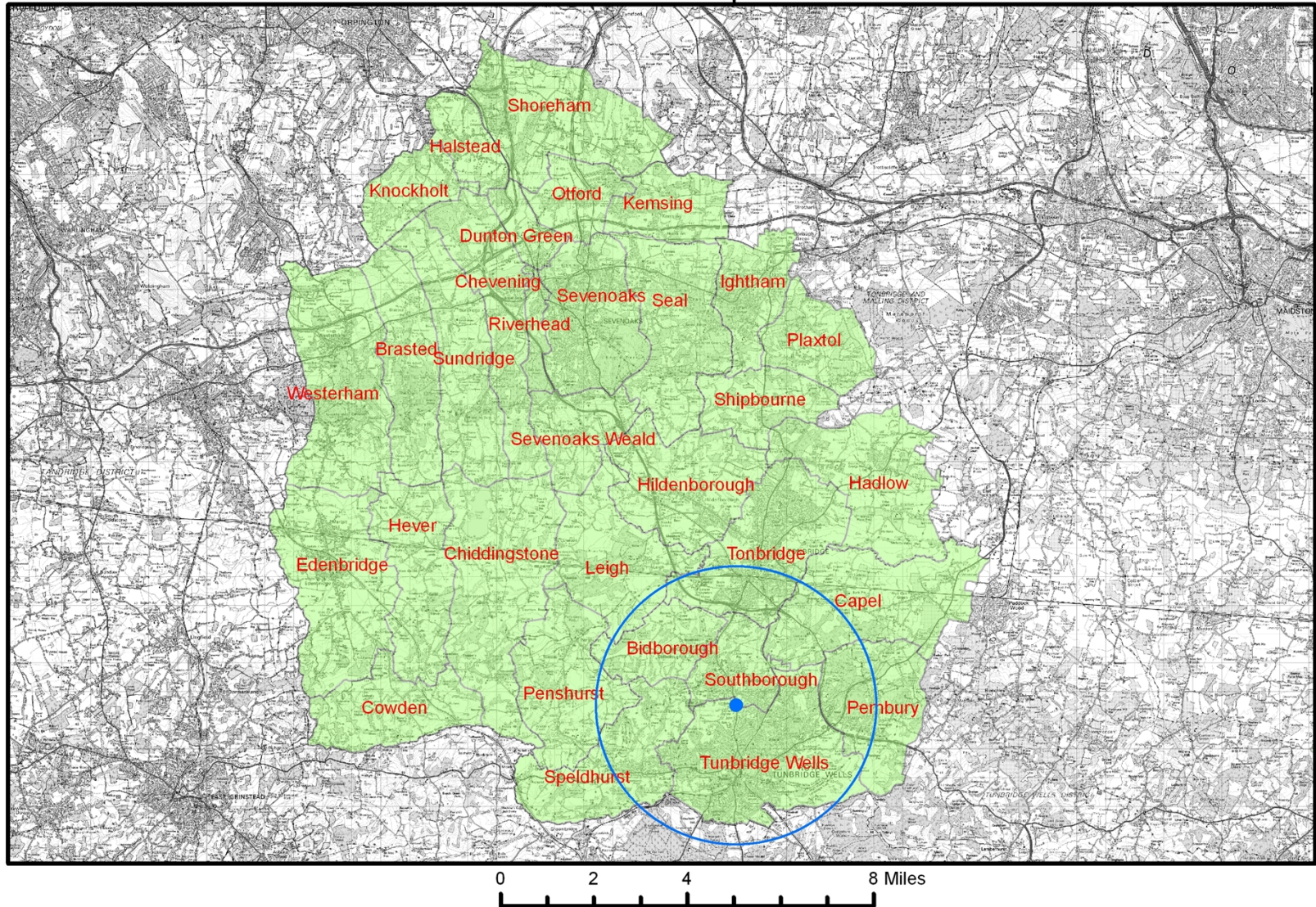
## Appendix D

authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

*A map displaying the priority catchment area is provided overleaf:*

### Tunbridge Wells Grammar for Boys School and selected parishes



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**TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...

**3.1 Ever 6 FSM**

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015.

**3.2 Children adopted from care or who have left care**

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ota](http://www.kent.gov.uk/ota) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
-------	----------	---------	-----------------------

TELEPHONE NUMBERS	1	2
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EMAIL ADDRESS

PRINT NAME	SIGNATURE
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Please return to—TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, ST JOHN'S ROAD, TUNBRIDGE WELLS, TN4 9XB BY 31st OCTOBER

## Appendix D

### **Determined Admission Arrangements for Entry into Year 12 for Community and Voluntary Controlled Secondary Schools**

#### **Community College Whitstable:**

Priority will be given to existing pupils transferring from Year 11 who meet the entrance criteria. Admission to the Sixth Form will be as a result of applicants obtaining a minimum of 5 GCSE passes at grade C or above and C grades in their preferred AS subjects or nearest equivalents.

The admission number for external candidates will be 50, but this figure may be exceeded in the event that this and the number of internal pupils transferring into Year 12 is less than the overall figure for the year group, which is 120.

#### Over-subscription Criteria

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the oversubscription criteria above will be applied to eligible students.

#### Offers and Appeals

Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's 4 chosen subjects being accommodated on the timetable, in feasible group sizes.

All offers made during Year 11 are conditional on pupils meeting the grade criteria specified and will only become firm offers upon confirmation of actual GCSE results. Offer letters will be made before the end of May 2016. Offers will be confirmed once the school has been notified of GCSE results in August 2016

Where learners have achieved better results than the predicted grades they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to The Clerk to the Governors, care of the school.

Late applications will be considered if places in appropriate subjects are still available after all other applicants have been considered.

A waiting list will be held, ranked according to the oversubscription criteria.



## Appendix D

### **Dartford Science & Technology College:**

The Planned Admission Number for entry into Dartford Science & Technology College Sixth Form is a total of 180 students.

All students entering the Sixth Form must have completed their GCSE courses and should have attained a minimum of 5 GCSE grades A\*- C including English Language and Mathematics (5 – 9 on the new specification grading system). Level 2 BTEC courses will also be accepted if graded at a Merit or above.

The opportunities available to you in the Sixth Form depend upon the grades you achieved at the end of Key Stage 4. Some A-Level courses require you to have achieved a particular grade in that subject. Please read the individual course descriptions in the prospectus carefully for more information.

Applicants will be required to attend a meeting to discuss their subject choices, after which a conditional offer may be made based on their predicted performance at GCSE, with the requirement that the GCSE grades are achieved in the final examinations prior to entry to the Sixth Form and a viable Sixth Form Programme can be provided.

All prospective students will be expected to attend a 3 day Getting Started Programme at the end of June. Students will also be given additional work to complete over the summer holiday and will be expected to complete an induction project at the start of year 12.

Any subsequent application after GCSE results day will be considered if places are available.

Following publication of examination results in August, all applicants will be required to attend a sixth form registration day, where they will be able to finalise their admission to DSTC 6th.

Progression from Year 12 into Year 13 will depend on you successfully completing the first year of sixth form.

Students wishing to apply for entry to the Sixth Form must complete an application through the online system UCAS Progress ([www.ucasprogress.com](http://www.ucasprogress.com)). These will need to be received by the published date.

Students will be invited to attend a Sixth Form Meeting with a Senior Member of Staff to discuss their application and finalise their course choices. Students should bring a Progress File and/or the most recent school report to this meeting.

#### Over Subscription Criteria

In case of over subscription for external students the following will apply:

1. Students who are in Local Authority Care – a student under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (section 22 of the Children Act 1989) or who is subject to care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority became subject to adoption,

## Appendix D

residence or special guardianship order (as defined by Section 46 of the Adoption and Children Act 2002 or Section 8 of the Children Act 1989).

2. Students who have a sibling at Dartford Science and Technology College at the time of entry. In this context sibling means children who live as brother or sister in the same house, including natural brothers or sisters, adopted brothers or sisters, stepbrothers or stepsisters and foster brothers and sisters.
3. Students living closest to the College. The distance used will be the distance between the students' permanent home address and the College, measured in a straight line using ordnance survey address point data. Distances are measured from a point as defined within the students' home to a point as defined within the College as specified by Ordnance Survey. The same address point on the College is used for everybody.

## **Appendix D**

### **Dover Grammar School for Girls:**

The Planned Admission Number for entry into Dover Grammar School for Girls Sixth Form is a total of 150 students.

#### **Entry Requirements**

Students are expected to achieve 6 GCSE passes A\*-C to include at least Grade C in both English Language and Mathematics and a minimum of four of these passes at grade B or above (usually in the subjects the student wishes to study at AS level). Students wishing to study Mathematics, any Science subject or any Modern Foreign Language, should achieve an A grade in the appropriate subject(s) at GCSE. Students wishing to study Further Mathematics should achieve A\* in Maths at GCSE.

#### **Oversubscription Criteria**

The school may enrol students above the expected number of places in the VI Form if there are sufficient places on the particular combination of courses requested by suitably qualified applicants. If the number of applications to the Sixth Form exceeds the number of available places, priority will be awarded to those who meet the entry requirements on the basis of the admissions criteria given above.

## Appendix D

### The North School:

For Post 16 admissions, priority will be given to existing students transferring from Year 11. The PAN for external candidates will be 25, but this figure may be exceeded in the event that this, and the number of internal students transferring into Year 12, is less than the overall total figure for the year group, which is 150.

Students are admitted to the Post 16 Centre subject to the following:

- a) a formal application by student and parent and an academic guidance meeting to determine the courses to be studied
- b) availability of a specific course or combination of courses
- c) minimum entry requirements for specific courses:
  - i) for Level 2 courses: 5 GCSEs at/equivalent to grade A\*-G
  - ii) for A Levels: 5 GCSEs at/equivalent to grade C or above, including English Language and Mathematics and at least a grade B/equivalent at GCSE in the same or a related subject unless otherwise stated in our prospectus.
  - iii) Level 3 BTEC National Diplomas: 5+ A\*-C/equivalent with a Merit in the subject to be studied

Where learners have achieved a better result than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

#### Oversubscription Criteria

In the case of oversubscription, the following criteria will apply in the order below:

- a) children in the care of a local authority/previously in local authority care
- b) students with a sibling living at the same address and attending the school at the time of entry
- c) health and special access reasons
- d) nearness of children's homes to the College

Parents have a statutory right of appeal should an application for a place be refused, by writing to The Clerk to the Governors, care of the school.

## Appendix D

### **Simon Langton Girls' Grammar School:**

The School has a mixed Sixth Form. Priority will be given to existing students transferring from Year 11. The admission number for external candidates will be 80, but this figure may be exceeded in the event that this, the number of internal students transferring into Year 12 and the number of students transferring into Year 13 are less than the overall total figure for the Sixth Form, which is 400.

The school is an academic institution where the expectation is that students will achieve top grades at A Level. The admissions criteria for the Sixth Form are as follows:

- At least five subjects at grade B or above at GCSE; and English and Mathematics at grade 6 or above.
- The minimum entry requirements specified by the subjects of their choice, with students normally achieving grade A/A\* in subjects studied at A Level (grade 6 or above for English; grade 7 or above for Mathematics).
- Students choose 3 or 4 subjects to study in Year 12 and an EPQ. They must qualify for 3 subjects to qualify to join the Sixth Form.

Where learners have achieved better results than their predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

#### Oversubscription Criteria

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to the Local Authority, Legal & Democratic Services.

## Appendix D

### Swadelands School:

The Planned Admission Number for entry into Swadelands School Sixth Form is a total of 150 students

Entry requirements are 5 x A-C grade GCSE for Level 3 study and 5 x A-G grade GCSE for Level 2 study

Before applying the oversubscription criteria, children with a Statement of Special Educational Need or an Education, Health and Care Plan which names the school will be admitted. As a result of this the admissions number will be reduced accordingly. If the number of preferences for the school is more than the number of places available, places will be allocated in the following priority order:

#### Children in Local Authority Care or Previously in Local Authority Care

A child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

#### Current Family Association

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

#### Health and Special Access Reasons

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

#### Nearness of children's homes to school

The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those

## **Appendix D**

siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

## Appendix D

### **Tunbridge Wells Grammar School for Boys:**

For entry in September 2017 the academic entry requirements will be a mean average point score equivalent to 6 points (see equivalences below) for the applicants best 8 subjects, applicants will be expected to achieve at least a B (or 6) in subjects they wish to study at A level (Mathematics requires an A or 7). For English Language and Mathematics GCSEs where results will be on the 9 to 1 scale all students must achieve at least a 5 in both subjects regardless of whether or not those subjects contribute to their 'Best 8' score. Offers of places will be made on the basis of forecast (and any actual) grades meeting these standards. Admission is dependent upon achieving the grades set out in these criteria.

Our Planned Admission Number (PAN) for Year 12 is 180 and for external applicants is 30. We may exceed that number if internal applicants and Y13 numbers allow resulting in a Sixth Form of no more than 360 students. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

1. Pupils currently on role at TWGSB
2. Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
3. Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
4. Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
5. Children who live within a 3 mile radius of the school - Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.
6. Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's



## Appendix D

home to a similarly defined point within the school as specified by Ordnance Survey.

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

7. Nearness of all other children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

### Equivalences.

GCSE Letter Grade	GCSE Number Grade and point score
	9
A*	8
A	7
B	6
C	5
D	4
E	3

## Appendix D

### Appendix D (2)

#### **Determined Published Admission Numbers for Entry into Year 7 for Community and Voluntary Controlled Secondary Schools in Kent:**

<b>DfE no.</b>	<b>School name</b>	<b>District</b>	<b>Sub Type</b>	<b>Status</b>	<b>2017 Published Admission Number</b>
4091	Community College Whitstable, The	Canterbury	High	Community	210
4026	Dartford Science and Technology College	Dartford	High	Community	145
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
4246	North School	Ashford	High	Community	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4059	Swadelands School	Maidstone	High	Community	150
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	180

## Appendix D (3)

### Determined Statutory Consultation Area for Kent Secondary schools

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

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

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

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

To: **Education and Young People's Services Cabinet Committee, 1<sup>st</sup> February 2017**

Subject: **Proposal to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2018**

Classification: **Unrestricted**

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

Past pathway: **None.**  
of paper

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

**Summary:**

This report informs the Cabinet Committee of the proposal to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from 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.

**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 £7.1m 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 General Counsel 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 South West planning areas. The Commissioning Plan identified a need to provide additional places in the planning area from September 2018.
- 1.3. Every school in the planning area was considered as a possible proposal for additional capacity according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Saint George's Church of England School was identified as the best option for expansion according to these criteria.

## **2. Financial Implications**

- 2.1. It has been agreed by the Aletheia Trust and the school Governing Body to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2018.
  - a. Capital – Kent County Council's contribution will be £7.1m. 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 exceeds the funding allocated by more 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 30 Reception Year pupils. For each new classroom, resulting from the change of age range at the school, the school, the sum of £6,000 will allocated towards the classroom setup costs.
  - c. Human – Saint George's Church of England 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 South West 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. Saint George's Church of England 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 Narinderjit Thandi and Sue Howes 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 South West planning area, an additional 1FE of Primary capacity is required for 2018, with an additional 1FE required before 2021. These 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 South West Planning Area is to expand the age range of Saint George's Church of England School.

#### **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 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, in time, add an additional 60 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 £7.1m 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 Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **10. Background Documents**

- 10.1. Bold Steps for Kent and Policy Framework
- 10.2. Kent Commissioning Plan for Education Provision 2016 – 2020
- 10.3. Equalities Impact Assessment

## **11. Contact details**

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Cabinet Member for Education and Health Reform

**DECISION NO:**

17/00011

**For publication****Key decision\***

Key decision due to the expenditure being more than £1m.

**Subject:**

A Proposal to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2018.

**Decision:**

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

- a. Allocate £7.1m 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 General Counsel 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

**Reason(s) for decision:****Cabinet Committee recommendations and other consultation:**

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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

.....  
signed

.....  
date

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

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

To: **Education and Young People's Services Cabinet Committee – 01 February 2017**

Subject: **Report on Reducing Exclusions and Improving Attendance in Kent**

Classification: **Unrestricted**

Past Pathway of Paper: **N/A**

Future Pathway of Paper: **none**

Electoral Division: **All**

**Summary:**

Following the establishment of the new Inclusion and Attendance Service as part of Early help and Preventative Services, the service has developed effective new approaches to supporting children's maximum access to education by reducing school absence and exclusions. The Committee is asked to note and endorse the service's new approach of refocusing on preventative, advisory and outcomes-focused support for schools and families while streamlining the enforcement interventions to provide an effective and consistent county-wide service.

**Recommendations:**

That the Cabinet Committee note and endorse:

- (i) the development of a more preventative and advisory approach in supporting schools to improve attendance and to reduce exclusions;
- (ii) the revised Code of Practice for issuing education related penalty notices and a streamlined attendance enforcement team to ensure consistency and effectiveness across Kent;
- (iii) the positive impacts that the new Service has made in improving attendance and reducing exclusions.

**1. Introduction**

- 1.1 The LA's statutory functions in relation to school attendance and exclusion are discharged by the new Inclusion and Attendance Service.

- 1.2 In May 2015, the new service was established to become an integrated part of the Early Help and Preventative Service. The service was redesigned as a significantly leaner structure by reducing the number of school attendance staff from 46 FTE to 15 FTE (School Liaison Officers). The staff deployed for managing exclusion and reintegration were slightly reduced from 7 FTE to 6.5 FTE. The attendance and exclusion staff, who were not re-employed in the service were mostly re-deployed as Early Help Workers in the Early Help Units across Kent.
- 1.3 As a consequence the service delivery model had to change in order to provide a better service with a leaner structure and reduced resources. The service has since adopted a new approach refocusing on preventative, advisory and outcomes-focused support for schools and families, while reconfiguring the six enforcement intervention hubs to form a single county wide enforcement team, and make the legal process more agile, consistent and effective.
- 1.4 The design of the new approach was based on shifting the intensive interventions in relation to attendance and exclusions, which Education Welfare Officers and Exclusion Officers traditionally carried out, to be delivered in the Early Help Units.
- 1.5 In order to make schools' access to the service easier and the legal process for taking court action in relation to attendance more outcome-focused, the service has piloted and implemented the Digital Front Door and the new Code of Conduct for issuing education related penalty notices.
- 1.6 Smarter datasets for school attendance and exclusions were developed to better inform the improvement strategies both of schools and KCC, as well as monitoring effectiveness and identifying targets for co-ordinated support.
- 1.7 The improved use of data analysis also helped to identify that children's illness is often the most common reason for missing school, while family holidays in term time is less so.

## **2. Digital Front Door**

- 2.1 The purpose of having a Digital Front Door is to identify and implement the following
  - County wide improved processes for the tracking and monitoring of pupils excluded from school and those at risk of exclusion from school;
  - County wide improved processes for the tracking and monitoring of pupils persistently absent from school and those at risk of becoming missing from education or persistently absent from school;

- Reallocation of resource supported by the implementation of improvement opportunities allowing staff to focus on prevention;
- Maintain or enhance the public value of the service;
- Reduction in pupil exposure to risk through appropriate tracking and monitoring;
- More information recorded allowing for greater reporting, analysis and managerial oversight.

2.2 After a six months' pilot in 56 schools, the Digital Front Door was fully rolled out to all Kent schools in September 2016 and has achieved the following improvement in its first three months in operation:

- A secure school (or other agency) to LA pathway has been implemented which
  - works effectively to streamline the referral process and allows for robust recording of information
  - captures all work of staff (cases were previously managed and stored in a variety of ways developed across individual areas)
  - complies with Information Governance regulations (service was considered to be non-compliant at point of review)
  - has received positive feedback from staff and schools across the county
- The service supervision and delivery model is now more closely aligned with EHPS models of working
- From September the service is largely paperless
- And it has reduced the amount of failure demand and administration time across all teams.

2.3 The outcomes that are attributed to the project are:

- A reduction in permanent and fixed term exclusions
- A reduction in the number of pupils persistently absent from school
- A reduction in the number of statutory processes instigated relating to school attendance

### **3. The new Code of Conduct for Issuing Penalty Notices**

3.1 After a period of consultation with Kent schools and the Police, KCC published its new Education Penalty Notices Code of Conduct in November 2015.

- 3.2 The main change is that the use of Penalty Notices will not be limited to family holidays but for all unauthorised absence which is deemed applicable because there is persistent unauthorised absence from school.
- 3.3 Under the new Code of Conduct a Penalty Notice for unauthorised absence is only issued where a child has an overall attendance of 90% or below (persistent absence level) or where there are aggravating factors such as removing a child from school during a period of examination.

#### **4. The New Ways of Working in Reducing Exclusions in Kent**

- 4.1 The re-organised PRU arrangements have made a clear contribution to the reduction in permanent exclusions over time. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning.
- 4.2 The Inclusion and Attendance Advisers adopted more preventative approaches to focus their interventions on the factors that make a difference to children's behaviours, which in turn affects the rates of permanent and fixed term exclusions.
- 4.3 These factors include the effectiveness of school practice and in-school support; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the early identification of special educational needs and the use of the LIFT process; and the use of support through Early Help notifications.
- 4.4 There are eight Primary phase projects, partially funded by KCC to provide effective support to schools in managing pupils with challenging behaviour.

#### **5. The Outcomes**

- 5.1 The effective approaches adapted by the new service have had positive impacts on Kent's school attendance with the latest school census data confirming that Kent's attendance has improved, with Primary schools' attendance reaching 96% and Secondary schools being close to 95%.
- 5.2 In comparison with 2015, the exclusion data shows that there is a continuous trend of reduction in overall permanent and fixed-term exclusions, which is very welcome. Permanent exclusions have been reduced from 109 to 64, a reduction by 45 while there are 704 fewer fixed-term exclusions.

- 5.3 Since September 2016, while there is a general trend of fewer exclusions in many Districts, South Kent has so far made the most reduction in exclusions with an impressive reduction in Ashford schools' fixed-term exclusions.
- 5.4 One year ago 70% of permanently excluded pupils were eligible for free school meals (FSM). This figure has now been markedly reduced to 46.9%. There is also a reduction in the proportion of FSM children involved in fixed-term exclusions.
- 5.5 The proportion of permanently excluded children, with special educational needs and with an Education Health and Care Plan has been reduced from 9.2% to 6.3%.
- 5.6 Since the introduction of the Digital Front Door schools have used the new digital system to report 892 cases of children missing education. 87% of the children involved were found and contacted by School Liaison Officers and returned to school within two weeks.

## **6. Recommendations:**

The Cabinet Committee is asked to consider and endorse:

- (i) the approach of moving toward a preventative and advisory approach in supporting schools to improve attendance and to reduce exclusions;
- (ii) the revised Code of Practice for issuing education related penalty notices and the streamlined attendance enforcement service to ensure consistency and effectiveness across Kent;
- (iii) the positive impacts that the new Service has made in improving attendance and reducing exclusions.

## **7. Background Documents**

- 7.1 School attendance: guidance for schools  
From: Department for Education  
First published: 25 November 2013  
Last updated: 2 November 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/564599/school\\_attendance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.pdf)

- 7.2 Statutory guidance: School exclusion  
From: Department for Education  
First published: 20 June 2012  
Last updated: 10 February 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

**7.3** KCC Code of Conduct for Issuing Education Related Penalty Notices  
Published: November 2016  
Effective date: 1<sup>st</sup> January 2016

[http://www.kelsi.org.uk/data/assets/pdf\\_file/0017/62126/KCC-Code-of-Conduct-Penalty-Notice.pdf](http://www.kelsi.org.uk/data/assets/pdf_file/0017/62126/KCC-Code-of-Conduct-Penalty-Notice.pdf)

**7.4** KCC Guidance on School Exclusions and Re-integration, August 2016  
<http://www.kelsi.org.uk/pru,-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

## **8. Contact details**

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

**To:** Education and Young People's Services Cabinet Committee  
1<sup>st</sup> February 2017

**Subject:** EYPS Systems Refresh Programme – Briefing Note

**Classification:** Unrestricted

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**Summary:** The EYPS Systems Refresh Programme is an important project for the rationalisation and improvement to a range of old and inefficient data systems in the Directorate, which aims to provide a more integrated and business appropriate IT platform for our work. After nearly two years of research and development, the specification has gone to market and a contract has been awarded to the successful supplier. A phased approach to programme implementation has been planned is currently being finalised to meet service needs, and will take place between now and March 2018.

**Recommendation** The Education and Young Peoples Services CC is asked to note the update and the progress achieved in taking the specification to market, awarding the contract to Servelec, and starting the implementation process

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## 1. Background

1.1 There are a large number of IT systems and spreadsheets in use across the Education and Young People's Services directorate. This creates a risk of impacting our ability to provide a high quality service to vulnerable children and young people. Multiple systems and spreadsheets have resulted in the following issues:

- Challenges to gaining access to information about children and young people held across different systems which can impact timescales for support;
- Difficulty reporting accurate and timely information across systems which can impact effective and timely decision making;
- Duplication of effort when recording the same information in multiple systems;
- Poor value from having multiple contract and support arrangements;
- Services within the directorate developing their own systems in isolation and not looking at larger scale organisational requirements, organisational efficiencies and systems alignment;
- Professionals needing to access multiple systems to get a holistic view of the child and their needs.

By holding multiple records about children and young people which may conflict between systems, EYPS is potentially subject to a number of additional risks:

- Data breach fines from the Information Commissioner's Office (ICO)
- Reputational risk (using incorrect information)
- Risk during inspection processes

Our strategy is therefore to rationalise the current EYPS systems and spreadsheets into as few systems as possible. This will not only reduce ongoing support costs but will significantly improve the efficiency of staff by not having to maintain information across multiple formats.

The following current EYPS systems and spreadsheets are within scope:

System	Spreadsheets
<b>Capita ONE</b> (Attendance; Early Years; Education Performance Monitoring / Education Plan Monitoring; Exclusions; Bases; B2B Student; Pulse)	Permanent Exclusions Penalty Notices Elective Home Education Children in Entertainment / Employment Free for 2
<b>CACI Impulse</b> (SEN; Social Inclusion; Exclusions, Looked After Children (LAC), Court Referrals, Referrals; Appeals Management; Core; Children's Safeguarding (CSS); Educational Psychology; Specialist Support Service (SSS))	SEND FE Learners SEND Finance SEND Early Years SEND SCARF SEND Specialist Teaching Services SEND CAT SEND Tribunals SEND Provision & Evaluation SEND EHCP Tracker
<b>KCC webforms</b> which do not currently link to a system: Children in Entertainment / Employment Free For 2 Early Years Pupil Premium Funding for 3 to 4 Year-olds SEN School Transport Attendance / Exclusions Search for Schools	

## 2. Progress summary

- 2.1 The service specification was developed in conjunction with EYPS Heads of Service, ICT and Procurement. All stakeholders provided feedback. It was approved by the ICT Board and the Corporate Director and went out to market at the end of July 2016, with a tender deadline of 2 September 2016.
- 2.2 Market engagement showed that the suppliers of the core education systems did not have modules that meet our requirements for the specialist areas of Youth Justice and Tracking Young People's NEET status, so these items were made optional and will be reviewed at a later stage of the programme. The existing systems for these activities are currently in contract and cost less than £8K and £50K respectively per year.
- 2.3 During September 2016 evaluation of the three submitted tenders took place, followed by supplier presentations. The scoring, across both quality and price (total cost of ownership), resulted in Servelec being awarded the contract for the new Education system, called Synergy. This is the same system used by Admissions (awarded earlier in 2016) and will mean that the Admissions module will form a core part of the new integrated system.
- 2.4 Several meetings have now taken place with Servelec to jointly develop the implementation plan, taking into account critical service deadlines, and key issues such as migration, archiving and training. The first services to migrate to the new system will be SEND and Educational Psychology, in spring 2017. The next major

service planned after this is Early Years Free Entitlement for 2, 3 and 4 year olds, as a new system to administer the 30 hours offer needs to be in place for September 2017. They will be followed by other services during 2017-18, including Inclusion and Attendance, Children in Entertainment and Employment, Children Missing Education, Elective Home Education, to ensure the system is fully live by March 2018.

- 2.5 Work has been taking place to clean the data in existing systems to prepare for successful data migration to the new system. Services are planning which data items they need to migrate to the new system, and how many years of data they require in the live system, and what they will need to access from the archived systems. Business process mapping is underway for all services moving to the new system, and is almost complete for SEND. This will inform the development of 'to be' business processes that will be built into Synergy to inform how the system is configured for each service.
- 2.6 The requirement for a system to replace the existing Children Centres and Youth Hub system was made optional, to be procured at a later stage of this programme. This will avoid paying for a system in year one that will not be implemented until year two. EYPS have taken a strategic view to aim to rationalise this replacement system into the existing Early Help system, and this possibility is currently being explored in more detail. This development will support any future further integration of Education, Early Help and Specialist Children's Services.

### **3. Capital Budget and Cost of Procurement**

- 3.1 The total cost of ownership, for Servelec's implementation costs, and the software and maintenance costs for five years, is £672,652.80. This provides a significant saving as current annual costs of those systems being replaced are £262,500.
- 3.2 The implementation of the Synergy system and the replacement system for use by Children's Centres and Youth Hubs (to be procured spring 2017) is funded by an EYPS Systems Refresh capital budget of £1.8 million. Funding has been allocated across both projects and the programme is expected to come in on budget.
- 3.3 Additional revenue budget has been agreed for training staff on the new systems as this cost cannot be capitalised.

### **4. Recommendations**

- 4.1 The Education and Young People's Services CC is asked to note the update and the progress achieved in taking the specification to market, awarding the contract to Servelec, and starting the implementation process.

*Author of Report: Katherine Atkinson*

*Title of Author: Head of Information & Intelligence, Education and Young People's Services*

*Date of Report: 3 January 2017*

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

To: Education and Young People's Services Cabinet Committee – 1<sup>st</sup> February 2017

Subject: **Schools' National Funding Formula – Government Consultation**

Classification: Unrestricted

**Summary:** The Department for Education (DfE) has recently published its detailed consultation on proposals to move schools' funding onto a national funding formula from 1 April 2018. This report provides details on the key proposals as well as highlighting the impact of these proposals on Kent schools and academies.

**Recommendation(s)**

The Education and Young People's Services Cabinet Committee is asked to note the proposals within the Department for Education consultation as outlined in this report.

The Education and Young People's Services Cabinet Committee is invited to make suggestions to the Cabinet Member for Education and Health Reform on any other issues which should be reflected in the Council's consultation response.

**1. Introduction**

- 1.1 The Department for Education (DfE) launched the second stage consultation on the future of Schools and High Needs funding on 14 December 2016 with responses due by 22 March 2017 (a 14 week consultation period). These proposals build on the first stage consultation which took place earlier last year which focused on the principles and the building blocks to include within a NFF. This latest consultation focuses on the weightings between the factors and the amount of funding to be channelled through each factor.
- 1.2 This consultation confirms many of the proposals outlined in the first stage consultation with a small number of minor amendments. Overall there was strong support for the government's vision for, and the principle and proposed structure of, a national funding formula (NFF).
- 1.3 The rationale for moving to a NFF is that the current system is unfair and not transparent with similar schools and local areas receiving very different levels of funding, with little or no justification. The DfE view is that the

current national funding inequality is further compounded by the application of a local formula.

## **2 Overview of the Governments proposals**

- 2.1 From 2018-29, the DSG will be split into four blocks rather than three – Schools, High Needs, Early Years and the new Central Services for Schools.
- 2.2 The government intends to operate a “soft” national funding formula in 2018-19, with local authorities still responsible for running a local funding formula for schools, followed by a “hard” national funding formula for schools in 2019-20. The hard national funding formula means the funding rates will be set nationally with little or no local involvement or flexibility.
- 2.3 However, even after the hard formula is introduced in 2019-20, the government expects LAs to continue to have flexibility on some limited parts of the schools formula, particularly in relation to funding for pupil growth. The government plans to provide further details on this local flexibility in due course.
- 2.4 In 2018-19 (the soft year) the new national funding formula will be applied at school level and aggregated up to local authority level for distribution through a local formula.
- 2.5 The schools national funding formula will comprise of 12 factors as proposed in the first stage consultation, with the addition of a mobility factor. Appendix 1 provides the detail of these 12 factors with the proposed rates the DfE are intending to apply to each of them.
- 2.6 The proposals for High Needs funding (for pupils with special educational needs) remain the application of a national formula at local authority level with local authorities remaining the commissioners of provision. The High Needs national funding formula will comprise of 9 factors. Appendix 2 provides the detail of these 9 factors with the proposed weightings the DfE are intending to apply to each of them.
- 2.7 Local authorities can currently decide how to divide their total DSG across the blocks: they are not obliged to set budgets for Schools, High Needs and Early Years funding in line with the notional allocations they receive. Under a hard formula, LAs will continue to make decisions about how to spend their High Needs, Early Years (with some additional restrictions on the central Early Years Service’s expenditure) and Central School Services block. The difference under a hard formula is that there will be limited flexibility for LAs in how they allocate the Schools block funding. For 2018-19, the Government has confirmed that LAs will be able to move funding between the Schools block and High Needs block, following local consultation and with the explicit agreement of the Schools Funding Forum and a majority of their schools. Some continued local flexibility may exist from 2019-20 but no details have been published yet.

- 2.8 The Pupil Premium, Pupil Premium Plus (for Looked After Children) and Service Premium (for children of Armed Services families) will continue to operate as separate grants and are unaffected by these proposals.

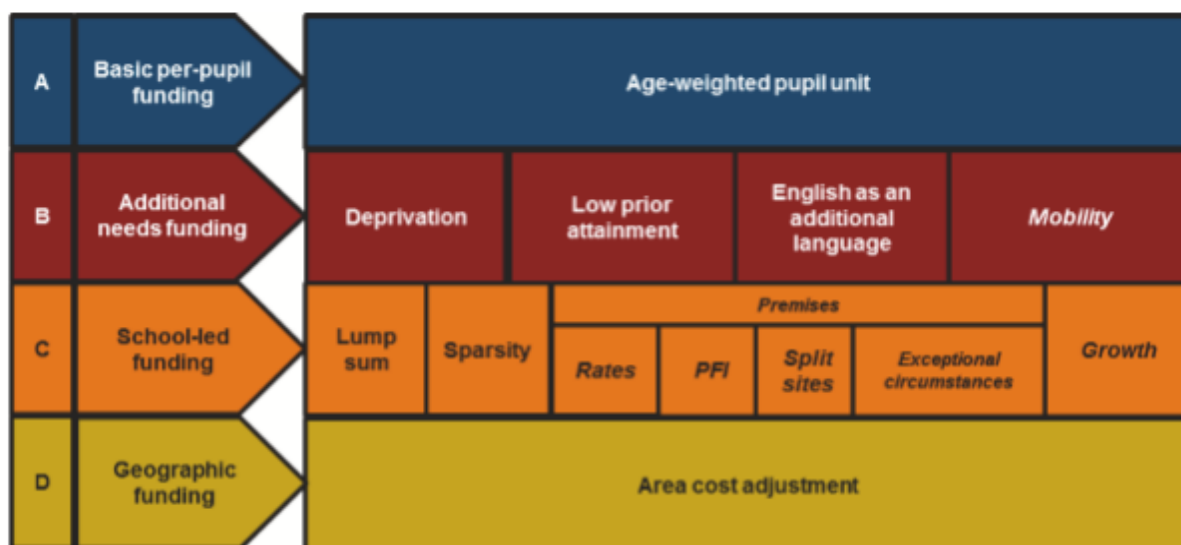
### **3 Proposed schools funding formula**

3.1 The broad direction of the DfE proposals is to:

- maintain the Primary to Secondary ratio in line with the current national average (1:1.29)
- maximise the proportion of funding allocated to pupil-led factors compared to the current funding system, so that as much funding as possible is spent in relation to pupils and their characteristics (90% pupil led)
- reflect that the majority of funding is used to provide a basic amount for every pupil, but that some of this funding is targeted at specifically supporting pupils with additional needs.
- increase the total spend on the additional needs factors in the national funding formula
- continue to increase the basic rate as pupils progress through the key stages
- continue to provide every school with a lump sum, but at a lower level than the current national average so that they can direct more funding to the pupil-led factors (£110,000 for both Primary and Secondary)
- provide small and remote schools with additional funding where they meet the criteria, over and above the lump sum, to recognise that they can face greater challenges in finding efficiencies and partnering with other schools (subject to meeting the sparsity criteria)
- proceed with the proposal to fund rates, premises factors and growth in 2018-19 on the basis of historic spend.

3.2 The diagram below outlines the proposed funding factors. This is largely unchanged with the exception being that the mobility factor that was proposed to be removed is now remaining, although it will be reformed.

**Figure 1: The building blocks and factors in the national funding formula for schools**



- 3.3 The majority of factors are based on a proposed value outlined in the consultation. The approach adopted is to base the value on the national average and then seek evidence as to why this should be different, rather than on a needs led or evidence based approach.
- 3.4 There are a number of factors shown in italics which will be allocated to local authorities in 2018-19 on the basis of historic spend. The DfE has identified these factors as requiring further work and consultation as to establish a suitable way of calculation at a national level.
- 3.5 As previously proposed, the factor for Looked after Children has been removed. It will be possible to include in the local formula in 2018-19 if required but this would be the final year.

#### **4 Proposed values in the schools funding formula**

- 4.1 As already stated, the values proposed by the DfE are shown in Appendix 1 alongside the current Kent values for comparison. Some of Kent's values will change for 2017-18 in response to increasing financial pressures, in particular on the High Needs block, and the recommendations made by the Schools' Funding Forum on 9 December 2016.
- 4.2 Based on the proposed unit values, the overall proportion of spend shows an increase in funding directed towards additional need factors and a reduction in the basic per-pupil and school led funding.

Table 1

	% of overall budget	
	Kent	National
Basic per-pupil funding	78.5	72.5
additional need factors	11.1	18.1
school led funding	10.5	9.4



## **5 Other key points from the schools funding consultation**

- 5.1 It has been confirmed that a Central Schools Services block will be created to include central services currently funded through the Dedicated Schools Grant and the funding for retained statutory duties currently funded through the Education Services Grant.
- 5.2 An allocation for the Central block has been proposed as part of the consultation. From our initial analysis, KCC is set to lose £170k in 2018-19, increasing to £560k when the NFF is fully implemented.

## **6 Transition to the new formula**

- 6.1 The DfE proposes to build in an overall “funding floor”, in addition to the Minimum Funding Guarantee (MFG), so that no school will face a reduction of more than 3% per-pupil overall as a result of the changes. Whilst this proposal provides stability for schools, it is at odds with one of the fundamental principles underpinning the national funding formula as it leaves a large group of schools<sup>1</sup> with enhanced funding for the foreseeable future. It is our view that this seriously undermines the whole purpose of the NFF as similar schools in different areas will be funded at different levels.
- 6.2 Schools will receive gains of up to 3% per pupil in 2018-19, and then up to a further 2.5% in 2019-20. This has been made possible by an additional allocation of £200m in each year. The increase in 2018-19 will be given to the gaining LAs who will then, in consultation with their Funding Forum, agree how this is allocated.
- 6.3 The government’s approach to transition will cost approximately £535m in total, with £345m being added to the Schools block and £190m being added to the High Needs block.

## **7 Impact on Kent of proposed school funding changes**

- 7.1 From a Kent perspective, as one of the lower funded local authorities, we welcome the review of schools and High Needs funding. Based on an initial review of the indicative material provided by the DfE, Kent appears to be gaining in the region of £28.9m prior to any transitional protection being applied. The gain in the Schools block is £29.5m and this is offset with a small reduction on the Central Block of £0.6m. Overall this represents an increase of 2.9% across all blocks, or 3.6% on just the schools block (see table 2 below). After application of transitional protection, the gain in the first year (2018-19) equates to approximately

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<sup>1</sup> Typically these will be schools who received large amounts of former Standards Funding e.g. Excellence in Cities) or those schools in LA areas who have traditionally received high levels of per pupil DSG funding e.g. those in Inner London.

£12.7m. The consultation does not specify a time period when all schools will be on the NFF, and in reality it may take many years for some of our gaining schools to realise their total gain.

Table 2

	Schools block	High Needs block	Central Services Block	TOTAL DSG
Current allocations	£823,029,471	£182,454,260	£6,838,302	£1,012,322,033
NFF allocations	£852,575,679	£182,454,260	£6,274,319	£1,041,304,258
Movement %	£29,546,207 3.6%	£0 0.0%	£-563,983 -8.2%	£28,982,225 2.9%

7.2 At an individual school level, the most significant changes affecting school budgets are in relation to funding for Additional Needs. The DfE is proposing to increase the funding rates for low prior attainment and elements of deprivation (IDACI rates down, FSM rates are up and inclusion of Ever6 FSM for the first time). Our concern is that the amount of funding some schools (those that do not attract much additional needs funding) are set to receive is insufficient to cover the core costs of running a school. To support this view we have shown in the tables below the average Kent Secondary school per pupil rates (including Pupil Premium) along with some specific school examples.

<u>Averages</u>	Current rate per pupil inc. Pupil Premium	NFF rate per pupil inc. Pupil Premium
Non-selective	£5,503	£5,813
Selective	£4,413	£4,455
Difference	£1,090	£1,359
%	25%	30%

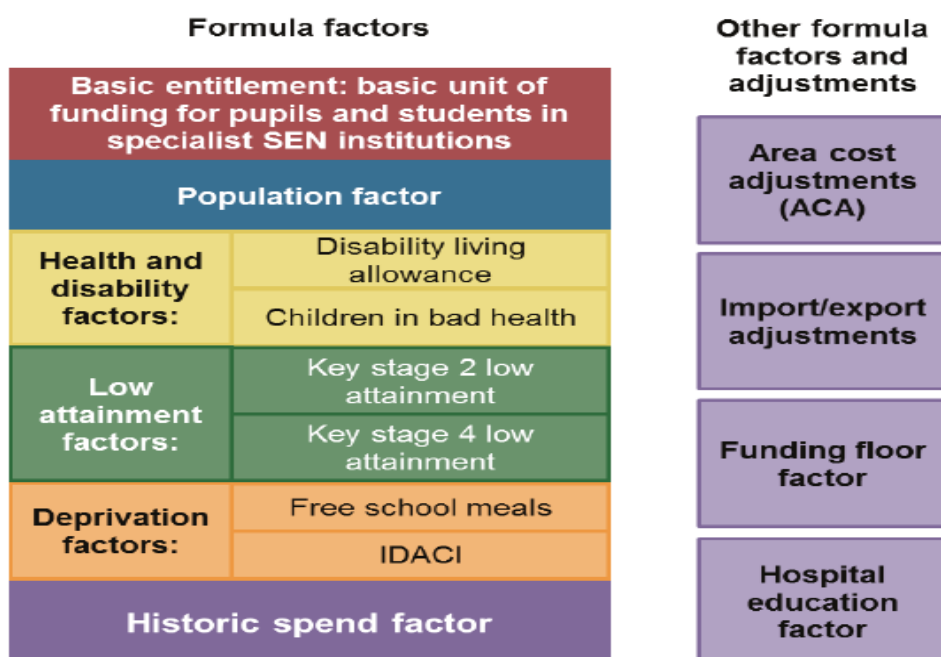
<u>Specific school examples</u>	Current rate per pupil inc. Pupil Premium	NFF rate per pupil inc. Pupil Premium
Invicta Grammar School for Girls, Maidstone	£4,241	£4,288
Queen Elizabeth Grammar, Faversham	£4,367	£4,318
Bennett Memorial Diocesan School	£4,372	£4,574

Isle of Sheppey Academy	£5,574	£6,291
Royal Harbour Academy, Thanet	£6,301	£6,904
New Line Learning Academy, Maidstone	£7,447	£7,243

- 7.3 A further impact on Kent schools will be the reduction in the lump sum from £120,000 to £110,000. This reduction is likely to have the greatest impact on a number of small rural Primary schools.
- 7.4 The inclusion of a sparsity factor will help offset some of these lump sum losses. For example, High Weald Academy set to receive the largest allocation of £65k per annum.
- 7.5 Appendix 3 provides a table showing the impact of these proposals on Kent schools, expressed as a percentage movement in funding.
- 7.6 In relation to the change in funding from these proposals, the interaction between the new NFF and schools' current MFG funding needs to be considered when calculating if a school is gaining or losing funding from these proposals. Generally speaking if a school, which is not currently on the MFG, gains funding under the NFF then they will receive all of that gain. If a school that is currently receiving high levels of additional funding through the MFG and gains from the NFF, then they might actually not receive any additional funding from the NFF proposals. In fact they could lose funding if the -1.5% reduction to their MFG is greater than the gain on the NFF. This last point accounts for the majority of Kent schools shown with a negative % movement in appendix 3.

## **8 Proposed High Needs formula**

- 8.1 There is a strong desire to maintain stability in High Needs funding with the inclusion of a historic spend factor. The DfE have also made funding available to ensure that no local authority will see a reduction in the level of funding received currently. Whilst this is welcome, our concern is that local authorities like Kent will not receive any additional growth funding for the next few years until our protection has been eroded. Based on recent years' experience with growth in High Needs pupil numbers, this is a major cause for concern for this Council.
- 8.2 Initial analysis shows that 78 OLA will receive additional funding through the floor factor, and therefore be treated the same as Kent. 72 OLAs are receiving increases, with the largest increase equating to an uplift of just over 20% from these proposals.
- 8.3 The proposed high needs formula allocation uses the factors contained within the first stage consultation. This is shown in the table below:



8.4 The DfE proposes a further review of the High Needs formula in four years' time.

## 9 Conclusion

- 9.1 The proposed increase in funding to Kent is welcomed and is a positive step towards recognising and addressing the long term impact of historic lower levels of funding. However it does little to compensate schools for seven years of flat cash funding which effectively means schools have had to absorb year on year inflationary budget pressures.
- 9.2 We are concerned that the absolute 3% funding floor is flawed as this enhanced level of protection will not result in fair funding.
- 9.3 We are also concerned that the schools' NFF rates are not based on a needs led or evidence based model. Our concern is that the amount of funding some schools (those that do not attract much additional needs funding) are set to receive is insufficient to cover the core costs of running a school.
- 9.4 We have approximately 140 schools in Kent that are likely to lose funding from these proposals. There is no consistent pattern of schools that are losing, as it depends on individual circumstances. Generally speaking schools that currently receive a large amount of minimum funding guarantee funding, on top of the local formula, account for a large proportion of this group of schools. In addition a number of our small schools are set to lose funding from these proposals because the lump sum proposed is £10k lower than our current formula. In addition the Primary basic entitlement per pupil rate (known as the age weighted pupil unit or AWPU) is slightly lower.

9.5 All schools have been informed of the consultation and the potential impact on them through an illustration tool.

## 11. Recommendation(s)

11.1 The Education and Young People's Services Cabinet Committee is asked to note the proposals within the Department for Education consultation as outlined in this report.

11.2 The Education and Young People's Services Cabinet Committee is invited to make suggestions to the Cabinet Member for Education and Health Reform on any issues which should be reflected in the Council's consultation response.

## 12. Background Documents

9.6 The Government has launched consultations on the second stages of reforming the School and High Needs funding formulas respectively. Government responses to the previous consultations have also been published.

Second stage consultations:

Schools national funding formula:	<a href="https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2">https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2</a>
High needs national funding formula:	<a href="https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2/">https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2/</a>

Consultation responses from the first stage:

Schools national funding formula:	<a href="#">Response to Stage 1 Schools NFF</a>
High needs national funding formula:	<a href="#">Response to Stage 1 High Needs NFF</a>

## 8. Contact details

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**Appendix 1 – Comparison of DfE proposed and existing Kent Formula values**

		Kent		National Funding Formula		Current national average values
Factor	Phase	Current 2016-17 values	% of Overall budget	Proposed values	% of Overall budget	
AWPU	Primary	£2,740	78.50%	£2,712	72.50%	£3,024
	Secondary KS3	£3,803		£3,797		£4,169
	Secondary KS4	£4,173		£4,312		£4,683
Deprivation - FSM	Primary	£359	5.2%	£980	9.30%	£963
	Secondary	£334		£1,225		
Deprivation - Ever 6 FSM	Primary	£0		£540		£1,132
	Secondary	£0		£785		
Deprivation (IDACI - Primary)	Band 1 (f)	£415		£200		£128
	Band 2 (e)	£435		£240		£191
	Band 3 (d)	£468		£360		£320
	Band 4 (c)	£515		£360		£476
	Band 5 (b)	£566		£420		£626
	Band 6 (a)	£708		£575		£704
Deprivation (IDACI - Secondary)	Band 1 (f)	£447		£290		£161
	Band 2 (e)	£469		£390		£254
	Band 3 (d)	£504	£515	£417		
	Band 4 (c)	£555	£515	£639		
	Band 5 (b)	£640	£600	£840		
	Band 6 (a)	£763	£810	£874		
LAC	All	£525	0.1%	£0	0.00%	£662
Low prior attainment	Primary	£729	4.3%	£1,050	7.50%	£812
	Secondary	£863		£1,550		£1,058
EAL	Primary	£885	1.5%	£515	1.20%	£482
	Secondary	£3,344		£1,385		£926
Mobility	Primary	£0	0.0%	Subject to historic spend	0.10%	£346
	Secondary	£0				£532
Lump Sum	Primary	£120,000	8.2%	£110,000	7.10%	£128,213
	Secondary	£120,000		£110,000		£139,473
Sparsity	Primary	£0	0.0%	Up to £25,000	0.08%	£6,206
	Secondary	£0		Up to £65,000		£10,515
Other - Rates, PFI, Rents			2.3%		2.22%	

## Appendix 2 – High Needs NFF illustration – Kent

A) Current High Needs block allocation = **£182,454,260**

B) Proposed High Needs block allocation is calculated as follows:

	<b>Factor</b>	<b>Amount £</b>	
a)	Basic entitlement factor	£16,722,100	9%
b)	Historic spend factor	£82,042,703	45%
c)	Population factor	£35,415,639	19%
d)	FSM factor	£5,499,531	3%
e)	IDACI factor	£5,468,987	3%
f)	Bad health factor	£4,973,866	3%
g)	Disability factor	£6,409,084	3%
h)	Key Stage 2 low attainment factor	£6,023,519	3%
i)	Key Stage 4 low attainment factor	£5,841,227	3%
j)	Funding floor factor	£12,410,849	7%
k)	Hospital education funding	£2,822,754	2%
	<b>NFF allocation before import/export adjustment</b>	<b>£183,630,260</b>	<b>100 %</b>
l)	Import/export adjustment for OLA children	-£1,176,000	
	<b>Illustrative high needs NFF final allocation</b>	<b>£182,454,260</b>	

Note the inclusion of item j) Funding Floor factor of £12.4m ensures we receive the same allocation.

**Appendix 3 – Impact on Kent Schools (high level view) of % movement**

<b>% Movement in Funding (count of schools)</b>			
	Primary	Secondary	Total
-3%	30	8	38
-2%	44	4	48
-1%	52	3	55
0%	85	4	89
1%	83	10	93
2%	58	10	68
3%	41	6	47
4%	30	3	33
5%	8	4	12
6%	7	4	11
7%	1	8	9
8%	2	12	14
9%	1	11	12
10%		4	4
11%		4	4
14%		1	1
15%		1	1
Totals	442	97	539



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

**To:** Education and Young People's Services Cabinet Committee – 1<sup>st</sup> February 2017

**Subject:** **Early Years National Funding Formula**

**Classification:** Unrestricted

**Summary:** The Government is introducing changes to the way Early Years funding is calculated from 1 April 2017. The Department for Education consulted on the proposals last year and has now published its response. This paper highlights the main implications for this Council and its Early Years providers.

### **Recommendation**

The Education and Young People's Services Cabinet Committee is asked to note the main points from the Government's response to its earlier consultation and the implications for Kent and its Early Years providers.

## **1. Introduction**

- 1.1 Between 12 August to 22 September last year, the government ran a consultation on the introduction of an Early Years National Funding Formula. The Department for Education published consultation documentation can be accessed via the link at this end of this report. In addition, an internal briefing note on this topic was shared with the Schools' Funding Forum at its meeting on 16 September which has been attached at appendix 1 for information.
- 1.2 On the 30 November the Department for Education (DfE) published its response to this consultation. This paper focuses on this response.

## **2. Key Points from the Government's response**

- 2.1 There has been no change to Kent's new funding rate as proposed in the original consultation from 2017-18 of £4.48 per hour. This is a decrease of £0.05 per hour from £4.53 per hour to £4.48.
- 2.2 The Qualifications Supplement, which in the consultation was being removed, is now being retained. However, the revised Qualification Supplement is to recognise workforce qualifications and/or system leadership and not Ofsted judgements. Therefore the Quality Lump Sum payment we currently make will not be an allowable supplement in future. Efficiency and the Additional 15 Hours supplements consulted on are no longer allowable, and a new supplement is being introduced for English as an Additional Language (EAL). Each of these supplements is discretionary.

- 2.3 There will be slightly longer protection, until 2019-20 (1 additional year), for Maintained Nursery Schools and commitment from the Government to review after 2019-20.
- 2.4 Centrally retained expenditure by the local authority is being limited to 7% for 2017-18 and 5% for 2018-19.
- 2.5 Children who meet the Disability Assessment Fund criteria will receive £615 per annum.

### **3. The Early Years National Funding Formula - Government to Local Authority**

- 3.1 There has been no change to the proposals in the consultation. The factors used to determine the level of funding received by a LA will consist of three elements
  - a) A universal base rate
  - b) An Additional need factor, made up of three sub factors, Free School Meals, English as an Additional Language and Disability Living Allowance.
  - c) An Area Cost Adjustment (ACA) which has two drivers; staffing costs and premises costs.
- 3.2 In Kent County Council's (KCC's) consultation response it raised a major concern regarding the high level of funding (15.5%) allocated through ACA. The government's consultation response reported that there was wide support to include the ACA, however there were mixed views on the precise metric. Disappointingly no change has been made to the methodology or multipliers used in the original consultation.

### **4. The Early Years National Funding Formula - Local Authority to Providers**

- 4.1 The proposal for a clearer and simpler formula was underpinned by a universal base rate for all providers and a prescriptive list of supplements, which in the main would be at the LA's discretion whether they would be used in the local formula.
- 4.2 There has been considerable change to the allowable supplements. The options to have supplements for Efficiency and delivery of the Additional 15 Hours have been removed. We had serious concerns about the practicalities of the inclusion of the Efficiency Supplement so this is a welcome change.
- 4.3 An additional supplement for EAL has been added, but the most important and welcome change from the original proposal is to retain the Qualification Supplement.

<b>Supplements Overview</b>		
<b>Category</b>	<b>Mandatory / discretionary</b>	<b>Allowed / not allowed</b>
Deprivation	Mandatory	N/A
Rurality/Sparsity	Discretionary	Allowed
Flexibility	Discretionary	Allowed
Quality	Discretionary	Allowed (useable for Workforce Qualifications and/or System Leadership not Ofsted judgements)
English as an additional language	Discretionary	Allowed
<i>Efficiency</i>	<i>N/A</i>	<i>Not allowed</i>
<i>Additional 15 hours</i>	<i>N/A</i>	<i>Not allowed (future possible inclusion will be kept under review)</i>

4.4 The final change is in relation to Maintained Nursery School protection, where we see the additional lump sum protection extended until 2019-20 and the commitment by Government to review maintained nursery school funding beyond this point.

## **5. Managing the Transition**

5.1 **Move to new funding** - There is no change to the original proposal where no LA will see a reduction of more than 10% in its funding rate. However, an additional level of protection has been included that guarantees that a LA will not receive a rate of less than £4.30. In both instances this does not affect Kent as our new rate is £4.48 and therefore above this threshold.

5.2 **Central costs** - No change has been made to the level of pass through funding to Early Years providers. In 2017-18 LAs will have to pass through 93% of early years funding to providers and in 2018-19 it will be increased further to 95%. The DfE have now provided greater clarity on the methodology to calculate the central expenditure limit. Detailed modelling will now need to be undertaken to understand the impact and options available to the LA.

5.3 **Support for Children with SEN** - As proposed in the consultation, there will be a new Disability Access Fund (DAF) and eligible<sup>1</sup> children who meet the DAF criteria will receive £615 per annum. In addition, all LAs will be required to have an SEN Inclusion Fund which LAs will need to include in their Local Offer. The DfE has stipulated that LAs need to consult on this in their consultation with Early Years providers. In Kent we feel that we already fulfil this requirement with SCARF funding so this may just mean some small administration adjustments.

5.4 **Two year old funding** - There has been no change to two year old funding from the proposal in the consultation that sees a universal increase in funding of 7.1%. Kent will see its rate increase from £4.93 to £5.28.

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<sup>1</sup> Those children in receipt of Disability Living Allowance

## **6. Next Steps**

- 6.1 All of these changes now need to be implemented by the 1<sup>st</sup> April 2017, which means we have an extremely tight time frame to work within. Our next steps are as follows:
1. We must consult with all Kent Early Years providers around changes to the EY funding formula. The consultation commenced on 10 January and concluded on 27 January.
  2. Schools' Funding Forum (SFF) meet on 10 February to consider the final funding formula based on the responses to the consultation.
  3. In mid-February we will run the early years formula and calculate individual provider rates.
  4. In early March we will be sending letters to all providers confirming their hourly rate for 2017-18 financial year.

## **7. Conclusions**

- 7.1 Overall we are disappointed not to be receiving an increase in our funding for Early Years to help incentivise providers to offer working parents the additional 30 hours of free childcare. Based on the consultation response and our confirmed funding rate, this is now going to be extremely challenging.
- 7.2 We are pleased that we can continue to recognise qualified staff through the payment of a supplement to the base rate.
- 7.3 We will be analysing the consultation responses carefully and we will use the views of providers to help amend our local Early Years funding formula to comply with the new regulations.

## **8. Recommendation**

- 8.1 The Education and Young People's Services Cabinet Committee is asked to note the main points from the Government's response to their earlier consultation and the implications for Kent and its Early Years providers.

## **9. Background Documents**

- 9.1 Report to the Schools' Funding Forum on 16 September on the Early Years Funding consultation (item 3), shown at Appendix 1 to this report.

## **10. Contact details**

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## SCHOOLS' FUNDING FORUM

<b>SUBJECT:</b>	Briefing on the Early Years National Funding Formula Consultation
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<b>AUTHORS:</b>	Simon Pleace & Ian Hamilton
<b>DATE:</b>	16 September 2016

<b>SUMMARY OF REPORT:</b>	
To provide a briefing on the DfE Early Years National Funding Formula consultation	
<b>FOR:</b>	Information only

### 1. Introduction and background

The Department for Education (DfE) launched its Early Years National Funding Formula consultation on the 11 August 2016. The deadline for responses to the consultation is the 22 September 2016. For some time the DfE have made clear their intention to run an Early Years funding consultation, however the timing and length of the consultation is not ideal as it is only 6 weeks in duration and almost 4 weeks of this is during the summer holidays.

The Government intends to publish their response to the consultation in the autumn. It is their aim that Local Authority (LA) DSG allocations will be published at the same time to allow LAs to go out to consultation with Early Years providers for implementation of the new funding arrangements from 1 April 2017.

New funding arrangements will commence for the existing 15 hour free entitlement in April 2017, alongside the funding rate uplift, and for the additional 15 hours free entitlement for working parents in September 2017, when the 30 hour entitlement is implemented nationally.

The DfE are still to provide guidance on the operation of the 30 hour entitlement. In the summer the DfE held a consultation titled 'Childcare Free Entitlement Delivery Model' which closed on the 6 June 2016 and the response to this consultation is due to come out later in the autumn.

The government is committed to delivering their manifesto pledge which is to extend the free entitlement from 15 to 30 hours a week for working parents and this commitment underpins the proposals contained within this consultation and the future direction of travel for early years funding.

In this consultation launch, the government have painted a very positive picture and have stated that annually there will be £1 billion of extra investment and £300 million of this will be for a significant increase in funding rates. Whilst this is a very welcome investment in the sector, only a small proportion of the £1 billion will be targeted to increase the funding rates with the vast majority of this increase funding increased participation. I make this point at an early stage as it is crucial that providers in Kent have their expectations managed as the

message from the government could be misinterpreted that all of the £1bn will translate into improved funding rates.

In order to deliver free childcare for 30 hours the government acknowledges that providers cannot be compelled to do so and therefore funding will be the principal means of incentivising providers to do this. In order to achieve the increase in rates there are three elements to the strategy:

1. New money and investment in the funding rates.
2. An emphasis on passing as much funding as possible to providers and restricting funding retained by LAs to a maximum of 5% by 2018-19..
3. Making no distinction between providers so as to have consistency in funding rates. Currently the early years funding formula allows the inclusion of a factor for qualified teaching staff and it is proposed that this will not be allowed. Where LAs currently have such a factor, they are likely to see a shift in funding from maintained settings to PVI settings. The government thinking being that private providers are most likely to increase capacity in order to deliver the 30 hour entitlement.

## 2. The Current System

It is important to understand that there are two separate and very different stages in the operation of the early years funding:

- 1) the first is an amount allocated from government to LA through the Dedicated Schools Grant (DSG)
- 2) the second is how this funding is then allocated between providers and LA central services.

### **Stage 1 – What Kent receives from Government**

KCC currently receives a guaranteed unit of funding per pupil of £4,307.32 which when converted to a full time equivalent rate (\*15/25) and then divided by 570 (38 weeks x 15 hours) equates to an **average hourly rate of £4.53**.

As part of the rebasing of DSG in April 2016, £1m of Early Years funding was transferred to the High Needs block for SCARF funding (this is explained in more detail later in this briefing note). **The effect of this rebasing is to reduce the average hourly rate to £4.46.**

The funding that we receive is used to pay providers for the free entitlement and also to pay for some statutory central services. Based on the £4.53 rate, £4.28 is paid to providers and the balance is retained to pay for LA central services.

### **Stage 2 - Kent's current Early Years Funding Formula**

To understand the proposed changes and the implications it is first necessary to understand how Kent currently fund early year providers.

## **Funding allocated by LA's to Early Years Providers**

Each LA will have an Early Years local funding formula to distribute funding to its providers. The allowable factors used to distribute the funding are prescribed by the DfE, and the factors used in Kent's formula are:

### Base rate

A universal base rate of £3.91 per child hour paid to all types of providers. This element of the formula is targeted at the basic core costs that all providers incur.

### Flexibility factor

This factor is in recognition that settings provide flexible opening hours and is paid at a rate of £0.05 per hour. To receive this element the provider must as a minimum be open between the hours of 8am to 6pm and not restrict the free entitlement to pre-set sessions.

This factor was included in the formula to incentivise certain providers to deliver the free entitlement, where it was not as economical as providing non-free entitlement childcare.

### Leadership qualification factor (Quality)

This factor recognises that the most significant single indicator of high quality provision is the qualification levels of staff in a setting.

To be in receipt of the Qualified Leader supplementary rate, a setting must have a nominated leader with either Qualified Teacher Status (QTS) or Early Years Professional Status (EYPS). The rates of funding are EYPS £0.30 / QTS £0.90 per child hour

### Disadvantage factor

This factor targets funding at the most deprived children. We use data from Mosaic (proxy indicator) to allocate funding to providers. Funding is targeted at the 25% of most deprived settings and eligible settings will receive funding between £0.01 (least deprived within the 25%) and £1.01 (most deprived within the 25%) per hour.

### Quality lump sum

Settings can receive a Quality Lump Sum (QLS) payment based on an Ofsted inspection judgement. If a setting is judged to be Good or Outstanding, they will receive a lump of £300 and £0.05 per hour for the number hours claimed in the previous year.

### Maintained Nursery Schools

Our maintained nursery school currently receives an annual lump sum of £87,036.

### Summary

All providers receive the same level of base funding. Depending on eligibility, supplements are added to the base rate. This means that the rate each provider receives is unique to their setting and circumstances. It is therefore necessary to use average funding rates from here on in as a basis for comparison with the national position and other local authorities.

## Early Years Average Funding Rates - 2016-17

The table below shows the current average Early Years funding rates (expressed as a rate per child hour) by type of provider

Type of Provider	Base rate	Quality	Flexibility	Deprivation	Quality lump sum	Nursery school lump sum	Overall average rate
Maintained Nursery school	£3.91	£0.90	£0.00	£0.15	£0.00	£1.66	£6.62
Maintained nursery class	£3.91	£0.90	£0.00	£0.19	£0.00	£0.00	£5.00
PVI Nursery	£3.91	£0.16	£0.01	£0.05	£0.03	£0.00	£4.15
Independent Nursery school	£3.91	£0.72	£0.00	£0.00	£0.01	£0.00	£4.64
Child Minder	£3.91	£0.01	£0.04	£0.04	£0.23	£0.00	£4.23
<b>Overall Average</b>	<b>£3.91</b>	<b>£0.27</b>	<b>£0.01</b>	<b>£0.06</b>	<b>£0.03</b>	<b>£1.66</b>	<b>£4.28</b>

### How many times do we pay providers?

Early year's providers are funded by the LA on 3 pupil counts, the autumn, spring and summer. The pupil counts vary considerably across the year. In autumn numbers are at their lowest point. Between autumn and spring we see a pupil increase of around 27%, between spring and summer we see a pupil increase of around 11% and finally between the summer and autumn we see a decrease of around 30%.

### 3. Early Years Consultation proposals - The Case for Change

1. Manifesto pledge to implement 30 hours of free childcare for 400,000 families from September 2017. Providers cannot be compelled to do this and therefore funding will be the principal means of incentivising them.
2. The current funding system allocates funding to LAs on historic spending patterns which is impossible to justify or explain. Hourly rates range from £3.24 to £9.17.
3. Some LAs retain far too much of their allocation as 'central spend'.
4. Some LAs unfairly differentiate the funding rates between different providers. This matters to the 30 hours delivery as the majority of 30 hour places will be delivered by the private & voluntary sector.
5. The significant investment in Early Years will only exacerbate the inequities in funding, unless 2, 3 and 4 above are resolved.



#### 4. The Early Years National Funding (Government to LA)

The proposal is to have an objective transparent formula that passes funding from government to LA.

It features three funding factors that determine the funding per child that each local authority receives:

- i) A universal base rate of funding for each child.
- ii) An additional needs factor, reflecting the extra costs of supporting children with additional needs to achieve good early learning and development outcomes.
- iii) An area cost adjustment, reflecting the different costs of providing childcare in different areas of the country.

##### Base rate

The majority of funding (89.5%) will be allocated through this factor.

##### Additional Need factor

The additional need factor will be based on the three following metrics.

- a) Free School Meal eligibility, which the DfE propose to weight to 8%
- b) English as an Additional Language, which the DfE propose to weight to 1.5%
- c) Disability Living Allowance, which the DfE propose to weight to 1%.

##### Area Cost Adjustment

An area cost adjustment to reflect cost differentials between local authorities. This will comprise of two components, a factor for staffing costs that correlates to the general labour market and a factor for premises, which will be the rateable value of nursery premises as this a good proxy indicator of premises costs.

##### **Breakdown of Kent's funding rate**

The table below provides a breakdown of how Kent's proposed funding rate for 2017-18, as per the DfE consultation, has been calculated.

Factors	Hourly rate per pupil before Areas cost adjustment	% of eligible Kent pupils	Area cost adjustment, between 1 and 1.9	Full rate per pupil after Areas cost adjustment
Universal base rate (89.5%)	£3.53	100.0%	1.16	£4.09
<b>Additional need factors</b>				
Free School meals (8%)	£2.13	12.4%	1.16	£0.31
English as an additional language (1.5%)	£0.29	11.2%	1.16	£0.04
Disability Living Allowance (1%)	£0.74	5.7%	1.16	£0.05

<b>£4.48</b>
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## The National Picture

Appendix 1 provides details of the average early years funding rates (EYFR) in 2016-17 and 2017-18 by LA area. In 2016-17 the national average EYFR is £4.51 and in 2017-18 it is proposed that the national average EYFR rate will be £4.71 a 20p (4.5%) increase. In comparison, Kent's EYFR in 2016-17 is £4.53 and in 2017-18 it will be £4.48, a decrease of £0.05 (1.2%).

Across all South East LA's the average EYFR rate in 2016-17 was £4.38 and it is proposed that the average EYFR rate in 2017-18 is £4.68 a £0.30 (6.8%) increase.

Appendix 2 provides a breakdown of the factors that make up the rate for South East local authorities. Kent additional factors for FSM, EAL and DLA are pretty much average for the South East. However the area cost adjustment for Kent is 1.16 and this is below the average for the South East of 1.24 and therefore this is the main reason why we are below the average.

### LA comments

We welcome the introduction of a transparent objective formula and in general agree with both the 89.5% minimum threshold for the basic entitlement and the methodology used in calculating the rate.

However it is disappointing that we have seen a reduction in the average funding rate from £4.53 to £4.48. The obvious implication of a reduction in funding is that it will make it even more challenging to deliver the manifesto pledge of providing childcare for 30 hours as the main incentive to facility this would be an increase in the funding rate for providers.

## 5. Amending the LA role

The rationalisation of the formula from government to LA will achieve significant improvement in targeting the funding, however this cannot in itself ensure that providers will receive sufficient funding in order to deliver 30 hours of free childcare. In order to meet the target there will be three key changes to how LAs distribute funding, the changes are:

1. Require LAs to make their local funding formula fairer to different types of providers. This means that all else being equal a child in a private or voluntary setting will receive the same level of funding per child as a child in a nursery class in a primary school.
2. The variation between LA's local formula will be reduced so that it is clearer and simpler for providers.
3. Tackling LAs that retain excessive funding centrally, by limiting this to 5% by 2018-19.

## 6. Clearer and simpler funding formula from the LA to the provider

The LA formula will comprise of two components, a single base rate and a prescribed list of approved supplements determined by the DfE. In future all LAs will have a single base rate which must apply to all providers. Currently some LAs have multiple base rates that differentiate between providers. In Kent we currently have one base rate for all providers, so

already comply with this proposal. It is proposed that a minimum of 90% of funding will be allocated to providers through the base rate factor and a maximum of 10% of the funding allocated to providers can be allocated through supplements. Our current formula distributes 92% through the base rate and 8% through supplementary factors.

### **Supplementary Factors**

It is proposed that the following supplements are allowable in the LA formula for 2017-18.

#### Deprivation

This is a mandatory factor and must be included in the formula and the amount distributed must be within the 10% maximum that can be allocated through all supplements. The data used to distribute this supplement will be at the LAs discretion. Examples of possible data sources that could be used are Mosaic, Income Deprivation Affecting Children's Index (IDACI) and the Indices of Multiple Deprivation (IMD).

#### Rurality / Sparsity

This is an optional factor but if used the amount distributed must be within the 10% maximum that can be allocated through all supplements. This factor can be used to target funding to rural areas where childcare providers bear higher costs than urban areas. If this factor is used it must be judged by distance.

#### Flexibility

This is an optional factor but if used the amount distributed must be within the 10% maximum that can be allocated through all supplements. In essence this factor is provided to providers who offer flexible childcare which fits around parents' working patterns, and is provided to encourage provision of a 'stretched offer' including holiday care, 'wraparound' to extend the day or out-of-hours provision. If a LA chooses to use this factor it will have considerable discretion at which group of providers it targets funding.

#### Efficiency

This is an optional factor but if used the amount distributed must be within the 10% maximum that can be allocated through all supplements. The review and subsequent report carried out by the [DfE Cost of Childcare](#) makes specific reference to improved efficiencies in settings. It is reported that many setting could better utilise there staffing ratios in order to become more efficient. This supplement would reward settings for applying these types of efficiencies in their setting.

#### Delivery of the additional 15 hours free childcare

This is an optional factor but if used the amount distributed must be within the 10% maximum that can be allocated through all supplements. As the description implies, providers could be rewarded/incentivised for delivering the additional 15 hours free entitlement.

### **Maintained Nursery School Protection**

For the period 2017-18 and 2018-19, the DfE have confirmed in their proposals that additional lump sum funding will be provided for maintained nursery schools at an amount of £141,517 per annum in order to manage the transition to the new formula in full by 2019-20.

## General overview of provider funding rates for 2017-18

The table below provides an overview of the potential impact on providers using the proposed new average funding rates. It is not possible to speculate at this point if supplements will be used and what share of the funding will be allocated specifically through these factors.

At this point we have estimated the average hourly rate for distribution will be £4.21, this is £0.07 lower than 2016-17. In arriving at this rate we have assumed central costs will remain at the same level and there will be a small contingency retained of 1%.

Type of provider	Avg rate 2016-17	Avg rate 2017-18	Movement in funding	% movement	Avg size (PTE)	Funding 2016-17	Funding 2017-18	Difference in funding by type of provider
Maintained Nursery School	£6.64	£4.21	£2.43	-37%	92	£348,409	£220,694	£127,715
Maintained Nursery class	£5.00	£4.21	£0.79	-16%	40	£113,553	£95,540	£18,013
PVI Nursery	£4.15	£4.21	£0.06	1%	27	£62,976	£63,771	£795
Independent Nursery School	£4.64	£4.21	£0.43	-9%	31	£82,338	£74,583	£7,755
Child Minder	£4.23	£4.21	£0.02	0%	1	£2,429	£2,417	£12

Figures subject to rounding

### LA Comments

Currently the early year's formula can include a quality factor in recognition of the qualification levels of staff in a setting. In future this will not be allowed and the following statement has been made in the consultation document.

'We recognise that funding is an important element of improving quality, however good quality provision should be expected of all providers in the sector. Quality is an expectation of government and parents, rather than an optional extra. This should not only be guaranteed by the use of supplements'.

Putting a side whether or not the new direction of travel is agreeable it would seem that maintained settings may be in a position of disadvantage in respect of managing their costs as there is different regulations in respect that maintained settings must employ qualified teachers where as other providers do not need to.

There are two main concerns, 1) the likely reduction in maintained setting funding rates which are £2.43 per hour for Northfleet Nursery and £0.79 per hour for a maintained nursery class and 2) will the increase of £0.06 per hour be sufficient to incentivise private nurseries to deliver the 30 hour free entitlement.

It will be determined at a later date if supplements are to be used in Kent's local formula and how much will be allocated through these supplements. The inclusion of a deprivation indicator as a mandatory factor seems to be sensible. We do however have concerns regarding the remaining supplements, both in respect of the underlying principles for

targeting funding in this way and also the collection of data and practical identification of a robust and reliable data source.

For example the efficiency factor could be interpreted as maximising the pupil staff ratio. It is unclear how would you collect and use an objective measure to identify this. It would appear that the DfE are struggling with this concept as no suggestion has been made in the consultation on how this would be done.

## 7. Managing the Transition

The transition to the new formula impacts in two areas the first is transition protection for the funding rate and second is limiting central costs to 5%.

### Move to new funding

No LA will see a reduction of more than 10% in its funding rate. The reduction will be capped at a maximum of 5% in 2017-18 and then a further maximum reduction of 5% in 2018-19.

### Central Costs

By 2018-19 LAs will not be able to retain more than 5% of Early Years Funding for central services, and this will be phased in over two years. The threshold for 2017-18 will be 7% moving to 5% in 2018-19.

Kent currently retains £4.811m per annum, and this largely supports the statutory work within the Early Years and Childcare team.

It is not clear from the consultation document precisely how these propose thresholds will be calculated. Specific issues that are unclear are in relation to the timing of DSG payments for the 15 hours free entitlement, whether the increase to 30 hours allocation is included.

We estimate that the amount of funding that can be retained in future without breaching the threshold is within a range as follows:

	2017-18 (7%)	2018-19 (5%)
Worst case scenario (based on 15 hours 3&4 year old budget only)	£4.2m	£3.0m
Best case scenario (based on 30 hours 3 & 4 year old budget plus 2 year olds)	£6.2m	£4.4m

Source date in file: Modelling the SFF (Recovered) workbook

### **LA comments**

Depending on confirmation of what is included within the calculation of the total budget to which the thresholds are applied will determine the extent of the issue for Kent. A review of what the £4.811m is currently spent on and drawing up a priority list of expenditure that could be stopped to ensure compliance will need to be produced.

## 8. Support for Children with Special Educational Needs

The DfE believe that the current funding system does not serve children with Special Education Needs and Disabilities (SEND) consistently well. They are therefore determined, in rolling out the 30 hours childcare, to tackle this so that families and children with SEND can access and benefit from the free early education and childcare that they are entitled to.

The DfE therefore propose to introduce Disability Access Funding to ensure that providers will automatically receive additional funding for every child in their setting in receipt of Disability Living Allowance.

They also want to encourage all local authorities to build on existing best practice by creating SEN Inclusion Funds to provide additional top up funding to providers to improve outcomes for children with special educational needs.

### LAs Comments

**SEN Inclusion Fund** - The LA currently allocates around £1.4m of SCARF funding (Severe and Complex Accessibility and Resource Funding - the name of the process used to provide additional funding to early years providers for pupils who require additional support with their learning) to EY providers from the high needs block for early years children and this funding is our equivalent SEN Inclusion Fund. Any changes to the method of distribution and total amount would need to be discussed between early years and SEN teams.

**Disability Access Funding** - The LA has a number of reservations about this proposal. The total amount allocated nationally will be £12.5m, and Kent's estimated share would be around 2% so £250k.

The concerns are

- It is a lengthy process to apply and access Disability Living Allowance (DLA) therefore it is likely that many children entitled will not have claimed yet.
- Typically children with physical disabilities access DLA as other types of disability take longer to diagnose. Therefore some high needs children will not be included.
- It could well be the case that funding for these children is already being targeted through the inclusion fund (SCARF).
- From a practical perspective, would this be paid in arrears or in advance? What about children who don't access the place all year or who access more than one setting?

## 9. Two year old funding

There are no proposed changes to how 2 years old funding currently operates, and therefore no move to a national funding formula for 2 year olds. In Kent we currently receive £4.93 per hour from government and we pay eligible providers £4.94 per hour.

Appendix 3 provides details of the national funding rates by LAs for 2 year olds. The average rate nationally per hour has increased from £5.03 to £5.39, an increase of £0.36 (7.1%). This increase % has been applied to the individual rates for all LAs. It is proposed through the consultation that Kent's individual rate will increase from £4.93 to £5.28 an increase of £0.35 (7.1%) per hour. If we pass-ported all of this increase onto providers, a setting with six two year olds this would represent an annual increase of £1,197 or nearly £200 per pupil.

## LA comments

The 7.1% increase for Kent is much better news than the 3 & 4 year old funding settlement. Before passing the full increase on to providers, consideration may need to be given to two things.

- 1) Whether some of this funding could be used to increase the 3 and 4 year old funding rate. A £0.02 increase for 3 and 4 year olds would still leave a £0.22 increase for two year olds. We are waiting for a response from the DfE to see if the 2 year old and 3&4 year old funding rates are ring fenced, therefore regulations would need to allow flexibility before this option could be explored.
- 2) Central costs for two years are currently recorded against three and four year olds. Consideration may be given to charging 2 year old central costs against 2 year olds. This would decrease the 3 & 4 year old central cost spend against the 3 and 4 year olds allocation and would also free up some funding to distribute through the 3 and 4 year old funding formula.

## 10. Summary

1. Under these proposals, Kent would see a reduction in the hourly funding rate for 3 and 4 year olds from government to LA. The current funding rate KCC receives is £4.53 compared to the funding rate under the consultation proposals of £4.48 in 2017-18, a decrease of £0.05 per hour or 1.1%.
2. The overall average funding rate for providers in Kent will decrease.
3. Maintained nursery classes, independent schools and especially Northfleet Nursery school will see reductions in funding.
4. Private nursery providers and childminders are likely to see an average increase of around 1% in their rate due to the redistribution of funding from maintained to private resulting from the removal of the quality factor in the formula.
5. It will be even more challenging for Kent to deliver the 30 hour entitlement without being able to incentivise providers with an increase to their funding rates.
6. The proposed restrictions to the amount of funding the LA is able to centrally retain will impact on Kent. The extent of the impact is yet to be confirmed but could be as much as £1.8m by 2018-19.
7. Under the consultation proposals, Kent will see an increase in the hourly funding rate for 2 year olds from government to LA. The current funding rate is £4.93 and the proposal is to increase this to £5.28 in 2017-18, an increase £0.35 (7.1%). However there are no proposals within the consultation to move to a national funding formula for 2 year olds which feels like a missed opportunity.
8. When the response to the consultation is published by the government in the autumn, it is important that we act promptly in determining the funding rate for April 2017. In preparation for this we need set up a working grouping consisting of LA officers from Early Years, Finance, Management Information and SEN as well as

appropriate representation from early year's providers. In addition to this, plans should be made in respect of consultation with Early Years providers.

## **11. Recommendation**

Members of the Forum are asked to

- 1) NOTE the contents of this report and the Council's draft consultation response
- 2) CONSIDER whether they wish to add their name to the Council's response or submit their own



From: **John Lynch, Head of Democratic Services**

To: **Education and Young People's Services Cabinet Committee – 1 February 2017.**

Subject: **Work Programme 2017**

Classification: **Unrestricted**

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 2017.

## **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 2017**

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 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.

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 2017.

**6. Appendices**

Appendix A – Work Programme

**7. Background Documents**

None.

**8. Contact details**

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## WORK PROGRAMME –2017

## Education and Young Persons Cabinet Committee

Agenda Section	Items
<b>30 March 2017</b>	
B – Key or Significant Decisions for Recommendation or Endorsement	<ul style="list-style-type: none"> <li>• Proposal to expand Marden Primary School</li> <li>• SEND strategy</li> <li>• Revised 14-19 Strategy including NEETS</li> </ul>
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>• Children Educated at Home and Children Missing Education</li> <li>• Post 16 Transport Policy Statement (must be published by 1 June each year)</li> <li>• Work Programme</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>22 June 2017</b>	
B – Key or Significant Decisions for Recommendation or Endorsement	<ul style="list-style-type: none"> <li>•</li> </ul>
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>• Business Planning</li> <li>• Education Traded Services Company update</li> <li>• Work Programme</li> <li>•</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>7 September 2017</b>	
B – Key or Significant Decisions for Recommendation or Endorsement	<ul style="list-style-type: none"> <li>•</li> </ul>
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>• <a href="#">Early Help and Preventive Commissioned Services Update</a></li> <li>• Education Traded Services Company update</li> <li>• Recruitment of teachers (annually)</li> <li>• Annual Equality and Diversity report (annual)</li> <li>• Work Programme</li> <li>•</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>22 November 2017</b>	
B – Key or Significant Decisions for Recommendation or Endorsement	<ul style="list-style-type: none"> <li>•</li> </ul>
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>• Education Traded Services Company update</li> <li>• Kent Commissioning Plan 208-2022</li> <li>• School Performance – Exam Results (annual)</li> <li>• Work Programme</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> <li>• Visions and Priorities Update (annual)</li> <li>•</li> <li>•</li> </ul>

<b>18 January 2018</b>	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	
<b>C - Other Items for comment/ recommendation</b>	<ul style="list-style-type: none"> <li>• Education Traded Services Company update</li> <li>• Work Programme</li> </ul>
<b>D – Monitoring of Performance</b>	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
	•
	•
<b>8 March 2018</b>	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	
<b>C - Other Items for comment/ recommendation</b>	<ul style="list-style-type: none"> <li>• Work Programme</li> </ul>
<b>D – Monitoring of Performance</b>	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
	•
	•
<b>May 2018</b>	
•	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	•
<b>C - Other Items for comment/ recommendation</b>	<ul style="list-style-type: none"> <li>• Education Traded Services Company update</li> <li>• Work Programme</li> </ul>
<b>D – Monitoring of Performance</b>	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>July 2018</b>	
•	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	•
<b>C - Other Items for comment/ recommendation</b>	<ul style="list-style-type: none"> <li>• Business Planning</li> <li>• Education Traded Services Company update</li> <li>• Work Programme</li> </ul>
<b>D – Monitoring of Performance</b>	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>September 2018</b>	
•	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	•
<b>C - Other Items for comment/ recommendation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Early Help and Preventive Commissioned Services Update</a></li> <li>• Education Traded Services Company update</li> <li>• Recruitment of teachers (annually)</li> <li>• Annual Equality and Diversity report (annual)</li> <li>• Work Programme</li> </ul>
<b>D – Monitoring of Performance</b>	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>
<b>November 2018</b>	
•	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	•

C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>• Education Traded Services Company update</li> <li>• Kent Commissioning Plan 208-2022</li> <li>• School Performance – Exam Results (annual)</li> <li>• Work Programme</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> <li>• Visions and Priorities Update (annual)</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>January 2019</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>B – Key or Significant Decisions for Recommendation or Endorsement</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> <li>•</li> <li>• Work Programme</li> </ul>
D – Monitoring of Performance	<ul style="list-style-type: none"> <li>• Performance Scorecard</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other items</b>	

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From: **Mr S C Manion, Chairman Kent SACRE**  
**Patrick Leeson, Corporate Director for Education and Young People's Services**

To: **Education and Young People's Services Cabinet Committee – 1<sup>st</sup> February 2017**

Subject: **SACRE (Standing Advisory Council for Religious Education) Annual Report 2015-2016**

Classification: **Unrestricted**

Past Pathway of Paper: **SACRE meeting 29 November 2016**

Future Pathway of Paper: **Circulate to Kent schools**

Electoral Division: **All**

**Summary:** The Education Reform Act 1988, (amended by subsequent Acts) requires each SACRE to publish an Annual Report on its work. This report reflects the focus of SACRE meetings during the academic year 2015 – 2016, and the key local and national issues that have engaged the R.E. (Religious Education) community during this time. A key aspect of SACRE's role is to support the effective provision of R.E. and Collective Worship in schools. The monitoring of provision and standards in RE is reported on. This report contains advice and recommendations to the Local Authority which should be shared with schools and governing bodies in order to ensure that schools comply with their statutory responsibilities and provide the highest quality teaching and learning of R.E. and provision for Collective Acts of Worship for pupils in Kent schools. Additionally, this report highlights the meetings organised by SACRE for pupils from Primary and Secondary schools in Kent.

**Recommendation:**

The Cabinet Committee is asked to consider and **endorse** the draft SACRE Annual Report 2015-16

**1. Introduction**

- 1.1 SACRE publishes an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice. The broad role of the

SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus for Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;

## 2. **Financial Implications**

- 2.1 This report has no financial implications on the Council's capital and revenue budgets and spending plans.

## 3. **The Report**

### 3.1 **Relevant history and detail**

It is a statutory requirement for Kent SACRE to publish an Annual report of its activities and advice to the LA. This Report has been prepared and was presented for consideration by members at the last full SACRE meeting on 29th November 2016. SACRE members agreed that this report should be presented to the Education and Young People's Services Cabinet Committee.

- 3.2 There are no **legal implications** by presenting this report.

- 3.3 There are no **equalities implications** by presenting this report.

- 3.8 No further information should be required in order for the Education and Young People's Services Cabinet Committee to consider and note this SACRE Annual Report.

## 4. **Conclusions**

This report reflects the focus of SACRE meetings during the academic year 2015-2016, and the key local and national issues that have engaged the R.E. (Religious Education) community during this time. A key aspect of SACRE's role is to support the effective provision of R.E. and Collective Worship in schools. The monitoring of provision and standards in RE is reported on. Scrutiny of examination results highlights a concern for SACRE that replicates a national trend. As GCSE Short Course results no longer count towards school performance data, the numbers of students being entered for GCSE Short Course Religious Studies is reducing year on year. In Kent the number of entries for CGSE Full Course Religious Studies has also fallen, resulting in about 60% of Kent Key Stage 4 students not being entered for an accredited course in Religious Education.

This report contains advice and recommendations to the Local Authority which should be shared with schools and governing bodies in order to ensure that schools comply with their statutory responsibilities and provide the highest quality teaching and learning of R.E. and provision for Collective Acts of Worship for pupils in Kent schools. During the school year 2015-16 Kent

SACRE has produced supplementary Interim Guidance to schools on the Assessment of RE, following the removal of assessment levels from the National Curriculum. (This is attached as Appendix 5 of the Annual Report)

Following publication of the revised Ofsted Inspection Framework 2014, SACRE has produced revised guidance to schools on the Ofsted criteria for ensuring there is good evidence of pupils' Social, Moral, Spiritual and Cultural development, and how schools can also demonstrate they are actively promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (This is attached as Appendix 4 of the Annual Report).

SACRE anticipates that by asking the Education and Young People's Services Cabinet Committee to consider and endorse this report, not only will the work of SACRE be better understood, but also the recommendations and advice within this report may have a greater impact in schools.

## 5. **Recommendation:**

The Education and Young People's Services Cabinet Committee is asked to consider and endorse the SACRE Annual Report 2015-16

## 6. **Appendix**

6.1 SACRE Annual Report 2015-2016

## 7. **Contact details**

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To: All SACRE Members

Members, Kent County Council

Corporate Director, Education and Young People Services

Head Teacher / Chair of Governors all schools in Kent

NASACRE

**KENT STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2015 – 2016**

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## Opening remarks from the Chair of SACRE

Welcome to the 2015 - 16 Annual Report of the Kent SACRE. The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a venue away from County Hall. This year's June meeting was hosted by West Malling Baptist Church. This reflected SACRE's ongoing desire to engage with the broad range of faith and denominational groups that are component parts of Kent SACRE.

SACRE has continued to make efforts to engage with all schools to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers in order to seek membership of representatives of Primary and Secondary head teachers. Through communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in Group 1. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that the SACRE is reflective of the diversity found in Kent. SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our former AST colleagues. Not only are they each members or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

SACRE would like to remind schools of the recently published guidance on SMSC, RE and Collective Worship. This paper also links to Ofsted guidance on British Values. Since the removal of Assessment Levels from the National Curriculum, SACRE has provided some recent 'Interim Guidance on Assessment of RE'. The existing syllabus which requires the use of levels for assessment is currently being reviewed, with a new syllabus being in place by 2018.

As Chairman, I would like to give a very special mention and express thanks to Carol Wade, our retiring Clerk. For many years Carol has worked tirelessly and extremely effectively to keep us on the right path, to find the right answers, and to remind us of what needs doing. We will miss her presence and her quiet efficiency, but we all wish her a long and happy retirement.

I would like to thank all those who serve on Kent SACRE, teachers, Diocesan and faith group representatives, and fellow County Councillors. The professional support of our consultant /adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able achieve our aims despite challenges in a time of ongoing austerity. We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Steve Manion

Chairman, Kent SACRE



## INTRODUCTION

The 1988 Education Reform Act established the statutory requirement for all Local Authorities (LA) to establish a permanent body called a Standing Advisory Council for Religious Education (SACRE). The Kent SACRE is an independent body which advises the LA on matters concerned with the provision of Religious Education (RE) and Collective Worship.

### The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include:-

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Can require the LA to review its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

This report covers the work of the Kent SACRE during the academic year from September 2015 to August 2016.

Three full SACRE meetings were held during the period covered by this report. Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - [www.Kent.gov.uk/SACRE](http://www.Kent.gov.uk/SACRE).

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), and the Local Authority. The report is also available on the SACRE pages of the Kent website.

## **THE SACRE'S MISSION STATEMENT**

Kent SACRE seeks to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically, so that they are able to understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.

### **Kent SACRE aspires to:**

- Enhance the quality of religious education and collective worship in Kent schools, and
- Celebrate the religious and cultural diversity found in Kent

### **Our vision is:**

#### **For schools to be able to:**

- provide challenging learning through the RE Curriculum;
- promote an inspirational and aspirational ethos through meaningful and engaging Collective Worship; and
- contribute to community cohesion by engaging the whole school community in an exploration of identity and community in the local, national and global context.

#### **For the Local Authority to:**

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resource to support schools in the above;
- work in partnership with SACRE to build links between schools and local faith communities.

#### **For SACRE members to:**

- represent their constituents in the spirit of promoting educational RE and Collective Worship within statutory regulations;
- represent fairly the views of their constituents as far as this is possible;
- work with other members of SACRE to model and promote respect for and understanding of different beliefs and lifestyles and a universal search for what it means to be human.

### **Our Aims:**

To work with the Local Authority to:

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resources
- work in partnership with SACRE to build links between schools and local faith communities.

To support schools in:

- raising standards of pupil attainment in RE to equate to national expectations of performance levels in other core subjects
- developing the spiritual dimension of the school
- improving the quality of collective worship
- making appropriate provision to meet the needs of all pupils represented within their school community.

## EXECUTIVE SUMMARY

### Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

- Following the introduction of the new National Curriculum in September 2014, schools will need to be aware that the existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid. **Schools should use this syllabus as the basis of their R.E. curriculum planning.** The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSI website.  
**<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>**
- In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, **Religious Education has to be taught according to the Kent Agreed Syllabus. However, the Diocese of Canterbury continues to recommend that all Church of England schools also follow the Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Agreed Syllabus;**
- **Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement.** Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;
- In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the **requirement to assess pupils' progress in Religious Education.**
- Following the introduction of the National Curriculum and the removal of the use of Levels of Attainment, Kent SACRE has recently published an **Interim statement on Assessment of RE** offering schools guidance on the assessment of pupils until the revised Local Agreed Syllabus for RE is published in the future. (attached as Appendix 5)
- SACRE's scrutiny of GCSE results data suggests that there are a number of Kent Secondary schools which are not entering any students for Religious Studies examinations. SACRE has not been able to access local data for GCSE Short Course RS. National data indicates that Short Course entry numbers are dramatically declining year on year. **Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.**
- **All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship.** The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be

fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.

- Following publication of the Ofsted Inspection Framework 2014, SACRE has produced revised guidance to schools on the Ofsted criteria, ensuring pupils' SMSC development, and how schools can also demonstrate they are actively promoting fundamental **British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.** (attached as Appendix 4)
- Schools need to be aware that only a limited **CPD programme for RE is currently being initiated by the LA**; instead schools are expected to identify and access their own training needs through local and national organisations;
- Senior Leaders and Governing Bodies are urged to ensure that **RE Subject Leaders/RE Co-ordinators are adequately supported** in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;
- Schools are reminded that the Teachers' Standards (Part One:3) require all **teachers to demonstrate a good subject and curriculum knowledge** and this is crucial within RE in order that pupils develop clear and accurate understanding of different faith communities and world views. Schools are urged to access appropriate CPD to meet the needs of the staff teaching RE;
- Schools are recommended to **subscribe to "RE Today"** in order to access regular publications which provide teaching and learning resources, subject knowledge, access to CPD opportunities, and access to the RE Today web based resources.
- Schools are encouraged to **apply for the RE Quality Mark (REQM)**. Three levels – Bronze, Silver and Gold can be achieved and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded ([www.reqm.org](http://www.reqm.org));
- All teachers are urged to ensure that **tasks set for all pupils are appropriately challenging** and meet the needs of the learners. Again, this is a requirement of the Teachers' Standards (Part One:1, 2 & 5);
- Schools are also urged to look at the range of activities provided for pupils. At all Key Stages there continues to be a difference in boys' and girls' attainment. **Teachers are asked to use strategies that are known to be more effective with boys** to try to narrow this gap;
- Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here:  
**<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>**

## **AN OVERVIEW OF THE SACRE'S WORK:**

### **Meetings**

The full SACRE has met on three occasions over the academic year. Group pre-meetings are held from 9:15 a.m. The full meeting beginning at 9:30 a.m. Meetings end at 12:30 p.m.

#### **(1) Monday 23<sup>rd</sup> November 2015, County Hall, Maidstone**

In addition to the regular agenda items of Budget update, Review of the Development Plan, and local and national developments the main items on the agenda engaged the meeting in healthy discussions.

The draft Annual report was presented by Mr Foster. He pointed out that at the time of the meeting he was still awaiting the details of the examination results for 2015. The final report would be completed as soon as possible after results were made available, and would be circulated to members, and placed on the agenda for the next meeting. The report was well received by members with the recommendation that it be tabled for discussion at the next available meeting of the Education and Young People's Services Cabinet Committee.

Mrs Burke led a discussion on the recent DfE consultation outcomes for the revised GCSE and GCE examination specifications. She was concerned that opportunities for exciting dynamic courses were being lost. She much preferred courses which would enable more creative teaching and learning, and different approaches.

A draft paper providing updated guidance to schools on SMSC Development, Ofsted Inspection Specification, and British Values was approved by SACRE. This was published on the KELSI web site and is attached to this report as Appendix 4.

#### **Secondary Youth SACRE Event November 2015**

**WAR AND PEACE** - led by June Ben Rabah & Jamie Pauvaday.

June and Jamie used this session to look at different conflict situations from around the world (history) and use Critical Realism as a framework from which to approach the topics of Conflict/Peace and Resolution. They were able to demonstrate what a Critical Realist approach might look like in the classroom (thus providing some CPD for staff as well as extending the thinking for pupils).

Although the event was very well received by attendees, disappointment was expressed that once again only a relatively small number of schools had supported this event. SACRE agreed to discuss the future of such events, but remained determined to continue to seek ways of engaging with young people.

Mr Foster led a discussion on the recently published "A New Settlement for Religion and Belief in Schools". This paper had been written by Rt. Hon. Charles Clarke and Prof. Linda Woodhead. The key recommendations of this report included:

- (1) That collective worship should no longer be statutory; governors and head teachers being able to decide the form and nature of school assemblies.
- (4) That locally agreed syllabuses are replaced by one nationally agreed syllabus, determined by a 'National Standing Advisory Council on RE' made up of "relevant experts on religion and education"

- (11) That local SACREs are given a new role including participating in the consultations about the content of the national RE curriculum, helping local implementation, promoting community cohesion, educating for diversity and giving advice.

Members engaged in a lively and healthy discussion on these key points without reaching any conclusions. It was agreed that SACRE would await future developments and note responses from NASACRE.

## **(2) Monday 7<sup>th</sup> March 2016, County Hall, Maidstone**

Following updates on the Budget, progress on Development Plan points, and RE Quality Mark applications, Mr Foster presented the Final Annual report to members.

The Report was delayed because of a delay in obtaining examination results from KCC. Mr Foster expressed some concerns arising from scrutiny of the results data. No results for GCSE Short Course RS were available, but the expectation was that fewer students were being entered for the Short Course by fewer schools because the results were not considered as part of school performance data. A further concern was that an increasing number of schools were entering no students for RS examinations. Mr Foster reminded members that the Kent Agreed Syllabus required schools to teach an accredited RE course to all Key Stage 4 students. This matter had been raised at the recent Education and Young People's Services Cabinet Committee meeting.

Local developments included an update on the preparations for a SACRE Primary schools event to be held during the summer term 2016 at Highworth Academy, Ashford. This event would follow the successful format of the previous event held at CCCU in 2015. It was also agreed to hold a further Secondary student's Conference in November 2016.

The key discussions focussing on National developments concerned the recently published White Paper: "Educational Excellence Everywhere". The White Paper sets out the government vision for schools which, if the proposals become law, will have an impact on SACREs and Agreed Syllabus Conferences.

Firstly, there is the intention that every school will become an Academy by 2022. As agreed syllabuses do not have to be used by Academies, the question arises as to whether a local authority will need to review its agreed syllabus as required by the 1996 Education Act and the Statutory Instrument 1304 (1994). Similarly, SACREs were established to advise the local authority on RE and collective worship. If local authorities have no schools for which they are responsible, will they need advice on these two areas of school life?

Secondly, the White Paper indicates that the government will reconsider the role of local authorities and their functions. It is not clear whether this includes SACREs or not. If they are to be reformed, on what basis would this happen? Or, will they simply be abolished? The White Paper is silent on this issue.

Thirdly, statements on the National Curriculum in the White Paper are significant. The government seeks to set a standard that Academies will be able to go beyond in the National Curriculum but no Academy will have to follow it. Will the government seek to establish a national standard for RE given that no locally agreed syllabus would have to be followed? What is strongly indicated in the White Paper, is that Multi Academy Trusts

will have responsibility for curriculum and therefore, what will be the requirements placed upon them for religious education and, further, collective worship? The issue of funding agreements is significant here, especially as all existing Academies (without a specifically religious foundation) have the current definition of RE and collective worship written into those agreements – which cannot be retrospectively changed – and a clear reference to Agreed Syllabuses. It was expected that the NASACRE AGM would enable further discussions and a clearer picture of the likely future position for RE in schools to emerge.

### **(3) Wednesday 15<sup>th</sup> June 2016, West Malling Baptist Church**

As part of Kent SACRE's policy of hosting one meeting each year in a place of worship, SACRE member Miss J Webb welcomed the meeting to her local church. At the end of the meeting Miss Webb provided a short talk about the key features of the church building, and the different approaches to worship and belief by its members.

As part of the Budget update discussions took place about the funding of the Agreed Syllabus Review. Representation had been made to KCC Cabinet Member for Education, Mr Roger Gough, to request additional funds to enable the review to take place. In the past members had given their time freely to take part in Working Group meetings, but due to financial constraints that many organisations and institutions are facing, such goodwill participation is no longer available, and for many members, attendance would need to be funded. The Review would be suspended until a decision was made and funding was available.

Following the announcement that the Religious Education Council (REC) for England and Wales was to establish an Independent Commission on Religious Education, SACRE agreed to invite Mr Rudolph Elliot-Lockhart (CEO of the REC) to attend a future meeting to inform members of progress of the Commission's work.

As a result of the removal of the use of levels of attainment from National Curriculum subjects, SACRE felt it was important to provide guidance to schools as the current Agreed Syllabus required the use of levels to assess RE, and this requirement was causing confusion for teachers. An Interim Guidance paper was approved and is attached to this report as Appendix 5.

The SACRE Primary Event scheduled for July 2016 was postponed until October 2016 to enable greater participation.

### **SACRE Development Plan**

In 2015, SACRE reviewed its development plan to set out some areas of achievable activities over the coming years. Updates included initial thinking about the next review of the Kent Agreed Syllabus, in the light of recent national developments, and the future of Youth SACRE activities following the successful events that had been held previously. The focus for this plan is to ensure that statutory requirements are met. The 2015 – 2017 Development Plan can be found as Appendix 2, attached to this report.

## Professional Administrative Support

The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- funding for a dedicated Consultant Adviser to support and advise SACRE
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions
- space on KELSI web pages for RE and Collective Worship resources

## ADDITIONAL SACRE ACTIVITIES

### National Links

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

### NASACRE AGM. 21<sup>st</sup>. May 2016

Unfortunately, no representative from Kent SACRE was able to attend this year's AGM. The AGM was described as a "Shaping the Future" conference, following the publication of three significant reports with recommendations that impact on RE. The conference speakers were co-authors of these reports. The Conference discussed in detail the key recommendations from these reports:

- **'Living with Difference: community, diversity & the common good.'**  
**Butler-Sloss (Dec 2015) Recommendation 4**  
"All pupils in state-funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today's society, and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection."
- **'RE for REal: The Future of Teaching & Learning about Religion & Belief'**  
**Dinham-Shaw (Nov 2015) Recommendations 1 and 2**  
"A statutory National Framework for Religion and Belief Learning should be developed, and be applicable to all schools, balancing shared national approaches with school level determination." "Since SACREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework."
- **'A new Settlement: Religion & Belief in Schools' Clarke-Woodhead (June 2015)**  
Recommendation 4  
"The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally agreed syllabus should be reviewed every 5/7 years"  
Recommendation 11  
"The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction."



Further details of the AGM can be found at: <http://www.nasacre.org.uk/conference-and-agm/2016/2016-materials>

### **Local and National Developments**

During the period of this report Kent SACRE has supported five schools to apply for the RE Quality Mark. Outcomes for a number of these are still awaited.

The Kent and Medway RE Teacher's Hub has continued to provide local CPD opportunities for local primary and secondary teachers. It is also a valuable centre for teacher networking for support and ideas exchange. Kent SACRE has continued to provide support to this initiative.

Lord Nash, the Parliamentary Under-Secretary of State for Schools, had written to all SACRES to encourage them to consider ways the locally agreed syllabus could help pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

A working group met in early February 2015 to revise the Shaping the Spirit document following the publication of new guidance from the Department of Education on SMSC and British Values. It was noted that the previous document was out of date and contained expired links but in light of the latest Ofsted Framework for School Inspections guidance to schools on SMSC was essential. This new guidance has been published to schools and is also attached to this report as Appendix 4.

SACRE, in partnership with the Local Authority, continues to work behind the scenes to support schools as they fight to keep an exciting and stimulating, broad and balanced curriculum at the heart of what they offer to pupils of all ages. RE should be a significant part of that curriculum, because it creates opportunities for pupils to grapple with those deep and challenging questions about who they are, and what their place is in the rapidly-changing world around them. Kent pupils deserve the best RE that we can give them, because they are our future

During the period of this report a series of National reports have focussed on aspects of RE, Beliefs and Worship. Kent SACRE has been involved in discussions, updates and providing feedback to consultations on many of these papers. SACRE will continue to keep itself up to date on developments and endeavour to play an active role in national and local developments.

## **RELIGIOUS EDUCATION**

### **The Locally Agreed Syllabus 2012**

Section 390 of the Education Act 1996 requires Local Authorities to institute a review of the locally Agreed Syllabus five years after the completion of its last review. The last review process took place in 2011. The current syllabus, 'REact 2012', was required to be implemented in county schools from September 2012 and is being used successfully in many county schools. Feedback about the syllabus has been extremely positive. Academies, Independent and Free Schools in the County are invited to use the locally Agreed Syllabus. SACRE is now developing its approach to the next review of the locally Agreed Syllabus. Careful consideration is being given to the extent to which it will utilise the recent Religious Education Council's Review of RE.

### **Continuing Professional Development (CPD)**

During this year, with the support of KCC, a limited number of CPD opportunities were offered to schools. Additional local networking meetings have been held, and the emerging RE Teacher's Hub has held a number of meetings in collaboration with Canterbury Christ Church University and Teacher Associations.

SACRE does have concerns that schools do not seem willing to support CPD opportunities that involve costs. If schools are expected to support their staff with CPD opportunities provided by national bodies, e.g. NATRE, RE Today etc. then additional costs will be incurred.

## **MONITORING STANDARDS IN RELIGIOUS EDUCATION**

### **Ofsted Reports**

SACRE has been considering, and analysing, OFSTED reports for Kent schools over the past year where there are references to RE and SMSC. This has helped in monitoring standards of RE. There have been very few issues raised for Kent school with regard to RE or SMSC.

### **School Self-Evaluation**

The SACRE recommends that all subject leaders for RE in all schools should regularly evaluate the quality of provision in the subject to identify strengths and areas for development.

## **EXAMINATION RESULTS**

### **National GCE A and AS Level Religious Studies results 2016**

**The key outcomes of the 2016 A level results in England and Wales for Religious Education are as follows:**

- 24,966 RS A level entries were recorded, an increase of 6.8% on 2015 and more than double the number in 2003 (11,132 entries were recorded in 2003)
- The number of entries for RS A level has increased by 124% since 2003, more than for any arts, humanity or social science subject (the nearest subject is Economics with an increase of 69%). Among all subjects, only Further Maths has seen more rapid growth than RS
- 3% of entries for RS A level were awarded an A or an A\*
- There were 35,808 entries for RS at AS level, a decrease of 2% on 2015, a far smaller fall than across all subjects where the drop was 14.1%, and still more than double the number in 2003 (15,482 entries were recorded in 2003)

**The contextual evidence shows the growing status of RS as a subject for Higher Education entry:**

- The Russell Group of top universities has made it clear that RS A level provides 'suitable preparation for University generally'
- Both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A levels'
- Applicants with Religious Studies A level were more likely to gain admission to study History at Oxford University in 2012 than those with A levels in many 'facilitating' subjects such as French, Geography, Biology and Chemistry

- Almost 21% of students admitted to Oxford University to study English and 13.5% to study History in 2015 had an RS A level (more than those with Economics, Physics and Business Studies A levels)
- Research from the Centre for Evaluation and Monitoring at Durham University on the comparative difficulty of different subjects at A level showed that RS was 'in the middle difficulty range, similar to Geography and more demanding than English'.
- Career prospects for those that take Religious Studies/Theology at degree level are very bright with 25% of 2015 graduates going on to work in the fields of legal, social and welfare, 11% choosing to become educational professionals and almost 5% managers.

The increase in the number of pupils taking A level and AS level Religious Studies is all the more impressive for coming at a time when there is a shortfall in recruitment for teacher training in Religious Education. Evidence collected by NATRE suggests that headteachers are finding it increasingly difficult to recruit RE specialists.

### **Kent GCE A and AS Level results 2016**

Results for Kent schools at GCE A and AS Levels are still not available at the time of publication of this report.

### **National GCSE Full and Short Course Religious Studies results 2016**

The number of pupils in England and Wales taking the GCSE Religious Studies full course is at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This shows that the full course in Religious Studies is bucking the trend.

The increase in entries for Religious Studies has been achieved despite the subject having been excluded from the EBacc performance measure. This means that the increase in entries has been due to the popularity of the subject with pupils and the desirability of the qualification, rather than as the response to incentives created by government policy.

The increase in entries for the full course GCSE parallels the increase in A level entries, released last week, which are up by 6.8% this year compared with 2015.

However, there has been a drop in the number of entries for the short course GCSE in Religious Studies. There were 22.9% fewer entries in England for the short course GCSE in RS than there were in 2015. This represents a continuation of a steep decline in entries for the short course, down from 254,698 in 2010 to just 53,093 in 2016. This drop is due to Department for Education performance tables, which no longer taking account of results in short courses. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects: almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The impact of the exclusion of short course GCSEs from performance tables in England can be seen by the stark contrast with figures for Wales where performance tables are calculated according to a different formula. In Wales there were 18,206 entries for the GCSE short course this year, up 2.3% on last year and only slightly down on the 19,683 entries in 2010.

The decline in entries for the short course GCSE in RS means that despite the positive news of increasing numbers of pupils taking the full course GCSE, there are now more than 100,000 fewer pupils in England taking a GCSE (either full or short) in RS than there were in 2010. This represents a decline of 23.6% over six years. The Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) are concerned that there appears to have been such an increase in pupils who are not being given the opportunity to study Religious Education at key stage 4. The findings of the RE for Real report (2015) showed that young people think that learning about religion and belief is becoming increasingly relevant, and yet a growing number of schools seem to be failing in their duty to provide this entitlement to their students.

It has been encouraging to hear that Ofsted intends to pay closer attention to whether schools are meeting their requirements to teach Religious Education. Today's figures show how important it will be for Ofsted to do this.

**The key outcomes for Religious Education in England and Wales at KS4 in 2016 are as follows:**

- There were 284,057 entries for the full course in GCSE RS, a rise of 0.1% from 2015 (283,756)
- There were 71,299 entries for the short course in GCSE RS, a decline of 17.7% from 2015 (86,679)
- There were 355,356 entries for GCSE RS (combined short and full courses), a decline of 4.1% from 2015 (370,435)
- In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010. This echoes research by NATRE (published in January 2016) that found that 30% of community schools and 40% of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.
- 29.2% of entries for the full course in GCSE RS were awarded an A or an A\*
- 19.2% of entries for the short course in GCSE RS were awarded an A or an A\*

**Kent GCSE Full and Short Course Religious Studies results 2016**

**Religious Studies GCSE Short Course** results have been made available for 2016. In line with National trends the overall number of entries continues to fall to only 684 in 2016 compared to 4457 in 2013. Kent students have achieved outstanding results with 89.1% achieving A\* - C (59% Nationally) and 98% achieving A\* - G (94% Nationally).

**In 2016 RS GCSE Full Course** entries from Kent schools have fallen, in contrast to the National rise in entries. This year the total number of entries was 5675 (5902 in 2015). This is only a very small proportion of the number of students on roll – 15,704. This means that almost 60% of Kent students are not being entered for an accredited course for their study of Religious Studies in Key Stage 4. Data provided by the local authority suggests that approximately 25% of Kent schools are entering no students for an accredited Religious Studies course. The Kent Agreed Syllabus (2012) states that: **“Religious Education must be taught to all students in this key stage. This syllabus requires that it should be taught through a course leading to an accredited qualification.”**

The provisional results for 2015 show that the number of students achieving A\* - C grades has risen from 68.5% of entries in 2015, to 70.4%. (The National A\* - C rate in 2016 being 70.1%). A similar rise in the A\* - G rates is also noted (96.9% in 2016 compared with 95.6% in 2015). The improvements for Kent schools have not kept pace with the continuing rise for National results which now average 98% on 2016.

**SACRE would like to acknowledge the successes of Kent students and recognise the continued dedication of RE teachers across the county whose skill and hard work have supported students in their achievements at all levels.**

**SACRE continues to be concerned about the decline in the number of students being entered for GCSE Religious Studies courses, and also about the increasing number of schools that are entering no students at all for GCSE Religious Studies**

### **Complaints about Religious Education**

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Kent schools.

### **COLLECTIVE WORSHIP**

Schools are reminded that the publication, "Gathering Together – Policy and Practice for Collective Worship" produced by the Kent SACRE in 2008, gives support as well as guidance on Collective Worship for Kent Schools. This is currently being updated, and will be linked to the KELSI web page for RE in the near future.

### **Determinations**

The 1996 Education Act (section 394 – 1) empowers a SACRE to grant the request of a head teacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian.

In the year of this report, the SACRE has not received any requests from schools for a determination.

### **Complaints Concerning Collective Worship**

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Kent schools.

Appendix 1

Examination Results 2016

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2011	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2012	GCSE Full Course	1760	2181	3941	98.7	98.5	77.6	73.6
2013	GCSE Full Course	2128	2351	4479	98.7	98.3	74.5	72.4
2014	GCSE Full Course	2656	2991	5647	98.1	97.9	72.2	70.1
2015	GCSE Full Course	2776	3126	5902	95.6	97.8	68.5	70.6
2016	GCSE Full Course	2614	3061	5675	96.9	98.0	70.4	70.1
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
2014	GCSE Short Course	N/A	N/A	N/A	N/A	95.8	N/A	56.7
2015	<b>GCSE Short Course *</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
2016	GCSE Short Course	<b>174</b>	<b>510</b>	<b>684</b>	<b>98.0</b>	<b>94.0</b>	<b>89.1</b>	<b>59.0</b>
					<b>Kent % A*-E</b>	<b>Nat % A*-E</b>	<b>Kent % A*-B</b>	<b>Nat % A*-B</b>
2011	GCE AS	76	129	205	89.3	92	35.1	45
2012	GCE AS	80	132	212	94.2	92.5	44.6	44.8
2013	GCE AS	78	114	192	94.3	92.2	40.1	44.6
2014	GCE AS	80	118	198	78.1	86.4	23.4	27.1
2015	<b>GCE AS**</b>	<b>366</b>	<b>563</b>	<b>929</b>	<b>92.1</b>	<b>92.7</b>	<b>44.0</b>	<b>43.1</b>
2016		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>93.0</b>	<b>N/A</b>	<b>95.9</b>
2011	GCE A	192	349	541	99.6	98	59.5	56.9
2012	GCE A	182	309	491	99.8	98.6	56.4	55.9
2013	GCE A	189	302	491	99.6	98.8	54.2	55.3
2014	GCE A	184	329	513	99.8	99.8	49.3	53.4
2015	<b>GCE A***</b>	<b>275</b>	<b>440</b>	<b>715</b>	<b>98.6</b>	<b>98.9</b>	<b>58.7</b>	<b>54.5</b>
2016		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>98.4</b>	<b>N/A</b>	<b>54.6</b>

**Appendix 2**

**SACRE Development Plan 2015 - 2017**

**SACRE Development Plan 2015 - 2017**

**PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

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**OBJECTIVE: Management of SACRE**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate



**SACRE PRIORITIES**

<b>What</b>	<b>and How</b>	<b>Reporting</b>	<b>Resources</b>
SACRE Key Stage 4 Conference	Working group Half-day conference Nov 2016 Link to KYCC?	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE  SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group reviewed 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance by SACRE published on KELSIs web page	Consultant Working Group

**Appendix 3**

**KENT SACRE Membership and Attendance at meetings 2015 – 2016**

**GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)**

<b>MEMBERSHIP</b>	<b>23/11/15</b>	<b>7/3/16</b>	<b>16/6/16</b>
<b>Free Church (4)</b>			
Miss J Webb – (Baptist)	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mrs E Talbot - (Methodist)	<b>No</b>	<b>No</b>	<b>Yes</b>
Mrs E May – (United Reformed Church)	<b>No</b>	<b>No</b>	<b>No</b>
Mrs J Wigg -(Salvation Army)	<b>No</b>	<b>No</b>	<b>No</b>
<b>Roman Catholic (3)</b>			
Mrs A Donnelly	<b>No</b>	<b>No</b>	<b>No</b>
Mrs F Hawkes	<b>Yes</b>	<b>No</b>	<b>Yes</b>
Miss S Malone	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Buddhism (1)</b>			
Mrs C Elapatha	<b>Yes</b>	<b>No</b>	<b>Yes</b>
<b>The Greek Orthodox Church (1)</b>			
Mr M Papadopoulos	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Hinduism (1)</b>			
Mr R Chakkedath	<b>No</b>	<b>No</b>	<b>No</b>
<b>Islam (1)</b>			
Mrs N Younosi ( <i>Group Convenor/SACRE Vice-Chair</i> )	<b>Yes</b>	<b>Yes</b>	<b>No</b>
<b>Judaism (1)</b>			
Rabbi C Cohen	<b>No</b>	<b>No</b>	<b>No</b>
<b>Sikhism (1)</b>			
Mrs Deepinder Kaur Gill	<b>No</b>	<b>No</b>	<b>No</b>
<b>Co-opted Members</b>			
Mrs J Grant (Baha'i)	<b>No</b>	<b>No</b>	<b>Yes</b>

**GROUP 2: CHURCH OF ENGLAND (6)**

<b>MEMBERSHIP</b>			
<b>Rochester Diocesan Board of Education (3)</b>			
Mrs V Corbyn ( <i>Group Convenor</i> )	<b>No</b>	<b>Yes</b>	<b>No</b>
Miss N Brownfield	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Vacancy			
<b>Canterbury Diocesan Board of Education (3)</b>			
Mrs B Naden	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mrs N Paterson	<b>No</b>	<b>Yes</b>	<b>Yes</b>
Miss R Walters	<b>No</b>	<b>Yes</b>	<b>Yes</b>
<b>Co-opted Members</b>			
Mr A Gillespie	<b>No</b>	<b>Yes</b>	<b>No</b>

<b><u>GROUP 3: TEACHER ASSOCIATIONS (6)</u></b> <i>(Having regard to local circumstances)</i> <b>MEMBERSHIP</b>			
<b>National Union of Teachers</b> Mr W Chambers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>National Association of Schoolmasters/Union of Women Teachers</b> Ms K Burke ( <i>Group Convenor</i> )	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Association of Teachers and Lecturers</b> Vacancy 1.4.2014			
<b>Kent Association of Head Teachers Primary</b> Mrs N Caisley	<b>No</b>	<b>No</b>	<b>No</b>
<b>Kent Association of Head Teachers Secondary</b> Mrs R Joyce Mr A Fowler	<b>No</b> <b>No</b>	<b>Yes</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
<b>National Association of Head Teachers Kent Branch</b> Vacancy			
<b>Co-opted Members</b> Miss T Kelvie Miss E Pope	<b>No</b> <b>No</b>	<b>Yes</b> <b>No</b>	<b>Yes</b> <b>No</b>

**GROUP 4: LOCAL AUTHORITY (4)**

<b>MEMBERSHIP</b>			
<b>Nominees of Conservative Group (2)</b>			
Mr S Manion ( <i>SACRE Chairman and Group Convenor</i> )	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mr M J Northey	<b>Yes</b>	<b>No</b>	<b>Yes</b>
<b>Nominee of the Labour Group (1)</b>			
Mr T Maddison	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Nominee of UKIP Group (1)</b>			
Mr A Crowther	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

## Appendix 4

### Kent SACRE Interim statement on Assessment of RE

As part of the reforms to the national curriculum, using levels in assessing pupils' progress was removed from the curriculum in 2015. The removal of levels was to "allow teachers greater flexibility in the way that they plan and assess pupils' learning. Instead the new National Curriculum sets out expectations for the end of each key stage" (see DfE, 'National Curriculum and assessment from September 2014: information for schools').

However, RE is not a part of the National Curriculum. The locally agreed syllabus remains a statutory requirement for community and voluntary controlled schools as part of the 'Basic Curriculum'. Church of England voluntary aided schools in our area also use the locally agreed syllabus with additional advice provided by the relevant dioceses. Academies must continue to provide RE under their funding agreement.

Our current RE syllabus, "REact" (2012) includes the use of levels. The Kent syllabus is due to be reviewed in the near future, and it is expected that there will be new assessment guidelines set to begin in September 2018. In the meantime, some schools are developing their own approaches to monitoring pupil progress.

A recent 'National Association of Head Teachers' report on assessment commended models of assessment that involved teachers in making simple judgements about whether pupils were '**exploring**', '**meeting**' or '**exceeding**' targeted levels of knowledge and understanding. An alternative way of expressing this is in the 3 'e's of '**emerging – expected – exceeding**', or the 3 'w's of '**working towards**', '**working at**' or '**working beyond**'.

This model could be used in a fairly straightforward way by using the 'learning outcomes' linked below as staging posts or benchmarks for making such assessments.

For example, to give feedback on a pupil's progress in their understanding of Christianity at the end of key Stage 1, a task may be set for pupils to show that they can recall the key features of the Easter story (such as a picture-sort exercise). The teacher needs to evaluate how well pupils have responded to the task: and to make a judgement about whether each pupil's response meets the expectation that they can 'recall the key features of the Easter story'. If the work is judged almost to reach that standard their response may be judged as 'emerging' or 'working towards'; if it not only meets, but goes beyond the expectation, then it may be judged as 'exceeding' or 'working beyond' the expectation.

The existing eight levels of attainment in the Kent Agreed Syllabus (2012) provide a basis for making judgements about pupil performance within and at the end of key stages. The assessment guidance shows the range of levels appropriate for each key stage, and the expected level of attainment for most pupils by the end of each key stage

Kent SACRE recommends that as an interim arrangement, schools can report on pupil progress and attainment by making judgements as to whether pupils are **‘working towards’, ‘working at’ or working beyond’ (or similar)** learning outcomes appropriate to their key stage and to the topic / aspect / theme of Religious Education currently being studied.

	Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the key stage	Example end of Key Stage Learning Outcome
Key Stage 1	Levels 1 - 3	At age 7 – Level 2	Can you <b>suggest a meaning</b> to each story / symbol / image? Can you <b>ask questions</b> about other people’s experiences & feelings?
Key Stage 2	Levels 2 - 5	At age 11 – Level 4	Can you <b>describe in detail</b> , using correct religious words & phrases, key features of a religion? Can you <b>describe</b> who or what is <b>important</b> to you & other people?
Key Stage 3	Levels 3 - 7	At age 14 – Level 5 or 6	Can you <b>apply</b> religious beliefs & teachings to specific ethical & ultimate questions, giving an <b>informed explanation</b> using religious & philosophical words? Can you <b>express</b> your view clearly, with detailed reasons & evidence, on an issue or ultimate question?

The key requirement is that schools continue to provide feedback to pupils and parents on how well pupils are doing in RE and what they must do next to make progress.

Kent SACRE  
June 2016

## Appendix 5

### **Kent Standing Advisory Council on Religious Education (SACRE) Guidance for Head teachers and Governors on Ofsted criteria (September 2014) for SMSC, RE and Collective Worship**

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

#### **Introduction**

This guidance supports the Ofsted Inspection Handbook July 2014 for inspections from September 2014. This new Ofsted schedule has been written in the light of the Ofsted enquiry into the apparent shortcomings that were highlighted in some Birmingham schools and academies during 2014.

The so-called 'Trojan Horse' enquiry highlighted issues to do with protecting students from possible extremism and ensuring that the curriculum is sufficiently broad that pupils would be well equipped to live in modern Britain. Much of this new inspection guidance therefore seeks to ensure that schools are offering students a broad, balanced and rich curriculum that will ensure that they understand core British values and learn to live with difference well.

This new inspection framework also serves to recognise the key role that Spiritual, Moral, Social and Cultural development (SMSC), Religious Education (RE) and Collective Worship (CW) all play in ensuring a security and breadth of education that will offer children and young people a vision and understanding of Britain and the wider world as populated by diverse peoples.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental **British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**\*

#### **Inspection of Religious Education and Collective Worship**

Part 1 of the new Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being that RE and CW will be an element of the focus for inspection. (see paragraphs 14-18)

#### **Religious Education**

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must

take account of the teachings and practices of the other principal religions represented in Britain.

*\*Promoting fundamental British Values as part of SMSC in schools; DfE, 2014*

### **Collective Worship**

Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character. (Academies may need to refer to any requirement of their funding agreements.) A school can reflect the religious backgrounds represented in its community in its CW and RE as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the head teacher and governing body to conclude that broadly Christian collective worship is not appropriate. The head teacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by CW distinctive of another faith. The head teacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

### **Inspection of Spiritual, Moral, Social and Cultural development**

A school can now be judged as requiring improvement if SMSC is having no impact and is ineffective:

#### **In judging the school's overall effectiveness, inspectors consider whether:**

- the school requires improvement as it is not a good school because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development

#### **Defining spiritual, moral, social and cultural development:**

##### **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

##### **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

***In this respect, creating the time and space to reflect on, and design approaches to, meeting the statutory requirement to promote SMSC development may also be a path to re-envisioning our schools as first and foremost human places – places that are both stimulating and kind to their constituents, imbued with spirit and soul.***

(RSA Schools with Soul, p30, <http://www.thersa.org/action-research-centre/learning.-cognition-andcreativity/education/reports-and-events/reports/schools-with-soul>)



## A Basic Framework for Understanding SMSC

<b>Curriculum elements</b> Self knowledge Esteem Confidence	<b>SPIRITUAL</b>  <b>Capacities</b> Self awareness & reflection Finding meaning Otherness – the beyond
<b>Curriculum elements</b> Public institutions Law Responsibility	<b>MORAL</b>  <b>Capacities</b> Sense of right and wrong Decision making & consequences of decisions
<b>Curriculum elements</b> Self knowledge Esteem Confidence Democracy Contribution Public institutions	<b>SOCIAL</b>  <b>Capacities</b> Interpersonal relationships within community
<b>Curriculum elements</b> Democracy Contribution Tolerance and harmony Respect	<b>CULTURAL</b>  <b>Capacities</b> Celebrating diversity A sense of belonging

## What makes for 'Outstanding' SMSC in the Classroom?

<b>SMSC elements</b>	<b>Classroom Examples</b>
<b>Spiritual</b>	<b>Reflection – e.g. empathy, stillness, awe &amp; wonder</b>
<b>Spiritual</b>	<b>Appreciation of beauty</b>
<b>Social Cultural</b>	<b>Challenging stereotypes</b>
<b>Social Cultural</b>	<b>Celebration – achievements and of diversity</b>
<b>Social Spiritual</b>	<b>Sharing experiences</b>
<b>Moral</b>	<b>Conflict resolution</b>
<b>Moral Social</b>	<b>Circle time</b>
<b>Moral</b>	<b>Class rules, Golden rules</b>
<b>Cultural</b>	<b>Display</b>
<b>Cultural</b>	<b>Resources</b>
<b>Social</b>	<b>Democracy</b>
<b>Social</b>	<b>Responsibility</b>
<b>Social</b>	<b>Participation, Active learning</b>

## What makes for Whole School 'Outstanding' SMSC?

<b>SMSC elements</b>	<b>EVIDENCE</b>
<b>Moral</b>	<b>Ethos &amp; documentation</b>
<b>Social</b>	<b>School Council</b>
<b>Spiritual</b>	<b>Collective Worship</b>
<b>Cultural</b>	<b>Whole school celebrations</b>
<b>Social Cultural</b>	<b>Assemblies</b>
<b>Social</b>	<b>Extra-Curricular activities</b>
<b>Social</b>	<b>Welcome</b>
<b>Cultural</b>	<b>Notices &amp; Display</b>
<b>Social Cultural</b>	<b>Community visitors</b>
<b>Cultural</b>	<b>School links: local, national &amp; international</b>
<b>Social Cultural</b>	<b>School Visits &amp; educational trips</b>
<b>Spiritual, Moral, Social, Cultural</b>	<b>Focus days &amp; Conferences</b>
<b>Moral</b>	<b>Behaviour &amp; manners</b>
<b>Social</b>	<b>Pride in institution, staff &amp; pupils</b>
<b>Social</b>	<b>Engagement &amp; Parental participation</b>

## A diagnostic check-list for governors and Head teachers

<b>The quality of education provided in the school</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
<b>Quality of leadership and management in the school</b>			
6. Can all members of your school community articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos?			
7. Is your school auditing where it is planning for and delivering SMSC? Avoid a scattergun approach. RE, CW, PSHE and Citizenship are areas that are of key importance.			
8. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account? Are those responsible, given appropriate support through continuing professional development, and governor scrutiny and challenge?			
9. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Are those responsible given appropriate support through continuing professional development, and governor scrutiny and challenge?			
10. Are there clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW? Does your school have a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision?			
11. Is SMSC built into the core life and work of your school as a tool for human flourishing? Do you include SMSC in reporting systems to parents and students? Do you recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps?			

12. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
13. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain?			
<b>The behaviour and safety of pupils at the school</b>			
14. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies)?			
15. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
16. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			

**Actions:**

Yes = What is your evidence? Are there any further questions to ask about the provision?

No = Then this needs to be an action for development.

Unsure = Investigate further.

***“Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference.”***

(RSA Schools with Soul p25 2014) <http://www.thersa.org/action-research-centre/learning,-cognition-andcreativity/education/reports-and-events/reports/schools-with-soul#download-report>)

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Agenda Item E1

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