

**CHILDREN'S, YOUNG PEOPLE AND EDUCATION  
CABINET COMMITTEE**

**Thursday, 28th March, 2019**

**10.00 am**

**Darent Room - Sessions House**







## AGENDA

### CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Thursday, 28 March 2019 at 10.00 am  
Darent Room - Sessions House

Ask for: **Emma West**  
Telephone: **03000 412421**

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

#### **Membership (18)**

Conservative (12): Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mrs S Chandler, Mrs P T Cole, Miss E Dawson, Mrs L Game, Mr R C Love, OBE, Mr S C Manion, Mr D Murphy, Mr M J Northey, Mrs S Prendergast and Vacancy

Liberal Democrat (2): Mrs T Dean, MBE and Mr D S Daley (Substitute for Ida Linfield)

Labour (1) Dr L Sullivan

Church Representatives (3) Mr D Brunning, Mr J Constanti and Mr Q Roper

#### **Webcasting Notice**

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#### **UNRESTRICTED ITEMS**

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

- 1 Introduction/Webcast announcement
- 2 Membership  
Mrs Gent has resigned from the Committee.
- 3 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present
- 4 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

5 Minutes of the meeting held on 11 January 2019 (Pages 7 - 16)

To consider and approve the minutes as a correct record.

6 Minutes of the Corporate Parenting Panel held on 1 November 2018 (Pages 17 - 26)

To note the minutes.

7 Verbal Update by the Cabinet Member and Corporate Director and an update from Miss Rankin, Chairman of the Contract Monitoring Review Group (Pages 27 - 28)

8 Ofsted Focused Visit on the Front Door (Pages 29 - 34)

To receive a report which provides the background to the focused visit to the Front Door in January 2019.

9 19/00006 - School Term Dates for 2020-2021 and 2021-2022 (Pages 35 - 46)

To receive a report which sets out the proposed decision to agree the school term dates for Kent County Council's community and voluntary controlled schools for the school years 2020-21 and 2021-22.

10 19/00014 - Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2019-20 (Pages 47 - 56)

To receive a report which sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2019-20 financial year.

11 Children and Young People's Mental Health Services, funded by Kent County Council (Pages 57 - 62)

To receive a report which sets out the current position in relation to performance against the contract and the new North East London NHS Foundation Trust (NELFT) contract monitoring arrangements.

12 Development of the Strategic Delivery Plan (Pages 63 - 92)

To receive a report which sets out the Strategic Delivery Plan which will be the strategic business plan for Kent County Council, which supports the delivery of the outcomes in the Strategic Statement.

13 Community Learning and Skills at Kent County Council (Pages 93 - 98)

To receive a report which sets out information relating to Kent County Council's Community Learning and Skills Service (CLS).

14 Annual Monitoring Review of the Vulnerable Learners Strategy (including an update on the Pupil Premium Select Committee recommendations) (Pages 99 - 118)

To receive a report which provides an update on progress in relation to the priorities set out within Kent's Strategy for Vulnerable Learners 2017-2020 and appraises Members of progress in relation to the Pupil Premium Select Committee recommendations.

15 School Alterations/Expansions (Pages 119 - 216)

To note a parcel of school alterations which will shortly be subject to key decisions. The Children's, Young People and Education Cabinet Committee is asked to endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decisions. The proposed decisions are as follows:

- 19/00023 – Proposal to enlarge The Maplesden Noakes School by increasing the published admission number (PAN) from 180 places to 240 places from September 2021
- 19/00024 – The proposed change of age range of Stone Bay (Community Special) School from 8-19 years to 5-19 years
- 19/00025 – Proposal to increase the designated number of The Beacon Folkestone to 380 places and to open a satellite classroom at Castle Hill Community Primary School
- 19/00026 – Proposal to permanently expand the Secondary provision at Saint George's Church of England School, Gravesend, from a PAN of 180 to 210
- 19/00029 – Expansion of Sellindge Primary School
- 19/00032 – Revocation of the decision to expand Deal Parochial CE Primary School by 1FE
- 19/00033 – Proposal to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places

16 SACRE Annual Report 2017-18 (Pages 217 - 228)

To receive a report which provides an update on Kent Standing Advisory Council for Religious Education (SACRE).

17 Risk Management: Children, Young People and Education (Pages 229 - 246)

To receive a report which sets out the strategic risks relating to the Children's, Young People and Education Cabinet Committee, comprising of four risks featuring on the Corporate Risk Register for which the Corporate Director is the designated "Risk Owner" on behalf of the Corporate Management Team; plus, a summary of key risks within the directorate.

18 Performance Scorecard (Pages 247 - 262)

To receive a report which sets out the Children, Young People and Education performance management framework which is the monitoring tool for the targets and the milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

19 Changes to the Ofsted Inspection framework 2019 (Pages 263 - 274)

To receive a report which outlines the proposed changes to the Ofsted Inspection Framework for maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings and how this will affect schools in Kent.

20 Work Programme 2019/20 (Pages 275 - 280)

To receive the report from General Counsel that gives details of the proposed Work Programme for the Children's, Young People and Education Cabinet Committee.

**EXEMPT ITEMS**

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

Benjamin Watts  
General Counsel  
03000 416814

**Wednesday, 20 March 2019**

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

**KENT COUNTY COUNCIL**

**CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET  
COMMITTEE**

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber - Sessions House on Friday, 11th January, 2019.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mr D L Brazier (Substitute for Mr R C Love, OBE), Mr D Brunning, Mrs P T Cole, Miss E Dawson, Mrs T Dean, MBE, Ida Linfield, Mr S C Manion, Mr D Murphy, Mr M J Northey, Mrs S Prendergast, Mrs P A V Stockell (Substitute for Mrs L Game) and Dr L Sullivan

OTHER MEMBERS: Roger Gough

OFFICERS: Keith Abbott (Director of Education Planning and Access), David Adams (Area Education Officer - South Kent), Scott Bagshaw (Head of Fair Access), Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)), Matt Dunkley CBE (Corporate Director for Children Young People and Education), Graham Genoni (Project Director for Change for Kent Children), Sarah Hammond (Director of Specialist Children's Services), Karen Sharp (Head of Commissioning for Public Health), Karen Stone (Revenue Finance Manager (0-25 Services)) and Marisa White (Area Education Officer - East Kent)

**UNRESTRICTED ITEMS**

**63. Apologies and Substitutes**  
*(Item 2)*

Apologies for absence had been received from Mrs Chandler, Mrs Game, Mrs Gent, Mr Love and Mr Roper.

Mr Brazier attended as a substitute for Mr Love, and Mrs Stockell attended as a substitute for Mrs Game.

**64. Declarations of Interest by Members in items on the Agenda**  
*(Item 3)*

1. Dr Sullivan made a declaration of interest in relation to item 8 as her husband worked as an Early Help Worker for Kent County Council and was not affected by the restructure.
2. Mrs Stockell made a declaration of interest as she was in receipt of a teacher's pension from Kent County Council.

**65. Minutes of the meeting held on 29 November 2018**  
*(Item 4)*

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 29 November 2018 are correctly recorded and that they be signed by the Chairman.

**66. Verbal Update by Cabinet Member and Corporate Director**  
*(Item 5)*

1. Mr Gough (Cabinet Member for Children, Young People and Education) gave a verbal update on the following issues:

***a) High Needs Funding:***

There had been a significant increase nationally in the demand for High Needs Funding. A total transfer of 1% had been made from the Schools Block to the High Needs Block through the Funding Forum to address the growing demand for High Needs Funding that supported the needs of children with profound and complex Special Educational Needs and Disability (SEND). On 16 December 2018, Education Secretary, Damian Hinds, announced an additional £250 million of funding to support children with SEND, across the two financial years 2018 to 2019, and 2019 to 2020. Further discussions would take place in 2019 between government and the Schools Funding Forum to re-examine the transfers that had been made from the School's Block to the High Needs Block.

***b) Unaccompanied Asylum-Seeking Children (UASC) and Care Leavers:***

Mr Gough referred to the asylum-seekers that had been detained on a beach in Kent at Christmas after crossing the Channel and reminded Members of Kent County Council's responsibility in relation to unaccompanied asylum-seeking children. In 2018, there were 171 UASC referrals into Kent, which was a significant improvement when compared to 2015, where there were over 1,000 UASC referrals into Kent. Many concerns had been raised with government in relation to the inadequacy of funding for care leavers that were formerly unaccompanied asylum-seeking children.

2. Matt Dunkley (Corporate Director of Children, Young People and Education) gave a verbal update on the following issues:

***a) High Needs Funding:***

Mr Dunkley highlighted the challenges that Kent County Council would be faced with following on from the decisions that would be made by the Schools Funding Forum in relation to High Needs Funding and emphasised the importance of addressing long-term issues in relation to High Needs Funding.

3. In response to a question, Mr Dunkley said that Kent County Council's Children's, Young People and Education services were responsible for the planning involved to address the issue of Brexit on school preparedness. A briefing note on school preparedness in relation to Brexit would be sent to Members of the Committee outside of the meeting.
4. RESOLVED that the verbal updates be noted.

**67. 18/00069 - Proposed Coordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Infant, Junior and Primary and Secondary Community and Voluntary Controlled Schools 2020/21**  
*(Item 6)*

*Mr Bagshaw (Head of Fair Access) was in attendance for this item.*



1. Mr Bagshaw introduced the report which set out information relating to the outcome of the consultations on the proposed admissions arrangements for infant, junior and primary and secondary community and voluntary controlled schools and the proposed scheme for transfer to infant, primary, junior and secondary schools in September 2020 including the proposed process for non-coordinated In-Year Admissions.

Mr Bagshaw then responded to comments and questions from Members, including the following: -

- a) Mr Bagshaw confirmed that further information relating to adopted children from outside of England would be circulated to Members of the Committee outside of the meeting.
  - b) Mr Bagshaw referred to future legislative changes to the school admissions code and said that legislative changes would need to be presented for debate before Parliament.
2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to determine:
    - a) The Coordinated Primary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2A;
    - b) The Co-ordinated Secondary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2B;
    - c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2020/21 as detailed in Appendix 2C (1);
    - d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2020/21 as detailed in Appendix 2D (1);
    - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2020/21 as set out in Appendix 2C (2);
    - f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2020/21 as set out in Appendix 2D (2); and
    - g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2020/21 as detailed in Appendix 2C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2020/21 as set out in Appendix 2D,

be endorsed.

68. **18/00071 - Children and Young People's Mental Health Services, funded by Kent County Council**  
(Item 7)

*Mr Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)), Ms Sharp (Head of Commissioning Portfolio Children and Public health) and Ms Rankin (Cabinet Member for Strategic Commissioning) were in attendance for this item.*

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Mr Collins introduced the report which set out the comments and feedback that the Cabinet Committee had provided when the Children and Young People's Mental Health Services (CYPMHS) paper was submitted to Committee in November 2018, the subsequent Member briefing and consultation with NHS commissioners and NELFT.

Mr Collins and Ms Sharp responded to comments and questions from Members, including the following: -

- a) Mr Collins confirmed that Kent County Council invested £2.65 million annually into the NHS contract for the delivery of specific services including Early Help and services for Looked After Children. He added that £400,000 had been utilised as a financial penalty by Kent County Council for the underperformance of the contract with NELFT, as part of a negotiation with the West Kent CCG.
  - b) Ms Sharp provided further information on the investment into the CYPMHS contract between Kent County Council and the NHS, and the underperformance against the contract requirements.
  - c) Ms Sharp said that Kent County Council were working closely with colleagues in the NHS to ensure that there was sufficient investment into the CYPMHS contract. She added that Kent's Local Transformation Board were testing the resources that had been invested into the specialist areas of the CYPMHS contract to ensure that demand could be managed sufficiently.
2. The Chairman suggested that a further update on the progress of the CYPMHS contract be submitted to the Committee in March 2019. Members of the Committee supported this.
  3. Ms Rankin, Chairman of the Contract Management Review group, invited Members to attend future meetings of the group to monitor the CYPMHS contract.
  4. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to
    - a) end the existing Section 76 agreement and establish a new agreement which reflects KCC as the commissioning lead for the KCC elements of the service; and
    - b) delegate authority to the Corporate Director for CYPE to take necessary actions, including but not limited to entering into legal agreements, required to implement the above,

be endorsed.

**69. Change for Kent Children Programme**  
(Item 8)

*(As Dr Sullivan had declared an interest in this item, she did not take part in the discussion and did not vote)*

1. Mr Dunkley introduced the report which set out the directorate's new approach to the delivery of integrated services for children and families in Kent.

Mr Dunkley and Mr Gough (Cabinet Member for Children, Young People and Education) then responded to comments and questions from Members, including the following: -

- a) Mr Dunkley explained that Kent County Council's constitution set out what was contained within the remit of the County Council and what was not. The relevant third tier was Council's third tier and therefore the Change for Kent Children project was not a matter for County Council approval.
- b) Mr Dunkley said that the report set out the justification for the changed programme and its objectives. He referred to the operational restructure and said that although Members were not authorised to influence a staff consultation to shape teams or jobs, the relevant information was available on Kent County Council's intranet.
- c) Mr Dunkley reassured Members that the main objective of the Change for Kent Children programme was to ensure that every child in Kent was supported and individual needs were met.
- d) Mr Dunkley talked about the escalating costs of specialist services for looked after children and the services that local authorities were having to cut in order to fund them. He expressed the importance of assessing the needs of individual children and their families to ensure that needs were met before the point of crisis in a financially sustainable way.
- e) Mr Dunkley referred to the rating system that Ofsted used and said that it was Kent County Council's ambition for its services to improve for all children and young people and to have this improvement recognised by Ofsted as outstanding. He said that if Kent County Council were to receive an outstanding rating from Ofsted it would carry a range of benefits such as a boost in staff morale and easier and faster recruitment processes.
- f) Mr Dunkley said that in January 2017, the County Council agreed a paper from the Leader of the Council and Head of Paid Service to introduce a new top tier structure for the Authority, and in May 2018, County Council agreed to the proposals to redistribute activities in Specialist Children's Services and Early Help and Preventative Service divisions and realign the responsibilities of the two Director roles.
- g) Mr Dunkley said that an Accountability Board had been introduced by The South East Local Enterprise Partnership which addressed performance and data concerns in relation to children's social care data in Kent.

- h) Mr Gough reiterated Mr Dunkley's comments and said that Kent County Council were well-positioned in relation to receiving an outstanding rating from Ofsted inspectors in the future.
  - i) Mr Dunkley said that assessing a child's individual needs at an early stage was vital in ensuring that both children and families were receiving the appropriate care and support.
  - j) Mr Dunkley referred to Kent County Council's Troubled Families programme which was fully integrated into Early Help and Preventative Services, and the programme allowed families to receive intensive support through the work of Kent's Early Help Units. He said that there was a significant amount of flexibility in relation to how the funding could be spent.
2. The Chairman requested that a cross-party, all-Member briefing be held on the subject.
3. The Chairman suggested that the recommendation be amended to ensure that Members of the Committee had the opportunity to attend a detailed briefing on the subject before endorsing the proposals. Members of the Committee supported this.
4. RESOLVED that
- (i) the report be noted; and
  - (ii) the strategic objectives for improving outcomes for children in Kent,
- be endorsed.

**70. Capital Programme 2019-22, Revenue Budget 2019-20 and Medium-Term Financial Plan 2019-22**  
*(Item 9)*

*Ms Stone (Revenue Finance Manager (0-25 Services)) and Mr Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)) were in attendance for this item.*

1. Ms Stone introduced the report which set out the draft budget proposals and provided Members with the opportunity to comment on the proposals before they were presented to Cabinet on 28 January 2019 and full Council on 14 February 2019.

Mr Collins and Mr Dunkley then responded to comments and questions from Members, including the following: -

- a) Mr Collins confirmed that Microsoft Power BI was being developed by Kent County Council to store children's data and said that it was not used for financial purposes.
- b) Mr Dunkley said that Kent County Council had applied to the Budget Delivery Transformation fund for a workforce programme that would allow Kent to end its reliance on agency staff in social work posts and begin over

recruiting to newly qualified social worker posts to fill the vacancies that agency staff had left.

2. RESOLVED that the report be noted.

**71. Skills and Employability**  
*(Item 10)*

*Mr Roberts (Chief Executive Officer – The Education People) was in attendance for this item.*

1. Mr Roberts introduced the report which set out Kent's current position on apprenticeships and the county's direction of travel in relation to Skills and Employability. He outlined the revised Skills and Employability Service and the responsibilities under the newly established LATCo, The Education People (TEP).

Mr Roberts then responded to comments and questions from Members, including the following: -

- a) Mr Roberts said that a feedback survey would be sent to TEP's customers and all feedback received would be recognised, and concerns addressed. He added that TEP regularly received valuable feedback from Employer Guilds, Chief Executives of Further Education colleges, The Careers and Enterprise Company, and training providers in relation to Skills and Employability in Kent.
  - b) Mr Roberts referred to the tracking support service that was available to track all young people up to the age of 19 and said that it was a very effective service in terms of reducing the number of individuals that were Not in Education, Employment or Training (NEET) and those that were 'Not Known'.
  - c) Mr Roberts said that TEP provided an annual minimum core offer of four hours Apprenticeship/Participation support for all schools. This was in addition to what each school offered themselves, and additional provision this year. School could buy additional support back if required.
  - d) Mr Roberts confirmed that the helpline and online chat support service was operated from Sessions House, in the Skills and Employability team.
  - e) Mr Roberts referred to the work that TEP were undertaking with the Employer Guilds, TEP had increased the level of staffing to ensure that more effective discussions were taking place between employers and education providers.
  - f) Mr Roberts said that TEP would be submitting a proposal to Kent County Council to use some of its levy funding to support small and medium enterprises in developing apprenticeship opportunities for Kent's most disadvantaged learners.
2. The Chairman that a further report be submitted to a future meeting of the Committee on Employer Guilds. Members of the Committee supported this.

3. RESOLVED that the report be noted.

**72. Performance Scorecard**  
*(Item 11)*

1. Ms Hammond introduced the report which set out the Children, Young People and Education performance management framework and the targets and milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

Ms Hammond and Mr Abbott then responded to comments and questions from Members, including the following: -

- a) Ms Hammond said that 93% of Kent's care leavers kept in contact with Kent County Council. She added that whilst the percentage was very high, care leavers did not have to stay in touch with Kent County Council if they did not wish to.
  - b) Mr Abbott confirmed that further information relating to Education, Health and Care Plan delays would be circulated to Members of the Committee outside of the meeting.
2. RESOLVED that the report be noted.

**73. Ofsted Update**  
*(Item 12)*

The information circulated with the agenda was noted without discussion.

**74. Work Programme 2019/20**  
*(Item 13)*

1. RESOLVED that the Work Programme for 2019/20 be noted, subject to the inclusion of:
  - HeadStart Kent Programme
  - Children and Young People's Mental Health Services – Update

**75. School Expansions/Alterations**  
*(Item 14)*

*Ms White (Area Education Officer - East Kent) and Mr Adams (Area Education Officer - South Kent) were in attendance for this item.*

1. The Chairman set out the proposed decisions to expand or alter the following schools: Speldhurst Church of England Primary School, Tunbridge Wells, Finberry Primary School, Ashford, and Bysing Wood Primary School, Faversham.
2. RESOLVED that

- a) the decision (18/00070) proposed to be taken by the Cabinet Member for Children, Young People and Education to permanently expand Speldhurst Church of England Primary School, Langton Road, Speldhurst, Tunbridge Wells, Kent, TN3 0NP from 140 places to 210 places, increasing the published admission number (PAN) from 20 to 30 Reception Year places from September 2020, be endorsed.
- b) the decision (19/00003) proposed to be taken by the Cabinet Member for Children, Young People and Education to release £2,800,000 from the Children, Young People and Education Capital budget to allow an 8-classroom block to be added to Finberry Primary School to enable the school to accept 2FE of primary aged pupils (60 pupils per year) in line with the Academy's funding agreement, be endorsed.
- c) the decision (19/00009) proposed to be taken by the Cabinet Member for Children, Young People and Education to issue a public notice to permanently change the age range of the school and subject to no objections being received to the public notice; and change the age range from 4-11 years to 2-11 years in order to establish a school run nursery, be endorsed.

**76. 19/00007 - 0-19 (and up to 25) Non-Statutory Children's Services District Governance Structures**  
(Item 15)

*Mr Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)) was in attendance for this item.*

- 1. Mr Collins introduced the report which set out the revised proposals, based on the comments and feedback that the Cabinet Committee had provided when the paper was submitted to Committee in September 2018.

Mr Collins and Mr Gough (Cabinet Member for Children, Young People and Education) then responded to comments and questions from Members, including the following: -

- a) Mr Collins said that he had recently met with Kent's Youth Participation Team to explore ways in which Kent could engage young people in youth engagement and develop an engagement model for Members and Chairs.
- b) Mr Collins said that the proposed Local Children's Partnership Groups (LCPG) would be Member-chaired and would meet three times a year.
- c) Mr Collins referred to the current arrangements that were in place for District Advisory Boards (DAB) and Youth Advisory Groups (YAG) and said that the voice of the child and parent was well represented through the forums but weakly represented through the current Local Children's Partnership Group.
- d) Mr Collins said that partners had received requests from Kent County Council in relation to attending the LCPG, DAB and YAG meetings,

although a significant number of partners felt that attending all of the meetings was very resource-intensive.

- e) Mr Collins explained that the young people that attended the YAG and DAB meetings continuously provided valuable and constructive feedback.
- f) Mr Collins confirmed that he could provide more information to Members of the Committee outside of the meeting in relation to potential age restrictions associated with the DAB's.
- g) Mr Gough (Cabinet Member for Children, Young People and Education) emphasised the importance of the voice of the child and ensuring that children were included in engaging through YAG's and DAB's.

2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to

- a) agree the proposed district-based governance structure for 0-19 (and up to 25) years non-statutory children's services,

be endorsed.

*(Dr L Sullivan asked that her vote against the recommendation be recorded in the minutes)*



**KENT COUNTY COUNCIL**

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**CORPORATE PARENTING PANEL**

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room - Sessions House on Thursday, 1 November 2018.

PRESENT: Mrs A D Allen, MBE (Chairman), Mr T Byrne, Mr G Cooke, Mr T Doran, Ms S Dunstan, Mr D Farrell, Mrs L Game, Mrs S Gent, Ms S Hamilton, Mrs S Hammond, Ida Linfield, Mr G Lymer, Mrs S Prendergast, Ms N Sayer and Ms C Smith

IN ATTENDANCE: Mr M Dunkley CBE (Corporate Director for Children, Young People and Education), Ms J Carpenter (School Bursar and Project Officer, Virtual School Kent) and Miss G Little (Democratic Services Officer)

**UNRESTRICTED ITEMS****107. Membership**

*(Item 1)*

1. The Panel was asked to note that Virtual School Kent apprentices, Tom Byrne and Chelsea Goodwin had joined the Panel and that Chloe-Elizabeth Mutton had completed her apprenticeship and had therefore left the Panel.
2. It was RESOLVED that the membership change be noted.

**108. Apologies and substitutes**

*(Item 2)*

1. Apologies were received from Mr Roger Gough, Mr Michael Northey, Julianne Bayford, Andrew Heather and Sarah Vaux.

**109. Election of Vice-Chairman**

*(Item 3)*

1. Mrs Ann Allen (Chairman) proposed, seconded by Mrs Lesley Game that Ida Linfield be elected as Vice-Chairman of this Panel.
2. It was RESOLVED that Ida Linfield was elected Vice-Chairman to the Corporate Parenting Panel.

**110. Minutes of the meeting of the Panel held on 19 September 2018**

*(Item 4)*

It was RESOLVED that the minutes of the meeting held on 19 September 2018 are correctly recorded and they be signed by the Chairman. There were no matters arising.

### **111. Meeting Dates 2019/20**

*(Item 5)*

It was RESOLVED that the Panel noted that the following dates had been reserved for its meetings in 2019/20:

Wednesday 29 May 2019  
Thursday 25 July 2019  
Tuesday 17 September 2019  
Friday 22 November 2019  
Tuesday 18 February 2020  
Thursday 2 April 2020  
Friday 29 May 2020

All meetings would take place at County Hall, Maidstone, and would commence at 10.00 am

### **112. Chairman's Announcements**

*(Item 6)*

The Chairman informed the Panel that there were no announcements.

### **113. Verbal Update from Our Children and Young People's Council (OCYPC)**

*(Item 7)*

1. Sophia Dunstan (Participation Support Assistant, Virtual School Kent (VSK)), Tom Byrne (Participation Support Assistant, Virtual School Kent) and Jo Carpenter (School Bursar and Project Officer, Virtual School Kent), gave a verbal update on the work of the OCYPC, the Super Council and the Young Adult Council and forthcoming participation events. *The text of these updates will be appended to these minutes.* With Tony Doran, (Head Teacher of the VSK), they then responded to comments and questions from the Panel, including the following:
  - (a) the October activity days held within the half term period saw a more positive turnout within East Kent compared to the activity days held in the West and North of Kent. This may have been due to the accessibility of the Turner Gallery which may have encouraged greater attendance, however VSK were pleased with the level of interest and participation from children in care across the county; and
  - (b) the Young Adult Council's (YAC) Life Hacks booklet was produced to help support and prepare young people leaving care and offered a number of handy hints and recipes. Following comments from the Panel asking whether the booklet would be accessible at school libraries or universities, Ms Carpenter said that VSK would be happy to share the booklet and would welcome the prospect of publishing the booklet on the Kent County Council website. Mr Doran confirmed that one copy of the booklet could be distributed to each Kent school library.

2. Mr Matt Dunkley (Corporate Director of Children, Young People and Education) commended the apprentices for their contribution at the Directorate Management Team training event which was well received by all staff.
3. It was RESOLVED that the verbal updates be noted, with thanks.

#### **114. Verbal Update by Cabinet Member**

*(Item 8)*

1. The Deputy Cabinet Member for Children, Young People and Education, Mrs Shellina Prendergast, gave a verbal update on the following issues: -

**Children in Care** – to date there had been 1265 citizen Looked After Children which was a reduction from the 1500 five years ago. This number continued to decline over the last year and was relatively low in proportion to Kent's population. Indicators such as Placement Stability and stability of social workers also continued to improve.

**Unaccompanied Asylum-Seeking Children (UASC) update** - so far in 2018 there had been 123 new arrivals, with 253 open cases of Unaccompanied Asylum-Seeking Children and 241 UASC Looked After Children. Whilst the level of those entering the system was evidentially lower than the levels recorded in 2017, Kent's UASC numbers had risen in recent months. Mrs Prendergast reported that Kent had 1629 Care Leavers, 874 of whom were from a UASC background

**Virtual School Kent (VSK) Awards Ceremony** - Mrs Prendergast and Mr Gough attended the recent VSK awards ceremony for older Children in Care and Care Leavers; Mr Dunkley and Mr Gough presented the awards. Mrs Prendergast commended the tremendous achievements in academic work, sport, community work and creativity.

2. It was RESOLVED that the verbal updates be noted, with thanks.

#### **115. Challenge Card Update**

*(Item 9)*

1. The Chairman introduced the report and invited comments and questions from the Panel.
2. The Panel's response to comments and questions was as follows:
  - (a) Jo Carpenter (School Bursar and Project Officer, Virtual School Kent) said that the challenge around the Corporate Parenting Panel dates was in the process of being resolved. Virtual School Kent were reviewing different ways in which Panel Members could visit and meet children in a different environment as an alternative to children attending the Corporate Parenting Panel.

(b) Sarah Hammond (Director of Integrated Children's Services East (Social Work Lead)) advised the Panel that work was in hand to expand the membership of the Recruit Crew, which attended and participated at interview panels for social workers, foster carers and adopters. To help young people to play a larger part in these panels, meetings would be scheduled to avoid school and college times. Caroline Smith (Interim Assistant Director, Corporate Parenting), as a supplement to this, said that a Working Group had been established and work was being undertaken in coalition with the Human Resources (HR) department to review the current recruitment arrangements and the practicalities of holding interview panels outside of school hours. It was key to ensure that the correct processes were in place to support young people's involvement with the recruitment of staff.

3. It was RESOLVED that the challenge card progress to date and actions taken to meet the challenge be noted.

## **116. Performance Scorecard for Children in Care**

*(Item 10)*

1. Chris Nunn (Senior Management Information Officer, Children, Young People and Education) introduced the report that set out the Performance Scorecard for Children in Care and highlighted the key performance data and targets that needed to be monitored to promote the best outcomes for children and young people looked after by Kent County Council.

(a) In response to concerns raised regarding the direction of travel, Mr Nunn confirmed that, regardless of how big or small an increase or reduction in performance may be, the direction of travel would reflect that trend. Therefore, whilst it was important to monitor the direction of travel, attention also needed to be paid towards the change in figures. Mr Nunn agreed to incorporate additional guidance notes in the report to clarify how performance was measured. In addition, Matt Dunkley (Corporate Director of Children, Young People and Education) agreed to revise the Children in Care Performance Report to include data on the direction of travel over a set period of time and identify ways to illustrate this.

(b) With regard to caseload levels, Sarah Hammond (Director of Integrated Children's Services East (Social Work Lead)) said that there had been a 0.2% increase due to the combination of newly qualified Social Workers and reduced caseloads in the first six months of their arrival. Ms Hammond confirmed that the newly qualified staff were not additional but they had replaced more experienced staff who had left the service. Other unprecedented circumstances such as children in care in court also impacted on performance measures as the number of children per family varied from case to case which may have prolonged the adoption process. Ms Hammond

was pleased to announce that the percentage of children leaving care who were adopted was 16.6%, which was above the target level of 15%.

- (c) Mr Nunn confirmed that the demographic breakdown for Kent's Looked After Children included the cohort of Unaccompanied Asylum Seekers, a vast majority of whom were male. If that cohort were removed from the statistics, the data would reveal a very different picture. Mr Nunn agreed to circulate a revised report, excluding Unaccompanied Asylum Seekers, to the Panel Members as requested.
  - (d) Caroline Smith (Interim Assistant Director, Corporate Parenting) said that a narrative was produced on a monthly basis which captured the movement of Children in Care. With regard to adoption figures, one child could cause a green rating to move into a red. This may be due to the complex nature of a particular case whereby a child with a disability may require greater care, therefore impacting on the length of time it would take to find the correct family for that child.
  - (e) Ms Smith confirmed that Kent was on track for the number of families who could be adopters. As of 2018 over 100 children had been placed with 89 adoptive families. The National Adoption Week was held from 15<sup>th</sup> to 21<sup>st</sup> October to raise awareness and promote the benefits of becoming an adoptive family. Ms Smith was pleased to announce that it was a very positive campaign and Kent received a very good response. Kent was not struggling to find adoptive families and she assured the Panel that there was a very small cohort of children in care with disabilities which caused prolonged processes as it was essential that the right families were being matched to those children. Mr Nunn agreed to circulate to the Panel Members the adoption figures as requested.
2. It was RESOLVED that the performance data in the Children in Care scorecard be noted.

### **117. The Corporate Parenting Annual Report September 2018**

*(Item 11)*

- 1. The Chairman introduced the report that set out the work of the services for children and young people in the care of Kent County Council and informed the Panel that the report would be presented at the Full Council in December.
- 2. Caroline Smith (Interim Assistant Director, Corporate Parenting) said that it was the first annual report that had been produced for the Corporate Parenting Panel that presented the work and achievements of Kent County Council's key corporate parenting services. The report set out the commitments of Kent and was a useful tool for potential adoptive parents as it helped to promote a clear

positive message and provided them with the essential information regarding the recruitment, assessment and approval process.

3. The Panel commended the report and the officers for their work.
4. It was RESOLVED that the Corporate Parenting Annual Report 2018 be noted.

**118. Update on Mind Of My Own App for Children in Care and Care Leavers**  
(Item 12)

1. Caroline Smith (Interim Assistant Director, Corporate Parenting) provided the Panel with an update on the delivery and implementation of the Mind Of My Own (MOMO) app and web-based application tool which had been designed to help young people to share their thoughts and feelings with professionals they worked with, whether this be Social Workers, Teachers or Independent Reviewing Officers. Training for professionals, facilitated by MOMO, took place across several dates in September and October and the results of the training saw an increase of usage in Kent; Ms Smith referred the Panel to the case examples within the report.
2. Jo Carpenter (School Bursar and Project Officer, Virtual School Kent) assured the Panel that MOMO was not viewed as an alternative to any statutory requirements but rather another method of engaging children and young people and enhancing the professionals who worked with them. Since May 2018, usage had doubled within Kent, with 244 workers using MOMO and 280 young people having accounts, however, the next step was to work in coalition with other services to promote MOMO and further increase its usage.
  - (a)The Panel asked whether Foster Carers encouraged children to use MOMO. Ms Carpenter said that Foster Carers were apprehensive as they did not understand how the tool would be used, although the feedback since the implementation and training of MOMO had been positive. The MOMO app started to be recognised as a useful tool for young people as it gave them instant access to their professionals and also allowed them to choose who they wanted to send their message to.
  - (b)In response to why the demographics reveal greater usage from females compared to males, Tom Byrne (Participation Support Assistant, Virtual School Kent) said that he did not feel that this was due to the accessibility of the app, it was a larger social issue that was inherent within the male demographic as they did not share their concerns as openly as the female society would. In addition, Matt Dunkley (Corporate Director of Children, Young People and Education) said that this was a management concern and the Directorate needed to look at alternative routes for the male users to ensure all voices were being heard.

(c) Ms Carpenter said that feedback from the professionals identified MOMO's limitations, one of which was that the app did not have the facility of translation. This issue was fed back to MOMO and work was being done to rectify the problem.

(d) The other limitation noted from the feedback was that MOMO did not have the facility for the worker to respond directly to the young person; the Professional would need to respond via an alternative method such as text message or email. Work was being done to look at whether a Kent County Council version of MOMO could be produced, however, this would need to be supported by external software which would require substantial IT infrastructure investment.

3. It was RESOLVED that the progress of the roll-out of Mind Of My Own (MOMO) be noted.

### **119. Independent Reviewing Service Annual Report 2017/2018**

*(Item 13)*

1. Tina Onuchuckwu (Independent Reviewing Officer, South East Kent) introduced the report that set out the performance of the Council's Independent Reviewing Officer (IRO) Service for Children in Care from 1 April 2017 to 31 March 2018.

2. Pritpal Sodhi (Independent Reviewing Officer, North West Kent) said that IRO caseloads had reduced over the year, which in turn provided more opportunities for IRO case oversight and scrutiny, including the completion of midway review meetings. The IRO Service also worked closely with Virtual School Kent (VSK) to support participation and activities for looked after children and young people including their attendance at looked after children council meetings. Work had also been undertaken in conjunction with VSK Apprentices on the following:

- the re-design of the Kent Care Town website,
- ensuring young people were involved in the recruitment of IROs;
- the IRO Quality Assurance form was being reviewed to focus on key areas of the child's placement and plan for permanence; and
- invitation letters to review meeting were being revised to ensure these were child centred and encouraged young people participation in the meetings

3. Sophia Dunstan (Participation Support Assistant, Virtual School Kent) provided feedback to the Panel on her experience with the IRO when in care and said that the Children in Care Council Meetings were focused on encouraging participation in reviews. The young people who provided feedback to her said that the IRO incorporated games into the meeting to make the young person feel more comfortable. Miss Dunstan would be in attendance at County Council in December to present the positive feedback.

(a) In response to concerns raised regarding District teams failing to inform the IRO Service of children in need of an IRO within the specified timescale, Mr Sodhi said that a majority of District teams were not missing the three day target; instances where targets had been marginally missed were often

unprecedented, such as new staff who were not familiar with processes. The IRO Service had its own tracking system to monitor the number of children coming into the service and had the ability to monitor what stage that child was at in terms of the assessments they had undergone. Sarah Hammond (Director of Integrated Children's Services East (Social Work Lead)) explained that the data would have captured the Unaccompanied Asylum Seeker cohort and agreed to generate separate data that looked at the number of children outside of that cohort who had been assigned an RIO.

- (b) Miss Dunstan said that the Children and Young People's Council would not have sight of anonymised complaints as this would defy the purpose of the council which was to promote a positive impact for others. As a supplement to this, Jo Carpenter (School Bursar and Project Officer, Virtual School Kent) assured the Panel that if a young person had a personal issue, this would be referred to that child's allocated Social Worker.
  - (c) In response to concerns regarding the number of Unaccompanied Asylum-Seeking children in London reaching the age of eighteen, Sarah Hammond (Director of Integrated Children's Services East (Social Work Lead)) said that due to limited accommodation and resources in Kent during 2015-16, a majority of Unaccompanied Asylum-Seeking children had to be placed in London. Work had been undertaken since then to ensure that asylum-seeking children remained within Kent. Ms Hammond agreed to circulate the figures showing the number of Unaccompanied Asylum-Seeking children in local accommodation.
4. It was RESOLVED that the Independent Reviewing Officer (IRO) Annual Report be noted.

## **120. Children in Care with Education Health and Care Plans (EHCP) exclusions** *(Item 14)*

- 1. Tony Doran, (Head Teacher of the Virtual School Kent (VSK)) introduced the report that provided an overview of the 2017-18 exclusions for Children in Care and highlighted some of the key findings around those children with an Education Health and Care Plan (EHCP). The data indicated that 11% (more than one in ten) students with an EHCP had experienced a Fixed Term Exclusion. Mr Doran said that escalation meetings had taken place between the Area SEN Manager, VSK Deputy Head, SENCO and the Area Children and Young People's Service Manager to resolve complex cases and promote collaborative working. Further development work included training for Social Workers and Foster Carers on the SEN Code of practice and the appointment of a dedicated Senior Educational Support Officer to support Young People placed outside Kent.
- (a) In response to questions raised regarding the number of children allocated an EHCP, Mr Doran said that the data within the report was from young people who had all received an EHCPs. A majority of young people do not



gain an EHCP for their social or emotional mental health needs due to the attachment disorder associated with Children in Care, however, work was being done with SEN to develop appropriate specialist support for those young people who did not qualify for an EHCP.

2. It was RESOLVED that the report be noted, and that Virtual School Kent be requested to provide an update to the panel in six months.

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 28 March 2019

Subject: **Verbal update by the Cabinet Member and Corporate Director and an update from Miss Rankin, Chairman of the Contract Monitoring Review Group**

Classification: **Unrestricted**

Electoral Divisions: **All**

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

- National Offer Day (Secondary)
- Brexit Related Guidance for Schools
- Change for Kent Children
- The establishment of a New Special Free School on The Isle of Sheppey

Miss Rankin, Cabinet Member for Strategic Commissioning and Chairman of the Contract Monitoring Review Group will provide a brief verbal update in relation to the outcome of the Contract Monitoring Review Group meeting on 12 March 2019.

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee - 28 March 2019

**Subject:** Ofsted Focused Visit on the Front Door

**Classification:** Unrestricted

**Summary:** This report provides the background to the focused visit to the Front Door in January 2019 and a copy of the letter sent by Ofsted.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of the narrative letter sent by Ofsted following on from the focused visit in January 2019.

## 1. Inspection of Local Authority Children's Services (ILACS)

- 1.1 Ofsted introduced a new, flexible framework for inspecting local authority services for children in need of help and protection, children in care and care leavers in January 2019. It replaced the Single Inspection Framework (SIF) which was in use from 2013-18.
- 1.2 Under the new framework, 'Good' authorities such as Kent will receive a short inspection once in a three-year period. In between these inspections there will be up to two focused visits, one of which could be a Joint Targeted Area Inspection, which is a thematic inspection looking at how well local agencies work together in an area to protect children. The current JTAI theme – child sexual abuse in the family environment – concludes at the end of March and the next theme will be children living with mental health issues, with inspections commencing in the summer 2019.
- 1.3 Also, part of the new arrangements is the introduction of an Annual Conversation between Ofsted and key local authority officers which covers children's social care and education. The local authority produces a self-evaluation which is shared with Ofsted in advance of the meeting. This focuses on the quality and impact of social work practice on the children and families with which the authority works, the data that informs that knowledge and what plans are in place to maintain or improve practice. Kent's most recent Annual Conversation took place on 13<sup>th</sup> March.

## 2. Focused Visits

- 2.1 The inspection comprises two inspectors, who spend five days off site evaluating a range of evidence that the local authority is required to provide and then two days on site.

- 2.2 The visit focuses on an area of anticipated good practice or possible concern which will have been identified through the self-evaluation and discussion at the Annual Conversation
- 2.3 A focused visit does not have a judgement, but a narrative letter is sent to the Director of Children's Services which outlines specific areas for improvement based on the evidence from the visit. However, if the inspectors identified an area of Priority Action, this could trigger a full inspection.

### **3. Focused Visit of Kent's Front Door**

- 3.1 The focused visit took place on 14<sup>th</sup> and 15<sup>th</sup> January 2019 and reviewed the effectiveness of decision-making around contacts referrals, our response to children who are missing and/or at risk of exploitation and progress made against concerns raised in the SIF Inspection in March 2017. They also reviewed the work of the LADO service. It was suggested at the Annual Conversation in February 2018 that the Front Door was a key area for a visit.
- 3.2 Inspectors spent five days off site evaluating evidence and then two days with staff tracking cases and observing frontline practice.
- 3.3 Inspectors noted that this is a high volume yet efficiently run services and that good progress had been made since the last inspection. Increased management capacity has strengthened oversight and staff can see the benefits of the changes that have been implemented. Areas of development identified by the inspectors will be a focus of work over the coming months.
- 3.4 A copy of the letter from Ofsted is attached for Members' information.

#### **Recommendation:**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of the narrative letter sent by Ofsted following on from the focused visit in January 2019

### **4. Background documents**

Letter from Ofsted re focused visit

### **5. Contact details**

#### **Report author and lead director**

Sarah Hammond

Director of Integrated Children's Services East (Social Work Lead)

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8 February 2019

Mr Matt Dunkley  
Director of Children's Services  
Sessions House  
Maidstone  
Kent  
ME14 1XQ

Dear Mr Dunkley,

### **Focused visit to Kent county council children's services**

This letter summarises the findings of a focused visit to Kent county council children's services on 14 and 15 January 2019. The inspectors were Kate Malleson, Her Majesty's Inspector, and Stephanie Murray, Senior Her Majesty's Inspector.

Inspectors reviewed the local authority's arrangements for managing contacts and referrals at the 'front door' and decision-making in relation to children who need help and protection. This included the quality of the front door response to children at risk of exploitation and the effectiveness of the role of the designated officer. Inspectors considered a range of evidence, including children's case records, case discussions with social workers and managers, multi-agency meetings, and performance management and quality assurance information.

### **Overview**

Ofsted last inspected Kent county council children's services in 2017, giving an overall judgement of good, with the response to children who need help and protection graded as requiring improvement to be good. The local authority has appropriately acted on feedback from the last inspection, with a firm focus on improving the efficiency and effectiveness of the front door service. Since October 2018, there has been a single integrated route for accessing early help, intensive and higher level statutory social work services. Early signs are that the new arrangements have been implemented well.

Leaders demonstrate a desire to provide services for children and families by starting work with them at the lowest level that is appropriate to their needs. However, they acknowledge that, at the front door, this must include careful and robust management oversight and quality assurance of decisions. Through corporate investment, they have increased senior and operational management capacity at the front door and have strengthened management oversight of the newly configured service.

Most decisions about helping and protecting children seen by inspectors were appropriate. Multi-agency information-sharing is used well to inform decision-making, and practitioners are thoughtful in the way they engage with, and respond to, parents. The out-of-hours service is responsive, so there is no delay in taking necessary action outside office hours.

Managers swiftly triage all new referrals. In a small number of cases, triaging decisions by managers did not take sufficient account of all likely risk factors, and initial recommendations are not always fully reviewed in the light of front door enquiries. For a few children, the initial response by the early help hub, once cases were transferred, was not timely enough. In the light of inspectors' findings, the local authority's pre-existing plans to review the process for triage decision-making are appropriate and timely.

The local authority strives to be forward-thinking in practice development, as shown by the very recent successful bid to develop a contextual safeguarding approach to adolescent vulnerability and a strategic focus on developing trauma-informed integrated adolescent services.

### **What needs to improve in this area of social work practice**

- the existing audit methodology, to increase the focus on the impact of practice on improving outcomes for children
- initial front door decision-making, to ensure that triage decisions comprehensively consider and record the potential or likely risks to children and that next steps are recorded with a commensurate level of urgency
- multi-agency action planning for vulnerable and exploited adolescents to ensure that this is outcome-focused, time limited and rigorously followed up
- the timeline of the initial response to children who are transferred to the early help service.

### **Findings**

- The front door is a high-volume but efficiently run service. Staff working in the front door service have welcomed the recent changes and can see the benefit of them.
- Contacts and referrals receive prompt review by experienced and knowledgeable managers, and management oversight was present in all cases seen by inspectors. All the decisions reviewed by inspectors had taken account of known information. Almost all work progresses swiftly from referral to outcome and most decisions about the level of help that children need are proportionate. Inspectors found a small, but important, number of cases where, in their triage decision-making, managers had not given enough weight to potential risks for children



when deciding on the level and nature of the enquiries that should be undertaken by the front door staff. Senior managers were reflective in their response to this feedback from inspectors and are actively considering how they can use this feedback to strengthen early decision-making at the front door.

- In almost all cases, social workers contact parents without delay, to discuss openly the concerns that have been received by the front door. Staff display a sensitive and respectful approach to family circumstances and complexities. In cases seen, parents of disabled children received a prompt response to requests for support. Managers and social workers give feedback to referrers about the outcome of their requests for support.
- In most cases, managers and front door staff think carefully about the need to seek parents' consent before asking agencies to share information about them. In a small number of cases, the rationale for dispensing with consent had not been recorded well by non-qualified staff.
- In the majority of cases seen by inspectors, decisions to transfer work to one of the two tiers of the local authority's early help service were appropriate. However, in a small number of cases, the level or nature of the concern warranted either a social work assessment or a more timely response to children's needs. Senior managers are in the process of analysing the reason for some cases being stepped up to children's social care soon after being transferred to the early help service.
- When child protection concerns are referred to the front door, in the majority of cases the response is proportionate and prompt. This includes the out-of-hours service. Strategy discussions undertaken by the front door service are comprehensive, and the steps needed to protect children are clear and well recorded. Relevant agencies attend, and there is evidence of effective multi-agency working and assertive practice in relation to specific risks and concerns.
- Although most police referrals about children's exposure to domestic abuse are comprehensive, in a few cases there is delay in the front door receiving these notifications and not all police referrals include a domestic abuse risk assessment. When risk assessments are included, they are helpful to front door staff in planning a proportionate response.
- Live and retrospective performance information about activity at the front door is helpful to managers. Managers maintain good oversight of performance, supplementing this information with manual tools and systems where necessary. A new electronic system, designed to improve management oversight of day-to-day business across the service, is nearing implementation.
- The response at the front door to children who are missing is well organised, despite the large volume of such notifications. Experienced and competent staff quickly and accurately log, assimilate and appropriately share information about

missing children. When children are found, well-recorded notifications contain important and helpful information which informs next steps. Kent county council encourages, and often chases, other local authorities to undertake return home interviews and to feed back the information and intelligence they receive. An independent return interview resource is available for other local authorities to commission if needed.

- Family group conferences (FGCs) for adolescents who go missing are examples of innovative practice. Early indications are that this approach has reduced the frequency of missing episodes for a small number of highly vulnerable children. FGCs address the 'push' factors for children who feel disconnected from their families, and these meetings support the development of positive relationships between extended family members. This provides children with a source of help and support which they can access as an alternative to running away.
- Assessments of teenagers who are vulnerable and at risk of exploitation include comprehensive information about children's circumstances and the harm that they face. There is considerable, and mostly relevant, information-sharing by a committed multi-agency partnership at adolescent risk management panels across Kent. However, action planning from these meetings needs to be more outcome-focused, better informed by children's views, time-limited and consistently and rigorously followed up. Partner membership needs to be at the right level of seniority to have greater influence as well as operational oversight.
- Following its review and re-configuration, the local authority designated officer service is increasingly well organised and visible. There is evidence of careful tracking, oversight and coordination when there are allegations about adults who work with children. In the cases reviewed by inspectors, children's immediate safety had been prioritised, with further consideration of risks posed by the adult concerned.
- The quality assurance framework demonstrates a clear commitment by senior leaders and managers to using a range of methods, including case audits and peer review challenge as a means of improving practice. However, audits seen by inspectors did not sufficiently consider the lived experience of children or the impact of the work undertaken. The local authority is taking steps to address this, but the desired quality has not yet been achieved.

Ofsted will take the findings from this focused visit into account when planning your next inspection or visit.

Yours sincerely

Kate Malleson  
**Her Majesty's Inspector**

**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee - 28 March 2019

**Subject:** School Term Dates for 2020-21 & 2021-22

**Decision number:** 19/00006

**Classification:** Unrestricted

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

**Electoral Division: All**

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decision to agree the school term dates for Kent County Council's community and voluntary controlled schools for the school years 2020-21 and 2021-22.

## 1. Background

- 1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to decide their dates and length of terms.
- 1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a draft standard school year. However, the LGA has decided to stop coordinating the development of these draft models, because only around 40% of areas are now following the standard school year, as more academies and free schools determine the term dates for their schools.
- 1.3 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

- 1.5 In determining the proposed future school term dates, KCC carried out a full consultation on the proposed dates. The proposed dates are attached as appendix 1.

## **2. Consultation Process and Proposed Dates**

- 2.1 KCC consulted on the proposed term dates for the academic years 2020-21, 2021-22 from 14 January to 24 February 2019. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighboring local authorities. The general public was also encouraged to participate. Below is a link to the consultation and equalities impact assessment:

<https://consultations.kent.gov.uk/consult.ti/termdates2020to2022/consultationHome>

- 2.2 The consultation received 54 responses as follows: 26 parents/carers (including grandparents), 15 Headteachers (including Head of school and a deputy head), 6 teachers including teaching assistants, 3 school governors, 2 school admin and 2 union reps.
- 2.3 The majority of respondents, 35 out of 54, supported the proposed term dates for 2020-21 and 2021-22, 17 respondents opposed the dates and 2 were undecided. A full summary of the responses can be found in appendix 2.
- 2.4 Of the 35 respondents who supported the proposed dates, 20 made no further comments. A summary of the other comments received can be found in appendix 2.
- 2.5 Of the 17 respondents who opposed the proposed dates there was no singular attributing factor to the objection. The most common reason stated (5 respondents) felt that Term 1 in 2020 was too long. Two respondents commented that the Term1 break in October 2020 was a week later than in previous years, which has an adverse effect on their pre-booked family holiday. In the proposed dates, Term 1 in 2020 consists of 39 days with Term 2 lasting 35 days. However, if Term 1 concludes a week earlier (16<sup>th</sup> October) then Term 1 would last for 34 days and Term 2 for 40 days. From other responses received many felt that even terms were better for pupil and teaching staff, therefore it is recommended that the proposed dates for Term 1 in 2020 remain unchanged.
- 2.8 Collectively 6 respondents commented that they would prefer two week breaks during the year and a shorter summer break, however there was no clear agreement on whether to extend the Term 1 (October), Term 3 (February) or Term 5 (May) breaks. However, in both the positive and negative comments received other respondents stated that they preferred the longer summer holidays.
- 2.9 A report by the NUT appreciated the concerns of parents regarding the length of the summer holidays and the pressure of childcare. However, it

considered that reducing the length of the summer holidays may lead to an increase in absenteeism as families, particularly those with families overseas, use the long summer break to visit relatives and any change will have an impact on their ability to do this. In turn this could lead to schools receiving additional requests for pupils to be taken out of school during term time, with serious long-term implications for the education of those pupils.

2.11 A few Headteachers asked that Term 1 in 2020 begin later to shorten the first term length, however the LGA recommend that pupils return to school as close to the 1st of September as possible. Therefore, it is proposed that the first day of term remains as Tuesday 1st September 2020.

2.12 Consequently, as the majority of respondents agreed with the proposed dates in 2020-21 and 2021-22, amendments to the proposed dates are not required and therefore Members are asked to agree the recommendation set out below.

### **3. Equalities Impact Assessment**

3.1 A full EqIA was completed as part of the process and can be found via the following link:

<https://consultations.kent.gov.uk/consult.ti/termdates2020to2022/consultationHome>

### **4. Financial Implications**

4.1 There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

### **5. Recommendation(s)**

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decision to agree the school term dates for Kent County Council's community and voluntary controlled schools for the school years 2020-21 and 2021-22.
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### **6. Background Documents:**

None

### **7. Contact details**

Report Author: David Adams Area Education Officer 03000414989 David.adams@kent.gov.uk	Relevant Director: Keith Abbott Director of Planning and Access 03000 417008 Keith.abbott@kent.gov.uk
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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Roger Gough, Cabinet Member for Children, Young People and Education

**DECISION NO:**

19/00006

Unrestricted

Key decision: YES

**Subject: School Term Dates 2020-2021 and 2021-22**

**Proposed Decision:**

As Cabinet Member for Children, Young People and Education, I propose to determine the school term dates for 2020-21 and 2021-22.

**Reason(s) for decision:**

1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to change the length of terms.

1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a Standard School Year draft for each year. However, the LGA has decided to stop coordinating the development of draft models for standard school years. This is because only around 40% of areas are now following the Standard School Year. The Government's policies to promote academies and free schools will mean that increasingly school governing bodies will be determining the school term dates for their schools.

1.3 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

**Equality Implications**

A full impact assessment has been completed and can be found via the following link: <https://consultations.kent.gov.uk/consult.ti/termdates2020to2022/consultationHome>

**Financial Implications**

There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

**Legal Implications**

KCC has a statutory responsibility to ensure the school term dates are set in accordance with the DfE guidance on School attendance: <https://www.gov.uk/government/publications/school-attendance>

**Cabinet Committee recommendations and other consultation:**

The comments will be recorded after the Children's, Young People and Education Cabinet Committee

meeting has taken place on 28<sup>th</sup> March 2019.

KCC consulted on the proposed term dates for the academic years 2020-21, 2021-22 from 14 January to 24 February 2019. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighbouring local authorities. The general public was also encouraged to participate. Below is a link to the consultation and equalities impact assessment: <https://consultations.kent.gov.uk/consult.ti/termdates2020to2022/consultationHome>

The consultation received 54 responses as follows: 26 parents/ carers (including grandparents), 15 Headteachers (including Head of school and a deputy head), 6 teachers including teaching assistants, 3 school governors, 2 school admin and 2 union reps.

The majority of respondents, 35 out of 54, supported the proposed term dates for 2020-21 and 2021-22, 17 respondents opposed the dates and 2 were undecided.

**Any alternatives considered and rejected:**

KCC carried out a full consultation and all responses were considered. The outcome of the consultation showed most respondents agreed with the proposed dates and therefore no alterations were deemed necessary.

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

None.

.....

**signed**

.....

**date**



August 2020							September 2020							October 2020							November 2020									
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S			
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10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22			
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	18	20	21	15	16	17	18	19	20	21			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28			
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**INSET/ Non-contact days for teachers:**  
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

**2020/21**

Standard School  
 Year based on  
 6 terms with  
 additional INSET  
 days

- Term 1 39 days 1/09/20 - 23/10/20
- Term 2 35 days 02/11/20 - 18/12/20
- Term 3 30 days 04/01/21 - 12/02/21
- Term 4 29 days 22/02/21 - 1/04/21
- Term 5 29 days 19/04/21 - 28/05/21
- Term 6 33 days 07/06/21 - 21/07/21

	School day
	School holiday
	Bank holiday

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August 2021							September 2021							October 2021							November 2021						
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
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11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
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**INSET/ Non-contact days for teachers:**  
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

**2021/22**

Standard School  
 Year based on  
 6 terms with  
 additional INSET  
 days

Term 1	38 days	1/09/21 - 22/10/21
Term 2	35 days	01/11/21 - 17/12/21
Term 3	29 days	04/01/22 - 11/02/22
Term 4	30 days	21/02/22 - 01/04/22
Term 5	28 days	19/04/22 - 27/05/22
Term 6	35 days	06/06/22 - 22/07/22

	School day
	School holiday
	Bank holiday

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**Outcomes from consultation on school Term Dates for 2020-21 and 2021-22  
Calendars** (see below for breakdown of responses)

Consultation responses received: 54

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Parents / carer inc. grandparents)	18		8
Headteachers	8	2	5
Teachers	5		1
Governors	2		2
School Admin			1
Unions	2		
<b>Totals</b>	<b>35</b>	<b>2</b>	<b>17</b>

Summary of comments in favour of the proposal:

- 20 respondents agreed to the proposal with no further comment.
- Happy with the proposed dates and pleased that there is a full two-week closure over the Christmas period, falling between two weekends.
- These dates seem sensible, taking account of learning needs for pupils and recognising likely behaviours of parents.
- Pleased that most terms are kept to full weeks
- Pleased that there is an earlier start date in September.
- One respondent agreed to the dates as 1 September is the universal date to start each academic year in some European countries and it supported the harmonisation, particularly to give more holiday time in July when many festivals are held.
- Pleased that the 6 weeks holiday remains as this is an important part of childhood.
- Agreed with proposed dates but would like to see cohesion with other local schools.
- Agreed although feel that 8-week terms are tiring
- Agreed but would like a maximum of 6-week terms.
- Agreed but would prefer the holy week off at Easter
- A Christian respondent agreed with the proposed dates but would prefer the Holy Week off before Easter Sunday, although, understands that Easter is a moveable feast and makes this difficult to implement in some years.

Summary of comments against the proposal included:

- Term 1 in 2020 is too long
- Terms finishing part way through the week encouraging non-attendance
- Concerns raised over October 2020 breaking being later than previous years
- Increase May break and shorten Easter break by a week
- Increase the October and May holidays and reduce the summer holidays

- Increase the Christmas, Easter and Summer breaks
- Imbalance of the terms
- Increase February break to two weeks
- Increase the Christmas and Easter breaks

Summary of undecided comments included:

- The term dates seem very similar to those we have been using over the past few years.
- The dates are similar to previous years

From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee - 28 March 2019

Subject: **Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2019-20**

Decision Number: 19/00014

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

**Summary:**

This paper sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2019-20 financial year.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2019-20 as detailed in section 2 of this report.
- (ii) **NOTE** both the changes to the rates that are set by the Government/external agencies: Inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

**1. Introduction**

- 1.1 This report is produced annually and seeks approval for the Council's proposed rates and charges levied for the forthcoming financial year.
- 1.2 The report distinguishes between these rates and charges over which Members can exercise their discretion and those which are set by the Government/external agencies.

- 1.3 In relation to those rates and charges where Members can exercise their discretion, we have traditionally increased these annually in line with the annual CPI increase. In recent times, as CPI has been so low, a hybrid blended model has been adopted which included CPI and the average percentage increase for KCC pay performance. For 2019-20, the average percentage increase for KCC pay performance is approximately 2.8% which is slightly higher than the CPI increase between September 2016 and September 2017 of +2.4%; we believe using the higher rate of 2.8% represents a fair and responsible percentage increase and have therefore used the average percentage increase for KCC pay performance as the inflation indicator (except in the case of the skills based payment where CPI has historically been used). In addition, we are proposing to align the mileage rate paid to foster carers with that received by KCC staff, by increasing the rate from 35p to 45p per mile.
- 1.4 The effective date for these proposed rate changes is 1 April 2019 and they will apply until 31 March 2020 or until a decision is taken to revise these rates further, whichever is sooner.
- 1.5 In relation to the proposed increases to the rates we pay, additional funding has been included within the Directorate's 2019-20 budget proposals, under the heading "Inflation - Children's Social Care" at just over £1.7m. This calculation includes an assumed uplift for all in-house fostering and associated payments.

## **2. Rates payable and charges levied for Children's Services**

- 2.1 The remainder of this report set out the methodology for each proposed rate increase. Attached at appendix 1 is a list of all rates and charges proposed for 2019-20 compared to the approved 2018-19 rates and charges.

### **2.2 Adoption Service Charges**

#### Inter-Agency Charges – Voluntary Adoption Agencies and Local Authorities

The inter-agency fee for adoption was first introduced in 1992 to reflect the expenditure incurred in family finding, preparation and placement of children. These charges are agreed by the following; Local Government Agency (LGA), Consortium of Voluntary Agencies (CVAA), Association of Directors of Children Services (ADCS) and Society of Local Authority Chief Executive (SOLACE) and therefore are not within our discretion to alter. The rates between Local Authorities remain unchanged since 2014-15.

In 2018, the CVAA announced the decision to link the interagency rate for Voluntary Adoption Agencies (VAA) to the CPIH measure (including owner occupier's house costs) for the preceding financial year. This is to reflect the upward pressure on staff salaries and the complexity of work involved in the adoption placements. This included a retrospective increase between 2011 and 2018 of 14%. The increase for 2019-20 has been set as 2%, reflecting the CPIH measure for 2018.



Local Authority	
One Child	£27,000
2 Siblings	£43,000
3+ Siblings	£60,000
Voluntary Adoption Agencies*	
One Child	£31,620
2 Siblings	£51,000
3 Siblings	£69,360
4 Siblings	£79,560
5 Siblings	Negotiation
On-going Supervision	£877.00

\*a 10% uplift is applied for agencies based in Greater London area

#### Review of the Interagency Fee

Discussions regarding the structure of the fee for sibling groups are ongoing between CVAA and ADCS. We await the review findings.

### 2.3 Foster Care Payments

#### a) Maintenance

The Council has traditionally maintained a direct link to the Department for Education (DfE) published fostering rates. The DfE have now published their 2019-20 Fostering Rates (<https://www.gov.uk/fostercarers/help-with-the-cost-of-fostering>). The figures shown in the table below have been calculated by taking the DfE published rates, divide by 52 and multiple by 56. This provides an additional four weeks of funding to Kent foster carers to cover holidays, birthdays, religious observations and Christmas.

	2019-20 Minimum weekly rates
All placements under 2 years old	£154.00
All placements 2 to 4 years old	£158.31
All placements 5 to 10 years old	£175.54
All placements 11 to 15 years old	£199.23
All placements over 16 years old	£234.77

Please note that these rates also apply to Permanency Arrangement Orders payments within Children's Services e.g. Adoption and Special Guardianship Orders.

#### b) Reward Element

An increase of +2.8% based on the average increase for the KCC pay reward is proposed for 2019-20.

- Non-related placements for 0 to 8 years old £116.78 per week
- Non-related placement for 9 to 18 years old £221.82 per week

#### c) Disability Enhancement

An enhancement will be paid to all foster carers of disabled children whose case is open to the Disabled Children's Service or Sensory Loss Team. An assessment is undertaken by the child's social worker to determine the level of needs, presented to the funding panel. The enhancement rate is to be reviewed on a yearly basis. There are currently two rates:

Standard – Carers will receive an enhancement payment of 30% uplift of the higher reward element.

This equates to a rate of £66.55 per week.

Enhanced – Carers will receive an enhancement payment of 40% uplift of the higher reward element.

This equates to a rate of £88.73 per week.

### 2.4 Foster Care Skills Based Payments

Payment for Skills was introduced in 2007 and is based on foster carers meeting a required level of competence through qualifications and a competency framework. This is currently under review, to allow greater flexibility for progression through the skills levels, rewarding years of service and wider contributions to Kent Fostering, alongside existing training and qualifications. The review is being undertaken with the Foster Carer ambassadors and Kent Foster Carer Association (KFCA).

It is recommended that these rates receive an uplift in line with the CPI rate +2.4%. The proposed new rates for 2019-20 are:

Level 2 £21.55 per week

Level 3 £53.84 per week

Any recommended changes following the review would be presented to members for agreement before implementation.

### 2.5 Specialist Foster Care Payments

#### Single Placement Supplement

This is calculated as twice the age-related reward element

Age 0 to 8 years old £233.56

Age 9 to 18 years old      £443.64

## 2.6 Foster Carer Mileage Rate

Foster carers are reimbursed for travel which is considered to be over and above the day to day family life or where there is expected to be unusually high travel to meet the needs of the child. It is proposed the mileage rates paid to foster carers is increased from 35p and 45p per mile to bring them in line with KCC staff.

## 2.7 Essential Living Allowance

This is the weekly payment to Care Leavers including Unaccompanied Asylum-Seeking Children (UASC). The rate payable is in line with the Job Seeking Allowance for a single adult aged under 25 of £57.90 from 1 April 2019. Please note that this rate has been frozen at the 2018-19 amount.

## 2.8 Other Local Authority Charges

### a) Social work support and assessment

This relates to KCC social workers undertaking work on behalf of other local authorities. The proposed rate for 2019-20 is £74.40 per hour.

### b) Administration fee associated with social work support and assessment

This relates to the administration fee to cover the time associated with recharging other local authorities, and it is credited to the social work team claiming the recharge. The proposed flat rate for 2019-20 is £20.00 per invoice.

### c) Residential Respite Service

This relates to a charge we make to other local authorities who place children in our in-house respite residential beds. The value of the charge will be agreed by the operational service on an individual home basis, and will be calculated based on full cost recovery.

## 3. Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2019-20 as detailed in section 2 of this report.
- (ii) **NOTE** both the changes to the rates that are set by the Government/external agencies: Inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of

in-house respite residential beds are to be calculated on a full cost recovery basis.

- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

#### 4. Background Documents

None

#### 5. Contact details

Report Author

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Relevant Directors:

- Matt Dunkley, CBE
- Corporate Director of Children, Young People and Education
- 03000 416991
- [matt.dunkley@kent.gov.uk](mailto:matt.dunkley@kent.gov.uk)
- Sarah Hammond
- Director for Integrated Children's Service (Social Work Lead)
- 03000 411488
- [sarah.hammond@kent.gov.uk](mailto:sarah.hammond@kent.gov.uk)

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TAKEN BY

Roger Gough, Cabinet Member for Children,  
Young People and Education

## DECISION NO.

19/00014

Key decision: YES

To revise the rates payable and charges levied for Children's Services from 1<sup>st</sup> April 2019.

### Subject: Proposed Revisions of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2019-20

#### Proposed Decision:

As Cabinet Member for Children, Young People and Education, I proposed to approve:

- a)
- i. The weekly Foster Care Maintenance allowance is increased to:

All placements under 2 years old	£154.00
All placements 2 to 4 years old	£158.31
All placements 5 to 10 years old	£175.54
All placements 11 to 15 years old	£199.23
All placements over 16 years old	£234.77

- ii. The weekly Foster Care Reward element is increased to:

Non-related placements 0 to 8 years old	£116.78
Non-related placements 9 to 18 years old	£221.82

- iii. The weekly Foster Care Disability Enhancement is increased to:

Standard	£66.55
Enhanced	£88.73

- iv. The weekly Foster Care Skills Based Payment is increased to:

Skilled (Level 2)	£21.55
Advanced (Level 3)	£53.84

- v. The weekly Foster Care Single Placement Supplement is increased to:

Age 0 to 8 years old	£233.56
Age 9 to 18 years old	£443.64

- vi. The Local Authority charges to OLAs for Children's Services are increased to:

Social work support and assessment (per hour)	£74.40
Administration fee associated with social work support and assessment (per invoice)	£20.00

- vii. The Foster Carer Mileage Rate is increased from 35p to 45p per mile in line with KCC

staff.

b) **NOTE:**

viii. The rates which are dictated by external agencies i.e. Inter-agency charges and Essential Living Allowance

ix. The charges for other Local Authorities for use of in-house respite residential beds is to be calculated on a full cost recovery basis.

c) **DELEGATE:**

x. Authority to the Corporate Director of Children, Young People and Education, or other nominated officers, to undertake the necessary actions to implement the decision.

**Reason(s) for decision:**

The rates payable and charges levied for Children's Services are reviewed annually, with any revisions normally introduced from the start of the new financial year.

Some of the increases are directly linked to the published Department for Education fostering rates, which are reviewed by the Department annually.

**Equality Implications:**

We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

**Financial Implications:**

The increase in payments and income have been reflected in the Council's budget plans presented to County Council on 14 February 2019.

**Legal Implications:**

The report distinguishes between those rates and charges over which Members can exercise their discretion, and those set by Government or external agencies.

**Cabinet Committee recommendations and other consultation:**

**Background Documents:**

Report on Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2019-20 to the Children, Young People and Education Cabinet Committee 28 March 2019.

**Any alternatives considered:**

None.

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

None

.....  
signed

.....  
date

### Children's Social Care – Comparison between approved 2018-19 and proposed 2019-20 rates and charges

Description of Payment/Charge	Basis	2018-19	2019-20	Movement in Rate	
		Rate	Proposed Rate	£	%
		£	£	£	%
<b>Adoption Service Charges</b>					
<i>Local Authority</i>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3+ Siblings	per child	£60,000	£60,000	£0	0%
<i>Voluntary Adoption Agencies</i>					
One child	per child	£27,000	£31,620	£4,620	17%
2 Siblings	per child	£43,000	£51,000	£8,000	19%
3 Siblings	per child	£60,000	£69,360	£9,360	16%
4 Siblings	per child	£68,000	£79,560	£11,560	17%
5 Siblings	per child	£80,000	negotiated	n/a	n/a
Ongoing supervision	per child	n/a	£877.00	n/a	n/a
<b>Foster Care – Maintenance</b>					
All placements under 2 years old	Weekly	£150.77	£154.00	£3.23	2.14%
All placements 2 to 4 years old	Weekly	£155.08	£158.31	£3.23	2.08%
All placements 5 to 10 years old	Weekly	£172.31	£175.54	£3.23	1.88%
All placements 11 to 15 years old	Weekly	£196.00	£199.23	£3.23	1.65%
All placements over 16 years old	Weekly	£230.46	£234.77	£4.31	1.87%
<b>Foster Care - Reward</b>					
Non-related placements for 0 to 8 years old	Weekly	£113.60	£116.78	£3.18	2.8%
Non-related placement for 9 to 18 years old	Weekly	£215.77	£221.82	£6.05	2.8%

<b>Foster Care - Disability Enhancement</b>					
Standard	Weekly	£64.73	£66.55	£1.82	2.8%
Enhanced	Weekly	£86.31	£88.73	£2.42	2.8%
<b>Foster Care Skills Based Payments</b>					
Level 2	Weekly	£21.04	£21.55	£0.51	2.4%
Level 3	Weekly	£52.58	£53.84	£1.26	2.4%
<b>Specialist Foster Care Payments</b>					
<i>Single Placement Supplement</i>					
Age 0 to 8 years old	Weekly	£227.20	£233.56	£6.36	2.8%
Age 9 to 18 years old	Weekly	£431.54	£443.64	£12.09	2.8%
<b>Foster Carer Mileage Rate</b>					
Rate per mile	Mile	35p	45p	10p	29%
<b>Essential Living Allowance</b>					
Job Seekers Allowance rate for single adult aged under 25	Weekly	£57.90	£57.90	£0	0%
<b>Other Local Authority Charges</b>					
Fostering services – Social work support and assessment	Hourly	£72.38	£74.40	£2.02	2.8%
Administration fee associated with social work support and assessment	Invoice	£20.00	£20.00	£0.00	0%



**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 28 March 2019

**Subject:** Children and Young People's Mental Health Services, funded by Kent County Council

**Classification:** Unrestricted

**Past Pathway of Paper:** CYPE Cabinet Committee, 29<sup>th</sup> November 2018  
CYPE Cabinet Committee, 11<sup>th</sup> January 2019

**Future Pathway of Paper:** N/A

**Electoral Division:** All

**Summary:**

At meetings held on 29<sup>th</sup> November 2018 and 11<sup>th</sup> January 2019, Children Young People and Education (CYPE) Cabinet Committee discussed options regarding the contract management arrangements for Children and Young People's Mental Health Services (CYPMHS).

The services are delivered by the North East London NHS Foundation Trust (NELFT) and KCC invests £2.65m annually into the NHS contract for the delivery of specific services including Early Help and services for Looked After Children across Kent.

The papers presented to CYPE Cabinet Committee in November 2018 and January 2019 highlighted underperformance against the requirements of the contract and a lack of effective monitoring arrangements. This paper sets out the current position in relation to performance against the contract and the new contract monitoring arrangements.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** and comment on the report.

**1. Introduction**

1.1. KCC invests £2.65m per year into the mental health service contract for children and young people in Kent. This is delivered by North East London NHS Foundation Trust (NELFT). KCC funding is invested alongside the wider NHS funding and the service is commissioned and contracted by the NHS. In the original agreement, a partnership arrangement was established between KCC and

the NHS, organised via a Section 76 agreement - a funding mechanism that enables joint commissioning, by allowing Local Authorities to invest into an NHS contract.

- 1.2. At CYPE Cabinet Committee on 29<sup>th</sup> November 2018 and 11<sup>th</sup> January 2019, Members discussed the contract monitoring arrangements for the KCC investment and the challenges with delivery against the requirements. Subsequent to these discussions, work has been undertaken with NHS commissioner colleagues and NELFT to begin to develop a new contract monitoring arrangement and ensure that data capture surrounding performance and qualitative information can flow into KCC to accurately represent the service provided.
- 1.3. This paper sets out the progress of work the undertaken since January 2019 with both West Kent CCG (the lead commissioner for the contract) and NELFT, and how KCC will be able to further develop this in the coming months.

## **2. Background**

- 2.1. The service model for mental health support for children and young people in Kent was developed and procured based on feedback from children and young people, consultation with partners and in line with the government strategy "Future in Mind". KCC agreed in 2017 to invest £2.65m per year into the new contract for an integrated service via the Section 76. The integrated service was agreed through both KCC and NHS governance and the procurement was undertaken as a collaborative process.
- 2.2. There have been several challenges in the delivery of the new model including a significantly greater demand to the service. This has led to a range of difficulties in delivery against the KCC investment and resulted in significant underperformance in this part of the contract.
- 2.3. The discussions at both CYPE Cabinet Committee meetings and the Member Briefing in January 2019, along with the consultation, highlighted the urgent need to address the underperformance and the challenges surrounding the validity of data. However, it was acknowledged that using a whole system model is the right approach and that KCC wishes to continue its partnership with the NHS locally.
- 2.4. In particular, Members identified the need to avoid fragmentation of the integrated model. The new model has been mobilised in Kent during the last year and one point of access for the service has been implemented. The development of a SPA (Single Point of Access) across the spectrum of Mental Health Support has been a progressive step in service delivery and a strength that needs to be maintained.
- 2.5. However, the data that has been provided by NELFT to KCC to date, has not provided the requisite value for money assurance against the KCC investment. When data has been forthcoming it has not reconciled with the data held on KCC internal systems and therefore, cannot be validated.

### 3. Progress to date

3.1. Since the January committee meeting, KCC officers and West Kent CCG Commissioners have been working together to agree an amended Section 76 which would enable KCC to contract manage their investment. The proposed amendments to the Section 76 include:

- KCC to manage the KCC-funded elements of the CYPMHS contract and liaise directly with NELFT
- KCC to be responsible for ensuring that the Authority services are delivered in accordance with the service contract
- KCC to have the ability to make requests for information directly to the Provider
- KCC to hold service capacity planning meetings with NELFT to agree any new operating model and volume targets
- CCG to continue to make contract payments to NELFT but only once the CCG has received authorisation from KCC to confirm that they are satisfied with performance and are happy to release payment

3.2. The proposals are currently being reviewed by legal teams to ensure compliance with the requirements of a Section 76 and the NHS contract which is already in place.

3.3. Whilst the conclusion of the legal discussions is awaited, KCC, the CCG's and NELFT are already undertaking a more detailed review of performance. It is not the intention that changes to the current Section 76 disrupt any service level or provoke wholesale change in the model of provision, but the purpose is to strengthen KCC's position in contract monitoring.

3.4. In addition to the development work to the Section 76, KCC and NELFT have met to look at how current provision is being reported and how assurance can be gained regarding the validity of the data. This work has included:

- A system which differentiates those cases that are on the NELFT Early Help pathway by way of partner referral, and those cases which are known to KCC Early Help Units
- A review of the current joint working protocol for sharing information between Early Help Units and NELFT Early Health Pathway
- Clear recording of capacity and support into the Kent Health Needs Education Service (KHNES)
- Developing a clear count of how many assessments completed and interventions conducted for young people demonstrating Harmful Sexual Behaviours and the associated onward referrals made
- Numbers of Looked After Children (LAC) receiving a expedited assessment and ongoing intervention

3.5. During the CYPE Cabinet Committee meeting on 11th January 2019, an offer was extended to bring the CYPMHS contracting arrangements under the scrutiny of the Contract Management Review Group (chaired by Cllr Catherine Rankin). The meeting took place on 12th March 2019 and reviewed the activity undertaken to date and the developing Section 76 and monitoring arrangements. The group

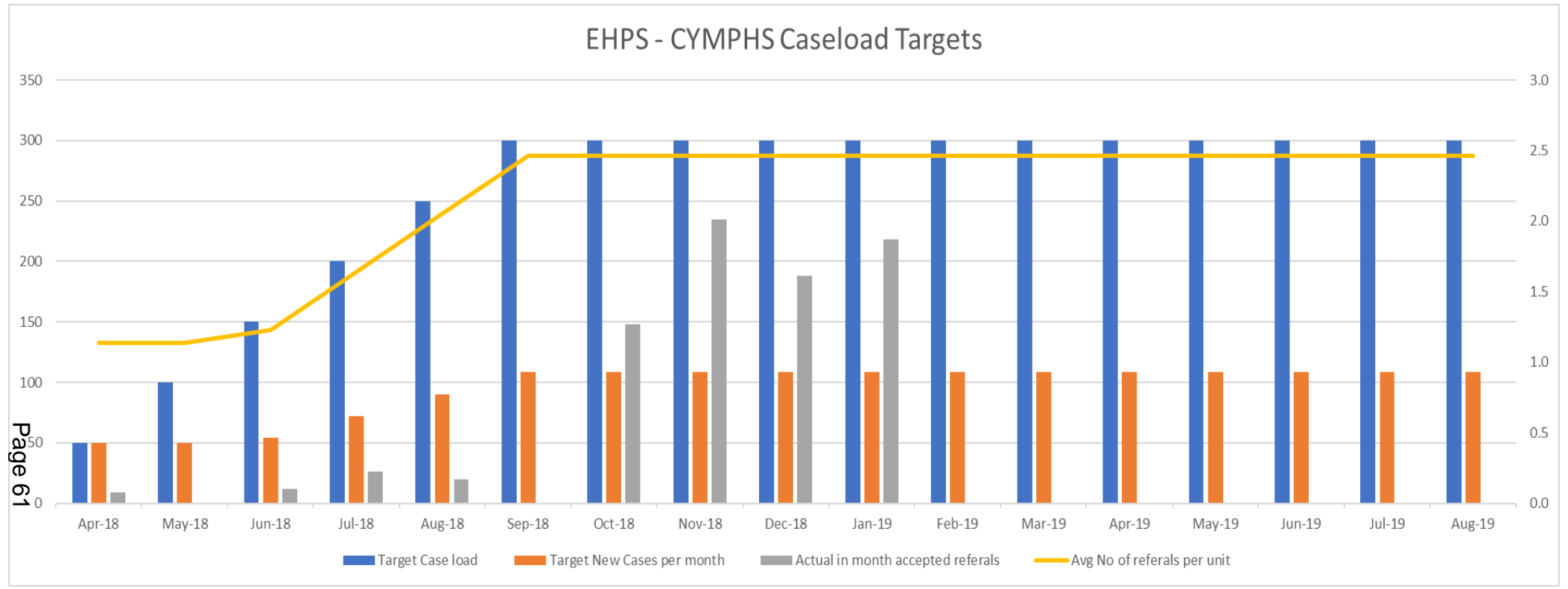
were satisfied with the developing approach and the progress made.

- 3.6. In addition to the work outlined above, KCC Public Health have committed to lead a review to explore the wider context for emotional wellbeing services. The timescale for this review will align with the monitoring period agreed by CYPE Cabinet Committee, and the outcome will feed into the recommendations that are made back to the Committee.

#### **4. Performance**

- 4.1. The change in contract in 2017 resulted in a significantly different clinical model, a large staff re-structure and the implementation of a completely new data management system. Therefore, it was recognised that improvement in performance would take some time. NELFT have provided routine performance data against the contract since October 2018.
- 4.2. The January 2019 data sets from NELFT indicate a current overall Early Help caseload of 856. However, there is some confusion over what cases are being recorded and how we can best match this to KCC internal systems. Work is being undertaken to understand which types of cases NELFT are recording as Early Help cases and how this is best communicated.
- 4.3. In order to meet the caseloads that were expected in the Early Help stream, NELFT would have needed to accept a minimum of 108 new cases per month (assuming a 12-week average case duration and a rolling caseload of 300 Early Help cases).
- 4.4. As set out in Figure 1, NELFT are working to increase the caseloads from the Early Help Units and, since October 2019, have been accepting more cases than the anticipated 108 per month. Whilst it is unlikely that the shortfall will be made up, an upturn in provision has been demonstrated.

Figure 1 – Caseload Targets



4.5. Data surrounding LAC cases has shown a marked improvement since the publication of October 2019 data (see Figure 2 for breakdown). However, as with other data, sources KCC and NELFT are working together to fully understand the validity of the data to ensure that any reporting is fully representative of activity.

Figure 2 – LAC Cases

KEY PERFORMANCE INDICATOR	Performance Threshold				Unit	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	YTD
	Stretch Target	Green (Target)	Amber	Red														
All phone calls are screened and triaged within 24 working hours	>95%	90-94%	85-89%	<85%	%	66%	73%	77%	81%	90%	89%	97%	97%	98%	93%			84%
Vulnerable groups – (LAC) Where the placing authority has authorised enhanced service, assessments completed within two weeks of accepted referral. This excludes Crisis referrals which should be recorded as KPI 13.	>90%	85-90%	80-85%	<80%	%	0%	17%	60%	46%	6%	45%	100%	100%	100%	50%			52%
Crisis referrals assessed and treated within 4 hours of presentation 24/7	>95%	90-94%	85-89%	<85%	%	33%	37%	61%	64%	98%	77%	85%	86%	95%	81%			72%

## 5. Conclusion

5.1. KCC remains committed to working in partnership with the NHS to manage the mental health challenges that are faced by children and young people. KCC must ensure that the investment it makes into the contract for mental health services delivers those services and outcomes for which the funding is intended.

5.2. KCC are continuing to shape the contract monitoring arrangements with both NELFT and the CCGs and whilst this is being undertaken, further work surrounding the need of LAC and provision at tier two will be developed.

### Recommendation(s):

The Children’s, Young People and Education Cabinet Committee is asked to **NOTE** and comment on the report.

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**From:** Eric Hotson, Cabinet Member for Corporate and Democratic Services  
David Cockburn, Corporate Director of Strategic and Corporate Services and Head of Paid Service

**To:** Children’s, Young People and Education Cabinet Committee - 28 March 2019

**Subject:** Development of the Strategic Delivery Plan

**Classification:** Unrestricted

**Past Pathway:** Policy and Resources Cabinet Committee (29<sup>th</sup> June 2018)

**Future Pathway:** Cabinet Committees (March 2019), Policy and Resources Cabinet Committee (13<sup>th</sup> June 2019)

**Summary:** The Strategic Delivery Plan will be the strategic business plan for Kent County Council, which supports the delivery of the outcomes in the Strategic Statement. As a rolling plan, it sets out the significant activity we need to deliver over the medium term, connecting strategy with the resources and capacity we need to deliver effectively at pace.

**Recommendation(s):**

The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **DISCUSS** the draft Strategic Delivery Plan summary.

**1. BACKGROUND**

- 1.1 In June 2018, the Policy and Resources Cabinet Committee endorsed the move from directorate business plans to a strategic business plan for the whole Council, which could better support the delivery of the outcomes in KCC’s Strategic Statement.
- 1.2 The Strategic Delivery Plan is being collectively developed with services, Cabinet Members and Corporate Management Team. It is supported by a summary document and will be agreed by Corporate Board.
- 1.3 The Strategic Delivery Plan is designed to be outcome led, with a strong focus on accountability for the delivery of significant activity, including commissioning, service change and strategy/policy development. It focuses on action not words, clearly setting out what activity needs to be delivered, with a light-touch narrative of key themes.
- 1.4 It is driving a step change in business planning, looking ahead over a rolling three-year cycle, to progress activity through the right informal and formal governance arrangements. It is progressing management action on

resourcing, capacity and compliance issues, in a disciplined way which supports KCC's new Operating Standards.

- 1.5 The Strategic Delivery Plan is supported by divisional/service 'Operating Plans'. The Operating Plans capture core business activity across the Council (e.g. statutory responsibilities) and align with activity within the Strategic Delivery Plan. These remain a management responsibility and will be made accessible to all elected members on KNet from April 2019.

*Figure 1: KCC's business and financial planning cycle*



## 2. THE STRATEGIC DELIVERY PLAN PROCESS

- 2.1 The Strategic Delivery Plan approach was endorsed by Policy and Resources Cabinet Committee in June 2018 and agreed with Cabinet Members and CMT in September 2018. A business change approach was developed to support the creation of the plan, maximising the potential of our Microsoft 365 tools to gather, analyse and store information across the Council in a simple, efficient way. Officer engagement began in October 2018, including briefings for Challenger, Directors and Extended CMT.

### ***Identifying a long list***

- 2.2 The first step in the process was to create a 'long list' of activity from all divisions across the Council. This included "significant" activity which was likely to be high value, profile, risk and complexity, and likely to meet the key decision criteria. This included people commissioning, infrastructure commissioning (including assets and technology), significant service changes and strategy/policy development.



- 2.3 The officer response was extremely positive, with proactive engagement with the business change approach from across the Council. A simple online form was used to gather information from services, which was open for a 6 week submission period and only took a few minutes to submit. This allowed the instant collation of a vast amount of information on 183 different activities by the end of November, with automatic analysis of the data trends.
- 2.4 The breadth and volume of activity identified for the 'long list', enabled constructive discussions with Cabinet Members and CMT in early December about the resource and capacity implications for the Council. These are further considered in Section 4.
- 2.5 The discussion identified some activities which did not meet the criteria for the Strategic Delivery Plan as they were operational delivery or core business (e.g. statutory duties), not strategic activity. It is important that the plan does not become an exhaustive list of everything we do (already captured in documents such as Operating Plans, Budget Book and strategies/policies), but prioritises the most significant activity for the Council. An updated list of 171 activities was confirmed by Cabinet Members by the end of December.

#### ***Prioritising a short list***

- 2.6 The aim was now to move from a 'long list' to a 'short list' which could inform the narrative for the draft Strategic Delivery Plan. The short list needed to prioritise activity with high strategic importance, value, risk and complexity. Any activity not prioritised for the short list would be used to inform the development of divisional Operating Plans. Detailed activity 'scorecards' were used to capture all the information about each piece of activity on a page, including financial information, decision authority and accountability.
- 2.7 In early January 2019, we assessed all the activity submitted by services, from a whole Council perspective to inform a relative prioritisation discussion with Cabinet Members and CMT. This was achieved using a simple, consistent framework which is considered best practice by the National Audit Office and has already proven valuable for prioritising project, programme and assurance work within the Council.
- 2.8 In early February, Cabinet Members and CMT confirmed 79 activities for the short list and highlighted key themes to include within the Strategic Delivery Plan. The majority of these activities (89%) are already in delivery and will form the 'pipeline' for CMT and Corporate Board, so management action can be progressed at pace. This pipeline will help to determine which activities will benefit from robust business case development and a disciplined focus through informal and formal governance arrangements, ahead of decision making.

#### ***Developing the plan***

- 2.9 Once the short list was confirmed, this helped to identify shared themes, opportunities and challenges to include in the narrative for the draft Strategic Delivery Plan, including:

- Outcomes based commissioning
- Integration and partnership working
- Place-shaping
- The right infrastructure for a growing county
- Resilient services and communities
- Shaping future strategy

2.10 Brief 'headline' descriptions for each piece of activity were developed, to clarify what the activity intended to achieve, which will feature in the summary document. The information submitted by services was updated to provide clarity on what needed to be delivered and include the proposed informal governance route for each piece of activity.

2.11 Two versions of the Strategic Delivery Plan were developed:

- A full version which includes detailed activity submissions
- A summary which captures our ambition and activity to deliver better outcomes

2.12 Draft versions of the Strategic Delivery Plan were considered by Cabinet Members and CMT in February. The draft Strategic Delivery Plan Summary (**Appendix A**) was shared with elected members as part of briefings on the Strategic Delivery Plan process with Political Groups in late February. Feedback on the draft will be considered to develop the final versions of the Strategic Delivery Plan, ahead of approval by Corporate Board.

### **3. THE ROLE OF MEMBERS IN BUSINESS PLANNING**

3.1 Elected members play an important role in considering activity within the Strategic Delivery Plan through the governance and decision making arrangements for the Council.

3.2 Members work with officers to provide input and advice on individual activities through the Council's informal governance arrangements and contribute to other task and finish groups to inform activity in advance of formal governance and decision making. This adds value by helping to inform options for strategic commissioning or service change and contributes to member's role in strategy and policy development. This is an important part of KCC remaining an effective member led and Strategic Commissioning Authority, with effective joint working between members and officers.

3.3 Members will consider individual activities within in the Strategic Delivery Plan as they progress through Cabinet Committees ahead of formal decision making. Officers are responsible for delivering and managing the activity that flows from decisions that are taken by members. Cabinet Committees provide oversight of activity throughout delivery, for example considering the effectiveness of contract management. Corporate Directors ensure members are engaged in oversight of activity within directorate arrangements, for example informal briefings on the Adult Social Care and Health Portfolio projects.

- 3.4 The Policy and Resources Cabinet Committee has oversight of the business planning framework for the Council. A review of the Strategic Delivery Plan process will be reported to this committee in June 2019.

#### **4. BENEFITS AND CHALLENGES**

- 4.1 The development of the Strategic Delivery Plan has highlighted benefits and challenges, which will inform future action and a review of the Strategic Delivery Plan process this Spring.

##### ***Benefits***

- 4.2 One of the major successes of the Strategic Delivery Plan has been the collaborative engagement from across the Council. Officers and Cabinet Members have worked together to ensure it reflects the key issues in our operating environment and critical success factors for the Council. Officers have embraced new ways of working, proactively submitted a wealth of information and have been keen to support the new process.
- 4.3 The process has demonstrated the significant opportunities of business change. It has maximized our investment in the Microsoft 365 tools, proving these can be used in efficient, creative ways to support key business processes. The tools made it quick and simple to gather information in a structured way from across the council. Automatic analysis in Microsoft Forms provided early indications into how plan was shaping up, to issues could be swiftly addressed. This enhanced the productivity of the whole process and saved hundreds of hours compared to gathering and processing business planning information by traditional means.
- 4.4 The Microsoft Teams site has been a hub for officer information, allowing for real time updates and queries to be resolved instantly. It also facilitated engagement between officers in different teams on shared projects. The learning from this approach can now be applied to other business processes.
- 4.5 The plan has helped to identify clear shared themes, which will support the development of next Strategic Statement. The prioritisation short list process has ensured the right activity is in the plan and has the right focus through the informal governance arrangements. We will capture this learning for the next Strategic Statement to ensure we prioritise even more effectively in future business planning rounds.
- 4.6 The capacity and demand information that emerged through the plan process is now shaping resourcing decisions. CMT have taken a strategic leadership role on this issue, considering how to prioritise the right skills and capacity effectively. Corporate support services are using the plan to respond to future demand. For example, 73% of short list activity identified the need for Strategic Commissioning support, so the division is now using the Strategic Delivery Plan analysis to prioritise limited resources on the most significant activity.

## **Challenges**

- 4.7 The volume of activity identified within the process, in addition to core business delivery, has exposed the need to carefully consider resources, impact and the value of activity to ensure a strong focus on outcomes. 32% of responses said they were still unsure about the capacity needed and needed to further assess what is required. This has demonstrated the need to prioritise and challenge what can be achieved within the year ahead, and over the medium term in the context of rising demand and financial pressures.
- 4.8 The volume issue is particularly significant in terms of demand for corporate support services, who not only need to deliver corporate enabling activity, but also support significant service activity. 71% of activity requires support for across KCC services for delivery, with particularly high levels of demand for Strategic Commissioning (73%) and Finance (63%) support. However, Directors are already responding to this issue by using the analysis of the Strategic Delivery Plan to effectively plan for future capacity and demand.
- 4.9 The volume has also indicated that there is insufficient prioritisation across the Council, both corporately and within services. It was noticeable during the analysis of the emerging plan, that the Strategic Statement outcomes were unbalanced (38% of activity is within Outcome 2), too broad and do not easily capture cross-cutting enabling activity (21% of activity), which is an increasing focus of a Strategic Commissioning Authority model. The breadth of activity reinforces the need to ensure the next Strategic Statement is clearer about member priorities, allowing greater prioritisation of business activity across the Council.
- 4.10 The quality of the financial information submitted by services in the process correlates with issues previously raised by Corporate Assurance about effectively defining costs and benefits. For example, only 54% of activity responses identified revenue investment costs. The gaps in financial information show that too often activity is initiated without a full appreciation of financial implications and there is a need for greater discipline on this through business case development.
- 4.11 The plan has also raised some compliance risks around the sufficiency of equalities and data protection analysis. Only 29% of activity has completed an Equalities Impact Assessment (EQIA) initial screening or has one in progress, and 21% have a Data Protection Impact Assessment (DPIA) completed or in progress. CMT and the General Counsel are providing leadership on this issue to ensure that activity is unable to proceed without having met these compliance requirements, address any immediate risks and continue to enhance the quality of our analysis.

## **5. DELIVERING THE RIGHT ACTIVITY, IN THE RIGHT WAY**

- 5.1 By focusing on high value, complex activity, the Strategic Delivery Plan is an important part of managing organisational risk effectively. Recent National Audit Office reports have highlighted the financial and delivery risks in the local government operating environment. This plan means that

we can have a proactive and disciplined response to managing risk, with many activities within the plan linked to supporting mitigating actions in the Corporate Risk Register.

- 5.2 To do so, we need to ensure we are managing the delivery of the right activity in the right way. The way we will achieve this is through better business case development. The HM Treasury Better Business Cases principles are being used to strengthen this in commissioning practice and assurance of change projects/programmes. Only 53% of the activity in the short list was identified as being part of a programme or project, which highlights the need to consider future change management capacity.
- 5.3 The short list will help to determine what activity requires robust business case development and ensure this is delivered effectively in line with KCC's Operating Standards as it proceeds through the informal and formal governance arrangements. The short list will now become the focus for the Corporate Assurance and Risk team to prioritise activities which need strong, effective business case development and delivery.
- 5.3 CMT are taking a leadership role on management action for the Strategic Delivery Plan, using this to drive forward agenda planning and taking a programmed approach, supported by collective business case development.

## 6. NEXT STEPS

- 6.1 This report, including the draft summary document, will be made available to Cabinet Committees during March 2019, where requested by the Cabinet Committee Chairman.
- 6.2 The final Strategic Delivery Plan and Strategic Delivery Plan Summary are due to be approved by Corporate Board. It is intended to publish the summary document on Kent.gov and the full plan and supporting Operating Plans on KNet, in April.
- 6.2 To build on the successful momentum of the Strategic Delivery Plan process and positively address emerging issues, a review of the process will be undertaken this Spring. This will be reported to the Policy and Resources Cabinet Committee in June 2019 and used to shape future business planning rounds, which will start later this year, informed by the Spending Review (2019).

## 7. RECOMMENDATIONS

- 7.1 The recommendations are as follows:

<p>The Children's, Young People and Education Cabinet Committee is asked to <b>CONSIDER</b> and <b>DISCUSS</b> the draft Strategic Delivery Plan summary.</p>
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## 8. BACKGROUND DOCUMENTS

Appendix A: Draft Strategic Delivery Plan Summary document

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# Strategic Delivery Plan (2019-2022)



Draft Summary (Version 0.4)



The Strategic Delivery Plan sets out how we will achieve better outcomes for the people of Kent, by acting as a single business plan for Kent County Council (KCC), providing a clear sense of pace for delivery.

This is a public summary of the significant activity within the Strategic Delivery Plan, which support the outcomes in KCC’s Strategic Statement. It includes a brief narrative of key themes in our wider operating environment that impact on delivery and a list of what needs to be delivered over the next three years, as a rolling plan which is updated annually.

The Strategic Delivery Plan connects strategy (the outcomes we want to achieve) and activity (what we need to deliver), with resources and capacity, aligned with the Medium Term Financial Plan (2019-2022).

The plan is owned by the Leader and Head of Paid Service. It has been collectively developed by Cabinet Members, Corporate Management Team (CMT) and services across the Council.

The activity has been prioritised to ensure that critical activity for the Council delivers at pace and the right activity is focused through our governance arrangements. Elected Members from all political parties will consider the activity within the plan as it proceeds through the Council’s governance and decision making process.

The Strategic Delivery Plan is focused on the most significant activity for the Council. Our essential, day-to-day service delivery is captured in our [Operating Plans](#) (divisional/service business plans) and the [Budget Book](#). The Strategic Delivery Plan is not an exhaustive guide of everything we do, but it is intended to provide a clear sense of how KCC will respond to changes in our operating environment to deliver significant activity successfully.







Corporate Management Team and Cabinet Members have collectively developed the Strategic Delivery Plan to progress significant activity at pace.

It is important that the Strategic Delivery Plan is not just a 'plan' – it needs to progress major activity across the Council and build momentum to deliver better outcomes successfully. The future approach to business plan monitoring will be considered as part of a review of the Strategic Delivery Plan in Spring 2019, drawing on lessons learnt from the process to improve subsequent business planning rounds.

## **Our People**

The Strategic Delivery Plan cannot be delivered without the hard work and contribution of our staff. Lead officers for each activity are responsible for ensuring it is delivered effectively. The detail of how and when activity in the Strategic Delivery Plan will be achieved sits in underpinning management documents, including commissioning strategies, business cases, programme/project plans, governance reports and other reporting processes.

## **Management Action**

The responsibility for putting the plan into practice sits with Corporate Management Team (CMT), who will use the Strategic Delivery Plan as the future 'pipeline' for management action, ensuring appropriate resources and capacity are in place to support effective and timely delivery. Corporate Directors are responsible for delivering activity in the Strategic Delivery Plan and the Operating Plans within their Directorate.

## **The role of Corporate Board**

Activity that has high risk, complexity and financial value within the Strategic Delivery Plan will be also be considered by Corporate Board, providing collective ownership of organisational issues to identify constructive action.

## **The role of the Executive (Cabinet Members)**

Cabinet Members have ensured that the Strategic Delivery Plan prioritises significant activity for the whole Council from a political and business need perspective. This aligns to Cabinet Member priorities and informs a robust focus on activity through the Council's informal and formal governance and decision making processes.

The Executive has responsibility for the business planning framework for the Council. Cabinet Members will provide oversight of progress on the Strategic Delivery Plan, working closely with officers to ensure there are clear objectives, targets and timescales for delivery for activities within their portfolio responsibility.

## **The role of Elected Members**

Elected Members play an important role in considering individual activities within the Strategic Delivery Plan through the governance and decision making arrangements for the Council. Members work with officers to provide input and advice through the informal governance arrangements and contribute to other task and finish groups to inform activity in advance of formal decision making. Corporate Directors also ensure members are engaged in oversight of activity within directorate arrangements, for example providing member briefings on the Adult Social Care and Health Portfolio projects.

Members will consider significant activity in the Strategic Delivery Plan in detail as it progresses through Cabinet Committees ahead of formal decision making, supporting their role in policy and budget development. The Cabinet Committees also enable members to have oversight of activity in delivery, for example examining commissioning arrangements. This supports members in their role of monitoring the effectiveness of service delivery and the appropriateness of policy across the County, for the benefit of Kent's residents and taxpayers. Members are also engaged in other informal task and finish group activity in this respect, including the Contract Management Review Group which is supporting improvements in the quality of commissioning standards.



The Strategic Delivery Plan has identified some shared themes, which require collaboration across KCC services to achieve better outcomes.

### **Outcomes based commissioning**

As a Strategic Commissioning Authority, we want to continue to improve the quality and standards of commissioning and management of our providers to enable better outcomes for residents. We are shaping markets, driving best value and progressing joint commissioning arrangements. We will robustly review commissioning arrangements and undertake evidence-based analysis to inform new commissioning strategies. These will shape future commissioning decisions, moving away from traditional retendering processes to a more strategic, outcomes based approach.

### **Integration and partnership working**

Achieving better outcomes cannot be achieved working in isolation. Quality public services require collaboration and integration between partners, working across the public, private and voluntary and community sector. We are building strong, valued relationships to develop new operating models and tackle whole system challenges. We stand up for Kent's interests nationally and regionally through proactive partnerships and joint lobbying.

### **Place-shaping**

We have an important place-shaping role on behalf of Kent's residents and communities. We work collectively with our partners to protect and enhance our environment, develop community assets and influence master planning for new communities. We work together to ensure we serve those communities with the facilities and services they need, both now and in the future, including health, community wellbeing and education provision.

### **The right infrastructure for a growing county**

A growing county needs the right infrastructure to enable growth and drive productivity. Delivering our capital programme is key to develop and maintain the County's physical infrastructure and assets. We want to be ambitious about the quality of our infrastructure projects, influence strategic planning, maximise development contributions and achieve best value for money for Kent's taxpayers.

### **Resilient services and communities**

A fast changing operating environment means we need to be well-prepared and resilient for planned events, threats and emergencies. We focused on building resilient services and strong, safe communities, working together across KCC and with our partners to plan and respond effectively. We are working collaboratively with partners to enhance community wellbeing to achieve better health and wellbeing outcomes and address the population needs of all Kent's residents.

### **Shaping future strategy**

Business planning connects strategy with action. We are shaping new strategy responses to emerging national policy and business change, which will influence future prioritisation and service delivery to ensure best use of resources and enhance productivity. This is important to re-shape the Council's future strategy and policy framework.

## Outcome 1:

### Children and young people in Kent get the best start in life



We want Kent to be the best place for children and young people to grow up, be educated, supported and safeguarded so that all can flourish and achieve their potential.

Below is a summary of the operating environment themes which influence the way we work together to achieve Outcome 1.



**Change for Kent Children:** This programme is an ambitious new practice framework and integrated operating model for services for children and families. It aims to improve outcomes for all children and their families in Kent. The programme will ensure that services effectively respond to improvements recognised by the Ofsted inspection process. It will develop clearly established pathways for families requiring assistance and ensure a coherent offer between statutory social work and early help, in addition to an understanding of how thresholds are managed in a seamless and supportive way. This will be supported by a differentiated approach to working with adolescents, based on a recognition of the different types of risk they face and a challenge from schools that a different way of working is required. We are re-commissioning a range of children and young people's services and shaping markets to support integration.



**Supporting care leavers:** The Children and Social Care Act (2017) extended support for care leavers up to the age of 25. We have ambitious aspirations for all young people leaving care, so we are reviewing our Care Leaver Offer, placement stability and sufficiency of accommodation to become more effective at shaping markets, supporting transition and discharging our statutory duties on market sufficiency for vulnerable children. It is important that all young people get the support they need, however delivering better outcomes for vulnerable young people has significant costs, for including supporting unaccompanied asylum seeking children (UASC) as care leavers. Therefore, will pursue full cost recovery and reimbursement from the Government, to fund quality service delivery.



**Child and adolescent health and wellbeing:** We remain committed to improving children and young people's physical and mental health, emotional wellbeing and resilience. We are transforming public health outcomes through the KCHFT Strategic Partnership to enable continuous improvement and deliver financial benefits. We are undertaking robust contract management to improve waiting times, timely assessment and provision for child and adolescent mental health, which is a national as well as local issue.



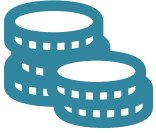
**Partner service integration:** We need to collectively build better outcomes for Kent's children and young people by working in an integrated way with our partners and tackling systems challenges together. Our strategic partnerships enable the continuous improvement of public health services, embedding new models of delivery, progressing joint commissioning approaches and co-locating teams. The 0-25 Health and Wellbeing Board brings together partners to deliver a joint work programme to improve outcomes and unlock barriers for specialist services, including SEND and speech and language services.



**Supporting complex needs:** We are re-commissioning services for children and young people with highly complex needs, supporting resilient carers and families. This is to respond to more children and young people living with increasingly complex conditions due to advances in medical science. We want to ensure people have the personalised care and support they need and support vulnerable service users to live as independently as possible. We will work with providers in complex supply markets, to commission better outcomes.



**Transition:** We want to design and commission services that create seamless pathways of transition and support from children's to adult services. We also want to support people in transition periods when changes occur between and within services as well as between age group categories. This is particularly important for vulnerable young people and those with complex needs, who require integrated support across local government and health services.



**Education funding challenges:** The National Funding Formula for Schools is a significant change, which requires considered financial management. The dedicated schools grant means funding for Kent pupils is below the national average and it does not sufficiently reflect growing demand for pupils with special educational needs. There remain significant challenges to manage SEND, home to school transport and High Needs Funding demands and pressures, with a need to respond to the recent Ofsted SEND Inspection to drive quality and practice improvements.



**Education commissioning:** The Education Commissioning Plan addresses the challenge to provide additional school places in the right locations to meet rapidly growing demand, including rising secondary rolls. It supports our statutory duty to provide sufficient education places and appropriate learning pathways for pupils at Post 16. Delivery will be dependent on appropriate Government funding and securing the maximum possible contributions from developers.



**Education standards:** We want to support Kent's schools to maintain progress in education standards and close the attainment gap for disadvantaged learners. We will need to work with schools to respond to the changes to Ofsted's new inspection framework for education, due to be introduced in September 2019, which may lead to a reassessment of standards.



**The Education People:** Our new trading company was launched in September 2018 to increase the long term sustainability of education services in Kent, allow schools a greater say in how services operate and enable opportunities for growth and future investment. There is strong focus on school improvement to help schools and early years providers raise standards and outcomes for all children and young people.



**Post 16 choices:** We want to facilitate the choices, pathways and education, skills and training destinations that young people deserve. This includes maximising the opportunities of the apprenticeships programme and forthcoming T-Levels for technical and vocational learning. We will collaborate with our partners to support an ambitious Post 16 skills agenda, that promotes opportunities, provides the skills businesses need and responds to national funding challenges.

## Outcome 1: Activity Summary



This is a list of the significant activity within Outcome 1, including a headline summary of what needs to be delivered.

No.	Activity Title	Headline Summary
1	Delivering the Kent Commissioning Plan for Education Provision 2019-2023	The rolling commissioning plan is updated annually to ensure there are enough good school places for every child who needs one. The plan sets out how we discharge our statutory responsibilities to secure sufficient places and ensure appropriate learning pathways for post 16 pupils. It forecasts the need for future provision, so places are in the right location at the right time to meet increased demand and parental preferences.
2	Transforming Early Help and Preventative Services (EHPS) Commissioning	By April 2020, we will transform the commissioning of six contracts which support strategic priorities for Integrated Children's Services, including youth services, young carers, NEET's, family support, emotional health and wellbeing and commissioned children's centres. Evaluation of our service investment and previous phases of transformation will inform the recommissioning approach.
3	Re-commissioning services to support the Integration of Children's Services	Children, young people and families need to be able to access the right service at the right time. An options appraisal and needs analysis will be undertaken to inform recommissioning to enhance the Integrated Children's Service commissioning offer. As part of the Change for Kent Children programme, this will provide flexibility to respond to future needs and demand, targeting resources to support the most vulnerable.
4	Delivering the Total Placement Service Programme	The programme will transform placement sourcing arrangements for children and young people who need specialist support, enable collaboration with other local authorities and re-shape the market of provision. An annual review of placements will bring greater consistency and visibility of spend, to reduce cost variation and strengthen our negotiating position with the market.
5	Mobilising the Young Persons Supported Accommodation and Floating Support Service	The commissioning programme will mobilise the new service and ensure more cost-effective placements for Care Leavers, Children in Care and Homeless 16-17 year olds. This will move away from expensive spot-purchased placements to improve quality, safeguarding and that support young people to transition into independent accommodation and maintain independence in their own home.
6	Delivering the Commissioning Strategy for Disabled Children's Services	The delivery of the commissioning strategy will ensure provision of services which support highly complex children and young people, resilient carers and personalised care and support for families to live as independently as possible. Through joint commissioning in partnership, in a complex supply market, we will deliver integrated services to meet needs and secure best value.
7	Transforming Children and Young People Mental Health Service commissioning (CYPMHS)	This is a 3 year transformation programme to accelerate support, address gaps and blockages to ensure children, young people and families can access the mental health services they need. KCC jointly commissions services with health (CCG's), with a robust contract management approach to improve outcomes, reduce escalation into specialist services and prioritise Looked After Children.

No.	Activity Title	Headline Summary
8	Integrate and transform Public Health Services for Children and Young People across Kent (KCHFT Strategic Partnership)	We are mandated to use the Public Health Grant to improve health outcomes, developing the KCHFT Strategic Partnership to improve outcomes for children and young people, enable continuous improvement and deliver financial benefits to the Council. We will review the partnership approach and recommission services as part of a commissioning strategy.
9	Progressing integration and joint commissioning through the 0-25 Kent Health and Wellbeing Board.	This board facilitates better joint commissioning with health with a strong partnership focus on children's health and wellbeing outcomes across Kent. The joint work programme will drive improvements and unlock barriers in key services for those with complex needs, including SEND to respond to the recent Ofsted Inspection, speech and language therapies and mental health.
10	Development and delivery of the Sufficiency Strategy, Market Position Statement and Market Intervention Plan for accommodation services for vulnerable children	The delivery of the strategy supports our statutory requirements and identifies key actions to shape and progress new relationships with the Kent market. This will drive better value, support greater placement stability for vulnerable children and connect services with our partners. We will analyse the impact of market interventions to inform a business case with clear options for market intervention activity.
11	Full Cost Recovery of Unaccompanied Asylum Seeking Children (UASC) Costs to KCC	We are pursuing full cost recovery and reimbursement for asylum seeking children and care leavers, to address gaps in Government grant funding. A jointly developed business case with the Home Office aims to secure additional funding, identify new opportunities for investment and scope options for different models of delivery, including a review of Millbank Reception Centre.
12	Delivering school improvement support to maintain and enhance school standards through The Education People (TEP)	Our efforts to respond to performance in school standards services have delivered good and outstanding Ofsted results across Kent. We have positive ambitions for all Kent schools and are commissioning quality school improvement services to maintain good progress, enhance standards and tackle any slippages in performance.
13	High Needs Funding and SEND Action Plan	We are responding to rising demand, gaps in sufficient national funding and driving improvements in support for pupils with SEND, ensuring the right provision is in place to meet their needs. Our transformational SEND Action Plan will take decisive action to respond to the recent SEND Ofsted inspection and deliver the improvement required in Education, Health and Care Plans.
14	Delivering the Post 16 Education Review, to facilitate better education, skills and training opportunities for young people	We will scope and deliver a fundamental review of Post 16 Education in Kent, to facilitate the choices, pathways and destinations that young people deserve. We will collaborate with our partners to progress an ambitious Post 16 skills agenda, including working with schools, the HE/FE sector, business community and Education Skills and Funding Agency to tackle national funding issues.

## Outcome 2:

Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life



We want to work with our partners to create well designed housing, appropriate infrastructure and promote economic growth. We will strengthen Kent's resilience and promote health and wellbeing for local communities.

Below is a summary of the operating environment themes which influences the way we work together to achieve Outcome 2.



**Standing up for Kent:** We are strengthening our relationships at a local, regional and national level to stand up for Kent's interests and pursue shared outcomes with our partners. This includes collective partnership work and joint lobbying activity with key partners, including the Kent Leaders and Joint Chiefs, Kent Resilience Forum, South East Local Enterprise Partnership, Kent and Medway Economic Partnership, Kent and Medway Health and Wellbeing Board, Sustainability and Transformation Partnership, Transport for the South East, Kent Housing Group and Thames Estuary Growth Commission.



**Planning for growth:** We will work in partnership with the Kent Leaders and Kent Housing Group on the Kent and Medway Housing Strategy which aims to accelerate housing growth and develop affordable housing options. This aligns with the Council's work on the Growth and Infrastructure Framework, influencing Local Plans and maximising Developer Contributions, to deliver sufficient, resilient and appropriate infrastructure to support new and existing communities. We want to influence quality development through the Kent Design Guide and work collectively with partners to secure Government and LEP investment to meet Kent's housing and infrastructure needs.



**Investing in our infrastructure:** We want to promote safer journeys and deliver sustainable community assets. We are investing in our capital infrastructure and maintenance programmes to deliver critical transport, growth and flagship regeneration projects, including programme management of the Local Growth Fund schemes. We will continue to challenge the Government on their future strategy for tackling infrastructure funding gaps for essential community provision, including health and education facilities. Prioritising the right capital projects is important to address the needs of growing communities and respond to pressures from unprecedented levels of growth whilst delivering best value to the taxpayer.



**Smart places:** We need to seize opportunities presented by smart places and technology innovation to improve and future-proof digital infrastructure. We are supporting national investment and rollout in ultrafast broadband to enable future growth and service transformation.



**Enterprise and Productivity:** In 2019, we will be developing an Enterprise and Productivity Strategy which sets the long-term ambition for growth, supporting the delivery of the SELEP Strategic Economic Plan and the Government's Industrial Strategy agenda.



**Keeping Kent moving:** The Local Transport Plan 4 sets out our priorities for the highways capital programme and strategic planning that will shape solutions for freight management, sufficient overnight lorry parking, a permanent solution to Operation Stack/Brock and related highways infrastructure improvements. We will continue to lobby rail operators to maximise opportunities of new rail franchises to improve journey times and capacity for Kent's residents.



**Better and safer journeys:** The pothole blitz is improving the quality of Kent's roads and our highways maintenance commissioning will enable safer journeys for all road users. The Big Conversation will pilot and deliver new solutions for subsidised bus services in rural communities.



**Brexit preparedness:** We have proactively worked across KCC and with our partners on Kent's short-term preparedness and response in the event of a 'no deal' Brexit and longer-term impact and opportunities from the UK leaving the EU. This includes planning a managed highways response supported by government investment in key infrastructure and developing skills and capacity within Trading Standards services. We will initiate joint lobbying with our partners on the forthcoming UK Shared Prosperity Fund, to maximise opportunities to secure future funding.



**Waste infrastructure and commissioning:** We need to deliver essential waste commissioning and infrastructure projects, which support the development of the statutory Minerals and Waste Local Plan. This includes recommissioning a series of critical waste contracts, household waste recycling centre provision and implementing new waste partnership arrangements in East and West Kent.



**Community resilience and wellbeing:** Place based approaches will bring local services together to effectively confront the wider determinants of public health, reduce demand, deliver cost savings and improve outcomes for local communities. We want to create new models of local delivery which enable resilient, strong communities and promote individual and community wellbeing.



**Improving public health outcomes:** We are commissioning a range of preventative services to help adults make healthy choices and live longer in good health, supporting the delivery of the Kent and Medway Sustainability and Transformation Plan and the development of Integrated Care Systems. We will work with our partners to refresh the Kent and Medway Joint Health and Wellbeing Strategy, reflecting the emerging evidence base for public health outcomes in the updated Joint Strategic Needs Assessment, NHS Case for Change and Kent Integrated Dataset.



**A sustainable Libraries, Registration and Archives service:** Our new three-year strategy for Libraries, Registration and Archives offers an exciting and sustainable future for the service. Through this we will start to realise our ambitions to make sure our network of 99 libraries and our archive and register offices are used to their full potential for our communities, delivering projects that will increase our customer base and make a positive difference to people's lives.



## Outcome 2:



**Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life**

This is a list of the significant activity within Outcome 2, including a headline summary of what needs to be delivered.

No.	Activity Title	Activity Type
15	Planning for housing growth and infrastructure in Kent	We are working collectively with local planning authorities and strategic partners to plan to accelerate housing delivery to support long term growth across Kent and Medway, including exploring the potential of a housing deal. We want to secure Government capital investment to deliver the right sustainable infrastructure for growing communities.
16	Input to Local Plans and Significant Development across Kent and nationally	We are actively involved in strategic planning matters to ensure the right infrastructure is factored into Local Plans for growth and development across the county, working closely with national and local partners. This work will be supported by updates to the Kent Design Guide to influence quality development and consider emerging issues such as parking requirements in new developments.
17	Maximising opportunities of the Strategic Development Contributions process and updated strategy	We maximise the opportunities of securing developer contributions from S106 and CIL for appropriate community infrastructure investment. We are effectively managing the process and updating the strategy to consider both service and financial impacts and mitigations.
18	Delivering the Council's Infrastructure Capital Delivery Programme	The £500m capital programme drives the design and construction of vital community services, including education, libraries and flagship regeneration projects such as Thanet Parkway and Turner Contemporary. A robust, structured programme management approach supports effective delivery of projects within the MTFP, maximising best value.
19	Delivering Local Growth Fund schemes and projects	We are successfully progressing programme management of Local Growth Fund capital projects, working with SELEP and other partners on the delivery of essential highways, transportation and other regeneration projects to enhance infrastructure for a growing county. This includes schemes being funded from the National Productivity Investment Fund.
20	Delivering the Kent Broadband Programme	The programme aims to further extend the reach of superfast broadband to support digital inclusion in local communities and businesses. It will extend the national Broadband Delivery UK contract with additional investment and deliver pilot approaches to connect further properties.
21	Developing the Kent and Medway Enterprise and Productivity Strategy	With a 2050 time horizon, the Enterprise and Productivity Strategy will inform our response to changes in the living, working and business environment. It will act as a framework for efficient use of resources and future investment decisions, linked to the Local Industrial Strategy.
22	Responding to Thames Estuary Growth Commission Report	Collaboration with national and local partners aims to transform the area by attracting new investment, employment and new homes. We want to progress the new Thames Estuary Growth and Prosperity Board to promote and respond effectively to opportunities with Government.
23	Lobbying opportunities from the UK Shared Prosperity Fund, linked to the Local Enterprise Partnership (LEP) governance, strategy and funding	We will undertake joint lobbying with local and regional partners to maximise bidding opportunities from the forthcoming UK Shared Prosperity Fund, utilising the SELEP Local Industrial Strategy as evidence of Kent's funding needs and requirements.

No.	Activity Title	Activity Type
24	Highways Term Maintenance Contract commissioning project	The commissioning project will drive value for money and help maintain our highways assets for safer journeys for all road users. The project will review options for service delivery and solutions for key issues such as depots, ICT systems and operational delivery.
25	Improving our highway assets and fixing Kent's potholes	We are delivering a countywide planned programme of, pothole repairs and carriageway patching, using local contractors to improve our response to improving Kent's highways. We are improving the quality of our highway asset management, through increased drain clearance and general maintenance. We are maximising Government investment including the additional funding provided in the Autumn Budget.
26	Delivery of KCC's input to the development of Operation Stack/Brock and related infrastructure improvements	Highways England is responsible for delivering a permanent solution to Operation Stack/Brock. We will work with Highways England to shape the solution, including sustainable and appropriate provision for overnight lorry parking, in support of our Local Transport Plan 4 priorities.
27	Delivery of a solution to Overnight Lorry Parking	The Local Transport Plan 4 sets our intention to develop a strategy that will deliver solution for overnight lorry parking, working with private sector operators and Highways England to consider the expansion of existing sites and the delivery of new sites. This supports a permanent solution for Operation Stack/Brock and work on freight management.
28	HGV Bans/Freight Management options	The member-led HGV group is considering potential options for the control of lorry movements and freight management solutions. Members will consider the findings of the report and if appropriate implement agreed outcomes, including pilot schemes.
29	Highway response to Brexit	We are proactively preparing a robust highways response to keep traffic moving despite the uncertain impact of Brexit on the county's road network. We are working closely with national, regional and local partners to strengthen key routes with plans to manage any congestion and delays, divert and hold freight traffic as necessary.
30	Management of Brexit impacts/resilience planning for Trading Standards	Trading Standards will be impacted by Brexit related changes to the trading environment, legislation and import controls. The service is positively responding by building skills and capacity and considering legislative change to provide quality advice and guidance to businesses.
31	The Big Conversation – delivery and evaluation of rural discretionary subsidised bus service pilot schemes	We are exploring innovative and sustainable ways of providing transport to rural communities in Kent. We want to maintain and improve accessibility for those without an alternative means of travel in rural areas. We will deliver and evaluate local pilot schemes for discretionary subsidised bus services to shape future delivery opportunities.
32	Parking management and enforcement review	We are undertaking independent research to help inform options for on street parking management and lorry enforcement issues impacting local communities. Working together with our district partners the intention is to explore a broad range of potential solutions, including to the inappropriate parking of lorries in rural areas and how additional income might be generated and invested.
33	Development of the Minerals and Waste Local Plan	The development of the Minerals and Waste Local Plan follows a statutory governance process and requires decisions and monitoring from County Council. The plan will help review, update and clarify related waste management policies.
34	Waste Partnerships; implementation of West Kent (2019) and development of East Kent (2021) with a duration of ten years	We are progressing new waste partnership arrangements in East and West Kent, commissioning appropriate further capacity and maximising capital investment in essential waste infrastructure. This will support KCC to respond to significant market changes and financial pressures.

No.	Activity Title	Activity Type
35	Critical Waste contracts commissioning programme	The programme will secure practical, cost-effective and compliant ways to recommission a series of technical waste contracts during 2019/20 which are critical to service delivery for residents and businesses in Kent. We will consider price implications for recycling, haulage, processing and disposals contracts.
36	Charging for non-household waste materials at Household Waste Recycling Centres	The project to implement this policy change is designed to reduce demand on site, generate revenue streams and create clearer intelligence that will enable stronger and more successful enforcement actions against illegal disposal of trade and commercial waste.
37	Development and implementation of the Libraries, Registration and Archives Strategy	We are developing a three year strategy to deliver the service ambitions and secure a sustainable Libraries, Registration and Archives service. We will maximise outcomes for local communities, though a tiering approach for library opening hours and piloting technology assisted libraries.
38	Reviewing the JSNA to support commissioning, planning and delivery of improved health and wellbeing outcomes across the Kent and Medway health and care system	The review will examine how the JSNA can support the delivery of the Kent and Medway Case for Change, which underpins health and care system transformation and the delivery of the NHS Long Term Plan. The JSNA will also be reviewed to ensure it can meet the planning and implementation needs of all partners across the Integrated Care System.
39	Further development of the Kent Integrated Dataset	The Kent Integrated Dataset supports modelling of future population health and social care needs, and is now also supporting work on system integration and commissioning. The data warehouse infrastructure is being updated and the work aligned with the analytic, research and development capability within Sustainability and Transformation Partnership.
40	Development of a refreshed Kent Joint Health and Wellbeing Strategy	The strategy is a statutory requirement for the Health and Wellbeing Board. It needs to be refreshed to reflect the fast-changing integration and policy context for health and wellbeing outcomes and needs to be informed by the updated evidence base in the JSNA.
41	Transforming preventative services through the Adult Healthy Lifestyle Commissioning Strategy	This supports the Kent and Medway Sustainability and Transformation Plan through supporting adults to make and sustain healthy choices and live longer in good health. The commissioning strategy will drive up performance, quality and consistency. Needs assessments and reviews of existing contracts will remodel services and deliver efficiencies.
42	Continuing the transformation of Sexual Health Services in Kent	The refreshed commissioning plan for sexual health services will deliver service transformation through strategic partnership and contractual arrangements. This will deliver best value by managing increased demand, improving integration, productivity and embedding innovation.
43	Refresh and implementation of the commissioning strategy for Substance Misuse Services (Drug and Alcohol services)	The aim is to prevent harm and deliver effective, accessible and high quality drug and alcohol services. Collaboration, co-design and integration with partners will tackle system challenges and remodel services. The needs assessment will inform the refresh of the commissioning strategy to drive efficiencies, maintain performance, quality and manage clinical risk.
44	Reshaping homelessness support transition services	Adults and children's services have worked together to reshape support services for vulnerable homeless adults and create transition pathways for young people. We will review the effectiveness of prime contractor models and promote collaboration with landlords, districts and families.

## Outcome 3:

### Older and vulnerable residents are safe and supported with choices to live independently



We want to ensure that the people of Kent are at the centre of their care and support them to live as independent a life as is possible given their needs and circumstances.

Below is a summary of the operating environment themes which influences the way we work together to achieve Outcome 3.



**Demand pressures:** Demand on health and social care services continues to rise with a growing and ageing population with increasing complex needs. The number of people over 65 is forecast to increase by 57.5% and the number over 85 by 131% by 2036. There is also a growing number of younger adults with complex needs who require integrated support. Social care is by far the most significant proportion of spending for the Council, so any changes to social care funding, demand and service expectations will impact on our budget and service delivery. We need cost effective services where people remain at the centre of the care they receive.



**Integration:** Integrated Care Systems require a national and local response to move from reactive acute provision to proactive primary and community services, focusing on preventative practice, improving health and reducing health inequalities. This reflects the national policy shift set out in the NHS Long Term Plan, Prevention Green Paper and anticipated Social Care Green Paper. We are working together with our partners to design and develop a transformative Integrated Care System for Kent and Medway through the Sustainability and Transformation Partnership. There is a clear focus on three tiers of integration: local/team integration (through Primary Care Networks), provider integration (through Integrated Care Partnerships) and structural/system level integration (through Integrated Care Systems).



**Local care:** New Local Care models will put the patient at the centre of everything they do, empowering GP's and local teams to integrate practice and work together to reduce hospital admissions by supporting more people in their local community. Local Care means jointly developing innovative solutions, at the right time to support people to live independently and meet local community challenges in Primary Care Network geographies. Multi-agency staff will work together as one team through Multi-Disciplinary Teams to break down silos between health and social care services. This will help to create safer 'out of hospital' solutions to reduce the pressure on both health and social care services. We will engage with early adopters and enable teams at the local level to find the right bespoke model for communities across Kent. Local Care not only focusses on those who currently require support, it is also about promoting the importance of maintaining well-being and prevention, including maximising the potential of social prescribing models.



**Market shaping:** We have a statutory duty in the Care Act to ensure sufficient capacity within the social care market. The Kent care market has been under increased pressure due to price increases from the National Minimum/Living wage, issues with viability of providers and significant workforce gaps. We will refresh the Adult Social Care Community Support Market Position Statement to inform market shaping, market oversight, market growth and sustainability. The updated commissioning strategy will inform future commissioning, workforce development, improve the quality of care and ensure KCC is responsive to market conditions.



**Your Life, Your Wellbeing:** Our 'Your Life Your Wellbeing' strategy outlines how we will focus on 'a life not a service' by continuing with a person-centred, timely and integrated approach to care and support. We are focused on delivering high quality, outcome focused, coordinated care that is easy to access and enables people to stay well and live independently and for as long as possible in their home setting.



**Being Digital:** We want to help people to achieve the best possible health and wellbeing outcomes, living independent and fulfilling lives in their own homes and communities by using digital innovation and technology. Our 'Being Digital' Strategy will deliver changes to complement more traditional forms of care and support. Technology will not be a replacement for care, however we believe it can bring improvements in efficiency, effectiveness and help improve the quality of care.



**Public Health and Prevention:** The Government's "Prevention is better than cure" Green Paper set the tone for the importance of prevention in the NHS Long Term Plan. Working together with our partners will make best use of limited resources to close health inequalities gaps, improve quality and deliver cost effective services. We use our public health responsibilities to put physical and mental health and wellbeing at the heart of everything we do, helping people to lead healthier lives.



**Mental health:** The NHS Forward View set the national objective of improving parity of esteem and reducing inequalities for people with mental health problems. Our statutory Care Act duties mean our focus is on supporting those eligible for mental health support through effective commissioning, improving access and service quality. The Mental Health Crisis Care Concordat is progressing a multi-agency response in Kent and Medway, reviewing existing and planned commissioning intentions and service delivery to review the outcomes of the Concordat and drive improvements in crisis care. Our effective Public Health campaigns are successfully highlighting important mental health issues, including suicide prevention.



**Voluntary and Community Sector:** The Voluntary and Community Sector in Kent has a vital role in providing innovative local support and solutions. We want to strengthen our strategic partnership and commissioning relationship with the sector, by reviewing historic grants arrangements, increasing grant compliance and exploring the most appropriate future arrangements to support community services.



**A new operating model:** The new operating model for the Adult Social Care and Health directorate goes live in April 2019. It aims to transform the current case load model into a more sustainable, client focussed and collaborative system. The multi-disciplinary teams focus on what people can do to identify the person's strengths and use meaningful community networks that can help them and their family in making decisions about care and support. This needs to be supported by effective business systems and improved practice, such as the implementation of MOSAIC - the Directorate's new case management and finance management system.

## Outcome 3:

### Older and vulnerable residents are safe and supported with choices to live independently



This is a list of the significant activity within Outcome 3, including a headline summary of what needs to be delivered.

No.	Activity Title	Activity Type
45	Development of KCC's approach to an Integrated Care System for Kent and Medway	We will develop KCC's policy, financial, strategic commissioning and service approach to an Integrated Care System for Kent and Medway, responding to the opportunities and challenges set out in the NHS Long Term Plan, Prevention Green Paper and forthcoming Adult Social Care Green Paper.
46	Supporting Local Care Implementation	Supporting the implementation of Local Care through engagement in the Kent and Medway Sustainability and Transformation Partnership (STP) at Primary Care Network level to integrate health and care provision by empowering GP practices and multi-disciplinary teams to put the patient at the centre of Local Care models.
47	Continue to build effective strategic partnerships to maximise resource and improve public health outcomes (KCHFT and District partnerships)	Our strategic partnership with Kent Community Health Foundation Trust (KCHFT) and districts aims to improve the health of Kent residents, whilst meeting statutory obligations, driving better value and supporting integration. A review will examine service improvements and contract management to inform future partnership and commissioning decisions.
48	Refresh of the Community Support Market Position Statement to inform market shaping, oversight and sustainability	We have a statutory duty in the Care Act to ensure sufficient capacity within the social care market to meet the needs of people who are funded by the local authority as well as self-funders (people who fund their own services). We will refresh the Adult Social Care Community Support Market Position Statement to inform market shaping, market oversight, market growth and sustainability. The updated commissioning strategy will inform future commissioning, workforce development and influence outcomes for people and the overall market conditions.
49	Effective Winter Pressures Commissioning that enables the right support in the right setting	We work in partnership to commission the appropriate use of acute hospital beds, enable people to return home with the right support to prevent readmission, or remain in their own homes. We are managing winter pressures in a planned, considered way with flexible commissioning to respond to limited resources.
50	Refresh of the Older Persons Accommodation Strategy and Delivery Plan	The right accommodation solutions are needed to support people to live independently or receive the right care and support in extra care housing. The refresh of the strategy will ensure the right provision is in the right places, with the appropriate type, build volume, tenure and size. We will commission quality placements in response to rising demand and increasingly complex needs.
51	Analysis of Housing with Care (Extra Care) Placements	To support the Accommodation Strategy there is a need to analyse demand for additional Housing with Care (extra care) units as an alternative to residential care. An evidence based business case will examine the right utilisation of units, district placement process, access and nomination rights and suitability for increasingly complex needs, to inform future commissioning.

No.	Activity Title	Activity Type
52	Reviewing adult social care grants and recommissioning Community Based Wellbeing Support services	We are transforming historic adult social care grants and recommissioning community wellbeing services that prevent or delay people entering into health and social care systems. We are moving to more open, transparent processes and examining existing contracts which support service user and carer wellbeing.
53	Review of Voluntary and Community Sector Grants across the Council	We will review adults, children's and public health grants to the Voluntary and Community Sector to establish compliance with the VCS Policy and Public Contract Regulations. The review will explore the most appropriate future arrangements to support important community services.
54	Recommissioning Care and Support in the Home Services and delivering associated projects.	We are recommissioning combined community home based services, to mitigate cost pressures, enhance consistency and create services that are more responsive to client needs. The projects will align services to support integration with health.
55	Commissioning Disability and Mental Health Residential Care Services	We are developing outcomes based commissioning of residential services for adults with learning disabilities, physical disabilities and mental health needs. This will involve a fundamental review of historic contracts and shaping new approaches through market engagement, informed by service users, carers and partners.
56	Dementia Service Redesign and commissioning - KMPT	We want to ensure the right support for people with dementia in Kent, particularly to respond to budget pressures, rising demand and increasingly complex needs. We are redesigning services to commission in partnership with Kent and Medway NHS and Social Care Partnership Trust (KMPT).
57	Kent & Medway Neurodevelopmental (ND) Health Service commissioning	We are jointly commissioning services with CCG's in the health service across Kent and Medway for adults with autism and Attention Deficit Hyperactivity Disorder (ADHD). We are forming a contractual alliance to create multi-disciplinary teams.
58	Delivering the Transforming Care Programme for children and young people with autism and/or learning disability	We work collaboratively with Medway Council and the NHS to deliver the national Transforming Care Programme to prevent unnecessary admissions to hospital, institutional settings or reduce the length of stay in hospital. This generates income and provides bespoke support for families.
59	Delivering the Transforming Care Programme for Adults with Learning Difficulties (LD)	We are working with Medway CCG to support the national Transforming Care Programme to reduce the number of people with learning disabilities in specialist in-patient units. This will expand community based support and develop a highly skilled workforce to support people with the most complex needs.
60	Recommissioning of Carers Short Breaks	We commission respite for adults who are caring for another adult, to enable carers to keep caring and prevent residential care home admissions. The intention is to extend the current contract and use evidence based redesign to inform recommissioning.
61	Deliver the Income Pathway projects and develop future policy on the contribution from Adult Social Care clients	The Income Pathway assessment has informed a series of projects which will improve financial management and will and develop the future policy position on the contribution from social care clients, for home care and other non-residential services.
62	Implementing MOSAIC Adult Social Care case management and finance system	We are implementing a flexible Adult Social Care case management and finance system to improve and streamline processes. This is critical to support service management, future digital delivery, the delivery of transformation and integration.



The Strategic Delivery Plan is underpinned by activity which enables the delivery of multiple outcomes and delivery of corporate services. This activity is typically cross-cutting across services and communities and supports KCC as a Strategic Commissioning Authority.

Below is a summary of the themes which influence the way we work together to achieve better outcomes.



**The importance of our staff:** We value our staff and their talents – we have a skilled and motivated workforce which is flexible and innovative. We want to work collaboratively with our communities and partners to deliver effective services and find collective solutions. We want to create a working culture that is ambitious and promotes effective leadership and responsibility at all levels. We will embrace business change opportunities to find more productive and effective ways of working, so people can focus on service delivery.



**Strategy:** The Strategic Delivery Plan has identified important new strategy and policy development and our response to significant national policy changes, including Fair Funding and Business Rate Retention. The learning from the Strategic Delivery Plan process will shape future strategy, including the development of the next Strategic Statement and the wider strategy and policy framework for the Council, to drive future prioritisation and outcomes based accountability.



**Commercial opportunities:** Our trading company arrangements provide flexibility to maximise growth and provide the Council with a sustainable dividend return. Our holding company governance arrangements will align our commercial interests, ensuring inter-company productivity, efficiency and maximise cross-cutting opportunities for commercial growth. This requires robust governance and democratic oversight and scrutiny.



**Commissioning success:** As a Strategic Commissioning Authority, service directorates and commissioners need to work collaboratively together with the external market to secure best value. We want to shape market development, examine market sufficiency and improve our commissioning relationships. We are undertaking rigorous contract reviews and stocktakes to promote quality commissioning standards and enhance value for money through our contracting arrangements. We want to create an efficient commissioning workforce, with the right professional capabilities, commercial judgement and leadership to deliver successfully.



**Analysis:** To understand and respond to changing demand and pressures, we need to have the right evidence base to inform new solutions. This involves services working together to identify the right analytical and diagnostic support, including robust evaluation and a critical understanding of spend and cost drivers.



**Redesign:** We are using evidence based decision making to redesign service delivery and progress new operating models. This supports the delivery of better outcomes through partnership working and requires the right capacity, capability and skills from our workforce.



**Asset management:** We are implementing an agile, innovative and forward thinking asset management approach, through the delivery of our Property Asset Strategy and associated asset utilisation projects. This will create an effective, efficient estate, to drive value for money, ensure statutory compliance and enable service transformation within KCC and with our partners. We are maximising value from capital receipts through our disposals programme for reinvestment, and



exploring opportunities for property development arrangements to generate financial return and stimulate development. We are carrying out essential works to keep our assets safe, warm and dry, efficiently targeting limited resources on maintenance and repair to meet business need.



**Customer expectations:** The way people access services is changing with growing digital and social media use driving changes in customer expectations over the choice and control of services and how they wish to access information. This provides opportunities to reform services to better meet customer needs and expectations. We want to improve digital platforms and support digital inclusion.



**Business Change:** We need to maximise new technology opportunities, transforming systems and championing new ways of working. We need a skilled, motivated workforce that can work in productive, innovative ways within KCC and with our partners. We need greater utilisation of existing assets and tools to capitalise on our investment and work more efficiently. We need to develop staff with the knowledge and confidence to deliver business change successfully.



**Resilience:** We have a duty of care to staff, service users and residents. We need to deliver our business continuity, compliance and emergency planning responsibilities, to ensure our services are well-prepared and resilient. This includes preparing for threats, issues and events such as Brexit, health and safety, counter-terrorism and cyber security.



**Apprenticeships:** We want to promote and expand the potential of apprenticeships across the Council and business community, with a particular focus on training opportunities for young people aged 17-25. We are embracing the opportunities of Apprenticeship Levy and working to meet our public sector target requirements.



Enabling better outcomes across all our services requires corporate support and significant commissioning, strategy/policy and service delivery changes.

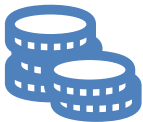
This is a list of the significant enabling activity, including a headline summary of what needs to be delivered.

No.	Activity Title	Activity Type
63	Development of the new Strategic Statement for Kent County Council	The Council's new Strategic Statement for 2020 will set out our vision, outcomes and priorities, shaping the business planning, performance and strategy/policy framework for the Council over the medium term.
64	To input to, influence and take account of the impact of the Fair Funding Review and Business Rate Retention in the MTFP	The Fair Funding Review and Business Rate Retention are fundamental national policy changes to funding arrangements for local government. We work with our partners to influence the Government at a national level and assess the opportunities and challenges for our Medium Term Financial Plan.
65	Implementing outcomes based budgeting and accountability	Outcomes based budgeting and accountability ensures that resources are directly linked to the Council's outcomes. The approach will provide a clear evidence base to demonstrate the impact of strategic activity and whether outcomes are being achieved, to help prioritise resources.
66	Review of Company Governance	We are reviewing the ownership structure for wholly-owned trading companies within KCC's investment strategy. We are establishing a holding company to reduce overheads and increase commerciality, optimising governance arrangements to maximise return to the Council.
67	Strategic Commissioning: Whole Council Approach Stocktake and Future Delivery Options	To continue our journey to become a strategic commissioning authority, this project reviews the costs, benefits, lessons learnt and opportunities of current models and will develop optimum model options for delivery.
68	Good, Better, Best - Continuing evolution of Commissioning in KCC to enable better outcomes for the residents of Kent	We are continuing to evolve and improve our commissioning standards. We will develop a best practice commissioning standards framework, simplify processes and develop staff capability across the Council through the Chartered Institute of Procurement and Supply (CIPS) assessment.
69	Review of KCC's Voluntary and Community Sector (VCS) Policy	The policy reflects the crucial role of the Voluntary and Community Sector in Kent. We will review the policy to assess impact and effectiveness, and define the future approach to our relationship with the sector.
70	Delivery of the Property Asset Strategy	The Property Asset Strategy sets out how we will create an effective, efficient estate which provides value for money, reduces environmental impact and supports service transformation, both within KCC and with our partners. The implementation of the strategy will require an agile, innovative and forward thinking asset management approach.
71	Delivery of the Disposals Programme	The disposals programme manages the pipeline of Council properties which are no longer required and can be disposed to generate capital receipts for reinvestment. Using property investment expertise, each asset is assessed to determine appropriate options. Maximising value from capital receipts will support Property Development Arrangements.

No.	Activity Title	Activity Type
72	Delivering a business case for Property Development Arrangements, to maximise value from the disposal of appropriate Council assets	We are developing a business case to explore options to maximise value from the disposal of appropriate assets, by benefiting from property development activity. The business case will consider optimal governance and legal structures to maximise investment opportunities, financial return and stimulate development.
73	Developing a business case for the asset utilisation of Oakwood House	Oakwood House is being considered within the Asset Utilisation programme. A business case is being developed to identify best value options and service proposals, to determine the right asset approach.
74	Re-commissioning of Contracts to provide Facilities Management services to the KCC office estate.	The existing facilities management contract is being extended and this more fundamental re-commissioning will involve service delivery and procurement options based on good practice and comparable organisations. The new commissioning approach aims to implement a fit for purpose solution which achieves best value for the Council.
75	Delivery of the Capital Programme and Revenue Maintenance for KCC's Corporate Landlord Estate	The capital maintenance programme includes the Modernisation of Assets, Planned and Reactive Maintenance to carry out essential work to keep our assets safe, warm and dry. The revenue maintenance commissioning works ensure buildings remain compliant, targeting resources on essential upgrade and repair works to meet business need.
76	Delivering a compliance programme responding to Grenfell, Hackitt Review and Health and Safety reviews	A cross-directorate group is overseeing the delivery of actions from an asset management review to ensure compliance, take remedial action and provide assurance on KCC's fire safety and health and safety requirements. This includes delivering condition survey programmes and assessing service delivery and commissioning arrangements.
77	Delivering the KCC Brexit Resilience Emergency planning and Business Continuity programme	Robust business continuity and emergency planning arrangements are important to enable KCC to develop resilience to the impacts of Brexit. The programme has four phases, working collaboratively across the Council to ensure we are well-prepared and have effective plans in place.
78	Oracle contract review and planning for procurement	The Oracle contract is being renewed, which provides core business systems across the Council. However, over the medium term alternative products may become available. We need to review the options as part of the recommissioning process to assess business benefits and implications.
79	Maximise the number of staff accessing Apprenticeship training within Kent County Council	We want to promote and expand the potential of apprenticeships across the Council, with a focus on training opportunities for young people (17-25). This is an important part of responding to the Apprenticeship Levy and meeting our public sector target requirements.



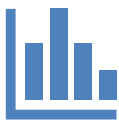
This document is a public summary of the Strategic Delivery Plan. The full Strategic Delivery Plan document sets out the detail on how activity will be achieved and is an internal document for KCC's staff and elected members. It is supported by key documents and processes.



**Finance:** The Strategic Delivery Plan is aligned with the [Medium Term Financial Plan](#), which provides a detailed overview of capital and revenue spend, including a full list of capital programme and project activity. The annual [Budget Book](#) presents a detailed budget breakdown for all services.



**Organisation Development:** Our medium-term People Strategy and Organisational Development Plan, approved by CMT, sets out how we will improve workforce capacity and capability to deliver business change, through an annual action plan and centralised training budget. Directorate OD Plans inform and engage with the plan to manage skills development and will reflect the Strategic Delivery Plan.



**Performance:** We have robust processes in place to monitor performance indicators and activity indicators, including through the Quarterly Performance Report (for Cabinet), Directorate Dashboards (for Cabinet Committees) and the Annual Report Performance Report (for County Council). Detailed KPI's and milestones for individual activity are managed through these processes by the responsible officer, or through appropriate programme/project management governance.



**Risk:** The activity within the Strategic Delivery Plan requires robust risk management, reflected in Risk Registers which are reported through management and formal governance processes. Risks for individual activity may also be reflected in programme/project risk registers.



**Programmes and Projects:** Portfolio Boards and the Corporate Assurance team provide oversight of change activity including programmes and projects. This is supported by portfolio, programme and project governance within Directorates, with reporting to CMT and Policy and Resources Cabinet Committee.



**Strategies and Policies:** Our strategic activity is an important part of delivering our strategy and policy priorities and is reflective of our wider operating environment. KCC's Strategy and Policy Register provides an overview of the major strategic documents in the council.



**Governance and decision making:** Significant activity identified in the Strategic Delivery Plan will progress through KCC's governance and decision making process, with oversight and input from elected members, as set out in the Constitution.



**Operating Plans:** Our divisional and service Operating Plans cover both strategic activity and essential service delivery, acting as important business planning documents for the Council.

From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children’s, Young People and Education Cabinet Committee – 28 March 2019

Subject: **Community Learning and Skills at Kent County Council**

Classification: Unrestricted

Past Pathway of Paper:

Future Pathway of Paper:

Electoral Division: All

**Recommendation(s):**

The Children’s, Young People and Education Cabinet Committee is asked to **NOTE** the report.

**1. Introduction**

1.1 Kent County Council’s Community Learning and Skills Service (CLS) is an umbrella term for three brands: Kent Adult Education, Kent Training and Apprenticeships and Skills Plus Service.

It seeks to engage with five types of learner in particular:

1. Young people entering the world of work
2. Adults seeking skills for employment
3. Organisations seeking to improve the skills and potential of their staff
4. Adults learning for personal development, pleasure and wellbeing
5. Families, especially those in Kent’s disadvantaged neighbourhoods

1.2 To achieve this, it offers a range of programmes which are either non-accredited or accredited. Non-accredited programmes can be for fee-paying learners (PCDL) or free courses for families (“Family Learning”) or learners in neighbourhoods defined as deprived communities. Accredited programmes can be free for learners (in the case of all types of English and Maths), or courses designed to improve employability skills where learners make a small fee contribution to their course. CLS also provides a significant number of traineeships and apprenticeships to both young adults (16-18) and adults across the County. It also offers a “Work-Ready” programme to young adults in the County.

## 2. Background

2.1 Overall levels of participation for 2017-18 are shown in Table One below.

Table One: CLS Learners and Enrolments by Business Area 2017-18

Business Area	Learners	Enrolments
Community Learning (PCDL)	12,675	21,029
Community Learning (Neighbourhood and Family Learning)	4,636	5,649
Adult Skills Budget (Accredited Courses)	2,699	3,679
Apprenticeships	664	1,662
16-18	302	1,263
Other	1,708	2,287
All CLS	22,684	35,569

2.2 Its funding for 16-18-year-old learners is specifically targeted at those Not in Education, Employment or Training (NEET). These learners have typically left school and/or their Further education course and joined CLS's Work Ready programme. To achieve this outcome CLS works closely with skills and employability teams within the Council on a targeted programme to engage this group.

2.3 Outcomes for learners on this programme are good, with many going on to take an apprenticeship, an accredited course leading to an employability outcome, a course at an F.E. College or a further course with CLS.

2.4 It is worth noting that the number of young adults classified as NEET is declining, as more young people choose to stay on at school or gain employment. The Kent NEET population of 861 in February 2019 comprises 277 in the year 12 age group and 584 in the year 13 age group and represents 2.7% of the total in this age group across the County. CLS will continue to work with other agencies in the County, including schools, F.E. Colleges and careers guidance agencies such as CXK, as well as the ESFA to reduce these numbers further.

2.5 CLS's Strategic Statement 2019-22 gives the following priorities for the next three years:

- Deliver a high-quality service which is recognised by Ofsted as Outstanding
  - Grow key areas of delivery such as apprenticeships
  - Attract new and additional sources of income
  - Achieve a financial surplus which we can reinvest in CLS
  - Support KCC's Asset Utilisation Strategy by implementing our own Property Strategy
  - Harmonise our programme with other providers
  - Improve productivity and increase efficiency
  - Work in partnership with agencies to increase opportunities and pathways for vulnerable adults
- 2.6 In doing so it will continue to support public agendas expressed by government agencies such as the Department for Education and the Department for Business, Energy and Industrial Strategy, as well as the Coast to Capital Local Enterprise Strategy. It will also continue to work with local Colleges of Further Education to deliver the outcomes identified in the recent Area Review of post compulsory education in Kent, conducted by the F.E. Commissioner in 2017.
- 2.7 In addition to supporting the public agenda to reduce the number of NEETs, improve employability skills and promote educational and career pathways, CLS also makes a significant contribution to a range of "soft" outcomes, identified in the Government's "New Challenges, New Chances: Next Steps in Implementing the Further Education Reform Programme". These include:
- Overcoming social isolation
  - Increasing community cohesion
  - Encouraging civic engagement and volunteering
  - Reduce costs on welfare, health and anti-social behaviour
  - Turned around the lives of our most troubled families
  - Focussing on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
  - Widen participation and transform people's destinies by supporting progression relevant to personal circumstances
- 2.8 CLS believes, based on strong evidence, that it contributes to all these outcomes. It reports on its contribution to these goals to its KCC Client

Group and in its annual Self-Assessment Report. This evidence will be critical in any Ofsted inspection under its newly revised framework.

### **3. Financial Implications**

- 3.1 CLS is entirely funded from external sources. It receives no “base” funding from KCC whatsoever, although it makes an annual surplus contribution of £1.2m to KCC.
- 3.2 It currently earns £10.7m annually from central government contracts, awarded by the Department for Education via the Education and Skills Funding Agency (ESFA). This is made up from £6.2m Community Learning and £2.47m Adult Skills Budget (now combined and named the Adult Education Budget), £850k of 16-18 learner responsive funding and £1.1m of apprenticeship funding. We aim to target increased funding drawdown in the apprenticeship and 16-18 learner responsive contracts. It also annually attracts £2.5m in fee income from its learners.
- 3.3 The ESFA’s £2.47m Adult Skills Budget (ASB) is for accredited provision. Although this funding is paid to KCC on a monthly basis, all students need to meet specific criteria for CLS to earn and retain these funds. If it does not meet these criteria in full then the ESFA will “claw back” the funds it has awarded.
- 3.4 In any given year, CLS needs to attract approximately 3000 students to its accredited provision in order to ensure that the ESFA does not “claw back” ASB funding. However, funding for each type of student depends on the tariff awarded by the ESFA for each course. Longer courses, and courses requiring learning resource support (e.g. for counselling courses) will attract higher levels of funding per capita.
- 3.5 If a student leaves a course after a few weeks then CLS will endeavour to replace them on that course in order to ensure the funding target is met. It sends monthly data reports to the ESFA predicting whether it will be able to meet the £2.47m funding target set for the year and constantly monitors this data.
- 3.6 Students qualify for Adult Skills Budget funding if:
  - their course learning aim meets ESFA funding criteria found on its Learning Aims Database;
  - the student is retained on the course i.e. attends for a minimum period or required time; and
  - they achieve on their course, i.e. achieve the course’s qualification aim.
- 3.7 Students’ retention rates and achievement rates are then calculated to determine an overall Success Rate for the student, their course, the curriculum area and CLS.
- 3.8 In addition to financial criteria, the ESFA also sets minimum standards for Success Rates. Failure to meet these standards can trigger a Notice to improve from the ESFA or an Ofsted inspection.



3.9 CLS has a very strong track record of meeting the financial criteria set by the ESFA and delivering accredited provision which always succeeds the ESFA's minimum standards.

#### **4. Kent Policy Framework**

4.1 Further detailed information about CLS can be found in:

CLS Business Plan 2018-19  
CLS Self-Assessment Report 2017-18  
CLS Strategic Statement 2019-22

#### **5. Recommendations**

The Children's, Young People and Education Cabinet Committee is asked to <b>NOTE</b> the report.
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#### **6. Background Documents (plus links to document)**

N/A

#### **7. Contact details**

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: **Children's, Young People and Education Cabinet Committee – 28 March 2019**

Subject: **Annual Monitoring Review of the Vulnerable Learners Strategy (including an update on the Pupil Premium Select Committee recommendations)**

Classification: Unrestricted

Electoral Division: All

**Summary:**

This paper provides an update on progress in relation to the priorities set out within Kent's Strategy for Vulnerable Learners 2017-2020 and appraises Members of progress in relation to the Pupil Premium Select Committee recommendations.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the contents of the report and the progress achieved to date.

**1. Background**

- 1.1 The Vulnerable Learners Strategy 2017-20 was refreshed in March 2018 and brings together all the actions we are taking across Children's Services, in partnership with schools and other public agencies, to improve outcomes for vulnerable learners. The Strategy sets out what we have achieved to date and the priorities going forward. It also sets out examples of good practice in schools and the most effective strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility.
- 1.2 The Strategy aims to prioritise and coordinate all the effective approaches and activities across Children's Services, schools and early years settings that are focused on ensuring every child and young person in Kent achieves their full potential and nobody is left behind.
- 1.3 The principles which underpin this strategy are to bring together and strengthen activities currently in place to support vulnerable children and young people and to challenge existing systems and structures to do more.
- 1.4 In July 2018, Kent County Council published a Pupil Premium Select Committee Report. The ambition of the Select Committee was to help improve the effective use of the Pupil Premium to close the attainment gap between disadvantaged pupils and their peers. A series of recommendations emerged as part of its findings, including the identification of best practice, which adds weight and focus to the priorities of the Vulnerable Learners Strategy.

## 2. Progress against the priorities of the Vulnerable Learners Strategy

2.1 The Vulnerable Learners Strategy priorities are endeavouring to address the barriers to learning experienced by vulnerable learners. **Appendix 1** of this report provides an update on progress that has been made against each of the 19 Priorities. As can be seen there has been some progress in all the priority areas, but there is still more to do.

2.2 We shall continue to focus on the priorities over the next year in order to make further progress, identifying and sharing what works to effectively address the challenges experienced by our vulnerable learners.

## 3. Indicators to measure success of the Strategy

3.1 The Strategy identifies a number of indicators against which some of the priorities can be measured quantitatively. **Appendix 2** of this report provides a table showing the progress made against those priorities that are readily quantifiable. Using the 2016-17 academic year as our base, the table measures progress against 2017-18 performance.

## 4. Update on progress regarding the Pupil Premium Select Committee Recommendations

4.1 The Pupil Premium Select Committee Report was published in July 2018. An Action Plan has been developed to deliver the Select Committee's recommendations. This Action Plan which forms **Appendix 3** of this report details progress to date in delivering the recommendations.

### 5. Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the contents of the report and the progress achieved to date

## 6. Background Document

**Kent's Strategy for Vulnerable Learners 2017 - 2020:**

[https://www.kelsi.org.uk/data/assets/pdf\\_file/0006/79431/CYPE-Kents-Strategy-for-Vulnerable-Learners-2017-2020.pdf](https://www.kelsi.org.uk/data/assets/pdf_file/0006/79431/CYPE-Kents-Strategy-for-Vulnerable-Learners-2017-2020.pdf)

## 7. Contact details

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## Appendix 1

### Progress against the priorities of the Vulnerable Learners Strategy

#### Priority 1: Ensure all Vulnerable Learners go to a Good School

The Education People continue to provide school improvement support to all schools, helping to drive up performance in terms of Ofsted Inspection outcomes for Kent schools year on year. Currently 92.6% of schools are rated good or outstanding by Ofsted.

Our success in securing a supply of good school places is reflected in our impressive parental preference statistics. Nearly 98% of children across Kent started their formal education in September 2018 at one of their chosen primary schools. Similarly, 95.3% of secondary school pupils were offered one of their preferences for September 2019.

We secure and support the highest quality school leadership and governance; we promote the best educational practice; and we broker the influence of the best schools by facilitating strong collaborations between schools, Kent Association of Head Teachers (KAH), Kent Special Education Needs Trust (KsENT), Teaching Schools Network (TSN). In doing so we aim to achieve continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners, and improvement in the number of good and outstanding schools.

Support consists of advice, practical help, training, the sharing of more effective school systems and tools, visits to and observation of practice in other schools, Headteacher mentoring, regular contact with experienced Headteachers who Kent or National Leaders of Education and joint work through collaboration with other schools and partners are.

For support to be effective it must also be accompanied by challenge to accurately assess strengths and weaknesses, to understand the school's data, to address poor teaching and to tackle under-performance and variability in the quality of the school's work. Most effective schools, and schools requiring improvement, seek some external help with this challenge, to ensure perceptions and self-evaluation are valid and judgements about quality are secure.

#### Priority 2: Develop More Flexible Grouping Arrangements and Curriculum Pathways

School Improvement Advisor visits, include a focus on achievement and provision for vulnerable learners, including those identified as disadvantaged. Schools and settings are encouraged to track the achievement of vulnerable groups and adapt provision and curriculum planning to stimulate high levels of engagement and regular attendance.

The proposed inspection framework has a greater emphasis on curriculum planning, Intent, implementation and Impact and the 'Quality of Education'. KCC are funding support for all schools to prepare them for these changes, including; workshops focusing on curriculum design and welfare; bespoke school level guided conversations by education experts and a curriculum auditing toolkit.

Support is also provided to schools to ensure that their planning identifies clear curriculum pathways and progression routes and additional resource has been put into employer engagement to support them in fulfilling the Gatsby benchmarks. The expansion of the Careers Enterprise Advisors means that all schools will have an industry specialist working with them as their Enterprise Advisor by 2020.

#### Priority 3: Develop Character Education and Emotional Resilience

Schools are paying more attention to character education, that is, focusing on developing children's and young people's attitudes and aptitudes, to improve well-being, resilience, self-motivated learning, perseverance and ambition.

Through the HeadStart Kent Programme partners are working together to improve emotional wellbeing, resilience of young people including vulnerable learners across Kent. This is delivered through the Resilience Hub [www.headstartkent.org.uk](http://www.headstartkent.org.uk) and provides a range of additional resources, tools training services and grants. 148 Schools are currently benefiting from the programme and 4239 young people have received one or more, face to face or online support interventions.

#### **Priority 4: Enrichment Activities**

We recognise the importance of greater engagement by vulnerable learners in enrichment activities that help to develop confidence and resilience. These activities, (including sports and outward bound, the performing arts, music lessons, after school clubs and trips) are taken for granted by many children, but more effort is needed to ensure pupils on free school meals participate in them and get the benefits.

The Children's University™ (CU) aims to promote exciting learning opportunities and experiences outside normal school hours for children aged 5 to 14. At the heart of its work is the ambition to raise aspirations, boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests. These young people track and celebrate their progress through a Passport to Learning.

Alongside the development of numerous learning opportunities for Kent's children, schools and families, including family challenge activities, Social Action projects and new Learning Destination experiences, the Children's University has refined a primary school career programme in partnership with Kent Specialist Employment (KSE). The six-week programme involves challenging stereotypes, looking at different career paths and exploring choices for the futures of the Year 5 pupils. The programme was designed to raise aspirations for young people, so they understand the relevance of working hard and being resilient in order to achieve in their lives. The programme was evaluated during 2018 and there are currently plans to offer the programme to schools through The Education People from May 2019.

Since early 2018, work has been undertaken with Virtual School Kent (VSK) to develop aspirational Children's University opportunities for Children in Care (aged 7-12) in North and West Kent. This work is currently evolving (March 2019) to ensure Children's University learning opportunities are accessible for disabled children [in Care] as well as providing specific VSK career aspiration-raising experiences; where children will work with and learn from employers.

In early 2019, the Children's University joined the Skills Builder Partnership. This enables schools and the Children's University to report on career aspiration-raising activities. The Children's University is also working to support schools and partners to incorporate the Department for Education's Five Foundations for Character initiative (2019) into their planning. This ensures that we are committed to supporting children in having access to a wide range of activities to help them build the character and resilience they need to succeed.

#### **Priority 5: Pre-Requisites for Learning, School Readiness, Inclusion and Attendance**

An important part of this Strategy has been to ensure the basic pre-requisites for learning are being delivered for vulnerable learners. Ensuring children in the early years are well prepared for school and when at school pupils attend school regularly, are prepared for learning with the right equipment, and do not miss learning time because they are excluded from class or from the school, makes a big difference.

The Vulnerable Learners Strategy is clear on the importance of children accessing early education and beyond in high quality provision. Currently in Kent, 97.6% and 98% of group settings and childminders respectively are judged by Ofsted to be Good or Outstanding.

Family Involvement and Support

The involvement of families in their children's learning is an important factor in supporting their holistic development. Our Enhancing Family Involvement in Children's Learning (EFICL) Framework and Toolkit has been a key component of promoting and supporting this in Kent. The purpose, value and quality of EFICL was recognised by:

- The Nursery World Staff Resource Award 2016
- The Early Excellence Award 2017

EFICL was also shortlisted for the Children and Young People's Awards in 2016. We have also been working closely with Canterbury Christchurch University (CCCU) in two ways in relation to EFICL:

- That CCCU may formerly accredit Learning Links, the parenting programme workshops element of EFICL
- That EFICL as a whole may form a module to the CCCU Early Years degree

#### Early Years Foundation Stage (EYFS) Support for Children's Centres

A programme of advice, support, training and challenge to Children's Centres has been delivered to support a good EYFS ethos and to ensure that all early years 'stay and play' type activity is in line with EYFS principles and best practice. This input is increasingly being referenced in Ofsted reports, which is positive and encouraging.

#### 'Free for Two' Take Up

Free places for eligible two-year olds is typically at its highest point in the year at the end of the autumn term. In 2018 this was at 72%, in comparison with 73% at the same point in 2017.

#### Early Years Foundation Stage (EYFS) in schools

A targeted programme of Continuous Professional Development, advice, support and challenge has been made available to governing bodies and head teachers to drive further improvement in the EYFS in schools, through their support and holding to account of teachers in Year R

#### Attendance

In 2017/18, attendance improvement work was impacted by the Supreme Court decision in April 17. This led to a significant rise in the number of requests for penalty notices for absences due to family holidays. This reversed Kent's previous effort to reduce the use of penalty notices and to increase the application of a whole school approach. To help schools refocus on effective strategies, Kent County Council introduced and piloted the Attendance Toolkit, promoting a whole system approach to attendance improvement. In the meantime, the Attendance service adopted a strategic approach of refocusing early support at primary schools to achieve long-term effect.

The data for persistent absence of 2017/18 indicates:

- For primary schools 2017-18 academic year of 9.2% compared to a figure of 8.7% in the previous academic year.
- For Secondary schools, 14.8% compared to 14.6% in the previous financial year. These are above the national averages for both phases
- The attendance rate for Kent Primary Schools has declined slightly to 95.8% from 95.9% while the Kent Secondary schools' rate has declined slightly from 94.4% to 94.2%

#### Exclusions

In 2017/18, Kent's PRU, Inclusion and Attendance Service introduced a series of pupil behaviour management strategies and resources for schools with a sharp focus on

vulnerable learners, e.g. CiC and SEN cohorts. While having a clear behaviour expectation through the development of a whole school behaviour policy, more and more schools adopted positive interventions including restorative approaches to behaviour and relationships, solution focused approaches and individual pastoral support programmes. Therefore, students who genuinely need help to improve behaviour will have a good and appropriate intervention tailored for the individual. As the local authority, we adopted a strategy to focus the support for the vulnerable learners who are at risk of exclusion. As a result, the number of permanent exclusions among Kent schools has been reduced to a low level.

**Permanent Exclusions**

- In the last academic year there were 49 permanent exclusions
- 24 permanent exclusions in Primary schools (an increase of five compared to the previous years)
- 25 permanent exclusions in Secondary schools (a reduction of 24 compared to the previous year.
- The rate of permanent exclusions among Kent schools remains better than the national average

**Fixed Term Exclusions**

- In 2017-18 there was an increase of 723 fixed term inclusion instances compared to 2016-17 where the total rose from 9,975 to 10,698. 46 more pupils were excluded in the last academic year than the year before.
- The rate of fixed term exclusion among Kent schools remains better than the national average

**Exclusions of vulnerable learners**

- In 2017/18, we continued the good result of zero permanent exclusions of CiC;
- As a result of focusing support for vulnerable learners, the exclusion rate of children with SEN is significantly better than the national average:

		National (%)	Kent (%)
EHCP Pupils	Permanent Exclusion	0.16 (370)	0.04 (3)
	Fixed-term Exclusion	15.93 (36,005)	4.79 (350)
Pupils with SEN Support	Permanent Exclusion	0.35 (3235)	0.09 (19)
	Fixed-term Exclusion	14.76 (135,575)	7.19 (1538)

**Priority 6: A Growth Culture**

All the research shows that promoting a growth culture or mindset in schools which drives the belief that all children can do better than expected, makes a significant difference. Where schools act on the basis that all pupils’ innate abilities and aptitudes can be improved with the right support, and that they do not give up on any child, it is more likely to get the engagement and effort by all children to do well.

The HeadStart Kent Programme have developed and supported a Resilience Toolkit where Schools, including Special Schools, review their own emotional wellbeing provision and develop and implement a Whole School Resilience Action Plan to improve it. The School Public Health Service (School Nursing) is now facilitating non-HSK schools to implement the Resilience Toolkit. Over 1500 young people have now had a Resilience Conversation to identify how their resilience can be improved.



## Priority 7: Using Research and Guidance on Narrowing Achievement Gaps

A specific part of the Strategy has been to support all schools to make the best use of Pupil Premium funding by consistent use of the Sutton Trust's evidence papers, including the most effective and low-cost strategies in their Teaching and Learning Toolkit.

Overall, pupil attainment in Kent is rising in primary and secondary schools, however, the gap between disadvantaged pupils and their peers is not narrowing at a quick enough pace. Too many disadvantaged children and young people, particularly at Key Stage 4, are missing out on opportunities that are taken for granted by their more affluent peers. Disadvantaged young people have fewer chances to access good or outstanding schools, find good jobs or access high quality training or apprenticeships. This means that they have lower levels of social mobility than those of their peers.

KCC devised its own pupil premium toolkit for both primary and secondary schools based on national and county best practice. A countywide pupil premium conference was held, and copies of the toolkit provided free to Kent schools with disadvantaged outcomes below those found nationally.

The toolkit uses the national best-practice guidance but is tailored to reflect the varied socio-economic contexts and challenges faced by schools working within Kent and within a selective education system. The Kent based toolkit is a response to the worrying trend of the achievement gaps between disadvantaged pupils and their peers being significantly wider than those found nationally at all phases. This toolkit is available as a product on The Education People website.

School Improvement Advisers (SIAs) are working with Kent Association of Headteachers (KAH) to support schools in identifying best practice locally and nationally, including progress in Opportunity Areas to replicate success quicker. SIA and KAH are developing a range of interventions designed to accelerate the closing of the gap, building on the recommendations of KCC's Select Committees on the Pupil Premium and Grammar Schools and Social Mobility.

As part of Kent's continuing commitment to close the achievement gap, we intend to:

- Promote and target a pilot project with schools and 'Achievement for All' to support schools to close the gap for vulnerable pupils (FSM / SEND / LAC)
- Develop a package of support for improving the attainment gap at Key Stage 4 with the Education Endowment Foundation.
- Continue to implement the recommendations of the Select Committees on the Pupil Premium and Grammar Schools to improve attainment and social mobility;
- Maintain the Kent Freedom Pass, enabling monthly payments to be made, to help young people access education, employment and training opportunities;
- Learn lessons from the progress being made in the Opportunity Areas across the country and consider the implications of the lessons learned for our future policy and practice;
- Explore with schools and colleges how we can close the attainment gap for vulnerable learners by utilising certain teaching practices identified as best practice in the recent KCC Select Committee on the use of the Pupil Premium;
- Ensure all secondary students have access to as many quality encounters with an employer as possible, including opportunities for quality work experience;
- Equalise access to high quality early years provision;
- Support schools to ensure a high quality and stable teaching workforce, particularly in the most disadvantaged schools;
- Challenge schools to ensure early and sustained additional support for those who are behind with attainment;
- Encourage schools to provide access to a broad curriculum that includes out-of-classroom experiences;

## Priority 8: Effective Targeting of Resources

We recognise the importance of schools being able to target their resources efficiently so that vulnerable learners receive additional good teaching as individuals and in small groups, in addition to whole class lessons.

How schools use resources to support and improve the attainment of vulnerable pupils is essential to good educational achievement. To effectively target resources, school leaders need accurate and timely data analysis and tracking systems which identify needs, monitor progress for individual learners and inform target setting for closing the attainment gap.

Effective schools prioritise consistent high-quality teaching for all and disadvantaged learners benefit particularly in achieving their full potential when attendance, behaviour and emotional support are seen as integral to academic success. Effective teachers are able to draw on a wide range of evidence-based approaches to meet the needs of all learners. This will include varied teaching methods and flexible groupings, development of metacognition skills and appropriately tailored interventions. Evidence from the Sutton Trust and Education Endowment Foundation shows that significant improvement in narrowing the gap can be made when schools target funding towards:

- Improving feedback between teachers and learners
- Paired teaching
- Flexible small group teaching
- One to one tuition
- The teaching of independent learning strategies
- Peer mentoring and assessment
- Active encouragement of parental involvement in learning

## Priority 9: KAH Funding and School to School Support

We have allocated funding from the Schools Funding Forum to the Kent Association of Headteachers (KAH), over £10m in the last several years, to promote school collaborations and school to school support. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

We continue to work with and provide financial, administrative and advisor support to KAH to develop school led improvement.

In 2018, Area School Improvement Subgroups were established attended by KAH representatives, KCC and Teaching schools to identify and address area priorities, including improving teaching and raising standards and narrowing achievement gaps.

The Strategic School Improvement Fund (SSIF) was a DFE grant intended to further build a school-led system and aimed to target resources at those schools who most need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places. Working collaboratively with KAH, KsENT and TSA we have secured the funding for Kent schools to lead on the following projects:

- Improve KS4 performance in Thanet, focusing on the transition from KS2 to KS3 - led by Coastal Academies Trust to support 4 schools with 'providers' including local Primary schools, KCC and Kent and Medway Maths Hub.
- Improve KS4 performance of disadvantaged pupils, particularly in maths – supporting 9 schools in Tunbridge Wells, Dover, Deal and Folkestone. Bennett Memorial develop a teaching for mastery maths curriculum.
- Reduction of NEETs, KCC to support 7 schools with high percentage of NEETs.

These projects are all up and running. Unfortunately, new rounds of SSIF funding are no longer available, however KCC has provided funding to the Area boards to enable them to continue to focus on local priorities.

### **Priority 10: Effective Use of High Needs Funding**

Greater numbers of statutory assessment requests for EHCPs, a greater proportion of pupils with SEND attending special and independent schools in and out of the county, the growing cost of high needs funding to support children with complex needs, requires us to review demand and available resources.

The number of young people who require support for their high needs is rapidly rising and funding is currently unable to keep pace with demand. In 2018-19, the High Needs budget for placement costs is £157m. This increase in demand is reflected nationally and is resulting in a significant shortfall in High Needs funding.

To bring about a sustainable reduction in demand we need to consider shifting the threshold for statutory assessment, whilst complying with legislation. More children need to be supported in their local mainstream school with an appropriate plan put in place early enough, to address emerging concerns without the need to progress on to an EHCP. We will focus on building capacity in mainstream schools for inclusive practice, supported by good SEND Continuous Professional Development. This will have the effect of reducing the resource spent on EHCPs, which in turn will release money to provide bespoke non-statutory early intervention for individual pupils, helping schools to meet the needs of both current and future cohorts.

In the interim, to address the growth in demand, we successfully applied to the Secretary of State for Education to transfer 1% of funding from the Dedicated Schools Grant (DSG) Schools Block to the DSG High Needs Block to help meet the considerable pressures.

Working with Special School Headteachers, KCC has also developed a SEND Action Plan to better address the relationship between learner need, outcomes, provision and cost. The Action Plan seeks to address the funding pressures by reducing spend, reducing demand and ensuring the right provision is in place to meet the needs of children and young people. At its heart is the need to ensure that the whole school system is as inclusive as possible, ensuring children can access appropriate local provision and we make the most efficient use of the available resources.

### **Priority 11: Continue to Develop and Improve the Work of PRUs**

Some of the most vulnerable learners in Kent are educated through alternative provision in our Pupil Referral Units. It has been a priority, therefore, to continue to develop the work of the PRUs, including the Education Health Needs Service.

We promote dual registration and a reversing door approach for PRU pupils so that mainstream schools play an active part in the PRU improvement ensuring right pupils attend right Alternative Provisions (AP) with the right support. A strong quality assurance process has been put in place that focuses on pupil progress and achievement, behaviour and attendance, the setting's leadership and management, as well as taking into account the wider context of the local area (including rates of exclusions, EHE and other children not in mainstream education).

Senior Inclusion & Attendance Advisors work on a district basis to prevent placement breakdowns and support schools to put in place effective inclusive practice.

In November 2018, the total number of young people being removed from mainstream school to attend a PRU was 338. This has reduced from 0.17% compared to 0.18% in November 2017. The national average is 0.27%

There have been concerns over the quality of some of the AP provision and some examples of non-inclusive practice, including the number of young people illegally off rolled

from schools. More recently, intensive support has seen rapid improvements in the quality of the PRUs with all recent inspections showing marked improvements.

KCC is undertaking a countywide review of the AP/ PRU processes, including delegation, devolvement and inclusion activity. The aim of the review is to secure consistent access to high quality provision for all young people. Currently, in the consultation stage, schools are being encouraged to engage in the conversations about how to best serve the needs of our most vulnerable young people. The outcome of the consultation will be available in September 2019 with implementation over the following six months

### **Priority 12: Early Help and Prevention**

Central to this Strategy is the work of the Early Help, working closely with schools and other services to identify the right vulnerable children for support. It provides the right level of responsive and timely additional help for vulnerable and disadvantaged children and young people, and their families. This is a major resource which is designed to have an impact on improving outcomes for these vulnerable children and young people, on removing barriers to their learning and engagement and to narrowing achievement gaps.

Over the last 12 months, Early Help and Preventative Services and Children's Social Work Services have developed four innovative pilots to test out new ways of working together in a more integrated way. The learning from these pilots transferred into workstreams under the Change for Kent Children Programme, which resulted in a restructure of both divisions with Integrated Children's Services. The learning from the pilots, workstreams and the future structure of Integrated Children's Services embeds Early Help teams alongside teams within Children's Social Work Services, to maximise the strengths of the Early Help offer in reducing and supporting the demand for statutory interventions.

Integrated Children's Services, under the new structure, provides an emphasis on the proven strengths of early intervention and prevention and encourages further development of this practice through enhancing the skills of the workforce to be able to support high-risk adolescents and complex family needs, including recognition of how the Open Access offer (universal and additional level) compliments intensive and specialist work and in understanding and responding to key educational outcomes for children and young people.

Kent has secured £1.3m from the Government's Supporting Families Against Youth Crime Fund to help prevent young people becoming involved in gangs and youth violence. The key aims for the Supporting Families Against Youth Crime project are to:

- Reduce the risk of criminal exploitation for children and young people.
- Improve the wellbeing and resilience of vulnerable young people.
- Increase the quantity and quality of trusted relationships between young people and adults.
- Increase community resilience and responses to county lines

The funding will be channeled through the Troubled Families programme, which helps vulnerable families with a wide range of problems including absence from school, adults out of work and families affected by domestic violence. Kent will use the funding to provide support for vulnerable people across the county through peer mentoring and community support workers, linking up services for those who may otherwise become involved in knife crime and gang violence. By educating young people on the dangers of joining a gang and by providing peer mentors for young people at risk, communities will become more resilient and able to resist gang involvement.

### **Priority 13: Mental Health and Emotional Wellbeing**

The Strategy recognises the importance of improving the mental health and emotional wellbeing of vulnerable learners.

KCC has chosen to invest an additional £2.65m per year into the mental health service contract for children and young people in Kent, which is commissioned by the NHS and

delivered by North East London Foundation Trust (NELFT). This funding is pooled with the wider NHS funding via a Section 76 Agreement and the service is commissioned by the NHS locally. KCC fund four key areas: Early Help; Children in Care; Kent Health Needs Education Service; and children at risk of or subject to harmful sexual behaviour. The Children and Young People Mental Health Service (CYPMHS) model has been organised into a 5-pathway model:

- Mood & anxiety
- Neurodevelopmental & Learning Disability
- Complex
- Behavioural and conduct
- Early Help

KCC is working with West Kent CCG and NELFT to change the contract monitoring arrangements for the KCC-funded elements of the contract, following concerns around current performance levels. The contract monitoring changes will continue to be developed, as a priority with KCC's Strategic Delivery Plan, and will be monitored by the CYPE Cabinet Committee, for any further decision making on substantive changes in 2019.

Kent's Big Lottery funded HeadStart Programme, which aims to improve the resilience and emotional wellbeing of young people across Kent, has continued to progress well over the last 12 months, particularly in the engagement of stakeholders across the County. Many schools and community organisations are now directly benefitting from HeadStart Kent through training, funding or by delivering elements of the programme within their setting.

As a result of the Department of Health & Social Care and the Department for Education public consultation on 'Transforming children and young people's mental health provision: a green paper', CCGs were invited to put in a bid to become a Trailblazer to pilot Mental Health Teams in schools. The Dartford, Gravesham and Swanley and Swale CCGs were successful in their bid and are now progressing with recruitment and staff training, to be operational by late 2019/early 2020. The pilot will build on the strengths of the HeadStart Kent approach and the programme is linked in with this development.

#### **Priority 14: Parenting Programmes**

The multi-agency county parenting group has continued to oversee the delivery of Parenting Programmes across Kent. A descriptive list of all courses, as well as a calendar of delivery by District, is available via the following link: <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/Early-Help-Toolkit>

The bespoke Kent Parenting Programme 'Understanding Yourself Understanding Your Child (UYUC)' continues to be delivered across all districts by staff from Integrated Childrens Services. In November 2018, the Kent Public Health Observatory undertook some limited research into the TOPSE evaluation forms completed by a sample of UYUC attendees, which concluded that there were positive changes on most scales, with median scores increasing between pre and post intervention. Further qualitative feedback indicates a large majority of attendees reporting that they found the course helpful in improving parental confidence.

A consistent emerging theme has been a desire for more age-specific course content, especially with regards to adolescents. This has been recognised in some districts with courses targeted around gangs, knife crime and youth disaffection being co-delivered with Police Youth Engagement Officers. In the district of Maidstone, three programmes have been delivered based around principles of Non-Violent Resistance (NVR).

Future planning of parenting programmes will now be guided by the emergent Integrated Children's Services Practice Framework.

### Priority 15: Pupil Premium Reviews

A useful means of improving the use of the Pupil Premium in schools, to improve outcomes and narrow achievement gaps, is to have a formal review of the school's strategy. We have promoted this process and encourage schools to undertake Pupil Premium Reviews, where gaps are not closing and where there may be a need to develop the effectiveness of the strategies supported by the funding.

Where there are particular concerns, schools are encouraged to carry out Pupil Premium Reviews. These commissioned reviews are carried out by National Leaders of Education and best practice is signposted for Kent schools.

### Priority 16: Early Years Pupil Premium

The take up of EYPP has increased as a result of the programme of advice, support and training. Providers have been encouraged to share good practice which is disseminated across the sector through collaborations, Kelsi, Briefings and Network sessions.

In 2018 the percentage of children achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) increased from 74.3 in 2017 to 75.3, which is good news. Additionally, 2018 saw narrowing in achievement gaps as detailed below, which is also a positive picture:

Vulnerable Group	2017	2018
Free School Meals (Eligible)	22%	17.5% ↓
Disadvantaged *	20.2%	17.4% ↓
English as an Additional Language	9%	6.3% ↓
Special Educational Needs	59.3%	55.5% ↓
Children in Care		
• Kent County Council	• 49.4% (20 Children)	• 46.8% (21 Children) ↓
• Other Local Authorities	• 17.2% (7 Children)	• -24.7% (3 children) ↓

\*Percentage difference between the mean average of the lowest 20% and the median average for all

### Priority 17: The Vulnerable Learners Data Pack

We have been working to expand and enhance the CYPE Integrated Dataset, and the ways it is used to support and inform service delivery to improve outcomes for children and young people. As part of this we have developed District Insight Reports which include a range of useful information and intelligence around vulnerable pupils and multiple disadvantage factors. These have been trialled during 2018, and now they have been agreed and the appropriate data protection assessments and privacy notices are in place, they are being updated with the latest information. We will then be in a position to share them more widely with schools and other partners

### Priority 18: District Coordination

It is important that our services for vulnerable learners are coherent, co-ordinated and focused, and that these compliment the support they receive in school. In order to achieve this there are a number of district-based mechanisms involving staff from different services, many of which include schools.

Each district operates a Local Inclusion Forum Team (LIFT). This provides the mechanism for schools to seek advice and support for children with learning needs from a range of professionals and peers. Through these forums, schools can access the Specialist Teaching Service, outreach from our special schools, advice on strategies, gain support for statutory assessment requests, and evidence that applications for High Needs Funding are appropriate. Early Help workers also attend, enabling them to contribute to the discussion and to pick up appropriate cases to provide the coherent support children and families need.

In Year Fair Access panels operate at district level for secondary school admissions and more locally for primary admissions. These provide the forum to support children into school, to share the information available on the children, and to devise the support packages that may accompany their admissions. Officers from both Fair Access and Inclusion and Attendance Services attend and present cases.

PRUs and alternative provision operate at a district or twin district level, with Management Committees comprising school representatives. Early Help services are linked in to our PRUs and alternative curriculum settings to ensure that the vulnerable learners in these settings have access to support outside of school times, and to help target specific risk-taking behaviours.

Co-ordination across services, especially at a strategy level is managed by the Area Education Officers, working with Senior Improvement Advisers, the Heads of Service in Early Help and the Assistant Directors in Specialist Children's Services and other officers, through a Strategy Forum. These seeks to ensure that service and policy changes are understood and considered by all services locally, that these are jointly championed, and any adverse impact mitigated.

The Change for Kent Children programme will bring further co-ordination of support for children and families through the changes in direct line management and accountability.

The processes for identifying children missing education have been reworked and are regarded highly at a national level. Similarly, great strides have been taken to improve our contact and service offer to families who educate children at home, in particular quickly identifying those for who this was not a personal choice and assisting those children back in to school.

#### **Priority 19: Develop E-Learning Resources**

In partnership with Pearson Publishing, VSK offer an exciting and effective way to improve learning inside and outside of school. The new LEARNIT! App gives access to a library of interactive learning resources that can be accessed at any time and are designed to develop skills and build confidence in school subjects.

The LEARNIT! Resources complement children's work at school or with an external tutor and can contribute to test and examination preparation. It can be used on Android and Apple mobile phones and tablets as well as on the web, encouraging use outside of the classroom. Once downloaded resources run completely off line, so no-one has to worry having a network connection when they want to learn. The system tracks learner process, performance and self-evaluation for each pupil, helping make effective interventions easier.



The Education People also maintain an E-Learning website for continuous professional development (CPD) for all school staff supporting young learners.

## Indicators to measure success of the Vulnerable Learners Strategy

Priority	Indicator(s)	2016-17	2017-18	Diff +/-
Reductions in the percentage of pupils supported by the Pupil Premium and those with special educational needs who are persistently absent, are excluded from school and who do not achieve the expected standards at each key stage	% Persistent Absence - FSM - Pri (FSM Eligible)	21.9	23.3	1.4
	% Persistent Absence - FSM - Sec (FSM Eligible)	33.8	35.7	1.9
	% Persistent Absence - SEN - Pri	16.5	17.6	1.1
	% Persistent Absence - SEN - Sec	25.1	25.5	0.4
	# Fixed Term Exclusions (pupils) - FSM - Pri (eligible)	367	429	62
	# Fixed Term Exclusions (pupils) - FSM - Sec (eligible)	1118	1379	261
	# Fixed Term Exclusions (pupils) - SEN - Pri (SEN Support and EHCP combined)	606	780	174
	# Fixed Term Exclusions (pupils) - SEN - Sec (SEN Support and EHCP combined)	1162	1541	379
	% not reaching expected standard at KS2 - FSM (eligible)	58	54	-4
	% not achieving English and Maths 4+ at KS4 - SEN (eligible)	73.1	71.7	-1.4
Increased take up of the free childcare entitlement for eligible two-year olds	Percentage FF2 take-up of the DWP cohort Summer	65.5	66.6	1.1
	Percentage FF2 take-up of the DWP cohort Autumn	74.0	72.8	-1.2
	Percentage FF2 take-up of the DWP cohort Spring	69.8	68.7	-1.1
Increased engagement by vulnerable families in Children's Centres' support	% Reach for Top 10 Most Deprived LSOAs (0-7)	Not available	58.3	Not available
The percentage of children in need and those with a child protection plan who are registered with a Children's Centre and are benefitting from family support	Children known to social services (CIN) (0-5) - % Reach/Reg	63.5	66.3	2.8
	Children known to social services (CP) (0-5) - % Reach/Reg	73.4	69.7	-3.7
Increased readiness for school by Pupil Premium pupils at the end of the Early Years Foundation Stage	EYFS GLD FSM Gap	21	17	-4
Year on year improvements in the standards attained at each key stage by pupils supported by the Pupil Premium and those with special educational needs, and narrowing of the achievement gaps	KS2 Expected Standard FSM Gap (eligible)	26	24	-2
	KS4 Attainment 8 FSM Gap (eligible)	18.4	18.8	0.4
Continued reductions in the percentage of young people who are NEET	% 16-17-year-old Cohort who are NEET (Nov/Dec/Jan in 2017 and Dec/Jan/Feb in 2018 in line with changes to the DfE methodology)	3.1	2.6	-0.5
Improvements in engagement with education for young people in the criminal justice system and evidence that they are achieving better qualifications to enter the job market	% Young offenders of school age in full time education (25+ hours)	59.5	58.8	-0.7
	% Young offenders post statutory school age in full time EET (16+ hours)	52.1	57.6	5.5
Reduced numbers of children in care who offend and are in the criminal justice system	% of the Youth Justice cohort that are CIC (snapshot at 31 March)	17.5	16.4	-1.1
Reduced numbers of children and young people who need the statutory protection of a child protection plan or who are designated children in need	Number of Children in Need - Figures have been calculated by DfE based upon all information provided in the CIN return for all children. A child in need is one who has been referred to children's social care services, and who has been assessed to be in need of social care services, this figure represents all such children open to social services at any time in the year.	17808	18852	1044
	Number of Children subject to a CP Plan - all CP plans open at any time in the year	2349	2745	396
Reductions in the number of pupils supported by the Pupil Premium and those with special educational needs who do not attend a good or outstanding school	% of PP pupil cohort not attending a Good or Outstanding school	15.1	13.4	-1.7
Reduced numbers of children and young people who need higher level support and specialist treatment for mental health and emotional difficulties	% of SEN pupil cohort not attending a Good or Outstanding school	10.2	10.1	-0.1
Increased numbers of pupils supported by the Pupil Premium, who are able, who access education in selective schools	% of Grammar school Year 7 roll that are PP	9.2	9.4	0.2



## Pupil Premium Select Committee Action Plan

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 1</b> KCC Directorate for Children, Young People and Education should carry out an in-depth investigation into the reasons behind under-registration of children eligible for Free School Meals and Pupil Premium Funding and into interventions that will promote Free School Meal registrations and Pupil Premium take-up</p>	<p>Work has commenced within the Directorate and The Education People to deliver this recommendation. Currently developing the following proposals:</p> <ul style="list-style-type: none"> <li>• Run a series of focus groups with schools to better understand techniques and incentives that work best with families to promote registration</li> <li>• Develop a toolkit for schools using the findings of the focus groups (may need a primary &amp; secondary version)</li> <li>• Work with external comms to develop and deliver a communications plan to target parents and carers</li> </ul>	In progress	<p>Attached are documents outlining which schools have better outcomes for pupil premium pupils.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>28.1.19.Updated FSM Ever Performan performing schools.</p> </div> <div style="text-align: center;">  <p>KS4 PP high</p> </div> </div> <p>The county doesn't have data on 'under registration' as it does not have a benchmark on how many there should be, it can only supply data on actual registrations.</p>
<p><b>Recommendation 2</b> Many Kent schools identify one school governor to act as champion for all children in receipt of any type of Pupil Premium. The Committee recommends that this good practice is shared by all Kent schools. The Governor should:</p> <ul style="list-style-type: none"> <li>• Be responsible for monitoring the allocation of Pupil Premium funding and its impact</li> <li>• Raise awareness of this funding amongst the rest of the governing body</li> <li>• Attend regular Pupil Premium training to keep up-to date with policy developments in this area</li> <li>• Encourage better exchange of information between schools to promote a smoother transition</li> </ul>	<p>District governor briefings held during term 3 will receive update for county and district performance data for disadvantaged pupils.</p> <p>Improvement adviser autumn visits focused on unvalidated achievement data, particularly for disadvantaged outcomes and trends over time. Advisers checked with school leaders that a governor is acting as Pupil Premium champion and statutory requirement for pupil premium strategy to be on website.</p> <p>Improvement Advisers signpost good practice for disadvantaged achievement and effective transition arrangements. This is already in place</p> <p>KAH sub-group improvement priorities focusing on achievement of disadvantaged pupils, in line with KAH improvement priorities for 2018/19</p>	Ongoing	<p>Validated primary achievement data published in December 2018 and secondary data published in January 2019</p> <ul style="list-style-type: none"> <li>• Kent Association of Headteachers in conjunction with TEP and Teaching Schools Alliance work together to ensure school to school improvement support. This includes quarterly area school improvement sub-group meetings. The focus of these meeting is to share good practice and identify areas for improvement.</li> <li>• Signposting to be in an easy to read version which could be shared with schools</li> <li>• Schools able to access current documentation</li> </ul>

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 3</b> KCC Early Help and Preventative Services Team should increase the provision and presence of its services within local schools' premises by locating some of its operations within those settings</p>	<p>From January 2018 until July 2018, a pilot project was located in five Swale schools. This pilot provides an integrated social care and early help approach focussing on schools. The early outcomes indicate:</p> <ul style="list-style-type: none"> <li>• Reduction in demand into Children's Social Care in East Kent (down by 22%)</li> <li>• Reduction in demand from the five schools compared to the same period in 2017 <ul style="list-style-type: none"> <li>○ Reduction in referrals for assessment</li> <li>○ Reduction in ongoing cases after assessment/S47</li> <li>○ Reduction in Social Care contacts</li> <li>○ Increase in Early Help notifications from the schools in the Pilot</li> </ul> </li> <li>• A positive change in the narrative used by schools</li> <li>• Schools became more aware of the wider service offer within the community</li> <li>• Staff felt more confident in dealing with children and young people with challenging behaviour</li> </ul>	<p>In progress</p>	<p>From September 2018, this programme has been further developed with 6 schools in Thanet. Outcomes will be shared.</p> <p>This approach is also being developed as a potential county wide initiative within the Directorate's Change for Kent Children Programme.</p> <ul style="list-style-type: none"> <li>• CYPE Cabinet Committee to receive a report on the scaling up of the pilot projects – received 11 January 2019 as part of a CFKC update at CYPE Cabinet Committee Item</li> </ul>
<p><b>Recommendation 4</b> KCC's Directorate for Children, Young People and Education should continue to actively promote better information sharing between Kent Early Years providers, Primary and Secondary schools in order to facilitate a smoother transition for disadvantaged children and to provide them with the academic and pastoral support that meets their specific needs.</p>	<p>Initial work has commenced within The Education People to promote better information sharing in respect of transition, for disadvantaged children.</p> <p>MI tick box on EYPP application could enable a smoother transition to a school application</p> <p>'EYPP received' is included on the EY Local Inclusion Team (EYLIFT) paperwork to ensure use of this additional funding is included in the multiagency discussion.</p> <p>'EYPP received' is included on pre-school-primary school transition documentation which will signpost schools to children who met the criteria at pre-school.</p> <p>EYPP included on tracking tool</p>	<p>Ongoing</p>	<p>Up take is improving</p> <p>FSM GLD gap has narrowed but we do not have the evidence that this is a result of the use of EYPP</p> <p>We are currently reviewing our Transition Matters Framework and Toolkit, of which information sharing in general is a key feature</p>

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 5</b> KCC's Directorate for Children, Young People and Education should explore opportunities to support and promote additional speech and language provision in pre-school settings, including working with the NHS as a key partner and organisations in the voluntary sector.</p>	<p>A collaborative project with CCGs across Kent is being developed with the proposed aim of implementing a new specification for a jointly commissioned Speech and Language Therapy Service as part of a whole system approach to meeting children's needs. A working group has been established with key representatives from KCC, CCGs, providers and schools.</p> <p>Early Years representation on County C and I network group and SEND Health and Well-Being sub-group which feeds into 0-25 Health and Well-Being Board</p> <p>Support available is identified and listed on Balance Approach system</p> <p>Joint training (SaLT, STLS and Early Years Equality and Inclusion advisers) delivered to settings:</p> <ul style="list-style-type: none"> <li>• Prime Importance of Language and Communication</li> <li>• Language for Learning</li> <li>• Targeted Language Training</li> </ul> <p>Range of additional training available from the Education People and multiagency colleagues. Equality and Inclusion advisers are licensed to deliver the full range of I CAN training and have Regional Makaton trainers within the team</p> <p>Speech and Language Therapists attend some EY LIFTs and provide surgeries for providers following this meeting.</p>	<p>In progress</p> <p>Ongoing</p> <p>On-going</p> <p>Ongoing</p> <p>In progress</p> <p>Ongoing</p>	<p>Progress updates on this project will reported to the Children and Young People Health and Wellbeing Board Standing Group for SEND.</p>

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 6</b> KCC's Cabinet Member for Children, Young People and Education should write to the Secretary of State for Education to inform him that the Committee supports the recommendation of the Social Mobility Commission's report that Early Years Pupil Premium funding should be doubled, funded by either a redistribution of Primary Pupil Premium or from elsewhere within the DfE budget.</p>	<p>A letter from the KCC's Cabinet Member for Children, Young People and Education to the Secretary of State for Education is in advanced draft and will be sent shortly.</p>	<p>In progress</p>	<p>Kent's Early Years Collaboration Leaders have recently decided to write collectively to ministers expressing their concerns at the level of funding for Early Years Free Entitlements. They will include in this the level of EYPP as they are no clear why settings get so much less than schools.</p>
<p><b>Recommendation 7</b> KCC's Directorate for Children, Young People and Education should carry out a pilot to determine the extent to which increasing the Early Years Pupil Premium funding rate would have a positive impact on narrowing the attainment gap</p>		<p>Unable to progress</p>	<p>This recommendation is not achievable as is currently stated. There is no opportunity under current regulations to supplement a national resource with funds locally. Initial thoughts if regulations made it possible to move forward.</p> <p>Initial thoughts if regulations made it possible to move forward. Identify where the pilot should take place and then ensure that a range of PVI providers are included in the pilot including childminders and maintained nursery classes. Providers to be chosen by using local intelligence and the matched GLD data. The group of settings receiving the additional funding and the group continuing to receive the current funding would have the full range of Ofsted judgements, similar cohorts of children and staff expertise/qualification.</p> <p>Monitoring of the impact of the pilot using:</p> <ul style="list-style-type: none"> <li>- Kent Progress Tracker Intervention Tool to show which interventions improved outcomes for children and where the attainment gap narrowed</li> <li>- Leaven Well-being and Involvement Scales</li> <li>- Survey of providers and families</li> </ul>

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 8</b> KCC's Corporate Director for Children, Education and Young People should work with other Local Authorities that place children in care in Kent school to ensure that consideration is given to the appropriateness of the placements, taking into account whether adequate support is in place for the Pupil Premium Plus to be spent effectively</p>	<p>A report was presented to the Children's, Young People and Education Committee on 8<sup>th</sup> May 2018 outlined the position regarding Looked After Children placed in Kent by Other Local Authorities. The Committee discussed the vulnerabilities of these children and the impact of the placing authority not fully consulting with Kent to plan a suitable education placement for the child. Further work to ensure that placing authorities undertake their legal obligations prior to placing in Kent is continuing and the Corporate Director for Children, Young People and Education is having ongoing discussion with ADCS.</p>	<p>In progress</p>	
<p><b>Recommendation 9</b> KCC's Directorate for Children, Young People and Education should produce more concise versions of both the Kent Primary and Secondary Pupil Premium toolkits. For the current cost of £240, each of these versions should be sold as part of a package that includes the full version as well as training for school leaders on how best to use them.</p>	<p>Work is being further developed in The Education People to produce a more concise versions and package of the pupil premium toolkits to schools.</p> <p>Pupil Premium toolkits to be reviewed during term 3 with a group of pilot schools with disadvantaged outcomes below 2018 national average. A training package would need to be reconciled with reviewed costings.</p> <p>Option of an E-Learning package to be explored considering review of materials with pilot schools.</p>	<p>In progress</p>	<p>Headteachers who are National Leaders of Education could lead on the review of the Pupil Premium toolkits, as they are accredited Pupil Premium reviewers. An Action Plan for developing the toolkits and additional traded support is being developed by TEP.</p>

Recommendation	Progress to Date	Status	Comments
<p><b>Recommendation 10</b> KCC's Directorate for Children, Young People and Education should ensure that Pupil Premium best practice at many Kent schools continues to be encouraged and shared across all Kent schools and Early Years providers. The best practice should be further promoted through the KELSI website and through collaboration with the Kent Association of Headteachers.</p>	<p>To close the disadvantage, gap the School Improvement Team in The Education People are developing stronger collaboration with teaching schools to ensure best practice is utilised across primary and secondary schools. Additional training and support will be rolled out to schools, as well as information on test practice being shared on the newly created Education People Website and the Kent Association of Headteacher website as well as Kelsi.</p> <p>Information currently on Kelsi Early Years and Children Care Equality and Inclusion pages which are regularly updated to ensure current information regarding EYPP is available (link below)</p> <p>Good Practice ideas are added here and shared in the Early Bulletin, at EY Briefing and Network meetings and through the Collaboration Leaders events. <a href="http://www.kelsi.org.uk/early-years/equality-and-inclusion/early-years-pupil-premium">http://www.kelsi.org.uk/early-years/equality-and-inclusion/early-years-pupil-premium</a></p>	<p>In progress</p>	<p>Kent Early Years and Childcare Provider Association meets quarterly to discuss relevant strategic and otherwise significant issues.</p> <p>Disadvantaged pupil achievement shared with schools at primary headteacher briefings.</p> <p>Pupil premium toolkit is available as a product on TEP website.</p> <p><a href="https://www.theeducationpeople.org/search?query=pupil+premium+toolkit">https://www.theeducationpeople.org/search?query=pupil+premium+toolkit</a></p>

From: **Roger Gough, Cabinet Member for Children, Young People and Education**

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

To: **Children's, Young People and Education Cabinet Committee – 28<sup>th</sup> March 2019**

Subject: **Proposed expansion of The Maplesden Noakes School**

Decision Number: **19/00023**

Classification: **Unrestricted**

Past Pathway of Paper:  
**28 January 2019 - the Commissioning Plan for Education Provision 2019-23 - Cabinet**

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

Electoral Division: **Rob Bird and Dan Daley – Maidstone Central**

**Summary:**

This report sets out the proposed expansion of The Maplesden Noakes School, by increasing the published admission number (PAN) from 180 places to 240 places from September 2021.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to:

- (i) Allocate £6.0 million from the Basic Need budget to fund the permanent expansion of The Maplesden Noakes School.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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

The Cabinet Member's decision on the project will be conditional upon planning permission being granted.

**1. Introduction**

- 1.1 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of

Kent as set out in the Commissioning Plan for Education Provision in Kent 2019-23. The Commissioning Plan is a five-year rolling plan which is updated annually that sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

- 1.2 The Commissioning Plan forecasts indicate a growing demand for Year 7 places in Maidstone from the start of the 2019-20 academic year. The Maidstone Non-Selective Planning Group is forecast to have a deficit of 132 Year 7 places from 2019-20 that increases to a deficit of 365 places by the end of the Commissioning Plan period. This represents significant medium-term pressure for additional Year 7 places, which could not reasonably be met by a Free School in central Maidstone or via additional temporary provision.

## 2. Proposal

- 2.1 In response to the forecast of significant place pressure in Maidstone, Kent County Council (KCC) is proposing to expand Maplesden Noakes school by increasing the published admission number (PAN) from 180 places to 240 places (6 to 8 forms of entry) from September 2021. Prior to the permanent expansion, Maplesden Noakes will offer 30 temporary Year 7 places in 2019-20 and 2020-21.

- 2.2 The expansion project involves a phased programme of works to provide a new build teaching block, a single storey extension to a dining hall, a single storey infill to an existing courtyard, refurbishment of two rooms and additional car parking. The proposed project programme plan has two main phases, with the initial works to be completed for September 2019 and the second phase to be completed for September 2021.

- 2.3 Equality Impact Assessments have been completed for the education consultation in accordance with the Council's equality duty, having due regard to equality considerations when commissioning additional school capacity.

## 3. Financial Implications

- 3.1 **Capital** – The total cost is estimated to be in the region of £6.0m from the Basic Need budget. The costs are estimates and these may increase as the project is developed. If the cost of the project were to be exceeded by more than 10% the Cabinet Member would be required to take a further decision to allocate the additional funding.

- 3.2 **Revenue** – £6,000 per new classroom will be provided from Revenue Funding towards the cost of furniture and equipment.

The school will receive growth funding in accordance with the Pupil Growth Policy established by KCC and the Schools' Funding Forum.

- 3.3 **Human** - The schools will appoint additional staff as and when appropriate.



#### **4. Raising Standards**

- 4.1 Maplesden Noakes is a popular school that was judged 'Good' by Ofsted in November 2018. In their report, Ofsted inspectors noted that since the last inspection, 'the leadership team has maintained the good quality of education and working with 'senior and middle leaders, have shaped a school in which pupils are happy and keen to learn'. Leaders 'are passionate in pursuit of high standards in all aspects of school life. There is a strong culture of nurturing, mutual respect and support, as well as high expectations'. 'The continued success of the school is based on leaders' knowledge of 'pupils, an unwavering determination to help them achieve well, and hardworking, dedicated staff.'

#### **5. Policy Framework**

- 5.1 These proposals will help to secure our ambition "to ensure that Kent's young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy" as set out in 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)'
- 5.2 These proposals reflect KCC's aspirations to provide sufficient school places across the County, as set out in the Commissioning Plan for Education Provision in Kent 2019-23.

#### **6. Consultation**

- 6.1 The process to be followed to increase the physical capacity of an Academy is outlined in the Department for Education (DfE) advice for Academy Trusts on "making significant changes to an existing academy". Expansion proposals can follow a 'fast track' process without having to provide a full business case to the Education and Skills Funding Agency (ESFA). However, academy trusts will need to seek approval from the Secretary of State through the ESFA.
- 6.2 Maplesden Noakes, with support from KCC, are in the process of completing a public consultation on the education case for expansion prior to submitting their fast track business case. The consultation is scheduled to run from 25 February 2019 to 25 March 2019 (midnight). The consultation document has been distributed to parents/carers, school staff and governors, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Maidstone Borough Council and others. The consultation document, together with an Equality Impact Assessment, have also been posted to KCC's website and can be accessed via the following link: <http://www.kent.gov.uk/education-and-children/schools/school-consultations>
- 6.3 The consultation provides an opportunity to send in written responses using paper and digital versions of the response form and via email. A 'drop-in' information session was held at The Maplesden Noakes School on 6 March 2019, 4.00pm to 7.00pm. This provided interested parties with the opportunity to ask questions and complete a response form.

- 6.4 As at 13 March 2019, 12 responses have been received and all are in support of the expansion. Of the 12 responses: 2 parents responded and supported the expansion plans on the basis that places at 'good' schools are limited and without extra places available some parents would otherwise be disappointed; 10 staff have responded in support, on the basis that the expansion will provide significant benefit to the area and education provision for the students and it will support greater parental choice.
- 6.5 A verbal update will be provided by the Area Education Officer at the cabinet committee to update members on the final result of the consultation.

## **7. Views**

### **7.1 The View of the Local Members**

The KCC Members for Maidstone Central, Rob Bird and Dan Daley, have been consulted on these proposals. Mr Bird provided the following comment after consultation with Mr Daley:

'Whilst we appreciate the need for more secondary school places due to the growth of population in delivery of the Maidstone Local Plan to 2031 (and beyond): and the duty of the County Council to provide such places, we both feel that great consideration should be given to the effect on local residents in the localities of those places where this demands expansion of established schools which already are giving rise to really bad local traffic congestion.

This is certainly something that must be considered relative to the present Application and the site occupied by Maplesden Noakes school.

It is set in an already overstretched traffic situation next to another major high school, and yet another primary school, .....at the end of a cul de sac with no possible opportunity of amelioration.

So, whilst we recognise the pressure of making provision for expanded school places, we feel that in providing them at this location, the Council will be creating yet more problems of road congestion which will inevitably add to local gridlock on a daily basis during term times and that this will make the local residents' daily lives very difficult.

In Highways terms therefore, this Application should be refused.

We regret this, but hope that our attitude may be seen as being based purely on common-sense.'

### **7.2 The View of the Headteacher and Governing Body**

The Governing Body are fully supportive of these proposals and have been integrally involved in the formation of the proposal.

Headteacher, Richard Owen: 'This is such an exciting development for our school and will ensure that our environment becomes something that we can all be even more proud of. We are determined to ensure that all of the features that make Maplesden so special such as our individualised care and support are even more prominent and investment in additional staff will ensure that every student still feels part of a close-knit and caring community.'

### 7.3 The View of the Area Education Officer

The Area Education Officer fully supports the proposal and feels that the scheme would deliver much needed Year 7 places within the town centre area of Maidstone. It would also develop the facilities at Maplesden Noakes and offer parents additional places at a popular and successful local school.

## 8. **Conclusions**

8.1 This report highlights the significant demand for Year 7 places in the Maidstone Non-selective Planning Group. The proposed expansion of Maplesden Noakes from 180 places to 240 places from September 2021 would help to meet the identified demand for Year 7 places in the Maidstone town centre area. The expansion would also increase parental choice by offering additional places at a popular and successful local school.

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

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to:

- (iv) Allocate £6.0 million from the Basic Need budget to fund the permanent expansion of The Maplesden Noakes School.
- (v) Authorise the Director of Infrastructure in consultation with General Counsel 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.

## 10. **Background Documents**

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

10.2 Kent Commissioning Plan for Education Provision 2019-2023 [https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20\\_Cabinet%20Committee%20-%20FINAL%20PW.pdf](https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20_Cabinet%20Committee%20-%20FINAL%20PW.pdf)

## 11. **Report Author**

- Marisa White, Area Education Officer
- Telephone: 03000 418794
- Email: [marisa.white@kent.gov.uk](mailto:marisa.white@kent.gov.uk)

## 12 **Relevant Director**

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

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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and Education

DECISION NO:

**19/00023****For Publication**

**Subject:** proposed expansion of The Maplesden Noakes School, by increasing the published admission number (PAN) from 180 places to 240 places from September 2021.

Proposed Decision:

As Cabinet Member for Children, Young People and Education Cabinet I propose to:

- (i) Allocate £6.0 million from the Basic Needs budget to fund the permanent expansion of The Maplesden Noakes School.
- (ii) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) 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 conditional upon planning permission being granted. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project were to be greater than 10%, the Cabinet Member would be required to take a further decision to allocate the additional funding.

Reason(s) for decision:

In reaching this decision I have considered:

- the views expressed by those who responded to the public education consultation
- the views expressed by those put in writing by the Area Education Officer, the School and the Governing Body.
- the Equalities Impact Assessment regarding this; and
- the views of the Children, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

The recommendations of CYPE Cabinet Committee will be added after its meeting on 28 March 2019.

Maplesden Noakes, with support from KCC, are in the process of completing a public consultation on the education case for expansion prior to submitting their fast track business case. The consultation is scheduled to run from 25 February 2019 to 25 March 2019 (midnight). The consultation document has been distributed to parents/carers, school staff and governors, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Maidstone Borough Council and others. The consultation document, together with an Equality Impact Assessment, have also been posted to KCC's website and can be accessed via the

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

Any alternatives considered:

The alternatives were all explored in the Commissioning Plan for Education Provision in Kent 2019-23 and the report presented to CYPE Cabinet Committee 28 March 2019

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

.....  
**Signed**

.....  
**Date**

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service:**

*Children, Young People and Education*

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

Proposal to expand The Maplesden Noakes School

**Responsible Owner/ Senior Officer:**

Richard Owen, Headteacher, The Maplesden Noakes School  
Marisa White, Area Education Officer, Kent County Council

**Version: 1**

**Author:** Paul Wilson

**Pathway of Equality Analysis:** N/A

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

The Governing Body, in conjunction with Kent County Council (KCC) would like to expand The Maplesden Noakes School to help provide more places for local children. It is anticipated that there will be significant medium-term pressure for additional Year 7 places in the Maidstone Non-Selective Planning Group, which could not reasonably be met by a Free School in central Maidstone or via additional temporary provision. Therefore, KCC has asked Maplesden Noakes to provide additional places by expanding the school from 6 to 8 forms of entry (from 180 to 240 Year 7 places each year).

KCC as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2019-23 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

- **Aims and Objectives**

The Governing Body, with support from KCC, is proposing to expand The Maplesden Noakes School by increasing the published admission number (PAN) from 180 places to 240 places from September 2021.

The Governing Bodies are seeking the views of the wider community on the educational merits of the proposal via a public consultation. The consultation process is designed to

establish the views of parents and carers, pupils, staff, the local community and other interested parties, ahead of a final decision of whether to proceed with the proposal.

- **Summary of equality impact**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation will enable the Governing Bodies and KCC to test out these assumptions.

**Adverse Equality Impact Rating Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed expansion of The Maplesden Noakes School. I agree with the risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Senior Officer**

Signed:  
Job Title: Headteacher

Name: Richard Owen  
Date: 22 February 2019

Signed:  
Job Title: Area Education Officer

Name: Marisa White  
Date: 22 February 2019

**DMT Member**

Signed:  
Job Title: Director – Education Planning  
and Access

Name: Keith Abbott  
Date: 22 February 2019



**Part 1 Screening**

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent? Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a brief commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				Yes. Positive: The proposal would allow more local pupils a chance to attend the popular and Ofsted rated 'good' school.
<b>Disability</b>				N/A
<b>Sex</b>				The school would remain co-educational
<b>Gender identity/ Transgender</b>				The school will accept children regardless of gender identity
<b>Race</b>				The school will admit pupils regardless of race or ethnicity.
<b>Religion and Belief</b>				The school curriculum will continue to cover all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

No negative impact on protected groups is anticipated.

#### **Information and Data used to carry out your assessment**

The information and data used to carry out the assessment is taken from school census records, Kent County Council's Area Profiles published within the Facts and figures about Kent section of its website and the County Council's Commissioning Plan for Education Provision in Kent 2019-23.

#### **Analysis of Equality Monitoring Factors:**

May 2018	School*		Maidstone**		Kent**	
	Number	%	Number	%	Number	%
English additional language	124	10.50%	2,938	11.70%	24,959	10.90%
Free school meals	100	8.50%	2,412	9.60%	26,542	11.60%
SEN - with SEN support	16	1.40%	1,866	7.40%	21,797	9.50%
SEN - with SEN Statement/EHCP	11	0.90%	843	3.40%	7,220	3.20%

- Maplesden Noakes has a comparable percentage of pupils with English as an additional language to the county average but has a marginally lower percentage than Maidstone district average.
- In terms of pupils in receipt of free school meals, Maplesden Noakes has a slightly lower percentage of pupils at 8.5% than both the district and county averages of 9.6% and 11.6% respectively.
- Maplesden Noakes have relatively few students receiving SEN support and are significantly below the average district and county averages.

\* Schools' Census Autumn 2018 data

\*\* Kent County Council's Area Profiles from May 2018

#### **Pupils on Roll at Maplesden Noakes - Schools' Census Autumn 2018:**

Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Total Statutory Roll	Total Roll
7	120	128	179	174	178	183	214	928	1183

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>

**Who have you involved consulted and engaged?**

The consultation document will be distributed via the school to parents, members of staff, governors and local residents. The consultation will be emailed to all key stakeholders, including but not limited to the following groups:

- The Department for Education
- The Diocese of Rochester, Canterbury and Southwark
- Elected Members (Kent County Council, Maidstone District and Parish Councils)
- Local MP
- Trade Unions
- Local Children's Centres
- Schools in Maidstone area
- Local Libraries in the Maidstone area

All stakeholders will be able to access copies of the document on the KCC website.

**Analysis**

There is no evidence that the change will impact negatively on pupils from Protected Groups or lead to them being treated less favourably. The school would remain co-educational and continue to welcome pupils regardless of gender identity, race, ethnicity or religion beliefs.

**Adverse Impact,**

No adverse impacts have been identified at this stage; however, the consultations will provide the opportunity for the Governing Bodies and KCC to test out these assumptions.

**Positive Impact:**

The proposal to expand Maplesden Noakes will offer much needed additional non-selective secondary school provision in the Maidstone town area. This will allow more local pupils the opportunity to attend the popular and Ofsted rated 'good' school. The expansion is intended to happen incrementally, with 60 additional Year 7 places offered in each year, so that the school would grow over a 5-year period until it reached a total of 1200 Year 7-11 places.

**JUDGEMENT**

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

**Internal Action Required**

None

**YES/NO**

### Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

**Have the actions been included in your business/ service plan?**

Yes

#### Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 28 March 2019

**Subject:** Proposal to change of age range of Stone Bay (Community Special) School from 8-19 years to 5-19 years

**Decision Number:** 19/00024

**Classification:** Unrestricted

**Key Decision:** Yes

**Past Pathway of Paper:** N/A

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

**Electoral Division:** Ramsgate Division, Karen Constantine and Paul Messenger

**Summary:**

This report outlines the proposal and time line to change the age-range of Stone Bay (Community Special) School from 8-19 years to 5-19 years.

**Recommendation(s):**

The Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) issue a public notice to permanently change the age range of the school and subject to no objections being received to the public notice; and
- (ii) Change the age range from 8-19 years to 5-19 years in order to provide KS1 places to help with the demand for specialist places for pupils at KS1

**1. Introduction**

- 1.1. KCC needs to increase local specialist provision to avoid too many children and young people having to go to a Special School far from home to have their education, health and care needs met.
- 1.2. The 'Strategy for children and young people with Special Educational Needs and who are Disabled' (SEND Strategy) "has a priority to create at least 275 additional places for ASD and BESN" and aims to: -

- Increase the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the Statutory changes (required by the Children and Families Act 2014)
- Address gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

1.3 The Commissioning Plan for Education Provision in Kent 2019-23 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.

## **2. Background**

2.1. The age-range of Stone Bay (Community Special) School changed from 11-19 years to 8-19 years from September 2017 with the introduction of KS2 classes. The school together with KCC now wish to extend the provision to include all of KS2 (from age 7) and KS1 (from age 5) in order to meet local demand.

2.2. Stone Bay (Community Special) School was judged "Good" by Ofsted in January 2018 with "inspirational leadership and are determined to provide the best possible outcomes for pupils." The Local Authority is confident that the school has the capacity and leadership to establish KS1 provision. This would ensure that sufficient KS1 places are provided in the local area.

## **3. Proposal**

3.1. It is proposed to change the age-range of Stone Bay (Community Special) School from 8-19 years to 5-19 years to establish KS1 provision at the School. The Headteacher and Governing Body fully support the proposal and feel very strongly that there is a need for a KS1 class in Stone Bay School as there is no other provision within a reasonable traveling distance that can meet the specific learning needs of children of this age group. Stone Bay is a specialist provision that provides for children who have a diagnosed autistic spectrum disorder, profound, severe and complex needs and additional comorbidities.

3.2. The school propose to include the new classes in the current café and music block which will become the Primary building and can accommodate 4 classrooms. There is also a separate outdoor play area alongside access to the main garden. Only KS1 & 2 will be accommodated in this part of the school. The secondary and 6th form students will continue to be accommodated in their current classrooms in the main building and the demountable classrooms. This will provide age appropriate movement through the school. Staff with appropriate qualifications will teach in either the Primary, Secondary or 6th Form Departments.

3.3. Below is an estimated timeline for the process:

Public Consultation	04 March to 01 April 2019
Report on the outcome of the consultation for circulation to Cabinet Committee.	04 April 2019
Decision process completed to issue a public notice	30 April 2019
Public Notice Period	02 May to 30 May 2019
Appeal Period ends	03 July 2019
Implementation	September 2019

This timeline would require a decision to be taken outside of Cabinet Committee in order to complete the process and allow the KS 1 provision to be established for September 2019.

#### **4. Consultation**

- 4.1. The consultation period is from 4 March to 1 April 2019 and an updated report of the outcomes of the consultation will be circulated to the Cabinet Committee.
- 4.2. The views of the Local Members for Ramsgate Division, Karen Constantine and Paul Messenger, will be sought during the consultation period.

#### **5. Financial Implications**

It is expected that the project will require minimal internal works to provide the facilities for younger children and the current estimated cost is £1,750.

#### **6. Equalities Implications**

An Equality Impact Assessment is attached and will also be accessible on line via the following link: [www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations) at the start of the consultation.

#### **7. Recommendations**

The Children's, Young People and Education Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) issue a public notice to permanently change the age range of the school and subject to no objections being received to the public notice; and
- (ii) change the age range from 8-19 years to 5-19 years in order to provide KS1 places to help with the demand for specialist places for pupils at KS1.

## **8. Background Documents (plus links to document)**

- 8.1. Vision and Priorities for Improvement:  
[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-Peopleand-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-Peopleand-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)
- 8.2. Commissioning Plan for Education Provision in Kent 2019-23  
[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)
- 8.3. SEND Strategy: [www.kent.gov.uk/sendstrategy](http://www.kent.gov.uk/sendstrategy)
- 8.4. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020:  
<https://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

## **9. Contact details**

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Relevant Director: Keith Abbott  
Name and Job title: Director – Education, Planning and Access  
Phone number: 03000 417008  
E-mail: [Keith.Abbott@kent.gov.uk](mailto:Keith.Abbott@kent.gov.uk)



# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

**Roger Gough, Cabinet Member for Children, Young People and Education**

DECISION NO:

**19/00024**

Unrestricted

**Subject:**

**Proposal to change of age range of Stone Bay (Community Special) School from 8-19 years to 5-19 years**

**Decision:**

As Cabinet Member for Children, Young People and Education, I propose to:

- (i) issue a public notice to permanently change the age range of the school and subject to no objections being received to the public notice; and
- (ii) change the age range from 8-19 years to 5-19 years in order to provide KS1 places to help with the demand for specialist places for pupils at KS1.

**Reason(s) for decision:**

In taking this decision I have taken into consideration:

The age-range of Stone Bay (Community Special) School changed from 11-19 years to 8-19 years from September 2017 with the introduction of KS2 classes. The school together with KCC now wish to extend the provision to include all of KS2 (from age 7) and KS1 (from age 5) in order to meet local demand.

Stone Bay (Community Special) School was judged “Good” by Ofsted in January 2018 with “inspirational leadership and are determined to provide the best possible outcomes for pupils.” The Local Authority is confident that the school has the capacity and leadership to establish KS1 provision. This would ensure that sufficient KS1 places are provided in the local area.

It is proposed to change the age-range of Stone Bay (Community Special) School from 8-19 years to 5-19 years to establish KS1 provision at the School. The Headteacher and Governing Body fully support the proposal and feel very strongly that there is a need for a KS1 class in Stone Bay School as there is no other provision within a reasonable traveling distance that can meet the specific learning needs of children of this age group. Stone Bay is a specialist provision that provides for children who have a diagnosed autistic spectrum disorder, profound, severe and complex needs and additional comorbidities.

The school propose to include the new classes in the current café and music block which will become the Primary building and can accommodate 4 classrooms. There is also a separate outdoor play area alongside access to the main garden. Only KS1 & 2 will be accommodated in this part of the school. The secondary and 6th form students will continue to be accommodated in their current classrooms in the main building and the demountable classrooms. This will provide age appropriate movement through the school. Staff with appropriate qualifications will teach in either the Primary, Secondary or 6th Form Departments.

**Equalities Implications**

An Equality Impact Assessment was completed as part of the consultation process and can be found via the following link: [www.kent.gov.uk/schoolconsultations](http://www.kent.gov.uk/schoolconsultations)

**Financial Implications**

It is expected that the project will require minimal internal works to provide the facilities for younger children and the current estimated cost is £1,750.

**Legal Implication**

These will be updated prior to the decision being taken.

Cabinet Committee recommendations and other consultation:  
To be added after the CYPE Cabinet Committee meeting on 28 March 2019

**Any alternatives considered:**

The Commissioning Plan for Education Provision in Kent 2019-23 sets out how Kent carries out its responsibility for ensuring there are sufficient places of high quality, in the right places, for all learners and this proposal supports that aim.

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

.....  
**Signed**

.....  
**Date**

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service:** Children, Young People and Education

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

Stone Bay Special School

- Change the age range from 8-10 to 5-19 years in order to provide KS1 places to help with the demand for specialist places for KS1 in Thanet

**Responsible Owner/ Senior Officer:** Marisa White

**Version:** 1

**Author:** Lorraine Medwin

**Pathway of Equality Analysis:** N/A

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

KCC does not have enough local specialist provision and too many children and young people have to go to a Special School far from home to have their education, health and care needs met.

We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) as our current special school capacity has not kept pace with changing needs and we are spending too much on transporting children to schools far away from their local communities.

KCC's SEND Strategy 2017-2019 includes the aims to: -

- Increase the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the Statutory changes (required by the Children and Families Act 2014)
- Address gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

The Commissioning Plan for Education provision in Kent 2019-2023 sets out our commissioning intentions for future plans including the SEND provision to be commissioned.

**Aims and Objectives**

- Ensure there are sufficient Key Stage 1 special school place available for children in the Thanet district with a diagnosis of autistic spectrum disorder (ASD), profound, severe and complex needs and additional comorbidities.

### Summary of equality impact

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts have been identified are:

- Key stage 1 children with autistic spectrum disorder (ASD), profound, severe and complex needs and additional comorbidities needs in the Thanet district will be able too attend provision local to their homes.
- There will be an increase in the total number of places available for children with Complex Needs and ASD.

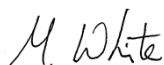
### Adverse Equality Impact Rating **Low**

#### Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Stone Bay. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

#### Head of Service

Signed:



Name: Marisa White

Job Title: Area Education Officer

Date:

#### DMT Member

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

Date:

**Part 1 Screening**

**Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent? Could this policy, procedure, project or service promote equal opportunities for this group?**

Protected Group	Please provide a brief commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>				This proposal is part of the wider implementation of Kent's SEND Strategy. <ul style="list-style-type: none"> <li>the additional places will mean that more families and children will benefit from the specialist facilities provided by the school.</li> </ul>
<b>Disability</b>				There will be more places available to meet the needs of children with autistic spectrum disorder (ASD), profound, severe and complex needs and additional comorbidities.
<b>Gender</b>				The provision is to be for boys and girls aged between 5 and 19 years.
<b>Gender identity/ Transgender</b>				The provision will accept Children with an Education, Health and Care Plans (EHCPs) naming the school on their statement regardless of gender identity
<b>Race</b>				The school will accept SEN Children with an Education, Health and Care Plans (EHCPs) naming the school on their statement, regardless of race or ethnicity.
<b>Religion and Belief</b>				The school will accept SEN children of faith or no faith who name it on their Children with an Education, Health and Care Plans (EHCPs) The curriculum covers all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

#### **Information and Data used to carry out your assessment**

The Information and Data used to carry out the assessment is published data on pupil numbers.

- SEN Needs Analysis
- 2017 Special School Summary Sheet
- School performance data
- Data relating to children and young people with specialist educational needs and /or disabilities.
- January 2018 SEN Needs analysis

#### **Who have you involved consulted and engaged?**

Consultation on the proposal will be with the community and other stakeholders including the following groups

- Schools in Canterbury
- All maintained special schools in Kent
- Parents/carers at Stone Bay

#### **Analysis and information on SEN Need in Thanet District.**

The number of pupils in Thanet District with an Education, Health and Care Plan (EHCP) in January 2018 was 1214 an increase of 13% from 2017. Higher than the national increase of 12.1%.

As at January 2018, 3.1% of the pupils in Schools located in Kent were subject to an EHCP. This compares to 2.9% nationally. As at January 2018, 54% of all Kent pupils with an EHCP were receiving their education in Special Schools, 40% in mainstream schools/colleges and 6% educated otherwise. Of those in mainstream, 11% were placed in specialist resourced provisions (SRPs). The proportion of Kent pupils educated in a mainstream was below the national average of 45%.

ASD continues to be the most prevalent and fastest growing need type with 4120 EHCPs as of January 2018 in Kent. ASD as the primary need type now accounts for 40% of all EHCPs in Kent, notably higher than the national figure of 28.2%.

Since 2014, the number of EHCPs for ASD across Kent has increased by 67.7%.

Current breakdown of need within the Thanet District by EHCP Primary Need  
- Year R to Year 11

	ASD	HI	MLD	PD	PMLD	Severe LD	SEMH	Specific LD	SLCN	VI	Grand Total
Thanet	352	8	26	27	29	38	196	179	140	9	833

Increases in the Kent school population has also led to an increase in the number of pupils subject to EHCPs. Kent has a range of approaches to providing earlier and more effective support to pupils with SEN, including high needs funding for pupils in mainstream, it is anticipated that the demand for specialist places will continue to increase with the overall population growth.

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>

### Analysis and information on Stone Bay School

Stone Bay Special School is a community school currently providing education for children and young people aged 8 -19 who have autistic spectrum disorder (ASD), profound, severe and complex needs and additional comorbidities. The school has a designated number of 80.

There are currently 55 children on roll with 100% of students with an Education, Health and Care Plan.

27.3% of children are eligible for Free School Meals

#### Adverse Impact,

No adverse impact identified.

#### Positive Impact:

- Key stage 1 children with autistic spectrum disorder (ASD), profound, severe and complex needs and additional comorbidities needs in the Thanet district will be able to attend provision local to their homes.
- There will be an increase in the total number of places available for children with Complex Needs and ASD.

### JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

#### Internal Action Required ~~YES/NO~~

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...

## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

**Have the actions been included in your business/ service plan?**

Yes/No

Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes



**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children’s, Young People and Education Cabinet Committee – 28 March 2019

**Subject:** Proposal to increase the designated number of The Beacon Folkestone to 380 places and to open a satellite classroom at Castle Hill Community Primary School

**Decision Number:** 19/00025

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Divisions:** Folkestone East, Folkestone West

**Summary:** This report sets out the results of the public consultation on the proposal to increase the designated number of The Beacon Folkestone to 380 places to open a satellite classroom at Castle Hill Community Primary School from September 2019.

**Recommendation(s):** The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of The Beacon Folkestone from 336 to 380 places.

**1. Introduction**

1.1 Kent County Council (KCC) as the Strategic Commissioner of Education Provision in the County is responsible for ensuring there are sufficient high-quality school places for all learners, including pupils with Special Educational Needs.

1.2 The Commissioning Plan for Education Provision in Kent (KCP) 2019-23, noted that the demand for specialist places will continue to increase in line with population growth, and set out our intentions to commission a further 1,351 places across the next three academic years as follows:

**Special School Commissioning Intentions (included planned SRPs, expansions to special schools, new special schools and satellites).**

by 2019-20	by 2020-21	by 2021-22
347 places	466 places	538 places

1.3 New SEN places will be commissioned in a variety of settings, including new special schools, satellites of special schools and specialist resourced provisions (SRPs) within mainstream schools. Commissioning specialist places in this way increases

choice for families and supports KCC in assuring there are sufficient places in the right place at the right time.

## **2. Proposal**

- 2.1 We are proposing to increase the designated number of The Beacon Folkestone to 380 places and to open a satellite classroom at Castle Hill Community Primary School.
- 2.2 The Beacon Folkestone is an outstanding school designated for 336 pupils with Profound, Severe and Complex Needs (PSCN). It currently has 369 pupils on roll. It is proposed that capacity is increased through the creation of a 10-place primary satellite based in Castle Hill Community Primary School. As the satellite will further increase the School's roll, the Local Authority will need to undertake the statutory process of increasing the designated number to 380. The satellite is expected to be opened from 1 September 2019.
- 2.3 Castle Hill Community Primary School has some spare accommodation in its hearing-impaired unit, which can be refurbished to meet the needs of the satellite. The costs of this, estimated to be about £30k, will be met from the SEN revenue budget.
- 2.4 This report sets out the results of a public consultation which took place between 01 February and 08 March 2019. A public meeting was held on 13 February 2019.

## **3. Consultation outcomes**

- 3.1 A total of 32 responses were received to the consultation. 24 respondents were in favour of the proposal, 4 undecided and 4 against. A summary of the comments received can be found in Appendix 1, as can the minutes of the public meeting.

## **4. Views**

- 4.1 The view of the Local Member Cllr Dick Pascoe, Folkestone East:

I am fully supportive of the proposal but want it noted that my son is an employee of The Beacon Folkestone.

- 4.2 The view of the Governing Bodies:

Lorraine Balcombe, Chair of Governors Castle Hill Community Primary School

At Castle Hill Community School, we have always prided ourselves on our inclusivity. Having had a successful hearing-impaired unit on site for many years and seeing how those pupils flourished by being part of the mainstream environment, we were delighted to be approached by The Beacon with the proposal of having a satellite class on our site. This proposal has been fully supported by the Governors, staff and parents.

Strong relationships have been built between both schools and having a satellite at Castle Hill will enable us to continue to develop this relationship, working collaboratively and homing in on The Beacon's specialist teaching with their own staff, and their staff with ours to support all pupils. It would make an ideal partnership within our community.

Julie Nixon, Chair of Governors, The Beacon Folkestone

On behalf of the governing body at The Beacon Folkestone I would like to fully support the proposal of a satellite provision at Castle Hill School. We believe that this is an exciting opportunity to provide a new provision for children with SEN to access education in a mainstream setting. Through our STLS we have developed strong links with Castle Hill and know that we will be welcomed on their site and our pupils will have the opportunity to integrate in their community. Our staff will be able to share their expertise with Castle Hill and continue with our outward looking approach.

#### 4.3 The views of the Headteachers

Mr Peter Talbot, Headteacher Castle Hill Community Primary School:

Castle Hill Community Primary School and The Beacon have worked closely together for many years. We are delighted that the proposed satellite will be at our school as it will continue to develop the strong bond between us. Inclusive education is at the heart of everything we do, and this is an excellent opportunity for both schools. Having members of the Beacon staff on site will give our staff access to high quality development and training, it will also provide many opportunities for children who attend the Beacon School to integrate in a mainstream environment where appropriate. This proposal is wholeheartedly supported by the staff and the governing body.

Mr Ady Young, Headteacher The Beacon Folkestone:

The proposed increase in designated numbers which include the satellite provision collaboration with Castle Hill is a superb opportunity for pupils in the Folkestone and Hythe district. The shared vision and values of Castle Hill and The Beacon mean that we have a strength across both schools to extend the inclusive offer for children with SEN and in particular those with EHC plans. Castle Hill has an incredibly supportive ethos and a history of ensuring pupils maximise their learning opportunities, hence we feel confident that this satellite will provide a platform of meaningful learning experiences that enhances pupils' skills and progress. The full range of shared resources and genuine desire to fully collaborate across both schools is an exciting prospect. The Governors and leadership of The Beacon fully support this proposal and the potential opportunities that it would bring to both communities.

#### 4.4 The view of the Area Education Officer- David Adams

Since the opening of the new facilities at The Beacon Folkestone the number of pupils has grown from the designated number of 336 to the current position. The increase of the designated number to 380 will simply regularise the current position.

The addition of the satellite provision at Castle Hill Community Primary School is an excellent opportunity for two strong schools to formalise their relationship for the benefit of pupils in Folkestone.

### 5. Financial Implications

- 5.1 a. Capital – No additional Capital funding is required as there is sufficient capacity with the Beacon Folkestone to accommodate an increase in the designated number and Castle Hill Community Primary School has capacity to accommodate the satellite.

- b. Revenue – Special school places will be funded in line with the funding allocated to special schools through KCC’s funding formula.

£30,000 from the SEN revenue budget towards the refurbishment of rooms at Castle Hill in preparation for The Beacon Folkestone satellite.

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

## 6. Vision and Priorities for Improvement

- 6.1 The proposals will help to secure our ambition that “Every child and young person should be able to go to a good or outstanding Early Years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve” as set out in Vision and Priorities for Improvement 2018-2021.

## 7. SEND Strategy 2017-19

- 7.1 This proposal supports three overarching aims of the SEND Strategy 2017-19:

- Improve the educational, health and emotional wellbeing outcomes for Kent’s children and young people with SEN and disabilities.
- Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014).
- Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

## 8. Delegation to Officers

- 8.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council’s Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

## 9. Equalities Impact Assessment

- 9.1 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.

## 10. Recommendation(s)

The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of The Beacon Folkestone from 336 to 380 places.

## 11. Background Documents

- 11.1 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>

11.2 'Working Together, Improving Outcomes' Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2017-2019

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf)

11.3 Commissioning Plan for Education Provision in Kent 2019-23

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

## **12. Contact details**

### Report Author:

David Adams

Area Education Officer – South Kent

03000 414989

[david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

### Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and Education

DECISION NO:

19/00025

For publication

**Subject:** Proposal to increase the designated number of The Beacon Folkestone to 380 places and to open a satellite classroom at Castle Hill Community Primary School

Proposed Decision: As Cabinet Member for Children, Young People and Education, I have noted the commissioning intentions for SEN provision as outlined in this paper and agree to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of The Beacon Folkestone from 336 to 380 places.

Reason(s) for decision: In reaching this decision I have taken into account:

- The increase in the number of pupils with an EHCP in need of specialist provision.
- The views of the Local Members, Area Education Officer, Headteacher and Governors of The Beacon Folkestone and Castle Hill Community Primary School,
- The responses to the public consultation,
- The views of the Children's, Young People and Education Cabinet Committee which are set out below

### Financial Implications

a. Capital – No additional Capital funding is required as there is sufficient capacity with the Beacon Folkestone to accommodate an increase in the designated number and Castle Hill Community Primary School has capacity to accommodate the satellite.

b. Revenue – Special school places will be funded in line with the funding allocated to special schools through KCC's funding formula.

£30,000 will be allocated from the SEN revenue budget towards the refurbishment of rooms at Castle Hill Community Primary School in preparation for The Beacon Folkestone satellite.

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

Cabinet Committee recommendations and other consultation:

To be added after committee meeting

Any alternatives considered:

All alternatives have been considered in the Commissioning Plan for Education in Kent

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

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

Signed.....

Date.....

**Subject:** Increase the designated number of The Beacon Folkestone to 380 places and the opening of a satellite classroom at Castle Hill Primary School

**1. Summary of Written Responses to the consultation**

1.1 A summary of the responses received:

	In Favour	Opposed	Undecided	Totals
Parents	22	4	4	30
Resident				
Other	2			2
<b>Totals</b>	<b>24</b>	<b>4</b>	<b>4</b>	<b>32</b>

1.2 Summary of the comments received:

- The proposal will benefit pupils and staff at both schools.
- It is important for children to learn to accept and understand differences.
- This partnership will only benefit Castle Hill’s excellent SEN provision and ethos
- Inclusion is key to a successful society
- The opportunity for 2 Castle Hill pupils to have access to specialist teaching should be welcomed.
- If there is a risk that the learning of the pupils will be disrupted, I would be undecided about the proposal.
- Will the beacon teacher be in the classroom with the Castle Hill teacher?
- Will there be more Dinner Ladies on the playground?

**2. Minutes of the Public Meeting, Wednesday 13 February 2019**

In Attendance:	Mr Peter Talbot	Headteacher – Castle Hill CPS
	Lynda Evans	Asst. Headteacher – The Beacon Folkestone
	David Adams	Area Education Officer – South Kent
	Lee Round	Area Schools Organisation Officer – South Kent
	Julie Hawkins	Notetaker

Apologies were received from Ady Young - Headteacher, The Beacon Folkestone. Approximately 15 people attended the meeting.

**Purpose of the Meeting**

To explain the proposal to increase the designated number of The Beacon Folkestone and to locate a satellite of The Beacon Folkestone (TBF) for up to 10 pupils at Castle Hill CPS (CHCPS).

Introductions took place and David Adams explained the proposal in detail, the reasons behind it and how it was envisaged the satellite would work at CHCPS.

Mr P Talbot, Headteacher at CHCPS reflected that the proposal had been a simple decision from the start as CHCPS was all about inclusion. Questions at the start of the project were about setting up, staffing and sharing of bills between the two schools, these had all been clarified. Integration would be carefully planned leading to a positive impact. The old hearing-impaired unit would become the new fit for purpose building for the satellite following building works.

Julie Nixon, Chair of Governors at TBF noted that everyone was really excited about CHCPS and TBF working together. It was seen as a great opportunity. There was already joint collaborative working between the two schools and had been for some time.

Lynda Evans, Assistant Headteacher at TBF noted that the two schools had been working so well together for a long time that it had been an easy decision for CHCPS to be the first choice for this project. There was already a nurture provision on site, there were strong links with teachers and joint working. It is all about what we can offer each other.

Comment	Response
Will there be an impact on Mrs Stockley's time (SENCO)	No, Lynda Evans did not feel this would be a problem at all.



## KENT COUNTY COUNCIL EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)

**Directorate:**

Children, Young People and Education

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

Proposals to locate a Satellite of The Beacon Folkestone for up to 10 pupils at Castle Hill Community Primary School and to increase the designated number of The Beacon Folkestone to 380.

**What is being assessed?**

The following changes to The Beacon Folkestone are being proposed:

- The creation of a satellite unit of The Beacon Folkestone for 10 pupils with Profound, Severe and Complex Needs at Castle Hill Primary School
- The increase in the designated number of The Beacon Folkestone from 336 places to 380 places

**Responsible Owner / Senior Officer**

David Adams, Area Education Officer, South Kent

**Date of Initial Screening**

31 January 2019

**Date of Full EqIA:**

*Update each revised version below and in the saved document name.*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Lee Round	31/1/2019	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
<b>Age</b>	No	Medium	None		Yes. Positive as the creation of a satellite unit will mean that local families with primary aged children will benefit from the specialist facilities provided by The Beacon Folkestone at Castle Hill Primary School.  The increase in the designated number will enable more local pupils aged between 3-19 in need of a special school place to access a suitable school nearer to their home.
<b>Disability</b>	No.	High	None		Yes. There will be more places available to meet the needs of children with PSCN in the South of the County.
<b>Gender</b>	No	Low	None		The satellite provision will be for boys and girls aged between 4 and 11 years.  The increase in the designated number at The Beacon Folkestone will increase special school places for boys and girls aged 3-19.
<b>Gender identity</b>	N/A	Unknown	Unknown		N/A
<b>Race</b>		Low	None		Yes – The Beacon Folkestone will accept statemented SEN children with PSCN naming the school on their statement, regardless of race or ethnicity.
<b>Religion or belief</b>		Low	None		Yes - The school will accept statemented SEN children with PSCN of faith or no faith who name it on their statement. The curriculum covers all religions.
<b>Sexual orientation</b>	N/A	Unknown	Unknown		unknown
<b>Pregnancy</b>	N/A	N/A	N/A		N/A

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
<b>and maternity</b>					
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A
<b>Carer's responsibilities</b>	N/A	N/A	N/A		The increase in the designated number will enable more local pupils in need of a special school place to access a suitable school nearer to their home.

## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would

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

you ascribe to this function – **LOW**

### Context

Kent County Council (KCC) as the Strategic Commissioner of Education Provision in the County is responsible for ensuring there are sufficient high quality places for all learners, including pupils with Special Educational Needs.

We have published a strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND). Our current special school capacity has not kept pace with changing needs and we are spending too much on transporting children to schools far away from their local communities.

KCC has recognised the need to increase specialist provision as pupil numbers grow. The applications for an Education and Health Care Plan (EHCP) has increased significantly in the last few years.

The Beacon Folkestone is designated to support pupils with Profound, Severe and Complex Needs. Within this designation the school supports pupils with a variety of need types including (but not limited to) Autistic Spectrum Condition, Speech, Language and Communication Needs and Profound and Multiple Learning Needs.

### Aims and Objectives

The project is to:

- Locate a satellite unit of The Beacon Folkestone for 10 pupils with PSCN at Castle Hill Primary School.
- Increase the designated number at The Beacon Folkestone to 380.

### Background documents are:

- Kent's Commissioning Plan for Education Provision 2019-2023
- Kent's SEND Strategy
- Bold Steps for Kent

### Beneficiaries

- Local children with PSCN and their families who may benefit from specialist support and access to a mainstream school
- Children and young people across the south of the County who will benefit from access to a special school

### Information and Data

The data used in the project is published data on pupil numbers.

**Information for the schools is as follows: -**

- The Beacon Folkestone is a Foundation Special School for pupils with Profound, Severe and Complex Needs (PSCN). The school has a designated number of 336 places.
- Castle Hill Primary School is a Community School, with a Published Admission Number of 58 and a total capacity of 406.

**Involvement and Community Engagement****Consultation is currently underway with the community and other stakeholders, including the following groups:**

- Schools in Folkestone and Hythe
- All maintained special schools in Kent
- Elected Members (KCC, Folkestone and Hythe District Council)
- Folkestone and Hythe District Council
- Local Parish Councils
- Local MP
- Folkestone and Hythe Clinical Commissioning Group

**Potential Impact****Adverse Impact:**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

**Positive Impact:**

Some positive impacts identified are:

- That children with PSCN in the Folkestone and Hythe district will be able to attend provision local to their homes.
- More pupils in need of specialist provision across the south of the County will be able to access provision appropriate to their needs.

**JUDGEMENT**

**Option 1 – Screening Sufficient** YES/NO

**Justification:**

**Option 2 – Internal Action Required** YES/NO

Following this initial screening our judgement is that the outcome of public consultation will highlight any issues and if necessary, will initiate a further EqIA.

**Option 3 – Full Impact Assessment** YES/NOT KNOWN

**Action Plan****Monitoring and Review**

## Equality and Diversity Team Comments


### Sign Off

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

### Senior Officer

Signed:  Name: David Adams  
Job Title: Area Education Officer Date: 31-1-2109

### DMT Member

Signed:  Name: Keith Abbott  
Job Title: Director: Education, Planning and Access  
Date: 31-1-2019

**Equality Impact Assessment Action Plan**

<b>Protected Characteristic</b>	<b>Issues identified</b>	<b>Action to be taken</b>	<b>Expected outcomes</b>	<b>Owner</b>	<b>Timescale</b>	<b>Cost implications</b>
<b>Age</b>						
<b>Disability</b>						
<b>Gender</b>						
<b>Race</b>						
<b>Religion or Belief</b>						

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From: **Roger Gough, Cabinet Member for Children, Young People and Education**

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

To: **Children's, Young People and Education Cabinet Committee - 28 March 2019**

Subject: **Proposal to permanently expand the Secondary provision at Saint George's Church of England School, Gravesend, from a PAN of 180 to 210**

Decision Number: **19/00026**

Classification: **Unrestricted**

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

Electoral Division: **Northfleet and Gravesend West (Cllrs Tan Dhesi & Lauren Sullivan)**

**Summary:**

This report informs the Children, Young People and Education Cabinet Committee of the proposal to permanently expand the secondary provision at Saint George's Church of England School from a PAN of 180 to 210 from September 2020 and requests members to recommend that the Cabinet Member for Children, Young People and Education agrees to release sufficient funding to put the necessary infrastructure in place.

**Recommendation:**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- a. Allocate £2.6m from the Children, Young People and Education 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.

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 2019-23 has identified pressure for Year 7 places in the Gravesham area. The Commissioning Plan identified a need to provide up to 90 additional places in the planning area from September 2019., with further forms of entry required to come online over the next 4-5 years. The expansion of Saint George's Church of England School supports the increases required in future years.
- 1.3. For 2020, the school will be able to accommodate an additional 30 year 7 places, but for 2021, permanent building works will be required to ensure an increased cohort can continue to be accommodated.
- 1.4. The School has already been successful in securing CIF funding from the ESFA for the demolition of a teaching block on the school site. The ESFA have now agreed to vary the scheme to enable this expansion to proceed. Therefore, the CIF funding of £3.7m will be combined with the KCC contribution of £2.6 million to meet the anticipated scheme cost of £6.3 million. The main reason for the increased cost is because the original CIF bid was to demolish a block that is no longer fit for purpose and to rebuild that provision. The KCC funding will now be combined with that to ensure sufficient additional space is provided.
- 1.5. The School will manage the project and a funding agreement will be produced and signed by both Saint George's Church of England School and KCC stipulating that the KCC contribution is up to a value £2.6 million. The school therefore own the risk of any overspend occurring on the scheme.
- 1.6. Every secondary school in the district was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. The 7 all-ability schools in the new non-selective planning area of Gravesend and Longfield have been approached to consider expansion and feasibility studies have been commissioned on a number of these. The Area Education Officer is now starting to progress to proposals to expand. Saint George's Church of England School in Gravesend is one of those schools.

## **2. Financial Implications**

- 2.1. It has been agreed by the Governing Body to permanently enlarge Saint George's Church of England School, Gravesend, increasing the Secondary PAN from 180 to 210 for the September 2020 intake.
  - a. Capital – Kent County Council's contribution will be £2.6m. The School will manage the project and a funding agreement will be produced and signed by both Saint George's Church of England School and KCC stipulating that the KCC contribution is up to a value £2.6 million. The school therefore own the risk of any overspend occurring on the scheme.
  - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Year 7 students. For each additional classroom,

resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

- c. Human – 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, 2018-22 identified a pressure on secondary school places in the Gravesham district. Changes to demographics and increased migration over the last six years has required significant expansions in the primary provision. These expansions are now feeding into the secondary cohort. This demand is further demonstrated in the 2019-23 Kent Commissioning Plan.

### **4. Consultation**

- 4.1. Saint George’s Church of England School, Gravesend, being an Academy is conducting its own consultation.

### **5. Views**

#### **5.1. The Local Members**

Cllrs Tan Dhesi & Lauren Sullivan have been 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 Gravesham district, an additional 30 Year 7 places are required in Saint George’s Church of England School, Gravesend. These additional places will help achieve that additional capacity requirement.

- 5.5. The Director of Education Planning and Access and I have considered every Secondary 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 secondary demand in Gravesham district is to enlarge the

Secondary provision at Saint George's Church of England School, Gravesend as one of several schools that are being proposed for expansion in Gravesham.

## **6. Proposal**

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

## **7. Delegation to Officers**

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

## **8. Conclusions**

- 8.1. Forecasts for the Gravesham district indicate an increasing demand for secondary school places, due to small & medium scale housing development, inward migration and the impact of primary expansion in recent years.
- 8.2. This enlargement will add an additional 30 Year 7 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' (2019 – 2023).

## **9. Recommendations**

9.1 The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- a) Allocate £2.6m from the Children, Young People and Education 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.

## **10. Background Documents**

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

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

10.2. Kent Commissioning Plan for Education Provision

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

## **11. Contact details**

### **Report Author:**

Ian Watts

Area Education Officer –North Kent

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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 Children, Young People and Education**

**DECISION NO:**

**19/00026**

Unrestricted

Key decision: YES

**Subject: Proposal to permanently expand the Secondary provision at Saint George's Church of England School, Gravesend, from a PAN of 180 to 210**

**Decision:**

As Cabinet Member for Children, Young People and Education, I propose to:

- a. Allocate £2.6m from the Children, Young People and Education 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.
- This decision is subject to planning permission being granted.

**Reason(s) for decision:**

1.1 The Gravesham district section of the Kent Commissioning Plan for Education Provision 2019-23 has identified pressure for Year 7 places in the Gravesham area. The Commissioning Plan identified a need to provide up to 90 additional places in the planning area from September 2019., with further forms of entry required to come online over the next 4-5 years. The expansion of Saint George's Church of England School supports the increases required in future years.

1.2. For 2020, the school will be able to accommodate an additional 30 year 7 places, but for 2021, permanent building works will be required to ensure an increased cohort can continue to be accommodated.

1.3. The School has already been successful in securing CIF funding from the ESFA for the demolition of a teaching block on the school site. The ESFA have now agreed to vary the scheme to enable this expansion to proceed. Therefore, the CIF funding of £3.7m will be combined with the KCC contribution of £2.6 million to meet the anticipated scheme cost of £6.3 million. The main reason for the increased cost is because the original CIF bid was to demolish a block that is no longer fit for purpose and to rebuild that provision. The KCC funding will now be combined with that to ensure sufficient additional space is provided.

1.4. The School will manage the project and a funding agreement will be produced and signed by both Saint George's Church of England School and KCC stipulating that the KCC contribution is up to a value £2.6 million. The school therefore own the risk of any overspend occurring on the scheme.

**Equality Implications**

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.

**Financial Implications**

2.1. It has been agreed by the Governing Body to permanently enlarge Saint George's Church of England School, Gravesend, increasing the Secondary PAN from 180 to 210 for the September 2020 intake.

- a. Capital – Kent County Council’s contribution will be £2.6m. The School will manage the project and a funding agreement will be produced and signed by both Saint George’s Church of England School and KCC stipulating that the KCC contribution is up to a value £2.6 million. The school therefore own the risk of any overspend occurring on the scheme.
- b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c. Human – Saint George’s Church of England School will appoint additional teachers, as the school size increases and the need arises.

**Legal Implications**

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.

**Cabinet Committee recommendations and other consultation:**

**CYPE CC comments to be added following the meeting on 28 March 2019**

**Any alternatives considered and rejected:**

The ‘Kent Commissioning Plan for Education Provision, 2018-22 identified a pressure on secondary school places in the Gravesham district. Changes to demographics and increased migration over the last six years has required significant expansions in the primary provision. These expansions are now feeding into the secondary cohort. This demand is further demonstrated in the 2019-23 Kent Commissioning Plan.

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

.....

**signed**

.....

**date**



**KENT COUNTY COUNCIL**  
**EQUALITY IMPACT ASSESSMENT**

**Directorate:**

- *Children, Young People and Education*

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

- *Proposed expansion of Saint George's Church of England School, Gravesend Secondary provision*

**What is being assessed?**

- *School Project*

**Responsible Owner / Senior Officer**

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

**Date of Initial Screening**

*24 January 2019*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Ian Watts	24 01 19	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what?  b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
<b>Age</b>	No	High	None		Yes. Positive for the local community and local students as the expansion will allow families to access more places at this very popular local school.
<b>Disability</b>	No				Yes. There will be more places available to meet the needs of students in the local area, including those with SEN and/or disability.
<b>Gender</b>	No	High	None		The school is co-ed
<b>Gender identity</b>	No	High	None		The school is inclusive
<b>Race</b>	No	High	None		Yes. Positive for <b>all</b> secondary aged students within the local community including white British boys from lower socio economic backgrounds (lowest achieving groups in educational outcomes in Kent)
<b>Religion or belief</b>	No. Although a Church of England faith school, the admission criteria welcomes children of other faith or no faith.	High	None		Yes. The school curriculum will cover all religions.
<b>Sexual orientation</b>	No	Med	None		The school is inclusive
<b>Pregnancy and maternity</b>	No	Med	None		The school is inclusive
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A

## Part 1: INITIAL SCREENING

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

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

### Context

Saint George's Church of England School is a popular school and the proposal to increase the number of Secondary places at the school is therefore, in line with the expectation of expanding popular & successful schools. The proposal will provide an initial 30 Year 7 places.

### Aims and Objectives

- The project is for the provision of secondary school places in an area identified as needing additional places.
- Background documents are:
  - Kent's Commissioning Plan for Education Provision 2019-23
  - Vision and Priorities for Improvement
- The project will provide additional secondary school places. This will be achieved through building additional accommodation on the Saint George's Church of England School site.

### Beneficiaries

- Local children and their families
- The Local Authority

### Consultation and data

#### Information about the School

- The data used in the project is published data on pupil numbers, school performance data and characteristics of the local pupil population.
- Saint George's is a Church of England School for pupils aged 4-19. The proposal is to expand the school's Secondary provision by 1FE.

Information about the secondary provision of the school:

- 13% of the students are eligible for free school meals
- 22.4% of the students have been assessed as having special educational needs; of whom 0.9% have a statement of special educational needs.
- 23.9% of students are learning to speak English as an additional language.
- The school is judged 'Good' by Ofsted.

### The Community

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles>





## Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

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From: Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 28 March 2019

Decision No: 19/00029

Subject: **Expansion of Sellindge Primary School**

Classification: **Unrestricted**

**Past Pathway of Paper:** Education and Young People's Services Cabinet Committee 01 July 2016, 13 October 2017

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

**Electoral Division:** Elham Valley, Cllr S Carey

**Summary:** This report sets out the changes in circumstance affecting the proposal to expand Sellindge Primary School and recommends a change to the previous decision made by the Cabinet Member.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) Allocate £1,500,000 from the Children's, Young People and Education Capital budget to construct a six-classroom block at Sellindge Primary School enabling the school to expand to 1FE;
- (ii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (iii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. 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.

## 1. Introduction

1.1 In 2016 it was agreed that Sellindge Primary School would be expanded by 0.5FE taking the school to 1FE. This was due to a new housing development of 250 homes consented for the site opposite Sellindge Primary School. The developer was committed to provide additional land for the school to enable the building to expand, plus £836K in financial contributions.

- 1.2 On 13 October 2017, CYPE Cabinet Committee recommended to the Cabinet Member for Children, Young People and Education that the expansion was deferred until September 2020 due to a delay in the development commencing. This housing development of is now underway. The land required to facilitate the school expansion has been cleared ready for transfer to KCC.
- 1.3 Since the previous paper was presented, a further development in the village has been consented which will require further expansion of the school. This second development of 137 homes also provides further land for the school, together with a financial contribution of £528,000.
- 1.4 In addition, plans are being developed for the creation of Otterpool Park Garden Town. If consented, it is expected house building at Otterpool Park will commence quickly, with high levels of completions being proposed. This large-scale development of up to 10,000 homes is expected to take 30+ years to develop. Within the site space has been allocated for several primary schools. However, it will not be possible to provide on-site solutions for primary education for probably three years after commencement of development, meaning off-site solutions, such as the expansion of Sellindge Primary School will be necessary. Therefore, further expansion of Sellindge Primary School, in addition to that requested in this paper, may be required to support the initial development at Otterpool Park.

## **2. Proposal**

- 2.1 In view of the consented development, and the prospect of a large-scale development (10,000 homes) it is important the County Council can respond quickly and decisively to making additional school places available in Sellindge.
- 2.2 In order for the school to become a 2FE provision, a 12-classroom block together with other internal alterations, would be required. The 12-class block can be delivered in two phases provided the first phase, ground floor, is a steel framed modular construction which allows for a second storey to be added at a later date.
- 2.3 A feasibility study has been completed which indicates a modular steel framed six class structure, clad in brick slips can be delivered for £1.5m. The combined developer contributions of £1,364,000 plus indexation will cover these anticipated costs. This will provide sufficient accommodation for the school to operate a 1FE structure as per the Cabinet Member's decision.
- 2.4 It is recommended that a planning application is submitted setting out the design for the full 2FE provision. This can then be delivered in two phases, with the County Council able to respond swiftly to any increased demand. The second phase will need to be funded by developer contributions from Otterpool Park, together with an additional 0.8ha of land. The promoters are aware of this requirement.
- 2.5 The proposal is to release £1,500,000 from the Children's, Young People and Education Capital budget to enable a six-classroom block to be added to the School, improve staff car parking and associated landscaping. This is an increase from the Cabinet Member's previous decision to release £836,000



which would have provided a 3-classroom block, car parking and landscaping.

- 2.6 Should there be a need to expand the school to 2FE, a statutory school organisation consultation process will be completed, the results of which would be shared with Members.

### **3. Financial Implications**

- 3.1 a. Capital – New plans have been developed for the school. This will lead to 6 new classrooms being built alongside increased staff parking facilities at a cost of £1,500,000. This will be covered, in the main, by the developer contributions from the two consented developments. Additional land is to be provided free of charge from both of the developers.
- b. Revenue – As roll numbers increase, the school will receive additional funding through its delegated budget plus £6k per additional class as a set up grant.
- c. Human – The school will appoint additional staff as required, as the school size increases and the need arises.

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

- 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 2018-2021’.

### **5. Equality Impact Assessment**

- 5.1 The Equality Impact Assessment is in place. No adverse impacts on protected characteristics have been noted at this point. Nothing in this revised proposal impacts on the assessment.

### **6. Views**

#### **6.1 The view of the Local Member, Cllr Susan Carey:**

I support the proposal to expand Sellindge Primary School. It is a popular school and expansion will enable it to meet local demand. Design, parking arrangements and facilities are all issues that will need to be addressed through the planning process but the expansion to 2FE will strengthen the school financially and educationally and I welcome it.

#### **6.2 The view of the Area Education Officer, David Adams**

Primary school places to address the consented developments in the Village and any initial development at Otterpool Park can be met by the expansion of Sellindge Primary School. Planning for the expansion of the school to 2FE in two phases, each being a six-classroom block will, provide the facilities needed and will ensure best value for money.

#### **6.3 The view of the Headteacher and the Chair of Governors, Jo Wren and Val Walton**

The school is working with the Local Authority to accommodate the increasing number of pupils that are, or will be, living in the village. In the first phase this will be an increase from 0.5 FE to 1FE with plans to expand the building to accommodate this. We will continue to work with the Local Authority, over the coming years, regarding possible increasing capacity of the school.

## 7 Recommendation(s)

### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) Allocate £1,500,000 from the Children's, Young People and Education Capital budget to construct a six-classroom block at Sellindge Primary School enabling the school to expand to 1FE;
- (ii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (iii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. 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.

## 8. Background Documents

- 8.1 Report on the proposal to expand Sellindge Primary School by 0.5FE, 1 July 2016.

[https://democracy.kent.gov.uk/documents/s68701/B3%20RG%20KA%20app\\_Sellindge.pdf](https://democracy.kent.gov.uk/documents/s68701/B3%20RG%20KA%20app_Sellindge.pdf)

Report requesting the delay of the expansion of Sellindge Primary School until September 2020, 13 October 2017.

<https://democracy.kent.gov.uk/documents/s79151/Item%209%20-%20Sellindge%20Report%20approved.pdf>

- 8.3. Vision and Priorities for Improvement

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)

- 8.4 Commissioning Plan for Education Provision in Kent 2018-22

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf)

## **9. Contact details**

Report Author:

David Adams

Area Education Officer – South Kent

03000 414989

[david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**19/00029**

For publication

**Subject: Expansion of Sellindge Primary School**

Proposed Decision:

**As Cabinet Member for Children, Young People and Education I propose to:**

- (i) Allocate £1,500,000 from the Children's, Young People and Education Capital budget to enable a six-classroom block to be added to Sellindge Primary School enabling the school to expand to 1FE;
- (ii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- (iii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. 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.

Reason(s) for decision:

- The £1,500,000 capital outlay will forward fund the expansion prior to receiving developer contributions from the two consented developments. Additional land is being provided free of charge from both of the developers. In addition to the development of 250 homes underway opposite the School a second consented development of 137 has been approved that will need further primary school provision.
- Developer contributions totalling of £1,364,000 plus indexation have been secured in addition to the extra land required to enable the School to expand.
- The proposal represents best value for money.

In reaching this decision I have considered:

- The £1,500,000 capital outlay will forward fund the expansion prior to receiving developer contributions from the two consented developments. Additional land is being provided free of charge from both developers.
- The views of the Children's, Young People and Education Cabinet Committee which are set out below
- The views of the Local Member, Areas Education Officer and the School.
- The Equalities Impact Assessment and comments received regarding this

### Financial Implications

- a. Capital – New plans have been developed for the school. This will lead to 6 new classrooms being built alongside increased staff parking facilities at a cost of £1,500,000. This will be largely covered by the developer contributions from the two consented developments. Additional land is being provided free of charge from both of the

<p>developers.</p> <p>b. <u>Revenue</u> - The school will receive increased funding through the delegated budget plus £6k per additional class.</p> <p>c. <u>Human</u> – The school will appoint additional staff as required, as the school size increases and the need arises.</p>
<p>Cabinet Committee recommendations and other consultation: To be added after the Cabinet Committee meeting.</p>
<p>Any alternatives considered: All alternatives have been explored when producing the Commissioning Plan for Education Provision in Kent 2018-22 <a href="https://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf">https://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf</a></p>
<p>Any interest declared when the decision was taken, and any dispensation granted by the Proper Officer: None</p>

.....  
**Signed**

.....  
**Date**

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**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

**For alternative versions of the EqIA please contact:**

Lee Round  
Kroner House  
Ashford  
Kent County Council  
TN248XU  
[Lee.round@kent.gov.uk](mailto:Lee.round@kent.gov.uk)  
03000412309

**Directorate:**

Children, Young People and Education Services

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

Expansion of Sellindge Primary School

**What is being assessed?**

The proposed expansion of Sellindge Primary School

**Responsible Owner / Senior Officer**

David Adams, Area Education Officer, South Kent

**Date of Initial Screening**

21 January 2016

Reviewed 25 January 2019

**Date of Full EqIA :**

Not required

*Update each revised version below and in the saved document name.*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	David Adams	26-1-16	Version 1
2	David Adams	25-1-19	Review in light of changes to housing development in the locality

**Screening Grid**

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
Age  Page 184	No	High	Low		Yes - This project will have a positive impact on families already living in Sellindge and families who move into the planned new housing development. It will provide additional primary places in the area to save children travelling away from Sellindge to access education. Local primary aged children will have the opportunity to attend a local school, within walking distance of their home.  January 2019 update: No change
Disability	No	High	None		Yes - The additional provision will be fully inclusive. The accommodation will be compliant with the Equality Act 2010 and be fully accessible. The school meets the needs of children in the local area, including those with Special Educational Needs and/or a disability.  January 2019 update: A 2 storey block is being proposed should the school need to be expanded to 2FE. This will be fully DDA compliant with a lift instated to the second storey. Therefore, the school should continue to meet the needs of those with Special Educational Needs and/or a disability.
Gender	No	High	unk		The school is for boys and girls aged between 4 and



Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
					11 years.  January 2019 update: No change
<b>Gender identity</b>	N/A	unk	unk		N/A
<b>Race</b>	No	High	None		Yes - The school accepts all children regardless of race or ethnicity.  January 2019 update: No change
<b>Religion or belief</b>	No. The school will be open to children of faith or no faith	Low	None		Yes – The school curriculum covers all religions January 2019 update: No change
<b>Sexual orientation</b>	N/A	unk	unk		Unknown
<b>Pregnancy and maternity</b>	N/A	N/A	N/A		N/A
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A
<b>Carer's responsibilities</b>	N/A	N/A	N/A		N/A

## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting

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

would you ascribe to this function – **LOW**

### Context

Sellindge Primary School is a popular and successful school, rated Outstanding by Ofsted. The proposal is in line with KCC's expectation of providing local schools for primary aged children wherever possible, having a positive impact on local families.

### January 2019 Update

The initial screening (January 2016) noted that there was planned housing growth in Sellindge Village with a total of 250 dwellings planned for the area. Since 2016 a second significant development has been consented for 137 homes. Further expansion will need to be considered to ensure sufficient primary school places.

In addition, plans are being developed for the creation of Otterpool Park Garden Town. If consented, it is expected house building at Otterpool Park will commence quickly, with high levels of completions being proposed. This large-scale development of up to 10,000 homes is expected to take 30+ years to develop. Within the site space has been allocated for several primary schools. However, it will not be possible to provide on-site solutions for primary education for probably three years after commencement of development, meaning off-site solutions, such as the expansion of Sellindge Primary School will be necessary. If this is the case the EIA will be reviewed.

### Aims and Objectives

The project is to provide additional school places in an area identified as needing additional places due to proposed housing development.

Background documents are:

- Kent's Commissioning Plan for Education Provision 2018-22

### Beneficiaries

The greatest beneficiaries will be the local children and their families who will be more likely to gain a place in their local school.

Other beneficiaries will be:

- The Local Authority
- The local community

## Information and Data

### School summary data gathered in the May 2018 School Census is as follows:

(Table includes contextual information – Kent and National)

	Sellindge PS	Kent	National
% Eligible for Free School Meals	5.9	12.7	14.2
% SEN with Statements	0.9	1.4	1.4
% SEN without Statements	13.0	10.3	12.4
% Pupils with EAL	0.9	12.2	21.2
*IMD Score – October 2017	15.9	20.8	
IMD Rank (out of 454) (1 is the most deprived)	269	NA	NA
Ofsted outcome	10.06.09: O/S	NA	NA

\* *Index of Multiple Deprivation (based on pupils' home postcodes)*

### Involvement and Community Engagement

Should the school need to be expanded to 2FE Consultation will be with the community and other stakeholders, including the following groups:

- Residents local to the site
- Local pre-school providers
- Schools in Shepway district
- Elected Members (Kent County Council, Shepway District Council)
- Sellindge Parish Council
- Local MP

### Potential Impact

Kent County Council has considered any impact that the proposed expansion may have on other local primary schools. In order to minimise this, the expansion will have a phased opening taking up to seven years to reach full capacity.

### January 2019 Update:

Any proposal to further expand to 2FE will require a public consultation. The impact this may have on protected groups will be further reviewed at that time.

### Adverse Impact:

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

### Positive Impact:

Some positive impacts identified are:

- More families able to access school places within walking distance of their homes.

## JUDGEMENT

**Option 1 – Screening Sufficient** **NO**

**Justification:** The proposal will have positive impacts.

**Option 2 – Internal Action Required** **Yes**

**Option 3 – Full Impact Assessment                      Yes**

Following this initial screening there will be a post consultation update of this assessment.

Action Plan


Monitoring and Review

Equality and Diversity Team Comments

Sign Off

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

**Senior Officer**



Signed:

Name: David Adams

Job Title: Area Education Officer

Date: 25-1-2019

**DMT Member**

Signed:

Name: Keith Abbott

Job Title: Director: Education, Planning and Access

Date: 25-1-2019

**Equality Impact Assessment Action Plan**

<b>Protected Characteristic</b>	<b>Issues identified</b>	<b>Action to be taken</b>	<b>Expected outcomes</b>	<b>Owner</b>	<b>Timescale</b>	<b>Cost implications</b>

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 28 March 2019

Subject: **Revocation of the decision to expand Deal Parochial CE Primary School by 1FE**

Decision Number: 19/00032

Classification: **Unrestricted**

Past Pathway of Paper: Education and Young People's Cabinet Committee - 30 March 2017 and the Children's, Young People and Education Cabinet Committee - 18 January 2018

Future Pathway of Paper: Cabinet Member decision

**Electoral Division:** Deal/Walmer, Cllrs T Bond and D Murphy

**Summary:** This report sets out the recommendation to revoke the proposal to expand Deal Parochial CE Primary School.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- (i) Revoke the decision to expand Deal Parochial CE Primary School by 1FE, and the associated increase in the published admissions number to 60.
- (ii) Authorise the Corporate Director – Children's, Young People and Education Services to issue Public Notice to revoke the planned expansion of expand Deal Parochial CE Primary School by 1FE and the associated increase in the published admissions number to 60.

**1. Background**

- 1.1 In April 2017 the Cabinet Member agreed to the expansion of Deal Parochial Primary School by 1FE, with effect from 1 September 2018. The decision was subject to planning permission being obtained. The expansion of the school was intended to add capacity and address the need for places as forecast in the 2017-21 Commissioning Plan for Education Provision in Kent, together with the demand from consented housing developments.
- 1.2 In January 2018 a decision was taken to delay the expansion of the school and the associated change in published admissions number until September 2020. This was due to less demand for primary places than previously seen,

and the concerns of the Deal Learning Alliance Headteachers that adding extra capacity, given the reduced forecast demand, could have a negative impact on other schools in Deal. The headteachers and governing bodies of these schools all signed up to work with the Authority to ensure that every child in the Deal area needing a place is provided with one should the expansion of Deal Parochial CEPS be deferred. This situation is reviewed annually.

- 1.3 In October 2018, there were 25 Reception places available within the Deal primary schools and 98 places across all year groups. First preference applications for September 2019 admissions to Year R are currently over half a form of entry fewer than the number of places available.
- 1.4 Actual admissions and applications for admission indicate that we do not need to expand Deal Parochial Primary School from September 2020. We would recommend that the decision is revoked. If there is a need for further primary provision in Deal after 2022-23, we will re-consult on the expansion of Deal Parochial CE Primary School.

## **2. Financial Implications**

- 2.1 Developer contributions of £950,000 are anticipated but have not yet been received. All will be held to support future expansion.
- 2.2 £42,372 has been spent on the feasibility work, alterations to Year R toilets and project management fees. These works are not abortive as they will be required when the proposal comes forward again. The remainder of the £2,850,000 committed from the Children's Young People and Education Capital budget will be available to support the wider CYPE capital programme.

## **3. Views**

- 3.1 The views of the Local Members

Cllr Derek Murphy (Local Member and a governor at Deal Parochial CE Primary School): I understand the decision to revoke the expansion of Deal Parochial CE Primary School. However, it is important that we retain the flexibility to increase places within the Deal primary schools should there be an unexpected increase in the population.

Cllr Trevor Bond: I am aware of the latest set of forecasts which showed the only pinch point in Deal being secondary school places in Goodwin Academy in a couple of years' time. This, despite all the houses being built over the next few years. It concerns me that the expansion of Deal Parochial CE Primary School is being taken off the table for such a long period for the following reasons:

- The academisation of the Deal primary schools concerns me and I envisage the next step will be to reduce the number of primary schools which will put pressure on the remaining primary schools which will need to expand. If Deal Parochial becomes an Academy will the KCC still have to fund the expansion?



- Whilst no doubt careful thought has gone into the numbers, there are an unusually large number of single old people living in large houses in Middle Deal and sadly some will depart us over the next few years leaving the way for families to move in. So, whilst you may have taken the new houses into account, have we taken this into account?

Taking the above into account I would rather see the postponement for 2 years only.

3.2 Views of the Area Education Officer, David Adams  
Current school roll numbers and the general reduction in birth numbers in Dover District indicate this expansion is not needed at this point in time. The work carried out to date will assist when a fresh expansion proposal needs to be brought forward. The expansion of Deal Parochial CE Primary School continues to be the strategic solution for meeting future demand in the Town.

3.3 View of the HT and the Governing Body  
Justine Brown, Headteacher: I am happy for the school to continue to be part of the strategic plan and will continue to cooperate with Kent LA on such future proposals.

Mary Heard, Chair of Governors: I agree that the decision to revoke the proposal is appropriate at this time.

#### 4. Equalities Impact Assessment

4.1 The Equality Impact Assessment has been reviewed in light of the request to revoke the expansion. It is not envisaged there will be a greater impact on protected groups.

#### 5. Recommendation(s)

##### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposed decision to:

- Revoke the decision to expand Deal Parochial CE Primary School by 1FE, and the associated increase in the published admissions number to 60.
- Authorise the Corporate Director – Children's, Young People and Education Services to issue Public Notice to revoke the planned expansion of expand Deal Parochial CE Primary School by 1FE and the associated increase in the published admissions number to 60.

#### 6. Background Documents

6.1 Commissioning Plan for Education Provision in Kent (2019-23)  
[https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20\\_Cabinet%20Committee%20-%20FINAL%20PW.pdf](https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20_Cabinet%20Committee%20-%20FINAL%20PW.pdf)

6.2 Report to Education and Young People's Services Cabinet Committee – 30 March 2017

<https://democracy.kent.gov.uk/documents/s76201/Item%20B1%20Deal%20Parochial%20Expansion%20PL%20RG%20approved.pdf>

6.3 Report to Children's, Young People and Education Cabinet Committee - 18 January 2018

<https://democracy.kent.gov.uk/documents/s82173/Item%209%20-%20Report%20-%20Deferring%20the%20expansion%20of%20Deal%20Parochial.pdf>

## **7. Contact details**

Report Author:

David Adams

Area Education Officer – South Kent

03000 414989 [david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008 [keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

19/00032

For publication

**Subject: Revoke the decision to expand Deal Parochial CE Primary School by 1FE.**Proposed Decision: **As Cabinet Member for Children, Young People and Education, I propose to:**

- a) Revoke the decision to expand Deal Parochial Church of England Primary School by 1FE from September 2020 and the associated change in PAN to 60.
- b) Authorise the Corporate Director – Children’s, Young People and Education Services to issue Public Notice to revoke the planned expansion of expand Deal Parochial CE Primary School by 1FE and the associated increase in the published admissions number to 60.

Reason(s) for decision:

Admission numbers and applications for school places suggest less demand for primary school places in Deal than previously forecast. Therefore, there is no need for the extra capacity to be added from September 2020.

In reaching this decision I have considered:

- The views of the Children’s, Young People and Education Cabinet Committee which are set out below.
- The view of the Local Members, the Area Education Officer, the Headteacher and Chair of Governors at Deal Parochial CE Primary School
- The Equalities Impact Assessment and comments received regarding this.
- The commitment of local primary schools to working with the Authority to ensure every child has a local school place.

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

Any alternatives considered:

Due to less demand for primary places than previously seen, and the concerns of the Deal Learning Alliance Headteachers that adding extra capacity, given the reduced forecast demand, could have a negative impact on other schools in Deal. In addition, actual admissions and applications for admission in the Deal area indicate that it is unnecessary to expand Deal Parochial Primary School from September 2020. Therefore, it is recommended that the decision is revoked. However, if there is a need for further primary provision in Deal after 2022-23, KCC will re-consult on the expansion of Deal Parochial CE Primary School.

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

.....  
Signed.....  
Date

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**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

**For alternative versions of the EqIA please contact:**

Lee Round  
Kroner House  
Ashford  
Kent County Council  
TN248XU  
[Lee.round@kent.gov.uk](mailto:Lee.round@kent.gov.uk)  
03000412309

**Directorate:**

Children, Young People and Education

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

Revocation of the proposed expansion of Deal Parochial CE Primary School

**What is being assessed?**

The revocation of the proposed expansion of Deal Parochial CE (Aided) Primary School

**Responsible Owner / Senior Officer**

David Adams, Area Education Officer, South Kent

**Date of Initial Screening**

28/2/2019

**Date of Full EqIA:**

Not required

*Update each revised version below and in the saved document name.*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Lee Round	28-2-19	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
Age	No	High	None		Should housing be delivered in line with Dover District Council's plans, forecasts suggest that the decision to revoke the expansion will reduce the surplus Year R places and total primary school places available in Deal to below 5% (2.7% Year R places and -1.3% across Years R-6). Deal Headteachers have agreed that all pupils within the Town in need of a school place will be accommodated in the schools but the reduction in places could lead to parents having to travel further within the planning group to secure a school place.
Disability	No	High	None		The revocation will not impact on this protected group any more than any other.
Gender	No	High	None		The revocation of the proposal will have no greater impact on one gender than another.
Gender identity	N/A	unk	unk		<b>N/A</b>
Race	No	High	None		The school accepts all children regardless of race or ethnicity.
Religion or belief	Yes	Low	None		The revocation will not impact the ability of families who apply to the school based on faith to gain a place.
Sexual orientation	N/A	unk	unk		N/A
Pregnancy and maternity	N/A	N/A	N/A		N/A

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A
<b>Carer's responsibilities</b>	N/A	N/A	N/A		N/A

## Part 1: INITIAL SCREENING

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

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

### Context

In April 2017 a decision was made to expand Deal Parochial CE Primary School by 1FE (an additional 30 places per year group) from September 2018. Forecasts suggested that Year R places would be needed at that point.

The forecast pressure for primary school places have not come forward as house building has slowed and the birth rate has dropped. The decision was initially made to push back the expansion to September 2020, now we are proposing that the decision is revoked.

Background documents are:

### Commissioning Plan for Education Provision in Kent (2019-23)

[https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20\\_Cabinet%20Committee%20-%20FINAL%20PW.pdf](https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20_Cabinet%20Committee%20-%20FINAL%20PW.pdf)

•

### Report to Education and Young People's Services Cabinet Committee – 30 March 2017

<https://democracy.kent.gov.uk/documents/s76201/Item%20B1%20Deal%20Parochial%20Expansion%20PL%20RG%20approved.pdf>

•

### Report to Children's, Young People and Education Cabinet Committee - 18 January 2018

<https://democracy.kent.gov.uk/documents/s82173/Item%209%20-%20Report%20-%20Deferring%20the%20expansion%20of%20Deal%20Parochial.pdf>

•

### Information and Data

**School summary data gathered in the Autumn Term 2018 is as follows:**

(Table includes contextual information – Kent and National)

	Deal Parochial	Kent	National
% Eligible for Free School Meals	16.1	12.7	14.2
% SEN with Education, Health and Care Plans	2.0	1.4	1.4
% SEN without Education, Health and Care Plans	11.7	10.3	12.4
% Pupils with EAL	5.4	12.2	21.2
*IMD Score – January 2016	19.4	20.8	NA



IMD Rank (out of 447) (1 is the most deprived)	181	NA	NA
Ofsted outcome	01/03/17 Good	NA	NA

\* Index of Multiple Deprivation (based on pupils' home postcodes)

### Potential Impacts

Kent County Council has considered any impact that the revocation of the planned expansion may have on other local primary schools. This has been discussed with the Headteachers of the Deal Learning Alliance who support the revocation. They are concerned that adding extra capacity, given the reduced forecast demand, could have a negative impact on other schools in Deal. The headteachers and governing bodies of these schools all signed up to work with the Authority to ensure that every child in the Deal area needing a place is provided with one should the expansion of Deal Parochial CEPS be deferred. This situation is reviewed annually.

### Adverse Impact:

Some adverse impacts identified are:

- Reduction in places could lead to a reduction in the choice for families leading some to have to travel further within Deal to access a school place.

### Positive Impact:

Some positive impacts identified are:

- The decision not to add places when there is sufficient capacity will support the viability of all schools in the planning group. This in turn will support schools in being able to maintain staffing levels and a high quality of education with will have a positive impact on all groups including those of a protected characteristic.

### JUDGEMENT

**Option 1 – Screening Sufficient**                                 **Yes**

**Option 2 – Internal Action Required**                     **No**

- Following this initial screening our judgement is that the statutory Public Consultation that will be undertaken will highlight any unknown issues and if necessary, will initiate a further EIA*

**Option 3 – Full Impact Assessment**                   **No**

Sign Off

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

**Senior Officer**



Signed:

Name: David Adams

Job Title: Area Education Officer

Date: 28/2/2019

**DMT Member**

Signed:  
Keith



Abbott

Name:

Job Title: Director: Education, Planning and Access    Date: 28/2/201



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**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children’s, Young People and Education Cabinet Committee – 28  
 March 2019

**Subject:** Proposal to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

**Decision Number:** 19/00033

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Dover West

**Summary:** This report sets out the results of the public consultation on the proposal to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

**Recommendation(s):** The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

**1. Introduction**

- 1.1 Kent County Council (KCC) as the Strategic Commissioner of Education Provision in the County is responsible for ensuring there are sufficient high-quality school places for all learners, including pupils with Special Educational Needs.
- 1.2 The Commissioning Plan for Education Provision in Kent (KCP) 2019-23, noted that the demand for specialist places will continue to increase in line with population growth, and set out our intentions to commission a further 1,351 places across the next three academic years as follows:

**Special School Commissioning Intentions**  
 (included planned SRPs, expansions to special schools, new special schools and satellites).

by 2019-20	by 2020-21	by 2021-22
347 places	466 places	538 places

- 1.3 New SEN places will be commissioned in a variety of settings, including new special schools, satellites of special schools and specialist resourced provisions (SRPs) within mainstream schools. Commissioning specialist places in this way increases

choice for families and supports KCC in assuring there are sufficient places in the right place at the right time.

## **2. Proposal**

- 2.1 We are proposing to increase the designated number of the Aspen Specialist Resource Provision (SRP) at Whitfield Aspen Primary School from 96 to 112 places from September 2019.
- 2.2 The Aspen provision at Whitfield Aspen School, Dover is a SRP for pupils with PSCN. Dover does not have a dedicated PSCN special school. At secondary age, the PSCN provision is via an SRP based at Dover Christ Church Academy, known as Aspen 2.
- 2.3 The designated number for the SRP at Whitfield Aspen School is 96. Currently the school has 110 pupils on roll who have Aspen set out as their provision within their Education, Health and Care Plans. This number is expected to increase to 112 in September 2019. It is necessary, therefore, to regularise this situation and increase the designated number of the SRP via the statutory process.
- 2.4 A low key consultation has been undertaken, informing parents and statutory consultees of the need to formally increase the designated number. As the children are, in the main, already on roll at the School families will see no difference in their School's operation.

## **3. Consultation outcomes**

- 3.1 No responses were received to the public consultation.

## **4. Views**

- 4.1 The view of the Local Member- Cllr Geoff Lymer

I welcome the small increase in the designated number as more pupils can attend the SRP.

- 4.2 The views of the HT and the Governing Body

Mr Jason Cook, Jason Cook- Headteacher Whitfield Aspen Primary School:

Aspen is the Specialist Resource Provision within Whitfield Aspen School. In 2008 it was redesigned and rebuilt with purpose-built classrooms for the SRP children as well as YR4-6 main school children. Due to high demand for the Specialist Provision we have used every available space to accommodate a growing pupil population. We have a satellite class within a local primary school which accommodates 14 children which has helped us with physical space. Increasing our designated number to 112 for 2019/20 is something the school supports going forward because we are expecting the extension to our school to be ready by Easter 2020. We currently operate with this number anyway. Space for additional children above 112 is non-existent – the SEN assessment officers will not be able to apply a 10% above the designated number policy because we are full.

Mr Roger Knight- Chair of Governors

The Governing Body supports KCC's proposal to increase the designated number of the Aspen SRP from 96 to 112 places. However, we are concerned that this number will be breached as it has been many times in the past. We agree with the

view of the Headteacher that there is no space within the school to expand further than 112 places.

We expect that KCC SEN assessment officers agree and understand that by increasing this number to 112 places, we are firm that we cannot accept any further pupils. They must not assume that we can take a further 10% which would amount to 11 extra pupils, quite clearly that would not be possible.

The School is proud of the inclusion that takes place between pupils in the SRP and the mainstream classes. Governors are already aware of the impact that increasing numbers has put on inclusion. Unrealistic additional SEN pupil numbers will affect the current high quality and meaningful inclusion work delivered within the school, putting increased pressure on existing and making future facilities extremely challenging.

#### 4.3 The Views of the Area Education Officer, David Adams

As the number of pupils on role in the Aspen SRP has exceeded the present designated number by more than 10%, legislation requires that we hold run a statutory process to regularise the current situation and increased the designated number.

We appreciate that the school has been under pressure prior to the delivery of the satellite. We will continue to work with the school to manage the pressure for specialist places until the satellite is delivered.

### 5. Financial Implications

- 5.1 a. Capital – The increase in the designated number proposed in this paper does not have any capital costs, the pupils already being in the school. Separately, £7,990,000 has been committed from the Children’s, Young People and Education Capital budget for the agreed expansion of Whitfield Aspen School via a satellite site. This includes further specialist provision for the Aspen SRP.
- b. Revenue –SRP places will be funded in line with the Primary and Secondary Schools Funding Guidance 2019-20.
- c. Human – Schools will appoint additional staff as required, as the school size increases and the need arises.

### 6. Vision and Priorities for Improvement

- 6.1 The proposals will help to secure our ambition that “Every child and young person should be able to go to a good or outstanding Early Years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve” as set out in Vision and Priorities for Improvement 2018-2021.

### 7. SEND Strategy 2017-19

- 7.1 This proposal support three overarching aims of the SEND Strategy 2017-19:

- Improve the educational, health and emotional wellbeing outcomes for Kent’s children and young people with SEN and disabilities.

- Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014).
- Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

## 8. Delegation to Officers

- 8.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

## 9. Equalities Impact Assessment

- 9.1 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.

## 10. Recommendation(s)

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

## 11. Background Documents

### 11.1 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>

### 11.2 'Working Together, Improving Outcomes' Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2017-2019

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf)

### 11.3 Commissioning Plan for Education Provision in Kent 2019-23

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

## 12. Contact details

Report Author:

David Adams

Area Education Officer – South Kent

03000 414989

[david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)



## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY: Roger Gough, Cabinet Member for Children, Young People and Education	DECISION NO: <b>19/00033</b>
---	---------------------------------

For publication

**Subject:** Increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

### Proposed Decision:

As Cabinet Member for Children, Young People and Education, I have noted the commissioning intentions for SEN provision as outlined in this paper and agree to authorise the Corporate Director of Children, Young People and Education to issue Public Notice to increase the designated number of the Aspen Specialist Resource Provision at Whitfield Aspen Primary School from 96 to 112 places.

**Reason(s) for decision:** In reaching this decision I have considered:

- The increase in the number of pupils with an EHCP in need of specialist provision.
- The views of the Local Members, Area Education Officer, Headteacher and Governors of Whitfield Aspen Primary School.
- The nil response to the public consultation,
- The views of the Children's, Young People and Education Cabinet Committee which are set out below
- 

### Financial Implications

- a. Capital – The increase in the designated number proposed in this decision does not have any capital costs, the pupils already being in the school. Separately, £7,990,000 has been committed from the Children's, Young People and Education Capital budget for the agreed expansion of Whitfield Aspen School via a satellite site. This includes further specialist provision for the Aspen SRP.
- b. Revenue – SRP places will be funded in line with the Primary and Secondary Schools Funding Guidance 2019-20.
- c. Human – Schools will appoint additional staff as required, as the school size increases and the need arises.

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

Any alternatives considered:

All options were considered in the Commissioning Plan for Education Provision in Kent 2019-23  
<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

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

.....  
**Signed**

.....  
**Date**

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**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

**For alternative versions of the EqIA please contact:**

Lee Round  
Kroner House  
Ashford  
Kent County Council  
TN248XU  
[Lee.round@kent.gov.uk](mailto:Lee.round@kent.gov.uk)  
03000412309

**Directorate:**

Children, Young People and Education

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

Increase the designated number within the Aspen Specialist Resource Provision at Whitfield Aspen Primary School

**What is being assessed?**

The following proposed changes to Whitfield Aspen School: -

- Increasing the designated number of the Specialist Resource Provision from 96 to 112 places

**Responsible Owner / Senior Officer**

DAVID ADAMS, AREA EDUCATION OFFICER, SOUTH KENT

**Date of Initial Screening**

28-2-2019

**Date of Full EqIA:**

28-2-2019

*Update each revised version below and in the saved document name.*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	David Adams	28-2-2019	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes, you must provide detail
<b>Age</b>	No	High	Low		Yes - The additional places will give more pupils with Profound, Severe and Complex Needs the opportunity to attend local provision.
<b>Disability</b>	No	High	None		Yes - The additional places will give more pupils the opportunity to attend local provision and extend provision for pupils with physical and or sensory difficulties.
<b>Gender</b>	No	High	unk		The school is for boys and girls aged between 4-11 years
<b>Gender identity</b>	N/A	unk	unk		N/A
<b>Race</b>	No	High	None		Yes - The school accepts children regardless of race or ethnicity.
<b>Religion or belief</b>	No	Low	None		Yes - The school accepts children including those of faith or no faith.
<b>Sexual orientation</b>	N/A	unk	unk		unknown
<b>Pregnancy and maternity</b>	N/A	N/A	N/A		N/A
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A
<b>Carer's responsibilities</b>	N/A	N/A	N/A		N/A

## Part 1: INITIAL SCREENING

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

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

### Context

As part of the 2016 proposal to expand the school to 3FE, it was agreed to increase the designated number of Aspen Specialist Resource Provision (SRP) to 96 places. Since that time further places have been commissioned in the SRP to support the demand for specialist primary school places across Dover District.

As of January 2019, there were 110 pupils on roll in SRP. There is and will continue to be sufficient classroom space to accommodate the pupils within the present main site, and once opened, the satellite site.

We now need to regularise the current position and increase the designated number officially to 112 in order to comply with legislation.

### Aims and Objectives

The project is to: -

- Increase the number of specialist places available in Dover.

If agreed by Kent County Council

- Allocate funding to enable up to 112 places for pupils with an EHCP in the Whitfield Aspen Specialist Resourced Provision.

### Background documents are:

- Kent's Commissioning Plan for Education Provision 2019-23
- SEND Strategy 2016-19
- Vision and Priorities for Improvement 2018-21

### Beneficiaries

- Local children in need of school places at a mainstream school
- Local children with Profound, Severe and Complex Needs (PSCN) and their families

- The Local Authority

### Information and Data

The data used in the project is published data on pupil numbers.

Information for the school is set out below.

Whitfield Aspen School is a mainstream school with a designated unit reserved for pupils with statements of special educational needs/Education and Health Care Plans related to their profound, severe and complex needs. Currently the school has a published admission number of 78.

### School summary data gathered in the Autumn Term 2017 is as follows:

	Whitfield Aspen School	Kent	National
% Eligible for Free School Meals	17.2	12.1	14.1
% SEN with Statements	21.4	1.3	1.3
% SEN without Statements	10.0	10.3	12.2
% Pupils with EAL	5.5	12.0	20.6
*Indices of Multiple Deprivation (IMD) Score – January 2014	19.9*	20.9 **	N/A
IMD Rank (out of 456) (1 is the most deprived)	169		
Ofsted outcome	17.07.12 Good		

\* *Index of Multiple Deprivation (based on pupils' home postcodes)*

\*\* *IMD score for Kent is as at January 2017*

For more detail on the Community visit: <http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles>

### Involvement and Community Engagement

**Consultation is currently underway with the community and other stakeholders, including the following groups:**

- Schools in Dover District
- All maintained special schools in Kent
- Elected Members (KCC and Dover Borough Council)
- Dover Borough Council
- Whitfield Parish Council
- Local MP
- Dover Clinical Commissioning Group
- Local Authorities who maintain a statement of SEN for children at the school.

## Potential Impact

### Adverse Impact:

No adverse impacts have been identified at this stage; however, the outcome of the consultation will enable the Local Authority to test out these assumptions.

### Positive Impact:

Some positive impacts identified are:

- That more children with Physical, Social and Communication Needs (PSCN) living in the Dover District will be able to attend provision local to their homes.

## JUDGEMENT

**Option 1 – Screening Sufficient**                      **Yes**

**Option 2 – Internal Action Required**                      **No**

**Option 3 – Full Impact Assessment**                      **No**

**Following this initial screening there will be a post consultation update of this assessment.**

Following this initial screening our judgement is that the outcome of public consultation will highlight any issues and if necessary, will initiate a further EqIA.

**Option 3 – Full Impact Assessment**                      **YES/NOT KNOWN**

### Sign Off

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

### Senior Officer



Signed:

Name: David Adams

Job Title: Area Education Officer, South Kent

Date: 28-2-2019

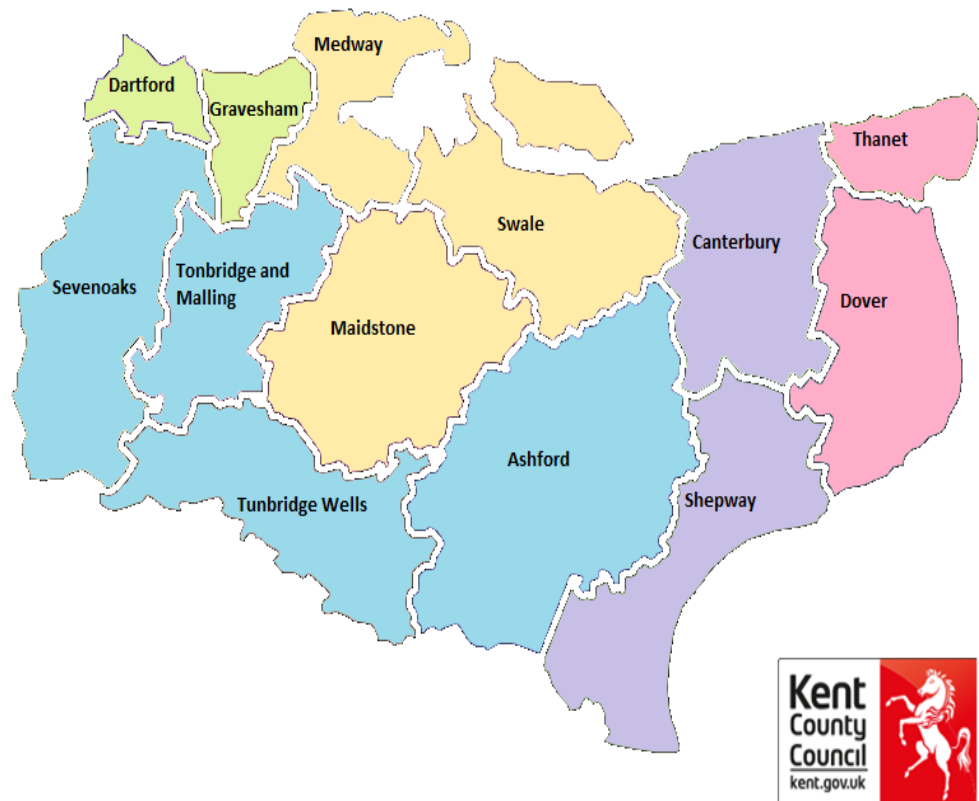
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To: All SACRE Members, Council Members,  
Kent County Council Corporate Director, Children, Young People and Education,  
Head Teacher / Chair of Governors all schools in Kent NASACRE

# KENT STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

## ANNUAL REPORT 2017-2018



All LAs are required to establish and support 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:

- Requires the LA to support a five-yearly review of 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.

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings.

Kent SACRE does not have an opportunity to contribute to other agendas within the Council.

This report covers the work of the Kent SACRE during the academic year from September 2017 to August 2018

## **Opening remarks from the Chair of SACRE**

### **Welcome to the 2017 - 18 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 Aylesford Priory. We heard a very interesting presentation on the work of the Priory in the modern world. 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 across Kent, to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. Through the communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in the Groups. 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 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 a member or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

The Launch of the Kent agreed syllabus has been accomplished. To assist schools, we put on three Primary and one Secondary training days for teachers, to help them understand the new syllabus.

This has resulted in extra work and I am grateful for the support of the KCC cabinet member for Education Mr. Roger Gough. Kent SACRE has also been active in contributing to national initiatives such as the Commission on Religious Education. This year Kent SACRE has also become part of a wider grouping of SACRES in the South East and we look forward to working with this group to share best practice. As Chairman, I would like to give a very special mention and express thanks to the officers from Democratic Services who have supported our meetings. 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 would like to pay a special thanks to the Vice Chairman Mrs. Nicky Younosi who has provided invaluable support through the year and Penny Smith-Orr for her work as the consultant advisor to Kent SACRE.

Cllr Steve Manion

Chair of Kent SACRE

## **Management of Kent SACRE**

A Religious Education (RE) Consultant attends meetings and gives advice to schools through email contacts. A clerk to SACRE is also provided and administrative support between meetings.

The Council provides an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions and there are documents on the KELSI web pages for RE and Collective Worship (CW) resources.

Three SACRE meetings, which were all quorate, were held in this academic year on,

28<sup>th</sup> November 2017 at Sessions House, County Hall, Maidstone

6<sup>th</sup> March 2018 at Sessions House, County Hall, Maidstone

26<sup>th</sup> June 2018 at The Friars, Aylesford Kent

Three SACRE briefing meetings to set the agenda were held with the chairs of each of the constituent groups.

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), The Department of Education and the Local Authority. The report is also available on the SACRE pages of the Kent website.

## **Advice to the Local Authority (LA)**

The SACRE advises the LA to bring this report to the attention of schools and governing bodies.

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 2017. The Diocese of Canterbury continues to recommend that all Church of England schools also follow the Kent Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Kent 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 2017 to ensure that they fulfil their statutory requirements.

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.

In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the requirement to assess pupils' progress in Religious Education and to report separately in the Summer reports.

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.

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 <http://www.kelsi.org.uk/>

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.

Schools need to be aware that only a limited CPD programme for RE is currently being initiated by the LA, 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 <http://www.kelsi.org.uk/>

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)); This is also a useful tool to use as a bench mark for excellent RE.

## **Religious Education**

**Kent Agreed Syllabus;** It was decided at the 5-yearly review of the Kent Agreed syllabus 2012 that a new syllabus was required. As previously reported, this was purchased from RE Today Services. There were four launch events, each taking a whole day, three for Primary schools in the Autumn Term and one for Secondary schools in the Spring term. These were led by RE Today trainers with the RE Consultant for Kent SACRE in attendance. The Chair or Vice Chair of SACRE attended all the events and members of SACRE also attended. Schools were asked to start implementing the syllabus fully by September 2018. A hard copy of the syllabus was given to all teachers who attended the training and subsequently copies were sent to all schools by Easter. Due to copyright reasons the syllabus cannot be put onto the Kelsi website but there is information as to how to apply for a digital version.

Schools were also given the opportunity to purchase a comprehensive set of schemes of work at a reduced price. The Diocesan Advisers for Rochester and Canterbury included a document for church schools who use the Kent syllabus to incorporate the Understanding Christianity model into their planning.

A further training event, again led by RE Today trainers, will be held in Spring 2019 for schools that missed the first training and those who would like further ideas for teaching the new syllabus. There is no provision for RE Coordinator network meetings although an RE Teacher's Hub has held meetings in collaboration with Canterbury Christ Church University and Teacher Associations. There is also a face book group for Kent RE teachers.

With over 500 schools in Kent it is hard to fulfill the monitoring role of SACRE and this has been discussed during meetings during the year. It was decided at the Spring meeting that Kent SACRE members would monitor schools' websites for mention of RE and CW, the syllabus used, and the time taken. By the end of the year half the schools had been monitored and the

members decided to carry on and also to send a letter to all schools with the general results of the monitoring.

There were no formal complaints about Religious Education referred to Kent SACRE during this year.

### **Exam results for Kent schools**

This was the first year of the new types of GCSE grade from 9-1 instead of A\*-G. In Kent 64 schools entered pupils into the full course GCSE using the new grading system. Out of the national number of entries, 313,803, only 5107 pupils were entered in Kent. Interestingly, 10 schools entered pupils into the old-style exam with A\*-G grades, this was 296 pupils out of a national entry of 7320. No school entered the whole cohort this year with several schools only entering less than 10 pupils from the cohort which could be between 150 -200 students altogether. The law still states that every pupil registered in school must be taught Religious Education but as the subject does not count towards the progress of school's data and is not part of the Ebacc set of subjects, schools are not entering the numbers of pupils that they used to.

The short course RE GCSE doesn't contribute to the school statistics and is much less popular with schools. In Kent 706 pupils, approximately half of last year's numbers, were entered for the short course and nationally 11780 pupils were entered.

Nationally only 4060 pupils were entered for the RE As level exam. In Kent ten schools entered a total of 50 pupils into this exam with three pupils gaining an A grade. Nationally the As level is being phased out which explains this low figure.

Thirty-three Kent schools entered 230 pupils for the A level in Religious studies, the national number of entries was 16280.

SACRE would like to acknowledge the successes of Kent students in the religious education exams 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.

However, SACRE continues to be concerned about the decline in the number of students being entered for GCSE Religious Studies and therefore the A level courses, and about the increasing number of schools that are entering no or very few students at all for GCSE Religious Studies.

All the results issued in December 2018 are still provisional.

### **Collective Worship**

At the Summer term meeting of the SACRE the RE Consultant led a training for members on the mechanics of collective worship determinations. This was as a result of using the self-evaluation tool for SACREs and members requesting this information.

A guidance on Collective worship for Kent Schools, 'Gathering Together', can be found on the Kelsi website.

There have been no applications for a determination this year. There have also been no complaints concerning Collective Worship referred to SACRE during this academic year.

## **AN OVERVIEW OF THE SACRE'S WORK:**

The full SACRE has met three times over the academic year. Group pre-meetings are held from 9:00 a.m. The full meeting beginning at 9:30 a.m. Meetings end at 12:30p.m. At each meeting there is an examination of the budget. In 2016-17 the whole budget plus an extra £10,000 from the LA was spent on the new syllabus and the five training sessions.

At the Autumn meeting SACRE members agreed a slight change to the constitution and discussed the RE Council commission's interim report. Members were asked to respond to the document and a response was sent from Kent SACRE. The Chair and Vice Chair had attended a meeting of the Chairs of SACREs from across the south of England and reported on this. A training session on the Prevent strategy was given to members by Nick Wilison. The previously proposed development day for members was decided against but it was agreed that at the Spring meeting members would work together on the self-evaluation tool kit that is produced for SACREs. This took up most of the meeting and as a result of the group discussion, it was recognised by members of SACRE that they were not as involved with school curriculums as initially hoped. It was felt that SACRE needed to strengthen its communication with School Governors and Councillors to ensure information was being cascaded effectively and efficiently through the appropriate school governing bodies. The Chair welcomed the suggestion of reintroducing the use of an RE bulletin to remind Governors of their responsibility around Religious Education and direct them to the KELSI website which contains guidance and information for schools around the statutory and non-statutory requirements that need to be conducted around Religious Education and Collective Worship.

A discussion, led by the Chair, on whether a SACRE could put in a freedom of information request to schools to find out about RE and CW concluded that this would only be as a last resort. It was decided that once some monitoring of websites had been undertaken the SACRE would write to schools with their findings and encourage them to include information about RE and CW on their websites if we did not find it there.

The Chair and the RE Consultant attended the NASACRE AGM in London and reported back to members on the proceedings.

Kent SACRE supported the County in establishing the County Interfaith Forum with a meeting in Interfaith Week 2017. Members attended planning meetings and were actively involved in the County event to celebrate National Interfaith Week. There is now a website and has SACRE as one of the organisations involved.

Appendix 1

**KENT SACRE Membership and Attendance at meetings 2017 – 2018**

**GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)**

<b>MEMBERS</b>	<b>Attended</b>
<b>Free Church (4)</b>	
Miss J Webb – (Baptist)	<b>3</b>
Mrs E Talbot - (Methodist)	<b>0</b>
Mrs E May – (United Reformed Church)	<b>0</b>
Mrs J Wigg -(Salvation Army)	<b>3</b>
<b>Roman Catholic (3)</b>	
Mrs A Donnelly	
Mrs F Hawkes	<b>2</b>
Miss S Malone	<b>2</b>
<b>Buddhism (1)</b>	
Mrs C Elapatha	<b>2</b>
<b>The Greek Orthodox Church (1)</b>	
Mr M Papadopoulos	<b>1</b>
<b>Hinduism (1)</b>	
Mr R Chakkedath	<b>0</b>
<b>Islam (1)</b>	
Mrs N Younosi ( <i>Group Convener/SACRE Vice-Chair</i> )	<b>2</b>
<b>Judaism (1)</b>	
Rabbi C Cohen	<b>0</b>
<b>Sikhism (1)</b>	
Mrs Deepinder Kaur Gill	<b>0</b>
<b>Co-opted Members</b>	
Mrs J Grant (Baha'i)	<b>2</b>

**GROUP 2: CHURCH OF ENGLAND (6)**

<b>Rochester Diocesan Board of Education (3)</b>	<b>Attended</b>
Mrs V Corbyn ( <i>Group Convenor</i> )	<b>2</b>
Miss N Brownfield	<b>2</b>
Miss C Bostock	<b>3</b>
<b>Canterbury Diocesan Board of Education (3)</b>	
Mrs B Naden	<b>2</b>
Mrs N Paterson (resigned Dec 2017)	<b>0</b>
Miss R Walters	<b>3</b>
Mrs R Swansbury (from June 2018)	<b>1</b>



**GROUP 3: TEACHER ASSOCIATIONS (6)**

<b>Members</b>	<b>Attended</b>
<b>NASUWT</b> Ms K Burke ( <i>Group Convenor</i> )	<b>3</b>
<b>Association of Teachers and Lecturers</b> Vacancy 1.4.2014	
<b>Kent Association of Head Teachers Primary</b>	
<b>Kent Association of Secondary Head Teachers</b> MrsRJoyce	<b>2</b>
Mr A Fowler	<b>1</b>
<b>NUT</b> Mr W chambers	<b>3</b>
<b>National Association of Head Teachers Kent Branch</b> Vacancy	
<b>Co-opted Members</b> Miss E Pope	<b>1</b>

**GROUP 4: LOCAL AUTHORITY (4)**

<b>Nominees of Conservative Group (2)</b>	<b>Attended</b>
Mr S Manion ( <i>SACRE Chairman and Group Convenor</i> )	<b>3</b>
Mr M J Northey	<b>3</b> (with 2 substitutions)
<b>Nominee of the Labour Group (1)</b>	
Mr T Maddison	<b>0</b>
<b>Nominee of UKIP Group (1)</b>	
Mr A Crowther	<b>0</b>

## Appendix 2 Development Plan 2018-July2019

### PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

What?	and How?	Reporting	Resources	Legal Requirements
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report sent to NASACRE, the LA, the DfE, Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE,
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall	Agendas and Minutes Financial Budget Annual Report	Consultant – 9 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
NEW Monitor implementation of Agreed Syllabus, and provision of RE  Provide further training on the new syllabus	FOI in July 2019 Members to monitor school websites  Using RE Today trainers and SACRE budget	Written summary to SACRE annually  Reported to SACRE	Consultant – 2 days Admin. Support  RE Today trainers and RE Consultant	Monitor the provision and quality of RE  Ensure that syllabus is being used
NEW Update documents on the Kelsi website Collective worship Syllabus resources Shaping the Spirit'	Consultant to check and update	To SACRE verbally Members to access Kelsi	Consultant – 3 days Kelsi Admin support	Monitor the provision and quality of RE
NEW Monitor provision and compliance for Collective Worship	FOI in 2019 Members to monitor school websites	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools

**OBJECTIVE: Management of SACRE**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Raise profile and status of Kent SACRE	Communications with LA and schools Attendance at local and national events SACRE members (Councillors) visits to schools Relationship with LA	Evaluation and feedback to SACRE SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support	Stakeholders to contribute to wider educational objectives of the LA
Membership of SACRE to better reflect diversity of religions and teacher community	Check membership and ask unrepresented groups to send a rep. Ask Kent teachers to attend	Verbally to SACRE	Membership Chair and Vice Chair	Bring together local stakeholders to act positively for the LA on statutory duties for RE and CW and wider strategic educational objectives
Membership of SACRE training and understanding of educational objectives	Training for members during SACRE meetings	To SACRE and in Annual report	RE Consultant using NASACRE materials	Members to advise the LA on RE and CW and wider educational objectives of the LA
Support 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	Monitor the provision and quality of RE
Ensure that all schools are using the new syllabus	One days training in use of syllabus by RE Today trainerAutumn2018 /Spring 2019	To Members	Budget Admin RE Consultant RE Today	Monitor the provision and quality of RE



From: Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children’s, Young People and Education Cabinet Committee –  
28 March 2019

Subject: **Risk Management: Children, Young People and Education**

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

**Summary:**

This paper presents the strategic risks relating to the Children’s, Young People and Education Cabinet Committee, comprising of four risks featuring on the Corporate Risk Register for which the Corporate Director is the designated “Risk Owner” on behalf of the Corporate Management Team; plus, a summary of key risks within the directorate.

**Recommendation(s):**

The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the risks presented.

**1. Introduction**

- 1.1 Risk management is a key element of the Council’s internal control framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled.
- 1.2 Directorate risks are reported to this Cabinet Committee annually and comprise of strategic or cross-cutting risks that potentially affect several functions across the Children, Young People and Education directorate, and often have wider potential interdependencies with other services across the Council and external parties.
- 1.3 Corporate Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register.

- 1.4 Most of these risks, or at least aspects of them, will have been discussed in depth at the relevant Cabinet Committee(s) throughout the year, demonstrating that risk considerations are embedded within core business.

## 2. CYPE led Corporate Risks

- 2.1 The Corporate Director for the Children, Young People and Education directorate is the lead Director for four of the council's corporate risks. A brief summary of changes over the past year are outlined below, with full details contained in the risk register attached at appendix 1.

Risk reference	Risk description	Current score	Target score
<b>CRR0001</b>	Safeguarding – protecting vulnerable children	15 (Medium)	15 (Medium)
<p>The risk level was reduced to its 'target' residual score at the end of 2017, due to a positive Ofsted inspection and management confidence in the controls in place. The actions set out in the Ofsted Practice Development Plan have been implemented.</p> <p>A control added in autumn 2018 related to KCC's contribution to the Kent and Medway Gangs Strategy 2018 – 21, which outlines the multi-agency approach to ending the criminal exploitation of vulnerable children and adults by gangs.</p> <p>Preparations are being made for new multi-agency safeguarding arrangements in response to Children &amp; Social Work Act requirements, which are required to be in place by September 2019.</p>			
<b>CRR0007</b>	Resourcing implications arising from Children's Services demand	20 (High)	12 (Medium)
<p>The risk has been more specifically defined to relate to demand challenges, with further integration of services for children (the Change for Kent Children programme) seen as part mitigation for the risk.</p> <p>New multi-disciplinary teams were launched on 1st October 2018, along with a new Request for Support form to ensure that referrals are directed to the most appropriate level of support as quickly as possible; this could result in the referral being progressed to Early Help Intensive Units or Children's Social Work teams or signposted to lower levels of support within the community. The new form has been rolled out and training provided for multi-agency partners to ensure they fully understand its use. In addition, follow-up bespoke sessions have been arranged for GPs, Police and through Headteacher Briefings. A fully integrated staffing structure is now in place.</p> <p>A short OFSTED inspection of KCC's arrangements to deal with 'Front Door' referrals took place late January/early Feb 2019. Findings will be reported to the CYPE Cabinet Committee.</p>			
<b>CRR0016</b>	Delivery of new school places is constrained by capital budget pressures and dependency upon the Education Skills Funding Agency (ESFA).	16 (High)	12 (Medium)

The current rating reduced slightly during the 2018 autumn refresh of the corporate risk register due to amendments to the Kent Commissioning Plan being made in response to issues arising and contingency arrangements are made as required in specific parts of the county, although it is still high. Capital forward funding from the ESFA for Basic Need has enabled a reduction in revenue prudential borrowing costs.

<b>CRR0044</b>	High Needs Funding and adequacy of support for children with Special Educational Needs and Disabilities (SEND)	20 (High)	12 (Medium)
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The number of Children and Young People with Special Educational Needs and Disability (SEND) is rising faster than the underlying growth in population, which is a national issue. Kent is now maintaining over 11,900 Education Health and Care Plans (EHCP) which represents a growth of 58% since 2014/15.

Kent County Council's Pupil Premium Select Committee has considered SEND and High Needs Funding and extensive evidence had been submitted to the Secretary of State for Education which set out Kent's views and concerns.

A total transfer of 1% had been made from the Schools Block to the High Needs Block through the Funding Forum to address the growing demand for High Needs Funding that supported the needs of children with profound and complex Special Educational Needs and Disability (SEND). In December 2018 the Education Secretary announced an additional £250 million of funding to support children with SEND, across the two financial years 2018 to 2019, and 2019 to 2020. Further discussions are taking place in 2019 between government and the Schools Funding Forum to re-examine the transfers that had been made from the School's Block to the High Needs Block.

A SEND action plan is being implemented to address a number of practice-related issues arising from the increased demand, which will be reviewed to ensure any issues highlighted from the recent Ofsted inspection of SEND services are captured and acted upon.

Due to its significance this risk was escalated to the Corporate Risk Register during the 2018 autumn refresh.

### 3. Children, Young People and Education risk profile

3.1 The current risks in the CYPE directorate risk register are shown below.

Risk reference	Risk description	Current score	Target score
<b>CY0035</b>	Implementation of new management information system.	16 (High)	12 (Medium)

The risk was recently escalated to the directorate risk register as the current system being used is becoming obsolete and a new system needs to be implemented urgently to ensure the continued flow of critical management information for the

business. Support for the current system has been extended, while regular meetings are being held with ICT colleagues to resolve concerns and ensure service user requirements are taken into account when the new system is introduced.

<b>CY0008</b>	Children who are home educated may not be safeguarded	12 (Medium)	12 (Medium)
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The risk is currently judged to be at its 'target' residual level, with a home education policy in place that includes interaction with a child where there are welfare concerns and where other agencies have been involved with the family. However, the risk is being retained on the register until the findings of the Timpson review into school exclusions is published (scheduled for May) to see if this requires any additional action from the Local Authority.

<b>CY0034</b>	Business continuity and resilience	12 (Medium)	8 (Medium)
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The CYPE Directorate must ensure its services have robust contingency plans to reduce the impact and likelihood of high impact incidents and emergencies that take place in the County. While this is core business, a risk was added to the register in autumn 2018 to provide additional focus, particularly with the potential for disruption to KCC services identified in relation to a potential 'no-deal' Brexit at the end of March 2019. This is in addition to more generic business continuity risks associated with severe weather, for example.

A directorate resilience group is in place and has coordinated comprehensive reviewing and refreshing of service continuity plans, with representation from corporate functions to consider interdependencies.

<b>CY0030</b>	Management of the CYPE Directorate in year budget	12 (Medium)	4 (Low)
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This risk is impacted by a number of significant budgetary issues such as funding for school places by the Education Schools Funding Agency, the SEN budget and pressure on the dedicated schools grant. This is in addition to the ongoing concerns around asylum costs.

<b>CY0007</b>	More schools will move into a potentially deficit budget position.	12 (Medium)	8 (Medium)
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Continued "flat cash" settlement for schools, coupled with national changes to schools funding puts significant pressure on the budgets of schools.

<b>CY0032</b>	Information Governance. Management of personal data	9 (Medium)	6 (Low)
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The risk related initially to the introduction and implementation of the General Data Protection Regulations (GDPR), which included several mitigations such as awareness raising, alongside specific tasks e.g. revision of privacy notices. The risk has now evolved into a more generic risk relating to the safeguarding and storage of personal data.



<b>CY0009</b>	Children not in full time education may not be receiving a suitable education	9 (Medium)	6 (Low)
<p>This risk relates to the duty for the local authority to make arrangements to enable it to establish (so far as it is possible to do so) the identities of children in the area who are not receiving a suitable education and monitor those identified, the risk being that the relevant professionals involved are not aware of such children.</p> <p>This is being mitigated by information sharing systems between School Admissions, Children Missing Education and Elective Home Education Teams. The Attendance service has been re-organised and the service re-focused on providing effective advice and monitoring of school attendance registers to identify any poor or illegal practice. Schools are challenged for any known poor or illegal practice in attendance registration. Centralised provision now results in an education programme for pupils not on a school roll where appropriate.</p>			

3.2 A risk regarding funding to support the number of former Unaccompanied Asylum-Seeking Children (UASC) under Leaving Care Regulations, was withdrawn from this register as the continuing funding shortfall is highlighted in the Corporate Risk Register as part of the budgetary risk.

3.3 An additional directorate risk is to be added relating to quality of practice for Special Educational Needs and Disabilities services, which will take into account findings from the recent Ofsted inspection.

#### 4. Divisional Risks

4.1 The Corporate and Directorate risks are underpinned by risks at a divisional level that are typically of a less strategic nature. The Directorate Management Team has regular oversight of significant divisional risks, which currently include those relating to:

- Capacity of services to meet demand e.g. Educational Psychology
- Underperformance of children’s mental health services in the county.
- Refreshing of ICT systems and their utilisation.
- Costs associated with Children in care and care leaver placements.
- Integration of the new Integrated Children’s Services division
- Social worker recruitment and retention
- Pupil Referral Unit performance.

#### 5. Recommendation

##### Recommendation:

The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the risks presented.

## **6. Background Documents**

- 6.1 KCC Risk Management Policy and associated risk management toolkit on KNet intranet site. <http://knet/ourcouncil/Management-guides/Pages/MG2-managing-risk.aspx>

## **7. Contact details**

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## Appendix 1

# **CYPE led Corporate Risks**

## Corporate Risk Register - Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.	Risk Title	Current Risk Rating	Target Risk Rating	Direction of Travel since March 2018
CRR0001	Safeguarding – protecting vulnerable children	15	15	↔
CRR0007	Resourcing implications arising from children’s services demand	20	12	↔
CRR0016	Delivery of new school places is constrained by capital budget pressures and dependency on the Education and Skills Funding Agency	16	12	↓
CRR0044	High Needs Funding and adequacy of support for children with SEND	20	12	NEW

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NB: Current & Target risk ratings: The ‘current’ risk rating refers to the current level of risk taking into account any mitigating controls already in place. The ‘target residual’ rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

The overall risk score is derived from multiplying the likelihood and impact scores

Likelihood & Impact Scales					
<b>Likelihood</b>	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
<b>Impact</b>	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

Risk ID	CRR0001	Risk Title	Safeguarding – protecting vulnerable children			
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
The Council must fulfil its statutory obligations to effectively safeguard vulnerable children.	Ability to fulfil statutory obligations affected by demand for services exceeding capacity and capability, or adequacy of management and operational practice.	Serious impact on vulnerable people.	Matt Dunkley Corporate Director Children, Young People and Education (CYPE)	Possible (3)	Major (5)	
In addition, the Government’s “Prevent Duty” requires the Local Authority to act to prevent people from being drawn into terrorism, with a focus on the need to safeguard children at risk of being drawn into terrorism.	Failure to recruit and retain suitably experienced and qualified permanent staff.	Impact on ability to recruit the quality of staff critical to service delivery.		<b>Target Residual Likelihood</b>	<b>Target Residual Impact</b>	
This risk links to the demand for children’s services risk (CRR0007).	Failure to meet the requirements of the “Prevent Duty” placed on Local Authorities.	Serious operational and financial consequences.	<b>Responsible Cabinet Member(s):</b> Roger Gough Children, Young People and Education  Mike Hill (Lead Member for PREVENT)	Possible (3)	Major (5)	
<b>Control Title</b>			<b>Control Owner</b>			
Consistent scrutiny and performance monitoring through Divisional Management Team, District ‘Deep Dives’ and audit activity			Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead)			
Independent scrutiny by Kent Safeguarding Children Board			Independent Chair Kent Safeguarding Children Board			
Manageable caseloads per social worker and robust caseload monitoring. Social work vacancies monitored with action taken to address as required			Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead)			
Active strategy in place to attract, recruit and retain social workers through a variety of routes with particular emphasis on experienced social workers			Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead)/			

	Amanda Beer, Corporate Director Engagement, Organisational Design & Development (EODD)
Multi-agency public protection arrangements in place	Risthardh Hare, Interim Assistant Director Safeguarding and Quality Assurance
Extensive staff training – Specialist Children’s Services and Early Help and Preventative services are adopting the ‘Signs of Safety’ model of intervention, a standardised child-focused model of risk analysis, risk management and safety planning	Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)
Regular reporting on safeguarding takes place quarterly for Directors and Cabinet Members, with an annual report for elected Members, to allow for scrutiny of progress	Matt Dunkley, Corporate Director, CYPE
Prevent Duty Delivery Board (chaired by KCC) oversees the activity of the Kent Channel Panel, co-ordinating Prevent activity across the County and reporting to other relevant strategic bodies in the county (including reporting route to the Kent Safeguarding Children Board)	Penny Southern, Corporate Director, Adult Social Care and Health (ASCH)
Kent Channel Panel (early intervention mechanism providing tailored support to people who have been identified as at risk of being drawn into terrorism) in place	Nick Wilkinson, Prevent and Channel Strategic Manager
Multi-agency risks, threats and vulnerabilities group focuses on PREVENT, gangs, Modern slavery, human trafficking and online safeguarding matters	Nick Wilkinson, Prevent and Channel Strategic Manager
Safeguarding and Quality Assurance Unit conducts audits, reviews of practice and provides challenge	Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead)
Education Safeguarding Team in place	Claire Ray, Principal Officer Education Safeguarding, The Education People
A revised Elective Home Education policy approved that includes interaction with children where there are welfare concerns and where other agencies have been involved with the family. Awareness raising taking place with other practitioners	Keith Abbott, Director Education Planning & Access/ Scott Bagshaw, Head of Admissions & Transport
Multi-function officer group helping to define key steps and approach to aid any future inquiries or investigations that may arise relating to alleged historical abuse	Risthardh Hare, Interim Assistant Director Safeguarding and Quality Assurance
Multi-agency Crime and Sexual Exploitation Panel (MACSE) provides a strategic, county-wide, cross-agency response to Child Sexual Exploitation	Matt Dunkley Corporate Director, CYPE (KCC lead)
Three year PREVENT training strategy being rolled out. Staff intranet site dedicated to Prevent. Information also available on KCC website	Nick Wilkinson, Prevent and Channel Strategic Manager
Integrated practice model in place	Sarah Hammond, Director of Integrated Services (Children’s Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)
Detailed understanding of requirements for Joint Targeted Area Inspections	Sarah Hammond, Director of Integrated

		Services (Children's Social Work Lead)
Kent and Medway Gangs Strategy 2018-21 outlines the multi-agency approach to ending the criminal exploitation of vulnerable children and adults by gangs		Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)
<b>Action Title</b>	<b>Action Owner</b>	<b>Planned Completion Date</b>
Preparation for new multi-agency safeguarding arrangements in response to Children & Social Work Act requirements	Matt Dunkley, Corporate Director CYPE / David Whittle, Director SPRCA	April 2019 (review)

Risk ID	CRR0007	Risk Title	Resourcing implications arising from Children's Services demand			
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
Local Authorities continue to face increasing demand for specialist children's services due to a variety of factors, including consequences of highly publicised child protection incidents and serious case reviews, a marked increase in children with Special Educational Needs and Disabilities (SEND) and policy/legislative changes.	High volumes of work flow into Early Help and Preventative Services (EHPS) and Specialist Children's Services (SCS) leading to unsustainable pressure being exerted on them (recognising seasonal spikes such as end of term).  Failure to maximise opportunities offered by integration of EHPS and SCS where appropriate.	Children's services performance declines as demands become unmanageable.  Failure to deliver statutory obligations and duties or achieve social value.  Additional financial pressures placed on other parts of the Authority at a time of severely diminishing resources.  Ultimately an impact on outcomes for children, young people and their families.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Major (5)	
At a local level KCC is faced with particular 'pressure points' in several districts.			<b>Responsible Cabinet Member(s):</b> Roger Gough Children, Young People and Education	<b>Target Residual Likelihood</b> Possible (3)	<b>Target Residual Impact</b> Serious (4)	
These challenges need to be met as early help and preventative services and specialist children's services face increasingly difficult financial circumstances and operational						



challenges.

The Council needs to remain aware of London Boroughs, utilising higher per-capita funding and large capital/reserve budgets to procure sites in Kent to ease their overspends on housing/homelessness, due to potential demand implications.

<b>Control Title</b>	<b>Control Owner</b>	
The Early Help and Preventative Services Programme is working to ensure that vulnerable families can access the right support through intensive work in Early Help Units and Step Down Panels, open access services or through targeted casework	Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)	
Intensive focus on ensuring early help to reduce the need for specialist children's support services	Matt Dunkley, Corporate Director CYPE	
Early Help & Preventative Services have outlined priorities for service development and change, including ambitious targets to improve outcomes for children, young people and families	Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)	
Kent Safeguarding Children Board 'threshold' document outlines the criteria required by partners when making a referral and have been working with partners to promote aid appropriate application	Mark Janaway, Programme and Performance Manager	
The Specialist Children's Services budget has been increased to compensate for the additional demand	Dave Shipton, Acting Section 151 Officer	
Relationships with London Councils which allow us to understand / test their intentions on an individual site basis	David Whittle, Director SPRCA	
<b>Action Title</b>	<b>Action Owner</b>	<b>Planned Completion Date</b>
Implementation of Change for Children in Kent programme	Matt Dunkley, Corporate Director, CYPE	April 2019 (Phase 1)

<b>Risk ID</b>	<b>CRR0016</b>	<b>Risk Title</b>	<b>Delivery of New School Places is constrained by capital budget pressures and dependency upon the Education and Skills Funding Agency (ESFA)</b>			
<b>Source / Cause of risk</b>	<b>Risk Event</b>	<b>Consequence</b>	<b>Risk Owner</b>	<b>Current Likelihood</b>	<b>Current Impact</b>	
A significant expansion of schools is required to accommodate major population growth in the short term to medium term (primary age) and medium to long term (secondary age). The "Basic Need" capital grant from Dept of Education (DfE) will not fund the expansion in full.	The expansion required may not be delivered, meaning KCC is not able to provide appropriate school places.  Further upward demand pressures beyond what is forecast.	Some children have to travel much further to attend a school, with a resulting impact on the transport budget.  The duty to provide sufficient school places is not met, which may lead to legal action against the council.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Serious (4)	
A funding gap to deliver the programme for schools will be created by cost pressures from higher than expected build costs, low contributions from developers and increases in pupil demand.			<b>Responsible Cabinet Member(s):</b> Roger Gough, Children, Young People and Education	<b>Target Residual Likelihood</b> Likely (4)	<b>Target Residual Impact</b> Significant (3)	
Whilst the funding gap identified with the Kent Commissioning Plan has been closed, the delivery of the plan is highly dependent						

upon securing a number of Free Schools in Kent over the period and that the ESFA complete the Free School projects on time and to an appropriate standard.

<b>Control Title</b>	<b>Control Owner</b>	
The Kent Commissioning Plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped, costed and kept under review	Keith Abbott, Director Education Planning and Access	
The school expansion programme is under member scrutiny and review by relevant Education and Property programme boards/forums/committees	Keith Abbott, Director Education Planning and Access	
CYPE capital monitoring mechanism with Member involvement now created	Education Planning and Access DivMT	
Policy and operations to secure sufficient developer contributions are overseen by Growth and Infrastructure Group	Keith Abbott, Director Education Planning and Access/Stephanie Holt-Castle, Interim Director Environment, Planning and Enforcement	
A bid has been made for extra funding under the priority school building programme Phase 2	Keith Abbott, Director Education Planning and Access	
Negotiations have taken place with District Councils regarding allocation of contributions	Area Education Officers	
Close working with the ESFA and lobbying of the DfE/ESFA, Secretary of State and Kent MPs raising of the issue via the County Councils Network	Keith Abbott, Director Education Planning and Access / Cabinet Member CYPE / Leader of the Council	
Regular meetings with ESFA officials to monitor progress at individual project level and identify ways in which KCC can help progress these projects (Local delivery)	Keith Abbott, Director Education Planning and Access	
Contingency plans for alternative interim accommodation for each Free School project are being developed on a case-by-case basis i.e. temporary expansions to schools to meet immediate pressures, or the allocation of available places within existing schools	Keith Abbott, Director Education Planning and Access	
<b>Action Title</b>	<b>Action Owner</b>	<b>Planned Completion Date</b>
Put forward bids for the next wave of selective schools'	Keith Abbott, Director of	July 2019

expansion fund		Education				
Risk ID	CRR0044	Risk Title	High Needs Funding and adequacy of support for children with SEND			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	Target Residual Impact
<p>The Children and Families Act 2014 introduced significant changes to Specialist Educational Needs (SEN) through the duty to ensure that the views, wishes and feelings of parents are heard, leading to a raising of expectations of parents.</p> <p>The number of Children and Young People with Specialist Educational Needs and Disability (SEND) is rising faster than the underlying growth in population. Kent is now maintaining over 10,500 Education Health and Care Plans (EHCP) which represents a growth of over 40% in the last 4 years. In addition, the incidence of EHCP's being maintained and issued to young</p>	<p>There is a risk that the SEN service within KCC will fail to deliver an acceptable service to parents and children requiring SEN services within Kent, and/or fails to meet statutory time limits for providing support.</p>	<p>Unless processes and practices are reviewed and made to be more efficient and effective, families may fail to receive a supportive, acceptable service from SEN within Kent. Families feel neglected and supported. Ultimately the delivery of such a level of service could lead to legal action if statutory time limits or processes are not met.</p>	<p>Matt Dunkley Corporate Director CYPE</p> <p><b>Responsible Cabinet Member(s):</b> Roger Gough Children, Young People and Education</p>	<p>Likely (4)</p> <p><b>Target Residual Likelihood</b> Possible (3)</p>	<p>Major (5)</p> <p>Serious (4)</p>	

people aged 19+ has grown exponentially.

The available budget is not enough to address the growth in demand, and the level of DSG High Needs Funding is effectively capped for the next 4 years.

KCC needs to address a backlog of over 650 Educational Psychology assessments.

<b>Control Title</b>	<b>Control Owner</b>	
Continual lobbying of Government to highlight the matter at national level i.e. via County Council Network, Association of Directors' of Children's Services	Paul Carter, Leader of the Council / Roger Gough, Cabinet Member CYPE / Matt Dunkley, Corporate Director CYPE	
Recruitment and Retention arrangements for Educational Psychologists are competitive and enable us to recruit and retain staff in our most critical and demanding roles and teams	Andrew Heather (Principal Educational Psychologist)	
A Special Educational Needs Action Plan has been prepared	Louise Langley (Interim Head of SEN)	
SEN Provision Evaluation Officers now support SEN Teams with ensuring schools have used their best endeavours to seeking Statutory Assessment and the views of schools are considered	Louise Langley (Interim Head of SEN)	
Weekly placement panels implemented for independent school placements (with a view that local provision is preferred).	Louise Langley (Interim Head of SEN)	
CYPE Service Development Team supporting improvements by developing a service development project.	Louise Langley (Interim Head of SEN)	
Contracts with independent schools stipulate financial penalties for low or non-attendance of pupils	Louise Langley (Interim Head of SEN)	
<b>Action Title</b>	<b>Action Owner</b>	<b>Planned Completion Date</b>
Triage backlog of Educational Psychology assessments and consider priorities. West Kent pilot completed – wider rollout in	Andrew Heather, Principal Educational Psychologist	March 2019

progress.		
Moderation of EHCPs to ensure compliance to expected standards	Louise Langley Interim Head of SEN	January 2020
Increase the numbers of pre-emptive meetings and mediation with parents to seek resolution	Louise Langley Interim Head of SEN	July 2019
Increase mainstream school's capacity to meet SEN provision	Louise Langley Interim Head of SEN	July 2020
Work with the Disabled Children's Service to develop joint pathways into adulthood for post 16 and post 19 SEND young people	Louise Langley Interim Head of SEN	April 2019
For young people with the most severe and complex needs, develop a process for working with social care and health to support and plan lifespan pathways from year 10 annual reviews onwards	Louise Langley Interim Head of SEN	April 2019
Appointment of additional posts to provide additional focus on quality issues and early resolution of complaints	Matt Dunkley, Corporate Director, CYPE	May 2019
QA (Quality Assurance) Panels are to be created to moderate EHCPs and ensure quality	Louise Langley Interim Head of SEN	July 2019

**From: Roger Gough, Cabinet Member for Children, Young People and Education**

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To: Children's, Young People and Education Cabinet Committee – 28 March 2019**

**Subject: Children, Young People and Education Directorate Performance Scorecard**

**Summary:** The Children, Young People and Education performance management framework is the monitoring tool for the targets and the milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

**Recommendations:** The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard, which now includes Education, Early Help, and Children's Social Work Services.

## **1. Introduction**

- 1.1 The Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.
- 1.2 Work has been taking place to develop a new directorate scorecard to cover performance across the whole of CYPE, including indicators appropriate to the new Integrated Children's Service. A Members Data Task and Finish Group met in December 2018 to discuss ideas and opportunities for development, and key principles were agreed. Work has since taken place to develop a draft scorecard for discussion at the next meeting of the Task and Finish Group, which is taking place on 18 March 2019. It is anticipated that this meeting will finalise and agree the requirements and that the new format CYPE scorecard can be produced from April 2019 onwards.

## **2. Children, Young People and Education Performance Management Framework**

- 2.1 The performance scorecard indicators are grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.
- 2.2 Management Information, working with Heads of Service, also produce service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for Early Years and Childcare. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special

Educational Needs (SEN). For Children's Social Work Services the Monthly Scorecard covers the key performance measures for the service, and service specific Performance Scorecards are also produced for the following service areas: Children in Care; Adoption; Fostering; Care Leavers; Missing Children; and Quality Assurance Reporting.

2.3 The indicators on the Directorate scorecard provide a broad overview of performance and are supported by the greater detail within the service scorecards.

### **3. Current Performance**

3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have been updated to align with the latest version of Vision and Priorities.

3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 5 - 7.

#### **Green indicators**

3.3 The number of permanent exclusions from Secondary schools has decreased by eight pupils from 30 in October to 22 in January and remains comfortably above the target of 35.

3.4 The rate of proven re-offending by children and young people has risen slightly from 33.3 to 35.5 but remains above the target of 36. Out of a cohort of 569 offenders 202 reoffended.

3.5 The number of first-time entrants to the Youth Justice system continues to reduce and at 228 remains ahead of the target of 290.

3.6 The Free School Meal achievement gap for pupils at EYFSP achieving a Good Level of Development at 17 is better than the target of 19.

3.7 At Key Stage 2, 67% of pupils achieved the expected standard in reading, writing and maths compared to the national figure of 65%. We had the joint highest results (with Warwickshire) when compared to our statistical neighbours.

3.8 The Free School Meal achievement gap for pupils at Key Stage 4 in relation to the average Attainment 8 score at 18.8 is better than the target of 20.

3.9 The percentage of parents getting first preference of secondary school at 79.6% is above the target of 78%. 27 secondary schools have made a further 996 Year 7 places available for this September.

3.10 The completion rate for Returner Interviews, undertaken when a child/young person returns after going missing, is 92.0% and remains above the 85.0% target. This is a local measure (and target) used within Kent County Council to maintain the focus on high completion rates for Returner Interviews, ensuring that information obtained is used to help prevent future episodes of the child/young person going missing. There is no national or regional comparator data available for this performance measure.



- 3.11 The percentage of children becoming subject to a child protection plan for a second or subsequent time is 18.9%. This is within the target range of 17.5% - 22.5% and compares to average rates for England of 20.2% and Statistical Neighbours 21.5% (both rates are for 2017/18).
- 3.12 The average number of days between a child coming into care and moving in with an adoptive family is 362 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 520 days (3-year average 2014-17).
- 3.13 The percentage of case-holding posts filled by permanent qualified social workers has continued to improve and for January 2019 was 87.7%, which is above the Target of 85.0%. The latest publication of children's Social Care Workforce data (February 2019) shows Kent performing well against the range of staffing measures. The average Agency Social Worker rate for England is reported as 15.4% and 11.4% for Kent, and the average Social Worker vacancy rates for England were 16.5%, and 10.7% for Kent. These figures were as at 30th September 2018.
- 3.14 The average caseload of Social Workers in the Children in Care Teams is 14.7, achieving the Target of a caseload of no more than 15 children/young people.

### **Amber indicators**

- 3.15 Overall 515 of the 557 schools in Kent with a current inspection were good or outstanding, and 93% of pupils were attending good or outstanding schools. The priorities moving forward are to maintain the proportion of schools with a judgement of good or better, increase the number of schools graded as outstanding and move those who require improvement to become good as quickly as possible. Currently 21% of schools in Kent are judged to be outstanding.
- 3.16 The percentage of Early Years settings which were Good or Outstanding at 96.9% is below the target of 98.0%. Sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service.
- 3.17 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased from 82.1% to 79.4% below the target of 82%. The rate of notifications received into Early Help per 10,000 of the 0 – 17 population has increased from 380.1 to 333.5.
- 3.18 In the Early Years Foundation Stage 75.1% of children attending a school in Kent achieved a good level of development compared to the national figure of 71.5%. We had the second highest results when compared to our statistical neighbours (behind East Sussex with 76.5%).
- 3.19 The percentage of referrals to Children's Social Care within 12 months of a previous referral is 26.7%. This compares to the latest published information for the England average of 21.9%, 24.0% for Kent's Statistical Neighbours and 25.2% for the South East (all comparative rates are for 2017/18 performance).
- 3.20 The percentage of children/young people remaining in the same placement for the last 2 years (for those that have been in care for more than 2.5 years) is 69.8%, which is just below the Target of 70.0%. The latest published information for the

England average is 70.0%, and 71.5% for Kent's Statistical Neighbours (both rates are for 2017/18).

- 3.21 Percentage of Children in Care who are placed in KCC Foster Care, or within Relatives and Friends placements (excluding Unaccompanied Asylum Seeking Children) is 83.3%, which is just below the target of 85.0%. Information regarding the availability of in-house foster placements is continually reviewed to ensure that capacity is fully utilised.
- 3.22 The percentage of Care Leavers who are in education, employment or training (for those that the authority is in touch with) is 64.2%, which is slightly below the Target of 65.0%.
- 3.23 The percentage of on-line case file audits of children's social care records rated as good or above is 74.4% which is just below the Target of 75.0%. Within the last 12 months the Audit process has continued to undergo significant changes, both to the process and the software, but this measure continues to provide an indication of the quality of social work practice.
- 3.24 At 20.6 the average caseload for Social Workers in the Children's Social Work Teams remains above the Target caseload of 18 children/young people. The reduction of caseloads continues to remain a key priority for Children's Social Work Services.

### **Red indicators**

- 3.25 The take-up for two years olds decreased from 69.7% in October to 59.7% in January, below the target of 80% having peaked in December at 72%. Priorities include the ongoing delivery of 30 Hours of Free Childcare, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds and increasing the number of Early Years settings working within a collaboration.
- 3.26 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 37.6% (708 out of 1,882) against a target of 95%. There has been an increase of 30% in the number of Education, Health and Care Plans (EHCPs) within the past 12-months.
- 3.27 The number of permanent exclusions of Primary aged pupils remains at 22 which is ten higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population).
- 3.28 The number of NEETs rises over the summer months due to school and college leavers and increases significantly in September as new data is processed and young people find new learning and training placements. Last year the three-month rolled average for December, January and February that the DfE to benchmark Local Authority's performance, was 2.6% which was just off the target of 2.5% and is an improvement on the 2015/16 outturn of 3.0%. It is this figure which is used in national reporting.

#### **4. Recommendations**

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard.

#### **Background Documents**


CYPE Directorate Scorecard – January 2019

#### **Contact details**

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

January 2019

Produced by: Management Information, KCC

Publication Date: 22nd February 2019



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## Guidance Notes

**Note:**

SISE49 Number of apprenticeships 16-18 year olds is based on unconfirmed DfE data for the first Quarter of 2018-19. It is estimated that confirmed figures will be available in May 2019.

### POLARITY




H	The aim of this indicator is to achieve the highest number/percentage possible
L	The aim of this indicator is to achieve the lowest number/percentage possible
T	The aim of this indicator is to stay close to the target that has been set

### RAG RATINGS



<b>RED</b>	Floor Standard* has not been achieved
<b>AMBER</b>	Floor Standard* achieved but Target has not been met
<b>GREEN</b>	Target has been achieved

\* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

### DIRECTION OF TRAVEL (DOT)

	Performance has improved
	Performance has worsened
	Performance has remained the same

### INCOMPLETE DATA

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

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### DATA PERIOD

<b>R12M</b>	Monthly Rolling 12 months
<b>MS</b>	Monthly Snapshot
<b>YTD</b>	Year To Date
<b>Q</b>	Quarterly
<b>A</b>	Annual

### CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
SISE	School Improvement and Skills & Employability Scorecard
EY	Early Years Scorecard
EH	Early Help Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
SCS	SCS Performance Management Report

### KEY TO ABBREVIATIONS

CIC	Children in Care
CSWT	Children's Social Work Teams
CYP	Children and Young People
DWP	Department for Work and Pensions
EY	Early Years
EYFE	Early Years Free Entitlement
EYFS	Early Years Foundation Stage
FF2	Free For Two
FSM	Free School Meals
NEET	Not in Education, Employment or Training
SCS	Specialist Children's Services
SEN	Special Educational Needs

Directorate Scorecard - Kent

Monthly and Quarterly Indicators		Polarity	Data Period	QPR	Latest Result	Target 2018-19	RAG 2017-18	Previously Reported Result	DOT	Kent Outturn 2017-18	Target 2017-18	RAG 2017-18
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	MS		4	0	RED	4	↔	3	0	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	MS		92.5	93	AMBER	92.1	↑	91.1	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	MS	✓	96.9	98	AMBER	96.3	↑	96.5	98	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	MS		59.7	80	RED	69.7	↓	62.2	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	37.6	95	RED	42.2	↓	43.8	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		869	325	RED	877	↑		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils (as at end of Jan 2019)	L	R12M		22	12	RED	22	↔	24	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils (as at end of Jan 2019)	L	R12M		22	35	GREEN	30	↑	25	40	GREEN
CYPE6	Percentage of Children Missing Education cases, closed within 30 days (for period February 2018 to January 2019)	H	R12M		72.2	85	RED	84.0	↓	60.7	80	RED
SISE49	Number of apprenticeships 16-18 year olds (2018-19 Quarter 1 [Latest Result] v 2017-18 Quarter 4 [Previously Reported Result])	H	Q	✓	1,100	4,000	RED	2,370	↓	2,370	3,600	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	MS	✓	2.7	1.5	RED	2.1	↓	2.6	2.5	AMBER
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		3.5	2.7	RED	3.2	↓	3.1	2.8	AMBER
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)		MS		380.1			333.5		203.5		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	79.4	82	AMBER	82.1	↓	82.5	80	GREEN
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	H	MS		48.1	65	RED	50.2	↓	50.8		
CYPE8	Rate of proven re-offending by CYP	L	Q		35.5	36	GREEN	33.3	↓			
CYPE9	Number of first time entrants to Youth Justice system	L	R12M	✓	228	290	GREEN	242	↑			
SCS01	Re-referrals within 12 months	L	R12M		26.7	25.0	AMBER	25.9	↓	23.1	25.0	GREEN
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)		MS		509.1			551.4		587.4		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.0	85.0	GREEN	91.8	↑	91.4	85.0	GREEN
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	18.9	20.0	GREEN	20.3	↓	20.4	17.5	AMBER
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	69.8	70.0	AMBER	70.1	↓	69.4	70.0	AMBER
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	83.3	85.0	AMBER	83.4	↓	84.6	85.0	AMBER
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	362.3	426.0	GREEN	348.4	↓	322.5	426.0	GREEN
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	64.2	65.0	AMBER	64.7	↓	66.4	65.0	GREEN
SCS37	Percentage of on-line Case File Audits rated as Good or above	H	R12M	✓	74.4	75.0	AMBER	73.8	↑	81.7	70.0	GREEN
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	87.7	85.0	GREEN	87.1	↑	82.7	85.0	AMBER
SCS42	Average caseloads in the CIC Teams	L	MS		14.7	15.0	GREEN	14.6	↓	15.9	15.0	AMBER
SCS43	Average caseloads in the CSWT Teams	L	MS		20.6	18.0	AMBER	20.0	↓	22.9	18.0	RED



Directorate Scorecard - Kent

Annual Indicators		Polarity	Data Period	QPR	2017-18 Kent Outturn	Target 2017-18	RAG 2017-18	2016-17 Kent Outturn	DOT	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	77	AMBER	74.2	↑	79
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A		17	19	GREEN	21	↑	9.0
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	66	GREEN	65	↑	68
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	20	AMBER	26	↑	19
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	53	AMBER	46.3	↑	54
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	20	GREEN	18.4	↓	19
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A		83.0	90.0	RED	85.4	↓	90
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A		24.8	14.0	RED	21.2	↓	13
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A		54.7	65.0	RED	54.1	↑	58
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A		33.7	18.0	RED	32.5	↓	20
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	2.8	AMBER	3.0	↓	2.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	90	AMBER	89.0	↑	91
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	78	GREEN	80.5	↓	77
CYPS4	Percentage of surplus school places in Kent Primary schools	T	A		5.1	5		4.6		5
CYPS5	Percentage of surplus school places in Kent Secondary schools	T	A		9.4	7		9.6		5
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	8.5	AMBER	8.7	↓	8.3
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.8	13.7	RED	14.6	↓	13.5

## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Ofsted published inspection reports (MI Database)	Inspections data as at Jan 2019	Feb 2019
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at Jan 2019	Feb 2019
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	Ofsted published inspection reports (MI Database)	Inspections data as at Jan 2019	Feb 2019
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at 8th February 2019	Feb 2019
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Jan 2019	Feb 2019
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at Jan 2019	Feb 2019
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Impulse database - monthly reported data	Rolling 12 months up to Jan 2019	Feb 2019
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Impulse database - monthly reported data	Rolling 12 months up to Jan 2019	Feb 2019
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Feb 2018 to Jan 2019	Feb 2018
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2018-19 Quarter 1 data	Feb 2019
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of Jan 2019	Feb 2019
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of Jan 2019	Feb 2019
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)	Early Help module	Rolling 12 months up to Jan 2019	Feb 2019
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Jan 2019	Feb 2019
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Jan 2019	Feb 2019
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Apr 2016 to Mar 2017 cohort	Jan 2019
CYPE9	Number of first time entrants to the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Dec 2018	Jan 2019
SCS01	Re-referrals within 12 months	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at Jan 2019	Feb 2019
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Jan 2019	Feb 2019
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Jan 2019	Feb 2019
SCS37	Percentage of on-line Case File Audits rated as Good or above	Firmstep	Rolling 12 months up to Jan 2019	Feb 2019
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Jan 2019	Feb 2019
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Jan 2019	Feb 2019
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Jan 2019	Feb 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2017-18 DfE published	Oct 2018
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2017-18 DfE published	Nov 2018
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2017-18 DfE published	Dec 2018
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2017-18 DfE published	Dec 2018
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2017-18 DfE published	Jan 2019
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published	Jan 2019
SISE43	Percentage of young people with Level 2 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE45	Percentage of young people with Level 3 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2018	July 2018
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	April 2018
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	March 2017
CYPE4	Percentage of surplus school places in Kent Primary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
CYPE5	Percentage of surplus school places in Kent Secondary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2017-18	2017-18 Provisional (MI Calculations)	Feb 2019
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2017-18	2017-18 Provisional (MI Calculations)	Feb 2019

Indicator Definitions

Code	Indicator	Definition
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection.
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
CYPE1	Number of pupils being placed in independent or out-of-county special schools	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools.
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
CYPE15	Percentage of Children Missing Education cases, closed within 30 days (either accessing education/moved out of Kent/moved out of country)	The number of closed cases within the 30 days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
SISE49	Number of apprenticeships 16-18 year olds	The number of young people aged 16-18 starting an apprenticeship. Source: Skills Funding Agency and Department for Business, Innovation & Skills
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination. This replaces the indicator SISE58 Percentage of 16-18 year olds not in education, employment or training (NEET)
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2017 0-17 population Estimates. The data includes all notifications which proceeded to Early Help (FD06-C).
EH16	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were sent to Units at Early Help Record stage. It is calculated from the completion date of the closure form. Closure outcomes used are those which contain "Outcomes achieved".
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The proportion of assessments completed in the last month, where the assessment was completed within 30 working days of allocation.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
CYPE9	Number of first time entrants to the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).

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Indicator Definitions

Code	Indicator	Definition
SCS01	Re-referrals within 12 months	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals by District allocated to (rolling 12 month period). Denominator: child population figure for the District divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates). Districts and Area are based on the District that the referral was allocated to, in the same way as SCS01. Referrals not allocated to a District Team (e.g. to a Countywide Team instead) are included in the Kent figure but are not included in any District figures. This data comes from SCS Management Information.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS22	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of on-line Case File Audits rated as Good or above	The percentage of all online case audits completed in the last 12 months where the overall outcome is either good or above
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE19	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.

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Indicator Definitions

Code	Indicator	Definition
SISE43	Percentage of young people with Level 2 attainment by age 19	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SISE45	Percentage of young people with Level 3 attainment by age 19	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	The gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
CYPE4	Percentage of surplus school places in Kent Primary schools	The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities.
CYPE5	Percentage of surplus school places in Kent Secondary schools	The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities (Year 7 to 11 only)
EH46	Percentage of pupils who are persistently absent - Primary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent - Secondary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee –  
 28 March 2019

Subject: **Changes to the Ofsted Inspection framework 2019**

Classification: Unrestricted

**Summary:**

The report outlines the proposed changes to the Ofsted Inspection Framework for maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings and how this will affect schools in Kent.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of the report.

**1. 2019 Ofsted inspection framework**

In January 2019 Ofsted put out for consultation a proposed Education Inspection Framework. The consultation closes on 5th April 2019. The document is the first new rulebook for inspectors issued since 2015, and if approved, will form the basis of all inspections of schools and other institutions from September 2019

<sup>1</sup>*The education inspection framework has been devised by Her Majesty's Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.*

*The framework reflects relevant legislation for each type of setting. It is accompanied by an inspection handbook for each of the four remits:*

- *early years*
- *maintained schools and academies*

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<sup>1</sup> Draft Education Inspection framework Jan 2019 DfE

■ *non-association independent schools*

■ *further education and skills.*

The proposed framework continues to use the 4-point grading scale for inspection judgements:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – requires improvement
- grade 4 – inadequate

## 2. Key changes to the framework

2.1. Currently inspectors determine overall effectiveness by making graded judgements in the following areas:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

In the new framework, inspectors will make graded judgements in the following areas:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management.

## 3. The biggest change is the new ‘**quality of education**’ judgement.

3.1. Amanda Spielman, HM Chief Inspector Education, Children’s Services and Skills has suggested that judgements on the quality of teaching, learning and assessment are too focused on outcomes. This judgement is to be replaced with a new judgement on the quality of education.

3.2. The judgement will include a greater focus on the curriculum, structured around 3 pillars: intent, implementation and impact

- **Intent** - what is the school aiming to achieve through its curriculum?
- **Implementation** – how is the curriculum being delivered?
- **Impact** – what difference is the curriculum making?



3.3. Research informing this change has included cognitive load theory (CLT) and the understanding that a wider breadth of knowledge supports deeper learning.

3.3.1. CLT forms one part of the evidence base Ofsted looked at, which also included other learning sciences, research from school and teacher effectiveness, research on leadership and research on school effects on physical and mental health.

3.3.2. CLT is about the architecture of memory and the brain and, in particular, the capacity of the short-term memory to process information. Long-term memory consists of a range of schemata. These are complex structures that link knowledge, create meaning and allow skills to be performed. They are built up over time. Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once.

3.3.3. CLT is not about minimising cognitive load. It is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load, but it must be relevant to the task and help rather than hinder learning. CLT has been interpreted by some as leading to a narrow conception of classroom practice. However, what CLT suggests is that teachers should consider what cognitive load they are asking from learners and whether that is appropriate at that particular stage of learning a topic.

3.4. Schools in Kent have largely welcomed this move away from the more rigid outcomes driven judgements

3.5. The consultation makes it clear that:

- Intent, implementation and impact will not be graded separately
- There's no 'Ofsted-prescribed' curriculum
- Curriculum encompasses, but is not the same thing as the timetable, what qualifications the school offers, or 'what will be on the test'
- No school is expected to overhaul its curriculum or devise creative or elaborate activities for the sake of it

4. Separate judgements for '**personal development**' and '**behaviour and attitudes**'

4.1. Ofsted advises that the behaviour and attitudes of learners of all ages bring to learning "is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience".

4.2. In practice, this means that schools' management of behaviour and discipline will be considered separately to how they look after their pupils and encourage them to grow. Ofsted will look particularly for evidence of the school's ability to tackle low-level disruptive behaviour, and patterns of over-representation by groups (for example, pupils with special educational needs) in poor behaviour figures.

## **5. Section 8 ('short') inspections of 'good' schools to happen over 2 days instead of 1**

5.1. Ofsted is proposing that its "short" inspections of 'good'-rated schools will take place over two days, rather than one, as they do currently.

5.2. The principle of such visits, to confirm whether schools remain 'good' or need to be re-graded, remains the same. The rationale for this increase is to ensure that there is opportunity "to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria".

5.3. Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has got better or worse.

5.4. These inspections will primarily centre on the 'quality of education', focusing on a few key areas, including the sequence and structure of the curriculum and evidence of inappropriate curriculum narrowing. In primary schools, inspectors will look at how well pupils can read. In secondary schools, inspectors will look at whether the school is working towards the EBacc as the foundation of a Key Stage 4 curriculum

## **6. 'On-site preparation time' for inspectors the day before an inspection.**

6.1. Currently inspectors carry out preparation remotely the day before they visit a school. Ofsted is proposing that from September this preparation will take place in the school on the afternoon before inspection, in collaboration with school leaders.

6.2. In practice, this will mean that schools will receive a call from Ofsted no later than 10am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day.

6.3. This time with senior leaders will be used "to gain an overview of the school's recent performance and any changes since the last inspection". The lead inspector will leave the site no later than 5pm.

6.4. Concerns have been raised by schools that this has extended the Inspection timeframe and that this is, in effect, a move to no notice inspections. However, Ofsted have been keen to emphasise that this doesn't mean longer inspections. Many of the tasks that an inspector will carry out during 'on-site

preparation time' would have been carried out off-site under the current framework and are mostly administrative. Ofsted's aim is that the actual inspection will be less of an unknown for the school as a result of the preparation time.

## **7. Internal performance data no longer used as inspection evidence**

- 7.1. In its consultation, Ofsted proposes that inspectors "will not use schools' internal performance data for current pupils as evidence during an inspection". This data, Ofsted advises, has "limitations", and inspectors will not be able to assess whether it is an "accurate and valid representation of pupils' learning across the curriculum".
- 7.2. Inspectors will be tasked with gathering "direct evidence" on the quality of education, and hold "meaningful discussions with leaders about how they know that the curriculum is having an effect".
- 7.3. Inspectors will ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching.
- 7.4. Inspectors will no longer look at non-statutory internal progress and attainment data during an inspection. Ofsted says this is to help make sure an inspection doesn't create unnecessary workload for any school staff and advises that the school shouldn't have more than 2 or 3 data collection points a year and would need a clear rationale to have more.
- 7.5. Inspectors will look at how long schools spend on setting assessments and collating and analysing data from assessments, what conclusions they draw from that data, and how it informs the curriculum and teaching.
- 7.6. This is a move away from the current exam practice and frequent testing culture developed in some schools and concerns have been raised that this could hamper a school's ability to show rapid improvement or contextualise in-year issues.

## **8. Changes not expected**

- 8.1. There had been some speculation about other possible changes, but there is no sign of these in the consultation documents. As the proposals currently stand:
  - 'Outstanding' schools will still be exempt from routine inspections ('satisfactory' schools are inspected every 3 years, 'good' schools are inspected every 5 years). Special schools, pupil referral units and maintained nursery schools are not exempt
  - The existing 'overall effectiveness' and 'leadership and management' judgements will remain

- There is no sign that Ofsted will carry out full inspections of multi-academy trusts, or that there will be a separate inspection framework for these trusts

## **9. Inspection evidence**

9.1. Inspectors will collect similar evidence to current processes. The consultation makes reference to evidence from:

- Questions about the curriculum's intent, implementation and impact (particularly for curriculum leaders)
- Questions about behaviour (including for TAs, supply staff, NQTs and administrative staff)
- Work scrutiny
- Lesson observations (although these won't be graded)
- Nationally-generated performance information
- Conversations with pupils

9.2. Ofsted will use the same sources of evidence for a section 8 inspection, although in lesser depth than for a section 5 inspection

## **10. Transition phase**

10.1. The new framework won't come into effect until September 2019. During the transition period (1 year initially), inspectors won't expect schools to meet the criteria for the curriculum straight away.

10.2. Until September, inspectors will continue to look at the curriculum under the current framework. During the transition year, inspectors won't expect to see immediate changes, but they will expect to see progress towards thinking about the curriculum in terms of intent, implementation and impact.

## **11. Support for Kent schools**

11.1. To support schools in preparation for the launch of the new framework, Kent County Council have commissioned The Education People to:

- develop a self-evaluation and audit toolkit for each of the graded areas
- pilot the toolkit across a range of schools
- deliver 2 phases of locally run workshops for all schools

Phase 1 will focus on:

- o 'Quality of Education' – Curriculum – Intent, Implementation and Impact
- o 'Behaviour & attitudes and Personal Development' – Key changes in the framework
- o 'Leadership & Management' – Key changes in the framework
- o Research into practice – Cognitive Load Theory structuring learning to reduce cognitive load.

Phase 2 will focus on:

- English curriculum – Intent, Implementation and Impact.
- Maths curriculum - Intent, Implementation and Impact.
- Science curriculum - Intent, Implementation and Impact.
- Humanities curriculum - Intent, Implementation and Impact.
- MFL- Intent, Implementation and Impact
- provide a conference with keynote speakers and in conjunction with the Kent Association of Headteachers and The Teaching School Alliance
- provide support for Governance, including district briefings and E-Learning

11.2. In addition to this, all schools will be offered follow-up visits to provide guided conversations. Some of the delivery will be supported by trained KLEs.

11.3. Support will be prioritised for those schools in the inspection window and rolled out over the next 18 months.

Recommendation:

The Children’s, Young People and Education Cabinet Committee is asked to **NOTE** the content of the report.

## 12. Contact details

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### References

- Ofsted (2019), Education inspection framework: draft for consultation. Online. Available at: <https://www.gov.uk/government/publications/educationinspection-framework-draft-for-consultation>
- Ofsted (2019), Ofsted inspection handbooks: drafts for consultation. Online. Available at: <https://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation>
- Ofsted (2019), Education inspection framework 2019: inspecting the substance of education. Online. Available at: <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

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# Ofsted Inspection Outcomes from September 2018

Updated 26 February 2019

Term	School	School type	LA / Academy	District	Inspection type	Inspection date	OE judgement	Direction of travel since previous inspection	First inspection since academising / new school?	Previous insp date Please put date or - (dash)	Previous Result (1,2,3,4)
1	The John Wallis CE Academy	Pri	ACA	Ashford	8 - Good	11 Sep 18	2	↔	-	09 Jan 14	2
1	Monkton CEP School	Pri	LA	Thanet	8 - Good	11 Sep 18	2	↓	-	19 Nov 11	1
1	Holy Trinity CEP School	Pri	LA	Gravesham	5	12 Sep 18	2	↑	-	19 Oct 17	3
1	St Martin's School	Pri	ACA	Dover	8 - Good	13 Sep 18	2	n/a	Yes	-	-
1	St Francis' Catholic Primary School	Pri	LA	Maidstone	8 - Good	18 Sep 18	2	↔	-	25 Jan 15	2
1	St Johns CEP School	Pri	LA	Canterbury	5	18 Sep 18	2	↑	-	22 Mar 16	3
1	Smeeth Community Primary School	Pri	LA	Ashford	8 - Good	20 Sep 18	2	↔	-	06 Nov 14	2
1	Lynsted and Norton School	Pri	ACA	Swale	5	25 Sep 18	3	↔	-	19 May 16	3
1	Skinner's Kent Primary School (SKPS)	Pri	ACA	Tunbridge Wells	5	25 Sep 18	2	n/a	Yes	-	-
1	Valley Invicta Primary School At Leybourne Chase	Pri	ACA	Tonbridge & Malling	5	25 Sep 18	2	n/a	Yes	-	-
1	Istead Rise Primary School	Pri	ACA	Gravesham	5	25 Sep 18	2	n/a	Yes	-	-
1	Finberry Primary School	Pri	ACA	Ashford	5	26 Sep 18	2	n/a	Yes	-	-
1	Valley Invicta Primary School At Kings Hill	Pri	ACA	Tonbridge & Malling	5	27 Sep 18	2	n/a	Yes	-	-
1	St Augustine's Catholic Primary School, Hythe	Pri	LA	Folkestone & Hythe	8 - Good	28 Sep 18	2	↔	-	12 Mar 15	2
1	St George's CE Primary School	Pri	ACA	Swale	8 - Good	02 Oct 18	2	n/a	Yes	-	-
1	Dame Janet Primary Academy	Pri	ACA	Thanet	5	02 Oct 18	2	↑	-	21 Jun 16	3
1	Trinity School	Sec	ACA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	23 Jun 15	2
1	Leigh Primary School	Pri	LA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	14 Oct 14	2
1	Riverview Infant School	Pri	ACA	Gravesham	8 - Good	02 Oct 18	2	n/a	Yes	-	-
1	King Ethelbert School	Sec	ACA	Thanet	5	02 Oct 18	2	↔	-	04 Jun 14	2
1	Valley Invicta Primary School at Holborough Lakes	Pri	ACA	Tonbridge & Malling	5	03 Oct 18	2	n/a	Yes	-	-
1	Langafel CEP School	Pri	LA	Dartford	8 - Good	03 Oct 18	2	↔	-	05 Mar 15	2
1	St Barnabas CofE Primary School	Pri	LA	Tunbridge Wells	8 - Good	04 Oct 18	2	↔	-	27 Nov 14	2
1	Oasis Academy Isle of Sheppey	Sec	ACA	Swale	8 - Monitoring	08 Oct 18	Monitoring	n/a	-	01 Mar 17	3
1	Kingsnorth CEP School	Pri	ACA	Ashford	8 - Good	09 Oct 18	2	n/a	Yes	-	-
1	Tree Tops Primary Academy	Pri	ACA	Maidstone	8 - Monitoring	09 Oct 18	Monitoring	n/a	-	03 May 17	3
1	Meopham Community Academy	Pri	ACA	Gravesham	8 - Good	16 Oct 18	2	↔	-	25 Nov 14	2
1	Oaks Academy	Pri	ACA	Maidstone	8 - Good	16 Oct 18	2	↔	-	04 Mar 14	2

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1	Sibertswold CEP School	Pri	LA	Dover	8 - Good	18 Oct 18	2	↔	-	04 Dec 14	2
1	Culverstone Green Primary School	Pri	ACA	Gravesham	8 - Good	18 Oct 18	2	↔	-	18 Sep 14	2
1	Joy Lane Primary School	Pri	LA	Canterbury	8 - Good	19 Oct 18	2	↔	-	06 Feb 14	2
2	Manor Community Primary School	Pri	ACA	Dartford	8 - Good	31 Oct 18	2	↔	-	07 Nov 13	2
2	Ditton CEJ School	Pri	LA	Tonbridge & Malling	8 - Good	06 Nov 18	2	↔	-	08 Jan 15	2
2	North West Kent Alternative Provision Service	PRU	LA	Dartford	8 - Monitoring	06 Nov 18	Monitoring	n/a	-	03 Oct 17	4 - SW
2	West Kingsdown CEP School	Pri	LA	Sevenoaks	5	13 Nov 18	2	↑	-	02 May 18	3
2	Astor College for the Arts Academy	Sec	ACA	Dover	8 - Monitoring	13 Nov 18	Monitoring	n/a	-	20 Sep 17	3
2	Park Way Primary School	Pri	LA	Maidstone	8 - Good	13 Nov 18	2	↔	-	15 Jan 15	2
2	Halfway Houses Primary School	Pri	ACA	Swale	8 - Good	13 Nov 18	2	↔	-	29 Apr 15	2
2	Horizon Primary Academy	Pri	ACA	Sevenoaks	5	14 Nov 18	2	↔	-	07 Feb 18	2
2	The Maplesden Noakes School	Sec	ACA	Maidstone	8 - Good	14 Nov 18	2	↔	-	25 Sep 13	2
2	Brenchley and Matfield CEP School	Pri	ACA	Tunbridge Wells	8 - Good	15 Nov 18	2	↔	-	29 Nov 13	2
2	Priory Fields Academy	Pri	ACA	Dover	8 - Good	20 Nov 18	2	↔	-	21 Jun 13	2
2	Archbishop Courtenay Primary School	Pri	ACA	Maidstone	8 - Monitoring	20 Nov 18	Monitoring	n/a	-	14 Jun 17	4 - SM
2	Minster in Sheppey Primary School	Pri	ACA	Swale	8 - Good	22 Nov 18	2	↔	-	04 Dec 12	2
2	Burham CEP School	Pri	LA	Tonbridge & Malling	8 - Good	05 Dec 18	2	↔	-	02 Oct 14	2
2	Barton Junior Academy	Pri	ACA	Dover	8 - Good	05 Dec 18	2	↔	-	09 Oct 14	2
2	Oakfield Academy	Pri	ACA	Dartford	8 - Good	11 Dec 18	2	↔	-	27 Nov 14	2
2	Wye School	Sec	ACA	Ashford	8 - Good	11 Dec 18	2	↔	-	02 Jun 15	2
2	Tenterden CE Junior School	Pri	ACA	Ashford	5	11 Dec 18	2	↔	-	11 Jan 13	2
2	St Michael's CEP School	Pri	ACA	Ashford	5	11 Dec 18	2	↔	-	12 Nov 15	2
2	St Peter's Methodist Primary School	Pri	LA	Canterbury	8 - Good	12 Dec 18	2	↔	-	26 Mar 15	2
2	Palm Bay Primary School	Pri	LA	Thanet	8 - Good	13 Dec 18	2	↔	-	23 Oct 14	2
3	White Cliffs Primary	Pri	ACA	Dover	8 - Good	08 Jan 19	2	↓	-	04 Nov 19	1



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3	Chilton Primary School	Pri	ACA	Thanet	5	09 Jan 19	1	↑	-	21 Mar 18	2
3	New Line Learning	SEC	ACA	Maidstone	8 - Monitoring	09 Jan 19	cancelled	n/a	-	10 Oct 17	3
3	Victoria Road	Pri	LA	Ashford	8 - Good	15 Jan 19	2	↔	-	16 Sep 14	2
3	Canterbury Road Primary School	Pri	LA	Swale	5	15 Jan 19	2	↔	-	31 Jan 18	2
3	Capel Primary School	Pri	LA	Tunbridge Wells	8 - Good	15 Jan 19	2	↔	-	05 Feb 15	2
3	Maidstone Grammar School	Sec	LA	Maidstone	8 - Exempt	15 Jan 19	2	↓	-	26 Sep 13	1
3	Goodnestone CoE Primary School	Pri	LA	Dover	5	17 Jan 19	2	↔	-	17 Sep 14	2
3	Amherst School	Pri	ACA	Sevenoaks	8 - Good	17 Jan 19	2	↔	-	26 Feb 15	2
3	Ightham Primary School	Pri	LA	Tonbridge & Malling	8 - Good	17 Jan 19	2	↔	-	04 Feb 15	2
3	Meopham School	Sec	ACA	Gravesham	5	22 Jan 19	1	↑	-	16 Jan 18	2
3	Salmestone Primary School	Pri	ACA	Thanet	5	22 Jan 19	2	↑	-	06 Jul 16	3
3	Towers School & Sixth Form Centre	Sec	ACA	Ashford	5	22 Jan 19	2	↑	-	14 Oct 16	3
3	East Farleigh Primary School	Pri	LA	Maidstone	5	22 Jan 19	3	↓	-	03 Mar 15	2
3	Dartford Bridge CP School	Pri	LA	Dartford	5	29 Jan 19	Report not yet published		-	30 Jan 18	2
3	Copperfield Academy	Pri	ACA	Gravesham	5	29 Jan 19	Report not yet published		-	14 Sep 16	3
3	Yalding, St Peter & St Paul CEP School	Pri	LA	Maidstone	8 - Exempt	29 Jan 19	2	↓	-	25 Nov 08	1
3	Cage Green Primary School	Pri	LA	Tonbridge & Malling	5	30 Jan 19	Report not yet published		-	04 Oct 16	3
3	Richmond Academy	Pri	ACA	Swale	5	30 Jan 19	3	n/a	Yes	-	n/a
3	Lydden Primary	Pri	LA	Dover	8	05 Feb 19	2	↔	-	13 Feb 15	2
3	Birchwood PRU	PRU	LA	Folkestone & Hythe	5	06 Feb 19	Report not yet published		-	21 Sep 16	RI
3	Tenterden Infant School	Inf	ACA	Ashford	8 - Good	05 Feb 19	2	↔	-	11 Jan 13	2
3	The Royal Harbour Academy	Sec	ACA	Thanet	8 - monitoring	06 Feb 19	Monitoring	n/a	-	12 Jun 18	4
3	Oakwood Park Grammar School	Sec	ACA	Maidstone	8 - Exempt	06 Feb 19	Report not yet published		-	01 Dec 11	1
3	Sandhurst Primary School	Pri	LA	Tunbridge Wells	5	05 Feb 19	2	↑	-	19 Oct 16	3
3	Valence School	Spe	LA	Sevenoaks	8 - monitoring	07 Feb 19	Monitoring		-	10 Sep 18	3
3	The Beacon Folkestone	Spe	LA	Folkestone & Hythe	5	12 Feb 19	Report not yet published		Yes	-	n/a

## Ofsted Inspection Outcomes from September 2018

Updated 26 February 2019

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3	Kemsley Primary Academy	Pri	ACA	Swale	8 - Good	14 Feb 19	Report not yet published		-	10 Feb 15	2
4	Hadlow Rural Community School	Sec	ACA	Tonbridge & Malling	8 - Good	26 Feb 19	Report not yet published		-	23 Jun 15	2
4	Pembury Primary School	Pri	LA	Tunbridge Wells	8 - Good	26 Feb 19	Report not yet published		-	03 Feb 15	2
4	Luddenham School	Pri	ACA	Swale	5	26 Feb 19	Report not yet published		-	20 Feb 18	2
4	Westlands School	Sec	ACA	Swale	8 - Exempt	26 Feb 19	Report not yet published		-	24 Oct 12	1

**From:** Ben Watts, General Counsel

**To:** Children's, Young People and Education Cabinet Committee –  
28 March 2019

**Subject:** Work Programme 2019/20

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Standard item

**Summary:** This report gives details of the proposed work programme for the Children's, Young People and Education Cabinet Committee.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2019/20.

1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decisions List, from actions arising from previous meetings and from topics identified at agenda setting meetings, held six weeks before each Cabinet Committee meeting, in accordance with the Constitution, and attended by the Chairman, Vice-Chairman and the Group Spokesmen. Whilst the Chairman, in consultation with the Cabinet Member, is responsible for the final selection of items for the agenda, this report gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

## **2. Work Programme 2019/20**

2.1 An agenda setting meeting was held at which items for this meeting were agreed and future agenda items planned. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in the appendix to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

2.2 The schedule of commissioning activity which falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings. This will support more effective forward agenda planning and allow Members to have oversight of significant service delivery decisions in advance.

2.3 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.

### 3. Conclusion

- 3.1 It is vital for the Cabinet Committee process that the 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 of future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings, for consideration.

**4. Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2019/20.

### 5. Background Documents

None

### 6. Contact details

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## CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE WORK PROGRAMME – 2019/2020

**Tuesday 7 May 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>19/00030 - Increase in the age range and the designated number at Oakley School, Tunbridge Wells</li> </ul>	Louise Dench	
<ul style="list-style-type: none"> <li>19/00015 - Proposal to amalgamate St James' Church of England Voluntary Aided Infant School and St James' Church of England Junior School</li> </ul>	Louise Dench	
<ul style="list-style-type: none"> <li>19/00031 - Increase in the designated number at The Elms School, Dover</li> </ul>	Louise Dench	
<ul style="list-style-type: none"> <li>19/00027 - Proposed changes to Grange Park School, Sevenoaks</li> </ul>	Louise Dench	
<ul style="list-style-type: none"> <li>Update on Safeguarding Partnership Arrangements</li> </ul>	S.Hammond at CYPE agenda setting mtg on 12 <sup>th</sup> Feb 2019	
<ul style="list-style-type: none"> <li>19/00017 – Post 16 Transport Policy 2019-20</li> </ul>		From March 2019 CYPE CC agenda
<ul style="list-style-type: none"> <li>Members Data Set</li> </ul>	Stuart Collins at CYPE agenda setting mtg on 3 <sup>rd</sup> Dec 2018	
<ul style="list-style-type: none"> <li>Headstart Kent</li> </ul>	Louise Dench	
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Work Programme 2019/20</li> </ul>	Standard item	

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**Friday 28 June 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>New Ofsted Framework for Schools</li> </ul>	CYPE agenda setting mtg on 12 <sup>th</sup> Feb 2019	
<ul style="list-style-type: none"> <li>Kent Commissioning Plan Update</li> </ul>	Bi-annual report	

<ul style="list-style-type: none"> <li>Other Local Authorities Looked After Children (OLA LAC)</li> </ul>	S.Hammond at CYPE agenda setting mtg on 3 <sup>rd</sup> Dec 2018	
<ul style="list-style-type: none"> <li>Children and Young People's Mental Health Services (to measure the improvement in the delivery against the requirement of the specification be monitored for a period of 6 months)</li> </ul>	CYPE CC – 11 January 2019	
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Work Programme 2019/20</li> </ul>	Standard item	

**Tuesday 1 October 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>Youth Update</li> </ul>		
<ul style="list-style-type: none"> <li>Review of Kent's Fostering Service</li> </ul>	G.Cooke via e-mail	
<ul style="list-style-type: none"> <li>Complaints and Representations 2018-19</li> </ul>		
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Work Programme 2019/20</li> </ul>	Standard item	

**Friday 15 November 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Work Programme 2019/20</li> </ul>	Standard item	

**Friday 10 January 2020**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>Co-ordinated Primary and Secondary Scheme of Admissions</li> </ul>	Annual report	

• Draft 2020-21 Budget and 2020-21 Medium Term Financial Plan	Annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Wednesday 11 March 2020**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• SACRE Report	Annual report	
• Annual monitoring review of the Vulnerable Learners Strategy	Annual report	
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Tuesday 5 May 2020**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Updated: 20 March 2019**

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