

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

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**To: Children’s, Young People and Education Cabinet Committee –
22 November 2017**

Subject: Children, Young People and Education Strategic Vision and Priorities for Improvement 2018-2021

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: The purpose of this report is to:

- (i) Provide an updated draft Children, Young People and Education (CYPE) Strategic Vision and Priorities for Improvement 2018-2021 document, which details the headline priorities and targets for the CYPE Directorate for 2017-2018 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2016-2017, supported by key service developments and improvements.

Recommendations: The Children’s, Young People and Education Cabinet Committee is invited to:

- (i) Note the refreshed draft CYPE Strategic Vision and Priorities for Improvement 2018-2021 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering CYPE priorities for 2016-2017 and endorse the proposed priorities and targets for 2017-2018 and beyond, as the right focus and challenge to secure further improvements in outcomes.

1. Background

1.1 The draft CYPE Vision and Priorities for Improvement 2018-2021 is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012, (formerly Education Bold Steps). It is refreshed annually and sets out the priorities and targets for the Directorate services for the forthcoming year, and subsequent years to 2021, informed by new developments. The document evaluates the previous year's performance against targets and sets new priorities and challenging targets to

ensure further improvements, informed by progress against current performance and new local and national developments.

1.2 The refreshed set of priorities and targets in the Appendix are underpinned by a clear ambition to see all children and young people in Kent get the best start in life by doing well in education, finding employment, leading happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live, grow up and be safeguarded and educated.

1.3 Our strategic plans and targets are set out in more detail in the following key documents:

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Vulnerable Learners Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The NEETs Strategy
- The Early Help Strategy and Three Year Plan
- Youth Justice Plan
- The Adult Learning, Employment and Skills Strategy
- Specialist Children's Services Business Plan

2. Financial Implications

2.1 As the financial climate becomes ever more challenging, CYPE, in line with other service Directorates, has consistently had to meet ambitious savings targets and deliver ever greater efficiencies and improved outcomes.

2.2 The key priorities and actions that each Service within the Directorate undertakes in order to deliver improvements in performance against identified targets will be achieved within the agreed levels of resource detailed in the Council's Medium Term Financial Plan 2017-2020. These priorities will be reflected in the Service and Directorate Business Plans for 2018-19.

3. The progress achieved in 2016-2017 including key Service Developments and Improvements and review of performance against targets are set out in the attached document.

In summary during 2016-17 we:

- **Implemented** our Early Years and Childcare Strategy 2016 – 2019 , achieving continued improvements in outcomes in the Early Years Foundation Stage and particularly focusing on preparation and planning for the introduction in September 2017 of 30 Hours of Free Childcare for the three and four year old children of eligible parents.
- **Improved** the quality of education in Kent schools year on year, which is reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data (as at September 2017) for Kent shows that 91% of schools are rated good or outstanding. This includes 22.1% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 378 good and 121 outstanding schools, 46 schools requiring improvement (including 32 Primary schools and 10 Secondary schools) and 1 school in a category, out of a total of 546 schools that have a current inspection result. There are now 14 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our targets of at least 95% of Primary and 93% of Secondary schools judged to be good or outstanding by 2018-19.
- **Continued** to improve pupil outcomes. Performance in the Early Years Foundation Stage and at Key Stage 1 continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and achievement was above the national average for all subjects, apart from Grammar, Punctuation and Spelling (GPS) which was just below average. Outcomes at Key Stage 4 indicate Kent GCSE outcomes in 2017 were in line with or above the national average for attainment measures, but fell below in progress. Compared with 2016 GCSE results, there has been a clear improvement in attainment with 63% of pupils attaining good GCSE passes in English and mathematics.
- **Further** developed the work of the Kent Association of Headteachers (KAH) and its four Area Boards, together with the system of school to school support and collaboration. The KAH works in partnership with the Local Authority to develop a self-improving school system in the county. An important aspect of this process has been the promotion of collaboration and school-to-school support, funded by a grant from the Kent Schools Funding Forum. During 2016-17, 340 Kent schools benefitted from successful bids for funding to the KAH Area Boards for projects for school improvement.

In the period from 1 September 2016 to 31 August 2017, Ofsted reports were published showing improved grades to either Good or Outstanding for 17 Kent Primary schools, with 12 having received funding from KAH. A further 62 Primary schools maintained Good or Outstanding judgements. 39 of these schools received KAH funding. In the same period 18 Primary schools, not previously judged by Ofsted, secured Good or Outstanding outcomes, 14 of which had been granted KAH funding for school improvement.

- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2016 with a 3 year implementation plan which is being delivered and monitored through the Kent Association of Headteachers. The strategy was co-produced in partnership by the Local Authority, Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching Schools Network and the Kent Association of Governors.
- **Developed** the Pupil Premium Strategy across the county, providing support and guidance for both Primary and Secondary phases. The publication of the Kent Pupil Premium Toolkit and the Pupil Premium Conference has further raised awareness of the need to continue to close achievement gaps for vulnerable learners. 132 Primary schools and 12 Secondary schools are using the County Toolkit to improve provision for disadvantaged pupils and 118 Primary schools and 22 Secondary schools attended the spring conference.
- **Reviewed** and redesigned Alternative Curriculum and PRU provisions to ensure more effective use of resources to support vulnerable young people with more resources being placed into schools to support inclusion, most notably in Swale, Dartford and Gravesham, Maidstone and Malling and Shepway. There has been a reduction in the number of young people being removed from school to attend a PRU, from 0.29 % of the pupil population in 2016 reducing to 0.26% in 2017, compared to a national average is 0.27%. There has been a reduction in the number of young people leaving a PRU without a September guarantee. At the end of the 2016 academic year 13.6% of young people left PRUs without a September guarantee, for 2017 the number had reduced to 2.6%.
- **Continued** to develop Key Stage 2 Alternative Provision support, focusing on intervention and created Key Stage 2 inclusion forums in districts to support the development of these as sustainable services for pupils with challenging behaviour.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion, with better quality assurance and monitoring systems to ensure that the eight Pupil Referral Unit (PRU) Primary school hubs deliver the support that meets local needs and results in a reduction in permanent exclusions.
- **Developed** a single digital point of access for inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent Primary school exclusions by 38%.
- **Continued** to develop Early Help and Preventative Services and a more integrated approach with Specialist Children's Services. Early Help now provides support to over 7000 children and intensive work in units is achieving a good outcome in 80% of cases. 23% of cases closed to social care are successfully stepped down to Early Help.

- **Implemented** a new structure to develop integrated youth justice services within Early Help. Following a full review of youth justice services, practice and performance in September 2016, Out of Court Disposal work is now fully embedded in the Units and EHPS have developed 5 bespoke units in line with the wider unit model to work intensively with young people, bailed or sentenced by the criminal court and subject to Court ordered disposals. From April 2017 these became part of the Area structures and are fully aligned to the wider Area offer. As a result of the further integration of Youth Offending services we continue to see a reduction in the number of first time entrants to the Youth Justice system. In March there were 304 first time entrants. Figures since February 2017 are at the lowest level ever recorded. Custodial sentences as a proportion of court disposals were 4% at the end of March, which is below our statistical neighbours.
- **Been** subject to a full Ofsted inspection of services for children in need of help and protection, children looked after, and care leavers in March 2017. Ofsted found that Children's services in Kent are good. They found many examples of good quality work and effective achievement of good outcomes throughout the work of Early Help and Specialist Children's Services.
- **Fully** embedded the work of the Troubled Families programme and agreed outcomes into the work of the Early Help Units. In the March 2017 return to the Department of Communities and Local Government (DCLG) KCC was identified as the top performing Local Authority in the country for successfully achieving good outcomes for Troubled Family cases.
- **Secured** £10 million of funding from the Big Lottery in June 2016 for the KCC HeadStart programme. This has been used to develop an innovative 5-year programme, working with targeted schools to improve the emotional resilience of young people. The HeadStart programme is embedded into the wider emotional health and wellbeing pathway developments to ensure a coherent 'offer' to young people for mental health and emotional wellbeing.
- **Developed** a new evidence-based parenting programme in Early Help which forms part of the wider parenting support offer across the service. The new course draws on the best of a range of known courses and techniques. Following a successful pilot in Maidstone the programme has now been rolled out across the county and we are working with approved academic institutions to gain accreditation for the programme.
- **Streamlined** the way in which schools access support from the Inclusion & Attendance service. The new digital front door for schools ensures one single route into the service, and appropriate and timely allocation of work, the digital front door is now live with all schools in Kent, and has been extended to include children missing education (CME) and elective home education (EHE) notifications.

- **Further** developed the Early Help Module (EHM), the Early Help case management system with an associated workflows and case notes functionality. This system shares a database with Specialist Children's Services' system and enables safe evidence-based step-downs between the two services. EHM has been developed to ensure recording reflects the jointly used evidence based model of intervention 'Signs of Safety' practice.
- **Further** aligned the processes at the front door between Early Help Triage and the Central Duty Team for referrals to social care, in preparation for the teams integrating to become a single Front Door to children's services in Kent, with a single referral form. This is vital to ensure that families receive the right support at the right time from the right service, in a more seamless way.
- **Worked** with staff to develop Signs of Safety practice to ensure consistent use and understanding of a strengths-based approach to whole-family working, resulting in improved assessments and plans and better evidenced outcomes, with families at the heart of identifying and working on their issues.
- **Supported** 14-19 providers to improve Level 1 offers for 16-18 year old students by increasing the range of pathways, generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribution to NEET reduction.
- **Improved** outcomes in GCSE Level 2 maths and English to age 19. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.
- **Promoted** meaningful engagement with employers. This has been successfully achieved through developing a Guild Model, which is a partnership between employers and education providers. Eight Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the South East LEP region. The Guilds provide a forum to promote transitions for young people from education to employment, including apprenticeships.
- **Continued** to develop the KCC Apprenticeship Scheme with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges placed 711 apprentices in the council. The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments. The annual targets for apprenticeships have been exceeded year on year.
- **Developed** a dedicated service to support schools to establish their own apprenticeship programmes aiming to help schools, as employers, to maximise funding opportunities through the levy to train their staff, and especially to promote apprenticeships as a realistic option of choice for young people at ages 16,17 and 18. As part of the Government's apprenticeship strategy and the new

public sector target of 2.3%, schools in Kent need to ensure 293 apprenticeship starts.

- **Supported** access to post 16 learning, including apprenticeships through the travelcard scheme. In the past year 7597 young people used this card to travel to their places of learning. This was a significant increase on the previous year's figure of 4,500.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners and approved by them and KCC. The Strategy builds on the work of the Skills and Employability 14-24 Strategy and focuses on the education, training and employment of adults in the county. The importance of this strategy has become more apparent with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners, economic growth and employment.
- **Developed** the 16-18 Apprenticeship Campaign plan, between KCC, The Kent Association of Training Organisations (KATO), Kent Further Education Colleges (KFE) and Medway Council, which has continued to build effective partnerships to increase the number of apprenticeships for this age group. In the last year there has been a reduction in the number of apprenticeship starts since the introduction of the Apprenticeship Levy. The plan will focus on the joint working to increase the number of apprenticeship starts and use the successful recruitment cycle during the year – in September, January, April and July.
- **Refreshed** the 14-24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Mathematics post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds.
- **Reduced** the rolling number of NEETs for January 2017 to 2.9% with a target of 2.5% for 2018.
- **Continued** to deliver the requirements of the Children and Families Act 2014 which introduced the biggest changes to SEN in a generation. The Act requires local authorities to ensure that the views, wishes and feelings of parents are given importance and the right support and information is in place to ensure they are able to participate in decisions which help to achieve good outcomes for their children. Currently 74% of Education Health and Care Plans are completed within the statutory 20 week timescale.
- **Positively** worked with the Kent Parent Carer Forum (KPCF) to build a strategic partnership with SEND families. The Forum's participation has helped us to better understand the views and wishes of Kent families, children and young people with SEND. We know from feedback they have given us that Kent families believe that we are now providing better quality information, that the waiting time for access to specialist equipment is now shorter and that access to a good school is easier.

This is improving outcomes for children and young people with SEND. At the same time the recent Parents Survey indicates that nearly 40% of parents were not happy with the time taken to complete their child's Education, Health and Care Plan (EHCP).

- **Increased** specialist SEND places. As parents asked us to ensure that the SEND Strategy increases the support in mainstream and Special school places closer to home, there are now more specialist SRP and satellite places available in local schools and when our building improvements in Special schools are completed there will be further increases. Parents are influencing specialist resourced provision (SRP) in mainstream schools which host them because we have established steering groups with parent representatives.
- **Supported** more pupils with SEN through High Needs funding without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. At the same time referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through High Needs funding we need to do more to give parents confidence in this approach.
- **Established** a range of approaches to providing earlier and more effective support to pupils with SEN responding to an increase in the pupil population and the number of pupils subject to EHCPs and recognising that at Secondary age an increasing number require specialist provision. In the 2017/18 academic year, Kent commissioned 3,642 places in Kent Special schools and 955 in mainstream SRPs; 4,597 specialist places in total.
- **Commissioned** for opening in September 2017 four new SRPs. Two will support Social, Emotional and Mental Health needs in Finberry Primary School (South Kent) and Valley Invicta Primary School at Holborough Lakes (West Kent). One is for pupils with Autism at Valley Invicta Primary School at Kings Hill (West Kent), and the final one is for pupils with Speech, Language and Communication Needs at Cherry Orchard Primary School (North Kent).
- **Increased** further the number of places in our Special schools to 3,832 representing the creation of just under 800 additional places since 2012. Plans are in place to further increase this number with expansions at Oakley School (West Kent) and Meadowfields School (East Kent).
- **Developed** a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. We introduced Personal Transport Budgets (PTB) for families as an alternative to the existing service and more than 300 families are

participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.

- **Succeeded** in commissioning and delivering 1620 Primary and 1870 Secondary school places for September 2017. This included opening one new Primary school (Langley Park – West Kent), and St George’s CE School becoming an all age provision from its previous status of Secondary. Our forecasts provided an exceptionally high degree of accuracy at County level, with Primary roll forecasts accurate to within one class of pupils, and Secondary to within 0.6% of actual rolls.
- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its 2016 inspection, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, establishing five Adult Skills forums located in proximity to FE provision – Hadlow, Broadstairs, Canterbury, Maidstone/Gillingham and Dartford. Eight Sector Guilds are developing clear action plans between employers and training providers, colleges and schools to promote opportunities within the priority employment sectors in Kent. The Strategy continues to inform the service specification for CLS commissioned services.
- **Continued** to implement the recommendations of the Select Committee Inquiry into Grammar Schools and Social Mobility published in June 2016 in order to improve the representation of children from disadvantaged backgrounds in grammar schools, if suitable for their abilities. The report made a number of recommendations which were agreed by County Council and progress in implementing these recommendations is being monitored. As at October 2017, more than half (18) of our grammar schools have now introduced an admissions criteria which offers an element of priority for pupils in receipt of the Pupil Premium and therefore from low income families. The remaining 14 grammar schools have been encouraged to follow suit.

4. Priorities for the Year Ahead (2017-2018)

The priorities and targets for 2018 and beyond are set out in the attached document.

In summary, by 2018, we aim to:

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- **Improve** good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 9%.

- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 66% of pupils attaining age related expectations in Reading, Writing and Mathematics combined.
- **Improve** KS4 attainment to ensure at least 64% of pupils achieving a good pass in English and mathematics and achieve 52.0 in Attainment 8 and 0.02 in Progress 8.
- **Improve** the A-Level APS per entry to 35.0 and the percentage achieving AAB or better in at least two facilitating subjects to 22%.
- **Increase** the Tech Level average point score per entry to 39.
- **Reduce** the FSM gap at Key Stage 2 to 18% and reduce the GCSE Attainment 8 gap to 14%.
- **Increase** the percentage of good and better schools to at least 95%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better Early Years settings to 98%.
- **Increase** the percentage of families living in a deprived area who are registered with a Children's Centre to 85%.
- **Reduce** NEETS to 2% or below.
- **Reduce** permanent exclusions to no more than 40.
- **Reduce** the number of first time entrants to the youth justice system to no more than 350 young people, and the rate of re-offending will be no more than 28%.
- **Deliver** the Vulnerable Learners Strategy to ensure we achieve a significant improvement in outcomes for vulnerable groups, specifically in narrowing achievement gaps and reducing the numbers of young people who are excluded, who are NEET and who become young offenders.
- **Deliver** the Early Help Three Year Plan, and further integrate Early Help and Preventative Services so that at least 86% of intensive support cases are closed with positive outcomes achieved, and work with Specialist Children's Services so that at least 25% of closed children in need cases are stepped down to Early Help.
- **Continue** to deliver the targets in the 14-24 Learning, Employment and Skills Strategy, including priorities to improve the vocational, technical and training offer so that there is further improvement in the employability skills of young people and in the number taking up and successfully completing apprenticeships (8,500),

resulting in a further reduction in youth unemployment to no more than 2% by summer 2018.

- **Deliver** 8,500 apprenticeships for 16-24 year olds, including 4,000 for 16-18 year olds.
- **Improve** the employability skills of 19 year olds, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2018 we expect this to be 92%.
- **Improve** the outcomes at Level 3 for 19 year olds to 70% by 2018.
- **Deliver** the NEETs Strategy to ensure there is a significant reduction in NEET numbers for Children in Care, children and young people with special educational needs and disabilities, young offenders, pupils attending PRUs and alternative provision and other vulnerable groups such as young carers and those who are home educated.
- **Going** forward we recognise that there is still much to do, to deliver the priorities of the SEND Strategy, in order to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings to flourish.
- **Reduce** the SEN gaps in achievement. Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing. We know that SEN pupils will need good levels of attendance to benefit fully from inclusion in the classroom.
- **Create** over 900 new specialist SEN places through a mixture of new schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to address the forecast growth in pupil numbers alongside reducing the number of places presently commissioned in the independent and non-maintained sector.
- **Target** our resources more effectively and achieve even better value for money in the investments we make to improve pupil outcomes The Government is proposing to introduce a new National Funding Formula for schools in 2018-19 and in relation to High Needs, based on current proposals, we will not have any increases in the High Needs funding that Kent receives over the period 2018-2022.
- **Make** further significant improvement to outcomes for Children in Care and markedly reduce the number of CiC who are NEET and in the Youth Justice system.

- **Champion** school leadership in Kent through supporting the implementation of the 'Kent Leaders in Leadership' strategy co-produced with the Kent Association of Headteachers and other relevant stakeholders, which aims to ensure that school leaders in Kent are supported and developed for the future and that system leadership continues to grow across the county.
- **Continue** to deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education. By summer 2018 we expect no schools to be inadequate.
- **Continue** to support and develop more effective school to school support through the Kent Association of Headteachers (KAH), and deliver the Kent Leadership Strategy in partnership with KAH so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.
- **Deliver** the new Education Services Company and as part of that continue to develop a successful trading organisation delivering good value support services to schools at competitive cost, which achieves the growth targets in the business plan.
- **Work** with outstanding and good schools, and multi-academy trusts, to increase their capacity to sponsor new schools and provide support for the improvement of other schools, through academy sponsorship, federation, trust, executive headship or other structural arrangements.
- **Continue** to implement the Early Years and Childcare Strategy 2016 - 2019 to ensure there continues to be sufficient high quality free places for two year olds, robust plans are in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old children with effect from September 2017, more good Early Years settings achieving positive outcomes, more children are well developed to start school and there is better integration of the work of Children's Centres, Early Years settings and schools.
- **Ensure** at least 78% of eligible 2 year olds take up a free childcare place.
- **Deliver** the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2018, and ensure that improved parental choice and planned improvements for September 2018 are on target.
- **Deliver** 17.1 new forms of entry in Primary and Secondary schools, 30 Reception places in Primary schools, together with 340 Year 7 places in Secondary schools by September 2018.

- **Deliver** a new model of High Needs funding that effectively targets resources to the pupils with the most complex needs and the budget is sustainable for the future, not exceeding the 2018-19 funding allocation.
- **Reduce** rising costs of SEN Transport through greater direct support from Special Schools in transport delivery and more streamline systems enabling efficient processing of applications directing suitable learners to both Personal Transport Budgets (PTB) and Independent Travel Training (ITT) where appropriate.
- **Deliver** the Early Help Three Year Plan, and further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 28% of closed cases for children in need are stepped down to Early Help, with a further proportion of closed Specialist Children's Services cases receiving ongoing support from Open Access.
- **Reduce** the rate of re-referrals to Early Help Units within 12 months of previous unit case closure by EHPS down to below 7% by 2020.
- **Reduce** permanent exclusions from no more than 55 in 2017 to 25 exclusions or less by 2020.
- **Improve** the attendance of children and young people by supporting the reduction of persistent absence and focusing on the new 10% threshold for persistent absence. The percentage of pupils who are persistently absent from Primary schools is currently 8.7%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14.2% and this will reduce to 9.5% by 2020.
- **Integrate services and ways of working across Early Help and Specialist Children's Services**, to ensure more children and families are supported to achieve good outcomes without the need for more high cost statutory interventions in their lives.

5. Next Steps

- 5.1 Good progress is being made by the Directorate in reviewing and redesigning services, whilst maintaining and driving improvements in standards and outcomes for children and young people. Similarly, we are strengthening our relationship with all partners who provide support for children and young people within Kent, particularly Schools (including academies and free schools), early years providers, Specialist Children's Services, FE and HE, employers, work-based training providers, the Regional Schools Commissioner, Health and other key stakeholders.
- 5.2 We shall continue to build upon the priority actions detailed in the document appended to this report, reflecting upon what we learn through implementing changes and use this learning to inform the future configuration and practice of the Directorate in order to better support Kent's children and young people in the achievement of their ambitions.

5.3 Many aspects of education in Kent continue to improve, including more good and outstanding schools and better standards of achievement at the end of Primary education and at GCSE. The system as a whole has moved on significantly but some groups of children and young people are still being left behind, and these are our biggest challenges.

- Our achievement gaps for Pupil Premium pupils, Children in Care and learners with Special Educational Needs are still too wide and their outcomes are still not good enough in spite of recent improvements.
- Our NEET figures are still not where we want them to be and too many 16-18 years are either not participating in education or training or they do not have the right options, support and provision to ensure they achieve success.
- Too many 16-18 year olds and some older students with learning difficulties and disabilities do not have the right educational provision available for them in their locality, including the support they need to access training and employment.
- We still have 8% of Primary schools and 10% of Secondary schools that are not yet good or outstanding, which limits the opportunities for the children and young people attending those schools.
- Like many parts of this country our educational success is put at risk by the challenges of recruiting the right teachers, Headteachers and other staff in key services.
- As more schools become academies, and form multi-academy trusts, there is a big challenge in the system to develop the kinds of leadership and governance that will deliver success in the future.
- And as the system changes there is a challenge for the local authority to adapt its services and to work in even more robust partnership with schools to ensure the right services are available and all children are supported, with a sense of shared responsibility for the needs of all children and young people.

5.4 In light of continued financial pressures and reforms to the shape and structure of education and children's services in recent years, KCC is looking at the shape of education and children's services in Kent for the future with plans to achieve more effective integration.

5.5 In this changing environment the local authority will retain a number of important responsibilities but will need to continue to change the way it delivers and funds its services and the way it works with the education and the wider children's services system.

5.6 Education support services will still be required by schools, so KCC is developing proposals to create an Education Services Company to deliver a range of education functions and services to schools from April 2018.

- 5.7 In March 2017, Cabinet agreed to establish an Education Services Company (in the form of a Local Authority Traded Company (LATCo) to ensure long-term sustainability of education services and respond to the changing education landscape. This new model of delivery of a range of statutory and discretionary services will be commissioned by KCC. It is envisaged that as well as allowing KCC to maximise income opportunities from traded services to reinvest in education in Kent, it will also allow KCC to improve outcomes for schools, children, young people and families, whilst continuing to meet its statutory responsibilities. The Company will 'go live' in April 2018.
- 5.8 Our ambition remains to provide a sustainable model of services for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform our services and improve outcomes for all children and young people.

6. Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to:

- (i) Note the refreshed draft CYPE Strategic Vision and Priorities for Improvement 2018-2021 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering CYPE priorities for 2016-2017 and endorse the proposed priorities and targets for 2017-2018 and beyond, to provide sufficient focus and challenge to secure further improvements in outcomes.

7. Background Document

- 7.1 Education and Young People's Services Vision and Priorities for Improvement 2017-2020.

8. Contact details

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